

**A STUDY ON THE ABILITY OF THE SECOND YEAR
STUDENTS OF SMPN 13 PEKANBARU IN COMPREHENDING
DESCRIPTIVE TEXTS**

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Abstract: *This research was designed to describe the student's ability in comprehending descriptive texts and aimed to find out the students ability in comprehending descriptive texts. This research was conducted at SMPN 13 Pekanbaru that collected May to June 2017. The try out class was VIII-4 (30 students) and the sample was VIII-1 (30 students) chosen by cluster random sampling. The result showed that the ability of the second year students of SMPN 13 Pekanbaru in comprehending descriptive texts for each component is in good level which the mean score was 66.5, however, the students have not passed the minimum score of the school which is 80. finding factual information the mean score was 74, finding meaning of vocabullary was 59.3, finding references the mean score was 66.6, finding main idea the mean score was 70, finding inference was 60, and finding social function was 69.3. Therefore, this research suggested the English teachers to give extra time in giving explanation about reading texts and the students should learn the components in descriptive texts that will help them in comprehend other reading texts.*

Key Words: *Student's Ability, Comprehending Descriptive Texts.*

PENELITIAN TENTANG KEMAMPUAN SISWA TAHUN KEDUA DI SMPN 13 PEKANBARU DALAM MENGUASAI TEKS DESKRIPTIF

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Abstrak : Penelitian ini di desain untuk menjelaskan kemampuan siswa dalam menguasai teks *descriptive* dan bertujuan untuk mengetahui kemampuan siswa dalam menguasai teks *descriptive* dalam *reading comprehension*. Penelitian ini dilakukan di SMPN 13 Pekanbaru. Data dalam penelitian ini dikumpulkan dari bulan Mei sampai Juni 2017. Kelas *try out* pada penelitian ini adalah kelas VIII-4 terdiri dari 30 siswa dan sampel pada penelitian ini adalah kelas VIII-1 terdiri dari 30 siswa yang dipilih melalui teknik pemilihan kelompok acak. Hasil penelitian menunjukkan kemampuan siswa tahun kedua SMPN 38 Pekanbaru dalam menguasai teks *descriptive* berada di level *good* dengan nilai rata-rata kelas adalah 66.5. Meskipun demikian siswa belum mencapai nilai KKM sekolah yaitu 80. menemukan informasi faktual nilai rata-ratanya adalah 74, menemukan makna dari kosakata 59.3, menemukan *references* nilai rata-ratanya 66.6, menemukan ide pokok nilai rata-ratanya adalah 70, menemukan inference nilai rata-ratanya 60 dan menemukan fungsi sosial teks 69.3. Oleh karena itu penelitian ini menyarankan kepada guru bidang studi bahasa Inggris untuk memberikan tambahan waktu dalam memberikan penjelasan tentang teks *reading* dan siswa harus mempelajari tentang komponen-komponen dalam teks *descriptive* yang akan membantu mereka dalam memahami teks *reading* yang lainnya.

Kata Kunci : Kemampuan Siswa, Memahami Teks Deskriptif

INTRODUCTION

Based on the KTSP Curriculum in the second year students of SMPN 13 Pekanbaru students focus on three types of texts they are; descriptive, recount, and narrative. In this research, the writer chose descriptive text as a genre of reading text to be researched on reading comprehension. This is very important aspect on the part of the students in order to meet one of the learning and teaching goals as stated in the School Based Curriculum competence. In other words, the expectation of the curriculum is to understand what the text is about.

The writer interviewed with English teacher the students have different abilities one to others. Sometimes, there were students that can easily understand text, while some students difficulties. It means that students may interact with the texts in similar ways, but they may comprehend it differently. When the students read the text and answer the questions, the students probably have problem to understand the test. Descriptive text is one of several texts that will be tested on national examination. Futhermore, the students need to understand overall in comprehending descriptive text.

Hornby (1974), reading comprehension is an excessive aimed at improving or testing one's understandings of a language whether written or spoken. Besides that, comprehension has the same meaning as understanding. It can be explained that comprehension is the ability to understand meaning in text also the writer's idea. Readers should have more concentration in reading activity in order to get better understanding. It is not guarantee that when readers have known the meaning of the words, they can comprehend the text.

There are some components of reading comprehension which should be focused in comprehending reading text. King and Stanley (1989) state that there are five components that may help the students to read carefully, namely: finding main idea, finding factual information, finding meaning vocabullary, finding references and finding inference.

To the context of this study, these components of reading comprehension are as the indicators for this study. These components are also refer to the indicators for components of descriptive texts in doing research at SMPN 13 Pekanbaru.

Kane (2000) states that descriptve text is a kind of text a purpose to give information. Furthermore, Gerot (1994) states that descriptive text is a kind of text which is aimed to describe a particular person, place or thing. The context of this kind of text is the description of paarticullar thing, animal, person, or others, for instance ; our pets or person we know well. It differs from report which describe things, animal, persons, or others in general.

METHODOLOGY

This research was a descriptive research. According to Gay (2000), a descriptive research determines and describes the way things are. Therefore, the aims of this research were to describe the students' ability in comprehending descriptive texts.

The population of this research was all of the second year students of SMPN 13 Pekanbaru in 2016/2017 academic year which consisted of four classes.

Table 3.1 the Distribution of the Population

No.	Classes	Number of Students (Population)
1.	VIII.1	30
2.	VIII.2	30
3.	VIII.3	30
4.	VIII.4	30
TOTAL		120 Students

The population of this research was all the second year students of SMPN 13 Pekanbaru. The try out class was VIII-4 and the sample class was VIII-1 chosen by using cluster random sampling techniques. The writer used a test as the instrument to collect the data. The test consisted of 30 items. The duration time for doing the test was 60 minutes. Five texts were used in the instrument. Each text consisted of six items of multiple choice question. Before the writer distributed the test to the sample, the test has been tried out to the population that had been chosen as the try out class. The validity and reliability was known by doing this test. Heaton (1975) states that the test will be accepted if the degree of difficulty (FD) is between 0.30-0.70 and they will be rejected if the index of the difficulty is below than 0.30 (too difficult) and above 0.70 (too easy). The writer calculated the difficulty level, the discrimination index, the mean score, standard deviation, and reliability of the result of the try out test. From the result, it can be seen that the reliability of the test is 0.52 which means that the test is reliable. After that, the real test was given to the sample class. The data was analyzed by calculating the students' score individually and found out the mean score. The students' score were classified into five level ability, they are excellent, good, mediocre, poor and very poor (Adapted from Harris, 1974). The data was presented by using figures.

FINDING AND DISCUSSION

The items of the test are accepted if the difficulty level is between 0.30-0.70 and they will be rejected if the index of the difficulty is below 0.30 (too difficult) and above 0.70 (too easy). By using the formula, there were 6 items that should be revised; they were items number 1, 14, 19, 24, 25, 28. Item number 19, 24, 25, and 28 were revised because their index difficulty below 0.30. It means that they were too difficult. Whereas, the item number 1 and 14 were revised because their index difficulty were above 0.70. It means that they were too easy.

Table 4.2 Percentage of the Students' Ability in Reading Comprehension

No	Range Score	Frequency	Percentage (%)	Ability	Mean Score
1	80 – 100	5	17	Excellent	65.9
2	60 -79	20	67	Good	
3	50 – 59	4	13	Average	
4	0 – 49	1	3	Poor	
	Total	30	100		

The results show that 5 students (17%) are in excellent level, 20 students (67%) are in good level, 4 students (13%) in Average level and 1 students (3%) in poor level.

Table 4.3 Students' Scores and Their Level of Ability in Finding Main Idea

No	Range Score	Frequency	Percentage (%)	Ability	Mean Score
1	80 – 100	13	43	Excellent	70.00
2	60 -79	11	37	Good	
3	50 – 59	0	0	Average	
4	0 – 49	6	20	Poor	
	Total	30	100		

For finding main ideas, 13 students (43%) are in excellent level, there are 11 students (37%) in good level, 0 students (0%) are in average level, and 6 students (20%) are in poor level.

Table 4.4 Students' Scores and Their Level of Ability in Finding Factual Information

No	Range Score	Frequency	Percentage (%)	Ability	Mean Score
1	80 – 100	18	60	Excellent	74.00
2	60 -79	12	40	Good	
3	50 – 59	0	0	Average	
4	0 – 49	0	0	Poor	
	Total	30	100		

For finding factual information, 18 students (60%) are in excellent level, there are 12 students (40%) in good level, and 0 students (0%) are in average and 0 students (0%) are in poor level.

Table 4.5 Students' Scores and Their Level of Ability in Finding guessing vocabulary

No	Range Score	Frequency	Percentage (%)	Ability	Mean Score
1	80 – 100	8	27	Excellent	59.33
2	60 -79	13	43	Good	
3	50 – 59	0	0	Average	
4	0 – 49	9	30	Poor	
	Total	30	100		

For finding guessing vocabulary, 8 students (27%) are in excellent level, there are 13 students (43%) in good level, 0 students (0%) are in average level, and 9 students (30%) are in poor level.

Table 4.6 Students' Scores and Their Level of Ability in Finding Reference

No	Range Score	Frequency	Percentage (%)	Ability	Mean Score
1	80 – 100	14	46	Excellent	66.66
2	60 -79	11	37	Good	
3	50 – 59	0	0	Average	
4	0 – 49	5	17	Poor	
	Total	30	100		

For finding reference, 14 students (46%) are in excellent level, there are 11 students (37%) in good level, 0 students (0%) are in average level, and 5 students (17%) are in poor level.

Table 4.7 Students' Scores and Their Level of Ability in Finding Inference

No	Range Score	Frequency	Percentage (%)	Ability	Mean Score
1	80 – 100	10	33	Excellent	60.00
2	60 -79	14	47	Good	
3	50 – 59	0	0	Average	
4	0 – 49	6	20	Poor	
	Total	30	100		

For finding inference, 10 students (33%) are in excellent level, there are 14 students (47%) in good level, 0 students (0%) are in average level, and 6 students (20%) are in poor level.

Table 4.8 Students' Scores and Their Level of Ability in Finding Social Function

No	Range Score	Frequency	Percentage (%)	Ability	Mean Score
1	80 – 100	13	43	Excellent	69.33
2	60 -79	15	50	Good	
3	50 – 59	0	0	Average	
4	0 – 49	2	7	Poor	
	Total	30	100		

For finding social function, 13 students (43%) are in excellent level, there are 15 students (50%) in good level, 0 students (0%) are in average level, and 2 students (7%) are in poor level.

This study answers the first research question How is the ability of the second year students of SMPN 13 Pekanbaru in comprehending descriptive texts for each component?.

Table 4.9 The Classification of Students' Mean Score in Comprehending Descriptive Texts

No.	The classification of the question	Mean score	Level of ability
1.	Finding main idea	70.00	Good
2.	Finding factual information	74.00	Good
3.	Finding guessing vocabulary	59.33	Average
4.	Finding reference	66.66	Good
5.	Finding inference	60.00	Good
6.	Finding social function	69.33	Good
	Mean Score of the whole test	65.9	Good

The table shows that from 6 components of comprehending descriptive texts, the mean score of finding main idea (70.00) is classified as good, the mean score of finding factual information (74.00) is classified as good, the mean score of finding guessing vocabulary (59.33) is classified as average, the mean score of finding reference (66.66) is classified as good, the mean score of finding inference (60.00) is classified as good and the mean score of finding social function (69.33) is classified as good. Besides that the mean score ability of the students based on the table is good.

CONCLUSION AND RECOMMENDATION

Conclusion

The objectives of this study are to find out the ability of the second year students of SMPN 13 Pekanbaru in comprehending descriptive texts for each component. . The score of students falls into good level. It can be concluded that out of 30 students, 5 students in excellent level, 20 students in good level, 4 students in average level and 1 students in poor level.

The mean score of the students' ability in comprehending descriptive texts is 65.9. It means that the ability of the second year students of SMPN 13 Pekanbaru in comprehending descriptive texts is in good level. On the other words, the result of this research found that the ability of the second year students of SMPN 13 Pekanbaru could not be achieved the minimum criteria (KKM) of this school.

Recommendation

The writer would like to propose some recommendations to the English Teachers and the students. First, the teachers are expected to focus on the components that students still find difficulties. The teacher should be taken some efforts to develop students' motivation and encourage them to practice in reading comprehension. Second, The students should learn the components in comprehending descriptive text that will help them in comprehend other reading texts. In additions, the students need to enjoy reading activities because there will be many advantages that they can get. They can start reading activities through reading descriptive texts which can improve their knowledge and enrich their vocabularies.

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