

A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMP 40 PEKANBARU IN COMPREHENDING DESCRIPTIVE TEXTS

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Abstract: *This descriptive research is aimed at finding out the ability of the second year students of SMP 40 Pekanbaru in comprehending descriptive texts. The research data were collected from March 15th to October 25th 2018. The subject of this research is class II.3 which consists of 30 students. The data were collected by administering a test to the students in the form of multiple choice type. The test consists of 30 items. Based on the research, it was found out that first: the ability of the second year students in reading comprehension is classified into good level with the mean score of 77.4. Second, the students' mean score in finding main ideas was classified into good level with the mean score of 78.4, finding the factual information was classified into excellent level with the mean score of 87.5, in finding the meaning of vocabulary was classified into good level with the mean score of 79 , in finding references was classified into good level with the mean score of 74, in finding inferences was classified into good level with the mean score of 68. As a conclusion, the ability of the second year students of SMP 40 Pekanbaru in comprehending descriptive texts fall into average to good level with mean score 77.4. It is recommended that the students must do more practice and read books to improve reading skills. Next, the teacher should have more effort to develop the students' motivation and encourage them to practice in comprehending the text.*

Key Words: *Reading Ability, Comprehending Descriptive Texts.*

STUDI KEMAMPUAN SISWA KEDUA PADA SISWA SMP 40 PEKANBARU DALAM MEMBERIKAN DESCRIPTIVE TEXTS

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Abstrak: Penelitian deskriptif ini bertujuan untuk mengetahui kemampuan siswa kelas dua SMP 40 Pekanbaru dalam memahami teks deskriptif. Data penelitian dikumpulkan dari 15 Maret sampai 15 Oktober 2018. Subjek penelitian ini adalah kelas II.3 yang terdiri dari 30 siswa. Data dikumpulkan dengan memberikan tes kepada siswa dalam bentuk pilihan ganda. Tes terdiri dari 30 item. Berdasarkan hasil penelitian, ditemukan bahwa pertama: kemampuan siswa kelas dua dalam pemahaman bacaan dikelompokkan ke dalam tingkat yang baik dengan skor rata-rata 77,4. Kedua, nilai rata-rata siswa dalam menemukan gagasan utama dikelompokkan ke dalam tingkat yang baik dengan skor rata-rata 78,4, menemukan informasi faktual dikelompokkan ke dalam tingkat yang sangat baik dengan skor rata-rata 87,5, dalam menemukan makna kosakata dikelompokkan ke dalam tingkat yang baik dengan skor rata-rata 79, dalam menemukan referensi diklasifikasikan ke dalam tingkat yang baik dengan skor rata-rata 74, dalam menemukan kesimpulan dikelompokkan ke dalam tingkat yang baik dengan Skor rata-rata 68. Sebagai kesimpulan, kemampuan siswa kelas dua SMP 40 Pekanbaru dalam memahami deskriptif teks yang dikategorikan ke tingkat yang baik dengan skor rata-rata 77,4. Disarankan agar siswa harus lebih banyak berlatih dan membaca buku untuk meningkatkan kemampuan membaca. Selanjutnya, guru harus memiliki lebih banyak usaha untuk mengembangkan motivasi siswa dan mendorong mereka untuk berlatih dalam memahami teks.

Kata Kunci: Kemampuan Membaca, Memahami Teks Deskriptif.

INTRODUCTION

The purpose of English lesson in the curriculum is to enable the students to communicate both in spoken and written language. Reading is one of the language skills that are considered very complex by most foreign language learners since it engages some aspects such as mental process, visual, cognitive, and etc. In other words, reading is one of language skills which are still difficult to be comprehended by the students even though it has been learn for many years.

Reading is an important skill in comprehending text. Without reading the text, the reader would not figure out the information that occurs in the texts. It will be essential if the students can comprehend text well, so that the students are able to get information easily without any difficulties. According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Reading is an activity that activated the reader's mind. Its process involves the interaction between the reader and text. One of the reading phases is reading comprehension that is the process of inferring the ideas, feeling, concepts and information that the writer intends to convey. According to Burnes and Page (1991) reading is an interactive process, a process in which the reader engages in exchange of ideas with an author via the texts. And, Harmer (1998) explains that reading comprehension is very important for students because in fact the textbook for most science and technologies are written in English.

Dealing with text, based on the School Based Curriculum (2006) of senior high school, there are two types of text in teaching reading. They are functional text and monologue text. Functional text forms are namely announcement, advertisement, invitation, poster and pamphlet. While monologue can be forms of recount, narrative, report, spoof, procedure, explanation, analytical exposition, hortatory exposition, discussion, and review texts. According to the syllabus of senior high school at second year in English subject, the students should master some kind of texts. They are report text, narrative text, spoof text, procedure text, explanation text, recount text, analytical exposition text and hortatory exposition text.

SMP 40 Pekanbaru can be categorized as one of the well-developed school in Pekanbaru. It is proved by the facilities and also the achievement of the school. Based on writers' observation, students' reading comprehension is still far from what is expected. In fact, the students have difficulties in finding such as main ideas, inferences, factual information, etc. but student claimed confidently that they can comprehend texts. Additionally, from several interviews done to the English teachers, it was found out that almost all students can pass the standard of minimum criteria which is 75. Yet, from many texts put for second year in the curriculum, analytical exposition text is difficult enough to be learnt by students. Some of students said that it is harder to learn comprehending descriptive text. While, the others said an descriptove text needs attention and focus to understand it. It is a text which gives the information complete with evidence, facts and statistics to support the idea of the text. It makes students should work hard to provide the concrete data and more knowledge to convince his or her reader that the idea is important.

Based on the explanation above, the writer interested in conducted a research which is entitled: A Study on The Ability of the Second Year Students of SMP 40 Pekanbaru in Comprehending Descriptive Texts.

METHODOLOGY

This research was a descriptive research that is used to describe the data in order to get a generalization or a conclusion to the population. Kane (2000, descriptive research involves collecting the data to test or to answer questions concerning the current status of the data. In this study, descriptive research is used to find out the ability of the second year students of SMP 40 Pekanbaru in comprehending descriptive text.

To get the data, the writer used the instrument that is multiple choice tests. The text as the instruments were adopted from English book and internet based on junior high school level. The test consists of 30 questions based on six kinds of descriptive and each text has five question items. The test has been done by the students in 90 minutes consists of five minutes for reading each texts, and then two minutes for answer each questions.

The technique used to collect the data for this study was by distributing the test to the students as sample. The writer asked the students to answer the test instrument of this research and in this research the writer used multiple choice tests.

Before giving the test to the sample, the writer conducted the Try out-out to determine that the instrument of the test is valid and reliable. Heaton (1975) say that from the try out, it could be seen whether the index of difficulty of a particular item is easy or difficult. Heaton (1991) states that the test items are accepted if the score is between 0.30-0.70 and it is rejected if the degree of the difficulty is less than 0.30 (too difficult) and over 0.70 (too easy).

Furthermore, the level of the student's ability is classified into five levels of mastery. The classification can be seen in this following table:

Table 1. The Classification of Students' Ability

No. Level	Scores	Ability
1.	81 – 100	Excellent
2.	61 – 80	Good
3.	41 – 60	Mediocre
4.	21 – 40	Poor
5.	0 – 20	Very Poor

(Adopted Harris1974)

RESULT AND DISCUSSION

Before the test was administrated for the students, a tried out to the students who are not involved as the sample. The try out was conducted to find out the validity and the reliability of the test. Heaton (1991) said that from the try out, it could be seen whether the index of difficulty of a particular item is easy or difficult. Heaton (1991) states that the test items are accepted if the score is between 0.30-0.70 and it is rejected if the degree of the difficulty is less than 0.30 (too difficult) and over 0.70 (too easy).

Table 2. Percentage of the Students' Ability in Comprehending Descriptive Texts

No	Score Interval	Frequency	Percentage (%)	Ability	Mean score
1	81 - 100	14	46.7	Excellent	77.4
2	61 - 80	16	53.3	Good	
3	41 - 60	0	0	Mediocre	
4	21 - 40	0	0	Poor	
5	0 - 20	0	0	Very Poor	
Total		30	100 %		

To know the means of individual score the writer used this formula:

$$M = \frac{\sum fx}{N} = \frac{2322}{30} = 77.4$$

Adopted from Hatch and Farhady (1982)

Table 2 shows that 14 students (46,7 %) are in *excellent* level, 16 students (53.3%) are in *good* level, 15 students (48,38%) and there is no student (0%) in *mediocre* level, *poor* level and *very poor* level.

In short, the mean score of the students in reading comprehension is 77.4. It can be stated that the ability of the second year students of SMP 40 Pekanbaru in comprehending descriptive texts is *Good* (77.4). It means that most of the students are classified in to *good* level, they have not reached the minimum standard of this school. It is also the indicator about their understanding the texts.

1. The Classification of the Students' Ability in Reading Comprehension

After analyzing and obtaining the individual scores of the students in comprehending descriptive texts, it is essential to know the classification of the students' ability in comprehending texts in terms of each component of question as described in the blue print of instrument. The components are finding the main idea finding factual information, finding meaning of vocabulary, finding reference, finding inference, generic structure and language features of descriptive text.

a. The Students' Ability in Finding Main Ideas

The students' ability in finding main ideas can be seen from the scores by the students for question number 1, 6, 11, 16, 21 and 26. It shown in table 4.2 as follows:

Table 3. The Students Score Classification in term finding main ideas

No	Score Interval	Frequency	Percentage (%)	Ability	Mean score
1	81 - 100	17	56.7	Excellent	78.4
2	61 – 80	13	43.3	Good	
3	41 – 60	0	0	mediocre	
4	21 – 40	0	0	Poor	
5	0-20	0	0	Very Poor	
Total		30	100 %		

For finding main ideas, 17 students (56.7%) are in *excellent* level, there are 13 students (43.3%) in *good* level, and there is no student (0%) in *Mediocre* level, *poor level* and *Very poor* level. The mean of students' score in finding main idea is calculated as follows:

The researcher finds out that the students' mean score in finding main ideas is 78.4. It can be concluded that the ability of the second year students of SMP 40 Pekanbaru in comprehending descriptive texts, in term of finding main ideas is in *good* level. It means that the students' level in finding main ideas is still needs improvement to get best result. It is also the indicator about their understanding to the texts.

b. The Student's Ability in of Finding Factual Information

The students' ability in finding factual information can be seen from the scores by the students for question number 2,7,12,17,22, and 27. It shown in table 4.3 as follows:

Table 4. The Students Score Classification in term finding factual information

No	Score Interval	Frequency	Percentage (%)	Ability	Mean score
1	81 - 100	25	83.3	Excellent	87.5`
2	61 – 80	5	16.7	Good	
3	41 - 60	0	0	Mediocre	
4	21 - 40	0	0	Poor	
5	0 -20	0	0	Very Poor	
Total		30	100 %		

For finding factual information, 25 students (83.3%) are in *excellent* level, 5 students (16.7%) are in *good* level, and there is no student in *mediocre* level, *poor* level and *very poor* level. The mean of students' score in finding factual information is calculated as follows:

The researcher finds out that the students' mean score finding factual information is 87.5 It can be concluded that the ability of the second year students of SMP 40 Pekanbaru in comprehending descriptive texts especially in finding factual information aspect is in *excellent* level. It means that the students' level in this component is in satisfied result.

c. The Students Ability in Finding Meaning of Vocabulary

The students' ability in finding meaning of vocabulary can be seen from the scores obtained by the students for question number 3,8,13,18,23 and 28. It shown in table 5 as follows:

Table 5. The Students Score Classification in term finding meaning of vocabulary

No	Score Interval	Frequency	Percentage (%)	Ability	Mean score
1	81 - 100	18	60	Excellent	79`
2	61 – 80	9	30	Good	
3	41 - 60	3	10	Mediocre	
4	21 - 40	0	0	Poor	
5	0 -20	0	0	Very Poor	
Total		30	100 %		

For meaning of vocabulary, From 30 students, 18 students (60%) are in *excellent* level, 9 students (30%) are in *good* level, 3 students (10%) are in *mediocre* level. And there is no student (0%) is in *poor* level and *very poor* level.

The researcher finds out that the students' mean score in meaning of vocabulary is 79. It can be concluded that the ability of the second year students of SMP 40 Pekanbaru in comprehending descriptive texts especially in terms meaning of vocabulary aspect is in *good* level. It means that the students' level in finding meaning of vocabulary still needs improvement to get the best result.

d. The Students' Ability in Finding Reference

The students' ability in reference can be seen from the scores obtained by the students for question number 4,9,14,19,24 and 29. It shown in table 6 as follows:

Table 6. The Students Score Classification in term finding reference

No	Score Interval	Frequency	Percentage (%)	Ability	Mean score
1	81 - 100	14	46.7	Excellent	74`
2	61 – 80	12	40	Good	
3	41 - 60	4	13.3	Mediocre	
4	21 - 40	0	0	Poor	
5	0 -20	0	0	Very Poor	
Total		30	100 %		

For finding reference, 14 students (46.7%) are in *excellent* level, 12 students (40%) are in *good* level, 4 students (13.3%) are in *mediocre* level. And there is no student (0%) is in *poor* level and *very poor* level.

The researcher finds out that the students' mean score in finding reference is 74. It can be concluded that the ability of the second year students of 40 Pekanbaru in comprehending descriptive texts especially in terms finding reference aspect is in *good* level. It means that the students' level in finding reference still needs improvement to get best result.

e. The Students' Ability in Finding Inference

The students' abilitys in inference can be seen from the scores obtained by the students for question number 5, 10, 15,20, 25 and 30. It shown in table 7 as follows:

Table 7. The Students Score Classification in terms finding inference

No	Score Interval	Frequency	Percentage (%)	Ability	Mean score
1	81 - 100	13	43.3	Excellent	68`
2	61 – 80	10	33.3	Good	
3	41 - 60	4	13.3	Mediocre	
4	21 - 40	3	10	Poor	
5	0 -20	0	0	Very Poor	
Total		30	100 %		

For finding inferences, 13 students (43.3%) are in *excellent* level, 10 students (33.3%) are in *good* level, 4 students (13.3%) are in *Mediocre* level. And 3 students (10%) are in *poor* level and there is no student (0%) is in *very poor* level. The mean of students' score in finding inference is calculated as follows:

$$M = \frac{\sum fx}{N} = \frac{2038}{30} = 68$$

The researcher finds out that the students' mean score in finding inference is 68. It can be concluded that the ability of the second year students of 40 Pekanbaru in comprehending descriptive texts especially in terms finding inference aspect is in *good* level. It means that the students' level in finding inference still needs improvement to get best result. It is also the indicator about their understanding to the texts.

f. The Mean Scores of the Students' Ability in Comprehending Descriptive Texts

The students' mean score in reading comprehension can be seen in the table 8.

Table 8. The Classification of Students' Mean Score in Comprehending Descriptive Texts.

No	The Classification of the Question	Mean Score	Level of Ability
1	Finding Main Ideas	78.4	Good
2	Finding Factual Information	87.5	Excellent
3	Finding meaning of Vocabulary	79	Good
4	Finding Reference	74	Good
5	Finding Inference	68	Good
	Total	77.4	= Good

The table shows that from 5 components of comprehending descriptive texts, the mean score of finding main idea (78.4) is classified as *good*, the mean score of finding factual information (87.5) is categorized into *good*, the mean score of finding meaning of vocabulary (79) is classified as *good*, the mean score of finding reference (74) is classified as *average*, the mean score of finding inference (68) is categorized into *good* level. And the mean score ability of the students in comprehending descriptive texts (77.38) are in *good* level. It means that the students have *good* ability in comprehending descriptive texts.

CONCLUSION AND RECOMMENDATION

Conclusions

Based on the data analysis from chapter I to chapter IV, there are 30 students of SMP 40 Pekanbaru who participated in this research. Of the 30 students, 14 students are categorized into *excellent* level, 16 students are categorized into *good* level. And there is no student is categorized into *good* level and *poor* level. We can infer that they have good ability in reading comprehension.

From the 5 aspects that becoming as indicators, the highest means score is in finding factual information with 87.5 and the lowest is finding inferences with mean score of 68. As a whole, the students' ability in comprehending descriptive text can be categorized into good level because the total mean score is 77.4.

Recommendations

From the conclusion above, the writer would like to give recommendation:

1. Considering that the student's ability level in reading comprehension is categorized into average to good level, it is recommended that the students should learn more about descriptive text and should do much improvement to get perfect result.
2. For English teacher should have some effort to develop the students' motivation and encourage them to practice in reading comprehension in order to make the students familiar with reading materials in terms of five indicators of reading comprehension and component of the descriptive texts

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