An Analysis of Students' Reading Ability at Grade Seven of SMP Negeri 1 Bandar

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Abstrak

Salah satu kemampuan linguistik yang mendasar adalah kemampuan membaca. Siswa akan dapat menggunakan kemampuan lain, seperti berbicara, sebagai hasil dari membaca mereka. Ini juga akan sulit bagi anak-anak yang tidak dapat membaca untuk mencapai potensi menulis mereka. Pada tahap membaca pendahuluan, penelitian waktu, meliputi kemampuan membaca anak kelas VII. Analisis kemampuan membaca siswa kelas VII SMP adalah topik dari artikel ini. Tujuan dari penelitian ini adalah untuk mengetahui apakah keterampilan membaca siswa kelas delapan tinggi, sedang, atau buruk. Penelitian ini menggunakan teknik penelitian kualitatif dan penelitian deskriptif, serta metodologi studi kasus. Sebuah strategi sampel purposive digunakan untuk memilih responden untuk penyelidikan ini.

Kata kunci: *Analisis, Keterampilan Bahasa Inggris, Kemampuan Membaca*

Abstract

One of the fundamental linguistic abilities is the capacity to read. Students will be able to use other abilities, such as speaking, as a result of their reading. It will also be tough for children who are unable to read to reach their writing potential. In the preliminary reading stage, time research, the reading ability of grade VII children is covered. Analysis of the reading ability of 7th grade Junior high school students is the topic of this article. The purpose of this research was to find out if eighth graders' reading skill was high, medium, or poor. This study employs qualitative research and descriptive research techniques, as well as a case study methodology. A purposive sample strategy is used to choose respondents for this investigation

Keywords: *Analysis, English skills, Reading Ability*

INTRODUCTION

Language is a communication tool to convey messages, do something things by speaking and expressing opinions or calling out an invitation. Language can also be used as a characteristic of an area because in each region has a background different historical and cultural background. According to Sihombing et al (2021), Language is a tool for communication and the most important part of people's lives to communicate and because language is able to help provide information, ideas, main ideas, concepts, or feelings for others (Herman et al. 2020). Without language, humans will not be able to express their feelings, thoughts, emotions, desires, and beliefs. The meaning of language is a tool and a mechanism that determines how humans relate to the world, to each other, and even to themselves. Apart from being a means of communication and interaction, language also has an important meaning as a learning method in the scope of the language itself (Simanjuntak et al., 2021). Language also functions as the identity of a tribe or nation because of its uniqueness because every tribe or nation certainly has a different language.

Language skills are included in four skills, namely: listening, writing, reading, and speaking. According to Purba et al. (2021), a person's age level can affect his language skills. A child will learn to listen, speak, read, and write. The four skills begin with learning to

listen/listen then the child will learn to speak and read letters by letter then the child learns to write therefore why skills these languages will influence each other. For example, students will not be able to write if the student cannot recognize a letter, students are not able to speak well if students are not able to recognize letters. So, reading with the process of recognizing letters, recognizing words, and then recognizing sentences will affect the writing and speaking processes.

According to Ivantara et al. (2020), reading is an activity produced by students' conscious experience, understanding, purpose, and meaning or the essence of the reading will be determined by the reader himself. According to the Ministry of National Education (2006) states that reading is the use of various types of reading to understand novels, poetry anthologies, short stories, and all works in the form of discourse written from various generations.

In the context of implementing the Education Unit Level Curriculum, teaching is not only conveying the subject matter but also is the process of regulating the environment so that students learn. Another meaning of teaching thus, it is often termed learning (Sirait et al., 2020). Learning is carried out at all levels of education. One of the learning carried out in junior high school is the implementation of English learning.

Implementation of English learning in junior high school emphasizes on reading and writing skills. At the end of education in junior high school, participants as students are expected to have read at least nine literature books and three non-literary books (BSNP, 2006: 1). Based on the language course syllabus English in grade VII Junior High School, the standard of reading competence is to understand a variety of texts non-literature with various ways of reading, understanding the contents of various reading texts by reading, understanding written discourse through intensive reading activities and reading, scanning, and understanding literary discourse through poetry reading activities and children's storybooks. To help students in the process of learning to read, teachers must choose the right strategy to achieve learning goals. In addition, the teacher must create a pleasant learning atmosphere, for example by using techniques and learning media that attract students to take part in learning read well.

According to Patiung (2016) the benefit of reading is that it can stimulate the mental brain to continue to stay active so that it will always be in good condition), can reduce stress (by reading can suppress hormones that can cause stress by therefore reading can reduce stress levels up to 67%), reading is able to add insight and knowledge (by reading can fill our minds with information that we have never known), by reading can increase vocabulary, and can improve memory quality.

Beginning reading focuses on mastering writing systems such as recognizing letters and how to pronounce them in learning to read whose understanding is still limited. Beginning reading is focused on low-grade students and reading understanding is focused on high-grade students because high-grade students are assessed able to think more critically. While reading comprehension focuses on comprehension of reading content, improvement, and refinement of mastery of reading techniques (Lumbantobing et al., 2020; Damanik and Herman, 2021). In addition to internal factors from family, teachers, and schools, other factors such as the environment around the house will affect the individual in his life. Factors in the environment around the house will indirectly shape the character of the child. So it is the role of parents who will help provide

a stimulus so that children do not have bad character if a child is in a good home environment and has peers who also have high spirits in plain view the child will have a higher learning motivation as well.

Based on the results of observations in the field the reading ability of class students VII at SMP N 1 Bandar is very diverse, there are students who are able to read fluently quickly, there are students who read it still stammering and there are also students who still have problems with errors in the pronunciation of letters. So the researcher wants to describe how the reading ability of class VII students at SMP N 1 Bandar and the teacher's way to help students who still have deficiencies inability reading in it.

METHOD RESEARCH

This research uses qualitative research methods with a study approach case. The aim is to see the reading ability of grade VII students at SMP N 1 Bandar is clever. The subjects in this study were grade VII students, technical taking the subject using the purposive sampling technique. Because in this research collects data through certain criteria, namely class VII students who have the ability to read, moderate reading, and are not able to read. Data was retrieved with through interview techniques, observation, and documentation in the form of a reading ability test. Observations were made to grade VII students and interviews were conducted to grade VII students & homeroom teachers. The instrument used in data collection uses observation sheets, interview sheets, and documentation sheets.

This study uses a descriptive research method with a study approach case. The aim is to obtain an overview of the assertiveness in social skills in students who are victims of bullying at SMP N 1 Bandar. The subjects in this study were two victims of bullying, and the subject was taken using the purposive sampling technique. Purposive sampling is a technique of taking data sources with certain considerations. In it is the rest who are victims of bullying. Data collection is carried out in two ways: techniques, namely observation and structured interviews. Observations were made to two victims of bullying, while interviews were conducted with two peers, class teachers, and victims of bullying themselves. The instruments used in data collection are using observation sheets and interview sheets.

Table 1. Aspects and indicators of reading ability

Number	Aspect	Indicator	Description
1	Sensory	Sign mastery read	Students are able to recognize and be able to read using the sign read right.
2	Perceptual	Clarity of voice	Students are able to read aloud loud and clear
3	Sequential	Accuracy of intonation	Students are able to read with proper intonation
4	Association	Accuracy pronunciation/pronunciation	Students are able to read with proper pronunciation or pronunciation
5	Experience	Smoothness read	Students are able to read with fluent
6	Think	Understanding content reading	Students are able to review or evaluate the content of reading with own language
7	Learn	Method learning	Students are able to participate and be cooperative in the process learning
8	Affective	Ability factor read	Students have factors that support reading ability
9	Idea	Class effectiveness	Students are able to create an atmosphere effective learning.

RESULTS

Research on the reading ability of grade VII students was carried out at SMP N 1 Bandar. The research process was carried out from December to February. Data collection in this study was carried out in three stages. These stages are the process of observation, interviews with students, and interviews with teachers. The results of the observation show that the reading ability of class VII students shows that R1 is able to read fluently therefore students are already able to fulfill all aspects of reading ability, R2 has not been able to read fluently because students are only able to fulfill some aspects reading ability, R3 is able to read fluently, therefore students already able to fulfill all aspects of reading ability, R4 is able reading fluently, therefore students are able to fulfill all aspects reading ability and R5 is not very fluent in reading because students were only able to fulfill 1-2 aspects of reading ability. The results of interviews with class teachers showed that R1 was able to read fluently because students are able to fulfill all aspects of ability reading, in R2 the teacher believes that students are only able to read with stammered, therefore students are only able to fulfill some aspects of ability reading, R3 the teacher thinks that students are able to read fluently, R4 the teacher believes that students are able to fulfill all aspects, therefore students already able to read fluently, at R5 students have not been able to fulfill. In all aspects, students are only able to fulfill two aspects. Then interviews with class VII students showed that R1 was able to fulfill aspects because in the learning process students are always accompanied by their parents as well as R3&R4, different from R2&R5 that students have not able to read because students learn not accompanied by their parents. While the results of student scores also show the results of R1, R3 & R4 getting above the average while R2&R5 get a score below the average.

DISCUSSION

The data obtained that R1 has a good reading ability, it is seen in the results of observations which saw that R1 was able to be categorized as meeting standard aspects of observation, R1 also shows a cooperative attitude during learning takes place, besides that the average value of R1 is 95.9 including very good category, and supported by the results of teacher & student interviews which stated opinion that R1 has been able to master all aspects of reading. This aspect is supported by student statements that the learning process at home is always accompanied by his parents. In the R2 data, students have poor reading skills, this is seen in the results of observations that students do not meet the aspects as a whole; students have not been able to read fluently, students are also not able to memorize letters as a whole. This is supported by the value of the reading ability test results students with an average of 64.2 which shows the average ability of students with enough categories, this is because students do not have the spirit to learn. So the results of teacher & student interviews stated that both parents have a low level of concern for R2. This statement is also reinforced by students that during the learning process at home students are not accompanied by their parents, because R2 lives with his grandmother.

In R3 students have good reading skills, it is in line with the results of student observations that students have been able to meet aspects of ability read and categorized as a good reading ability student, besides that the attitude shown by students shows that students are very enthusiastic and enthusiastic in every learning activity that takes place, this is supported by the result data test the reading ability of students who get an average value of 97.8 then R3 categorized as very good. The results of teacher and student interviews as well give a statement that the teacher thinks R3 already has the ability good reading, students are also able to retell or review back about the story he has read, the student's statement also proves that students have good reading skills because R3 has a factor very supportive supporters, namely students will always learn with the assistance of by parents and students will get private lessons at home. In R4 students have good reading skills, it is in line with the results of student observations that students have been able to meet aspects of ability read and categorized as a good reading ability student, besides that The attitude shown by students shows that students are very enthusiastic and enthusiastic In every learning activity that takes place, this is supported by the result data test the reading ability of

students who get an average value of 98.5 then R4 categorized as very good. The results of teacher and student interviews as well give a statement that the teacher thinks R4 already has the ability good reading, students are also able to retell or review back about the story he has read, the student's statement also proves that students have good reading skills because R4 has a factor very supportive supporters, namely students will always learn with the assistance of by parents and students will get private lessons at home.

In the R5 data, students have poor reading skills, which means that seen in the results of observations that students do not meet the aspects as a whole, students have not been able to read fluently, students are also not able to memorize letters overall. This is supported by the value of the reading ability test results students with an average of 65.6 which shows the average value of the ability of students with enough category, this is because students do not have the spirit to learn. So the results of teacher & student interviews stated that both parents have a low level of concern for R5. That statement was also reinforced by students that during the learning process at home students are not accompanied by parents, because their parents are very busy working.

CONCLUSION

So, based on the explanation of the results of the research discussion above, it can be taken conclusion based on the results of the exposure to the research data above, it can be concluded the reading ability of grade VII students of SMP N 1 Bandar is divided into three groups ability. The first group with a percentage of 80% is almost the whole students are able to read fluently, with good intonation and pronunciation true. But in the second group with a percentage of 5% there are still some students who have not been able to read fluently or are still stammering and the third group with a percentage of 10% there are still students who really have not been able to read properly fluent and still often experience errors in the pronunciation of letters. It can be concluded that the reading ability of grade VII students at SMP N 1 Bandar is categorized into reading ability is very good, because students who are able to read current exceeds the percentage of 50%.

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