

A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 5 TELUK KUANTAN IN COMPREHENDING DESCRIPTIVE TEXTS

¹Ade Widiyastuti Yanhuda, ²Afrianto, ³Fadly Azhar

Email: ade.widiyastuti1996@gmail.com, afrianto.a@lecturer.unri.ac.id, fadlyazhar57@gmail.com

Contact: 085244872628

*English Study Program
Language and Arts Departement
Faculty of Teachers Training and education
Universitas Riau*

Abstract : *This study is aimed to find out the ability of the second year students of SMPN5TelukKuantan in comprehending descriptive text. It is a descriptive research which was carried at from July-August 2018. The population were 123 students, their characters are homogeneous in terms of academic achievementand age factors. The cluster random strategies technique was choosen due to that every class has equal opportunity to be a sample group. The sample consisted of two categories, try out class (VIII C) and sample class (VIII A)The data in this research is quantitative data. The students was give a multiple coice test, in which they asked to answer the question. The test focused on the material of descriptive text. The subjects require choosing the best answer of the provide questions. Five texts used in the instruments. Each text consisted of six item multiple choices. There are 30 items that included in this test. The duration time doing the test is 60 minutes. The test constructed by referring to the components of reading comprehension is finding main ideas, finding factual information, finding references, finding the maning of difficult words, and finding restatement. The data were analyzed by calculating the students' scores, classified into five level mastery, such as very poor, poor, mediocre, good and excellent. Based on the analyzing data of this research, it was found that the students' ability in comprehending descriptive text at second year students of SMPN 5TelukKuantan was in good level. Meanwhile, the mean score of the whole students' scores was 67.4. The implication of the finding is that the second year students of SMPN 5 TelukKuantan is able enough at comprehend descriptive texts.*

Keyword : *students' ability, comprehending descriptive texts*

PENELITIAN TENTANG KEMAMPUAN SISWA KELAS DUA SMPN 5 TELUK KUANTAN DALAM MEMAHAMI TEKS DESKRIPTIF

¹Ade Widiyastuti Yanhuda, ²Afrianto, ³Fadly Azhar

Email: ade.widiyastuti1996@gmail.com, afrianto.a@lecturer.unri.ac.id, fadlyazhar57@gmail.com

Contact: 085244872628

*Program Studi Pendidikan Bahasa Inggris
Jurusan Bahasa Dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau*

Abstrak : Penelitian ini mencari tentang kemampuan siswa dalam memahami teks deskriptif di SMPN 5 TelukKuantan. Penelitian deskriptif ini bertempat di SMPN 5 TelukKuantan dari bulan Juli sampai Agustus 2018. Populasi ini diambil berdasarkan persamaan umur dan pendidikan. Sample terdiri dari 2 kelas, kelas uji coba (VIII C) terdiri dari 30 siswa dan kelas uji akhir (VIII A) terdiri 30 siswa. Dalam penelitian ini, kelas uji coba bertujuan untuk mengetahui keakuratan soal. Dalam pemilihan kelas digunakan strategi cluster random. Data dalam penelitian ini adalah data kuantitatif. Para siswa diberi beberapa pilihan ganda, di mana mereka diminta untuk menjawab pertanyaan itu. Tes difokuskan pada materi teks deskriptif. Subjek harus memilih jawaban terbaik dari pertanyaan yang diberikan. Lima teks yang digunakan dalam instrumen. Setiap teks terdiri dari enam pilihan banyak item. Ada 30 item yang termasuk dalam tes ini. Durasi waktu melakukan tes adalah 60 menit. Tes yang dibangun dengan mengacu pada komponen-komponen pemahaman bacaan adalah menemukan ide-ide utama, menemukan informasi faktual, menemukan referensi, menemukan makna dari kata-kata yang sulit, dan menemukan pernyataan ulang. Waktu yang disediakan masing - masing 60 menit. Data dianalisa dengan mengkalkulasikan nilai siswa secara individual dan menentukan nilai tengahnya. Nilai siswa dikelompokkan menjadi lima level; yaitu sangat jelek, jelek, cukup, bagus dan sangat bagus. Berdasarkan hasil penelitian, kemampuan siswa dalam memahami teks deskriptif di tahun kedua dari SMPN 5 TelukKuantan berada di level bagus. Sementara itu, nilai skor dari keseluruhan nilai siswa adalah 67.4. Ini menunjukkan bahwa kemampuan siswa SMPN 5 TelukKuantan bagus dalam memahami teks deskriptif.

Kata kunci: kemampuan siswa, memahami teks deskriptif.

INTRODUCTION

This research was designed to describe the students' reading ability, especially in comprehending descriptive text at second year students SMPN 5 TelukKuantan. Reading is one of language skills which is very important to be learnt by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. According to Schwartz (1994) reading comprehension is not about memorizing and remembering what someone reads, it is about understanding the ideas conveyed and following the author's train of thought and reasoning. In addition Tampubolon (1987) states that reading is an activity or a way to develop ideas. Reading is a process that readers do and use to get the message from the writer through printed media (Tarigan, 1984). We can get reading sources not only from printed media, but also by using other media, like electronic media.

Students' reading skill must be developed in order to get information and enrich their knowledge. According to Mikulecky and Jeffries (1986), there are five reasons why reading is very important in learning a new language. The first, it can help the learners to think a new language. The second, it can help learners build better vocabulary. The third, it can make learners feel more comfortable. The fourth, reading might be the only way to use English for those who live in non-English country. The fifth, reading can help if the learners have a plan to study abroad in English speaking countries.

Based on School-based Curriculum (Kurikulum Tingkat Satuan Pendidikan) and abbreviated as KTSP, of the second year student of junior high school, learn three genres of text they are; descriptive text, recount text, and narrative text. In this research, the writer chose descriptive text as a genre of reading text to be research 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.

For the students, reading is an important skill that must be mastered. By reading, students will get a lot of useful information for their learning. The information can enrich their knowledge. They also can share their information that they got from reading to others. In order to know the meaning of the text, students have to comprehend their reading text. Reading comprehension is the ability of someone to understand deeper what has been read. Based on 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. In addition, the purpose and genre of the text also influence competence of someone to understand the content of the reading material. For example, students in Junior High School will feel difficult to understand about the text genre which is taught in Senior High School. But, they will feel easy to understand the text genre which is appropriate with their grade.

According to Harmer (1998), reading comprehension is very important for students because in fact the textbook for most sciences and technologies are written in English. This means that learners are expected to be able to understand English textbook

that they are reading. In this case reading skill is needed by learners of English language.

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, the first is finding main idea, main idea is the central thought; the chief of topic of passage expressed or implied in a word or phrase; the topic sentence of a paragraph. One paragraph just has one main idea. Main idea is always in the beginning or the end paragraph. Main idea help the reader to undertand not only the ideas but also their realtive significance, as expressed by author. The second is finding factual information, factual information is the important information that describe from the text. It is he part of the reader must know. We can find the factual information in every paragraph. It requires reader to scan specific details. The type of question can be about the reason, purposes, result, comparison, means, identities, times, and amout in with most of the answer can be found in the text. The third is finding meaning of difficult word, difficult word or unknown vocabulary is the word that difficult to be understood. Because the writer not always use commonly word. We can find the difficult word in every paragraph or sentence. The important thing is needed in reading in understanding. However, a writer does not write out everything. He/she expects the reader to undesrtand. Writer uses language efficiently and recoqnizes what can be inferref from their sentences. In other words, the efficient reader is able to understand those implications. The fourth is finding references, references is the word that represents another word.it is used to avoid repeated word. It also makes the reader interest to read. We can find in the beginning, the middle, or the end of sentence. Reference words are usually short and very frequently pronoun such us; it, she, he, they, this, et. And the last is finding restatement, restatement is the way to say something again or to say something in different way but still has the same meaning. The kind of question test, which use to measure the reader's ability in analyzing the relatiobship of idea within single sentence.

METHODOLOGY

This is a descriptive research. According to Gay (2000), the descriptive research involves identifying the problem, selecting the participants, collecting valid and reliable data, analyzing and reporting the conclusion to answer the research question concerning the current status of the subject of the study. Moreover, Noor (2012) states that there are some ways to do descriptive research such us; formulating problem, collecting information, selecting the data collection. Data collection technique is obtain by observing, managing data and giving conclusion. This research will be conducted base on the fact of the data.This research has only one variable. In order to find out the students ability in comprehending descriptive text.

The population of this research was the students of the second year at SMPN 5 TelukKuantan. It has four classes. They were VIII A, VIII B, VIII C, VIII DThe number of population was 123 students. The specification of the population can be seen on the table belows:

Table 1
The Total Population of the eighth grade of SMPN 5 TelukKuantan

No.	Class	Population
1.	VIII A	30
2.	VIII B	32
3.	VIII C	30
4.	VIII D	31
Total		123

The classification of students' scores by Hughes(1993) were used to classify the students' score in comprehending the texts.

Table 2 The Classification of The Student's Score

No	Score	Level of Ability
1	81-100	Excellent
2	61-80	Good
3	41-60	Medicore
4	21-40	Poor
5	0-20	Very Poor

(Adopted from Hughes, 1993)

FINDINGS AND DISCUSSION

FINDINGS

The objective of this research is to find out the students' ability in comprehending descriptive text at second year of SMPN 5 TelukKuantan. The data were collected by using multiple choice tests. Before the writer distributed the test to the sample class (VIII C), the test was tried out to some population that had been chosen as the try out class (VIII A). The validity and reliability were known by doing this test. Heaton (1975) states that the test will be accepted if the degree of difficulty (FD) is between 0.30-0.70. On the other hand, any items will be rejected if the index of difficulty is below 0.30 (too difficult) and above 0.70 (too easy). The collected data were analyzed in order to get category of the students' ability in comprehending the descriptive texts.

Table 3. The Percentage of the Students' Ability in Reading Comprehension

No	Range Score	Frequency	Percentage	Ability
1	81-100	8	26,7%	Excellent
2	61-80	12	40%	Good
3	41-60	5	16,7%	Mediocre
4	21-40	5	16,7%	Poor
5	0-20	0	0%	Very poor
Total		30	100%	

Table 3 shows that the highest score of students is 100 and the lowest score is 33. Specifically, 8 students (26,7%) have ranging scores from 81 to 100, 12 students (40%) have ranging scores 61 to 80, 5 students (16,7%) have ranging 41 to 60, and 5 (16,7%) students have ranging 21 to 40.

The number highest of the students score is categorizes as good level (40%). This number is different from mediocre level (16,7%). It is because most of the students have ability in comprehending descriptive texts. 8 students (26,7%) can get excellent level and no students get very poor level. The data showed that the students could comprehend the text well in descriptive texts because the highest number of students is categorized as good level. So, the students' ability is enough from standard of the school.

Table 4. The Student's Score Classification in Finding Main Idea

No	Range Score	Frequency	Percentage	Ability
1	81-100	6	20,0%	Excellent
2	61-80	10	33,3%	Good
3	41-60	2	6,7%	Mediocre
4	21-40	10	33,3%	Poor
5	0-20	2	6,7%	Very poor
Total		30	100%	

The students' score and their levels of ability in finding main ideas varied. From 30 students, 6 students (20%) get the score of 100 (excellent). 10 students (33,3%) get the score 80 (good). 2 students (6,7%) get the score 60 (mediocre). 10 students (33,3%) get the score 40 (poor). Then, 2 students (6,7%) get the score of 20 (very poor).

The writer finds out that the students' mean score in finding main ideas is 65.33. it can be concluded that the ability of the second year students of SMPN 5 Teluk Kuantan in comprehending descriptive text, in term of finding main ideas is categorized as good level.

Table 5. The Classification of the Students' Ability in Finding Factual Information

No	Range Score	Frequency	Percentage	Ability
1	81-100	6	20,0%	Excellent
2	61-80	8	26,7%	Good
3	41-60	9	30,0%	Mediocre
4	21-40	3	10,0%	Poor
5	0-20	4	13,3%	Very poor
Total		30	100%	

The students' score and their levels of ability in finding factual information varied. From 30 students, 6 students (20,0%) get the score of 100 (excellent). 8 students (26,7%) get the score of 80 (good). 9 students (30,0%) get the score of 60 (mediocre). 3 students (10,0%) get the score of 40 (poor). Then, 4 students (13,3%) get the score of 20 (very poor).

The writer finds out that the students' mean score in finding factual information is 66.00. it can be concluded that the ability of the second year students of SMPN 5 Teluk Kuantan in comprehending descriptive text, in terms of finding factual information is categorized as good level.

Table 6. The classification of the Students' Ability in Finding References

No	Range Score	Frequency	Percentage	Ability
1	81-100	13	43,3%	Excellent
2	61-80	6	20,0%	Good
3	41-60	5	16,7%	Mediocre
4	21-40	5	16,7%	Poor
5	0-20	1	3,3%	Very poor
Total		30	100%	

The students' score and levels of ability in finding references in context varied. From 30 students, 13 students (43,3%) get the score of 100 (excellent). 6 students (20,0%) get the score of 80 (good). 5 students (16,7%) get the score 60 (mediocre). 5 students (16,7%) get the score 40 (poor). Then 1 student (3,3%) get the score 20 (very poor).

The writer finds out that the students' mean score in finding references is 76.67. it can be concluded that the ability of the second year students of SMPN 5 Teluk Kuantan in comprehending descriptive text, in terms of finding references is categorized as good level.

Table 7. The classification of the Students' Ability Finding Meaning Difficult Words

No	Range Score	Frequency	Percentage	Ability
1	81-100	6	20,0%	Excellent
2	61-80	10	33,3%	Good
3	41-60	9	30,0%	Mediocre
4	21-40	4	13,3%	Poor
5	0-20	1	3,3%	Very poor
Total		30	100%	

The students' score and their level of ability in finding the meaning of difficult word varied. From 30 students, 6 students (20,0%) get the score of 100 (excellent). 10 students (33,3%) get the score of 80 (good). 9 students (30,0%) get the score of 60 (mediocre). 4 students (13,3%) get the score of 40 (poor). The 1 student (3,3%) get the score of 20 (very poor).

The writer finds out that the students' mean score in finding the meaning of difficult word is 70.67. it can be concluded that the ability of the second year students of SMPN 5 Teluk Kuantan in comprehending descriptive text, in terms of finding the meaning of difficult word is categorized as good level.

Table 8. The Classification of the Students' Ability in Finding Restatement of Descriptive Text

No	Range Score	Frequency	Percentage	Ability
1	81-100	6	20,0%	Excellent
2	61-80	11	36,7%	Good
3	41-60	8	26,7%	Mediocre
4	21-40	3	10,0%	Poor
5	0-20	2	6,7%	Very poor
Total		30	100%	

The students' score in their ability in finding restatement varied. From 30 students, 6 students (20,0%) get the score of 100 (excellent). 11 students (36,7%) get the score of 80 (good). 8 students (26,7%) get the score of 60 (mediocre). 3 students (10,0%) get the score of 40 (poor). 2 students (6,7%) get the score of 20 (very poor).

The writer finds out that the students' mean score in finding restatement is 70.67. it can be concluded that the ability of the second year students of SMPN 5 Teluk Kuantan in comprehending descriptive text, in terms of finding restatement is categorized as good level.

Figure 9. The Classification of the Students' Ability in Finding Finding Social Function

No	Range Score	Frequency	Percentage	Ability
1	81-100	2	6,7%	Excellent
2	61-80	10	33,3%	Good
3	41-60	5	16,7%	Mediocre
4	21-40	6	20,0%	Poor
5	0-20	7	23,3%	Very poor
Total		30	100%	

The students' score and their level of ability in finding social function varied. From 30 students, 2 students (6,7%) get the score of 100 (excellent). 10 students (33,3) get the score of 80 (good). 5 students (16,7%) get the score of 60 (mediocre). 6 students (20,0%) get the score of 40 (poor). 7 students (23,3%) get the score of 20 (very poor).

The writer finds out that the students' mean score in finding factual information is 55.33. it can be concluded that the ability of the second year students of SMPN 5 Teluk Kuantan in comprehending descriptive text, in terms of finding social function is categorized as mediocre level.

Table 10. The Students' Mean Scores in Each Classification

No	The Classification of Question	Mean Score	Level of Ability
1.	Finding main idea	65.33	Good
2.	Finding factual information	66.00	Good
3.	Finding references	76.67	Good
4.	Finding meaning difficult word	70.67	Good
5.	Finding restatement	70.67	Good
6.	Finding social function	55.33	Mediocre
Average		67.4	Good

The table above shows that the students' ability in finding components to comprehend the texts is in good level (61-80). The table indicates the ability of students' in comprehending the six components, such finding main ideas (65.33), finding factual information (66.00), finding references (76.67), finding the meaning of difficult word (70.67), finding restatement (70.67), and finding social function (55.33). The highest mean score that is obtained by students in finding references that fall into good level, with the mean score is 76.67. the lowest mean score is in finding social function that fall into mediocre level, with the mean score 55.33.

Furthermore, the mean score of the students in comprehending descriptive texts is 67.4. their ability in comprehending the texts from the test varied. From all the data, it can be inferred that the students' ability in comprehending descriptive of the second year students of SMPN 5 Teluk Kuantan is in good level.

DISCUSSION

In reading comprehension test, the mean score of the second year students' ability of SMP N 5Teluk Kuantan in reading comprehension is 67.4. Besides that, 8 students (26,7%) were in excellent level. Then, there were 12 students (40%) categorized into good level. And 5 students (16,7%) were categorized into mediocre and 5 students (16,7%) categorized into poor level. It means that they had good ability in reading descriptive texts. Students may be satisfied with this result, but they still need to practice more in reading comprehension, especially in comprehending descriptive texts.

In this research, the students' ability from each reading component can be described as follows: Five components are in good level and one components in mediocre level. There is a difference in terms of the mean score for each component. The most difficult components to comprehend in descriptive texts are in terms of finding social function with the score 55.33. On the other hand, the easiest aspect of reading comprehension is finding references with the main score 76.67. Meanwhile, the other aspects such as finding the meaning of difficult word 70,67, finding restatement was 70.67, finding factual information 66.00, and finding main ideas65.33. It happened because the data that shows those aspect lowest score of finding social function,the students should develop their guessing ability of the words which is difficult with them, by relating the close meaning of social function words to the text. In this case, they got the lowest score in this term because the lack of knowledge about social function (the students had limited vocabularies) and comprehension skill of the students. So, if the students do not master the social fuction of the texts well they will find it hard to understand and comprehend the text. In reading skill also plays an important role in a language. By reading, authors can give or send the message to the receivers in order to get information. Someone who has a skill in reading will find it easy to get information directly and quickly. Otherwise, learners whose lack knowledge of reading will face difficulties in understanding the reading.

Based on the previous discussion, the researcher analyzes that the second year students of SMPN 5 Teluk Kuantan can be categorized at good level in comprehending descriptive text, but the students still need more practice in comprehending descriptive text.

CONCLUSION AND RECOMMENDATION

Conclusion

After conducting research entitled A Study on the Ability of the Second Year Students of SMPN 5Teluk Kuantan in Comprehending Descriptive Texts, the conclusion can be drawn. The writer gets the score of students from the results of the test. It was found that the average score of the students was 67.4. The score of students falls into good level. The data showsthat of 30 students, 8 students (26,7%) are in excellent level, 12 students (40%) are in good level, 5 students (16,7%)are in mediocre level, 5 students (16,7%) are in poor level and nobody is categorized into very poor level.

For more details, the mean score of the students' ability in comprehending descriptive texts in terms of finding main ideas is 65.33 (good), in terms of finding factual information 66.00 (good), in terms of finding references 76.76 (good), in terms of finding the meaning of difficult word 70.67 (good), in terms of finding restatement 70.67 (good), and in terms of finding social function 55.33 (mediocre). The highest of mean score for components reading comprehension is in finding references and the lowest of mean score is in finding social function.

Recommendation

After knowing the ability of the second year students of SMPN 5 Teluk Kuantan in comprehending descriptive text, it shows that their ability is *good level*. Therefore, the writer would like to give suggestions. Considering that the students' ability level in comprehending descriptive texts is categorized into good level it is recommended that the students need to do more practice in reading books to improve their reading skill, especially in finding social function because the students got the lowest score in that term. For English teachers are recommended to be more creative to teach reading so that the students can answer reading comprehension questions. Then, the teacher also gives the students more motivation and makes them interested in reading descriptive texts which are considered scientific texts in which the students get difficulties when reading the text.

BIBLIOGRAPHY

- Gay, L.R. 2000. *Education Research. Sixth Edition*. Prentice Hall, Inc. New Jersey.
- Harmer, J. 1991. *The Practice of English Language Teaching*. Longman. UK.
- Heaton, JB. 1975. *A Practical Guide for Teachers of English as Second or Foreign Language*. Longman Group UK. Ltd. London.
- Huges, A. 1993. *Testing for Language Teacher. United Kingdom*: Cambridge University Press.
- King, Carrol and Stanley, Nancy. 1989. *Building Skill for the TOEFL*. Thomas Nelson and Son Ltd.
- Lems, Kristinm et al. 2010. *Teaching Reading to English Language Learners Insights from Linguistic*. New York: the Guilford Press.
- Noor, J. 2012. *Metodologi Penelitian: Skripsi, Tesis, Disertasi dan Karya Ilmiah*. Kencana. Jakarta

Schwartz, S. H. 1994. *Basic Human Value: Theory, Methods, and Application*.
Jerusalem: the Hebrew University of Jerusalem.

Tampubolon, DP. 1987. *Kemampuan membaca: Teknik Membaca Efektif dan Efisien*.
Bandung: Angkasa.