

A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF MTS THAMRIN YAHYA RAMBAH HILIR IN COMPREHENDING ENGLISH TEXTS

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Abstract: *This study was aimed at finding out the ability of the second year students of MTs Thamrin Yahya in comprehending English texts; they are Descriptive text, Narrative text and Recount text. The researcher used cluster random sampling technique to determine the sample. The samples were 30second year students. The data were taken from the students' scores in comprehending English Texts. To collect the data, the researcher constructed 30 questions to measure the students' ability in comprehending English texts. The time allocation was 60 minutes. The result of the study revealed that the students' mean score was 64.4 which indicated that the students were in good level of ability. The highest mean score was in finding meaning of difficult words and in finding types of text with the mean score of 66.7. The lowest mean score was in finding inferences with the means score of 51.13.*

Keywords: *Students' ability, Reading, Comprehension, English Texts*

STUDI TENTANG KEMAMPUAN SISWA SEMESTER KEDUA MTS THAMRIN YAHYA RAMBAH HILIR DALAM MEMAHAMI TEKS-TEKS BAHASA INGGRIS

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Abstrak: Penelitian ini bertujuan untuk mengetahui kemampuan siswa semester ke-dua MTS Thamrin Yahya Rambah Hilir dalam memahami teks-teks bahasa inggris, yaitu teks diskriptif, teks naratif dan teks recount. Peneliti menggunakan teknik cluster random sampling untuk menentukan sampel. Sampel berjumlah 30 siswa. Penelitian ini digunakan untuk mengetahui kemampuan siswa dalam memahami teks-teks bahasa inggris. Didalam test ini digunakan enam jenis teks, dan setiap jenis teks terdapat dua teks dengan semua teks terdapat Dalam mengumpulkan data, terdapat 30 soal yang digunakan dalam tes tersebut. Waktu yang disediakan adalah 60 menit. Hasil penelitian menunjukkan bahwa skor rata-rata adalah 64.4 yang menunjukkan kemampuan siswa berada di level yang baik. Mean skor tertinggi adalah 66.7 yaitu pada aspek menemukan arti dari kosa kata dan menemukan jenis-jenis teks. Sementara itu, mean skor terendah adalah 51,13 pada aspek menemukan referensi.

Kata Kunci: Kemampuan siswa, Pemahaman membaca, Teks Bahasa Inggris

INTRODUCTION

English is an international language which has an important role for communication among people in the world, particularly in the aspect of education. Realizing the importance of English for international communication, based on the 2013Curriculum, English becomes a compulsory subject for junior and senior high school students. According this curriculum, the students are expected to learn the four language skills namely, listening, speaking, reading and writing.

Reading is one of the skills that are important in learning English besides other skills like a listening, speaking, and writing. Linse (2005) states that reading is a set of skills that involves making sense and deriving meaning from the printed words. Basically, the purpose of reading process is to acquire information, knowledge, insight, and also for pleasure. Reading is not easy to do because in a reading process a reader not only reads the words, sentences, paragraphs, and texts but also should understand the contents of reading.

Reading is one of the skills that should be learned by the students in junior high schools because some activities are related to reading such as reading English textbooks, reading written materials from newspapers, magazines, and the internet, and even answering questions in the examination. Therefore, reading is an important activity to support students in language learning.

Klinger et.al(2007) state that reading comprehension is the process of conducting meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

This school is using 2013 curriculum. Which determines that for the second year students of MTs Thamrin Yahya Rambah Hilir there are three genres of texts a namely descriptive text, narrative texts and recount texts that must be learned by the students. Djuharie (2007) state that descriptive text describes a person, thing place or animal. The purpose of the text is to describe a person, thing, place or animal to the readers in order to know the characteristics of a person, a thing, a place or an animal clearly. Abbott (2002) defines narrative as the representation of an event or a series of events. The purpose of the text is to entertain and amuse the readers or listeners about the story. Sudarwati and Grace (2007) state that recount texts tell the readers what happen in the past through a sequence of events. The purpose of the text is to tell a series of events either to inform or to entertain the readers. Each text has its own function, generic structure, and language feature.

In addition, students were mostly passive in teaching learning process, especially in reading class. It happened because most of them could read but not all could understand what they have read because of limited vocabulary. In this school, teacher never gave the test for students based on each English skill, but the test is integrated to other English skills. Consequently, the teacher did not really know about the students' ability in reading comprehension. The students could not catch the ideas of reading materials and it was difficult for them to get the writer's message from the text. Therefore, she agreed if a study on reading ability is implemented at this school.

Based on the explanation above, the writer wanted to conduct a descriptive research entitled: '*A Study on the Ability of the Second Year Students of MTs Thamrin Yahya in Comprehending English Texts.*'

RESEARCH METODOLOGY

The research was conducted at MTs Thamrin Yahya Rambah Hilir, Rokan Hulu, in academic year of 2016/2017. The data was collected within two months from October to November 2016. The population of this research is the second year students of MTs Thamrin Yahya Rambah Hilir with the total number of 120 students in four classes from VIII.1 up to VIII.4. Using cluster random sampling technique the sample was class VIII.2 consisting of 30 students and the tryout class was class VIII.1 consisting of 30 students. This study used quantitative data in which the students were assessed using their tests scores.

The instrument used to collect the data was in the form of multiple choice type of test. This research used an achievement test to find out the students' ability in comprehending a text after they learned the materials covering nine aspects of reading. The achievement test focused on descriptive texts, narrative texts and recount texts because the second year students of MTs Thamrin Yahya Rambah Hilir have learned these texts before.

The components of the test do not have the same number of items, because there are six English texts represented, and every type provides two texts. Each text provides ten questions and the total number of items was 30 questions, covering nine aspects finding main ideas, finding factual information, finding meaning of difficult words, finding references, finding inferences, finding types of text, finding social function, finding generic structures and finding language features. The duration time for doing the test is 60 minutes.

The Blue Print of the Instrument

No.	Component of the Test	Number of the Test Item
1.	Finding main ideas	1, 14, 26
2.	Finding factual information	2, 7, 13, 27
3.	Finding meaning of difficult word	3, 19, 25, 28
4.	Finding references	4, 18, 29
5.	Finding inferences	5, 15, 30
6.	Finding types of text	6, 11, 24
7.	Finding social function	8, 20, 22
8.	Finding generic structures	9, 12, 16, 21
9.	Finding language features	10, 17, 23

Before the test given to the sample classes (VIII.2), the writer conducted a try out in class (VIII.1). The purpose of the tryout is to make sure whether or not the test is valid and reliable to measure the students' reading comprehension. Thus, the items analyzed in order to see the reliability and validity of the test.

After that, the writer computed the determination index, the mean score, the standard deviation, and the reliability of the test. If the test is reliable and can be used, then it will be given at the sample class. After that, it is analyzed according to the students' scores and their level of ability. The classification is such followed.

Classification of Students' Scores

The Classification of Score	Categories Score
81 – 100	Excellent
61 – 80	Good
41 – 60	Mediocre
21 – 40	Poor
0 – 20	Very poor

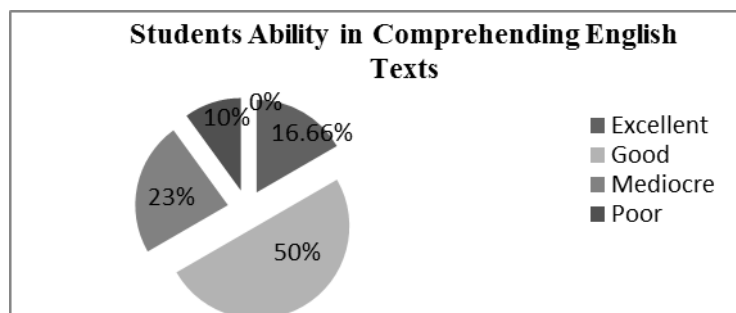
(Adapted from Harris, 1974)

THE RESEARCH FINDINGS

The researcher presented the results of the test showing the students' ability in comprehending English texts are descriptive text, narrative text and recount text which covered of finding main idea, finding factual information, finding meaning of difficult words, finding references, finding inferences, finding types of text, finding social function, finding generic structures and finding language features. The real test which is aimed to collect data was administered to 30 students of VIII.2 of MTs Thamrin Yahya Rambah Hilir. The description of the result of this research as follow:

Individual Scores

In order to find out the individual score of each student, the writer divided the number of the correct answers with the total number of items and then multiplied by one hundred (100). From 30 students, five students get the score of 81-100, fifteen students get the score of 61-80, seven students get the score of 41-60, three students get the score of 21-40 and none of the student gets the score 0-20. It can be stated that the highest number of students obtained by 15 students with the score 61-80. No one of the student in score 0-20 prove that students score was in good level.



The highest percentage that students can gain is 50% of students. There are only 16.66% of students (5 students) in excellent level. Then, there are only 23.33% of students (7 students) in mediocre level. The last, 10% of students (3 students') are in poor level. The last score of 21-40 and there is no student get the score 0-20.

The Students' Ability in Comprehending Descriptive Texts

The mean of the students' scores in comprehending descriptive texts is 63. 9 students (30%) are in excellent level, 6 students (20%) are in good level, 10 students (33.33%) are in mediocre level, 2 students (6.66%) are in poor level, 2 students (6.66%) are in very poor level.

The Students' Ability in Comprehending Narrative Texts

The mean of the students' scores in comprehending narrative texts is 60. Therefore, 11 students (36.66%) are in excellent level, 1 student (3.33%) is in good level, 9 students (30%) are in mediocre level, 7 students (23.33%) are in poor level, 2 students (6.66%) are in very poor level.

The Students' Ability in Comprehending Recount Texts

The result indicates that the mean of the students' scores in comprehending recount text is 60. 2 students (6.66%) are in excellent level, 7 students (23.33%) are in good level, 14 students (46.66%) are in mediocre level, 7 students (23.33%) are in poor level, 2 students (6.66%) there is no students get the very poor level.

The Description of the Students' Ability in Comprehending English Texts

The students' mean scores in comprehending the three kinds of the text can be seen in the table:

Students' Mean Scores				
No	Type of texts	Frequency	Mean Score	Level of Ability
1	Descriptive Text	1-10	63	Good
2	Narrative Text	11-20	60	Mediocre
3	Recount Text	21-30	60	Mediocre
	Total	30	61	Good

The Students' Ability in Finding Main Ideas

The highest percentage that students can gain is 15 students (50%) in the good level. Then, there are 5 students (16.66%) in excellent level and there are 9 students (30%) in poor level and. And 1 student (3.33%) in very poor level and no students get the mediocre level. The students' average score in finding main ideas is 60.

The Students' Ability in Finding Factual Information

The highest percentage that students can gain is 11 students (36.66%) in the mediocre level. Then, there are 4 students (13.66%) in excellent level and there are 9 students (30 %) in good level. There are 6 students (20%) in poor level and no students get the very poor level. The students' average score in finding factual information 59.16.

The Students' Ability in Finding Meaning of Difficult Words

The mean of the students' scores in comprehending English text in term of text finding meaning of difficult word is 66.7. Therefore, the students' in all level is in different number. The highest percentage that students can gain is 12 students (40%) of students (12 students) in the good level. Then, there are 16.66% of students (5 students) in excellent level and there are 23.33% of students (7 students) in mediocre level. 20% of students (6 students) are in poor level and there are no students get the very poor level.

The Students' Ability in Finding Inferences

The mean of the students' scores in comprehending English text in term of text finding inferences is 51.13. Therefore, the students' in all level is in different number. The highest percentage that students can gain is 15 students (50%) in the good level. Then, there are 7 students (23.33%) in poor level and there are 7 students (23.33%) in poor level. And no students get the mediocre level.

The Students' Ability in Finding Type of Texts

The mean of the students' scores in comprehending English text in term of text finding type of texts is 66.7. Therefore, the students' in all level is in different number. The highest percentage that students can gain is 13 students (43.33%) in the excellent level. Then, there are 7 students (23.33%) in good level and there are 7 students (23.33%) in poor level. There are 5 students (16.66%) in poor level. After that there are 5 students (16.66%) in very poor level and no students get the mediocre level.

The Students' Ability in Finding Social Functions

The mean of the students' scores in comprehending English text in term of text finding social function is 61.13. Therefore, the students' in all level is in different number. The highest percentage that students can gain is 12 students (40%) in the good level. Then, there are 8 students (26.66%) in excellent level and 7 students (23.33%) in poor level and 3 students (10%) in very poor level. The last no students get the mediocre level.

The Students' Ability in Finding Generic Structures

The mean of the students' scores in comprehending English text in term of text finding generic structures is 60. Therefore, the students' in all level is in different number. The highest percentage that students can gain is 11 students (36.66%) in the good level. Then, there are 10 students (33.33%) in mediocre level and there are 3 students (10%) in poor level and 2 students (6.66%) in very poor level.

The Students' Ability in Finding Language Features

The mean of the students' scores in comprehending English text in term of text language features is 60. Therefore, the students' in all level is in different number. The highest percentage that students can gain is 14 students (43.33%) in the good level. Then, there are 10 students (33.33%) in poor level and there are 3 students (10%) of in excellent level. And no students get the mediocre level and very poor level.

The Students' Mean Scores in Comprehending English Texts

The students' ability in comprehending the English texts in term finding main idea, finding factual information, finding meaning of difficult word, finding references, finding inferences, finding type of text, finding social function, finding generic structures and finding language features is fairly good to understand by the students. The students were categorized into mediocre level (41-60). It also indicates that the students have good level in comprehending the text in term finding main idea, finding factual information, finding meaning of difficult word, finding references, finding inferences, finding type of text, finding social function, finding generic structures and finding language features. Although most of the components are in the same level of ability, there is a different in terms of mean score from each component. The highest mean score that is obtained by students is in finding meaning of difficult word and finding social function that fall into good level; with the mean score are 66.7. The lowest mean score is in finding inference that fall into mediocre level, with the mean score 51.13.

CONCLUSIONS AND SUGGESTIONS

Conclusions

According to researcher finding about the second year students' reading ability at MTs Thamrin Yahya in comprehending English texts was relatively good. It can be seen from the students' mean score was 64.4 and it was categorized as 'good' level. In addition, the nine components can be concluded that the students remain in good level in finding references, and finding social function and in mediocre level in finding the main idea, finding factual information, finding generic structure and finding language features. The most difficult aspect in comprehending English texts is in finding

inferences, with the mean score of 51.13. Then, the easiest aspect is in finding the meaning of a difficult word, finding a type of texts, with the mean score of 66.7. Then, the students' mean score in terms of finding the main idea, factual information, finding generic structure and language features is 60. The students' mean score in terms of finding reference is 61.1. The last students' mean score in terms of finding social function is 61.13.

Suggestions

Based on the result of the research, the researcher would like to offer some suggestions. For the teacher in teaching reading, the teacher have to control more on students' activities to make sure all the students involved in reading the texts material. The teacher should devote extra time to the students in giving explanation and exercises about comprehending reading texts. The teacher also needs to apply some reading strategies that which are suitable for the students. In this case, narrative, report, and hortatory exposition texts can be taught to the students by using some interesting media. So, their reading ability will be more improved.

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