

An Analysis of the First Year Students' Ability in Comprehending Generic Structure and Identifying Language Features of Announcement Text at SMP Adabiah Padang

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Abstract

The purpose of this research was to describe the first year students' ability in comprehending generic structure and identifying language features of announcement text at SMP Adabiah Padang. The design of this research was descriptive method. The population of this research was the first year students of SMP Adabiah. To select the sample the writer used cluster random sampling technique. The class chosen was VII 8. In collecting the data, the writer used reading test on announcement text in the form of multiple choices. The writer tried out the test to the students out of the sample. The writer found the reliability of the test by using split half method. It was found that coefficient correlation was .93 and r table .33. It means that r calculated is bigger than r table so the test was reliable. The result of this research showed that in general the ability of the first year students' of SMP Adabiah in comprehending generic structure and identifying language features of announcement text was moderate. It was proved by the fact that 22 students (64.70) had moderate ability. The students' ability in comprehending generic structure of announcement text was moderate. It was indicated by the fact that the majority of students (55.88%) belonged to moderate category and the students' ability in identifying the language features of announcement text was also moderate. It was supported by the fact 21 students (61.76) had moderate ability.

Keywords: *Analysis, Comprehending, Generic Structure, Language Features, Announcement*

Introduction

Reading is one of the important language skills that should be mastered by the students as well as listening, speaking, and writing skills. It is because reading is a

basic tool of learning and one of the most important skills in everyday life. Reading is very important for our life because without reading people will not have knowledge. Reading is also needed by the students in their academic life. As students, they have to

read various kinds of printed materials and get information from those materials when they fulfill their assignments.

According to Wikipedia reading is a complex activity that includes understanding, imagination, observation, and memorization. Reading is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

In teaching reading in Indonesian schools nowadays, students learn the text by using Genre –Based Approach. In this approach, the students were introduced to some types of text. Reading text usually involves the social function, the generic structure, and the language features of the text.

In junior high school there are six kinds of text that should be studied. There are procedure, descriptive, narrative, recount, report and functional texts. Functional text is a text to help the reader accomplish an everyday task. Functional text is used for everyday information. According to syllabus for first year of junior high school, types of functional text that teacher introduces to students are announcements, advertisements, greeting cards, and shopping list.

Announcement is a public statement which gives information about something that has happened or that will happen. According to Priyana, Riandi and Anita (2008:23) announcement has some components, they were head, body, and closing. Based on the researcher informal interview on February 2013 with two English teachers at SMP Adabiah Padang and her experience during practice teaching there, she found many students were confused in comprehending the generic structure (head, body, closing) and identifying language features of announcement text.

SMP Adabiah is one of private schools in Padang. Many parents send their children to study there. Many students of Adabiah follows the course or extra time to learn English outside of the school. They have learned announcement text but we do not know exactly their ability to comprehend announcement. That is why this research is important to conduct. Besides that, the researcher had done practice teaching and interview there about announcement The general purpose of this study is to describe the first year students' ability in comprehending generic structure and identifying language features of announcement. The specific purposes are as follows:

1. To describe the first year students' ability of SMP Adabiah Padang in comprehending generic structure of announcement text.
 - a. To describe the first year students' ability of SMP Adabiah Padang in comprehending the head of announcement text.
 - b. To describe the first year students' ability of SMP Adabiah Padang in comprehending the body of the announcement text.
 - c. To describe the first year students' ability of SMP Adabiah Padang in comprehending closing of announcement text.
2. To describe the first year students' ability of SMP Adabiah Padang in identifying the language features of announcement text.

The result of this research will be useful for teacher and students. For English teachers especially the teachers who teach announcement text, they will know their students' reading ability in comprehending generic structure and identifying language features of announcement text. By having known the result of the research, the English teachers especially in SMP Adabiah Padang can consider it to make the planning of teaching announcement text. For the students, particularly the first year students at SMP Adabiah Padang, they will know

about their ability in comprehending generic structure and identifying language features of announcement text. So they can improve their ability in the future.

Research Method

This research belongs to descriptive research. It describes the first year student's ability in comprehending generic structure and identifying language features of announcement text at SMP Adabiah Padang. According to Gay (1987:189), descriptive research involves collecting data to test hypothesis or to answer the questions concerning the current status of the subject. The population of this research was first year students of SMP Adabiah Padang. The total number of population was 280 students that were separated into eight classes (VII.1, VII.2, VII.3, VII.4, VII.5, VII.6, VII.7, VII.8). The writer chose the first year students as a population because they were learn about functional text (announcement text).

Because the size of population was large, the writer took the sample. The writer used cluster random sampling techniques because the population of this study is distributed in groups (classes). According to Gay (1987:104), cluster random sampling is sampling in which groups, not individuals, are randomly selected and the groups have similar characteristics.

To select the sample, the writer used eight small papers. The writer wrote the name of each class and put all the small papers into a box. Then the writer took one piece of the paper from the box with closed eyes. The selected class became sample class and all members of the sample class became sample of this research. The class that chosen was VII 8. The same procedure are conducted to select the students involved in trying out of the test. The class that was chosen was VII 5

The instrument used to collect the data in this research was a reading test. Reading test used as research instrument because the writer wanted to know the ability of students in comprehending generic structure and language features of announcement text. The writer asked the students to do the test. The test was constructed the form of multiple choices with four alternatives answer. The writer gave try out before giving the real test. The functions of try out to see whether the time allocation was enough or not, to see whether the students understand the instruction or not and to know the reliability of the test. The writer gave try out test to the students out of the sample.

The test consisted of eight announcement texts and had 42 items for try out and six announcement and have 30 items for the real test. The writer gave one point for each correct answer. The writer allocated

60 minutes for students do the test because it was considered enough for them. To make the test valid, the material of the test was constructed based on the syllabus, teaching material and certain indicators.

To see the validity of the test, the writer used content validity Content validity is the degree to which a test measures the coverage of substance to be measured. It means that the test is valid if it fixes with the materials that have been given to the students. This test was constructed based on teaching materials.

To find out the reliability of the test, the writer used split half method. It is a kind of method which divides the items of the test into odd and even group. The writer analyzed the correlation coefficient between the odd and even test items by using Pearson Product Moment Formula (Arikunto 2010:327):

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

r_{xy} : The coefficient of correlation between x and y variables (odd and even item)

n : the number of the students who followed the test

x : the odd item score

y : the even item score

To find out the reliability of the whole test, the result was analyzed by using

Spearman – Brown formula (Arikunto, 2009:93)

$$r_{ii} = \frac{2r_{xy}}{(1+r_{xy})}$$

Where:

r_{ii} : the coefficient correlation for the total test

r_{xy} : the corefficient of correlation between x and y variables (odd and even item)

The value of r_{ii} (.93) then was consulted to the r table (.33) on the degree of freedom N-2 and the level of significance 95% (α .05). The r calculated was bigger than r table, so the test was reliable.

Analyzing item difficulties was conducted in order to know wheter the test items were too easy or difficult. The researcher used the following formula by Arikunto (2009:208)

$$P = \frac{B}{JS}$$

Where:

P : item difficulties

B : sum of the students who answered correctly

JS : sum of students who followed the test

The item difficulty ranges between .00 – 1.00 and it is symbolized as “ P “ refers to “Proportion” in the evaluation term. The classification of item difficulty is as follow.

$$P = .00 - .30 = \text{difficult}$$

$$P = .31 - .70 = \text{moderate}$$

$$P = .71 - 1.00 = \text{easy}$$

The writer took the item test that had moderate level ($P = .31 - .70$).

The item discrimination is test measurement which separates the student into high and low group. Because the sample of this research was small (less than 100 students), the writer arranged the students score from the highest score into the lowest score, and divides them into two groups : high and low group (Arikunto, 2009:212).

The writer used following formula to define item discrimination of the test (Arikunto, 2009:213)

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

D : item discrimination

JA : sum of the students in high group

JB : sum of the students in low group

BA : sum of the students in high group who answered correctly

BB : sum of the students in low group who answered correctly

The range of item discrimination is between .00 – 1.00 and D is the symbol for discrimination index. According to Arikunto (2009:218), the classification of item discrimination is as follows:

$$D = .00 - .20 = \text{poor}$$

$$D = .21 - .40 = \text{satisfactory}$$

$$D = .41 - .70 = \text{good}$$

$$D = .71 - 1.00 = \text{excellent}$$

The writer took the item test that had satisfactory and good level. As the result of the try out test, the writer got 36 items: 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 41 and 42. There were 5 items (number 10, 15, 20, 25 and 31) that should be revised. She revised number 10 because it had moderate item difficulty and poor item discrimination. She revised number 15 because it had easy item difficulty and satisfactory item discrimination. She also revised number 20, 25 and 31 because they had moderate item difficulty and poor item discrimination. She discarded 6 items (1, 2, 5, 24, 39 and 40). Discarding means the item of try out test inaccepted into the real test because difficulty and item discrimination was not suitable with the criteria of a good test. The writer deleted 2 items (3 and 41) for body, 2 items (4 and 38) for closing and 2 items (6 and 42) for language features. Thus, the real test had 6 announcements 6 items for head, 12 items for body, 6 items for closing and 6 items for language features

The data of this research is students score on comprehending generic structure and identifying language features of announcement text. To collect the data, the writer used reading test in the form of

multiple choices. The writer gave the score by doing several steps:

1. The writer collected the test.
2. The writer checked the students answer.
3. The writer gave 1 point for every correct answer and 0 for the wrong answer.

In analyzing the data based on reading test, the writer used the following step:

1. The writer presented the raw score of each sample.
2. The writer calculated Mean (M) and Standard Deviation (SD) by using the following formula (Arikunto, 2009:264)

$$M = \frac{\sum x}{N}$$

Where =

M = Mean Score

X = value or score

$\sum x$ = The total of x

N = Number of students

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

Where =

SD = Standard Deviation

$\sum x$ = The total of x

$\sum x^2$ = the total of x^2

N = Number of students

3. The writer classified the student's ability in comprehending announcement text into high,

moderate and low ability, by using the formula as follow (Arikunto 2009:264)

- >M + SD = High ability
- M – SD —M + SD = Moderate ability
- <M – SD = Low ability

4. The writer calculated the number and percentage of the students who got high, moderate, and low ability by using the following formula :

$$P = \frac{P}{T} \times 100\%$$

Where:

P = percentage of student's ability

R= the sum of the students who got high, moderate, and low ability

T = the sum of the students (sample)

5. The writer interpreted the result of analyzing the data by using formula above and the writer described the first years students' ability of SMA Adabiah Padang in comprehending generic structure and identifying language features of announcement text.

Finding

The purpose of this research was to know the students' ability in comprehending generic structure and identifying language features of announcement text. After checking the students' answers, the writer analyzed them to find out the number of students who had high, moderate or low ability.

1.Students' Ability in Comprehending Generic Structure and Identifying Language Features of Announcement text.

Based on the result of the data analysis, the writer found the students' ability in comprehending generic structure and identifying language features of announcement text was moderate. It was supported by the fact that 7 students (20.59%) had high ability, 22 students (64.70%) had moderate ability and 5 students (14.71%) had low ability.

2.Students' Ability in Comprehending Generic Structure of Announcement text

Based on the result of the data analysis, the writer found the students' ability in comprehending generic structure of announcement text was moderate. It was supported by the fact that 6 students (17.65%) had high ability, 19 students (55.88%) had moderate ability and 9 students (26.47%) had low ability.

a.Students' Ability in Comprehending the Head of Announcement Text

Based on the result of the data analysis, the writer found the students' ability in comprehending the head of announcement text was moderate. It was supported by the fact that 12 students (35.29%) had high ability, 13 students (38.24%) had moderate ability and 9 students (26.47%) had low ability.

b. Students' Ability in Comprehending the Body of Announcement Text

Based on the result of the data analysis, the writer found the students' ability in comprehending the body of announcement text was moderate. It was supported by the fact that 9 students (26.48%) had high ability, 20 students (58.82%) had moderate ability and 5 students (14.70%) had low ability.

c. Students' Ability in Comprehending the Closing of Announcement Text

Based on the result of the data analysis, the writer found the students' ability in comprehending the closing of announcement text was moderate. It was supported by the fact that 3 students (8.82%) had high ability, 26 students (76.47%) had moderate ability and 5 students (14.71%) had low ability.

3. Students' Ability in Identifying the Language Features of Announcement Text

Based on the result of the data analysis, the writer found the students' ability in identifying language features of announcement text was moderate. It was supported by the fact that 7 students (20.59%) had high ability, 21 students (61.76%) had moderate ability and 6 students (17.65%) had low ability.

Discussions

As already discussed previously, this study found that the students' ability in comprehending generic structure and identifying language features of announcement text was moderate. That data indicated that students still had difficulties in comprehending generic structure and identifying language features of announcement text.

1. Students' Ability in Comprehending the Head of Announcement Text

In findings of this study was that most students (38,24%) had moderate ability in comprehending the head of announcement text. This finding indicated that many students still got difficulties to comprehend the head of announcement text. It happened because students were confused in comprehending the head of announcement text.

2. Students' Ability in Comprehending the Body of Announcement Text

The next finding of this study was students had moderate ability in comprehending the body of announcement text. This findings indicated that 75% of students still got difficulties to comprehend the body of announcement text. It happened because students had less vocabularies to comprehend the meaning of announcement text.

3. Students' Ability in Comprehending the Closing of Announcement Text

The next finding of this study was that 26 students' (76.47%) had moderate ability. This result indicated that some students still got difficulties in comprehending the closing of announcement text. It happened because students were confused what the part of announcement called closing.

4. Students' Ability in Identifying the Language Features of Announcement Text

The last finding of this study was that 21 students' (61.67%) had moderate ability. This result was indicated that some students still got difficulties in identifying language of announcement text. It happen because students were confused the verb form in simple present tense.

Conclusion

Based on the result of this research and discussions as already discussed in chapter four, it could be concluded that in general, the first year students' ability in comprehending generic structure and identifying language features of announcement text at SMP Adabiah Padang was moderate. It was proved by the fact that 64.70% students had moderate ability.

The next conclusion that could be drawn is that the first year students' ability in comprehending generic structure of announcement text at SMP Adabiah Padang

was moderate. It was proved by the fact that 55.88% students had moderate ability.

The next conclusion that could be drawn is that the first year students' ability in comprehending the head of announcement text at SMP Adabiah Padang was moderate. It was proved by the fact that 38.24% students had moderate ability.

Another conclusion of this research was that the first year students' ability in comprehending body of announcement text at SMP Adabiah Padang was moderate. It was proved by the fact that ability of majority of students (58.82%) was categorized moderate.

The next conclusion that could be drawn is that the first year students' ability in comprehending closing of announcement text at SMP Adabiah Padang was moderate. It was proved by the fact that 76.47% majority students had moderate ability.

The last conclusion that could be drawn is that the first year students' ability in identifying language features of announcement text at SMP Adabiah Padang was moderate. It was proved by the fact that ability of majority of students (61.76%) had categorized moderate.

Suggestions

Based on the conclusions of this research, the writer proposes some suggestions as follows:

The writer suggested that English teachers should give explanation more comprehensively about announcement text and give more exercises to the students to improve their ability in comprehending generic structure and identifying language features of announcement text. Besides, the teachers are suggested to use more interactive media in teaching process to increase students ability in learning announcement text.

The writer suggested that students should learn harder about announcement text and to do more exercises about reading comprehension especially in announcement text in order to improve their ability in comprehending announcement text.

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