

Students' Reading Comprehension Using Report Text For Eleventh Grade SMKN 5 Padang

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Received 02/11/2025 ; Revised 15/11/2025 ; Accepted 26/11/2025 ; Published 28/11/2026

Abstrak

Penelitian ini dimotivasi oleh beberapa masalah dalam pemahaman bacaan siswa yang ditemukan peneliti selama kegiatan pra-penelitian di Kelas XI SMK N 5 Padang, yaitu kurangnya kosakata, tidak memahami ide utama, dan kurangnya minat belajar bahasa Inggris. Oleh karena itu, tujuan penelitian ini adalah untuk menganalisis pemahaman bacaan siswa menggunakan teks laporan. Penelitian ini menggunakan penelitian deskriptif. Peneliti menerapkan pengambilan sampel acak berkelompok pada tiga kelas, yaitu Kelas XI TPM 1, TPM 2, dan TPM 3 di SMK N 5 Padang. Terdapat 89 siswa sebagai sampel dari tiga kelas. Kelas yang dipilih dari tiga kelas adalah XI TPM 1, yang memiliki 30 siswa. Data diperoleh melalui tes pilihan ganda. Hasil penelitian menunjukkan bahwa kemampuan pemahaman bacaan siswa secara umum berada dalam kategori rata-rata, dengan nilai rata-rata 51. Sebanyak 0% siswa diklasifikasikan sebagai sangat baik, 13% baik, 50% rata-rata, 20% buruk, dan 17% sangat buruk. Kesulitan paling umum yang dialami siswa adalah dalam menentukan ide utama, memahami arti kata, dan menemukan informasi penting dalam teks. Hal ini menunjukkan bahwa banyak siswa belum mengembangkan keterampilan membaca yang memadai untuk memahami teks laporan secara efektif.

Keywords: *Pemahaman Membaca, Teks Laporan*

Abstract

This research was motivated by several problems in students' reading comprehension that researchers found during pre-research activities in Class XI at SMK N 5 Padang, they are lack of vocabulary, not understanding the main idea, and lack of interest in learning English. Therefore, The objective of this research was to analyze students' reading comprehension using report texts. This research used a descriptive research. researcher applied cluster random sampling to three classes, namely Class XI TPM 1, TPM 2, and TPM 3 at SMK N 5 Padang. There were 89 students as samples from three classes. The class selected from the three classes was XI TPM 1, which had 30 students. Data were obtained through multiple choice tests. The results showed that students' reading comprehension abilities were generally in the average category, with an average score of 51. As many as 0% of students were classified as very good, 13% good, 50% average, 20% poor, and 17% very poor. The most common difficulties experienced by students were in determining the main idea, understanding the meaning of words, and finding important information in the text. This shows that many students have not yet developed sufficient reading skills to understand report texts effectively.

Keywords: *Reading Comprehension, Report Text*

INTRODUCTION

English is one of the most widely spoken languages in the world and is often referred to as an international language. This means that English is used by many people in various countries to communicate, both in formal and informal contexts. English language skills are one of the most important skills for students because English is a universal language that is often used in technology, education, and business.

Every individual in the learning process must master the ability to read. Being an international language, English is spoken in the most international event and it is used as the medium of the information on science, technology, and culture. This means that reading is important to increase students' knowledge; comprehension requires practice and the ability

to understand text to obtain information and connect ideas between paragraphs to obtain meaning from the text.

Reading comprehension is a reading ability that not only understands the literal meaning of the text but is also able to understand the implicit meaning and relate it to personal experience and previously held knowledge. Comprehension is the process of understanding words, phrases, grammatical knowledge, and experience with text, as well as other ways to help readers understand written text (Satriani, 2018). Comprehension is also a creative activity where students use their background knowledge to create meaning. With good reading comprehension skills, students will find it easier to complete their academic assignments. According to Grabe & Fredricka, (2021), there are several main factors that influence reading comprehension skills. Woolley, (2022) that reading comprehension is the process of making meaning from text. Moreover, Grellet, (2022), Reading comprehension is extracting meaning from text, which involves the skills of literal reading (taking direct information) and inferential reading (interpreting hidden meaning).

Based on the field practice experience carried out at SMKN 5 Padang, there are several factors that become obstacles for students in learning English. The first problem is related to the lack of students' vocabulary. Although aware of this condition, they also do not show any effort in deepening their vocabulary. This is shown when they find difficult words in the text, they do not try to guess but only wait for the answers given by others. Although the teacher helps provide texts so that they can be used as teaching materials to enrich vocabulary, they do not read them at home. The teacher also provides the meaning of the difficult words but they do not try to write them down or remember them as an additional vocabulary collection.

Second, students have difficulty in understanding the main idea of the text. Often when teachers ask students to read the text, they cannot conclude the main idea of the text they read, even though they are asked to conclude in their own language. This is because they do not know where the main idea of the paragraph they read is, so they do not understand the reading and cannot conclude what they have read.

Then the last, lack of student interest in learning English is one of the main problems in the world of education. Many students consider English as a difficult and boring subject. In addition, students often feel less confident in using English due to limited understanding and comprehension of grammar. An unsupportive learning environment, such as minimal opportunities for speaking practice, also contributes to low student interest. As a result, students tend to be less enthusiastic in taking English lessons, which ultimately impacts their learning outcomes.

Therefore, the researcher wants to analyze students' reading comprehension skills using report texts because report texts are one of the materials that must be mastered by grade XI students of SMK N 5 Padang. Report texts are defined as a type of text that aims to convey information objectively and factually based on the results of observations, research, or experiments. The purpose of the report text itself is to provide general information about a particular thing or object. Therefore, report texts must be written in clear, straightforward, and easy-to-understand language, and are factual.

RESEARCH METHOD

Research Design

This research was descriptive research. According to Sugiyono, (2023), descriptive research analyzed data by describing or depicting the data that had been collected without intending to draw conclusions that applied to the public or generalizations. The type of this

research is descriptive research (Marzona et al., 2023). It stated that the descriptive method was a type of research method that used techniques to search, collect, classify, analyze data, interpret, and finally explain conclusions. In this study, the data obtained from the research were presented as they were collected, without drawing any further conclusions or making predictions about the future based on the existing data. Furthermore, the researcher described the symptoms that occurred from the data obtained and analyzed them to provide an overview of reading comprehension using report texts at SMKN 5 Padang.

Population and Sample

There are 89 students, namely students in the eleventh grade of SMKN 5 Padang as population of this research. They are eleventh grade TPM (Teknik Permesinan) from SMKN 5 Padang data.

In this research, the researcher used cluster random sampling. The study involved three classes, namely class XI Mechanical Engineering 1, class XI Mechanical Engineering 2, and class XI Mechanical Engineering 3. Then, the researcher chose one of the three classes, which was class XI Mechanical Engineering 1, consisting of 30 students.

Instrumentation

The instrumentation of this research was a reading comprehension test (Marzona et al., 2024). According to Arikunto, (2021), research instruments were tools that helped researchers in applying data collection methods so that the work became easier and the results better in the sense of being more accurate, more complete, and more systematic making it easier to process the research into a reading comprehension test. In this study, the researchers gave students 60 minutes to complete reading comprehension questions. The researchers adjusted the test to the syllabus of SMKN 5 Padang students. Students were asked to read the report text and answer questions based on certain topics.

Technique of Data Collection

In collecting the data, the researcher used the following procedure. The data of this study were students' scores in reading comprehension skills through report texts. First, the researcher collected the data using multiple-choice tests. Second, the researcher gave 25 questions containing several texts to be answered by the students. The last, the duration of the test was 60 minutes.

RESULT AND DISCUSSION

This chapter presents the findings obtained from the analysis of Students' Reading Comprehension by Using Report Texts. The findings show a description of the data collected through a reading test. Then, the discussion is an explanation of the findings, but still shows the results of the data using quantitative methods. To students that the researcher will conduct research in their class to find out their reading comprehension in understanding report texts. The type of test given is multiple choice consisting of 25 questions.

1. The Students' Reading Comprehension by Using Report Text at The Elventh Grade of SMKN 5 Padang

Based on the score percentage, the highest score is 100 and the lowest score is below 0. The researcher found that the highest score obtained by students was 80 and the lowest score was 16. Then, the researcher calculated the average. The average result was 51 points. Based on the results of the data analysis, the researcher found that 0 students (0%) were in the very good category, 4 students (13%) were in the good category, 15 students (50%) were

in the average category, 6 students (20%) were in the poor category, and 5 students (17%) were in the very poor category.

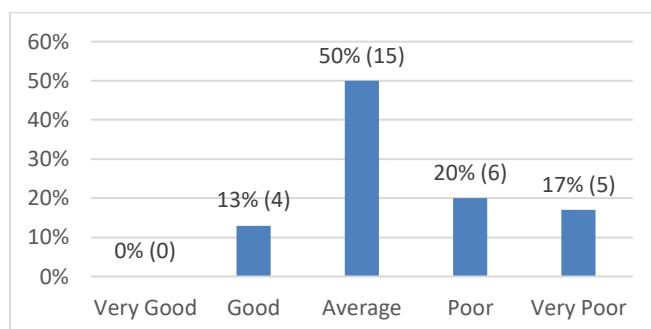


Figure 1. Students' Reading Comprehension by Using Report Text

The chart above show the ability of the eleventh grade students, especially XI Mechanical Engineering 1 at SMK Negeri 5 Padang to understand report texts is average.

2. The Problem Faced by the Students in Reading Comprehension

Students often make mistakes in recognizing the meaning of words and finding information in the description of the report text. The most mistakes occur in questions 4, 5, 6, 10, and 24, which are related to:

1. Recognize the meaning of the word (number 4) : Students have difficulty in recognizing the meaning of words due to lack of vocabulary mastery, such as the synonym of the word "component" is "part".
2. Determine the main idea (number 6) : Students have difficulty recognizing and determining the main idea in a text, which is usually found in the first paragraph of a report text, like A CNC machine is an advanced manufacturing technology that automates machining processes using computer programming.
3. Find information in the description of the report text (number 5,10, and 24) : Students have difficulty finding what information is contained in the descriptive section of the report text, such as benefit of CNC technology is to improves efficiency and reduces errors.

Discussion

The findings of this study reveal important insights into students' ability to comprehend report texts. The analysis of students' scores, as presented in Tables 5, 6, and 7, provides a clear picture of their strengths and challenges in comprehending report texts.

Students' Ability in Understanding Report Texts, the results of the study showed that most students showed an average understanding of the report text. with the highest student score of 80 points and the lowest score of 16 points, indicating that some of the students were able to understand the report text effectively. The average reading ability of all students' correct answers through the report text was 51 points, indicating that the report text can be used to measure students' reading comprehension abilities. Furthermore, based on the score classification, it showed that 0% (0) students performed very good, 13% (4) students were in the good category, 50% (15) students were classified as average, 20% (6) students were in the poor category and 17% (5) students were classified as very poor. The results of this study indicate that some students have an understanding of the report text, and there are still some students who still have difficulty in understanding the information in the report text.

In contrast to previous research, the current study entitled "Analysis of Students' Reading Comprehension Using Report Texts" differs. Sari & Rukmini, (2020) used collaborative learning, and Arifin & Mulyani, (2020) used graphic organizers to improve comprehension, but this study did not employ any specific treatment. Unlike (Rahmawati & Santoso, 2022) who examined the factors causing reading difficulties, this study employed a descriptive method to analyze students' level of comprehension in report texts. This method aims to describe their strengths and weaknesses in understanding report texts.

CONCLUSION

1. This study concluded that students' ability to understand report texts was included in the average category. The results showed that most students showed an average level of understanding, as reflected in their test scores. The average score achieved was 51, no students were in the very good category, 13% were good, 50% were average, and 20% were poor, and 17% of students were in the very poor category. This shows that half of all students can understand the report text, and some still have difficulty finding information in the report text.
2. Students' problems in understanding report texts, determining main ideas, recognizing word meanings, and finding information in report texts. Mistakes are often found in questions related to what information is contained in the report text related to the components discussed in the text.

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