

STUDENTS' READING LEVEL MASTERY AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF KHAIRUN UNIVERSITY

Fauji Habib¹, Susana R. Bahara², Saiful Latif³

^{1,2,3} English Language Education Study Program of Khairun University, Indonesia

Author correspondence: faujihabib21@gmail.com

Abstract

This study aims to determine the level of fifth semester students in reading mastery. This research took place in the English Education Study Program, Faculty of Teacher Training and Education, Universitas Khairun Ternate. This research uses descriptive quantitative method to explain and describe the level of fifth semester students of English education study program in students' mastery of reading. Researchers collected data by giving questioners to determine students' mastery. The subjects of this study were 45 students. In this study there were no students who fell into the Excellent category. A total of 14 students (31.11%) whose test results fell into the good category. 11 students (24.44%) test results fall into the Fair category. 13 students (28.88%) test results fall into the Fair category. 7 students (15.55%) were in the Poor category. To summarize, the average score of students in mastery of English reading is still quite adequate with a total average score of 53.97. Based on this study, the researcher found that there are some difficulties of students in reading comprehension, namely on complex words or vocabulary, the ability to understand sentences.

Keywords: Reading, level mastery, english language education study

INTRODUCTION

English is the one of international languages which is the main language of printed information, can be in the fields of technology, economics, trade and science. The most important and vital way to process information is reading. By had a reading skill students can understand verses, textbooks and references written in English, students are able to absorb information and knowledge. Based on the curriculum presented in the academic field, language skills are categorized into receptive skills and productive skills. Speaking and writing are productive skills, while listening and reading are receptive skills.

Reading is a tool of communication in written language through the texts form. It is the most of efficient way to get some information about many aspects of life, including science and technology. By reading, people can absorb a number of information. Reading has a very important role and becomes a daily necessity for every person who wants to acquire whatever information which are required. Reading is an essential skill for learners of English as a foreign language. For most of learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning any content classes where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning in teaching and learning reading, skill there are kinds of particular problems which will need to be addressed.

The first problem is reading comprehension. The problems are related to background knowledge, cultural knowledge, and the type of the text. Background knowledge is the students' previous knowledge or knowledge of the world. If students are lack prior knowledge in reading a text, they cannot understand it, because they have not know yet what the explaining of the text. A reader uses background knowledge to integrate new information from a text into he or she prior information.

Reading ability is very useful and important skill. By this skill, people are also able to broaden their knowledge by reading many kinds of English texts. Reading is also very essential for students. They could developing their knowledge and get much information related to their studies through reading academic books, newspaper, magazines, and advertisements. Reading is the process of identification, interpretation and perception of written or printed material. Comprehension is the understanding of the meaning of written material and involves the conscious strategies that lead to understanding. The process of reading deals with language form, while comprehension has to do with the final result, which deals with the language content. Furthermore, reading establish es a link between the writer and the reader.

Based on the explanation above, this research aims to determine the difficulties of learning reading comprehension on narrative text faced by English students at Khairun University with the title "Students' Competence in Reading Comprehension in English Khairun University language study program. In this research to found students' competence in reading comprehension researcher use narrative text because narrative text is the one of text which using to learn, and improvement students' reading skill. That's why researcher interesting to use narrative text for finding students' difficulties in reading comprehension.

A. Reading Mastery

Reading is an information-searching activity through written signs and to understand the ideas both explicit and implicit in a text which involves cooperation among several mastery. Reading mastery is 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 understanding read text information children develop mental models or representations of the meaning of the text ideas during the reading process (Tarigan,2009),

According to interactive models of reading, comprehension is built up or constructed from knowledge sources which interact with each other on the input from the written page. Mastery, then, is the process of relating new or incoming information to information which is already stored in the memory. Here, readers make connections between the new information on the printed page and their existing knowledge. They must allow the new information to enter and become a part of their knowledge store. Reading mastery is the application of a skill that evolved for other purposes (listening or oral mastery) to a new form of input (text). Unlike listening comprehension, reading mastery is not something for which our brains have evolved. Whereas oral mastery seems to develop “naturally” with minimal deliberate intervention, reading comprehension is more challenging and requires deliberate instruction.

Mastery is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text and the stance the reader takes in relationship to the text. This means that the readers look the construct meaning in text that they found information in text. Therefore, Mickulecky and Jeffries in Ismail et all (2004), reading is very important since it can enhance students' general language skills in English; assisting students to think in English, enlarging students' English vocabulary, improving their writing, and it can be a good way to obtain about new ideas, facts and experiences. Therefore, on the base of this opinion, the reading skill has been viewed as something that can help students to enrich their insight in English language.

Reading mastery is aimed to understand the content of a text and the search of information in a text. Besides, reading mastery can also give information about ideas, facts, theories which function as source of knowledge and reading experience, and literary work. Mastery is the essential purpose of reading and reading instruction. Effective mastery instruction goes beyond literal mastery by challenging students to make deep inferences about texts, to think critically about the material they

read, and to creatively transform the texts they encounter into other forms and formats. Moreover, effective instruction in comprehension should be engaging for students and teachers. At its heart, reading refers to the ability to mastery or make meaning from written text. A dictionary definition of the word read states that it is the ability to examine and mastery the meaning of written words. Mastery, then, is at the heart of any conventional definition of reading. Mastery and reading mastery, however, are concepts that, to a certain degree, defy specific definition.

According to Harris and Hodges (1995), reading mastery is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. Duke (2003), stated that mastery is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. According to Sadeghi cited Steve (2007), looked at reading mastery as related to two main factors, internal and external factors. Internal factors, related to the reader, were things such as cognitive abilities and strategies, background knowledge, and affective characteristics. External factors were identified as text modality, text characteristics, time and place of reading and others. Background knowledge affects the ease or level with which one understands a text and may impact comprehension performance.

B. Level of Reading Mastery

Reading mastery in general is viewed in this research as the resulting from the four way interaction between readers, text, task, structured activity. The success of this interaction depends of the availability of quality of content and strategist schemata to new problem solving situations. Burns in Rauf in Hasnawati (2012:20), devises that reading mastery skills is divide into four categories in the following bellow:

1. Literal Mastery

Literal reading is the skills or getting the primary, direct literal meaning of a word, ideas, and a sentence in context. It is a little thinking of reasoning for it merely skill of finding what the author says some specific reading skills at the literal level of comprehension are: understanding of main idea and supporting idea.

2. Main Ideas

The main idea of a passage or reading is the central though or message. In contrast to the term topic, this refers to the subject under discussion; the term main idea refers to the point or though being expressed. Once you can find the topic, you are ready to find the main idea. The main idea is the point of the paragraph it is the most important thought about the topic.

3. Supporting Idea

Supporting idea is statement that supporting your topic or theme. You support your main idea by explaining it, describing it, defining it, or otherwise giving information about it. You will usually need to actually look up or search this information! When you are writing an essay or report, each paragraph after the introduction should discuss one supporting idea. Depending on how many paragraphs you want to include, you can have any number of supporting idea.

4. Interpretative Reading

The next type of comprehension is interpretative reading. Interpretative Reading is based on a literal understanding in the text; students must use information from various part of the text and combine them for additional understanding. The students have to put together two piece of information that is from different part of the text.

5. Critical Reading

Critical Reading is the ability to evaluate the credibility of piece of writing. All writers have a purpose when they write, and usually a writer will choose or emphasize facts and details which support his or her purpose, ignore facts which do not support his writing.

C. Reading Skill

A reading skill is a cognitive ability which a person is able to use when interacting with the written text. In the taxonomies given in the following paragraph some skills seem more inclusive than others. Reading mastery is important, not just for understanding text, but for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities.

Reading skills involve: identifying word meaning, drawing inferences, identifying writer's technique, recognizing mood of passage, finding answers to questions. Reading skills can also include: recognizing the script of language; deducing the meaning, use of unfamiliar lexical items; understanding explicitly and non-explicitly stated information, conceptual meaning, communicative value of sentences, relations within the sentences and between parts of text through lexical cohesion devices; recognizing indicators and main point of information in discourse; distinguishing main idea from supporting detail; selective extraction of relevant points from the text; basic reference skills; skimming, scanning, trans coding information from diagrams/charts. Nutall in Yunikartika (1982: 31-32), defines that there are four categories of skill and strategy of reading as follow:

1. Skill involving flexibility of technique variation in reading rate, skimming, scanning, extensive reading, and intensive reading.
2. The skill of utilizing information that is not strictly speaking part of the text itself: references apparatus, graphic conventions, illustrations, and diagram.
3. Word attack skill: how to tackle unfamiliar lexical items by using morphology, inference from context.
4. The attack skill the process of interpreting the text as a whole, using all the clue available including cohesion and theoretical structure.

Reading skills to students who need to be trained include: practice reading with a certain speed, measure the speed reading exercises, exercises appropriately placing the point of view of the eye, extending the reach of eye exercises. Reading skills are the cognitive processes that a reader uses in making sense of a text. For fluent readers, most of the reading skills are employed unconsciously and automatically. When confronted with a challenging text, fluent readers apply these skills consciously and strategically in order to comprehend.

D. The Level Reading Mastery

Level is something that is important to do. Oberholzer in Estika (2005), states that "reading competence can provide increasingly positive effects on competencies that have not been found in previous studies such as student motivation and reading habits, reading materials, reading skills and reading strategies used, assuming that each student can experience different competencies in understanding reading texts.

Lewis and Doorlag (1999) states that there may be many factors that contribute to the reading competence of many special needs students, and the underlying causes of their reading problems are largely unknown. It has been found that the prevalence of children with reading difficulties is often associated with economic and social circumstances at home. Reading mastery is so useful for them to obtain new insight which is called receptive skill, and writing can help them in productive skill. Therefore, if the students have difficulties in performing task, the students have a lot to read. Similarly, Joseph (2001) says that students demonstrate competence in comprehending and deriving meaning from texts, therefore explicit instruction on comprehension needs to be provided. level mastery texts can come from knowing the meaning of words or concepts, capturing factual

information, inferring content, and forming connections among content presented in texts. Therefore, students have the ability to mastery reading, make meaning of words or concepts, and infer information. One that is understood by students who are able to make skillful inferences from the text. this competency includes:

1. Inferring information that is only implied in the text.
2. making inferences to connect ideas in the text, and
3. Infer the meaning of specific words from the context.

Snow (2013) also added competencies in reading mastery. He says that mastery of longer texts is particularly difficult, as meaning construction is disrupted by the difficulty and slowness of word recognition. Therefore, comprehension requires understanding the meaning in a text because comprehension is a longer text.

RESEARCH METHOD

The research method is how researcher plan how to find out students' difficulties in reading comprehension. The research method is a procedure in the research process to collect data, analyze data, and write reports. This means that the research method is how researcher plan to collect data, analyze data, and write reports. In this case, this research uses descriptive quantitative research.

According to Creswell (2014), descriptive quantitative is a research method that aims to describe and summarize data using numbers, statistics, and graphs. The aim is to provide a clear and concise description of certain characteristics or patterns in a population or sample. For this reason, the researcher uses descriptive quantitative research methods so that researcher can identify and describe students' competence in reading comprehension in narrative text by fifth semester students of the English Education Study Program, at Khairun University.

a. Population and Sample

The population of this study were students at Khairun University in the faculty of teacher education and science in the English study program. The participants of this study were fifth semester students with a total of 85 people. This study involved 45 people from the fifth semester students of class A of the English Education Study Program, to participate in the entire research process. The sample of this study was taken from the population, namely students at the University of Khairun, Faculty of Teacher Training and Education in the fifth semester English language study program class A. This study involved 45 students in class A of the English language education study program.

b. Technique of Collecting Data

In this study, researcher will collect data using instruments. The instrument will be using by researchers is a test. The test instrument used by researcher is a multiple choice test question and essay. The multiple choice test questions and the essay itself researcher took from "an example of a narrative text essay question and 50 Examples of Reading Comprehension Questions with Answers" used as a test instrument. In this research, the researcher will give 10 questions of multiple choice and 15 questions essay.

Respondents must choose the correct answer from each question in the multiple choice test, and they must also fill in exactly according to the instructions given in the essay test. After collect the instrument, researcher, researcher will analyze the answers they fill in according to the data analysis method that had been determined. Researcher used multiple choice test instruments and essays

because the validity of these instruments can help researcher to measure and see Students' Competence In Reading Comprehension At English Language Study Program Of Khairun University.

c. Technique of Analyzing Data

The technique uses to analyze the data is to count the number of answers then calculate using a formula and describe the results of each answer. The technique used by researcher is descriptive statistical analysis techniques. Descriptive statistics is a statistic used to analyze data by describing the data that has been collected without intending to make conclusions (Rochmat, cited in Fauzy et al, 2022).

After collecting the data, the researcher directly analyzed the answers from the instrument that had been given to them to find out and measure the level of students' skills in reading comprehension and classified them according to the skill aspects into a table.

By using descriptive statistical analysis method, the researcher will describe in detail the average value (mean) of students' difficulties in reading comprehension. The researcher used the formula from Samsu (2017), to find the average value of students' difficulties in reading comprehension as follows:

$$X = \frac{\sum S}{S_{max}} \times 100$$

Notes:

- X = The students score
- $\sum S$ = The total of students points
- Smax = The maximum of students score (100)

The researcher calculates the percentage of students' competence in reading comprehension. Which is for multiple choice questions, there are 10 questions of multiple choice. If the respondent answers correctly for one number, they will get the score 4, and if they answer incorrectly or do not answer they will get a value 0, so the value for the entire multiple choice question is 40.

For essay questions the researcher uses a scoring rubric, what if they answer the question with an answer that matches the predetermined value where the highest score for one question is 4 out of 15 questions then the value they get if they answer all the questions with the highest score then the total score they get from the essay question is 60. so the highest score they will get is 100. If they can answer all multiple choice questions with the highest score of 40 and the highest score of the essay is 60, then 40 is added to 60 which is 100. so the highest score they will get is 100..

The researcher made a table of student scores and a table of rubric scores to show the percentage of students' competence in reading comprehension. In each item. Gunawan (2015) suggested 5 categories of student competence as follows:

Table 1. Scoring Classification

Value	Grade	Level of achievement
80 – 100	A	Excellent
66 – 79	B	Good
56 – 65	C	Sufficient
40 – 55	D	Fairly Sufficient
<39	E	Poor

DISCUSSION

The competence of students and the problems faced by students in reading comprehension which is still very low in the English Language Education Study Program at Khairun University, namely difficulties in vocabulary, difficulties in understanding paragraphs, and lack of interest in reading, students so that students' reading ability decreases. and to improve students' reading ability the teacher must provide material that is appropriate and young to understand, and also increase students' vocabulary, After calculating the data, the researcher found several student reading comprehension errors on several test questions. The researcher also concluded the students' competency level in reading comprehension of English based on the students' competency data score and the students' competency category. The results showed the students' competency level as follows

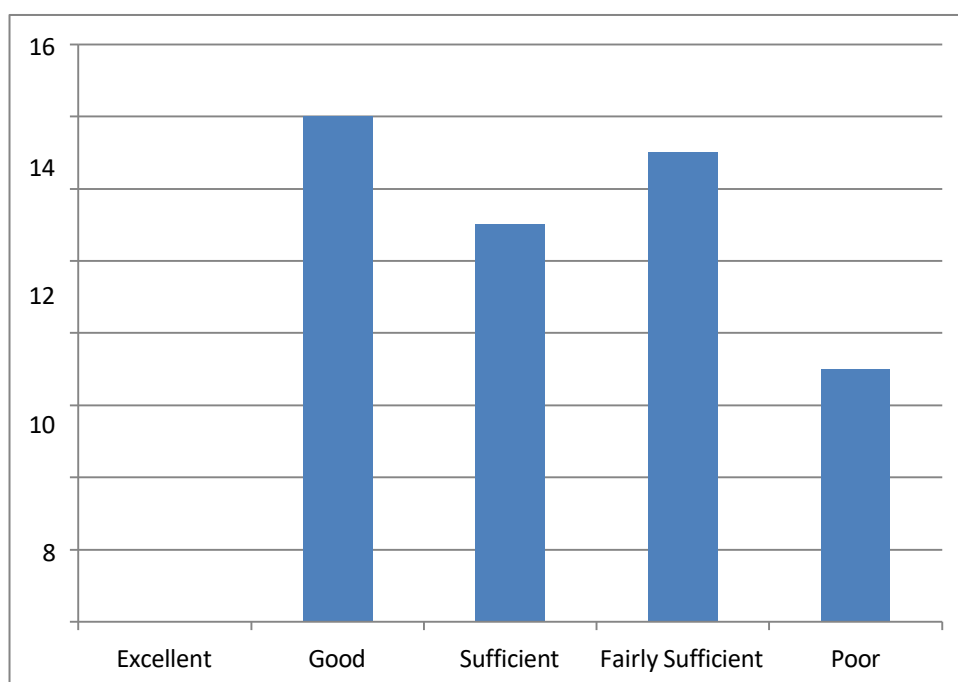


Figure 1. the students' competency category

The diagram shows that the highest score category of students' reading competence mastery is at the 80-100 level, with no Exellent students. The second category of students' competence in reading comprehension is at the 66-79 level, with a total of (14) students scoring good. The third category of students' competence in reading comprehension is at the 56-65 level, with a total of (11) people getting sufficient scores. the fourth category of students' reading competence mastery is at a fairly sufficient level. 40-55, with a total of (13) people scoring moderately sufficient. The last category of students' reading competence mastery is at the level of <39, with a total of (7) people scoring poor.

According to the classification of achievement by Arikunto, this interprets that the competence of students reading competence mastery of English language students of English Education Study Program of Khairun University (Semester five class A) is fairly Sufficient.

Kennedy in Sari (1981), states that difficulties in reading comprehension are caused by various factors, including: 1) The instruction presented by the teacher is inadequate, 2) Lack of student interest, 3) Inappropriate material, and 4) Vocabulary competence. Snow (2013) also adds competencies in reading comprehension. He says that comprehension of longer texts is particularly difficult, as meaning construction is disrupted by the difficulty and slowness of word recognition.

Therefore, comprehension requires understanding the meaning in a text because comprehension is a longer text.

Harris and Hodges (1995) state that reading comprehension is the construction of meaning from a written communication through a reciprocal and thorough exchange of ideas between the interpreter and the message. Mickulecky and Jeffries in Ismail et al (2004), reading is very important since it can enhance students' general language skills in English; assisting students to think in English, enlarging students' English vocabulary, improving their writing, and it can be a good way to obtain about new ideas, facts and experiences. Therefore, on the base of this opinion, the reading skill has been viewed as something that can help students to enrich their insight in English language.

Based on Arikunto's classification of achievement, it can be interpreted that students' competence in reading comprehension in English is very good. Sadeghi cited Steve (2007), looked at reading comprehension as related to two main factors, internal and external factors. Internal factors, related to the reader, were things such as cognitive abilities and strategies, background knowledge, and affective characteristics. External factors were identified as text modality, text characteristics, time and place of reading and others. Background knowledge affects the ease or competence with which one understands a text and may impact comprehension performance.

CONCLUSION

Based on the results of the study, the researcher found several errors in students' reading mastery. One of them is "multiple choice test questions with essay questions still have a lot of difficulty" difficulty in vocabulary, difficulty in understanding paragraphs, and lack of student interest. Then, the researcher showed students' competence in reading comprehension in the English Education Study Program at Khairun University. Out of 45 students, 14 students (31.11%) were in the good category, 11 students (24.44%) were in the fair category, and 13 students (28.88%) were in the fair category. And 7 students fall into the category of less good (15.55%). In summary, the average score of students in reading comprehension in the fifth semester of English education is fairly sufficient with an average score of 43.75.

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