

## STUDENTS' READING COMPREHENSION IN READING ENGLISH TEXTBOOK

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### Abstrak

Tujuan penelitian ini adalah untuk mengetahui pemahaman membaca siswa dalam membaca buku teks bahasa Inggris salah satu Universitas di Indonesia. Penelitian ini menggunakan metode kualitatif dengan analisis statistik deskriptif. Sampel penelitian terdiri dari 30 mahasiswa. Instrumen yang digunakan adalah tes pemahaman bacaan untuk mengumpulkan data. Data dianalisis dengan menginterpretasikan hasil tes pemahaman bacaan. Hasil penelitian menunjukkan bahwa skor pemahaman bacaan dalam membaca buku teks bahasa Inggris termasuk dalam kategori buruk dengan rata-rata (24,63). Skor tertinggi pemahaman membaca siswa adalah buruk (53) dan skor terendah juga buruk (7). Kemampuan mereka dalam Literal (L), Inferential (F), dan Critical Creative (K) juga umumnya buruk.

Kata Kunci: Pemahaman Membaca, Buku teks bahasa Inggris

### Abstract

This research objective is to find out the students' reading comprehension in reading English textbook in one of State Universities in Indonesia. This research used qualitative method with descriptive statistical analysis. The sample of the research consisted of 30 students. The instrument was reading comprehension test to collect the data. The data were analyzed by interpreting the result of reading comprehension test. The result of this research shows that the score of reading comprehension in reading English textbook were categorized as poor with the average of (24.63). The highest score of students' reading comprehension was poor (53) and the lowest score was also poor (7). Their abilities in Literal (L), Inferential (F), and Critical Creative (K) are also generally poor.

**Keywords:** *reading comprehension, English textbook*

## INTRODUCTION

Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing. However, among of all the skills reading is considered as the most important skill. According to Kartawijaya (2017), reading is known as the language skill that very important in teaching and learning English. It is the process of getting information from something that was written, to obtain information and to improve the science and knowledge. In this case, Fitri & Rozimela (2020) said that the study about students' reading comprehension is important since it is an important language skill in Indonesian curriculum.

Therefore it becomes one of the language skills that needed to be mastered by students. Reading skill give much benefit to students such as increasing personal confidence, reducing social isolation, fostering a sense of community and encouraging communication skills. Through reading, students could improve their vocabulary, get new information and learn many things. Reading is a process of gaining a message which is convey by a writer through words or written language. When reading, eyes are going to recognize every word meanwhile brain try to analyze and link to the meaning of the writing.

Textbook is a book which is designed to give material, assessment and evaluation for the students. It also shapes the process of teaching learning in the class that provides the primary form of linguistic input. It is very influential in changing students 'mindsets because they can affect students' knowledge and specific value. It also becomes the main resources in education learning to get standard competence and the main competence, which means that it has significance role in Indonesian objective curriculum. In Indonesian's curriculum textbook has an important role in teaching and learning process. It is also mentioned in the Indonesian government regulation number

32 in 2013 article 1 section 23 as, stated: “*Buku teks pelajaran adalah sumber pembelajaran utama untuk mencapai kompetensi dasar dan kompetensi inti*”. Thus, in order to support English language teaching, the design materials in a textbook must be appropriate with learning objectives.

English textbooks had been used by the students when they were in high school. However, Abanda’s (2016) result of his study proved that English Education Study Program of the 3rd semester students have the average score in reading comprehension of items 1-29 is poor (32) even the average score in items 30-45 is very poor (25,56). Therefore, the researchers deeply analyzed the students comprehend English textbook.

### **Reading Comprehension**

Reading is one of language skills that students should know. The readers do reading to get information and knowledge from a text,. While reading comprehension is an important skill needed for all areas of school. Subjects, other than reading or literature, where comprehension skills are significantly important include science, social studies and math (Misra, Jusnita, Ali, & Dahlan (2021).

According to Klingner, et al (2007), reading comprehension as a complex process to get meaning from the author including word meaning, word knowledge, and fluency. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He also added reading comprehension is not only the reader response to the author’s meaning but multi complex process to involve many interactions between the reader and what they comprehend from the text. Is not only to understand the text or reading passage but also to interpret, to problem-solve, to visualize, hypothesizing, to observe, to report, to organize data, to follow directions, to draw conclusion, and to predict outcomes based on the text.

While, according to Sung, Chang & Huang (2008), for enhancing reading ability, one of the methods most often recommended by researchers is reading strategy instruction. But this research focus on students’ reading comprehension in reading English textbook.

### **Defining the Reading Comprehension Levels**

Dagostino, Carifio, Bauer, Zhao, & Hashim (2014) stated that the reading comprehension levels and the reading skills determine the difficulty and the nature of the reading texts and the test items.

a. Literal (Message extraction)

*Literal Reading Comprehension*, which refers to the memorization of facts in texts where information is explicitly stated at a basic level of thinking.

b. Inferential (Message Interpretation)

*Inferential Reading Comprehension*, which refers to the ability of students to interpret meaning where they need to use overt information along with intuition, reasoning, and experience to attain the higher level of thinking assessed, and

c. Critical/Creative (Message Evaluation)

*Critical/creative Reading Comprehension*, which refers to the student’s ability to do an overall critical evaluation of certain information or an idea that has been read in terms of the precision and/or suitability of the given information of a new idea, encountered. This critical evaluation may require some divergent thinking and depend to some degree upon the knowledge and personal experience of the student, but it focuses mostly on convergent critical thinking being done by the student.

In summary, reading comprehension strategy is a way which will help students to read and understand what have they read. Students will start to set their goals before read a text, keep on

reading text, then at the end students are asked to focus on showing their understanding of reading the text.

### **English Textbook**

A textbook is a book used for the study of a subject. People use a textbook to learn facts and methods about a certain subject. According to Bojanić & Topalov (2016), textbooks are undoubtedly the most popular teaching materials used in foreign language classes. Therefore, it is highly significant that textbooks include the essential elements of language and culture and that they correspond to learners' needs, cultural background and level of linguistic proficiency.

Textbooks sometimes have questions to test the knowledge and understanding of the learner. A workbook is a type of textbook that has only practice questions and exercises. Workbooks are designed not to teach but to provide practice and to highlight areas which need more learning. A revision guide is a type of textbook that is used to remind the learner about the subject and give him/her extra practice, especially before an examination. According to Sulistiyana (2020), a textbook is a media as source of material in teaching learning, which is based on the curriculum used in current by single writer or a group of writers and used in schools. Then, an English textbook is primary resource to teach English in classroom.

A Textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges" Textbooks usually combine contemporary and traditional approaches to language teaching. They incorporate concepts such as 'learner development', a 'task-based methodology', and 'cross-curricular themes' while providing a grammar framework and a thorough practice of vocabulary, grammatical structures and functions (Hutchinson & Gault, 2009; Bojanić & Topalov, 2016).

Cunningsworth (cited in Sulistiyana, 2020) claims that "no course book will be totally suited to a particular teaching situation. The teacher will have to find his own way of using it and adapting it if necessary. That is why, we should not be looking for the perfect course book which meets all our requirements, but rather for the best possible fit between what the course book offers and what we as teachers and our students need".

## **RESEARCH METHOD**

This research applied qualitative method with descriptive statistic analysis which describes research problem through a description. The method is to gather information about research variable that is students' reading comprehension in reading English textbook.

This research was conducted at one of the state Universities in Indonesia. This research involves 30 students of the fifth semester as the subjects of the research and are taken purposively. In particular, the researcher is going to involve the subjects who have passed all reading courses at English Education Study Program and they are more active in the class based on the observation.

To collect the data, the students were asked to do the test, which dealt with the students' reading comprehension in reading English textbook. The test consisted of 15 questions; each question contained one reading skill analysis. The test was multiple choices/objective, based on the indicators of reading comprehension from English textbook. The length of time to do the test is approximately 30 minutes. The constructs of the test included the passage taken from English textbook. The assessment of a reading comprehension instrument refers to cognitive abilities as defined by Bloom's revised taxonomy (cited in Abbas, 2016).

After collecting the data, the researcher counted the number of correct answers, then concluded the total score from the result of the test. Each student's scores were calculated by using the following formula:

$$M = \frac{X}{N} \times 100$$

Where:

M = Individual score

X = The number of correct answer

N = The number of item (Wayan and Sumartana, 1986)

In order to find out the categories of scores, the following are classification of the score.

Table 1. Score Categories

No	Scores	Categories
1	90 – 100	Very good
2	80 – 89	Good
3	70 – 79	Sufficient
4	<70	Poor

## FINDING AND DISCUSSION

### Finding

The data of students' reading comprehension test scores with the classifications are as follows; in the test four students (13.3%) obtained 7 score, five students (16.67%) obtained 13 score, six students (20%) obtained 27 score, four students (13.3%) obtained 20 score, seven students (23.3%) obtained 33 score, three students (10%) obtained 40, and one student (3%) obtained 53 score. All scores were categories less.

The data of students' reading comprehension in reading English Textbook test based on the category are as follows; in terms of Literal (L) Reading comprehension Category, there were six questions of the test. As the result, more than 20% of the respondents were able to obtain 2 correct numbers of the test (Nine students or 30%), Eight students or (26.67%) obtained 3 correct numbers of the test, and Seven students or (23.33%) obtained 1 correct number of the test. More than 10% of the respondents did not obtain any correct numbers of the test (Five students or 16.67%). Below than 5% of the respondents were able to obtain 4 correct numbers of the test (One student or 3.33%) and no students obtain 5 and 6 correct numbers of the test.

In terms of Inferential (F) Reading Comprehension Category, there were five questions of the test. As the result, more than 30% of the respondents obtained 1 correct number of the test (10 students or 33.33%) and Nine students or (30%) did not obtain any correct numbers of the test. More than 20% of the respondents obtained 2 correct numbers of the test (Seven students or 23.33%). Below 15% of the respondents obtained 3 correct numbers of the test (Four students or 13.33%), and no students obtained 4 and 5 correct numbers of the test.

In terms of Critical Creative (K) Reading Comprehension Category, there were four questions of the test. As the result, there were 15 students or (50%) of the respondents did not obtain any correct numbers of the test. Nine students or (30%) of the respondents obtained 1 correct number of the test. More than 15% of the respondents obtained 2 correct number of the test (Five students or 16.67%). Below that 5% of the respondents obtained 3 correct numbers of the test (1 student or 3.33%), and no students obtained 4 correct numbers of the test.

In terms of Literal Category of reading comprehension, more than 30% of the respondents were able to identify main idea (14 students or 47%), to make comparison (14 students or 47%), and to identify the meaning of word/ phrase/ sentence (10 students or 33%). More than 20% of the respondents were able to identify the important point (Seven students or 23%) and to identify the

cause-effect (Six students or 20%). Then, below 10% of the respondents were able to identify the sequence of ideas/events (Two students or 7%).

In terms of Inferential Category of reading comprehension, more than 30% of the respondents were able to interpret the cause-effect (10 students or 33%). More than 20% of the respondents were able to interpret the comparison (Eight students or 27%), to make conclusion (Eight students or 27%), and to interpret the important point (Seven students or 23%). Below 20% of the respondents were able to interpret the main idea (Three students or 10%).

In terms of Critical Creative Category of reading comprehension, more than 20% of the respondents were able to do evaluation of the reading passage (Seven students or 23%) and to do internalize of the reading passage (Six students or 20%). Below 20% of the respondents were able to draw conclusion (Four students or 13%) and to identify the moral of the lesson/story (Four students or 13%).

Based on the findings, it can be concluded that 30 students' reading comprehension test result were categorized as poor. Referring to the categories of scores, below 70 is categorized as poor. Meanwhile, the highest score of the students was 53 and the lowest score was 7. This suggests that the students had poor ability in reading comprehension in reading English textbook.

## Discussion

The calculated result of this research revealed that students' reading comprehension in reading English textbook was poor. The result of this research is in line with Abanda (2016) and Kartawijaya (2016) who found that students' reading comprehension score were low or poor. According to Klingner, et al (2007), reading comprehension as a complex process to get meaning from the author including word meaning, word knowledge, and fluency. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He also added reading comprehension is not only the reader response to the author's meaning but multi-complex process to involve many interactions between the reader and what they comprehend from the text.

All the questions obtained from the textbook entitled "Reading Comprehension Strategies; Theories, Interventions, and Technology". Where textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges.

The teacher will have to find his own way of using it and adapting it if necessary. So we should not be looking for the perfect course book which meets all our requirements, but rather for the best possible fit between what the course book offers and what we as teachers and our students need". To sum up, reading comprehension textbook is not totally suited to all students in reading comprehension subject, however if the teacher's way of teaching is suitable to the students' necessary then it will possible fit to them.

## CONCLUSION

It was found that students involved in this research score of reading comprehension in reading English textbook at the English Language Education Study Program were categorized as poor with the average of (24.63). The highest score of students' reading comprehension was poor (53) and the lowest score was also poor (7). Their abilities in Literal (L), Inferential (F), and Critical Creative (K) are also generally poor. The teacher will have to find his own way of using it and adapting it if necessary. So we should not be looking for the perfect course book which meets all our requirements, but rather for the best possible fit between what the course book offers and what we as teachers and our students need". To sum up, reading comprehension textbook is not totally suited to all students in

reading comprehension subject, however if the teacher's way of teaching is suitable to the students' necessary.

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