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An Analysis of Understanding Reading Argumentative Text For Students In Grade 7 SMP Gajah Mada

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Abstract

The objective of this research was to find a solution to a phenomenon that is often found in junior high school students, that is reading argumentative texts. In this problem area, there are still many students who have difficulty understanding argumentative texts. This research was conducted in grade 7 off SMP Gajah Mada. The participants in this study were students grade 7 from SMP Gajah Mada class A. the technique of selecting the sample is overall, where all members of the population have an equal and independent opportunity to be included in the research. Data collecting technique in this study will be carried out by testing. The test is conducted to find out how far students' understanding of argumentative text, The test is the first instrument, and it consists of 10 multiple choice questions. The result of this research indicates that the total score obtained by students from the test given is 1.170 with the mean score of 46,8 and from the questionnaire the total students' test score is 22 with the mean score of 4,4. The total students test score is 1.170 and the total of students observation score is 22, so the mean was 53,1. the ability of students in grade 7 of SMP Gajah Mada in reading argumentative text is considered still in developing stage.

Keyword: *Argumentative Text, Reading Comprehension.*

Abstrak

Tujuan dari penelitian ini adalah untuk mencari solusi dari fenomena yang sering dijumpai pada siswa sekolah menengah pertama yaitu membaca teks argumentatif. Pada area masalah ini, masih banyak siswa yang mengalami kesulitan dalam memahami teks argumentatif. Penelitian ini dilakukan di kelas 7 SMP Gajah Mada Partisipan dalam penelitian ini adalah siswa kelas 7 SMP Gajah Mada kelas A. teknik pemilihan sampel adalah secara keseluruhan, dimana semua anggota populasi memiliki kesempatan yang sama dan mandiri untuk dipilih. dimasukkan dalam penelitian. Teknik pengumpulan data dalam penelitian ini akan dilakukan dengan pengujian. Tes dilakukan untuk mengetahui sejauh mana pemahaman siswa terhadap teks argumentatif. Tes ini merupakan instrumen pertama yang terdiri dari 10 soal pilihan ganda. Hasil penelitian menunjukkan bahwa skor total yang diperoleh siswa dari tes yang diberikan adalah 1.170 dengan skor rata-rata 46,8 dan dari angket skor total tes siswa adalah 22 dengan skor rata-rata 4,4. Jumlah nilai tes siswa adalah 1.170 dan jumlah nilai observasi siswa adalah 22, sehingga rata-ratanya adalah 53,1. kemampuan siswa kelas 7 SMP Gajah Mada dalam membaca teks argumentatif masih dalam tahap pengembangan.

Keyword: *Teks Argumentasi, Pemahaman Membaca*

INTRODUCTION

Reading is one of the most important things people do every day, especially when they are studying, reading can provide knowledge and information through what they read. According to Munifatullah (2017:155) reading brings happiness and knowledge. Similar to meditation, reading has been shown to induce a pleasurable trance-like state in our brains, offering the same health benefits of deep relaxation and inner calm (Dovey, 2015:4).

Learning English for students, including junior high school students, needs special attention such as in SMP Gajah Mada. SMP Gajah Mada is one of junior high schools in Medan, as a formal institution, teachers also teach their students English, particularly reading skills. this school uses curriculum 2013 to teach their students, this curriculum requires students to master a number of English learning competencies.

Argumentative text refers to text that takes a position about an idea or topic. The position can be for or against an idea, and the author of the text will support his or her position with extensive evidence. Some ideas to keep in mind while reading argumentative text are the claims, the evidence, and the audience (González et al., 2020:98).

In this research, the researcher find a solution to a phenomenon that is often found in junior high school students, that is reading argumentative texts. In this problem area, there are still many

students who have difficulty understanding argumentative texts. The lack of students' understanding is also illustrated when students answer questions related to argumentative texts.

RESEARCH METHODS

The research used qualitative method. According to Ali (2016:22) qualitative approach as the design of research that, when analyzed, always uses sentences and clauses of language to explain and describe in detail the data obtained from the sample, informant, and research object. Then, according to Suryana (2016:20), qualitative methods are research methods that produce written or oral descriptions of the people and behavior observed.

The participants in this study were students grade 7 from SMP Gajah Mada class A. the technique of selecting the sample is overall, where all members of the population have an equal and independent opportunity to be included in the research. Data collecting technique in this study will be carried out by testing. The test is conduct to find out how far students' understanding of argumentative text.

After collecting the data, this research continues to the next step of analyzing the data from the test result. According to Miles and Huberman (2014:45) there are several steps taken to analyze qualitative data, namely:

1. Data reduction.

After the primary and secondary data have been collected, the data was sorted, grouped into themes, categorised, focused on the field, discarded, arranged in a particular way, and summarised in the unit of analysis.

In this study, data reduction starting from collecting data on student test results. Then the test results are scored. After scoring, it is followed by data categorization. Then the categorization will be continued for presentation.

In percentages, the students' scores from the test, which were given to them, and the percentage of correct responses to the question to figure out how many students who correctly responded to the test's questions were the focus of the understanding index. It is calculated using the following formula:

$$V = R/N$$

Where:

V = Value

R = The Number of the Correct Answer

N = Total Number of the Questionnaire

2. Data display (presentation of data).

This analyze presented in a narrative form, in which the researcher describes the data findings in the form of a sentence outline chart that shows sequential and systematic relationships between categories.

3. Conclusion.

Despite the fact that the data reduction conclusions have been described, they are not permanent and may be added or removed at any time. Therefore, at this point, conclusions have been drawn in accordance with the field-collected data and evidence. Beginning with data collecting, selecting data, triangulating data, classifying data, and describing data before drawing conclusions. The data obtain from test and observations are present in clear language.

RESULTS AND DISCUSSION

Scored the results of observations and from tests that have been carried out by researchers on students in grade 7 of SMP Gajah Mada, there were 3 students who scored 70 in the good category. The factors that cause students to be able to answer the test well are (1) students like English lessons, (2) students want to study at home to repeat lessons given at school, (3) students take private learning outside of school.

There were 11 students with a score of 41-60 with a fair category. the factors that caused students to be unable to answer the test well were (1) students did not understand English vocabulary (2) students did not pay attention to the teacher while explaining learning (3) students did not want to study at home.

There were 9 students with a score of 21-40 included in the poor category. The factors that influence students' difficulty in understanding argumentative texts are (1) students do not like English lessons (2) students are reluctant to ask the teacher when given the opportunity to ask questions (3) students prefer to play rather than study, (4) students do not take private lessons outside of school

There were 2 students with a score of 20 included in the very poor category. The factors that influence students difcults in understanding reading argumentative is (1)students do not

understand English vocabulary, (2)students do not like English lessons, (3)students do not pay attention to the teacher when explaining learning, (4)students do not study at home,(5)lack of parental support for students studying at home.

Can be concluded that the result of factors that influence the students to understanding reading argumentative includes based on 2 factors, namely internal and external factors:

1. Factor Internal

- a.Students do not want to practice their ability reading comprehension in argumentative text.
- b Students not paying attention to the teacher when explaining in class
- c.Students lack of vocabulary.
- d.Students do not like English lessons
- e.Students were reluctant to ask the teacher when given the opportunity to ask questions
- f. Students prefer to play rather than study

2. Factors External

- a. Students also do not want to study at home to repeat the subject provided at school.
- b. Lack of parental support for students studying at home.

Family has a very important role and can affect the student learning process. Here the role parents who as lack in paying attention to their role as parents and also family habits that do not support students in terms of learning will make study time reduced, can lead to learning difficulties for students.

- c. Students do not take private lessons outside of school

CONCLUSION

Result of the factors that influence the students to understanding reading argumentative includes based on 2 factors, namely internal and external factors:

1. factor internal

- a. students do not want to practice their ability reading comprehension in argumentative text.
- b. students not paying attention to the teacher when explaining in class
- c. students lack of vocabulary.

2. factors external

Students also do not want to study at home to repeat the subject provided at school.

Family has a very important role and can affect the student learning process. Here the role parents who as lack in paying attention to their role as parents and also family habits that do not support students in terms of learning will make study time reduced, can lead to learning difficulties for students.

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