

***A STUDY ON THE SECOND YEAR STUDENTS'  
ABILITY OF SMP TRI BHAKTI PEKANBARU  
IN COMPREHENDING TEXTS***

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***Abstract:*** This research was aimed to find out the ability of the students in comprehending descriptive text, recount text, and narrative text in reading comprehension. This research was conducted at SMP Tri Bhakti Pekanbaru. The try-out class was 8.3 with the number of total 35 students. The sample class was 8.1 with the number of total 32 students. The try-out class and the sample class were chosen by cluster random sampling. The result showed that the ability of the second grade students of SMP Tri Bhakti Pekanbaru in comprehending descriptive text, recount text, and narrative text was fall into good level with the mean score of 61. The students' highest score was in finding factual information with the mean score of 72.9. On the other hand the lowest score that students got was finding meaning of vocabulary with the mean score of 49. Meanwhile, the other aspects were such as finding main idea with the mean score of 61, finding the reference with the mean score 67.7, finding the inference with the mean score that is 55.2, finding generic structure with the mean score of 63, finding language feature with the mean score of 58.8, and finding the social function with the mean score of 59.3.

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

# **PENELITIAN TENTANG KEMAMPUAN SISWA TAHUN KEDUA DI SMP TRI BHAKTI PEKANBARU DALAM MEMAHAMI TEKS *DESKRIPTIVE*, TEKS *RECOUNT*, DAN TEKS *NARATIVE***

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**Abstrak:** Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam memahami teks *descriptive*, teks *recount*, dan teks *narrative* dalam *reading comprehension*. Penelitian ini dilakukan di SMP Tri Bhakti Pekanbaru. Kelas *try-out* dalam penelitian ini adalah 8.3 dengan jumlah 35 siswa. Kelas yang menjadi sampel dalam penelitian ini adalah 8.1 dengan jumlah 32 siswa. Kelas *try-out* dan sampel dipilih menggunakan teknik *cluster random sampling*. Hasil penelitian ini menunjukkan kemampuan siswa kelas dua SMP Tri Bhakti Pekanbaru dalam memahami teks *descriptive*, teks *recount*, dan teks *narrative* dalam *reading comprehension* berada di level *good* dengan nilai rata-rata 61. Nilai tertinggi siswa diperoleh dari menemukan *factual information* di dalam teks dengan nilai rata-rata 72.9. Sebaliknya, nilai terendah yg diperoleh siswa dari menemukan arti *vocabukary* dengan nilai rata-rata 49. Disamping itu, aspek-aspek lain seperti menemukan arti *main idea* dengan nilai rata-rata 61, menemukan *references* dengan nilai rata-rata 67.7, menemukan *inferences* memiliki nilai rata-rata 55.2, menemukan *generic structure* dengan nilai rata-rata 63, *social function* dengan nilai rata-rata 59.3, dan menemukan *language features* dengan nilai rata-rata 58.8.

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

## INTRODUCTION

Reading is the one of the basic language skills which are taught in class. The term reading can be defined in many ways. Reading is bringing meaning to and getting meaning from printed or written material. People may read in order to get information or enrich their knowledge and for pleasure or enhance knowledge of language being read. The ability to read is highly valued and important for social and educational advancement. According to Komiyama (2009), reading supports the development of overall proficiency and provides access to crucial information at work and in school. Therefore, it can be said that people's daily life and reading activity are closely related because reading is not only useful in the world of education, but also in social and working life.

Reading comprehension is understanding a text that is read, or the process of constructing meaning from a text (National Reading Panel, 2000). Comprehension is not only finding answers in a piece of text – it is an active process whereby the reader creates a version of the text in his or her mind, that makes comprehending a text is important, through reading comprehension students can grasp information, such as generic structure, language features and social function of the text. Students also can improve their vocabulary and know how to differentiate the speech of word (noun, verb, adjective.etc).

While, according to Alyousef (2006), reading comprehension is a combination of identification and interpretation. So, reading comprehension is not only the process of knowing the meaning of the words, but also the process of understanding and gathering information from the text. Moreover, Hannon and Daneman (2001), state the purpose of four primary process in reading comprehension: accesing relevant knowledge from long-term memory, integrating accessed knowledge with information from the text, making inferences based on information in the text, and recalling newly learned text material.

Reading is a skill which should 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 acquire 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.

Based on the syllabus of 2013 curriculum, the second year students of SMP Tri Bhakti Pekanbaru are required to master three genres of reading texts they are: descriptive text, recount text, and narrative text. In the syllabus, students are expected to understand the meaning, social function and be able to communicate the meaning of short texts in forms of descriptive, recount and narrative in students' life.

The researcher had interviewed the second year's English teachers about students' ability in comprehending the texts,. Students' ability in comprehending recount text is varied. In fact, many students get difficulties in reading. They tend to focus on the words rather than on entire text, and they are depending much on dictionary. Therefore, they read slowly word by word and have unreasonable expectation about how much they should be able to understand. Other problems, when they find themselves unsuccessful to be fluent readers in English, they become frustrated. Moreover, the students have weakness in vocabulary. It is one of the big problems for most students.

Based on the explanation above, this phenomenon is quite important to be researched because the students should be able to answer the questions based on the texts. Therefore, the researcher would like to conduct a research entitled “A Study on the Second Year Students’ Ability of SMP Tri Bhakti Pekanbaru in Comprehending Texts”.

## METHODOLOGY

This research is a descriptive research. According to Noor (2012), a 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. Therefore, the aim of this research were to describe the students’ ability in comprehending descriptive text, recount text, and report text.

The population of this research was the second year students of SMP Tri Bhakti Pekanbaru. The total number of population was 3 classes, with the total number of students was 104 students. The researcher took a sample 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 8.3, and the sample was 8.1.

The instrument of this research was multiple choices, which consisted of 48 questions. The duration for doing this text was 90 minutes. There are 8 aspects concerned in this test they are finding factual information, main idea, vocabulary, inferences, references, generic structure, social function, and language features. After conducted the test, the research calculate students’ score which classified into five level of ability, they are excellent, good, mediocre, poor, and very poor (adapted from Harris, 1974).

## FINDING AND DISCUSSION

By using the formula, there were 5 items that rejected and should be revised. They were items number 10, 12, 19, 29, and 37. Items number 10 and 12 were rejected because their difficulty index is above 0.70. It means that they were too easy. Whereas, the item number 12, 29, and 37 were rejected because their difficulty index were under 0.30. it means that they were too difficult.

Table 1. Students’ Scores and Their Level of Ability

Scores	Frequency	Level of Ability	Mean Score
81-100	2	Excellent	61
61-80	14	Good	
41-60	15	Mediocre	
21-40	1	Poor	
0-20	0	Very Poor	Good
<b>Total</b>	<b>32</b>		

From 32 students, 2 students (6.25%) have excellent level of ability, 14 students (43.7%) have good level of ability, 15 students (46.9%) have mediocre level of ability, 5 students (3.12%) have poor level of ability, and there is no student in very poor level of ability.

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

Scores	Frequency	Level of Ability	Mean Score
81-100	5	Excellent	60
61-80	12	Good	
41-60	11	Mediocre	
21-40	4	Poor	
0-20	0	Very Poor	
<b>Total</b>	<b>32</b>		<b>Mediocre</b>

From 32 students, 5 students (15.6%) have excellent level of ability, 12 students (37.5%) have good level of ability, 11 students (34.4%) have mediocre level of ability, 4 students (12.5%) have poor level of ability, and there is no student in very poor level of ability.

Table. 3. Students' Scores and Their Level of Ability in Comprehending Recount Text

Scores	Frequency	Level of Ability	Mean Score
81-100	3	Excellent	58.8
61-80	13	Good	
41-60	12	Mediocre	
21-40	4	Poor	
0-20	0	Very Poor	
<b>Total</b>	<b>32</b>		<b>Mediocre</b>

From 32 students, 3 students (9.3%) have excellent level of ability, 13 students (40.6%) have good level of ability, 12 students (37.5%) have mediocre level of ability, 4 students (12.5%) have poor level of ability, and there is no student in very poor level of ability.

Table 4. Students' Scores and Their Level of Ability in Comprehending Narrative Text

Scores	Frequency	Level of Ability	Mean Score
81-100	5	Excellent	63.5
61-80	15	Good	
41-60	9	Mediocre	
21-40	3	Poor	
0-20	0	Very Poor	
<b>Total</b>	<b>32</b>		<b>Good</b>

From 32 students, 5 students (15.6%) have excellent level of ability, 15 students (46.9%) have good level of ability, 9 students (28.1%) have mediocre level of ability, 3 students (9.4%) have poor level of ability, and there is no students in very poor level of ability.

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

Scores	Frequency	Level of Ability	Mean Score
81-100	14	Excellent	72.9
61-80	11	Good	
41-60	7	Mediocre	
21-40	0	Poor	
0-20	0	Very Poor	
<b>Total</b>	<b>32</b>		<b>Good</b>

From 32 students, 14 students (43.8%) are in excellent level. Then, 11 students (34.4%) are in good level. Meanwhile, 7 students (21.9%) are in mediocre level. Then there are no students in both poor and very poor level.

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

Scores	Frequency	Level of Ability	Mean Score
81-100	7	Excellent	61
61-80	12	Good	
41-60	8	Mediocre	
21-40	4	Poor	
0-20	1	Very Poor	
<b>Total</b>	<b>32</b>		<b>Good</b>

From 32 students, 7 students (21.9%) are in excellent level. Then, 12 students (37.5%) are in good level. Meanwhile, 8 students (25%) are in mediocre level. Then 4 students (12.5%) is in poor level, and there is 1 student (3.1%) got very poor level of ability.

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

Scores	Frequency	Level of Ability	Mean Score
81-100	5	Excellent	49
61-80	8	Good	
41-60	6	Mediocre	
21-40	7	Poor	
0-20	6	Very Poor	
<b>Total</b>	<b>32</b>		<b>Mediocre</b>

From 32 students, 5 students (15.6%) are in excellent level. Then, 8 students (25%) are in good level. Meanwhile, 6 students (18.8%) are in mediocre level. Then 7

students (21.9%) is in poor level, and there are 6 students (18.8%) in very poor level of ability.

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

Scores	Frequency	Level of Ability	Mean Score
81-100	12	Excellent	67.7
61-80	8	Good	
41-60	7	Mediocre	
21-40	4	Poor	
0-20	1	Very Poor	
<b>Total</b>	<b>32</b>		<b>Good</b>

From 32 students, 12 students (37.5%) are in excellent level. Then, 8 students (25%) are in good level. Meanwhile, 7 students (21.9%) are in mediocre level. Then 4 students (12.5%) is in poor level, and there are 1 student (3.1%) in very poor level of ability.

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

Scores	Frequency	Level of Ability	Mean Score
81-100	5	Excellent	55.2
61-80	9	Good	
41-60	11	Mediocre	
21-40	4	Poor	
0-20	3	Very Poor	
<b>Total</b>	<b>32</b>		<b>Mediocre</b>

From 32 students, 5 students (15.6%) are in excellent level. Then, 9 students (28.1%) are in good level. Meanwhile, 11 students (34.3%) are in mediocre level. Then 4 students (12.5%) is in poor level, and there is 3 students (9.4%) in very poor level of ability.

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

Scores	Frequency	Level of Ability	Mean Score
81-100	12	Excellent	59.3
61-80	5	Good	
41-60	9	Mediocre	
21-40	0	Poor	
0-20	6	Very Poor	
<b>Total</b>	<b>32</b>		<b>Mediocre</b>

From 32 students, 12 students (37.5%) are in excellent level. Then, 5 students (15.6%) are in good level. Meanwhile, 9 students (28.1%) are in mediocre level. Then

are no student is in poor level, but there are 6 students (18.8%) in very poor level of ability.

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

Scores	Frequency	Level of Ability	Mean Score
81-100	6	Excellent	58.8
61-80	11	Good	
41-60	10	Mediocre	
21-40	4	Poor	
0-20	1	Very Poor	
<b>Total</b>	<b>32</b>		<b>Mediocre</b>

From 32 students, 6 students (18.8%) are in excellent level. Then, 11 students (34.4%) are in good level. Meanwhile, 10 students (31.2%) are in mediocre level. Then 4 students (12.5%) is in poor level, and there are 1 student (3.1%) in very poor level of ability.

Table 12. Students' Scores and Their Level of Ability in Finding Generic Structure

Scores	Frequency	Level of Ability	Mean Score
81-100	11	Excellent	63
61-80	9	Good	
41-60	4	Mediocre	
21-40	7	Poor	
0-20	1	Very Poor	
<b>Total</b>	<b>32</b>		<b>Good</b>

From 32 students, 11 students (34.4%) are in excellent level. Then, 9 students (28.1%) are in good level. Meanwhile, 4 students (12.5%) are in mediocre level. Then 7 students (21.9%) is in poor level, and there is 1 student (3.1%) in very poor level of ability.

Table 13. The Students' Mean Scores in Each Classification

No	The Classification of Question	Mean Score	Level of Ability
1	Main Idea	61	Good
2	Reference	67.7	Good
3	Inference	55.2	Mediocre
4	Factual Information	72.9	Good
5	Vocabulary	49.0	Mediocre
6	Generic Structure	63	Good
7	Language Feature	58.8	Mediocre
8	Social Function	59.3	Mediocre
	<b>Total</b>	<b>61</b>	<b>Good</b>



The table indicates that the students have good knowledge in comprehending the four components, those are: main idea, reference, factual information, and generic structure of the text. Meanwhile, they have mediocre level of ability in finding inference, vocabulary, language features, and social function.

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 finding the factual information which fall into good level, with the mean score of 72.9. Then, the lowest mean score was in finding vocabulary with the mean score 49, and fall to mediocre level of ability.

From all the data, it can be inferred that the ability of the second year student of SMP Tri Bhakti Pekanbaru in comprehending texts is in good level.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

Based on the research findings, ability in comprehending texts were in good level of ability. 2 students (6.25%) have excellent level of ability, 14 students (43.7%) have good level of ability, 15 students (46.9%) have mediocre level of ability, 5 students (3.12%) have poor level of ability, and there is no student in very poor level of ability. The researcher found out that the mean score of the students' ability in comprehending texts were 61 (good level).

In this research, researcher also found that the most difficult aspect of comprehending texts for the students were finding the meaning of vocabulary with the mean score of 49. The highest mean score were finding factual information with mean score of 72.9. Meanwhile, the other aspects are such as finding main idea with the mean score of 61, finding main idea with the mean score of 61, finding the reference with the mean score of 67.7, finding inference with the mean score of 55.2, finding generic structure with the mean score of 63, finding language feature with the mean score of 58.8, and finding the social function with the mean score of 59.3. Based on the mean scores of findings above where the lowest score was finding the meaning of vocabulary, it might be caused by the lack of students' vocabulary acquisition and they should acquire more in order to enhance vocabulary knowledge.

### **Recommendations**

Based on the results of this research, the researcher would like to offer several recommendations. The recommendations are expected to be beneficial for the teachers and students in teaching and learning English especially in teaching reading. They are as follows:

1. Considering to the research findings where the students' mean scores weren't more than 61, the researcher recommends the English teacher should give the students a lot of practice to read reading texts and answer the questions based on those reading texts in order to make the students familiar with the reading materials.

2. Due to students' vocabulary is in the lowest level based on the findings, the researcher recommends the students to improve their vocabulary. However, vocabulary acquisition and reading comprehension are connected, because have a good vocabulary is a base to enhance reading comprehension. Also, the teachers are recommended to give weekly recitative vocabulary.

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