

# ***A STUDY ON THE ABILITY OF THE FIRST GRADE STUDENTS OF SMK LABOR PEKANBARU IN COMPREHENDING DESCRIPTIVE TEXTS, REPORT TEXTS AND RECOUNT TEXTS.***

Nathaya Rakha Anisah; Dr. Fakhri Ras, M.Ed; Erni, S.Pd,M.Hum  
 Email: natayaoctober@gmail.com; fakhrras@gmail.com; erni@gmail.com  
 Phone Number: 082386498125

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

**Abstract:** *This research aimed to find out the ability of the students in comprehending descriptive text, report text, and recount text in reading comprehension. It has been conducted at SMK Labor Pekanbaru. The total number of population was 8 classes, with the total number of students was 247. The try-out class was X Accounting 3 with the total number of 20 students. The sample class was X Accounting 2 with the number of total 35 students. The try-out class and the sample class chosen by cluster random sampling. The researcher constructed the instrument in multiple choices. The result showed that the ability of the first grade students of SMK Labor Pekanbaru in comprehending Descriptive text, Report text, and Recount text can be categorized into good level with the mean score 62. The students' highest score was in finding factual information with the mean score 64.8. On the other hand the lowest score that students got was finding meaning of vocabulary with the mean score of 55.7. Meanwhile, the other aspects were such as finding main idea with the mean score of 64.3, finding the reference and inference were at the same mean score 62.4, finding social function with the mean score 64.3, and finding language features with the mean score 59.5. The suggestions are the reading instruction should focus on reading comprehension ability for the sake of providing suitable strategies, positive contributions and increase of reading achievement. In other words, the Reading Comprehension of the first grade students of SMK Labor Pekanbaru was in good level.*

**Key Words:** *Student's Ability, Descriptive Text, Report Text, Recount Text*

# PENELITIAN TENTANG KEMAMPUAN SISWA TINGKAT PERTAMA DI SMK LABOR PEKANBARU DALAM MEMAHAMI TEKS DESKRIPTIVE, TEKS REPORT, DAN TEKS RECOUNT

Nathaya Rakha Anisah; Dr. Fakhri Ras, M.Ed; Erni, S.Pd,M.Hum  
Email: natayaoctober@gmail.com; fakhrras@gmail.com; erni@gmail.com  
No. HP: 082386498125

Program Studi Pendidikan Bahasa Inggris  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau

**Abstrak:** Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam memahami teks *descriptive*, teks *recount*, dan teks *report* dalam *reading comprehension*. Penelitian ini dilakukan di SMK Labor Pekanbaru. Kelas *try-out* dalam penelitian ini adalah X Akuntansi 3 dengan jumlah 20 siswa. Kelas yang menjadi sampel dalam penelitian ini adalah X Akuntansi 2 dengan jumlah 35 siswa. Kelas *try-out* dan sampel dipilih menggunakan teknik *cluster random sampling*. Peneliti menyusun instrumen dalam pilihan ganda. Hasil penelitian ini menunjukkan kemampuan siswa tingkat pertama SMK Labor Pekanbaru dalam memahami teks *descriptive*, teks *report*, dan teks *recount* bisa dikategorikan level *good* dengan nilai rata-rata 62. Nilai tertinggi siswa diperoleh dari menemukan *factual information* di dalam teks dengan nilai rata-rata 64.8. Sebaliknya, nilai terendah yg diperoleh siswa dari menemukan arti *vocabulary* dengan nilai rata-rata 55.7. Disamping itu, aspek-aspek lain seperti menemukan arti *main idea* dengan nilai rata-rata 64.3, menemukan *references* dan *inferences* memiliki nilai rata-rata yang sama yaitu 62.4, menemukan *social function* dengan nilai rata-rata 64.3, dan menemukan *language features* dengan nilai rata-rata 59.5. Sarannya adalah bahwa instruksi membaca harus berfokus pada *reading comprehension ability* demi memberikan strategi yang sesuai, kontribusi positif dan peningkatan prestasi membaca. Dengan kata lain, *Reading Comprehension* dari murid tingkat pertama SMK Labor Pekanbaru adalah level *good*

**Kata Kunci:** Kemampuan Siswa, Teks *Descriptive*, Teks *Report*, Teks *Recount*

## INTRODUCTION

One of international communication tools is English language, and the English language has an important role in every aspect of life. The English language has been placed at the highest position of foreign languages in the world. It is the major language that is used for communication by most of people to the foreign people all over the world. In Indonesia, English is no longer a novelty for Indonesian learners because English is considered as a major subject in several levels of Indonesian schools.

The English language teaching focused on the four basic skills, listening, reading, speaking and writing. As one of the skills, reading is so important in learning English that the students are expected to read effectively and efficiently, and be able to catch the ideas or the information of the texts. Research studies on reading skills have revealed that reading is a complex cognitive activity that is crucial for adequate functioning and for obtaining information in current society and requires an integration of memory and meaning construction.

This study, was focusing on the first grade students' ability in comprehending texts at SMK Labor Pekanbaru. In Senior High Schools, there are some types of texts learned by the students based on the curriculum 2006. The selected texts are descriptive text, report text and recount text for the first grade students of SMK Labor Pekanbaru.

In this research, the three texts are chosen as the topic because many students still not really understand them. Beside that, based a short interview with the English teacher of SMK Labor Pekanbaru, the students' ability in comprehending text are quite varieties. As a matter of fact the successful students need decent skills in reading to comprehend with minimum of time and effort the reading materials.

Reading is skill which must be developed by means of extensive and continual practice. Students learn to read and read better. The students are taught to have reading skills and apply them in reading activities inside or outside the classroom. Through reading the students can learn knowledge and new experiences. Therefore, the ability to read the students have an important role in helping students learn a variety of things. The students can gain knowledge from the literature they read.

In fact, many students get difficulties in reading. They tend to focus on the words rather than on entire text which depend much on dictionary. Therefore, they read slowly word by word in a less to master is many vocabulary items as possible. Other problems, when they find themselves unsuccessful to be fluent readers in English, they become frustrated. There are some factors that make it difficult for the students to comprehend the text. The students have weakness in vocabulary. It is one of the big problems for most students. Sometimes the students tend to focus their full attention on very unfamiliar words found to success the meanings. As a result, the students do not have good understanding of what the text is about to set through with. They are lazy to read the reading text, because of the difficult words found in the reading text. They end up spending more time looking up in words then they read the text. It makes the students difficult to comprehend the text.

So, this phenomenon is very important to be researched because the students should be able to answer the questions based on the texts provided. However, to measure how good the students are in comprehending a text, a teacher should give a reading comprehension test to them because the main goal of reading is to comprehend the ideas of the fact or ability to find the meaning of what they have read and answer the questions based on the texts provided.

To be able to comprehend a text, the students should learn all elements which build the contents of the test. It means they are not only to get the meaning of difficult words, answer the question based on the text, and find out the meaning of the text, thus also to comprehend the text. That's why, it would be better to conduct a research on study the ability of the first grade students of SMK Labor Pekanbaru in comprehending descriptive texts, report texts and recount texts.

## METHODOLOGY

This is a Descriptive research. According to Gay (1997) the descriptive research involves collecting data to test hypothesis or to answer question concerning the status of the study. Therefore, the aim of this research was to describe the students' ability in comprehending descriptive text, recount text, and report text.

The population of this research were the first year students of SMK Labor Pekanbaru in the academic year 2016/2017. The total number of population were 8 classes, for 247 students.

The sample was taken by using cluster sampling technique because it is more effective for larger number of cluster. According to Frankel and Wallen (1993), a cluster random sampling is the selection of groups or clusters of subjects rather than individuals. The try-out class was in X Accounting 3, and the actual test was in X Accounting 2.

The instrument of this research was multiple choices, which consisted of 42 questions. The duration for doing this text was 90 minutes. There are 7 aspects concerned in this test. They are finding factual information, main idea, vocabulary, inferences, references, social function, and language features. After conducting the test, the students' score was calculated and the classified into five level of ability is, excellent, good, mediocre, poor, and very poor (adapted from Harris, 1974).

## FINDING AND DISCUSSION

The test items were 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 5 items to reject. They were items number 5, 11, 28, 31, and 34 due to their difficulty index is under 0.30. It means that they were too difficult. Whereas, the item number 34 was rejected because its difficulty index was above 0.70.

**Table 1 Students' Scores and Their Level of Ability in General**

Scores	Frequency	Level of Ability	Mean Score
81-100	4	Excellent	63.1
61-80	18	Good	
41-60	8	Mediocre	
21-40	5	Poor	
0-20	0	Very Poor	
<b>Total</b>	<b>35</b>		<b>Good</b>

As can be seen in table 1, most of the students can master this reading test in general (excellent, good and mediocre). The percentage is quite high, that is on by a 63.1 %. It means that just less number of the students can not comprehend the test.

**Table 2 Students' Scores and Their Level of Ability in Comprehending Descriptive Text**

Scores	Frequency	Level of Ability	Mean Score
81-100	5	Excellent	62.8
61-80	14	Good	
41-60	12	Mediocre	
21-40	4	Poor	
0-20	0	Very Poor	
<b>Total</b>	<b>35</b>		<b>Good</b>

Then in table 2, most of the students can master this reading test in terms of descriptive text (excellent, good and mediocre). The percentage is quite high, that is on by a 62.8 %. It means just less number of the students can not comprehend the descriptive text.

**Table 3 Students' Scores and Their Level of Ability in Comprehending Report Text**

Scores	Frequency	Level of Ability	Mean Score
81-100	5	Excellent	64.2
61-80	21	Good	
41-60	3	Mediocre	
21-40	4	Poor	
0-20	2	Very Poor	
<b>Total</b>	<b>35</b>		<b>Good</b>

In table 3, most of the students also can master this reading test in terms of report text (excellent, good and mediocre). The percentage is the higher than descriptive text, that is on by a 64.2 %. And it means that just less number of the students can not comprehend the report text.

**Table 4 Students' Scores and Their Level of Ability in Comprehending Recount Text**

Scores	Frequency	Level of Ability	Mean Score
81-100	7	Excellent	65.6
61-80	16	Good	
41-60	7	Mediocre	
21-40	5	Poor	
0-20	0	Very Poor	
<b>Total</b>	<b>35</b>		<b>Good</b>

Moving to table 4, most of the students can master this reading test in terms of recount text (excellent, good and mediocre). And the percentage is the highest among the other text, that is on by a 65.6 %. And just less number of the students can not comprehend the test.

**Table 5 Students' Scores and Their Level of Ability in Finding Factual Information**

Scores	Frequency	Level of Ability	Mean Score
81-100	12	Excellent	64.8
61-80	15	Good	
41-60	4	Mediocre	
21-40	1	Poor	
0-20	3	Very Poor	
<b>Total</b>	<b>35</b>		<b>Good</b>

From the table 5 above, it can be seen that most of the students can master this reading test in terms of in finding factual information (excellent, good and mediocre). The percentage is the highest among the other aspects, that is on by a 64.8 %. So, it also can be inferred that just less number of the students can not comprehend in finding factual information.

**Table 6 Students' Scores and Their Level of Ability in Finding Main Idea**

Scores	Frequency	Level of Ability	Mean Score
81-100	14	Excellent	64.3
61-80	10	Good	
41-60	4	Mediocre	
21-40	5	Poor	
0-20	2	Very Poor	
<b>Total</b>	<b>35</b>		<b>Good</b>

From the table 6, it can be seen that most of the students can master this reading test in terms of in finding main idea (excellent, good and mediocre). The percentage is quite high, that is on by a 64.3 %. It means just less number of the students can not comprehend in finding main idea.

**Table 7 Students' Scores and Their Level of Ability in Finding Vocabulary**

Scores	Frequency	Level of Ability	Mean Score
81-100	8	Excellent	55.7
61-80	7	Good	
41-60	13	Mediocre	
21-40	6	Poor	
0-20	1	Very Poor	
<b>Total</b>	<b>35</b>		<b>Mediocre</b>

From the table 7, it can be seen that most of the students can master this reading test in terms of in finding vocabulary (excellent, good and mediocre). But the percentage is the lowest among the other aspects, that is on by a 55.7 %. But still, just less number of the students can not comprehend in finding vocabulary.

**Table 8 Students' Scores and Their Level of Ability in Finding References**

Scores	Frequency	Level of Ability	Mean Score
81-100	7	Excellent	62.4
61-80	19	Good	
41-60	4	Mediocre	
21-40	2	Poor	
0-20	3	Very Poor	Mediocre
<b>Total</b>	<b>35</b>		

From the table 8 above, it can be seen that most of the students can master this reading test in terms of in finding factual information (excellent, good and mediocre). The percentage is quiet high, that is on by a 62.4 %. So, it also can be inferred that just less number of the students can not comprehend in finding references.

**Table 9 Students' Scores and Their Level of Ability in Finding Inferences**

Scores	Frequency	Level of Ability	Mean Score
81-100	10	Excellent	62.4
61-80	13	Good	
41-60	7	Mediocre	
21-40	3	Poor	
0-20	2	Very Poor	Good
<b>Total</b>	<b>35</b>		

From the table 9, it can be seen that most of the students can master this reading test in terms of in finding inferences (excellent, good and mediocre). Mostly they are in good level of ability (13 students). The percentage is the same with finding references, that is on by a 62.4 %. It means just less number of the students can not comprehend in finding inferences.

**Table 10 Students' Scores and Their Level of Ability in Finding Social Function**

Scores	Frequency	Level of Ability	Mean Score
81-100	10	Excellent	64.3
61-80	10	Good	
41-60	11	Mediocre	
21-40	3	Poor	
0-20	1	Very Poor	Good
<b>Total</b>	<b>35</b>		

From the table 10, it can be seen that most of the students can master this reading test in terms of in finding social function (excellent, good and mediocre). The total number of excellent level is the same as good level (10 students). The percentage is quite high, that is on by a 64.3 %. So, it also can be inferred that just less number of the students can not comprehend in finding social function.

**Table 11 Students' Scores and Their Level of Ability in Finding Language Feature**

Scores	Frequency	Level of Ability	Mean Score
81-100	14	Excellent	59.5
61-80	3	Good	
41-60	7	Mediocre	
21-40	8	Poor	
0-20	3	Very Poor	
<b>Total</b>	<b>35</b>		<b>Mediocre</b>

From the table 11 above, it can be seen most of the students can master this reading test in terms of in finding vocabulary (excellent, good and mediocre). Most of the students fall to excellent level of ability (14 students). The percentage is quite low among the others, that is on by a 59.5 %. But, it still can be inferred that just less number of the students can not comprehend in finding language feature.

**Table 12 The Students' Mean Scores in Each Classification**

No	The Classification of Question	Mean Score	Level of Ability
1	Factual Information	64.8	Good
2	Main Idea	64.3	Good
3	Vocabulary	55.7	Mediocre
4	Reference	62.4	Good
5	Inference	62.4	Good
6	Social Function	64.3	Good
7	Language Features	59.5	Mediocre
<b>Total</b>		<b>62</b>	<b>Good</b>

The table 12 indicates that the majority of students have good knowledge in comprehending the four components ; factual information, main idea, reference, inference, and social function of the text. Meanwhile, the mediocre level is only in two aspects ; finding vocabulary and language features.

Although most of components are in the same level of ability, there is a different in terms of mean score for each component. Whereas, the highest mean score that is obtained by students was in finding the factual information which fall into good level, with the mean score of 64.8. Then, the lowest mean score was in reference (62.4) and inference (62.4).

From all the data, it can be concluded that the ability of the first year student of SMK Labor Pekanbaru in comprehending texts is in good level.



## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

Based on the research findings, the students' ability in comprehending descriptive text, report text, and recount text is in good level with the mean score 63.1. In this research, it was found out that the most difficult aspect in comprehending descriptive text, recount text, and report text for the students is finding the meaning of vocabulary with the mean score 55.7 and language features with the mean score of 59.5 (mediocre). The highest mean score among good halls is finding factual information with mean score of 64.8 (good).

### Recommendations

Based on the results of this research, it would be better to offer several recommendations, the expected to be beneficial for the teachers and students. They are as follows:

1. Considering the research findings where the students' mean score is 63.1, the English teacher is recommended to give the students motivation and a lot of practice in order to make the students familiar with the reading materials.
2. Due to the students' low vocabulary level, the students are recommended to improve their vocabulary mastery in relation to enhance reading comprehension ability.

## REFERENCES

- Frankel and Wallen. 1993. How to design & Evaluate Research in Education. New York. McGraw Hill Inc.
- Gay. L.R. 1997. Educational Research: Competencies for Analysis and Application. New York. Fourth Edition. Macmillan Company.
- Harris, David P. 1974. Testing English as a Second Language. New York .Mc Graw Hill Book Company.