A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS' READING COMPREHENSION OF DESCRIPTIVE, RECOUNT, AND NARRATIVE TEXTS AT SMA NEGERI 5 PEKANBARU

IIP KURNIAWAN, ELIWARTI, RUMIRI
Email: iip.kkurniawan@student.unri.ac.id, elieliwarti@gmail.com, rumiri.aruan@lecturer.unri.ac.id
Contact Person: 085364398935

Student of English Study Program
Language and Arts Department
Faculty of Teachers Training and Education
Riau University

Abstract : *The purpose of this study is to find out the ability of the second year students' reading comprehension of descriptive, recount, and narrative texts at SMAN 5 Pekanbaru. This research was conducted at the State Senior High School 5 Pekanbaru from July to November 2017.The population was all of the second year students in academic year of 2017/2018. The number of the entire population was 431. The researcher used cluster-sampling technique to determine the sample. The participant of this research was 39 students of XI.IA^5 class. This research focuses on students' comprehending descriptive, recount, and narrative texts in terms of finding the main ideas, factual information, the meaning of vocabulary, identifying references and making inferences. The data were collected using reading test with multiple choice type. The test contained 48 items. The tryout was conducted to check the validity and reliability of the test. From the results, it was found out that first: the real condition of the second year students of the State Senior High School 5 Pekanbaru in reading comprehension ability is in **good** level. It can be seen from the mean score of the students, which is 71. The students' scores were good in general; specifically they were excellent in three components, namely finding main idea, guessing vocabulary, and finding language features. They were also good in three components, namely finding factual information, identifying reference, finding social function. There were only two components in mediocre level, namely making inference, and finding generic structure. Further, it was suggested that the students need to improve their reading comprehension ability by practicing more on reading exercise and should motivate themselves to read more reading materials. This research can be also used as a reference to conduct further studies related to reading comprehension ability.*

Keywords: Study, Ability, Descriptive Research, Reading Comprehension, Descriptive Text, Recount Text, Narrative Text.

SEBUAH KAJIAN TENTANG KEMAMPUAN MEMBACA SISWA KELAS 2 SMAN 5 PEKANBARU DALAM MEMAHAMI TEKS DESCRIPTIVE, RECOUNT, DAN NARRATIVE

IIP KURNIAWAN, ELIWARTI, RUMIRI
Email: iip.kkurniawan@student.unri.ac.id, elieliwarti@gmail.com, rumiri.aruan@lecturer.unri.ac.id
Contact Person: 085364398935

Student of English Study Program
Language and Arts Department
Faculty of Teachers Training and Education
Riau University

Abstrak : Tujuan dari penelitian ini adalah untuk meneliti kemampuan siswa kelas 2 SMAN 5 Pekanbaru dalam memahami teks deskriptif, recount, dan narrative. Penelitian ini telah dilaksanakan di SMAN 5 Pekanbaru dari bulan Juli hingga Agustus 2017. Populasi dalam penelitian ini adalah semua siswa tahun ke dua pada tahun akademik 2017/2018. Jumlah seluruh populasi adalah 431 siswa. Penelitian ini menggunakan teknik cluster sampling untuk menentukan sampel. Pesertanya terdiri dari 39 siswa dari kelas XI IPA^5. Penelitian ini berfokus pada kemampuan siswa dalam memahami teks deskriptif, recount, dan narrative di bidang informasi faktual, memahami ide pokok, memahami makna dari kata-kata sulit, mengidentifikasi *reference*, memahami *inference*. Data diperoleh dari tes memahami teks bacaan dalam bentuk pilihan ganda yang terdiri dari 48 soal. Uji coba dilakukan untuk memperoleh validitas dan reliabilitas tes yang baik. Hasil penelitian yang diperoleh adalah sebagai berikut; pertama, kemampuan siswa kelas 2 SMAN 5 Pekanbaru dalam memahami teks deskriptif, recount, dan narrative saat ini berada pada level *baik* dengan nilai rata-rata 71. Secara keseluruhan nilai yang diperoleh siswa dalam memahami komponen membaca berada pada level yang baik. Lebih rinci, siswa memiliki kemampan dengan kategori yang sangat baik pada 3 komponen, yaitu *finding main idea, guessing vocabulary, dan finding language features*. Siswa memiliki kemampuan dengan kategori baik pada 3 komponen, yaitu *finding factual information, identifying reference, dan finding social function*. Hanya ada dua komponen yang termasuk kedalam kategori sedang, yaitu *making inference, dan finding generic structure*. Hasil dari penelitian ini diharapkan dapat menjadi informasi bagi siswa sehingga diharapkan siswa sadar akan pentingnya membaca meningkatkan motivasi dalam membaca sehingga dapat mempermudah siswa dalam memahami teks bacaan nantinya dan dapat juga menjadi referensi untuk membuat penelitian lanjutan tentang kemampuan membaca.

Kata Kunci: Penelitian Deskriptif, Pemahaman Membaca, Teks Deskriptif, Teks Recount, Teks Narratif.

INTRODUCTION

Nowadays, English is becoming more important. It is shown in Wikipedia that English is a global language. Graddol (2006) says that modern English is sometimes described as the first global lingua Franca. Meierkord (2006) also regards English as the first world language. There are several factors how English becomes the global language. According to Northrup (2013), English is the world's most widely used languages in newspaper publishing, book publishing, international telecommunications, scientific publishing, international trade, mass entertainment, and diplomacy. Many international organizations such as the European Free Trade Association, Association of Southeast Asian Nations (ASEAN) (Crystal, 2003) and Asia-Pacific Economic Cooperation (APEC) set English as their organization's sole working language even though most members are not countries with a majority of native English speakers. Based on this situation, learning English is becoming more important in our world, including Indonesia.

English is a foreign language in Indonesia. It is written in the law of RI, article 1, number 24 (2009) that foreign language is a language besides Indonesian and mother tongue. It means that English is not a priority which makes a lot of students are not facing English at every place and situation. They are usually used English only in the English class and certain situations. This condition might provide effective in teaching and learn English, including reading skill. Cambridge University Press (2008), skill is an ability to do an activity or job well, especially because we have practiced it. As a skill, students should practice their ability in reading. Moreover, Anderson, *et al* (1985) emphasizes that success in reading comes from practice over long periods. It is known that teachers tend to ask students to read a lot.

According to Grellet (2010), there are two main purposes of reading, namely reading for getting information and reading for getting pleasure. In the classroom, the purpose of reading is reading for getting information. In order to get information, students need to comprehend what they have read. Reading would be meaningless without comprehension. Although reading is a very important skill for students, they still have difficulties on reading activity in the learning process.

In understanding the reading materials, the students are expected to understand the five indicators of reading, they are finding the main idea, finding factual information, making inferences, identifying reference, finding the meaning of vocabulary, and in addition, finding general structures, finding the language features and finding the social function. Moreover, there are five types of texts that are introduced for the first up to second year students. They are descriptive, recount, and narrative, explanatory, and analytical exposition. Descriptive, recount, and narrative texts are the genre that the writer will focus on. They are already taught in the first year of study.

Harmer (1998), believe that reading comprehension is very important for students because in fact the textbook for most science and technologies are written in English. This means that learners are expected to be able to understand English textbook that they are reading. Learners of English Language need in this case reading skill. Burnes (1985) point out that comprehension is not a separate skill; it involves the relationship of the students' knowledge and organization of that knowledge as it relates to a process involving a combination of information onto students' existing knowledge. According to the target of curriculum on English syllabus for senior high school, the second grade of students must be able to identify or understand the texts what they read and know the language components of them. It means the students must do reading in the process to comprehend descriptive, recount, and narrative texts in English and find out what the texts tell about and comprehending is one of the ways to support the students' knowledge about English as a language learnt.

From the explanation above, it is clear that reading is needed to be learned and comprehend by the students. In fact, English is still a foreign language in Indonesia. It is need some knowledge and practice to comprehend a reading text. Besides that, the readers should know about text organization and the connection between sentences. Therefore, comprehending a text needs full attention and concentration in reading activities. Based on the fact, the writer wants to know the students' ability in comprehending reading text entitled "A Study on the Ability of the Second Year Students' Reading Comprehension of Descriptive, Recount, and Narrative Texts at SMA Negeri 5 Pekanbaru".

RESEARCH METHODOLOGY

Research Design

This is a descriptive research investigating the second year students' reading comprehension ability. It related to the condition which occurs at that time, used one variable or more variables and are going to be investigated in fact. Descriptive research is useful for investigating a variety of educational problems and issues (Gay, 2000). Then, Kountur (2004) states that the purpose of descriptive text is to solve the real problems faced right now, collect data or information in order to organize, explain, and analyze it. Further, Borg and Gall (1979) emphasize that the function of descriptive research is heavily depend on the instrument for measurement and observation. Otherwise, the Researchers must have the resulting measurement, which is accurate and reliable.

From the theories above, the writer concluded that descriptive research must analyze the problem appropriate with the real situation or based on fact that is supported by accurate theories.

Population and Sample

Arikunto (2006) states that population is a group of people or items. Population is the whole research subject. The population of this research was all of the second year

students of State Senior High School 5 Pekanbaru in academic year of 2017/2018. There are eleven classes; they are XI MIA^1, XI MIA^2, XI MIA^3, XI MIA^4, XI MIA^5, XI MIA^6, XI MIA^{7,} XI IS^1, XI IS ^{2}, XI IS^3, and XI IS^4. Each class consist thirty-five students up to forty students. The total population of this research was 431 students.

According to Fraenkel, *et al* (2006), sample is any parts of population of individuals on whom information is obtained. To know the second year students' reading comprehension ability, the writer distributed a reading test to the students. The total number of student is 431. Therefore, the writer used cluster random sampling. Gray (2004) states that cluster random sampling is sampling strategy involving successive sampling of units progressing from larger units to smaller ones. Therefore, the sample was chosen by using lottery. Then, XI MIA^5 was chosen, as the sample of this research, with 39 students.

Instrumentation and Analysis

The data were collected using reading test with multiple-choice type. The test contained 48 items multiple-choice test as the instrument. The data were collected by test design and analyzed via the statistical package SPSS 23.00. Data used in this research is the data about students reading comprehension.

THE RESEARCH FINDING

The real test is conducted for the second year students of the State Senior High School 5 Pekanbaru namely class XI IPA^5. The test was analyzed to find out the reading comprehension ability of the second year students of the State Senior High School 5 Pekanbaru. Based on the research instrument, the writer classified the questions into some components; they are factual information, main idea, guessing vocabulary, reference, inference, social function, generic structure and language features. The writer used 3 kinds of text in the instrument they are Narrative, Descriptive, and Recount. The writer presents the scores for each component as follows;

1. Individual score
   In order to find out the individual score of each student, the writer divides the number of the correct answers with the total number of items and then it is multiplied by one hundred (100). The description of the students' scores can be seen on table 4.1

Table 4.1 The Students' Scores and Their Level of Ability

No	Score Range	Frequency	Percentage	Level	Average Score
1	81-100	3	8%	Excellent	
2	61-80	31	80%	Good	
3	41-60	5	12%	Mediocre	
4	21-40	0	0%	Poor	71
5	0-20	0	0%	Very Poor	
TOTAL		39	100%		

Table 4.1 shows that the students' scores in real test and their ability vary. From 39 students, there are 3 students (8%) in the ***excellent*** level. 31 students (67%) are in ***good*** level, and 5 students (12%) are in ***mediocre*** level.

$$M = \frac{\sum fx}{N}$$
$$M = \frac{2602}{39}$$
$$M = 66$$

The mean score of the second year students of the State Senior High School 5 Pekanbaru in the real test is 66 which is categorized as in ***good*** level (Harris:1974).

2. The Classification of the Students' Ability in Reading Comprehension Test
   After finding the students individual scores in reading comprehension test, the writer examined their ability in terms of finding factual information, the main idea, guessing vocabulary, reference, inference, social function, generic structure and language features. This is based on the blueprint of the test that can be seen in table 3.1

   a. The Students' Ability in Finding Factual Information
      The description of the students' scores and their ability level in finding factual information can be seen on table 4.2 below:

Table 4.2 the Students' Scores in Finding Factual Information

No	Score Range	Frequency	Percentage	Level	Average Score
1	81-100	29	74%	Excellent	
2	61-80	6	15%	Good	
3	41-60	3	7.6%	Mediocre	
4	21-40	1	2.5%	Poor	78.2
5	0-20	0	0%	Very Poor	
	TOTAL	39	100%		

Table 4.2 shows that the students' scores and their ability level in finding factual information vary. From 39 students, there are 29 (74%) students are in *excellent* level, 6 (15%) students are in a *good* level, 3 (7.6%) of the students are in a *mediocre* level and 1 (2.5%) students are in a *poor* level. The average scores of the students in finding factual information are 78.2 which is considered as in **Good** level.

b. The Students' Ability in Finding Main Idea
   The description of the students' scores and the students' ability level in finding Main Idea can be seen on table 4.3 below:

Table 4.3 The Students' Scores in Finding Main Idea

No	Score Range	Frequency	Percentage	Level	Average Score
1	81-100	33	84%	Excellent	
2	61-80	4	10%	Good	
3	41-60	2	7.6%	Mediocre	
4	21-40	0	0%	Poor	88.4
5	0-20	0	0%	Very Poor	
TOTAL		39	100%		

Table 4.3 shows that the students' scores and their ability level in finding Main Idea vary. From 39 students, there are 33 (84%) students are in e*xcellent* level, 4 (10%) students are in *good* level, and 2 (7.6%) students are in *mediocre* level. The average scores of the students are 88.4, which is considered as **Excellent level.**

c. The Students' Ability in Finding Guessing Vocabulary
   The description of the students' scores and the students' ability level in guessing Vocabulary can be seen on table 4.4 below:

Table 4.4 The Students' Scores in Guessing Vocabulary

No	Score Range	Frequency	Percentage	Level	Average Score
1	81-100	24	61%	Excellent	
2	61-80	9	23%	Good	
3	41-60	3	8%	Mediocre	
4	21-40	3	8%	Poor	81.62
5	0-20	0	0%	Very Poor	
TOTAL		39	100%		

Table 4.4 shows that the students' scores and their ability level in finding in guessing Vocabulary vary. From 39 students, there are 24 (61%) students are in e*xcellent* level, 9 (23%) students are in *good* level and 3 (8%) of the students are in *mediocre* level, and 3 (8%) students are in *poor* level. The average score of the students in guessing vocabulary is 81.62, which is in **Excellent level.**

d. The Students' Ability in Finding Identifying Reference
   The description of the students' scores and the students' ability level in Finding Reference can be seen on table 4.5 below:

Table 4.5 The Students' Scores in Finding Reference

No	Score Range	Frequency	Percentage	Level	Average Score
1	81-100	11	28%	Excellent	
2	61-80	18	46%	Good	
3	41-60	7	18%	Mediocre	
4	21-40	3	8%	Poor	66,2
5	0-20	0	0%	Very Poor	
TOTAL		39	100%		

Table 4.5 shows that the students' scores and their ability level in Finding Reference vary. From 39 students, there are 11 (28%) students are in an e*xcellent* level, 18 (46%) students are in a *good* level, 7 (18%) students are in *mediocre* level and 3 (8%) students are in *poor* level. The average score of the students in Finding Reference is 66.2, which is in a **Good level.**

e. The Students' Ability in Finding Inference
   The description of the students' scores and the students' ability level finding inference can be seen on table 4.6 below:

Table 4.6 The Students' Scores in Making Inference

No	Score Range	Frequency	Percentage	Level	Average Score
1	81-100	5	12%	Excellent	
2	61-80	8	20%	Good	
3	41-60	11	28%	Mediocre	50
4	21-40	10	25%	Poor	
5	0-20	5	13%	Very Poor	
	TOTAL	39	100%		

Table 4.6 shows that the students' scores and their ability level in finding inference vary. From 39 students, there are 5 (12%) students are in an e*xcellent* level, 8 (20%) of the students are in a *good* level, 11 (28%) students are in *mediocre* level, 10 (25%) students are in a p*oor* level, and 5 (13%) of the students are in a very poor level. The average score of the students in inference is 50, **Mediocre level.**

    f.   The Students' Ability in Finding Social Functions
        The description of the students' scores and the students' ability level finding Social Functions can be seen on table 4.7 below:

Table 4.7 The Students' Scores in Finding Social Functions

No	Score Range	Frequency	Percentage	Level	Average Score
1	81-100	17	43%	Excellent	
2	61-80	11	28%	Good	
3	41-60	8	20%	Mediocre	69
4	21-40	2	5%	Poor	
5	0-20	1	2.5%	Very Poor	
	TOTAL	39	100%		

Table 4.7 shows that the students' scores and their ability level in finding Social Functions vary. From 39 students, there are 17 (43%) are in an *excellent* Level, 11 (28%) students are in a *good* level. 8 (20%) of the students are in a *mediocre* level, 2 (5%) students are in a p*oor* level and 1 (2.5%) of the students are in a *very poor* level. The average of students' score in finding Social Functions is 69, **Good level.**

    g.   The Students' Ability in Finding Generic Structure
        The description of the students' scores and the students' ability level finding Generic Structure can be seen on table 4.8 below:

Table 4.8 The Students' Scores in Finding Generic Structure

No	Score Range	Frequency	Percentage	Level	Average Score
1	81-100	7	17%	Excellent	
2	61-80	5	12%	Good	
3	41-60	23	58%	Mediocre	56
4	21-40	3	8%	Poor	
5	0-20	1	2.5%	Very Poor	
	TOTAL	39	100%		

Table 4.8 shows that the students' scores and their ability level in finding Generic Structure vary. From 39 students, there are 7 (17%) students are in an e*xcellent* level, 5 (12%) students are in a *good* level, 23 (58%) students are in a *mediocre* level, 3 (8%) students are in a *poor* level, and 1 (2.5%) of the students are in a *very poor* level. The average score of the students in Generic Structure is 56, **Mediocre level.**

h. The Students' Ability in Finding Language Features
The description of the students' scores and the students' ability level finding Language Features can be seen on table 4.9 below:

Table 4.9 The Students' Scores in Finding Language Features

No	Score Range	Frequency	Percentage	Level	Average Score
1	81-100	27	69%	Excellent	
2	61-80	8	20%	Good	
3	41-60	4	11%	Mediocre	82
4	21-40	0	0%	Poor	
5	0-20	0	0%	Very Poor	
	TOTAL	39	100%		

Table 4.9 shows that the students' scores and their ability level in finding Language Features vary. From 39 students, there are 27 (69%) are in an e*xcellent* level, 8 (20%) students are in a *good* Level. 4 (11%) of the students are in a *mediocre* level. The average score of the students in Language Features is 82, **Excellent level.**

i. The Students' Mean Scores in Reading Comprehension Test.
The students' mean scores in each classification of question in comprehending narrative text can be seen on the table below:

Table 4.10 The Student's mean scores in reading comprehension test.

No	The Classification of Question	Mean Score	Level of Ability
1	Finding Factual information	78.2	Good Level
2	Finding Main idea	86.46	Excellent Level
3	Guessing vocabulary	81.62	Excellent Level
4	Identifying Reference	66.2	Good Level
5	Making Inference	50.0	Mediocre Level
6	Finding Social function	69.7	Good Level
7	Finding Generic structure	56.0	Mediocre Level
8	Finding Language features	82.9	Excellent Level
	TOTAL	71.37	Good Level

Table 4.10 shows that the students' ability in finding the components to comprehend reading texts is in *Good* level (61-80). The table indicates the ability of students' in comprehending eight components, such as main ideas, factual information, vocabulary, inference, reference, social function etc. The highest score among eight components is in finding the main idea, it is in 86.46 which considered in *Excellent* level. The lowest mean score is in making inferences; it is in 50.0, which is considered as in *Mediocre* Level. Furthermore, the mean score of the students in reading comprehension test is 71.37. From all the data, it can be inferred that students' ability in comprehending reading texts of the second year students of the State Senior High School 5 Pekanbaru is in a *Good* **level**.

CONCLUSION AND RECOMMENDATION

Conclusion

This research is entitled "A Study on the Ability of the Second Year Students' Reading Comprehension of Descriptive, Recount, and Narrative Texts at SMA Negeri 5 Pekanbaru". The objective of this research is to find out the second year students' reading comprehension ability at the State Senior High School 5 Pekanbaru. 39 students were selected as the sample and based on the data analysis, it was found out the second year students' reading comprehension ability is in *good* level. It can be seen from the *mean* score of the students, which is 71. The students' scores were good in general; specifically they were excellent in three components, namely finding main idea, guessing vocabulary, and finding language features. They were also good in three components, namely finding factual information, identifying reference, finding social function. There were only two components in mediocre level, namely making inference, and finding generic structure. The *highest* score is in finding *the main idea* and the *lowest* score is in *making inferences*. From the result, *it was suggested that the students need to improve their reading comprehension ability by practicing more on reading*

exercise and should motivate themselves to read more reading materials. It will be better if the teacher also focus on how to overcome the high level of difficulty of reading comprehension materials, particularly in making inferences.

Recommendation

Based on the conclusions, the following recommendations can be stated:

1. This research can be used as information about the students' reading comprehension ability.

2. This research can be also used as a starting point to develop students' awareness about the importance of building a good attitude toward reading in English. These all benefits are expected to make it easier for the students to understand English texts.

3. **This** research can be used as a reference to conduct further studies related to reading comprehension ability.

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