STUDENTS' ABILITY IN COMPREHENDING ENGLISH READING TEXTS AT SMAN 1 XIII KOTO KAMPAR

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Abstract: This research was aimed to find out how is the students' ability in comprehending English reading texts at SMAN 1 XIII Koto Kampar. The design of the research was one class for the try-out test and one class for the real test. The population was the eleventh-grade students of academic 2020/2021. The sample was 25 students of class XI MIPA 2 which were chosen by using a lottery. The data were collected by giving a test with 50 multiple-choice questions. Question number 1-25 deals with descriptive text, and 26-50 was recount text. The result of the data shows that the mean score of the students' ability in comprehending English reading texts is 55.52 which means categorized into the mediocre level. The mean score of the students' ability in comprehending descriptive text is 56.8 and categorized into the mediocre level, the difficult aspect for students in comprehending descriptive text is in identifying reference with the mean score is 53.32 that categorized into mediocre level and the easiest aspect is in finding main idea with the mean score is 65.32 and categorized into good level. In recount text, the researcher found out that the mean score is 54.24 which categorized into mediocre level, the difficult aspect for students in comprehending recount text is in finding social function with the mean score is 44 and categorized into mediocre level. Otherwise, the easiest aspect is in identifying inference with the mean score is 61.32 and categorized into good level.

Key Words: Students' Ability, Reading Comprehension, Descriptive Text, Recount Text

KEMAMPUAN SISWA DALAM MEMAHAMI TEKS BAHASA INGGRIS DI SMAN 1 XIII KOTO KAMPAR

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Abstrak: Penelitian ini bertujuan untuk menentukan bagaimana kemampuan siswa dalam memahami teks bahasa Inggris di SMAN 1 XIII Koto Kampar. Model dari penelitian ini adalah satu kelas dijadikan untuk uji coba dan satu kelas lainnya unuk tes yang sebenarnya. Populasi dari penelitian ini adalah siswa kelas XI tahun ajaran 2020/2021 dengan sample 25 siswa dari kelas XI MIPA 2 yang dipilih dengan menggunakan lottre. Data penelitian di kumpulkan dengan memberikam sebuah tes dengan 50 soal objektif. Soal nomor 1-25 berhubungan dengan deskriptif teks dan soal nomor 26-50 berkaitan dengan recount teks. Hasil dari data penelitian ini menunjukkan bahwa skor rata-rata dari kemampuan siswa dalam memahami teks bahasa Inggris adalah 55.52 yang dikategorikan kedalam level sedang. Rata-rata kemampuan siswa dalam memahamin deskriptif teks adalah 56.8 dan diketegorikan kedalam level sedang, aspek paling sulit adalah didalam menetukan reference dengan skor rata-rata 53.32 yang dikategorikan kedalam level sedang, dan aspek yang paling mudah bagi siswa adalah didalam menemukan ide pokok dengan skor rata-rata 65.32 dan dikategorikan kedalam level baik. Di recount teks, peneliti penemukan skor rata-rata dari siswa adalah 54.24 yang dikategorikan kedalam level sedang. Aspek paling sulit bagi siswa adalah dalam menemukan fungsi social dengan skor rata-rata 44 sedangkan aspek yang paling mudah bagi siswa dalam memahami recount teks adalah dalam menentukan inference dengan skor rata-rata 61.32 yang dikategorikan kedalam level baik.

Kata Kunci: Kemampuan Siswa, Pemahaman Membaca, Teks Deskriptif, Teks Recount

INTRODUCTION

In learning the English language, four skills should be taught to students, one of them is reading. According to Ageasta and Oktavia (2018) reading provides many opportunities for students to study the language such as vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and text, and it becomes an essential part of learning the language. It means that by reading a lot the students can enlarge their ability in learning English and also get more information and knowledge that they do not know yet.

Oberholzer (2005) states that without understanding, reading would no serve a purpose because understanding what we read is far more important to us than knowing the mechanical skill of reading. Not only to understand, but the students should comprehend the text that they read, because reading is useless without comprehension. Comprehension in reading means that the students should fully understand all the aspects of the text (Townend, 2003).

Based on the syllabus of SMAN 1 XIII Koto Kampar, the students learn various kinds of text such as descriptive text and recount text. According to Anderson and Anderson (2003), descriptive text is a text that describes a particular person, place, or thing. They also stated that descriptive text is to tell about a subject by describing its features without including personal opinions. Furthermore, Knap (2005) stated that recount text is written out to make a report about an experience of a series of related events, and the purpose of this text is to list and describes past experiences by retelling events to which they happened. Both texts must be understood by the students because those are included in national examination questions.

In learning descriptive text and recount text, the students are expected to be able to comprehend some aspects such as finding the main idea, identifying reference, understanding vocabulary, identifying inference, finding detail information, finding social function, finding generic structure, and finding language features. By learning those aspects, the students can learn many things from the text and increase their ability in reading comprehension.

Based on the explanation above, the researcher wishes to know about students' ability in comprehending English reading texts. Therefore, this study will answer a research question "How is the students' ability in comprehending English reading texts at SMAN 1 XIII Koto Kampar?"

RESEARCH METHODOLOGY

This study was descriptive research with a quantitative approach. According to Donald and Ary (1990), descriptive research is research that is designed to acquire the nature of the condition as it exists at the time of the study. The population of the research is the eleventh-grade students of SMAN 1 XIII Koto Kampar in the 2020/2021 academic year. There were 4 classes of eleventh-grade students. In this study, the researcher took two classes of the population, one class as try out (XI IPS 1) and another one as the class for data analysis (XI MIPA 2). This research used the cluster random sampling technique to choose the class to be the sample and the technique in deciding the sample is by using a lottery. In doing this research, the test was given to the

students with 50 multiple-choice questions. Questions number 1-25 deal with descriptive texts which have 3 reading text in it, and questions number 26-50 are recount texts that have 3 different reading texts. The test was given to the students through Google From due to the pandemic COVID-19. Before giving the real test, the researcher gave the try-out test first. It test aims to know the reliability and validity of the test.

The classification of students' scores by Harris (1986) was used to classify the students' scores in comprehending the texts.

Table 1 The Classification of the Level Ability

Score	Level of Ability
81 – 100	Excellent
61 – 80	Good
41 – 60	Mediocre
21 – 40	Poor
0 – 20	Very poor

(Harris, 1986)

RESEARCH FINDINGS

The objective of this research is to find out the students' ability in comprehending English reading texts at SMAN 1 XIII Koto Kampar. There are 2 kinds of text in the instrument namely descriptive text and recount text. Both of text consists of 8 component questions namely finding main idea, identifying reference, understanding vocabulary, identifying inference, finding detail information, finding social function, finding generic structure, and finding language features.

Table 2. The Students' Score in Comprehending Descriptive Text and Recount Text

Students	Number of Items	Correct Answer	Score	Level of Ability	Total	Percentage
1	50	44	88	Excellent	1	4%
2	50	40	80	Good		
3	50	39	78	Good		
4	50	38	76	Good		
5	50	37	74	Good		
6	50	37	74	Good	9	36%
7	50	36	72	Good		
8	50	34	68	Good		
9	50	33	66	Good		
10	50	31	62	Good		
11	50	30	60	Mediocre	11	44%
12	50	28	56	Mediocre		

13	50	26	52	Mediocre		
14	50	25	50	Mediocre		
15	50	24	48	Mediocre		
16	50	24	48	Mediocre		
17	50	23	46	Mediocre		
18	50	22	44	Mediocre		
19	50	22	44	Mediocre		
20	50	22	44	Mediocre		
21	50	21	42	Mediocre		
22	50	16	32	Poor	4	16%
23	50	15	30	Poor		
24	50	14	28	Poor		
25	50	13	26	Poor		
N=25	Total	694	1388	Mediocre		
		Average Score = 55.52				

From the Table above, it indicates that 1 student (4%) is categorized into excellent level, 9 students (36%) are categorized into good level, 11 students (44%) are categorized into mediocre level, 4 students (16%) are categorized into poor level, and no student is categorized into very poor level. The mean score of all the students is 55.52 and categorized into mediocre level. The highest score of the students is 88 and the lowest score is 26.

Furthermore, to find out the percentage and frequencies of each classification of students' ability in comprehending descriptive text and recount text, the data are presented as follows:

Table 3. The students' Ability in Finding Main Idea (Descriptive Text)

No	Score Range	Frequency	Percentage	Ability
1	81-100	8	32%	Excellent
2	61-80	12	48%	Good
3	41-60	0	0%	Mediocre
4	21-40	1	4%	Poor
5	0-20	4	16%	Very Poor
		25	100%	

Table 3 shows the students' ability in *finding main idea* in descriptive text. 8 students (32%) are in excellent level, 12 students (48%) are in good level, no student is in mediocre level, 1 student (4%) is in poor level, and 4 students (16%) are in very poor level.

Table 4. The Students' Ability in Identifying Reference (Descriptive Text)

No	Score Range	Frequency	Percentage	Ability
1	81-100	3	12%	Excellent
2	61-80	9	36%	Good
3	41-60	0	0%	Mediocre
4	21-40	13	52%	Poor
5	0-20	0	0%	Very Poor
		25	100%	

Table 4 shows the students' ability in *identifying reference* in descriptive text. 3 students (12%) are in excellent level, 9 students (36%) are in good level, no student is in mediocre level, 13 students (52%) are in poor level, and no student is in very poor level.

Table 5. The Students' Ability in Understanding vocabulary (Descriptive Text)

No	Score Range	Frequency	Percentage	Ability
1	81-100	5	20%	Excellent
2	61-80	8	32%	Good
3	41-60	4	16%	Mediocre
4	21-40	4	16%	Poor
5	0-20	4	16%	Very Poor
		25	100%	

Table 5 shows the students' ability in *understanding vocabulary* in descriptive text. 5 students (20%) are at an excellent level, 8 students (32%) are at a good level, 4 students (16%) are at mediocre level, 4 students (16%) are at poor level, and 4 students (16%) are in very poor level.

Table 6. The Students' Ability in Identifying Inference (Descriptive Text)

No	Score Range	Frequency	Percentage	Ability
1	81-100	5	20%	Excellent
2	61-80	10	40%	Good
3	41-60	0	0%	Mediocre
4	21-40	6	24%	Poor
5	0-20	4	16%	Very Poor
		25	100%	

Table 6 shows the students' ability in *identifying inference* in the descriptive text. 5 students (20%) are at an excellent level, 10 students (40%) are at a good level, no student is at mediocre level, 6 students (24%) are at poor level, and 4 students (16%) are in very poor level.

Table 7. The Students' Ability in Finding Detail Information (Descriptive Text)

No	Score Range	Frequency	Percentage	Ability
1	81-100	6	24%	Excellent
2	61-80	8	32%	Good
3	41-60	0	0%	Mediocre
4	21-40	8	32%	Poor
5	0-20	3	12%	Very Poor
		25	100%	

Table 7 shows the students' ability in *finding detail Information* in descriptive text. 6 students (24%) are in excellent level, 8 students (32%) are in good level, no student is in mediocre level, 8 students (32%) are in poor level, and 3 students (12%) are in very poor level.

Table 8. The Students' Ability in Finding Social Function (Descriptive Text)

No	Score Range	Frequency	Percentage	Ability
1	81-100	7	28%	Excellent
2	61-80	7	28%	Good
3	41-60	0	0%	Mediocre
4	21-40	11	44%	Poor
5	0-20	0	0%	Very Poor
		25	100%	

Table 8 shows the students' ability in *finding social function* in descriptive text. 7 students (28%) are in excellent level, 7 students (28%) are in good level, no student is in mediocre level, 11 students (44%) are in poor level, and no student is in very poor level.

**Table 9. The Students' Ability in Finding Generic Structure (Descriptive Text)**

No	Score Range	Frequency	Percentage	Ability
1	81-100	7	28%	Excellent
2	61-80	7	28%	Good
3	41-60	0	0%	Mediocre
4	21-40	6	24%	Poor
5	0-20	5	20%	Very Poor
		25	100%	

Table 9 shows the students' ability in *finding generic Structure* in descriptive text. 7 students (28%) are in excellent level, 7 students (28%) are in good level, no student is in mediocre level, 6 students (24%) are in poor level, and 5 students (20%) are in very poor level.

Table 10The Students' Ability in Finding Language Features (Descriptive Text)

No	Score Range	Frequency	Percentage	Ability
1	81-100	5	20%	Excellent
2	61-80	9	36%	Good
3	41-60	0	0%	Mediocre
4	21-40	8	32%	Poor
5	0-20	3	12%	Very Poor
		25	100%	

Table 10 shows the students' ability in *finding language feature* in descriptive text. 5 students (20%) are in excellent level, 9 students (36%) are in good level, no student is in mediocre level, 8 students (32%) are in poor level, and 3 students (12%) are in very poor level.

Table 19. The Classification of Students' Ability in Comprehending English Reading Texts
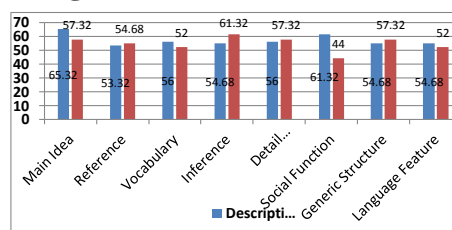
After calculating all the components above, it can be concluded that the students' ability in comprehending English reading text is at a mediocre level. The table above shows the students' ability in each component of descriptive text and recount text. The highest mean score is obtained by the students is in finding main idea in descriptive text with a mean score is 65.32. Meanwhile, the lowest score is obtained by the students is in finding social function in recount text with a mean score is 44.

DISCUSSION

The result of the research indicated that the students' ability in comprehending English reading texts at SMAN 1 XIII Koto Kampar is in mediocre level, with the mean score of all the students is 55.52.

The researcher found out that the mean score in the descriptive text is 56.8, and categorized into mediocre level. The difficult aspect for students in comprehending descriptive text is in identifying reference with the mean score is 53.32 and categorized into mediocre level. On the other hand, the easiest aspect in comprehending descriptive

text is in finding main idea with the mean score is 65.32 and categorized it into good level.

In the recount text, the researcher found out that the mean score is 54.24 which is it categorized into mediocre level. The difficult aspect for students in comprehending recount text is in finding social function with the mean score is 44 and categorized into mediocre level. Otherwise, the easiest aspect in comprehending recount text is in identifying inference with the mean score is 61.32 and categorized into good level.

Furthermore, the findings of this study were in line with a previous study done by Raihana (2015). The result of her study shows that the students' ability in comprehending English reading text is in mediocre level. The highest score obtained by the students is in finding the meaning of vocabulary and categorized into good level, and the lowest score that the students got is in finding main ideas that categorized into mediocre level. Another study was conducted by Kurniawan (2017), the result of his study also indicated that the students' ability in comprehending English reading text is in mediocre level. the highest score obtained by the students is in finding detail information which is categorized into good level, and the lowest score that the students got is in finding the meaning of vocabulary and categorized into poor level. Those research findings have advocated this study and therefore this study is relevant and has been supported by these two previous studies.

CONCLUSION AND RECOMMENDATION

Conclusion

This research has a purpose to find out the students' ability in comprehending English reading texts at SMAN 1 XIII Koto Kampar. There were 25 students of eleventh-grade students who are participated in this research. 1 student is in excellent level, 9 students are in good level, 11 students are in mediocre level, and 4 students are in poor level.

There were 2 kinds of text which are used in the instrument, namely descriptive text and recount text. Both of text consists of 8 component questions namely finding main idea, identifying reference, understanding vocabulary, identifying inference, finding detail information, finding social function, finding generic structure, and finding language features. The highest mean score is obtained by the students is in finding main idea in descriptive text with a mean score is 65.32. Meanwhile, the lowest score is obtained by the students is in finding social function in recount text with a mean score is 44.

Recommendation

The researcher would like to propose some recommendations to the English teachers, the students, and the next researchers. Firstly, as we know that the teachers have conducted online learning from home during this pandemic, but they need to find the appropriate technique to improve students' ability in reading comprehension especially in descriptive text and recount text. The teachers need to be more creative

and apply relevant strategies to teach English reading text that can be used in answering reading comprehension questions. Secondly, considering that the students' ability in comprehending English reading texts is in mediocre level, it is recommended that the students do more practice in reading comprehension and read a lot of English books to improve reading skills, especially in finding social function in recount text, since it had the lowest score from other aspects in reading test. And last for the next researcher, the result of this research can be used as an additional reference for the next researcher and analyze the students' ability in different English texts and different research design.

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