



**Improving Students' Reading Comprehension Skill Through Making Inference at First Semester Students of STIE SAK Academic Year 2025/2026**

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**ABSTRACT**

This research was a classroom action research, the purpose of this research was to find out the problems in the teaching and learning process and solve the problems. This research was conducted at first semester students of accounting major of STIE-SAK academic year 2025/2026. This classroom action research was conducted in two cycles, each cycle consisted three meetings. Based on the findings, it was found the improvements during the teaching and learning process. The result of the test in cycle one was 49.99% and increased to 88.88% in cycle two. The test was conducted based on the conversation text, the students were asked to make inferencing. The improvements were not only from the reading test but from the observation, fieldnotes. It also showed that the students' attitude was also improved better. There were some factors improved the changes of students' reading comprehension skill namely material, media, classroom activities and teaching way. Based on the result of the research, it could be concluded that through making inferencing had improved the students' reading comprehension skill at first semester students of accounting major of STIE-SAK academic year 2025/2026.

**Keywords: Reading Comprehension, Skill, Inference**

**INTRODUCTION**

As we know that, reading comprehension is a complex skill that requires readers to combine a variety of reading strategies to interact with the text. All readers need to use their English world knowledge to understand the text. It is not easy to do, some of students stop reading when a text does not make sense to them. As a result, it is difficult for us to get the meaning from the text.

Based on the researcher's observation and discussion with the accounting major students at first semester of STIE-SAK academic year 2025/2026, it was found that the students' skill in reading comprehension was still low. Most of them got low score in reading comprehension, from 24 students; only 10 students got a good score. From the data, there were some problems faced by the students. First, most of them didn't like to read an English text because they were not interested in English. Second, most of students just read and looked the difficult words without comprehend the text because they didn't know the way to understand the text. Third, they still faced difficulties to get the information on the text. Fourth, they did not understand or comprehend the text and did not like to read English text. Finally, it made them feeling bored to learn English.

Based on the students' problems, the English lecturer should use appropriate way to teach reading in order to make the students comprehend what they read in the target language. There is various ways that can be used to improve the students' reading comprehension. One of them is inference. Inference is a way of guessing, it means that means they think like a detective and look for clues in the text. Then they use these clues to guess about the text. So, the students could comprehend the texts. It could be said that making inference is important to be learned. Through inference, the students know how to infer the text and use their knowledge to get information, in other words, students should be a critical reading in order to comprehend the texts, it is not enough to just read the words, but readers must add their experiences to help them make sense of text. Concerning the reasons above, the researcher was interested to conduct a research to improve students' reading comprehension skill through making inference at first semester students of accounting major in STIE-SAK academic year 2025/2026. The researcher would limit the research on conversation text, and the topic is used is everyday situation in daily activities such as pet shop, watching movie, etc.

Reading is an active process, it is not just to get information but the readers have to understand what they read or they will not get anything from the text. In English materials it is not easy for the readers to catch the ideas of the text, they have to take more times to comprehend it, try to find the stated ideas or unstated ones. The text does not just provide facts and information. There are also implicit meanings beyond the text. Wallace (1992) states that reading is the most important resource that any potential reader possesses, whether reading in a first or any other language, an awareness of the way in which we use language. There are two things which we all know about language: (1) we use it for purpose and (2) it only makes sense in context, which is as part of a larger text or in a situation. Wallace (1992) also describes reading purposes: (a) reading for survival, (b) reading for learning, and (c) reading for pleasure.

Moreover, Clowes (2008) says reading is an active process, not a passive process. It involves interpreting passages, not just receiving a message. A reader interprets a passage by:

1. Understanding a writer's implications
2. Making inferences
3. Realizing not only what information is given but also what information is not given
4. Evaluating the passage

Based on the explanation above we know that reading is not a simple process but an active one. Reading is a complex process because it is not only to get information or ideas from the text but also to understand information that is not given in the text. The reader also has to know the reading purpose, the reading process, and a critical reading procedure or being a critical reader.

In addition, Kurland (2004) states that critical reading is a technique for discovering information and ideas within a text. It means that readers recognize not only what a text says. For students, they should be a critical reader; be able to read critically. They do more than just know and understand the text. They learn to comprehend what is stated or unstated in the text. As we know that, as a teacher think the best test to measure the students' skill to see the successful students. Whatever the test, the test should be measure the students' skill. According to Hughes (2006) states that there are some ways to assess the students' reading comprehension, they are, skimming, search reading, scanning and make inferences.

Inferencing is a ways of guessing based on the clues in the text. There are some experts give the definition of inferencing. Kurland (2000) states that inference is a mental process by which we reach a conclusion based on specific evidence. Inferences are the

stock and trade of detectives examining clues, of doctors diagnosing diseases, and of car mechanics repairing engine problems. We infer motives, purpose, and intentions. We want to find significance. Inferences are not random. While they may come about mysteriously with a sudden jump of recognition, a sense of "Ah ha!," inferences are very orderly. Inferences may be guesses, but they are educated guesses based on supporting evidence. The evidence seems to require that we reach a specific conclusion.

It can be said that inference helps the students to understand and comprehend the text based on the context. It can be done by using their prior knowledge, experiences, and logic based on the clues in the texts and it also makes the students to be critical reader. The readers should be a critical reader because a good readers make inference when they read. There are some ways to apply inference, Hampton (2006) suggests model how to draw a conclusion in the following: (a) read the sentences aloud and say: When I read, I look for details (circle walked, fiction section, rows of books), (b) think about what I already know, and (c) conclusion.

## METHODS

The research will be conducted in a classroom action research, because this research is expected to improve the teaching and learning process in the classroom. Johnson (2005) states that classroom action research is systematic observation of one's own teaching practice. The aim is to understand what is happening in a particular classroom or school. This research is a classroom action research. According to Gay and Airasian (2000), "*classroom action research is a type of practitioner research that is used to improve the practitioner's practice; action implies doing or changing something*". It could be concluded that classroom action research is a research that tries to solve problems in the classrooms and improve teaching and learning processes based on the problems faced by lecturer or to find out solutions of any problems found during teaching and learning process.

The population of the research was all of the first semester students of accounting major in STIE-SAK academic year 2025/2026. There were two classes of the first semester students of accounting major in STIE-SAK, so the researcher chose a class to do the research. Then, the instrumentation in this research were reading test, observation and fieldnote. In the test, the researcher used reading comprehension test in conversation texts form which is used to measure the students' ability. The test would be answer with short answer. The observation was made in checklist form. It was used to collect and record the real information and performance of the students in teaching and learning process during the research. Then, fieldnote will be used to get the data in the field during the teaching learning process. It is made by the researcher and it will be fulfilled by the collaborator.

In doing the research, there are four stages namely planning, doing action, observing and evaluating. Furthermore, in the process of collecting the data, the researcher gave the conversation texts to the students to answer the questions. This test was used to see the students' difficulties in comprehending the conversation texts and in answering the test. The next step was observing, taking daily fieldnote during the process of action. Then observation was used to see the progress of teaching process and to know the information of the obstacles faced by the students and teachers in the classroom activity. So, the data of the research were in the form of qualitative and quantitative.

## RESULTS AND DISCUSSION

In cycle one, the researcher took the data from the students' reading test, observation checklist and fieldnote. After getting the data of the test, the researcher calculated the data, the result of the test could be seen in the table of the interval score of cycle 1:

Grade	Score Interval	F	%
A	90-100 (Excellent)	10	41,66 %
B	75-89 (Good)	-	-
C	65-74 (Fairy Good)	1	4,16%
D	55-64 (Fair)	-	-
E	05-54 (Poor)	13	54,16%%
<b>Total</b>		<b>24</b>	<b>100%</b>

From the students' test, it could be seen that there were ten students got excellent score. From 26 students, there were 1 students who reached the fairy good. This result showed any. It could be seen that there were not many improvement, the improvement was only in good score and fairy score. The students still got the problems to inferencing or finding the information from the text. Thus, it was still needed do the next cycle after did the reflection. Based on the observation, fieldnotes and interview. The data from the cycle 1 test, the lecturer and the collaborator analyzed that there was a little improvement of the students' reading skill. It was still needed progress to achieve the improvement in the next cycle.

In cycle two, after implementing the teaching ways to the students, it was found the data of the test, observation and fieldnote. The result of the test could be seen in the table of the interval score of cycle 2:

Grade	Score Interval	F	%
A	90-100 (Excellent)	22	91,66 %
B	75-89 (Good)	-	-
C	65-74 (Fairy Good)	2	8,33%
D	55-64 (Fair)	-	-
E	05-54 (Poor)	-	-
Total		24	100%

From the students' test, it could be seen that there were some improvements n students' score in reading test in cycle 2. There were 24 swtudents excellent score from 26 students, there were only 2 students who reached the fairy good. It could be seen that there were not many improvement, the improvement was only in good score and fairy score. The result of the test in cycle 2 showed there were many improvements. The students' score and students' attitude in the teaching and learning process. The result of the test showed their reading skill was increased. The data from the cycle 2 test, it could be said that there are improvements that significant. So the use of inferencing in teaching reading comprehension could improve the students' reading skill.

From the teaching implementation that was done in two cycles, there have been a lot of changes came up during and after the research was conducted. The students' reading skill has better improved after the research implementing through making inferencing. Based on the data analysis, it can be concluded that there were some factors that influenced the better improvement of students' reading skill during the two cycles as follows:

1. Material, the materials used were interested. The students were interested and motivated to join the teaching learning process. They were enthusiastic and active when they were asked to read.
2. Media, the media used improved the students' reading comprehension skill. The media used in this research could make the students increased their background of knowledge about the lesson given in the teaching and learning process.
3. Classroom activities, the lecturer gave more time, models, and practices for the students to speak. The activities used in this research made the students participated in the classroom. They could practice their reading comprehension skill and they were participated in all of the activities.
4. Teaching way, the teaching way was effective. The lecture can increase the students' reading skill by using inferencing. the teaching way improve the students' skill in reading.

The teaching and learning process through making inferencing had improve the students' reading skill at first semester students of accounting major of STIE-SAK academic year 2025/2026. The students showed positive attitudes towards reading lesson, and became more active and enthusiastic during the teaching and learning process. These improvements were caused by several factors. These improvements were also supported by the data from fieldnotes and observations. It will be discussed in the followings.

#### a. Cycle one

In cycle one, it seemed that the students were still new with inferencing. Therefore, there was no good communication and interaction occurred in the classroom because they did not pay attention to the lecturer's explanation. However, even the lecturer tried to motivate them, they were still not interested in joining the lesson. In this cycle, the students were not well-adapted with the teaching strategy used by the lecturer, it made them confused on understanding the lesson. There was only a little improvement done by the students.

#### b. Cycle two

In cycle two, the students started to be active and participate in all of the activities. They began to understand the procedures of using inferencing. They started to get serious in doing the task and the test in the classroom in pairs or individuals. Therefore, there was good communication and interaction during the teaching and learning process between teacher to students or students to students. In this cycle, it seemed that they were motivated and interested to attend the lesson. It could be seen from the students' score for each cycle. In the following:

Cycle	Cycle 1	Cycle 2
<b>Total</b>	1199.98	2133.32
<b>Mean Score</b>	49.99%	88.88%

Beside the result of the reading test, their attitude was also improved. They adapted with inferencing that made them became actively participate in the classroom. In general, the inferencing helped or guided the students in teaching and learning process. At last, the process of inferencing could motivate them in learning and teaching process. To sum up, the improvements occurred within each cycle during the research were caused by several factors namely material, media, classroom activities and teaching way. It could be said that inferencing helps them to improve their reading skill, and motivate and interest them in teaching and learning process. After all, making inferencing improved students' reading comprehension skill at first semester of accounting major of STIE-SAK academic year 2015/2026.

Based on the research findings, some suggestions could be provided as follows. For the lecturer, making inferencing helps the students understand the lesson or comprehend the lesson they had learned. The lecturer can apply making inference with the same topic. For the students, it makes them easier to understand the lesson and motivate themselves to learn English because they are involved actively in the activities during the lesson. It also makes the students become a critical readers. For other researcher, it would give contribution or as references for the other researcher to conduct the similar research.

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