

A STUDY ON THE ABILITY OF THE SECOND-YEAR STUDENTS OF MAS YAYASAN PENDIDIKAN AL-FALAH IN COMPREHENDING TEXTS

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Abstract: *This study aims to find out the ability level of the second-year students of MAS Yayasan Pendidikan Al-Falah in comprehending descriptive and narrative texts and also to investigate the aspect that is easy to understand (the highest score) of narrative and descriptive texts in students learning at MAS Yayasan Pendidikan Al-Falah. The researcher used a cluster random sampling technique to decide the sample. The total sample is 46 students, from class XI IPA 1 and XI IPS 2. A test was applied to collect data. There were 48 multiple-choice reading questions with 3 descriptive and 3 narrative texts. The finding shows that the student's ability in reading comprehension is at different levels, but most students are at mediocre levels, both in descriptive and narrative text. Meanwhile, the aspect that gets the highest score in the descriptive text is in Guessing inference (I), and in the narrative text is in General Structure (GS).*

Key Words: *Reading Comprehension Ability, Descriptive Text, Narrative Text*

STUDI KEMAMPUAN SISWA KELAS XI DI MAS YAYASAN PENDIDIKAN AL-FALAH DALAM MEMAHAMI TEKS

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Abstrak: Penelitian ini bertujuan untuk mengetahui tingkat kemampuan siswa kelas XI MAS Yayasan Pendidikan Al-Falah dalam memahami teks deskriptif dan naratif serta untuk mengetahui aspek yang mudah dipahami (nilai tertinggi) dari teks naratif dan teks deskriptif pada pembelajaran siswa di MAS Yayasan Pendidikan Al-Falah. Peneliti menggunakan teknik cluster random sampling untuk menentukan sampel. Jumlah sampel dalam penelitian ini adalah 46 siswa, dari kelas XI IPA 1 dan XI IPS 2. Tes digunakan untuk mengumpulkan data. Terdapat 48 pertanyaan bacaan pilihan ganda dengan 3 teks deskriptif dan 3 teks naratif. Hasil penelitian menunjukkan bahwa kemampuan siswa dalam pemahaman membaca berada pada tingkat yang berbeda, namun sebagian besar siswa berada pada tingkat yang biasa-biasa saja, baik dalam teks deskriptif maupun teks naratif. Sementara itu, aspek yang mendapat nilai tertinggi dalam teks deskriptif adalah inferensi (I) dan dalam teks naratif adalah struktur teks (GS).

Kata Kunci: Kemampuan Pemahaman Membaca, Teks Deskriptif, Teks Naratif

INTRODUCTION

The English language is a universal language that remains used everywhere in the entire globe up until this point. English is a crucial language in daily life, especially in the realm of schooling. In Indonesia, English is a foreign language that is a compulsory subject to be taught for three years in junior high school (SMP) and three years in high school (SMA) (Lauder, 2008). Therefore, every student must have English language skills so that they can communicate well orally and compete with people in the world.

In studying the English language, there are some points or abilities that students need to master. This is following the opinion of Lontherington (2004) that there are several basic skills/aspects of a common language which include: speaking, listening, reading, and writing. These skills are divided into two parts, namely receptive skills and productive skills. While speaking and writing are considered productive skills, listening and reading are considered receptive skills.

Somadoyo (2011) believes reading is an integral part of language skills that should be mastered by students. Apart from being considered a basic skill, reading also acts as the main source of input in obtaining information. For example, when we read magazines, newspapers, emails, posters, and messages in our daily life. Another example is in more formal situations, such as in an academic context or a workplace environment, we engage in reading for information. Therefore, “the ability to read well is considered one of the most important language skills in modern society for various purposes” (Grabe, 2009).

Reading is a way for someone to get information from written texts. Burnes and Page (1991) mention that reading is an understanding of written utterances. It is also called an interactive process, which occurs between the reader and the text that leads to understanding. On the other hand, according to Harmer (1991), reading is a movement that is dominated by the brain and eyes. This means that from our eyes, we can receive messages from what we read, and then the brain processes important messages so that we can understand the messages contained in the text we read.

Reading activities are very important for students, here are 5 (five) reasons why reading is important in learning a new/foreign language. 1) reading can help students to think, especially in a new language. 2) reading helps students build a better vocabulary. 3) then help students feel more comfortable with written English. 4) apart from the three points above, reading is also beneficial for students because students can understand the text well (Mikulecky & Jefferies, 1984). They will have a good ability to understand the content because they have been trained by reading a lot of books. Thus, they can improve their ability in reading comprehension. This will make it easier for them to learn reading comprehension and achieve their reading achievement.

The main goal of reading is to understand and find the meaning of what you have read and answer questions based on what you have read. In addition, reading goals influence how readers interact with the text. Then Nuttal (1982) adds that the aim of reading information is to decipher it from the text in the human mind.

Furthermore, Mirasanthi (2016), reading comprehension is one of the important activities to acquire knowledge and information, or just to get entertainment. Reading comprehension is the main pillar of reading activities that help students deepen their understanding of the text. In English, reading comprehension is not only about you

reading well but also an activity to build an understanding of the meaning of a text which readers can then read through their language.

According to the School-Based Curriculum, there are several types of texts that are taught in the first semester of eleventh graders in high school. They are report text, narrative text, and analytical exposition. In this study, the writer chose report text and narrative text as the types of reading text to study reading comprehension. To understand a reading text, there are several components of the reading understanding that students must focus on. King and Stanley (1989) mention that five elements help students read carefully: (1) finding factual information, (2) finding the main ideas, (3) the meaning of the word difficult, (4) identifying references, and (5) finding a return statement.

Based on the writer's observations and information with the teacher at MA Yayasan Pendidikan Al-Falah, the writer found that students still had problems understanding reading texts. Students can't catch the author's message or idea, so they can't understand the text as a whole. Students' problems in reading comprehension can also be seen from the results of multiple-choice tests given by researchers to students in class. There are 48 questions about looking for finding the main idea, factual information, identifying references, finding the meaning of vocabulary, and making conclusions.

Based on the background of the research above, the researcher conducted research entitled "A Study on The Ability of The Second Year Students of MAS Yayasan Pendidikan Al-Falah in Comprehending Texts".

METHODOLOGY

This study is a descriptive quantitative research. The population of this research was the second year students of MAS Yayasan Pendidikan Al-Falah in the academic year 2024/2025. The population was 91 students. In the sample selection process, the researcher used a cluster random sampling technique to obtain respondents. The researcher used a lottery technique to select classes as sampling classes. The sample classes in this study were XI IPA 1 and XI IPS 2. Total sample in this study was 46 students.

Furthermore, the researcher used a test as an instrument to collect data. There were 48 multiple-choice reading questions with 6 texts applied (3 descriptive texts and 3 narrative texts). Each text contains 5 indicators of reading and 3 characteristics of text. The indicators of reading were finding factual information (FI), finding the main idea (MI), guessing vocabulary (V), finding reference (R), and guessing inference (I). While, the characteristics of the text were social function (SF), generic structure (GS), and language features (LF). Students were expected to answer within 60 minutes.

In analyzing data, the researcher calculated the total score, mean, and percentages to categorize the level of reading comprehension mastery. The classification score of students' comprehension ability was adapted from Heaton (1975), as shown in Table 1.

Table 1. The Classification Score of the Student's Ability

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

RESULT AND DISCUSSION

Result

Table 2. Students' Reading Comprehension Ability

No	Score	Frequency	Percentage	Description
1	81 – 100	1	2.17%	Excellent
2	61 – 80	16	34.78%	Good
3	41 – 60	28	60.88%	Mediocre
4	21 – 40	1	2.17%	Poor
5	0 – 20	0	0%	Very Poor
Total Mean Score: 54.75		46	100%	

Table 2 shows students' ability in comprehending descriptive text and narrative text. It can be seen that the students consist of 28 students (60.88%) got 41-60 scores which are classified as Mediocre. Meanwhile, 16 students (35.78%) got 61-80 score as Good, 1 student (2,17%) got 81-100 score as Excellent, and 1 student (2,17%) got 21-40 score as Poor. So, it can be concluded that the majority of students' ability in comprehending text is Mediocre.

Table 3. Students' Reading Comprehension Ability in Descriptive Text

No	Score	Frequency	Percentage	Description
1	81 – 100	1	2.17%	Excellent
2	61 – 80	18	39.13%	Good
3	41 – 60	21	45.65%	Mediocre
4	21 – 40	6	13.05%	Poor
5	0 – 20	0	0%	Very Poor
Total Mean Score: 55.07		46	100%	

Table 3 shows that the students consist of 21 students (45.65%) got 41-60 scores which are classified as Mediocre. Meanwhile, 18 students (39.13%) got 61-80 score as Good, 6 students (13.05%) got 21-40 score as Poor, and only 1 student (2,17%) got 81-100 score as Excellent. So, it can be concluded that the majority of students' ability in comprehending descriptive text is Mediocre.

Table 4. Students' Reading Comprehension Ability in Narrative Text

No	Score	Frequency	Percentage	Description
1	81 – 100	1	2.17%	Excellent
2	61 – 80	16	34.78%	Good
3	41 – 60	25	54.35%	Mediocre
4	21 – 40	4	8.70%	Poor
5	0 – 20	0	0%	Very Poor
Total Mean Score: 54.44		46	100%	

Table 4 shows the students consist of 25 students (54.35%) got 41-60 scores which are classified as Mediocre. Meanwhile, 16 students (34.78%) got 61-80 score as Good, 4 students (8.70%) got 21-40 score as Poor, and only 1 student (2,17%) got 81-100 score as Excellent. So, it can be concluded that the majority of students' ability in comprehending narrative text is Mediocre.

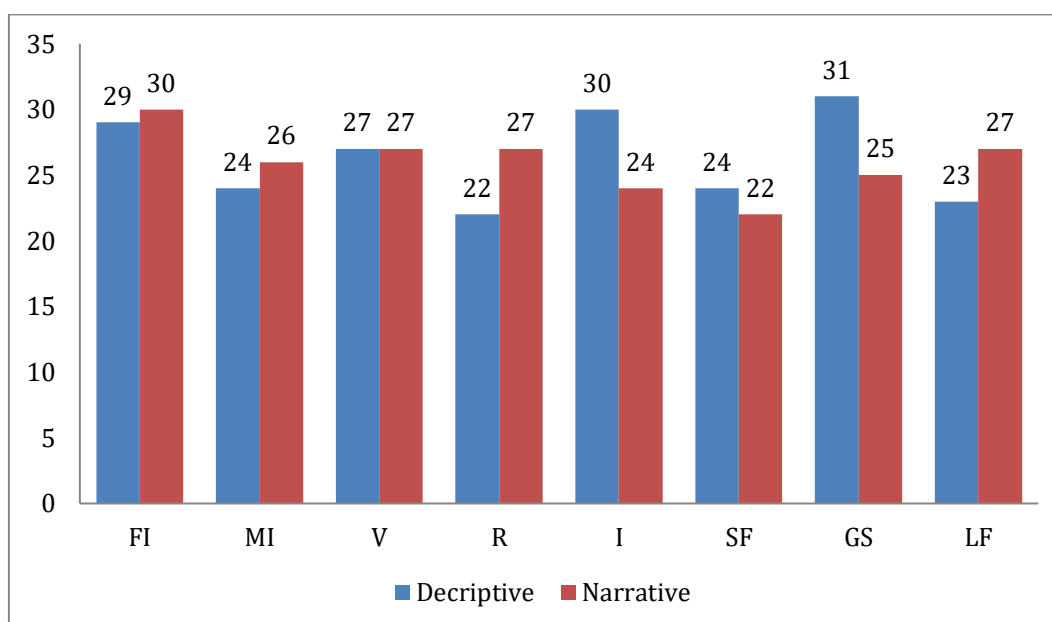


Figure 1 Students Score for Each Aspects in Reading Comprehension

Figure 1 shows student's scores for each aspect of reading comprehension. It can be seen that the aspect that got the highest score in descriptive text is the Guessing Structure (GS) which students' correct answer is 31 out of 46 students. Meanwhile, the lowest score is Finding References (R) which students' correct answer is 22 out of 46 students. Furthermore, the aspect that got the highest score in narrative text is the Finding Factual Information (FI), the students' correct answer is 30 out of 46 students. The lowest score is Social Function (SF) which students' correct answer is 22 out of 46 students.

Discussion

After analyzing the data, researchers found that students' understanding of descriptive material was best when they answered generic structure questions. 31 of the 46 students or 67.39% were able to answer questions about generic structure. This is under previous research conducted by Yuliani, Azhar, and Masyhur (2021) which also showed that the ability to recognize genetic structures ranked highest. Meanwhile, students' understanding was lowest when they answered finding reference questions. Only 22 of 46 students or 47.82% were able to answer questions about finding reference. Hence, students should more pay attention to finding reference without ignore the other aspects of comprehending descriptive text.

These findings also show that students' understanding of narrative text is best when they answer finding factual information questions. 30 of 46 students or 65.21% of the total were able to respond to questions regarding where to find factual information. This is in line with Wanti, Aruan, & Masyhur (2019), who conducted research in other schools, stated that students' ability to find factual information was at the highest level. Meanwhile, students' understanding was lowest when answering social function questions. Only 22 of 46 students or 47.82% were able to answer questions about social function. Hence, students have to study harder and memorize the social function of narrative text before reading it.

Based on the description above, the results show that the reading ability of second grade students at MAS AL-Falah Education Foundation is moderate because the average student score is 56.70 indicating that they are mediocre or at a middle level in comprehending descriptive text and narrative text. In conducting this research, the researcher found student difficulties in comprehending English text. Some students do not yet know the proper reading strategy and some students are poor in vocabulary. It makes them can not comprehend the text well and choose the correct answer. Therefore, there are still some students who do not meet the minimum standard criteria (KKM) score in their schools. So, students have to study harder and still need to practice reading comprehension more especially understanding descriptive texts and narrative texts, and teachers should give the best reading strategy for students.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the data analysis, the research found that the student's ability in reading comprehension is at different levels, but most of the students get mediocre levels, both in descriptive text and narrative text. It means students' ability has not been in a high position. This level can be caused by the lack of reading strategy and vocabulary. This finding shows the aspects that get the highest score in the descriptive text is in Guessing inference (I) and in the narrative text is in General Structure (GS).

Recommendations

According to this research, the researcher would like to offer several recommendations:

1. The students should increase their reading strategy and vocabulary in descriptive and narrative text. They also should learn about the aspects in reading comprehension, so they can answer the question in text easily.
2. Teachers can teach students about reading strategy and help them increasing their vocabulary. Based on the result of this research, students get mediocre both in descriptive and narrative text because they do not know about reading strategy much. So, English teacher's role is very needed there.
3. For further research, this research can be a reference to do research on reading comprehension based on other variables in the future.

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