

# The Comprehension of Tempo's Newspaper English Article for the 10th Grade Students at Al-Qomariyah Boarding School

Franskoy Rio Naibaho, Lely Fitri Hasibuan and Mahardika Abdi Prawira Tanjung

## ABSTRACT

This study deals with the comprehension of Tempo's Newspaper English Article for the 10th Grade Students at Al-Qomariyah Boarding School. It was aimed to know the ability of students in comprehend of Tempo's Newspaper English article. The data of this study were the score of students and the source of this study was the twenty students of Al-Qomariyah Boarding School. Observation, Interview, and test were used to obtain the data. the data were analyzed by using Miles and Huberman (1992). Based on the data analysis, the ability of the students in comprehension the English language article still tend to be weak, it can be seen from more than students who choose to translate the article rather than understand it.

**Keywords:** language, language literacy

**Published Online:** June 2022

**ISSN:** 2828-5492

Franskoy Rio Naibaho<sup>1</sup>  
Lely Fitri Hasibuan<sup>2</sup>  
Mahardika Abdi Prawira Tanjung<sup>3\*</sup>

<sup>1</sup>Institut Agama Kristen Negeri  
Tarutung

<sup>2,3</sup>Sekolah Tinggi Teknologi Sinar Husni

Email:  
dika.abdi@gmail.com

\*Corresponding Author

## I. INTRODUCTION

Nowadays English language must be learned and mastered by the whole society in this country, because, all of the development, and news is happening in the world is mostly written in English. Government and educational institutions are now required, to create awesome generations, which later can participate in developing the country [1]. The students are the main object which will be required to achieve this goal. And the English language is something that is considered to have a considerable role to produce qualified generations, because English is an

international language that can influence the progress of science and technology in the age of innovation and creative as it is today [2]. Some people in this country believe that the English language should be taught from an early age, since she was sitting at the elementary school level, although others say the opposite.

One way to realize these expectations is to get them to read the written of any provide information, such as the English-language article [3]. Because a lot of students who basically know much vocabulary in English and also know English grammar very well. However, when asked to

understand an article in the English language, they find it difficult [4]. Lack of interest of the people in this country in reading, and the lack of contribution of teachers to students to understand the article is also considered to be less, because of the lack of facilities and infrastructure that exist in the school [5]. These are some of the causes of the inability of students to understand the articles in English.

From the explanation of the problems above, the authors wanted to examine “The Comprehension of English Article for the 10<sup>th</sup> Grade Students at Al Qomariyah Islamic Boarding School.”

## II. METHODS

### *Comprehension*

Comprehension is the ability to know or grasp ideas with the mind. Comprehension is one of the five key components of reading instruction. There are three-Level Taxonomy of Comprehension. Thomas Barret has suggested the following three types of action with his three-level taxonomy of reading comprehension [6].

1. **Literal Comprehension:** Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension

can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

2. **Inferential Comprehension:**

inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers their background knowledge.

3. **Critical Comprehension:** critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Were the character reputable and honest in their actions? Did the selection offer the reader new information, new insight, or added enjoyment? Were the character authentic? Was the literary quality of the text high? Answer to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in depth analysis and

critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level reader's level and the quality of a reader's inferential and critical comprehension is not easy.

All three levels of comprehension are important and need to be fostered. However, it has generally been the case that inferential and critical comprehension are not sufficiently addressed in many classrooms and reading programs [7]. These levels are not easily evaluated and do not lend themselves to the "teacher asks and students answers" type of comprehension discussions that follow many reading lessons. Nevertheless, a focus on inferential and critical comprehension is appropriate, and nurtures the high level thinking that one would expect to find in high- performing classroom.

According to Suharsimi Arikunto [8], comprehension of the students are asked to prove that he comprehend the simple relationship between facts or concepts. According to Nana Sudjana [9] comprehension can be divided into three categories, among others: The lowest level is the comprehend of translation, ranging from translating in the true sense, defines the principles, the second level is the comprehend of the interpretation, which connects lowest parts with the next note, or connect with the incident, which is fundamental to distinguish who is not the

principal, and the third level is the highest level of comprehend.

Comprehension is the understanding and interpretation of what is read [10]. To be able to accurately understand written material, children need to be able to decode what they read and after that make connections between what they read and what they already know and then think deeply about what they have read. One big part of comprehension is having a sufficient vocabulary, or knowing the meanings of enough words [11]. Readers who have strong comprehension are able to draw conclusions about what they read, for example is what is important, what is a fact, what caused an event to happen, which characters are funny. Thus comprehension involves combining reading with thinking and reasoning.

### **Article**

According to Oxford Learner Vocabulary article is (1) piece of writing in a newspaper, etc (2) separate part of an agreement or a contract (3) separate thing. Usually article is writing that has a private name of the writer in newspaper, or etc. The article is used to express one individual in opposition to other individuals of the same class. The article is frequently used to express one class or description, in contradistinction to other classes or description of things.

### III. DISCUSSION

This research used descriptive qualitative research method. The subject was taken from the students Al- Qomariyah Boarding School.

The description of data acquired of the Comprehension of English Article for the 10<sup>th</sup> Grade Students At Al Qomariyah Islamic Boarding School is:

No.	Nama	Score
1.	AK	High
2.	AZ	Low
3.	DWH	Low
4.	GA	Low
5.	IS	Low
6.	IN	Low
7.	IW	Middle
8.	LHH	Middle
9.	LP	Low
10.	LD	Low
11.	MK	Middle
12.	MN	Low
13.	MBY	Low
14.	NA	Low
15.	NL	Low
16.	NFN	High
17.	RH	Low
18.	TJK	Low
19.	USM	Low
20.	WU	High

Based on the comprehension of English Article result

research with detail, they are: The first, three students have high score. Their name : AK, NFN, WU. They have understood an English Article with good. Because they have understood purpose of English Article with totality. And they have understood advantages and disadvantages of curriculum 2013. In fact, they can explain to their friends. The second, there are three students have middle score. Their name Israwati, Lili Hidayati Hasibuan and Mannah Khoiriyah. The almost perfect in translator, although like that she has understood comprehension an article. but she can not to different between andvantages and disadvantages curriculum 2013 and predecessor. The third, there are fourteen students have low score. Their name are AZ, NR, TJK, US, MT, NL, IN, LP, IS, LD, MBY, RH, DWH, MN, GA. Their reason didn't perfect to explain it. they didn't know the advantages and disadvantages curriculum. Lack vocabularies, didn't like English lesson, didn't study at English private, didn't like do task like that.

### IV. CONCLUSION

Based on the result, it could be concluded that the comprehension of English article at the 10<sup>th</sup> Grade Students at Al Qomariyah Islamic Boarding School, is describe as follows: The ability of the students in comprehension the English language article still tend to be weak, it can be seen from more than students who choose

to translate the article rather than understand it.

## REFERENCES

- Lind A. Literacy for all: Making a difference. Unesco; 2008.
- Berns M. Contexts of competence: Social and cultural considerations in communicative language teaching. Springer Science & Business Media; 2013 Jun 29.
- Hafner CA. Embedding digital literacies in English language teaching: Students' digital video projects as multimodal ensembles. *Tesol Quarterly*. 2014 Dec;48(4):655-85.
- Lucas T, Villegas AM, Freedson-Gonzalez M. Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of teacher education*. 2008 Sep;59(4):361-73.
- Block K, Cross S, Riggs E, Gibbs L. Supporting schools to create an inclusive environment for refugee students. *International Journal of Inclusive Education*. 2014 Dec 2;18(12):1337-55.
- Hinton A. Understanding context: Environment, language, and information architecture. "O'Reilly Media, Inc."; 2014 Dec 2.
- Murphy PK, Wilkinson IA, Soter AO, Hennessey MN, Alexander JF. Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of educational psychology*. 2009 Aug;101(3):740.
- Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1996).
- Sudjana, Nana. 1992. *Penelitian Hasil Belajar Mengajar*, Bandung:Remaja.
- Randi J, Grigorenko EL, Sternberg RJ. Revisiting definitions of reading comprehension: Just what is reading comprehension anyway?. In *Metacognition in literacy learning 2006* Jun 17 (pp. 41-62). Routledge.
- Beck IL, McKeown MG, Kucan L. *Bringing words to life: Robust vocabulary instruction*. Guilford Press; 2013 Jan 31.