

# **AN ANALYSIS OF THE ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 38 PEKANBARU IN COMPREHENDING DESCRIPTIVE TEXTS**

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**Abstract:** *This research was designed to describe the student's ability in comprehending descriptive texts and aimed to find out the students ability in comprehending descriptive texts for each component and the level of Bloom's Taxonomy Revised indicated in the ability. This research was conducted at SMPN 38 Pekanbaru that collected April to May 2017. The try out class was VIII-3 (30 students) and the sample was VIII-1 (30 students) chosen by cluster random sampling. The result showed that the ability of the second year students of SMPN 38 Pekanbaru in comprehending descriptive texts for each component is in good level which the mean score was 61.7, however, the students have not passed the minimum score of the school which is 75. For the level of remembering; finding factual information the mean score was 78, finding meaning of difficult words was 40.7. The level of understanding (finding references) the mean score was 76. For the analyzing level; finding main idea the mean score was 55.3, finding restatement was 50, and the level of evaluating (finding social function) was 70. Therefore, this research suggested the English teachers to focus on the level and components that students still find difficulties and categorized them into poor level. Students should learn the components in descriptive texts and other text types. Further researchers are expected to find the standard guidance of classification of Bloom's Taxonomy Revised indicated the components of reading comprehension.*

**Key Words:** *Student's Ability, Bloom's Taxonomy Revised, Comprehending Descriptive Texts.*

# SEBUAH ANALISA KEMAMPUAN SISWA TAHUN KEDUA DI SMPN 38 PEKANBARU DALAM MENGUASAI TEKS DESKRIPTIF

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**Abstrak :** Penelitian ini di desain untuk menjelaskan kemampuan siswa dalam menguasai teks *descriptive* dan bertujuan untuk mengetahui kemampuan siswa dalam menguasai teks *descriptive* untuk setiap komponen dalam *reading comprehension* dan untuk mengetahui apa saja level-level dalam Taksonomi Bloom Revisi yang terindikasi di dalam kemampuan siswa. Penelitian ini dilakukan di SMPN 38 Pekanbaru. Data dalam penelitian ini dikumpulkan dari bulan April sampai Mei 2017. Kelas *try out* pada penelitian ini adalah kelas VIII-3 terdiri dari 30 siswa dan sampel pada penelitian ini adalah kelas VIII-1 terdiri dari 30 siswa yang dipilih melalui teknik pemilihan kelompok acak. Hasil penelitian menunjukkan kemampuan siswa tahun kedua SMPN 38 Pekanbaru dalam menguasai teks *descriptive* berada di level *good* dengan nilai rata-rata kelas adalah 61.7. Meskipun demikian siswa belum mencapai nilai KKM sekolah yaitu 75. Untuk level mengingat; menemukan informasi faktual nilai rata-ratanya adalah 78, menemukan makna dari kata-kata sulit 40.7. Untuk level memahami (menemukan *references*) nilai rata-ratanya 76, untuk level menganalisa; menemukan ide pokok nilai rata-ratanya adalah 55.3, menemukan restatement nilai rata-ratanya 50 dan untuk level mengevaluasi (menemukan fungsi sosial teks) 70. Oleh karena itu penelitian ini menyarankan kepada guru bidang studi bahasa Inggris untuk fokus pada level dan komponen yang siswa masih menemukan kesulitan dalam menemukannya. Siswa harus mempelajari tentang komponen-komponen dalam teks *descriptive* dan jenis teks lainnya. Peneliti berikutnya disarankan untuk menemukan klasifikasi baku dalam Taksonomi Bloom Revisi terhadap komponen-komponen dalam membaca.

**Kata Kunci:** *Kemampuan Siswa, Taksonomi Bloom Revisi, Memahami Teks Deskriptif*

## INTRODUCTION

Based on School-based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) and abbreviated as KTSP, the second year students of SMPN 38 Pekanbaru learn three genres of texts they are; descriptive text, recount text, and narrative text. The writer chose descriptive text as a genre of reading text to be researched on reading comprehension. Based on the syllabus, the students are expected to identify overall the information of the text such as; identify social function based on the purpose of the text, identify generic structure of the text like identification and description, and identify about the grammatical features that always use in descriptive text.

When the writer does the practice teaching in SMPN 38 Pekanbaru on November, 2016, the writer found that some of students face difficulties in comprehending texts, including descriptive texts. Sometimes, there were students that can easily understand texts, while some students have difficulties. It means that students may interact with the texts in similar ways, but they may comprehend it differently. When the students read the text and answer the questions, the students probably have problem to understand the text. Descriptive text is one of several texts that will be tested on national examination.

Lems, et al (2010), reading comprehension is the ability to construct meaning from a given written text and not a static competency; it varies according to the purposes for reading and the text that is involved. In short, if people comprehend their reading, they will understand deeply about the content and meaning of their reading material.

There are some components of reading comprehension which should be focused in comprehending reading text. King and Stanley (1989) state that there are five components that may help the students to read carefully, namely: finding main idea, finding factual information, finding meaning of difficult word, finding references and finding restatement.

To the context of this study, these components of reading comprehension are as the indicators for this study. These components are also refer to the indicators for components of descriptive texts in doing research at SMPN 38 Pekanbaru.

Djuharie (2007) says that descriptive text is to describe a person, thing, place, or animal. It similar with Sudarwati (2005) statement that descriptive text used to describe a particular person, place, or thing. In the other words, descriptive text is a text to describe about something. Anderson (1997) states that the generic structures of descriptive text are identification and description. Generic structure is one of three components of descriptive text, and the other are language features and social function.

Anderson and Krathwohl (2001) revised Bloom's taxonomy to fit the more outcome-focused modern education objectives, including switching the names of the levels from nouns to active verbs, and reversing the order of the highest two levels. The lowest-order level (knowledge) became remembering, in which the student is asked to recall or remember information. Comprehension, became understanding, in which the student would explain or describe concepts. Application became applying, or using the information in some new way, such as choosing, writing, or interpreting. Analysis was revised to become analyzing, requiring the student to differentiate between different components or relationships, demonstrating the ability to compare and contrast. These four levels remain the same as Bloom et al.'s (1956) original hierarchy. In general, research over the last 40 years has confirmed these levels as a

hierarchy (Anderson & Krathwohl). In addition to revising the taxonomy, Anderson and Krathwohl added a conceptualization of knowledge dimensions within which these processing levels are used (factual, conceptual, procedural, and metacognition).

## METHODOLOGY

This research was a descriptive research. According to Gay (1990), descriptive research involves collecting the data in order to answer question concerning the current status of the subject of study. Therefore, the aims of this research were to describe the students' ability in comprehending descriptive texts and Bloom's Taxonomy Revised indicated in the ability.

The population of this research was all of the second year students of SMPN 38 Pekanbaru in 2016/2017 academic year which consisted of four classes.

**Table 1 the Distribution of the Population**

No.	Classes	Number of Students (Population)
1.	VIII.1	30
2.	VIII.2	34
3.	VIII.3	30
4.	VIII.4	34
Total		128 Students

The population of this research was all the second year students of SMPN 38 Pekanbaru. The try out class was VIII-3 and the sample class was VIII-1 chosen by using cluster random sampling techniques. The writer used a test as the instrument to collect the data. The test consisted of 30 items. The duration time for doing the test was 60 minutes. Five texts were used in the instrument. Each text consisted of six items of multiple choices question. Before the writer distributed the test to the sample, the test has been tried out to the population that had been chosen as the try out class. The validity and reliability was known by doing this test. Heaton (1975) states that the test will be accepted if the degree of difficulty (FV) is between 0.30-0.70 and they will be rejected if the index of the difficulty is below than 0.30 (too difficult) and above 0.70 (too easy). The writer calculated the difficulty level, the discrimination index, the mean score, standard deviation, and reliability of the result of the try out test. From the result, it can be seen that the reliability of the test is 0.56 which means that the test is reliable. After that, the real test was given to the sample class. The data was analyzed by calculating the students' score individually and found out the mean score. The students' score were classified into five level ability, they are excellent, good, mediocre, poor and very poor (Adapted from Harris, 1974). The data was presented by using figures.

## FINDING AND DISCUSSION

The items of the test are accepted if the difficulty level is between 0.30-0.70 and they will be rejected if the index of the difficulty is below 0.30 (too difficult) and above 0.70 (too easy). By using the formula, there were 6 items that should be revised; they were items number 1, 3, 4, 16, 22, 29. Item number 4, 16, 22, and 29 were revised because their index difficulty below 0.30. It means that they were too difficult. Whereas, the item number 1 and 3 were revised because their index difficulty were above 0.70. It means that they were too easy.

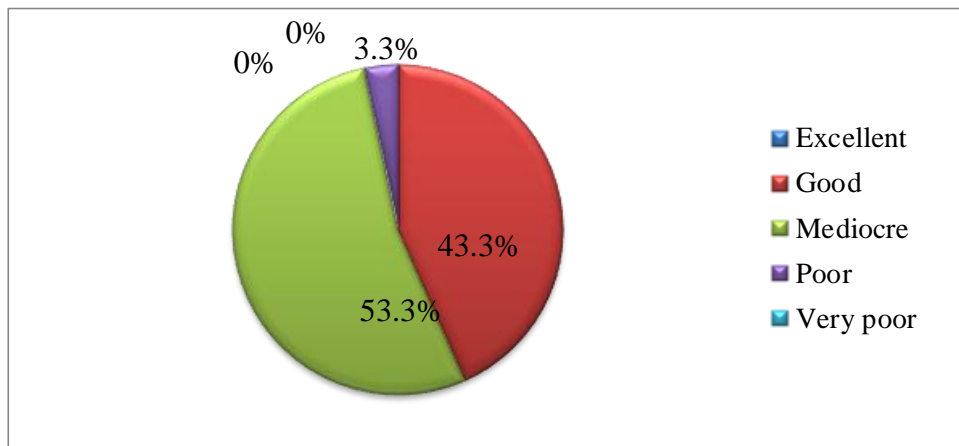


Figure 1. Percentage of Students' Ability in Comprehending Descriptive Texts

Figure 1 indicates that the students ability in comprehending descriptive texts in vary levels. From 30 students, 16 students (53.3%) are in mediocre level. Then, 13 students (43.3%) are in good level, 1 student (3.3%) is in poor level, and there is no student in excellent and very poor levels.

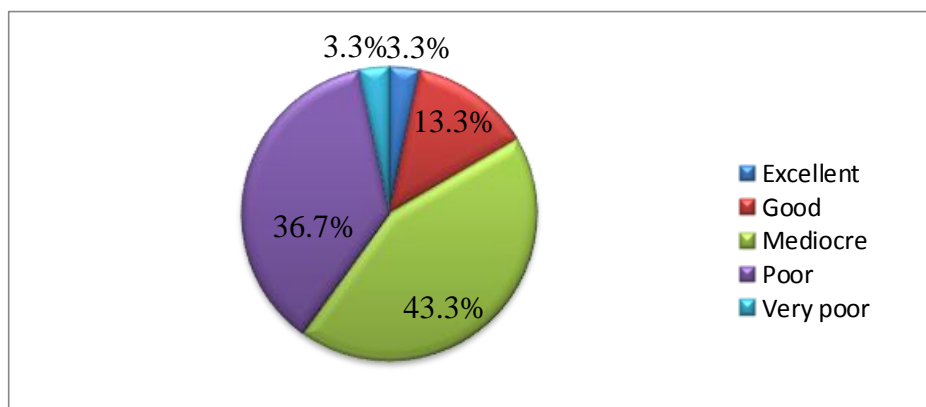


Figure 2. Percentage of the Students' Ability in Finding Main Ideas

Figure 2 indicates that the students' ability in finding main ideas in vary levels. From 30 students, 16 students (43.3%) are in mediocre level. 11 students (36.7%) are in good level. Then, 4 students (13.3%) are in good level, 1 student (3.3%) is in excellent level, and 1 student (3.3%) is in very good level.

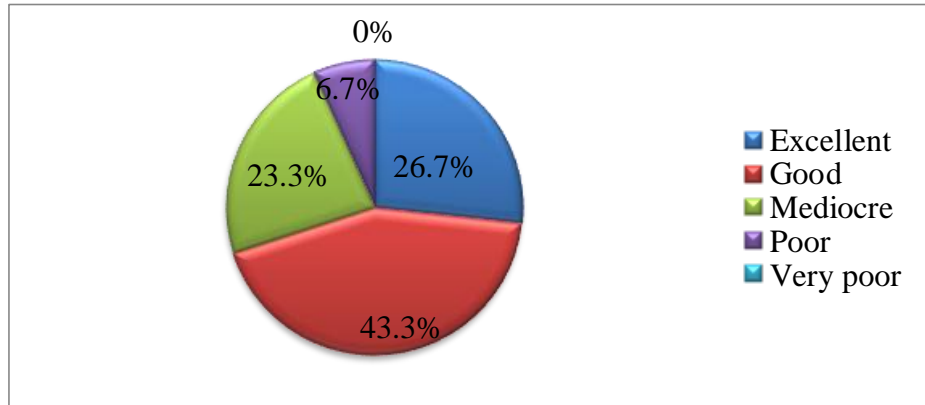


Figure 3. Percentage of the Students' Ability in Finding Factual Information/ Generic Structure

Figure 3 indicates that the students' ability in finding factual information in vary levels. From 30 students, 13 students (43.3%) are in good level, 8 students (26.7%) are in excellent level, 7 students (23.3%) are in mediocre level. Then, 2 students (6.7%) are in poor level and there is no student in very poor level.

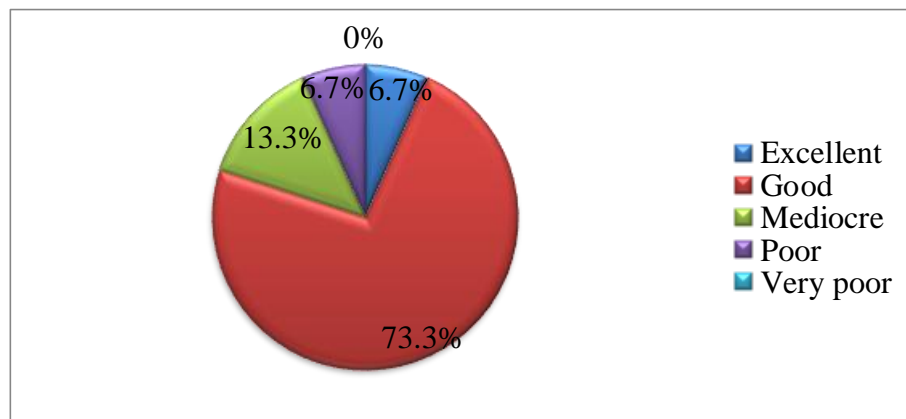


Figure 4 Percentage of the Students' Ability in Finding References

Figure 4 indicates that the students' ability in finding references in vary levels. From 30 students, 22 students (73.3%) are in good level, 4 students (13.3%) are in mediocre level, 2 students (6.7%) are in excellent level, 2 students (6.7%) are in poor level, and there is no student in very poor level.

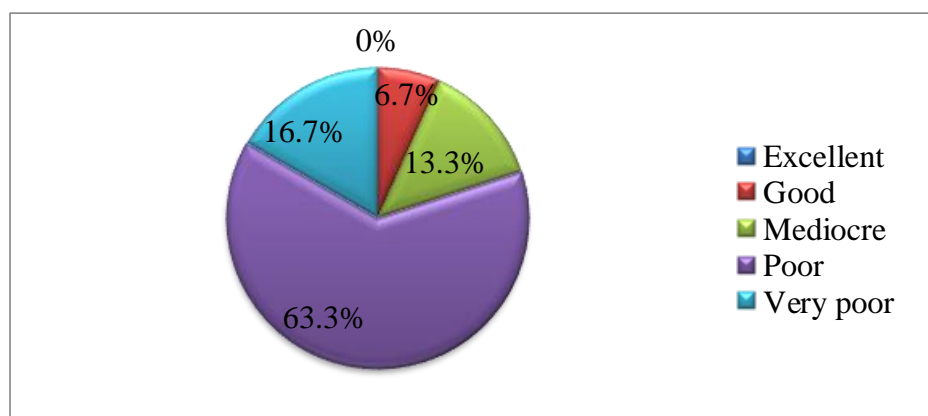


Figure 5. Percentage of the Students' Ability in Finding Meaning of Difficult Words/ Finding Language Features

Figure 5 indicates that the students' ability in finding meaning of difficult words in vary levels. From 30 students, 19 students (63.3%) are in poor level, 5 students (16.7%) are in very poor level, 4 students (13.3%) are in mediocre level, 2 students (6.7%) are in good level, and there is no student in excellent level.

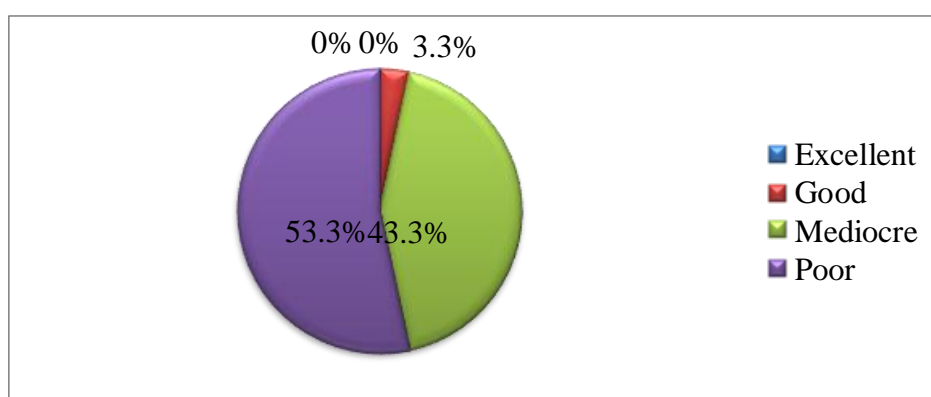


Figure 6. Percentage of the Students' Ability in Finding Restatement

Figure 6 indicates that the students' ability in finding restatement in vary levels. From 30 students, 16 students (53.3 %) are in poor level, 13 students (43.3%) are in mediocre level, 1 student (3.3%) is in good level, and there is no student in excellent and very poor levels.

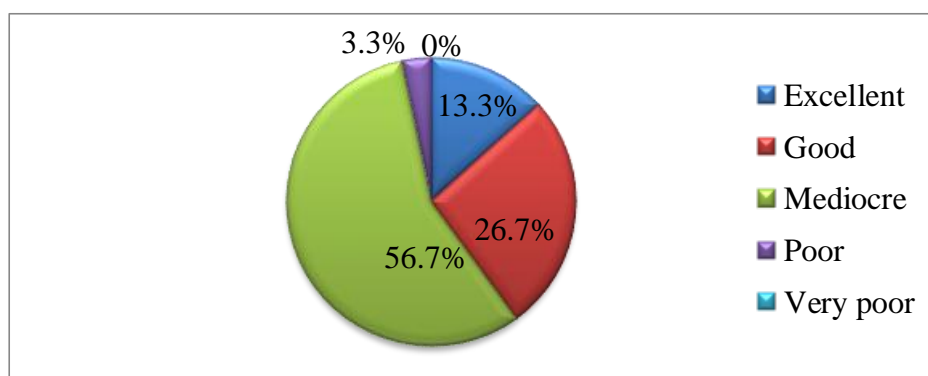


Figure 7. Percentage of the Students' Ability in Finding Social Function

Figure 7 indicates that the students' ability in finding social function of descriptive text in vary levels. From 30 students, 17 students (56.7%) are in mediocre level, 8 students (26.7%) are in good level, 4 students (13.3%) are in excellent level. Then, 1 student (3.3%) is in poor level and there is no student in very poor level.

This study answers the first research question How is the ability of the second year students of SMPN 38 Pekanbaru in comprehending descriptive texts for each component?.

Table 2. The Level of Cognitive in Bloom's Taxonomy Revised for Comprehending Descriptive Texts of the Second Year of SMPN 38 Pekanbaru

No	Level of Cognitive in Blooms' Taxonomy Revised	Component of Comprehending Descriptive Texts		Mean Score	Category
		Reading Comprehension	Descriptive Texts		
1	Analyzing	Finding main idea		55.3	Mediocre
2	Remembering	Finding factual information	Finding generic structure	78	Good
3	Understanding	Finding references	-	76	Good
4	Remembering	Finding meaning of difficult words	Finding language features	40.7	Poor
5	Analyzing	Finding restatement	-	50	Mediocre
6	Evaluating	-	Finding social function	70	Good
Mean Score				61.7	Good



1. The Students' Ability in Comprehending Remembering Level

The result of this study shows that the highest mean score for remembering level is in finding factual information (finding generic structure) that fall into good level with the mean score is 78. The lowest mean score is in finding meaning of difficult words (finding language features) with the mean score is 40.7.

2. The Students' Ability in Comprehending Understanding Level

The result of this study shows that the understanding level refers to finding references. The mean score for this component is 76 that fall into good level. It indicates that the students could obtain the excellent category in making restatements from the texts.

3. The Students' Ability in Comprehending Analyzing Level

The result of this study shows that the highest mean score which is obtained by the students is in finding main idea with the mean score is 55.3 that fall into mediocre level. While the lowest mean score that is obtained by the students is in finding restatement with the mean score is 50 that fall into mediocre level.

4. The Students' Ability in Comprehending Evaluating Level

The result of this study shows that the evaluating level refers to finding social function. For this component the mean score that is obtained by students is 70 and falls into good level. It shows that the students have been able to face process in making judgments based on criteria and standards through checking and critiquing.

This finding answers the second research question what are the levels of Bloom's Taxonomy Revised indicating of the ability of the second year students of SMPN 38 Pekanbaru in comprehending descriptive texts for each component?

## CONCLUSION AND RECOMENDATION

### Conclusion

The objectives of this study are to find out the ability of the second year students of SMPN 38 Pekanbaru in comprehending descriptive texts for each component and what are the levels of Bloom's Taxonomy Revised indicated in the ability of the second year students of SMPN 38 Pekanbaru in comprehending descriptive texts for each component. The students' score in comprehending descriptive texts is 61.7 that fall into good level. This finding shows that students have not passed the minimum score of the school which is 75.

the ability of the second year students of SMPN 38 Pekanbaru in comprehending descriptive texts for each component still have difficulties. The students are in good level in finding factual information/ finding generic structure (remembering level) with the mean score of 78, in finding references (understanding

level) with the mean score of 76, and in finding social function (evaluating level) with the mean score of 70. Then, the students are in mediocre level in finding main ideas (analyzing level) with the mean score of 55.3 and in finding restatement (analyzing level) with the mean score of 50. However, they have problem in finding the meaning of difficult words (remembering level) with the mean score of 40.7 that fall into poor level.

## Recommendation

The writer would like to propose some recommendations to the English Teachers and the students. First, the teachers should give extra time to the students in giving explanation and exercises about comprehending reading texts, component of reading comprehension and text type, especially descriptive text. The finding of this study indicates recommendations for the teachers and the students. First, It is suggested that teacher should give extra time to the students in giving explanation and exercises about comprehending reading texts, component of reading comprehension and text type. In additions, The teacher should be taken some efforts to develop students' motivation and encourage them to practice in reading comprehension. Second, The students should learn the components in comprehending descriptive text that will help them in comprehend other reading texts. In additions, the students need to enjoy reading activities because there will be many advantages that they can get. They can start reading activities through reading descriptive texts which can improve their knowledge and enrich their vocabularies.

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