

A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 6 TAMBUSAI IN COMPREHENDING DESCRIPTIVE READING TEXTS

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Abstract: *This research is aimed to find out the reading ability of the second year students of SMPN 6 Tambusai. The population of this research is the second year students of SMPN 6 Tambusai. The number of sample is 30 students selected by using cluster random sampling technique. The instrument to collect the data was multiple choice test items with 30 questions. . Each text consist of 6 questions which cover the components of reading and the components of descriptive that is finding main ideas, finding restatements, finding meaning of difficult words, finding references, finding factual informations, and finding social functions. The data were analyzed by classifying them into five levels of mastery, such as excellent, good, avarage, poor, and very poor. Based on the findings this research, it was found that the students' reading ability of the first year students of SMPN 6 Tambusai was in good level with the mean score was 62.05. The implication of this research is that the second year students of SMPN 6 Tambusai have a good ability in reading descriptive text.*

Key Words: *Students' ability, Reading, Descriptive Text*

PENELITIAN TENTANG KEMAMPUAN SISWA SMPN 6 TAMBUSAI DALAM MEMAHAMI TEKS READING DESKRIPTIF

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Abstrak: Penelitian ini bertujuan untuk mengetahui kemampuan membaca siswa tahun kedua SMPN 6 Tambusai. Populasi penelitian ini adalah siswa tahun kedua SMPN 6 Tambusai. Jumlah sampel adalah 30 siswa yang dipilih dengan menggunakan teknik cluster random sampling. Instrumen untuk mengumpulkan data adalah soal tes pilihan ganda dengan 30 pertanyaan. Setiap teks terdiri dari 6 pertanyaan yang meliputi komponen bacaan dan komponen deskriptif yaitu menemukan gagasan utama, menemukan penyajian kembali, menemukan makna kata-kata sulit, menemukan referensi, menemukan informasi faktual, dan menemukan fungsi sosial. Data dianalisis dengan mengklasifikasikan mereka ke dalam lima tingkat penguasaan, seperti sangat baik, baik, rata-rata, buruk, dan sangat buruk. Berdasarkan temuan penelitian ini, ditemukan bahwa kemampuan membaca siswa tahun kedua SMPN 6 Tambusai berada di tingkat yang baik dengan skor rata-rata adalah 62.05. Implikasi dari penelitian ini adalah bahwa siswa tahun kedua SMPN 6 Tambusai memiliki kemampuan yang baik dalam membaca teks deskripsi.

Kata Kunci: Kemampuan Siswa, Membaca, Teks Deskriptif

INTRODUCTION

Reading is the way of person used in order to get information from what they have read. Reading is also a crucial skill in learning and communication. Besides, current trends in education is concerned with reading lessons to be an important early step in the development of mental and linguistic abilities. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

It is important to increase the student's reading skill because they need it everyday. Through reading, we also can broaden our knowledge. However, based on the writer's informal observation in SMPN 6 Tambusai, many students in the school did not like reading. According to Martin (1991), the purpose of reading is to connect the ideas on the page to what readers already know. If we do not know anything about a text, then we will find it much more difficult to get the message of the text. Based on 2013 Curriculum, there are 13 kinds of text that should be learned by junior high school students such as Descriptive, Narrative, Procedure, Report and Recount text. In this case, descriptive text is one of the major concerns faced by the students.

Students are expected to understand the meaning, to identify the language features and to know the social function and be able to communicate the meaning in the text in daily life. And from several interviews done to English teacher at SMPN 6 Tambusai, it was found that almost all of the students can't pass the standard of minimum criteria which is 75. Students' reading comprehension is still far from what is expected. In fact, the students have difficulties in finding such as main ideas, references, factual information, etc. Yet, from many texts put to the second year in the curriculum, descriptive text is quite difficult to be learned by students. Some of the students said it is harder to learn descriptive texts than narrative texts. While the others said in descriptive texts they need to pay attention and focus in order to read them well. It happens because descriptive texts give information complete with evidence, facts, and statistics to support the idea of the texts. Because of this reason, the writer would like to conduct this research.

METHODOLOGY

This research is a descriptive research design. Noor (2012) defines that descriptive research is a research that describes an event, a phenomenon happening now. It means that descriptive research is related with the condition occurs at that time, uses one variable or more and then investigates in fact. Noor (2012) points out that there are some ways to do this type of research such as: formulating problem, collecting information, selecting the data collection. Data collection technique is obtained by observing, managing data and giving conclusion.

To get the data, the writer used the instrument that is multiple choice tests. The texts as the instrument were adopted from Look Ahead and internet sources. The test consists of 30 questions. Each text consists of 6 questions which cover the components

of reading and the components of descriptive texts. The test has been done by the students in 60 minutes.

According to Mcmillan (2011), population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which ones can generalize the result of the research. In this study, the population of this research is the second year students of SMPN 6 Tambusai. Where is the second year students of SMPN 6 Tambusai consist of two classes. Each class consisted of 30 and 31 students. The total of population is 61 students. Gay (2000), Sampling is the process of selecting a number of individuals for a study in such a way that individuals represent the larger group from which they were selected. He also states that if the population is big and spread out in an intact group that has similar characteristic, cluster sampling is useful. Cluster sampling is a sampling technique where the entire population is divided into groups, or clusters and a random sample of these clusters are selected. The writer choose one class from two classes of the population as the sample.

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

Table 1. Classifications of Students' Score

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

(Harris, 1974)

RESULT AND DISCUSSION

Result

The specific objective of this research is to find out the ability of the second year students of SMPN 6Tambusai in reading descriptive texts. The writer classifies the questions into some categories to help students read the texts, they are: (1) main ideas, (2) restatement, (3) difficult words, (4) references, (5) factual information and (6) social function of descriptive texts.

Table 2. The Students' Ability in Terms of comprehending Main Ideas

Score Range	Frequency	Percentage	Ability	Mean Score
81-100	8	26,67	Excellent	68,67
61-80	6	20	Good	
41-60	9	30	Mediocre	
21-40	5	16,67	Poor	
0-20	2	6,67	Very Poor	
Total	30	100		

Table 2 shows that the students' ability in terms of comprehending main ideas is as follows: eight students (26,67%) are in excellent level, six students (20%) are in good level, nine students (30%) are in mediocre level, five students (16,67%) are in poor level, and two students (6,67%) is in very poor level. The writer finds out that the students' mean score in terms of comprehending main ideas is 68,67. It can be stated that the ability of the second year students of SMPN 6Tambusai in reading descriptive texts, in terms of comprehending main ideas is in good level

Table 3. The Students' Ability in Terms of comprehending Restatement

Score Range	Frequency	Percentage	Ability	Mean Score
81-100	3	10	Excellent	60
61-80	8	26,67	Good	
41-60	8	26,67	Mediocre	
21-40	8	26,67	Poor	
0-20	3	10	Very Poor	
Total	30	100		

Table 3 shows the students' ability in terms of comprehending social functions. It shows that three students (10%) are in excellent level, eight students (26,67%) are in good level, eight students (26,67%) are in mediocre level, eight students (26,67%) are in poor level, and three students (10%) are in very poor level. The writer finds out that the students' mean score in comprehending restatement is 60, and is in good level.

Table 4. The Students' Ability in Terms of Comprehending Difficult Words

Score Range	Frequency	Percentage	Ability	Mean Score
81-100	3	10	Excellent	62
61-80	9	30	Good	
41-60	8	26,67	Mediocre	
21-40	8	26,67	Poor	
0-20	2	6,67	Very Poor	
Total	30	100		

Table 4 shows the students' ability in terms of comprehending difficult words. It shows that three students (10%) are in excellent level, nine students (30%) are in good level, eight students (26,67%) are in mediocre level, eight students (26,67%) are in poor level, and two students (6,67%) are in very poor level. The writer finds out that the students' mean score in comprehending difficult words is 62 (good level).

Table 5. The Students' Ability in Terms of Comprehending References

Score Range	Frequency	Percentage	Ability	Mean Score
81-100	3	10	Excellent	57,33
61-80	5	16,67	Good	
41-60	11	36,67	Mediocre	
21-40	7	23,33	Poor	
0-20	4	13,33	Very Poor	
Total	30	100		

Table 5 shows the students' ability in terms of comprehending references. It shows that three students (10%) are in excellent level, five students (16,67%) are in good level, eleven students (36,67%) are in mediocre level, seven students (23,33%) are in poor level, and four students (13,33%) are in very poor level. From the data above, the writer finds out that the students' mean score in comprehending reference is 57,33. It can be concluded that the students' ability in reference aspect is in mediocre level.

Table 6. The Students' Ability in Terms of Comprehending Factual Information

Score Range	Frequency	Percentage	Ability	Mean Score
81-100	3	10	Excellent	60,67
61-80	9	30	Good	
41-60	9	30	Mediocre	
21-40	5	16,67	Poor	
0-20	4	13,33	Very Poor	
Total	30	100		

Table 6 shows the students' ability in terms of comprehending factual information. It shows that three students (10%) are in excellent level, nine students (30%) are in good level, nine students (30%) is in mediocre level, five students (16,67%) are in poor level, and four students (13,33%) are in very poor level. The writer found out that the students' mean score in terms of comprehending factual information is 60,67 (mediocre level).

Table 7. The Students' Ability in Terms of Comprehending Social Funtion

Score Range	Frequency	Percentage	Ability	Mean Score
81-100	4	13,33	Excellent	62
61-80	8	26,67	Good	
41-60	8	26,67	Mediocre	
21-40	7	23,33	Poor	
0-20	3	10	Very Poor	
Total	30	100		

Table 7 shows the students' ability in terms of comprehending social function. It shows that four students (13,33%) are in excellent level, eight students (26,67%) are in good level, eight student (26,67%) is in mediocre level, seven students (23,33%) are in poor level, and three students (10%) are in very poor level. The writer found out that the students' mean score in terms of comprehending social function is 62 (good level).

Table 8. The Classification of the Students' Ability in Reading Descriptive Texts

No	Classification of the Question	Mean Score	Level of Ability
1	In Terms of Comprehending Main Ideas	68,67	Good
2	In Terms of Comprehending Restatement	60	Mediocre
3	In Terms of Comprehending Difficult Words	62	Good
4	In Terms of Comprehending References	57,33	Mediocre
5	In Terms of Comprehending Factual Information	60,67	Mediocre
6	In Terms of Comprehending Social Function	62	Good
	Mean Score of the whole test	61,78	Good

Based on six components of reading descriptive texts, the mean score of comprehending main ideas (68,67) is classified into good level, the mean score of comprehending restatement (60) is classified into mediocre level, the mean score comprehending difficult words (62) is classified into good level, the mean score of comprehending references (57,33) is classified into mediocre level, the mean score comprehending factual information (60,67) is classified into mediocre level, and the mean score comprehending social function (62) is classified into good level. Therefore, the mean score of the students' ability based on the table is good. From all the data, it can be inferred that the ability of the second year students of SMPN 6 Tambusai in reading descriptive texts is in good level.

Discussion

In reading comprehending test, the mean score of the students' ability of SMPN 6 Tambusai in comprehending reading is 62,05 and was analyzed by Heaton (1975) formula. Besides that, 2 students were in excellent level. There were 15 students categorized into good level, 10 students were categorized into mediocre and 3 students were categorized into poor level. It means that they had good ability in comprehending reading descriptive texts.

In this research, the student's ability from each reading component can be described as follows: three components are in good level, two components are in mediocre level and one component in poor level. There are six different mean score. The most difficult component in reading descriptive texts is in terms of comprehending references with the mean score 57,33. On the other hand, the easiest aspect of reading is in terms of

comprehending main ideas with the mean score 68,67. Meanwhile, the other aspect such as comprehending restatement was 60, difficult words was 62, comprehending factual information was 60,67 and comprehending social function was 62. It means that the students' ability was good enough in reading descriptive texts. But, in terms of comprehending references, their scores were still not good enough. Some of the students got difficulties in this component. This problem might be caused by the students' low accuracy in reading. So, the students should read more accurately. As it has been discussed in the previous chapter, the writer tried to find out the answer of the question related to the students' difficulties of the second year students of SMPN 6 Tambusai in comprehending descriptive texts. After analyzing the data, the writer found out that the students' difficulties of the second year students of SMPN 6 Tambusai in comprehending descriptive texts is in good level. It can be seen from the mean score of the students which is 61,78.

CONCLUSION AND RECOMMENDATION

Conclusions

After conducting research entitled A Study on the Reading Ability of The Second Year Students of SMPN 6 Tambusai in Comprehending Descriptive Texts, the conclusion can be drawn. The researcher got the score of students from the result of the test. The score of students was in good level. According to the general objective of this research is to answer the question "How is the reading ability of the second year students of SMPN 6 Tambusai in comprehending descriptive texts?" It can be concluded that most of second year students of SMPN 6 Tambusai quite succeed in comprehending descriptive texts.

In detail, the student's ability from each reading component can be described as follows: three components are in good level. There are five different mean score. The most difficult component in reading descriptive texts is in terms of comprehending references with the mean score was 57,33. On the other hand, the easiest aspect of reading is in terms of finding main ideas with the mean score was 68,67. Meanwhile, the other aspect such as restatement was 60, finding difficult words was 62, finding factual information was 60,67, and finding social function was 62. It means that some of the students got difficulties in this component in terms of finding restatement. The highest mean score the students got in reading descriptive texts is in terms of finding main idea and the lowest mean score is in terms of finding references.

Recommendations

Based on the result of this research, the writer offers some recommendations. First, The English teacher should recognize the students' ability in reading descriptive texts and observe the students' difficulties to upgrade and improve the teaching strategies in giving explanation and exercise about reading texts, especially descriptive texts. The teachers should have some effort to motivate the students' and encourage them to practice more their reading comprehension in order to make the students familiar with

reading materials in terms of six indicators of reading comprehension. Second, The students should learn more the components of descriptive text that will help them in reading descriptive texts. In addition, the students need to really enjoy reading activities due to many advantages that they can get. The students are also recommended to read more books about reading comprehension which can improve their knowledge and enrich their vocabularies.

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