

DESIGNING A READING TEACHING MATERIAL BASED ON THE STUDENTS' WEAKNESS POINTS IN ANSWERING UN READING TESTS AT SMA EXCELLENT AL-YASINI IN ACADEMIC YEAR 2014/2015

(MERANCANG BAHAN AJAR READING BERDASARKAN KELEMAHAN SISWA DALAM MENJAWAB SOAL UN READING DI SMA EXCELLENT AL-YASINI TAHUN AJARAN 2014/2015)

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Abstract

The senior high school students often had difficulty understanding and answering UN Reading questions so that they had English UN scores less than 4,00. This research is aimed at designing a reading teaching material for the twelfth grade students of SMA Excellent Al-Yasini Kraton Pasuruan. The teaching material was based on the students' weakness points in answering UN reading questions. The method used of this research was quantitative analysis. Meanwhile, the sampling was cluster random consisting of 20 students. The data were collected through test and analyzed by using percentage calculation. The findings of this research as follows, the students mainly had difficulty on three types of questions in explanation text: word meaning (100%), unstated information (90%), and main idea (80%), in discussion text, it was identified that the students had problem dealing unstated information (85%) and detailed information (75%), the most problematic question for the students in news item was detailed information (95%) and in exposition text, detailed information (85%) was also the students' difficulty. Based on the findings, it can be concluded that the teaching material developed consisted of the materials that were in accordance with the students' proficiency level as shown by the results of the research

Key word: *UN, student's needs, teaching material*

Abstrak

Siswa SMA sering mengalami kesulitan dalam memahami dan menjawab soal UN Reading sehingga mereka mempunyai nilai UN Bahasa Inggris kurang dari 4,00. Penelitian ini bertujuan untuk merancang bahan ajar reading untuk siswa kelas dua belas SMA Excellent AL-Yasini. Bahan ajar ini berdasarkan kelemahan siswa dalam menjawab soal-soal UN Reading. Metode yang digunakan adalah analisis kuantitatif. Sedangkan, teknik pengumpulan sample adalah cluster rondem yang terdiri dari 20 siswa. Data-data dikumpulkan melalui tes dan dianalisis dengan menggunakan perhitungan persentasi. Hasil dari analisis adalah sebagai berikut, sebagian besar siswa mempunyai kesulitan dalam soal makna kata (100%), informasi tersirat (90%), dan ide pokok (80%) pada teks explanation, informasi tersirat (85%) dan informasi rinci (75%) adalah masalah siswa pada teks discussion, dan pada teks news item (95%) dan exposition (85%) mempunyai kesulitan yang sama dalam menjawab soal informasi rinci. Berdasarkan temuan, dapat disimpulkan bahwa bahan ajar yang dikembangkan terdiri dari materi yang sesuai dengan tingkat kemampuan siswa yang telah ditunjukkan dari hasil penelitian.

Kata kunci: *UN, kebutuhan siswa, bahan ajar*

A. INTRODUCTION

UN is a measurement activity and competence assessment nationally with the objective is to assess graduation competence nationally on certain subjects (Permendikbud, 2014). In other word, UN is a final test conducted by schools in the final stage of learning on certain subjects to assess and measure students' attainment on the specified subjects as they determine whether the students can graduate or not at the national level. Generally, the subjects which are tested in UN include Mathematics, Bahasa Indonesia, and English.

Among some subjects included in UN, it turns out that English is difficult subjects for students to do. Many students complained that they felt difficult to understand and do UN English questions. They complained that English UN was difficult in 2014, for example: A student of SMAN 68 Jakarta, Leoni said that the English UN questions in that year were more difficult than in the previous one. Whereas, she frequently practiced answering some English UN questions, but she still felt difficult in answering the questions. She also stated that reading was part of UN English question which was difficult to do. (<http://kampus.okezone.com/read/2014/04/16/560/971173/aksen-dalam-un-Bahasa-Inggris-bikin-siswa-bingung>). Muhammad Nuh, the educational minister also stated that the UN questions in 2014 were different from the previous years. The questions which are to measure students' competency were based on the international standard. It might cause the difficulties faced by the students (<http://kemdikbud.go.id/kemdikbud/berita/2389>).

This research is conducted to identify SMA Excellent Al-Yasini Kraton Pasuruan students' difficulties in learning

English, especially in answering UN English reading questions and the result of the identification is used to design a reading teaching material that is based on the students' difficulties. Based on the interview with the teacher, this problem may happen because of various factors, especially because of the teaching materials used were not based on the students' needs and it was also found out that reading became one of the most difficult skills to teach. That is because understanding some reading passages became the students' main problem. They had to read long passages and were supposed to understand the meaning. They usually gave up first before trying to translate the context. Therefore, they felt difficult in answering some English reading text questions, especially UN reading questions and it was found that their reading comprehension scores in simulation test are low.

The students' problems in answering UN reading questions become one of the clues of how far the students are able to master the English reading skill. These problems need to be analyzed in order that we can solve the problems faced by the students. Then, the results of the identification is very important to be used as the basis for constructing the UN English reading teaching material that meets the students' needs. In addition, the research reviewed English UN reading tests from academic year 2007/2008 to 2013/2014 during KTSP curriculum to find out the types of questions that frequently appear in English reading questions. Therefore, the UN English reading material is not only developed by looking at the students' weakness points in answering UN reading questions, but also by reviewing the UN English reading questions in KTSP curriculum.

B. METHOD

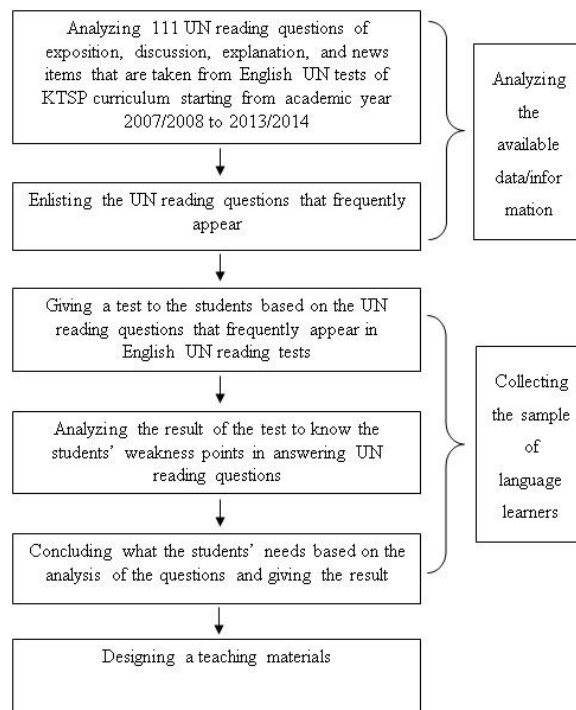
The design of this research was quantitative analysis. A study case conducted to the twelfth grade student of SMA Excellent Al-Yasini Kraton Pasuruan. The design of this research was quantitative analysis. This research was called analysis because it tried to analyze the types of reading questions that frequently appear in UN reading tests and the students' weakness points in answering UN reading questions. To conduct an analysis of students' needs, a frequency calculation was required. Thus, a quantitative approach was used in this research. It is connected to the amount or number of something rather than with how good it is. In this research, the numeral data were calculated by using percentage calculation. And in this case, the researcher used an analysis to find out the students' weakness point in answering UN Reading questions. The result of the analysis was used to design a teaching material of UN reading tests that meets the students' need.

The population of this research was the twelfth grade students of SMA Excellent Al-Yasini in academic year 2014/2015. There are 256 students of twelfth grade who are divided into seven classes namely, XII IPA 1, XII IPA 2, XII IPA 3, XII IPA 4, XII IPS 1, XII IPS 2, and XII IPS 3. The twelfth year students of SMA Excellent Al-Yasini was chosen as the subjects as they will pass the UN test to determine whether they graduate or not, especially in English UN test and it is highly relevant to this research.

In this research, the numeral data were calculated by using percentage calculation. Meanwhile, the sampling was cluster random consisting of 20 students. The data were collected through test and analyzed by using percentage calculation.

The first data are taken from seven types of English UN tests of KTSP curriculum, starting from academic year 2007/2008 to 2013/2014 and the second data were from the result of students' test in answering UN reading questions that were used to find out the students' weakness points.

The following is the frame of data analysis.



C. FINDINGS

1. The Result of Question Items Analysis

After analyzing 111 reading questions from English UN questions from academic year 2007/2008 to 2013/2014, the following results were obtained.

a. Explanation Text

After conducting an analysis on 38 explanation text questions, it was found that there were seven types of question that appeared in this part. Four out of them are regarded as questions that are commonly

found: unstated information, word meaning, specific information, and main idea.

1. Unstated Information

In this type of question, the students are required to find an answer that is not stated or not mentioned in the passage. Based on the identification of 38 questions, nine questions are dealing with unstated information (23, 7%).

2. Word Meaning

This type of question requires the students to determine the synonym/closest meaning or antonym/opposite of a word in the text. Among the questions analysed, there were seven questions of this type (18, 4%).

3. Specific Information

In this part, some questions will require the students to find one piece of information or answer rather than the passage as whole that is clearly stated in the text. There are seven questions dealing with specific information (18, 4%).

4. Main Idea

From 38 questions analyzed, six questions (15, 8%) were main idea questions. These question are all asking about what the primary point the author is trying to present to the reader in the passage.

The following table is the summary of commonly found question in explanation text.

No	Type of question	Frequency	Percentage
1	Unstated Information	9	23,7 %
2	Meaning of Word	7	18,4 %
3	Specific information	7	18,4 %
4	Main Idea	6	15,8 %

b. Discussion Text

There were 27 questions analyzed. Among the questions, it is identified that seven types of question existed. There were only two types of question that can be said as commonly found in this part: unstated information and detailed information.

1. Unstated Information

The majority of questions in discussion text deal with unstated information. Eight out of 27 questions (29, 6%) were of this type.

2. Detailed Information

The second commonly found question in this part is dealing with detailed information. It had seven questions (25, 9%). In this part, the students are asked to find the information from the text. The information can be found after they read the text carefully.

The following is the summary of the common question in discussion text.

No	Type of question	Frequency	Percentage
1	Unstated Information	8	29,6 %
2	Detailed Information	7	25,9 %

c. News Item Text

There were 24 questions analyzed. Among the questions, six types of questions are identified, and only three types of question were categorized as commonly found in this part: main idea, specific information, and detailed information.

1. Main idea

The students are required to determine the main idea of a news item text. Main idea was the first commonly found

question in news item text (6 questions (25%)).

2. Specific Information

The second commonly found question in this part is dealing with specific information. The number of question to this part were 5 out of 24 questions (20, 8%). The answer of specific information question is clearly stated in the text. The students can identify and find it fast.

3. Detailed information

The students are asked to find the detailed information from news item text. They have to read the text carefully to find the information. This question had the same number question appeared with specific information, 5 (20, 8%).

The following table is the summary of the common problem in news item text.

No	Type of question	Frequency	Percentage
1	Main Idea	6	25 %
2	Specific Information	5	20,8 %
3	Detailed Information	5	20,8 %

d. Exposition Text

In these types of question, out of 24 questions analyzed, 7 types of question are identified, and there was only 1 type of question that can be categorized as commonly found question: detailed information (22, 8 %).

2. The Students' Weakness Points

After administering the test to the respondents based on the common questions found in UN Reading Questions, the following results were obtained.

a. Explanation Text

In explanation text, it was found out that the respondents mainly had difficulty on three types of questions: word meaning, unstated information, and main idea.

1. Word Meaning

The respondents seem to have difficulty translating one of words meaning in the text. There was no participant who could answer the questions correctly. It means that 20 respondents (100%) could not answer the questions. This number clearly shows that all respondents failed to determine the synonym or antonym of one of words meaning in the text.

2. Unstated Information

The respondents seem to have difficulty drawing conclusion as indicated by their responses on unstated information questions. Unstated information question, in which the respondents must draw a conclusion about the text or sentences, seemed problematic for many respondents. There were 18 out of 20 respondents (90%) who had problem dealing with this question.

3. Main Idea

For most respondents, questions on main idea of a text were difficult to answer where 16 respondents (80%) could not handle the question appropriately. They failed to identify the main idea of the text.

4. Specific Information

For most of the respondents, questions on specific information were not difficult to answer. At least 15 respondents (75%) could handle them appropriately.

The following table is the summary of the students' weakness points in explanation text.

No	Type of question	Frequency	Percentage
1	Word Meaning	20	100 %
2	Unstated Information	18	90 %
3	Main Idea	16	80 %
4	Specific Information	5	25

b. Discussion Text

As discussed earlier, there were two common types of question that commonly appear: unstated information and detailed information. It was identified that the students had problem dealing with both types of question.

1. Unstated Information

There were 85% (17 respondents) who could not have trouble dealing with this type.

2. Detailed Information

For detailed information questions, it was identified that the respondents had problem on this type of question. Out of 20 respondents, 15 respondents (75%) had trouble finding detailed information in the text.

The following table is the summary of the students' weakness point in discussion text.

No	Type of question	Frequency	Percentage
1	Unstated Information	17	85 %
2	Detailed Information	15	75 %

c. News Item Text

The most problematic question for the students in news item text was detailed information question. On the other hand,

most students could manage specific information and main idea question well.

1. Detailed Information

Detailed information was the most difficult question for the students as only one respondent (5%) could manage the question well. It means that 19 respondents (95%) were recognized failing to answer the question correctly.

2. Specific Information

On the other hand, most respondents could manage the question well as only 4 of 20 respondents (35%) did not answer the question correctly.

3. Main idea

It seemed easy to answer main idea question in news item text rather than in explanation text because generally the main idea is stated in the beginning of the text and sometimes, the title of the news has already existed. In this part, it was found that there were only 2 students (10%) who could not answer the question well. It means that 18 students (90%) did not have problem dealing with this question.

The following table is the summary of the students' weakness point in news item text.

No	Type of question	Frequency	Percentage
1	Detailed Information	19	95 %
2	Specific Information	4	20 %
3	Main Idea	2	10 %

d. Exposition Text

As discussed earlier, there was only one type question that frequently appeared, namely detailed information in this text. Most of the students had problem dealing

with this question. As the result of the identification, it was found that there were 17 respondents (85%) who had difficulty answering the questions.

D. DISCUSSION

The following is the discussion of the characteristics of UN Reading questions and why the students generally faced such difficulties based on the findings discussed earlier.

1. Word Meaning

The academic skill tested in UN Reading is determining the correct synonym or antonym of a word in a text. It is designed to measure students' vocabulary. These questions often use synonyms and antonyms (words which have either the same or opposite meanings). To achieve this, the students must be able to understand the text contextually and comprehensively to know the meaning of a vocabulary in question. The context helps them make a general prediction about meaning.

Based on the calculation above, word meaning is the highest difficulty faced by the respondents. It is not surprising because in understanding the word meaning is difficult if one does not master or have rich vocabularies. This may happen because the respondents lack vocabulary and they could not understand the text contextually so that they were difficult to find the meaning of a word in the text.

2. Detailed Information

The next academic skill tested in UN Reading is finding detailed information in the text. It can be easy for the students to find the information, if they have already read the text carefully and comprehensively. The question used dealing with this type are *why*, *which of the following*, and *the following*.

The difficulty answering detailed information questions faced by the respondents may happen because they could not read the whole text and check the sentences in the text carefully to digest the information. Whereas, the information can be found by checking the sentences of answer one by one in the text.

3. Unstated Information

The third skill tested in UN Reading is finding unstated information in the text. The students are asked to draw a conclusion based on their own words or prior knowledge to express an idea they have read. To find the information easily, the students must be able to find the gist of the text. This means that they should be able to summarize and make conclusion from the information they read.

Unstated information can be difficult question to the students because they have to find the information that is not stated in the text and they only focused on finding the information that is really stated in the text, instead they should use their own word or prior knowledge to draw conclusion from the fact existed in the text and they could not do it.

4. Main Idea

UN Reading assesses the students' skill to find the general idea of the text. To find it fast and easily, the students can look at the first sentence of each paragraph and look for common theme or idea in the first line.

This may be problematic for students because they could not apply the previewing technique for how to find the main idea of text appropriately.

5. Specific Information

Finally in UN Reading, some questions also test the students to find the specific information of the text and find the place where the information exists in the text. To answer the question easily, the students must be able to use their scanning skill well. This means that they must be able to find important points of the information they read to answer the questions correctly. The questions word used are usually what, where, when, who, how, etc.

To find the specific information in the text is quite easy for the test takers because the information is clearly stated in the text. They were only able to apply what is called scanning technique to find the answer of the question.

E. THE IMPLICATION ON THE TEACHING MATERIAL

1. The syllabuses

Finally, considering the number of meetings allocated, the number of common problems found and the students' weakness point, all problems can be accommodated in the teaching process with the following topical breakdowns. This is a syllabus that is organized around themes (Richard, 2003: 157).

1. Explanation Text: 2 meetings

Meeting 1: Word Meaning

Meeting 2: Unstated Information and Main Idea

2. Discussion Text: 2

Meeting 3: Unstated Information

Meeting 4: Detailed Information

3. News Item Text: 1 meeting

Meeting 5: Detailed Information

4. Exposition Text: 1 meeting

Meeting 6: Detailed Information

The problem of word meaning question in explanation text is given in a single meeting due to the fact that beside it is the most problematic question for the students found in this part and the common question found, there are many words that should be learnt by the students to comprehend the text contextually and strategies for how to answer the question easily. Therefore it would be wise if this problem is treated in single meeting. However, two problems found in this part are given in a single meeting due to the allocated meeting, they are the lower problem than word meaning question.

2. UN Reading Teaching Material

The English UN Reading developed through this research are designed in accordance with the syllabuses constructed. The syllabuses are designed on the basis of their relevance and appropriateness for the intended learners namely the students who has the English UN scores less than 4,00. The content of the course will depend on the learners' proficiency levels (Richard, 2003: 148). Therefore, the teaching material developed consisted of the materials that are contextualized according to the learners' proficiency level. The questions in the teaching material are picked up from many sources, including English UN Reading questions during KTSP curriculum, internet, books and some are self-composed. The types of questions and the quality of the questions are designed as similar as those found in UN Reading tests. Each chapter is designed to consist of three parts: the explanation of the theories/concepts of each topic under discussion, the modelled practices, and take home-assignments. This

teaching material would use Bahasa Indonesia as the explanation of the theories and concepts so that they would be able to understand the materials more easily. Besides, the use of Bahasa Indonesia would make the teaching process more effective and efficient.

F. CONCLUSION

The first analysis was to find out the types of question that frequently appeared in UN reading questions. The result of the analysis was then used to construct a reading comprehension test. The second analysis was to find out the students' weakness points in answering UN reading comprehension questions. The identification were used as the basis for constructing a reading teaching material that meets the students' needs.

Based on the data obtained, the syllabus and teaching material for six meetings could be designed. The first two meetings discuss the Explanation texts, where the first meeting discusses word meanings and the second is unstated information. The third two meetings will discuss Discussion text, where the third meeting discusses unstated information and the fourth is detailed information. The fifth meeting is News item texts and the topic

discussed is detailed information. The Exposition texts dealing with detailed information is discussed in the last meeting.

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