AN ANALYSIS OF READING COMPREHENSION OF FUNCTIONAL TEXT AT EIGHTH GRADE SMP KASIH LESTARI TEMBILAHAN

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ABSTRACT

This research was conducted based on the problems found during the teaching and learning process in class VIII of SMP Kasih Lestari Tembilahan, specifically about students' understanding of the functional text. The problem found is that 50% of the students cannot understand the text they are reading, they cannot reach the KKM score, and Functional text is one of the texts in which students must be able to read and comprehend. This research is included in quantitative descriptive research. The population of this research is class VIII SMP Kasih Lestari Academic Year 2020/2021. The population and sample of this study were 23 people who were taken using the *total sampling technique*. The instrument used was an objective test. Data from students' objective tests are analyzed based on indicators and then interpreted and become research findings. Based on the results of the study showed that students of class VIII SMP Kasih Lestari: 1. The ability of reading comprehension in Main Idea Aspect showed at the poor level of 10 people out of 23 students (30,4%). 2. The reading comprehension ability in Reference Aspect showed at enough level of 10 people out of 23 students (43,4%). 3. The reading comprehension ability in Inference Aspect showed at the excellent level of 15 people out of 23 students (65,2%). 4. The ability of reading comprehension in Unfamiliar Word Aspect showed at the poor level of 15 people out of 23 students (34,7%). 5. The ability of reading comprehension in Factual Information Aspect showed at enough level of 5 people out of 23 students (43,4%). From the above research results, it can be concluded that students still experience many difficulties in reading comprehension, especially in functional texts by applicable rules. Furthermore, based on the results of this study, teachers are expected to be able to provide better teaching techniques, and students can do more exercises to improve students' reading comprehension abilities.

Keywords: Reading Comprehension, Student Ability, Functional Text.

INTRODUCTION

There are four language skills that students must learn in learning English, namely: Speaking, Reading, Listening, and Writing. One of them is reading. According to Emerald et al., in Rahman (2004: 9), reading is a conceptual process and thinking through prints, and the process is interpretive.

According to Cameron and Myers (2013: 3), the functional text is a text that gives the reader specific information or helps the reader performs a daily task. Humphries (2005: 65) adds that besides providing real-world tasks or situations, the word functional means useable. It implies that functional text is generally a text used for a specific purpose.

Based on the preliminary observations of researchers at SMP Kasih Lestari, the researcher focused on the phenomena that occurred in the school. There was a problem the researchers found. The first problem comes from 50% of students who cannot understand the text they are reading. The second problem is that students cannot reach the KKM score. Based on the problem above, it is necessary to conduct a study. Teaching functional text is also taken at the eighth-grade students' of SMP Kasih Lestari; the students have learned about several kinds of genres, one of them being functional text. It means that the students in the eighth grade of SMP Kasih Lestari have understood how to read and comprehend it. However, their reading comprehension skill was not recognized yet.

LITERATURE REVIEW

Reading Comprehension

Cain et al., in Middleton (2011: 2), said that reading comprehension could be broadly defined as the process of constructing meaning by coordinating several complex processes that include language, word teaching, word knowledge, and fluency.

Cooper, (2000: 37) comprehension is the strategies process by which to a text by using a clue in the text and own prior knowledge. Comprehension always plays an essential role in reading because reading is that students understand what they read. Students cannot get an idea written in a text or book if they do not understand what they have already read. In other words, reading without comprehending is useless.

From the experts' definition above, reading comprehension is a process that involves thinking and memory in constructing meaning through interaction and involvement with written language.

The Nature of Functional Text

According to Wilson (2005: 27), the functional text is influenced by age, knowledge, experience, and opinion. Writers are not often there to comment on their meanings but can offer cues to their readers about how they expect or hope their texts to be read.

Generic Structure of Functional Text

Pateda and Pulubuhu (2005: 209) propose the generic structures of announcement text that are: head (the name of an organization or institution, the title of an event); body or content (what to be announced, date and time, place, etc.); and closure (additional information).

Language Futures of Functional Text

According to Halliday (1985: 10), the language feature of the functional text is:

1. Using the simple present tense and simple future tense
2. Using exact noun
3. Pronunciation and intonation
4. Spelling and punctuation
5. Simple Future Tense

RESEARCH METHOD

This research is descriptive. That is located on Trimas Sakti street. The total of students in the eighth grade of SMP Kasih Lestari Tembilahan is 23. So, the population in this research is 23 students. To take a sample, the researcher will use total sampling. According to Arikunto (2006: 130), the population is all subject will be the research. The research sample is the whole of the population. The sample was taken based on a total population of less than 100. According to Sugiono (2014: 215), the sample is a passage of the total and characteristics that the population has.

In this research, the researcher uses a multiple-choice test as an instrument guide. To analyze the test, the researcher used the indicators of reading. The indicators will analyze the answer to each item in the instrument.

FINDING AND DISCUSSION

Based on the analysis of the average score of students' ability in reading comprehension of functional text test in each aspect of reading comprehension, it was known that many students' reading comprehension, especially on *main idea* aspect the table and chart above have shown that there were two students (8,6%) who got score 20, there were 3 (13,0%) who got 15 scores, there were nine students (39,1%) who got score 10, and there were five students (21,7%) who got score 5. There were four students (17,4%) who got a score of 0. So, the highest frequency was on a ten score. While on the *reference* aspect, the table and chart above have shown that there were seven students (30,4%) who got score 15, there were 10 (43,4%) who got ten scores, there were five students (21,7%) who got score 5, and there was one student (4,3%) who got score 0. So, the highest frequency was on a ten score. In the *inference* aspect, the table and chart above have shown that there was one student (4,3%) who got a score of 15, there were 10 (43,4%) who got a ten score, there were ten students (43,4%) who got score 5, and there were two students (8,7%) who got score 0. So, the highest frequency was on 5 and 10 scores. In the *unfamiliar word* aspect, the table and chart above have shown that there were eight students (34,7%) who got score 15, there were nine students (39,1%) who got ten scores, there were six students (26,0%) who got score 5. So, the highest frequency was on a nine score. The last aspect was *factual information*; the table and chart above have shown that there were two students (8,7%) who got 20 scores, there were five students (21,7%) who got 15 scores, there were nine students (39,1%) who got ten scores, and there were five students (21,7%) who got five scores, and there were two students (8,7%) who got 0 scores. So, the highest frequency was on a ten score.

Tabel 1. Final Result of Students' Ability in Reading Comprehension of Functional Text at Eighth Grade of SMP Kasih Lestari Tembilahan

No	Students' Name	Classification	
		Score	Level
1	Agnes Indrawati	50	Enough
2	Andry Febbry Agara Pasaribu	45	Enough
3	Cathleen Cynthia Bok	35	Poor
4	Chelshea Francisca	35	Poor
5	Chelsea Hartono	30	Poor
6	Delvin Verdasco	55	Enough
7	Derrick Christian	45	Enough
8	Donna Chery Alphelo	55	Enough
9	Jennifer Zhou	55	Enough
10	Jessi Celine	50	Enough
11	Jesslyn Alvina	40	Poor
12	Jesslyn Vanessa	40	Poor
13	Jhonatan	60	Enough
14	Jonathan Nathanail Hutabarat	45	Enough
15	Melly Tan	40	Poor
16	Moses Saputra Damanik	40	Poor
17	M. Nabil Rizkiansyah	60	Enough
18	Nurmaida Sanchia Z	50	Enough
19	Riespati Khairunnisa	50	Enough
20	Ruben Gabriel S	35	Poor
21	Savero Hernando	60	Enough
22	Viona Halim	40	Poor
23	William Christian Lou	50	Enough
	Mean Score	**46,3**	**Enough**

Based on the table above, we can see that students had gotten *outstanding* category, *good* category, *enough* category, and *poor* category. To make it clear, we can see the students' values recapitulation below, as follows:

Tabel 2. Classification of Students' Ability in Reading Comprehension of Functional Text at Eighth Grade of SMP Kasih Lestari Tembilahan

No	Score Level	Category	Frequency	Percentage
1	81 - 100	Very Good	0	0
2	61 - 80	Good	0	0
3	41 - 60	Enough	14	60,8%
4	21 - 40	Poor	9	39,1%
5	0 - 20	Very Poor	0	0
	Total		**23**	**100%**

Based on the finding above of reading comprehension, no students were categorized as *an outstanding* and *reasonable* level. Fourteen students, or 60,8%, were categorized as *enough* level, nine students, or 39,1% were categorized *as poor* level, and there were no students categorized as *abysmal* level. The students' mean score was 46,3 with categorized *Enough*. It meant students who obtained *enough* category scores in reading comprehension are the most.

In conclusion, students' ability in reading comprehension of functional text was categorized as *enough* because the average of students' score was 50 with the interval of 41 – 60, which classified as *enough* level. Concerning this research, it is suggested that students do more exercises in reading comprehension of functional text.

CONCLUSION

Based on the result of data analysis that has been described, it concluded that students' ability in reading at eighth grade of SMP Kasih Lestari Tembilahan are *enough* in reading comprehension of functional text. It can be seen from the students' mean score was 46,3 with 41 – 60 that is categorized as *enough* level. It meant most of the students obtained the score with *enough* level.

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