AN ANALYSIS OF THE FIRST YEAR STUDENTS' ABILITY IN COMPREHENDING DESCRIPTIVE TEXT ON HERITAGE AT MTsN 1 DUMAI

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Abstract: *The purpose of this study is to find out the ability and the level of the first year students' ability in comprehending descriptive text on heritage at MTsN 1 Dumai. The ability is about comprehending descriptive text on heritage in general and for each components of reading comprehension in terms of finding main ideas, factual information, the meaning of difficult words, finding reference and finding restatement. Before administering the test, it was tried out in class. Its purpose is to check the validity and reliability of the test. The data were collected by using descriptive text on heritage test in the form of multiple choice. The test contained 5 texts with 25 items. Based on the data analysis, it was found out that: the ability of the first year students in comprehending descriptive text on heritage in general is in good level with the mean score of 71.55. Then, the students' mean score in finding the main idea is in excellent level with the mean score of 85. While, finding the factual information is in excellent level with the mean score of 90. Finding the meaning of difficult words is in average level with the mean score of 55.55. The next is finding reference is in good level with the mean score of 60. Finding restatement is in good level with the mean score of 66.66. Based on the findings of this study, it can be suggested that the students should learn more seriously on the part of meaning of difficult words which deal with the comprehend ability of descriptive text on heritage.*

Key Words: *Analysis, Ability, Descriptive text, Heritage.*

SEBUAH ANALISIS KEMAMPUAN SISWA KELAS 1 DALAM MEMAHAMI TEKS DESKRIPTIF TENTANG BUDAYA DI MTsN 1 DUMAI

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui kemampuan dan level siswa kelas 1 dalam memahami teks deskriptif dengan tema budaya diMTsN 1 Dumai. Penelitian ini berfokus pada kemampuan dalam memahami teks deskriptif dengan tema budaya secara keseluruhan dan komponen dalam memahami bacaan seperti memahami ide pokok, memahami informasi faktual, memahami makna dari kata-kata sulit, mengidentifikasi referensi dan memahami dalam mengemukakan pernyataan kembali. Peneliti memberikan tes, yaitu tes ke kelas uji coba. Uji coba dilakukan untuk memperoleh validitas dan reliabilitas tes yang baik. Data yang diperoleh dari memahami teks deskriptif dengan tema budaya dalam bentuk pilihan ganda yang terdiri dari 5 teks dengan total 25 soal. Berdasarkan data analisis, dapat diketahui bahwa; kemampuan siswa dalam memahami teks deskriptif dengan tema budaya secara keseluruhan berada pada level baik dengan nilai rata-rata 71.55. Kemudian, nilai rata-rata siswa memahami ide pokok berada pada level sangat baik dengan nilai rata-rata 85. Sementara, memahami informasi faktual adalah berada pada level sangat baik dengan nilai rata-rata 90. Memahami makna kata-kata sulit berada pada level sedang dengan nilai rata-rata 55.55. Selanjutnya, mengidentifikasi referensi berada pada level baik dengan nilai rata-rata 60. Memahami dalam mengemukakan pernyataan kembali berada pada level baik dengan nilai rata-rata 66.66. Berdasarkan hasil dari penelitian ini, dapat disarankan agar siswa harus lebih serius dalam memahami makna kata-kata sulit yang termasuk dalam bagian memahami teks deskriptif dengan tema budaya.

Kata Kunci: Analisis, Kemampuan, Teks Deskriptif, Budaya.

INTRODUCTION

Reading is the way of a person used in order to get information from what a person has read. Reading is also a crucial skill in learning and communication. Besides, current trends in education are concerned with reading lessons to be an important early step in the development of mental and linguistic abilities.

Based on the 2013 Curriculum, there are 13 genres of text that have to be taught to the senior high school students. Five of them are taught in junior high school. They are; 1) narrative, 2) descriptive, 3) recount, 4) report and 5) procedure text.

Descriptive text is a text that describes a person, an animal, a place, a thing, etc. Descriptive text will be more interesting if it describes culture which is called as "heritage text". Thanasoulas (2001) who states that language does not exist apart from culture that is from the socially inherited assemblage of practices and beliefs that determines the texture of our lives.

To identify the language features and to know students' comprehension in reading is such an interesting case. Heritage text deals with something related to culture in daily life. Hence, the text will be easier to be introduced to the students. Moreover, descriptive text on heritage can be very useful to be learnt by students more.

Based on the researchers' experience at MTsN 1 Dumai, the students still have less knowledge about English. English is still a difficult subject for them because beside they have lack of vocabulary they also have a bit of interest in learning English with the standard minimum of criteria (KKM) in English subject is 70. Among them, only 60% who are able to reach KKM, students need to learn English more so they can reach it.

In this research the introduction of local culture on first year student at MTsN 1 Dumai, not only to make that subject easier to understand but also even though they learn other language learners can keep maintaining their own culture and to make them interested in English. So here, in this research the researcher will show how the ability of local culture on students' reading comprehension.

METHODOLOGY

This research was a descriptive research. Noor (2012) defines that descriptive research is a research that describes an event, a phenomenon happening now. It means that descriptive research is related to the condition occurs at that time, uses one variable or more and then investigates in fact.

According to Aggarwal (2008) states descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but it also includes proper analyses, interpretation, comparisons, identification of trends and relationships. According to the theories above, it can be stated that descriptive research is a research in which the researcher need to collect the data in order to give the description about students' comprehending descriptive text on heritage.

The technique of collecting the data plays an important role in conducting a research. To get the data, the researcher constructs a test as an instrument. The students are asked to answer the question of the research. The test consists of 25 items from the

descriptive text on heritage. The students should complete selecting one correct answers of the multiple choice type in 60 minutes. The population of the research is first year students at MTsN 1 Dumai.

The first year students at MTsN 1 Dumai, devided into 9 classes. The researcher asked the chairperson of each class to take lottery. The one who got a piece of paper written "SAMPLE", was the sample of the research. It was 7.1 class which consisted of 36 students.

THE RESEARCH FINDINGS

The result of the research was analyzed to find out the students' ability in general and the levels of ability of the first year students' ability in comprehending descriptive text on heritage at MTsN 1 Dumai. There were 5 components of reading comprehension that analyzed from the data, namely finding main idea, finding factual information, finding the meaning of difficult word, finding reference and finding restatement. The results of the study can be seen in the following table.

1. The Students' Scores in General

Table 1. Percentage of the Students' Ability in Comprehending Descriptive Text on Heritage in General.

No	Category	Number of students
1	Excellent	10
2	Good	22
3	Average	1
4	Poor	3
	Mean Score	**71.55**

The students' score and their level of ability are varied. From 36 students, only 10 students in the category of excellent. There are 22 students in the category of good, only one student in the category of average and 3 students in the category of poor level. Based on the result of the test, the percentage of the students' scores can be classified into some categories that are presented in Diagram 1.
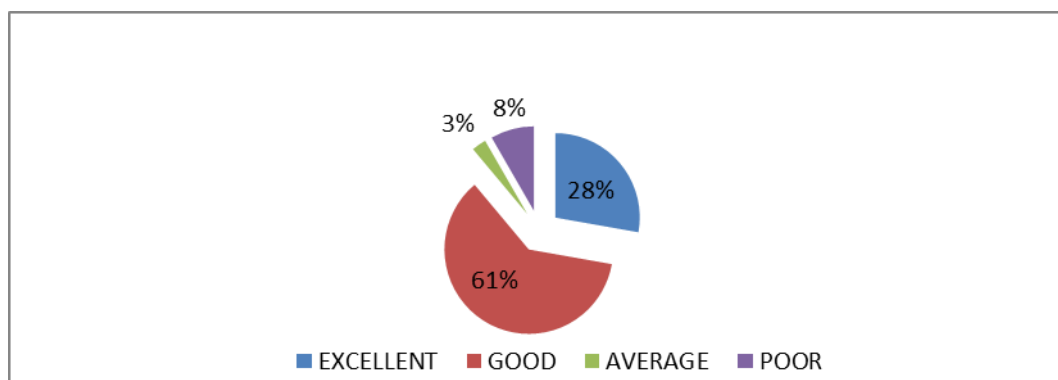
Diagram of Percentage of the first year students at MTsN 1 Dumai in comprehending descriptive text on heritage is in different numbers. The highest number that students gain is in the level of good; it is 61% of students (22 students). 10 students (28%) gain the level of excellent. For the average level; only 1 (3%) student gain it. There are 3 students (8%) gain the poor level.

2. The Classification of the Students' Ability in Comprehending Descriptive Text on Heritage.

a. The Students' Ability in Finding Main Idea

Table 2 Students' Category in Finding Main Idea

No	Category	Number of students
1	Excellent	35
2	Good	1
3	Average	0
4	Poor	0
	Mean Score	85

The students' ability in comprehending main idea is almost in the same level. Almost all of the students get the score in the excellent level (35 students). Meanwhile, only 1 student gets the score in the good level. However, there are no students in the level of average and poor. The percentage of the students' scores can be classified into some categories that are presented in Diagram 2.

Diagram 2 shows that the students' ability in finding main idea in all level is almost at the same number. From the Figure above can be seen the highest number that students can gain is in the level of excellent; it is 97% of students (35 students Meanwhile, only one student (3%) is in good level. There is no students gets the average and poor level.

b.   The Students' Ability in Finding Factual Information

Table 3. Students' category in Finding Factual Information

No	Category	Number of students
1	Excellent	32
2	Good	2
3	Average	0
4	Poor	2
Mean Score		90

The students' ability in finding factual information level is in different number. Almost all of the students get the score in the excellent level (32 students). Meanwhile, only 2 students get the score in the good level and 2 students get the score in the poor level. However, there is no student in the level of average. The data can also be presented in the following Diagram 3:
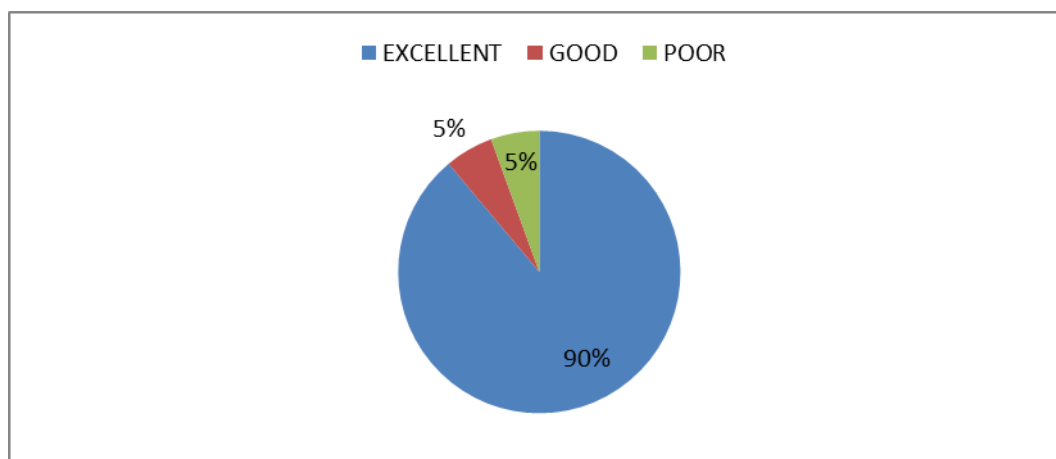
Diagram 3 shows that the students' ability in finding factual information level is in different numbers. The highest number that students can gain is in the level of excellent; it is 90% of students (32 students). It can be seen that most of the students reach the level of excellent. There is no students gets the score of (50-59) means no one gets the average level. For the good level; it is 5% of students (2 students) and 2 students (5%) can gain the poor level.

c.   **The Students' Ability in Finding Difficult Words**

Table 4. Students' Category in Finding Difficult Words Level

No	Category	Number of students
1	Excellent	7
2	Good	17
3	Average	0
4	Poor	12
Mean Score		55.55

The students' ability in finding difficult words level is different from one to another. There are 7 students (20%) get the score of excellent. Moreover, there are 17 students (47%) get the score of good, and 12 students (33%) get score of poor, and no one gets the average level. It can be seen that all of students (56%) are categorized average level. The percentage of the students' scores can be classified into some categories that are presented in Diagram 4.
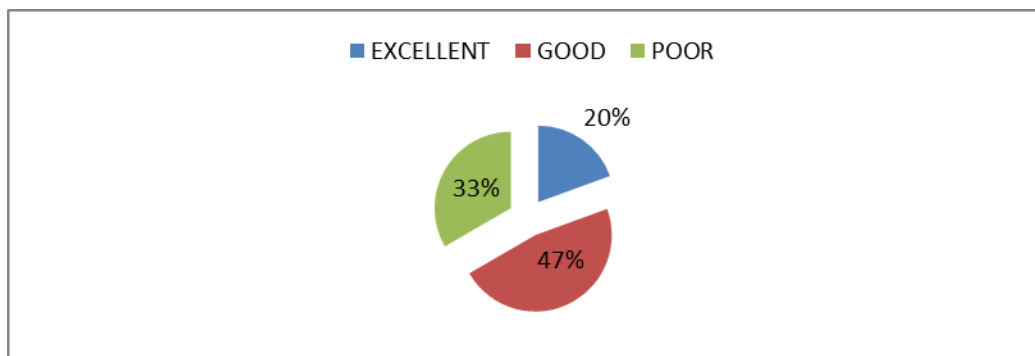
Diagram 4 shows that the students' ability in finding difficult word level is in different numbers. The highest number that students can gain is in the level of excellent; it is 20% of students (7 students). There is no student gain the average level. For the good level; it is 47% of students (17 students) and for the poor level; it is 33% of students (12 students). from this result it can be stated that more than half of students felt into good level in comprehending the component of finding difficult words.

d. **The Students' Ability in Finding Reference**

Table 5. Students' Category in Finding Reference

No	Category	Number of students
1	Excellent	6
2	Good	24
3	Average	0
4	Poor	6
Mean Score		60

The students' ability in finding reference level is different from one to another. There are 12 students (17%) and (17%) get the score of excellent and poor, It means that they are in excellent and poor level. There are 24 students (66%) get the score of good. It can be stated that they are in the good level. The percentage of the students' scores can be classified into some categories that are presented in Diagram 5.
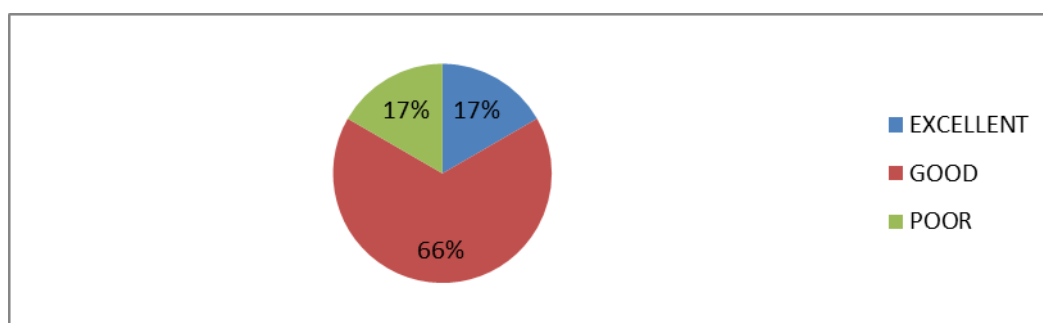
Diagram 5 shows that the students' ability in finding references in all level is in different numbers. The highest number that students can gain is in the level of good; it is 66% of students (24 students).It can be stated more than half of students felt into good level. There is no students gets the average level. There are 6 students (17%) get the excellent level. For the poor level; it is 17% of students (6 students).

e.   The Students' Ability in Finding Restatement

Table 6. Students' Category in Finding Restatement

No	Category	Number of Students
1	Excellent	19
2	Good	9
3	Average	0
4	Poor	8
Mean Score		66.66

The students' ability in finding restatement level is different from one to another. There are 19 students (53%) get the score of excellent level, there are 9 students (25%) get the score of good level. It means that half of students in excellent level. There are 8 students (22%) get the score of poor. It can be stated that they are in the good level. The percentage of the students' scores can be classified into some categories that are presented in Diagram 6.
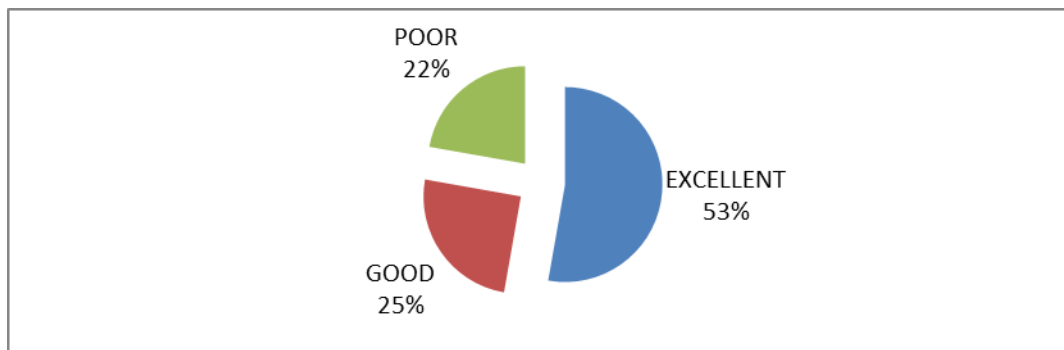

Diagram 6 shows that the students' ability in finding restatement level in all level is in different numbers. The highest number that students can gain is in the level of excellent; it is 53% of students (19 students). It can be seen almost half of the students got the level of excellent. There is no student gets the average level. There are 8 students (22%) get the poor level. For the good level; it is 25% of students (9 students).

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The objectives of this study are to find out the ability of the first year students at MTsN 1 Dumai in comprehending descriptive text on heritage and to find out the levels of ability of the first year students at MTsN 1 Dumai in comprehending descriptive text on heritage for each component.

This finding shows that students have passed the minimum of criteria of the school which is 70. It shows that the students' ability of the first year students at MTsN 1 Dumai in comprehending descriptive text on heritage is in good level. For some aspects they are still have average score because their weakness in finding meaning of difficult words as their main problem. It might influence on other components of reading especially in finding restatement and finding reference.

Suggestion

The researcher would like to propose some suggestions. The first, it is suggested that teacher should focus on the components that students still find difficulty (finding meaning of difficult words) that categorised in the average level for this component. Teacher must give more extra time to the students in giving explanation and exercises about comprehending reading text, especially descriptive text on heritage. The teachers have to do some efforts to maintain students' motivation and encourage them to practice in reading comprehension more. Besides, teachers also should focus on the all aspects of reading comprehension.

Second, although some components of reading comprehension such as finding main idea and finding factual information already mastered by the students, they are still suggested to learn more in order to comprehend descriptive reading texts on heritage well. Besides, the students should master more vocabularies in order to find the meaning of difficult words. In finding references of words, the students should be able to identify the words to which they refer and also the use of pronounce. In finding restatements, the students should comprehend the implicit meanings of information the text of and how to restate them. In additions, students must feel enjoy in doing reading activity because there will be many benefits that they could get. They can start reading activity through reading descriptive text especially in heritage which can improve their knowledge.

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