The Level of Skills Reading High School Graduates

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ABSTRACT

This study aims to obtain fact about the level of reading skills of high school graduates who continue their studies at the State Polytechnic of Jakarta at level one or the first year, in terms of reading skills aloud and understanding the content of their reading shown by the use of word types and in arranging sentences that are correct in grammar. This research uses a qualitative approach. The class sample is assigned 4 classes, namely 2 classes from D-3 Business Administration Study Program, 1 class from D-4 Applied Business Administration Study Program, and 1 class from MICE Study Program, determined based on purposive sampling method. Research subjects were students who were registered in the sample class. Data were collected using written test techniques including material to understand reading content consisting of introduction to types of words, composing sentences to answer questions and reading test aloud. The collected data is then discussed and analyzed, measured based on predetermined scores and indicators. From the data discussed and analyzed, it can be found that the average reading aloud test result is 65.6 and the average test comprehends the reading content of 75.1. Based on indicators of reading aloud test, it can be concluded that the level of reading skill reached by the senior high school graduates, are substandard, inaccurate, and unclear. Based on the indicators understanding the contents of the reading, it can be concluded that the level of skill in understanding the content of reading achieved are the correct answer but found grammatical errors.

KEY WORDS: reading aloud, reading for understanding, level of reading skills, high school graduates

INTRODUCTION

Reading is one of the skills or proficiency of English in addition to speaking, writing, and listening. Reading skills include one type of English language skills that a learning must muster. Therefore, reading skills become one of the requirements of someone who said tobe skilled in English.

Based on the importance of reading skills for learning English, any English language learning at junior high school, senior high school or college is given reading skills material. Although the contents of the reading material vary, the primary purpose is that the students can understand the content of the read text. In addition, learning also understands how to read the letters with the right

sound, understand how to pronounce words and sentences with the righ tone, correct pressure, and understand how to compose sentences that answer questions. The accuracy of idea disclosure should support by the accuracy of the language used, vocabulary and grammar and spelling use.

Examining the progress of English learning outcomes of the high school graduates who continue their studies at State Polytechnic of Jakarta level, which emphasizes teaching and writing practice in English, comes the question of whether they can say to have adequate reading skills especially on loud and quick reading practices as well as reading for understanding.

In the integrated learning of English, reading skills are a must-have skill structured to learning English as a foreign language, because they have limited time to learn English only during the time of language lessons in classrooms, unlike students in countries that treat English as a second language. They have ample space to practice the language studies in community social environments and in government activities. Another reason that the reading skills must teach in class because many Indonesian learning is less spirit to train themselves instead of practicing the material received from each English language study in the class. They feel that English has not been a necessary.

METHODS

This research took place in the Department of Commerce Administration of state Polytechnic of Jakarta and held for 6 months (May until November 2019).

The population of this study is all the first year students of the 2nd semester of D-3 study program of Business Administration programs, D-4 study program of Applied Business Administration, and D-4 study program of MICE. There are 4 classes in the D-3 study program of Business Administration and 2 classes in the D-4 study program of Applied Business Administration and 3 classes in the D-4 study program of MICE.

The sample in the study were set 4 classes or equivalent to a total of 105 students, which are 2 classes of D-3 study program of Business Administration (51 people), 1 class of D-4 study program of Applied Business Administration (28 people), and 1 class of study program of D-4 MICE (26 people). Class samples took randomly. Research subjects are students in sample classes.

Research data is collected using written test techniques and loud reading tests. The data that has been collected from each test item is calculated and the average value is measured by the predetermined scores and indicators. There are two score and test indicators. One is for loud and

fast reading test, and the other is for students'understanding of reading content' and the skills to compose the answer sentence.

Scores and test indicators read aloud:

skor	Indikator		
	fluency	accuracy	clearness
91-100	Very smooth	Very precise	Very clear
81-90	Smooth	Precise	lear
71-80	Quite smooth	Quite precise	Quite clear
61-70	Less smooth	Less precise	Less clear
0-60	Not smoothe	Not precise	Not clear

Read scores and test indicators for understanding:

skor	Indikator
91-100	The answers are very precisely arranged in very perfect sentences, found no letters and grammatical errors
81-90	The right answers are arranged in almost perfect sentences, found in letter errors
71-80	The right answers, found grammatical errors
61-70	The right answers, found letters and grammatical errors
0-60	Incorrect answers, found letters and grammatical errors

RESULT AND DISCUSSION

1. Loud Reading Skill Level

Based on the sample student's loud reading test results, there can be a weighted average of the following:

a. The average score of a loud reading achieves at 65.6.

b. From the average score achieved, it can conclude that the competency reading loudly on average indicates an indicator:

61-70	Less smooth	Less precise	Less clear

It means the average competency reads loudly is on the "less" indicator.

2. Reading Skill Level to Understand Reading Content

Based on the reading test results for the understanding achieved by the student sample, it can be a weighted average as follows:

a. The average score of reading for understanding achieves at 75.1.

b. From the average score achieved, it can conclude that the competency reading for understanding on average indicates an indicator:

71-80	The right answers, found grammatical errors

That is, the average competency of reading to understand the reading content of the indicator shows "able to answer precisely but grammatical error found". This is in accordance with the findings that are important to answer, so it is not the accuracy of answers.

3. Findings of Research results
Finding on the Loud Reading Process

Based on the test the loud reading presentation found the student difficulty to spell out the letters "J", "G", "H", and "Z". Some students are often confused in spelling "A", "E", dan "I".

Finding on the Saying Word and Phrase Process

The ability of students to pronounce "words" in general is good and the speed of reading in general is smooth, although they are less concerned with the 'pressure of words'. In terms of pronouncing phrases that have functions in the sentence structure, students are still weak. They have not made the pause correctly. Because reading the phrases is still weak, the intonation and rhythm of their readings are also less precise. Especially, when ending a sentence, when the student allegedly does not know the meaning of a word, or when the punctuation point is located in the first word the next line, the intonation of readings is still rising when it should decline.

Finding on Identifying Word Types

Although students are able to read the text, they generally do not understand the the word type (parts of speech). They did not know the subject and the predicate, but they did not realize that the type of word that fills the subject, for example, should be a noun and the type of word that fills the predicate must a verb. About 80% of student sample numbers are still not able to convert verbs into nouns and become adjectives, and vice verse.

Finding on Understanding Vocabulary and Phrasing

Related to antonym and synonyms, 80% of students can answer correctly. This means that, from 10 questions: 5 antonyms and 5 synonyms, students can answer 8 question correctly. For example the synonym of "process" is "systematic way of doing things", the synonym of "accomplishment" is"finished", the synonym "elaborate" is "detail", a synonym of "distinction" is "different". Related to antonyms, students know that the opposite word "clear" is "unclear". However, students do not know that the opposite of the word "in advance" is "before", the opposite of "distinct" is "clear", the opposite of "centralized location" is "decentralized location", the opposite of "optimum" is "minimum", and the opposite of "a given period" is "long-term free cash flow".

Finding on Writing Answers to Essay questions

Related to essay questions, students know the content of read texts, but their answers do not correspond to the construction of the sentence question. Students often struggle to assemble their sentences so that they emphasize only the focus 'that is important to answer'instead of 'exactness'. On the other hand, it finds difficult to provide answers to analytical and synthesis questions and when it has to answer questions that ask them to make conclusions about the contents of the reading.

CONCLUSION

Referring to the problems and results and discussion of research data can be displayed conclusions of the results as follows:

1. The average ability to read aloud is shown in the "less" indicator. The average reading ability to understand the reading content is indicated on the indicator "able to answer precisely but grammatical error found".

2. In general, students are able to spell a variety of letters, to pronounce "words" correctly, although they are less concerned with "word pressure" when saying verbs, nouns, adjectives, and adverb, able to read the text, but generally, they do not know distinguishing the type of English words.

3. In general, students are able to answer essay or text questions. It means students know the content of read text, but written answer does not match the construction of the sentence

question. The difficulties faced by them, namely when arranging the sentences of answers so that they only emphasize the answer not on the accuracy of the answer.

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