

**DESCRIPTIVE STUDY OF THE STUDENTS' READING COMPREHENSION
UNDER THE IMPLEMENTATION OF ONLINE LEARNING AT THE ELEVENTH
SCIENCE GRADE OF SMA NEGERI 3 KOTABUMI NORTH LAMPUNG
ACADEMIC YEAR 2020/2021**

¹Marwah Hesti Rahayu, ²Rulik Setiani, ³Dewi Sri Kuning

¹marwahhestirahayu@gmail.com, ²rulik.setiani@yahoo.com, ³dewisrikuning@gmail.com³

^{1,2,3}Muhammadiyah Kotabumi University

Abstact: Reading is one of the four skills in English which is very important to be mastered by students. This research is a descriptive quantitative research, with the purpose to investigating how students reading comprehension in the application of online learning in the class of XI science at SMA Negeri 3 Kotabumi North Lampung Academic Year 2020/2021. The population in this research were all students of class XI science SMA Negeri 3 Kotabumi academic year 2020/2021 which consist of six classes and total member of students were 203 students and researcher took class XI science 1 as sample which were 33 students. The research used purposive sampling technique. Some considerations namely by considering the saving in costs, time, and energy and the selection of a representative sample of the population. The instrument used to collect data in the form of a multiple choice test consisting 40 items to collect the try out data and 25 said valid to collect the research data. The data analysis shows that $r_{count} (0.702) > \text{from } r_{table} (0.540)$. In conclusion, students reading comprehension in the implementation of online learning in class XI at SMA Negeri 3 Kotabumi North Lampung Academic Year 2020/2021 was effective.

Key words: Reading Comprehension, Online Learning, Students

Abstrak: Membaca merupakan salah satu dari empat keterampilan dalam bahasa Inggris yang sangat penting untuk dikuasai oleh siswa. Penelitian ini merupakan penelitian deskriptif kuantitatif, dengan tujuan untuk mengetahui bagaimana pemahaman membaca siswa dalam penerapan pembelajaran online pada kelas XI IPA SMA Negeri 3 Kotabumi Lampung Utara Tahun Pelajaran 2020/2021. Populasi dalam penelitian ini adalah seluruh siswa kelas XI IPA SMA Negeri 3 Kotabumi tahun ajaran 2020/2021 yang terdiri dari enam kelas dengan jumlah siswa 203 siswa dan peneliti mengambil sampel kelas XI IPA 1 sebanyak 33 siswa. Penelitian ini menggunakan teknik purposive sampling. Beberapa pertimbangan yaitu dengan mempertimbangkan penghematan biaya, waktu, dan tenaga serta pemilihan sampel yang representatif dari populasi. Instrumen yang digunakan untuk mengumpulkan data berupa tes pilihan ganda yang terdiri dari 40 item untuk mengumpulkan data try out dan 25 item dikatakan valid untuk mengumpulkan data penelitian. Analisis data menunjukkan bahwa $r_{hitung} (0,702) > \text{dari } r_{tabel} (0,540)$. Kesimpulannya, pemahaman membaca siswa dalam pelaksanaan pembelajaran online di kelas XI SMA Negeri 3 Kotabumi Lampung Utara Tahun Pelajaran 2020/2021 efektif.

¹) Mahasiswa Universitas Muhammadiyah Kotabumi

²⁻³) Dosen Universitas Muhammadiyah Kotabumi

Kata Kunci: *Pemahaman Membaca, Pembelajaran Online, Siswa*

I. INTRODUCTION

Reading is one of exercise with a reason. According to Hung and Ngan (as cited in Kasim, 2017, p. 309), reading is a basic skill that can improve students' vocabulary, fluency, speaking and writing, and finally can help them to master their target language. According to Hidayati (2017, p. 2), reading is one of the language ability that invigorates the procurement of knowledge and exchange of data in language learning setting. According to Kendeu (as cited in Prihatno, 2014:21), comprehension does not allude to a solitary occasion but instead a group of skill and activities. Furthermore, according to Koda (as cited in Prihatno, 2014, p. 22), comprehension happens when the reader takes out and coordinates different information from the text and consolidates it with the given knowledge. Comprehension is the capacity to get something. According to Grabe and Stoller (as cited in Hidayati, 2018, p. 6), reading comprehension is the ability to understand information in a text and interpret it appropriately. The function of reading activity is to get information or main idea from what the readers uses knowledge, skills, and strategies to determine what the text meaning is. So, Reading

comprehension can improve students' reading skill to access a lot of information when written exams in English or when written form about English literature.

In the learning process corona virus has switched the way of life of individuals up the world, individuals are encourage to mountain the separation and limit travel as frequently as could really be expected. In the current learning process the government is implementing an online learning process. The implementation online learning is carried out because of Covid -19 virus outbreak which resulted in a pandemic situation. According to Semadrova & Hubackova (as cited in Simaupang et al, 2021, p. 70), in the implementation of online learning, obstacles or discrepancies are often found with proper learning, many think that the responsibility of the teacher in implementing distance education is easier than traditional learning. The government made the decision to use online learning media.

According to Handarini (2020, p. 498), online learning is a system learning is done not face to face, but using a platform which can help the teaching and learning process carried out even if it is a long distance. Some of the applications often accessed by students in online learning are Whatsapp, E-Mail, Edmodo, *Ruang Guru*,

Zenius, *Rumah Belajar*, and Google For Education.

According to Pangondian (as cited in Andiani, 2021, p. 176), other shortcomings in implementation online learning that are: slow feedback needed in teaching and learning activities, teachers need more time for lesson planning, it's possible make some people uncomfortable, and there may be acts of anger, anxiety, and confusion. According to Purwanto (as cited in Handayani, 2020. p. 17), the advantages of online learning in learning process are; unlimited time, there is still a lot of free time, save transportation cost, the recorded data can be reused, and students can more freely ask questions to the teacher. So, technology education of online learning can help the educating and learning process completed regardless of whether it is a significant distance. In interviewed with the English teacher on Monday, 14th December 2020 (interview guideline can be seen on appendix), the electronic media used especially the XI MIPA class that is Google Classroom electronic media.

The learning process the use of electronic media has problems. There are several problems faced by students of the eleventh science grade of SMA Negeri 3 Kotabumi; weak signals during the learning process through Google Classroom, inadequate internet packages or quotas, and students who find it difficult to ask

questions directly because the lack of vocabulary.

The first problem in the process of learning is weak signals during the learning process through Google Classroom. In the current learning process, signals are needed to facilitate the learning process. However, if the signal needed is interrupted or absent, the learning process carried out using Google Classroom will be hindered. So, the signal is unquestionably significant in the current learning process.

The second problem is inadequate internet packages or quotas. The inadequate internet package is internet usage with a certain time limit. For example of internet usage with a certain time limit, the local internet quota purchased is 1 GB (Gigabyte) for 1 month. This means that users can access the internet in 1 month as much as 1 GB (Gigabyte).

The last problem is students who find it difficult to ask questions directly because the lack of vocabulary. In addition, the opportunity to ask questions is also limited. This limitation occurs because of signal interference.

Based on the explanation, the formulation of the problem is "how is the students' reading comprehension under the implementation of online learning at the eleventh science grade of SMA Negeri 3 Kotabumi North Lampung in the Academic Year 2020/2021?".

The purpose of this research to investigate how the students' reading comprehension under the implementation of online learning at the eleventh science grade of SMA Negeri 3 Kotabumi North Lampung in the Academic Year 2020/2021. The result of this research is expected to be very useful for many people, especially for those closely related to teacher and other researchers.

II. RESEARCH METHOD

The method of investigation was look through a quantitative research. According to Sugiyono (2016, p. 8), "Quantitative research methods could be interpreted as research methods that are based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis was quantitative/statistical, with the aim of testing the hypothesis that has been set". According to Arikunto (2010, p. 3), descriptive research is a study intended to gather information about the status of an existing symptoms, that is symptoms according to the circumstances of the study. According to Mardalis (2010, p. 26), descriptive quantitative has purpose to describe, analyze and interpret the situation and condition that happen.

Based on the previous explanation, it was reasoned that quantitative descriptive research is somewhat research which was finish up by make a precise clarification of factual and exact data on the idea of current realities and nature populace or test to gather the information about the condition that happen related with the factors and afterward the researcher describes and investigate the data using measurement.

Population of this research was the eleventh science grade students of SMA Negeri 3 Kotabumi were 203 students'. The sample of this research was one class of eleventh science grade students of SMA Negeri 3 Kotabumi which consist of 33 students. Sampling technique is a technique for sampling. According to Sudjana (2005, p. 168), purposive sampling is also called by sampling taken by some considerations. Some considerations namely by considering the saving in costs, time, and energy and the selection of a representative sample of the population.

The researcher used five aspects from Davenport in Yasrida (2017). The questions based on 5 aspects, there were main idea, supporting details, vocabulary, finding reference, and making inference. The questions were multiple choices, with the choices A, B, C, D or E. The students must choose one of the choices. The number item of test was 40 items.

**TABLE 1
INSTRUMENT SPECIFICATION**

Vari a ble	As pect	Indicator	Nu m ber	To tal
Reading Com prehe nsion	Deter minin g	The students can recognize the fundament al thought in the text	1, 10, 16, 22, 28, 35	6
	Findi ng	The students can discover the supporting thought	2, 5, 8, 12, 19, 20, 24, 29, 38	9
	Maki ng Infer ence	The students can take an end from the appreciate of the text	3, 9, 11, 15, 21, 27, 33, 39	8
	Identi fying Refer ence	The students can discover	4, 7, 13, 17, 26,	8

		the reference of the text	31, 34, 36	
	Voca bular y	The students are able to improve their vocabulary itself	6, 14, 18, 23, 25, 30, 32, 37, 40	9
Total				40

Source: Davenport in Yasrida (2017)

The instrument it must be tested by validity test. The researcher chose contents validity for measure students achievement and then construct validity, the instrument has been discussed with the experts and the researcher chose Mrs. Rini Susilowati, S.S., M.Pd. and Mrs. Dewi Sartipa, S.Pd., M.Pd.B.I as experts. They were English Lecturers who teach at University of Muhammadiyah Kotabumi North Lampung.

According to Supardi (as cited in Kurnia, 2016, p. 58), the validity of the instrument is calculated with formula point biserial correlation that was:

$$r_{pbis} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Where:

- r_{pbis} : coefficient biserial point correlation.
- M_t : mean, total price
- S_t : deviation standard
- p : total subject was answer correctly
- q : 1-p

This said valid if the calculation of r_{pbis} (r_{count}) was greater than r_{table} product moment.

After reliability score was found, it is consulted to r product moment table. The criteria for instrument to be called reliable is if r_{11} (r_{count}) > r_{table} .

The researcher uses Spearman Brown Formula (Arikunto, 2010, p. 223). The formula was:

$$r_{11} = \frac{2 \times r_{1/21/2}}{(1+r_{1/21/2})}$$

Where:

- r_{11} : Coefficient reliability instrument
- $r_{1/21/2}$: Pearson correlation of odd and even value.

To get valid and reliable data, the researcher would conducted multiple choice test toward the eleventh science grade students of SMA Negeri 3 Kotabumi. The researcher conducted try out to find out validity and reliability of the test. The try out was done in SMA Negeri 1 Abung Semuli on November, 21st - 28th 2020 in the class XI MIPA 3 through online using google classroom. After the data would claim as valid and reliable, the multiple choice test were disseminated to the

students of the eleventh science grade of SMA Negeri 3 Kotabumi.

The data was analyzed by descriptive quantitative method. According to Ali (as cited in Wijayanti, 2015, p. 3), the formula was:

$$E = \frac{n}{N} \times 100\%$$

Where:

- E : The percentage of the students reading comprehension
- N : The total score of the test items

III. RESULT AND DISCUSSION

Result

In the research, the researcher conducted tryout of instrument. Tryout was directed to find out the validity and reliability of instrument. The researcher directed tryout on November, 21st - 28th 2020 in the class XI MIPA 3 of SMA Negeri 1 Abung Semuli through online learning using Google Classroom. It was trailed by 35 students with 40 items. Afterwards validity and reliability were found, the researcher led in real research to the class XI MIPA 1 students of SMA Negeri 3 Kotabumi.

The research was conducted on December, 17th - 28th 2020 with the sample 33 students. The researcher used the sample of one class that was XI MIPA 1.

After the research, the researcher determined the data utilizing descriptive analysis and data order to quantify how the students' reading comprehension.

Validity Test

The validity test that was used in the research was content validity. The experts judgment was Mrs. Rini Susilowati, S.S., M.Pd. and Mrs. Dewi Sartipa, S.Pd., M.Pd.B.I. would done on September, 9th 2020. The researcher was used Point Biserial Correlation formula to calculate in the instrument validity.

**TABLE 2
THE RESULT OF VALIDITY TEST**

No.	Item Number	r _{count}	r _{table}	Conclusion
1	1	- 2,035	0.30	Invalid
2	2	3,270		Valid
3	3	0,326		Valid
4	4	0,077		Invalid
5	5	1,467		Valid
6	6	0,474		Valid
7	7	1,182		Valid
8	8	2,935		Valid
9	9	- 1,650		Invalid
10	10	0,377		Valid
11	11	2,515		Valid
12	12	3,064		Valid
13	13	1,773		Valid
14	14	0,377		Valid

15	15	- 1,385	0.30	Invalid
16	16	- 1,721		Invalid
17	17	1,721		Valid
18	18	- 1,721		Invalid
19	19	1,161		Valid
20	20	- 1,408		Invalid
21	21	- 0,621		Invalid
22	22	1,179		Valid
23	23	0,849		Valid
24	24	- 0,812		Invalid
25	25	0,377		Valid
26	26	- 1,808		Invalid
27	27	2,823		Valid
28	28	0,318		Valid
29	29	1,811		Valid
30	30	- 0,137		Invalid
31	31	0,078		Invalid
32	32	0,895		Valid
33	33	2,926		Valid
34	34	- 3,447		Invalid
35	35	- 1,107		Invalid
36	36	0,377		Valid
37	37	3,090		Valid

38	38	2,390		Valid
39	39	0,457		Valid
40	40	- 0,670		Invalid

Based on the result calculation, from 40 items number of reading test, it was found that there were 25 items which were valid. 25 items that were valid based on the validity of the test were item number 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 14, 17, 19, 22, 23, 25, 27, 28, 29, 32, 33, 36, 37, 38, and 39. While for 15 invalid items were 1, 4, 9, 15, 16, 18, 20, 21, 24, 26, 30, 31, 34, 25, and 40.

Reliability Test

Afterwards calculating the validity of instrument, the researcher calculated the reliability. In calculating the reliability used Excel program with Pearson Product Moment formula to get data. Afterwards reliability score was found, it is consulted to r product moment table. The models for instrument to be called reliable is if $r_{11} (r_{count}) > r_{table}$.

**TABLE 3
THE RESULT OF RELIABILITY TEST**

Item	r_{count}	r_{table}	Conclusion
25	0.702	0.540	Reliable

Based on the result from 25 items, the reliability was 0.702. Thus, the items were declared reliable, because the value of r_{11} was $0.702 \geq 0.540$.

Descriptive Analysis

The researcher was aftereffect of information examination was investigated descriptive.

**TABLE 4
THE RESULT OF THE TEST FROM CLASS XI MIPA 1**

Number	Initial Students	The Correct Answer	Score	Category
1	AF	23	92	Very Good
2	ADNP	15	60	Poor
3	AS	21	84	Good
4	APS	16	64	Less
5	AN JM	21	84	Good
6	ASA	20	80	Medium
7	ALK	19	76	Medium
8	APR	13	52	Poor
9	AA	18	72	Medium
10	ANS	23	92	Very Good
11	ADP	17	68	Less
12	AC	14	56	Poor

13	AJ	16	64	Less
14	ARN	18	72	Medium
15	CP	17	68	Less
16	DSP	13	52	Poor
17	DAP	21	84	Good
18	D	16	64	Less
19	DCS	17	68	Less
20	DML	14	56	Poor
21	DAPD	20	80	Medium
22	DF	18	72	Medium
23	EF	14	56	Poor
24	FMA	22	88	Good
25	FA	15	60	Less
26	GAP	23	92	Very Good
27	GDM	21	84	Good
28	IC	19	76	Medium
29	IP	18	72	Medium
30	JAP	22	88	Good
31	JMTT	23	92	Very Good
32	JA	19	76	Medium
33	PA	24	96	Very Good

There were 33 students with determined score alongside quantity of

students the right response. The maximal score of the correct answer was 24 items with 96 score. The minimum score of the correct answer was 13 items with 52 score. The sample was 33 students. The categorized of research result contains the name of 33 students, the score of research, and then category. The category had 5 that are very good with 91-100, good with 81-90, medium with 71-80, less with 61-70, and poor with 51-60.

TABLE 5
RESULT OF THE RESEARCH CLASS
XI MIPA 1

No	Interval Score	Category	Items Total	Percentage
1	91-100	Very good	5	15.15%
2	81-90	Good	6	18.18%
3	71-80	Medium	9	27.27%
4	61-70	Less	7	21.21%
5	51-60	Poor	6	18.18%
Total			33	99.99%

The percentage 91-100 with category very good were 5 students are 15.15%, the percentage 81-90 with category good were 6 students are 18.18%, the percentage 71-80 with category medium is 9 students are 27.28%, the percentage 61%-70% with category less were 7 students are 21.21%,

and the percentage 51-60 with category poor is 6 students are 18.18%. With the total 20 students especially category very good is 5 students, category good is 6 students, and category medium is 9 students from 33 students who get a score above the average and reach the KKM score which is 69, it implies that reading comprehension under the implementation of online learning is effective.

DISCUSSION

The research was conducted in SMA Negeri 3 Kotabumi North Lampung. The research described how the students' reading comprehension under the implementation of online learning at the eleventh science grade of SMA Negeri 3 Kotabumi North Lampung Academic Year 2020/2021.

The researcher used multiple choice test to research. In view description of data analysis that the result of the research class XI MIPA 1 are quite good on average because 9 out of 33 students who get as average score of 71-80 from a score 100. The category of students reading comprehension was 5 category. Very good with 91-100, good with 81-90, medium with 71-80, less with 61-70, and poor with 51-60.

Based on the previous research with used the Student's perceptions of Online Learning English During the Covid-19 Pandemic. The learning English of online during the Covid-19 pandemic was flexible and effective. The technique using was descriptive quantitative. The information was gathered through survey or questionnaire.

So, the title in this research is "Descriptive Study of the Students' Reading Comprehension Under the Implementation of Online Learning at the Eleventh Science Grade of SMA Negeri 3 Kotabumi North Lampung in the Academic Year 2020/2021". The data analysis shows that $r_{\text{count}}(0.702) > \text{from } r_{\text{table}}(0.540)$. There is an effective on students reading comprehension in the implementation of online learning in class XI at SMA Negeri 3 Kotabumi North Lampung Academic Year 2020/2021.

CONCLUSION

In view discussion, the conclusion can be said that described how the students' reading comprehension under the implementation of online learning. It can be seen by the result that was obtained by testing the validity test $r_{\text{count}} \geq r_{\text{table}}$. It concluded that the online learning especially students' reading comprehension

can the implementation of learning process. This research described how the students' reading comprehension under the implementation of online learning at the

eleventh science grade of SMA Negeri 3 Kotabumi North Lampung Academic Year 2020/2021.

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