
A STUDY ON THE ABILITY OF READING COMPREHENSION (Case Study at Escola de Hospitalidade e Turismo Becora-Dili)

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The aims are to find out the student's ability to answer the question based on the reading comprehension text, and to know the students' levels in reading comprehension text. These theories are related to the teaching-learning process. This study adopted a qualitative method and the research took place at the first-grade students of Escola de Hospitalidade e Turismo, Becora - Dili with any problems about the students' ability to answer the question based on the reading comprehension text and which levels of student's ability using reading comprehension text. This study was conducted with the 20 students of first-grade students of Escola de Hospitalidade e Turismo and administered 25 number questionnaires with consists of four items. They are 10 multiple choice text, 5 number Answer Questions based on the reading text, 5 numbers matching test with verbs in the left side, and 5 number of true and false. From the questions delivered, the administrated with a result of the test was tabulated and analyzed that the first-grade students can answer them based on the reading comprehension test. Their level of reading comprehension ability is 9,1 which is classified at an excellent level. Finally, the students of the first grade of Escola de Hospitalidade e Turismo Becora - Dili in excellent level in subject reading comprehension with passed on the national recommendation for English subject 5 and the result of this research is 9,1.

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INTRODUCTION

Reading is one of the four necessary important language skills which is considered as a receptive skill for those who learn English as a second or foreign language (ESL/EFL), for academic success, and professional development. Therefore, the student can comprehend the reading texts as their foreign language reading materials is very important to acquire the meaning of the reading text. Then, reading comprehension is the ability to understand something or knowledge to have comprehensive information getting. Schmit (2000) defined that Reading is the essential part to acquire the information from the reading text and will be updating active information to process the readers' information in the text to what they already know. According to Brown (2007) argues that reading is the most essential skill in the educational context as it can be the assessment for students' general language ability. Reading comprehension is one aspect of language skills that must be mastered by the student. To be able to interpret and absorb information from reading material, students should have a good understanding ability. Reading comprehension is required in each subject because each lesson is inseparable from the act of reading.

In relating to reading comprehension is a part of four skills in language study for the foreign language are required. These cases still cause for the students Secundaria Timor-Leste in the learning of English language in generally and specifically of First Grade Students of Escola the Hospitalidade e Turismo Becora - Dili. In this case, the first-grade students of Escola de Hospitalidade e Turismo Becora usually use reading subjects in their daily habits by a teaching-learning process in the classroom. However, the Ministry of Education of Timor-Leste was decided on the National Curriculum for Secundaria education (2013) in learning a foreign language as a subject for the national exam required.

The use of suitable strategies will be one of the determinants in teaching-learning. Even in terms of learning reading comprehension. The method or strategy used should be able to improve students' reading comprehension. The lack of using of method or learning strategies becomes one of the bottlenecks of achievement of learning goals. In the selection of methods for each learning, the teacher must attend to the character of the students. Methods or strategies used are not only one, but also can be varied by other methods so that students do not feel tired or bored in the learning process. When students are motivated to learn well and it will facilitate in providing instruction to students so that learning becomes conducive and pleasant. Therefore, the goal of learning will be achieved.

Pressley (2002) and Snow et al (2002) argue of comprehension is involves accuracy and automatic word identification and decoding ability by an intensive reading required it and good comprehension needs a reading extensive vocabulary. In addition, comprehension does not occur if the reader does not understand the individual words. However good reader's comprehension processes include comprehension above the word level.

Penny Ur (1996) by the TESOL says that teaching a second language (foreign language) in English language teaching in the classroom does not force the students to memorize words and pressing of pronunciation on reading comprehension activity, but we are trainers given more opportunities for students in speaking,

listening in expression their action on the classroom activity. In the context of TESOL presented that, the students are learning of word meanings through content can be slight compared with the learning of word meaning through direct vocabulary instruction. However, provide the students learning in reading comprehension is more opportunities for the students by the teaching-learning process in the classroom and then they have to get more opportunities to acquire and improve vocabularies as such to comprehend the contents of the reading text in a language study.

The problems that were found in Escola de Hospitalidade e Turismo Becora-Dili based on my observation in teaching practice, the reality in the field, learning reading comprehension in class first grade is still not as expected. The strategy or method used by the teacher still conventional, the teacher just taught conventionally. They are only asked the students to do assignments in students' worksheets based on the student's manual and for reading comprehension learning, the teacher just asked the students to answer the question based on the text. It is known from my interview with some students in that school, besides that, there are some students who still difficult to answer the question based on the contents of the text. Odwan, T. A. A. H, (2012) confirms that the ability to determine the purposes of reading, the ability to extract, comprehend, and assimilate information, the ability to make predictions to examine reading materials based on the purposes of reading, the ability to pass judgments, and finally the ability to make decisions based upon information gleaned from reading.

Review Of Related Literature

The Previous of the Study

Reading is the information from the text, either in the form of text or from a picture or diagram, or a combination of it all. Reading is very important and helpful to us, not just in English class, but other subjects, such as mathematics, Indonesian, biology, economics, and others also we need literacy skills to add to our knowledge of the material that we learned. It is considering getting a lot of information to be the importance of reading to our lives as a human being. Smith F, (2004) defines that reading as seen as a creative and constructive activity having four distinctive and fundamental characteristics -it is purposeful, selective, anticipatory, and based on comprehension, all matters where the reader must exercise control. Richard, J. C. & Schmidt, R, (2002) say that the contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context, and the listener's and speaker's purposes or intentions (top-down processing).

Based on the description above, the processes of reading comprehension and according to the recent research, there is one more kind of processing reading comprehension, called interactive reading. Then, in teaching reading comprehension skills are strategies readers use to retrieve information and construct meaning from a particular text. They are the thinking processes, broken down into steps that are used to comprehend. These must be taught explicitly. Three types of comprehension skills are described below: pre-reading, during reading, and post-reading.

The Reading Comprehension

Smith, F, (2004) defines that reading as seen as a creative and constructive activity having four distinctive and fundamental characteristics –it is purposeful, selective, anticipatory, and based on comprehension, all matters where the reader must exercise control. Earlier models of reading instruction have tended to focus primarily either on bottom-up processes(for decoding and comprehending the text) or top-down skills (for activating the background knowledge and prediction strategies of the reader) and according to Brown and Yule, reading involves learning how to make reasonable interpretations of a written text. Reading covers a lot of things. It does not simply know the meaning of individual words in a particular text. In other words, reading can be defined as a process of making reasonable interpretation in apprehending a text which has four characteristics; purpose, selection, anticipation, and comprehension. Talking about comprehension is one of the characteristics of reading.

Scharer, Piiell, Lyons & Fountas (2005) remained that, reading comprehension is thinking cued by written language such as literal comprehension is the reader has to identify the characters of the story. Therefore, the readers need to comprehend the topic, learn new facts, and be able to find out the content of the reading presented, and to be remembering important information getting from the reading comprehension. Relation to this, Pardo (2004) also argues that reading comprehension is to have strengthened the readers in understanding of the text, to have increased the readers understood of phonological, morphological, syntactical, semantically in language study.

Richards and Schmidt say that comprehension is the identification of the intended meaning of written or spoken communication and contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context and the listener's and speaker's purposes or intentions (top-down processing).

Therefore, the process of reading Comprehension is one more kind of processing reading comprehension called interactive reading to be mentioned by experts in processing from the bottom-up and top-down process. It is meaning that: In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanism to impose some sort of order on these signals. Top-down, is a process in which the readers draw their intelligence and experience to understand a text. And Interactive reading is a combination of top-down and bottom-up processing. It is almost always a primary ingredient in successful teaching methodology because both processes are important.

The Types of Reading

Skimming Reading is quick reading to obtain a general idea of the passage. It requires the reader to note only information and clues that provide an idea of the central theme or topic of a piece of propose (Baudoin at all, 1993). A similar definition comes from Rozakis (1993) that skimming is a very rapid method of

reading that allows you to glance at a passage to find specific information. This method is especially useful when there is only one item of reading information that you want to form a particular passage.

Scanning Reading is also quickly reading. However, in this case, the search is more focused on the text in enjoyable. To scan is to read quickly in the order to get specific information. Scanning takes part in reading because we have different goal reading. Some people just want to get a particular piece of information when they read, (Cristal, 1997).

Intensive Reading is based on the Brown (1989) explains that intensive reading calls attention to grammatical forms of discourse. Marker and other surface structure details for propose of understanding literal meaning implications, rhetorical, relationship, and the like. He draws an analogy to intensive reading as a zoom lens' strategy. On the other hand, reading something called "Narrow Reading "may involve students reading selections by some author or several texts about the topic (Richards).

Extensive Reading is stated the long pieces either for pleasure or information or to clarify of the extensive reading is longer text pleasure and needing global understanding.

The Teaching and Learning of Reading

Brown defines learning as a process of acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. Through his theory about Principles of Language Learning and Teaching breaks down learning components are; 1) learning is acquisition or getting, 2) is the retention of information of skill in which retention implies storage systems, memory, and cognitive organization, 3) learning involves active, conscious focus on and acting upon events outside or inside the organism, 4) learning is relativity permanent but subject to forgetting 6) it involves some form of practice, perhaps reinforced practice, and learning is a change of behavior. From the definition of apparently learning and teaching is an activity done by the human being as an effort to get knowledge, to create attitudes, and to raise concepts and skills as a result of the interaction with the environment. Learning is related to the process of acquisition and skill or information retention in the cognitive organization. Learning can also be carried out through some form of reinforced practice. In the learning process, the dominant activity is the interaction between the teacher and the students.

Johnson, A. P, (2008) by Teaching Reading and Writing says that in teaching reading comprehension is an activity in which the teacher guides and facilitates learning, gives a chance for the students to learn, and sets the condition for learning. However, an important point dealing with giving tasks to the students is about the consideration of the technique used. A Teacher should consider the best technique to be applied for a particular task or activity. Linking to Johnson ideas mentioned reinforced by Harmer, J, (2001) by how to teach English says that in the teaching of reading comprehension has principles as bellow:

- 1) Principles1: Reading is not a passive skill. Understanding the meaning of the words, understanding arguments, and working out for the agreement of the statements are included as the active occupation in reading.

- 2) Principle 2: Students need to be engaged with what they are reading. Harmer considers that students can get more benefit from reading if they are engaged and interested in reading text.
- 3) Principle 3: Students should be encouraged to respond to the content of a reading text, not just to the language. In this principle, the point is that students should have opportunities to respond to the message of the text and thus provoking personal engagement of the students.
- 4) Principle 4: Prediction is a major factor in reading. The fourth principle is about the students' expectations and the active process of reading is ready to begin when they can get the hints of the text so they can predict what's coming in the next segment of a particular text.
- 5) Principle 5: Match the task to the topic.

The five principles behind teaching reading propose some important points that need to be considered by the teacher in teaching reading, such as it is important to make the students engaged with and have the abilities to respond to the texts. The principles also highlight that predicting is crucial in reading since it is. Mikulecky and Jeffries state that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows and it does not simply know the meaning of individual words in a particular text. In other words, reading can be defined as a process of making reasonable interpretation in apprehending a text which has four characteristics; purpose, selection, anticipation, and comprehension.

The Functions of Reading

Harry (1982) states the purpose of reading and comprehension need to be classified in terms of the kind of comprehension skills involved as:

- To located statistic of figures
- To find descriptions of an event
- To check a method for preparing a product
- To find the details of an experiment
- To identify main points and summarize them
- To abstract the main theme
- To evaluate the style of the passage
- To identify the structure of the author argument
- To evaluate the significance of particular imaginary

On the other hand, Lenin (2002) stated in ESL clauses, reading is thought not only for the sake of reading itself but also to obtain specific knowledge of information. And according to the function of reading may be classified as:

- a) To obtain a specific fact, or piece of information (by scanning).
- b) To know the author's general idea (by skimming).
- c) To attain a comprehensive understanding of the material as in reading a textbook (reading comprehension).
- d) To evaluate information to determine where it fits into one's system of ideas and beliefs (though critical reading).

METHOD

In conducting the research, the researcher was conducted her research at Escola de Hospitalidade e Turismo - Becora which is located on the central of Dili - Timor Leste, and status of this school is public/state, then accredited by the Ministry of Education of Timor-Leste as the owner for this school public. In this research the writer using the qualitative method to apply for her scientific research doing it.

In this study, the writer was chosen one class of students consists of 20 students from 12 male and 8 female at First Grade Students da Escola de Hospitalidade e Turismo Becora - Dili.

The technique of data analysis of the result data collection will be presented in two ways; firstly, using the informal method, by presenting the results simplify in the descriptive method, and secondly, the result will be presenting. This research is analyzing and measuring the ability of the first-grade students da Escola de Hospitalidade e Turismo Becora - Dili with a reading comprehension test. After the research done writer sometimes to be observed real English teachers in the teaching and learning process in the classroom. To the analysis of this study the writer uses mean as written below:

- a) The writer will administer the tests to the students that will have selected by the research and school principal.
- b) The writer will collect the students' answer sheets of tests to mark the score on each of the student's answer sheets as the result of the test.
- c) The score from the result of the test will be tabulated and analyzed.
- d) Finally, the result of analyzing the students' scores will be described and discussed as the level of the student's ability in reading comprehension.
- e) Divided the result based on the two ways mentioned above and multiply for 100%.

The pattern used is:

$$\frac{\text{Total of correct Answer}}{\text{Total of test item}} \times 100 \%$$

RESULT

The writer analyzed the result of researching shows in linking to this table 1 presents the correct answers from the whole test of four items Consist of a multiple-choice test, answer the questions based on the reading comprehension text, matching or vocabulary test and true and false by the first-grade students.

Table 1: ability skills in reading comprehension

Nu	Codes	Total Item	Correct Answers	%	Incorrect Answers	%
1	ASA	25	23	92	2	8
2	AS	25	23	92	2	8
3	DMSC	25	23	92	2	8
4	DASPC	25	22	88	3	12
5	EKADS	25	25	100	0	0
6	FS	25	14	56	11	44
7	JMDR	25	25	100	0	0
8	JAPS	25	23	92	2	8

9	JDS	25	25	100	0	0
10	LMAL	25	25	100	0	0
11	LDFS	25	23	92	2	8
12	MIDR	25	19	76	6	24
13	NC	25	25	100	0	0
14	NDJV	25	7	28	18	72
15	NJF	25	25	100	0	0
16	OMNDC	25	22	88	3	12
17	RBMS	25	22	88	3	12
18	SBS	25	23	92	2	8
19	TMDC	25	25	100	0	0
20	YRX	25	25	100	0	0
Average			X_1 Correct Answer	88,8 %	X_2 incorrect answer	11,2%

Table 1 realizes the result of the whole test items from 20 students who have attended the test on the ability of Reading Comprehension skill. The total correct answer is 88,8 from the total number of students' total incorrect answers is 11,2 %. Therefore, the result of the research about the Ability to read Comprehension skills by the first-grade students da Escola de Hospitalidade e Turismo Becora - Dili is 88.8 % which is classified as Very Good Level. Based on the standard of measurement, this level of Ability is 88.8 % which is classified as Very Good- Level for the ability of Reading Comprehension skill. It is indicated that the First Grade students da Escola de Hospitalidade e Turismo Becora is a very advanced ability in reading comprehension skills.

Table 2 presents the correct answers to the multiple-choice test of reading comprehension by the first-grade students da Escola the Hospitalidade e Turismo Becora Dili.

Table 2 multiple Choice Test in reading comprehension text

Nu	Codes	Total tests	Correct Answers	%	Incorrect Answers	%
1	ASA	10	8	80	2	20
2	AS	10	10	100	0	0
3	DMSC	10	10	100	0	0
4	DASPC	10	9	90	1	10
5	EKADS	10	10	100	0	0
6	FS	10	9	90	1	10
7	JMDR	10	10	100	0	0
8	JAPS	10	10	100	0	0
9	JDS	10	10	100	0	0
10	LMAL	10	10	100	0	0
11	LDFS	10	10	100	0	0
12	MIDR	10	10	100	0	0
13	NC	10	10	100	0	0
14	NDJV	10	10	100	0	0
15	NJF	10	10	100	0	0

16	OMNDC	10	9	90	1	10
17	RBMS	10	8	80	2	20
18	SBS	10	10	100	0	0
19	TMDC	10	10	100	0	0
20	YRX	10	10	100	0	0
Total score		200	193		7	
Average		10	9,65	96,5%	0,35	3,5%

The total number of correct answers by the first-grade students da Escola de Hospitalidade e Turismo Becora Dili is 9,65 from 10 item questions or 96.5%. This means based on the standard of measurement that is being used in the first-grade students' Ability of Multiple Choice Test of Reading Comprehension is 96.5% which is classified at Very Good level. In other words, the students were able to answer the multiple-choice test very well.

Table 3 presents the correct answers of *answer the questions based on the Reading Comprehension text* by the first-grade students da Escola de Hospitalidade e Turismo Becora - Dili.

Table 3 the questions based on the reading comprehension text

Nu	Codes	Total tests	Correct Answers	%	Incorrect Answers	%
1	ASA	5	5	100	0	0
2	AS	5	5	100	0	0
3	DMSC	5	4	80	1	20
4	DASPC	5	4	80	1	20
5	EKADS	5	5	100	0	0
6	FS	5	5	100	0	0
7	JMDR	5	5	100	0	0
8	JAPS	5	5	100	0	0
9	JDS	5	5	100	0	0
10	LMAL	5	5	100	0	0
11	LDFS	5	4	80	1	20
12	MIDR	5	4	80	1	20
13	NC	5	5	100	0	0
14	NDJV	5	2	40	3	60
15	NJF	5	5	100	0	0
16	OMNDC	5	5	100	0	0
17	RBMS	5	5	100	0	0
18	SBS	5	4	80	1	20
19	TMDC	5	5	100	0	0
20	YRX	5	5	100	0	0
Total score		100	92		8	
Average		5	4,6	92,0%	0,4	8,0%

The total number of correct answers from answer the question based on the comprehension text by the first-grade students da Escola de Hospitalidade e Turismo Becora Dili is 92%. Based on the standard of measurement that is being used in the first-grade students' Ability to answer the question based on the Reading

Comprehension test is 92% which is classified at Very Good level. In other words, the students were able to answer the question based on the reading comprehension test. Table 4 presents the correct answers to the matching test about vocabulary *based on the Reading Comprehension test*.

Table 4 vocabulary based on the reading comprehension text

Nu	Codes	Total tests	Correct Answers	%	Incorrect Answers	%
1	ASA	5	5	100	0	0
2	AS	5	4	80	1	20
3	DMSC	5	5	100	0	0
4	DASPC	5	5	100	0	0
5	EKADS	5	5	100	0	0
6	FS	5	0	0	5	100
7	JMDR	5	5	100	0	0
8	JAPS	5	5	100	0	0
9	JDS	5	5	100	0	0
10	LMAL	5	5	100	0	0
11	LDFS	5	5	100	0	0
12	MIDR	5	5	100	0	0
13	NC	5	5	100	0	0
14	NDJV	5	0	0	5	100
15	NJF	5	5	100	0	0
16	OMNDC	5	5	100	0	0
17	RBMS	5	5	100	0	0
18	SBS	5	5	100	0	0
19	TMDC	5	5	100	0	0
20	YRX	5	0	0%	5	100
Total score		100	84	84,0%	16	16,0%
Average		5	4,2		0,8	

The total number of correct answers from the matching test based on the comprehension test is 84%. Based on the standard of measurement that is being used for the first-grade students' Ability to matching test or vocabulary based on the Reading Comprehension text is 82% which is classified at a good level. In other words, the students were able to answer the matching question based on the reading comprehension text at a good level.

Table 5 presents the correct answers to the True and False test *based on the Reading Comprehension test*.

Table 5 True and False test based on the Reading Comprehension

Nu	Codes	Total tests	Correct Answers	%	Incorrect Answers	%
1	ASA	5	5	100	0	0
2	AS	5	4	80	1	20
3	DMSC	5	5	100	0	0
4	DASPC	5	5	100	0	0
5	EKADS	5	5	100	0	0

Nu	Codes	Total tests	Correct Answers	%	Incorrect Answers	%
6	FS	5	5	100	0	0
7	JMDR	5	5	100	0	0
8	JAPS	5	4	80	1	20
9	JDS	5	5	100	0	0
10	LMAL	5	5	100	0	0
11	LDFS	5	5	100	0	0
12	MIDR	5	5	100	0	0
13	NC	5	5	100	0	0
14	NDJV	5	4	80	1	20
15	NJF	5	5	100	0	0
16	OMNDC	5	4	80	1	20
17	RBMS	5	4	80	1	20
18	SBS	5	5	100	0	0
19	TMDC	5	5	100	0	0
20	YRX	5	5	100	0	0
Total score		100	95	95,0%	5	5,0%
Average		5	4,75		0,25	

The total number of correct answers from the True and False test based on the comprehension test is 95%. Based on the standard of measurement that is being used for the first-grade students' Ability for True and False test based on the Reading Comprehension text is 95% which is classified at a Very good level. In other words, the first-grade students were able to answer the True and False test based on the reading comprehension text at a Very good level.

Table 6 presents the distribution of students' level of Ability

Standard of Measurement	Frequency	Level of Ability	Percentage (%)
95 - 100	8	Excellent	40
85 - 94	9	Very Good	45
75 - 84	1	Good	5
65 - 74	0	Fairly Good	0
55-64	1	Average	5
45 - 54	0	Low	0
0 - 44	1	Very low	5
TOTAL	20		100

The result of the test done by the First Grade students da Escola de Hospitalidade e Turismo Becora Dili joined the Reading Comprehension test through 10 numbers of multiple-choice, 5 numbers of answer the questions based on reading comprehension text, 5 numbers of matching test or vocabulary, 5 numbers of the true and false test as the following described.

CONCLUSION

The result of conducting research has been analyzed and discussed, the conclusion can be drawn as the First Grade students da Escola de Hospitalidade e

Turismo Becora-Dili were able to answer the question based on the reading comprehension test and based on the result of the whole test items which has been indicated that the Level of Ability Reading Comprehension skill by First Grade students da Escola de Hospitalidade e Turismo Becora-Dili is classified Very Good Level. Based on the conclusion above, the English teacher and students are recommended that reading comprehension is a receptive skill because the more you read the more you know.

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