

AN ANALYSIS OF THE SECOND YEAR STUDENT'S ABILITY TO COMPREHEND DESCRIPTIVE TEXT AT SMPN 13 SIJUNJUNG

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ABSTRACT

This research was attempted to describe the ability of the second year students of Junior High School 13 Sijunjung to comprehend descriptive text. The design of this research was descriptive. The members of population were 101. They were distributed into four classes. The researcher used cluster random sampling technique in selecting the sample. Data of the research were students' score to comprehend descriptive text. The data were collected by using reading test as instrument. Then, they were analyzed by computing mean (M) and Standard Deviation (SD). Based on the result of data analysis, the researcher found that the ability of second year students of SMP 13 Sijunjung to comprehend descriptive text was moderate. It was indicated by the fact that there were 17 students (68%) having moderate ability in comprehending generic structure. In detail, there were 15 students (60%) having moderate ability in comprehending identification of descriptive text, and 18 students (72%) having moderate ability in comprehending description of descriptive text. According to the finding of this study, it can be concluded that the ability of second year students of Junior High School 13 Sijunjung was moderate. Relating to this, the English teachers are suggested to consider their strategy in teaching and giving more exercises to improve students' ability to comprehend descriptive text. For students, they are suggested to study harder and do more exercise of understanding generic structure of descriptive text.

Key words: ability, comprehend, descriptive text

INTRODUCTION

In learning English, the students have to possess four basic skills; listening, speaking, reading and writing. All of them are integrated each other.

Reading is one of the language skills that can be found at every level of education dealing with teaching English. It is caused by the consideration that supposes reading as the important skill. In fact, reading is the skill that has closely

relationship with the other skills of English.

It can support speaking in term of understanding message from the other speaker. Then, by reading the students can identify kinds of the text that are also taught in writing. In listening, it is quite the same as the receptive skill that works to understand the message being conveyed. According to Nunan (1998: 66), reading is the process in which the reader can find the information of the text and understand

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about the text based on their knowledge about the text. In addition, Kingston (in Apriani; 2010: 10) defines reading as a process of communication by which a message is transmitted graphically between individuals.

In the process of teaching reading, students are exposed to some kinds of text. Text is a meaningful language construction which conveys what the people are thinking in written form. There are two types of text. The first is literary text and the second is factual text. One of the factual texts which is taught to the students at Junior high school is descriptive text.

Descriptive text is about description of something or someone that consists of characteristic, something special, quality and quantity of something, what a person, place, or thing looks like. Descriptive text appeals to the sense, so it tells how something looks, feels, smells, taste, and / or sound. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. In short, descriptive text is the text that has a purpose to describe a person, place or thing.

People can take some advantages of reading like getting general information and specific information from newspapers and magazines. For high school students, reading can help them to understand the reading material and the target language so

that students can read the text effectively and efficiently. From my preliminary study, it was found that there were still many problems in reading skills faced by the students of SMPN 13 Sijunjung. They are: (1) students are not active in their reading so poor knowledge (2) students are not interested in reading (3) students are lazy to read because reading is boring (4) the students do not understand the purpose of the text (5) students' achievement in reading comprehension is low.

In accordance with phenomena as discussed above, the researcher was interested in “analyzing the second year students' ability to comprehend descriptive text at SMPN 13 Sijunjung.”

RESEARCH METHOD

This research used descriptive method which was intended to describe the students' ability to comprehend descriptive text. According to Wikipedia (2012), descriptive research design is a valid method for researching specific subjects.

Descriptive method is to explore and to clarify some condition and phenomena with accurate information. Descriptive research is often used as a precursor to quantitative research designs, the general overview giving some valuable pointers as to what variables are worth testing quantitatively. The researcher conducted this research to describe the

students' ability in comprehending descriptive text.

Population of this study was the second year students of SMPN 13 Sijunjung. The researcher chose the second year students as population because they had learned about descriptive text. The number of the population of this research was 101 students; they were distributed in 4 classes.

The researcher chose sample by using cluster random sampling technique. Sugiyono (2009: 121) states that the cluster random sampling is sampling in which groups randomly selected and the characteristic of the members of population of this research is homogeneity: they used the same (curriculum, syllabus and teaching materials). To select the sample, the researcher wrote the names of each class pieces of paper (VIII₁, VIII₂, VIII₃, VIII₄), and put them into a box. Then researcher asked his friend to take one piece of paper with closed eyes. The selected class was become the class sample (VIII₄), while for tryout test the researcher took class VIII₃.

The instrument used to collect data in this research was reading test and it was constructed in the form of multiple choices. The students chose one correct answer of the four alternatives. The test consisted of 30 items for tryout. It covered identification

and description of descriptive text; 6 items for identification and 24 items for description. The students were given 50 minutes to do the test.

A test should be valid and reliable. A test is valid if it measures what it supposes to measure. Generally, content validity is often used in a test. To have a valid test, it is constructed based on curriculum, syllabus and teaching materials used at SMPN 13 Sijunjung.

Reliability is the degree to which a test consistently measures whatever it should be measured, (Gay, 2000:169). To find out reliability of the test, the researcher used split half method. It means the test is divided into odd and even test items. To calculate the correlation coefficient of the two group items, the researcher used Pearson Product Moment formula (Arikunto, 2009: 72) as follows:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum Y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

where:

r_{xy} = the coefficient correlation between variable X and Y

x = the odd item scores

y = the even item scores

n = the number of the students

$\sum xy$ = the total scores of cross product xy

$\sum x$ = the total scores of odd items

$\sum y$ = the total scores of even items

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

$\sum y^2$ = the square of y

Furthermore, to know the reliability for whole test, the researcher used Spearman Brown Formula (Arikunto, 2009: 95):

$$r_{11} = \frac{2r_{xy}}{1+r_{xy}}$$

Where :

r_{11} = the coefficient reliability for the total test

r_{xy} = the coefficient correlation of the two halves of the test.

Based on the result of analyzing the data, it was found that reliability index of this test was 0.79. It mean that the reliability of the test is high.

Arikunto (2009: 75) also states that general classification of coefficient correlation is as follows:

0.00-0.20= very low correlation

0.21-0.40= low correlation

0.41-0.60=moderate correlation

0.61-0.80=high correlation

0.81-1.00=very high correlation

Then, to analyze and know whether the items were easy or difficult, the researcher used the following formula (Arikunto, 2009:208):

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

Where:

P = item difficulties

B = total number of students who answer correctly

JS = Total number of students

The item difficulties range between 0.00-1.00 and it is symbolized as "P" that refers to "proportion" in the evaluation term. The classification of the item difficulties suggested by Arikunto (2009:210) is as follows:

P=0.00-0.30 is difficult

P=0.31-0.70 is moderate

P=0.71-1.00 is easy

According to Arikunto (2009:210), the good item test has item difficulty between 0.30-0.70 and the researcher used range between 0.31-0.70 for item difficulty.

Item discrimination is the ability of items to differentiate students that have high and low achievement. To analyze the item discrimination, the researcher used the following formula (Arikunto, 2009: 213).

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

Where:

D = Item discrimination

BA = Sum of students in the high group who answer the item correctly

BB = Sum of students in the low group who answer the item correctly

JA = Sum of students in the high group

JB = Sum of students in the low group

Next, the classification of item discrimination is as follows:

D = 0.00-0.20 = poor

D = 0.21-0.40 = satisfactory

D = 0.41-0.70 = good

D = 0.71-1.00 = excellent

Arikunto (2009:218) also states that the good item of the test is an item that has discrimination index between 0.40-0.70, and the discrimination index 0.20-0.80 can be accepted. From the range of item difficulty and item discrimination above, the researcher got 17 items (1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 14, 17, 21, 24, 29, 30) as good items. Six items (7, 15, 16, 18, 25, 28) were revised and seven items (13, 19, 20, 22, 23, 26, 27) were discarded. Then, the researcher took twenty questions for real test. The writer took 20 items according to the time available for the students to do the test.

After gathering the data, the researcher analyzed the data through steps below:

a. First, the researcher found the mean by using the following formula (Arikunto, 2009: 264):

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

Where:

M = mean

$\sum x$ = total score of each item

N = number of the students

b. The second, the researcher found the Standard Deviation by using the following formula:

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

Where:

SD = Standard Deviation

$\sum x$ = Total score of x

$\sum x^2$ = Total score of x^2

N = Number of item

c. The next, the researcher classified the students score, by using the following criteria (Arikunto, 2001:264)

> M + 1 SD : High Ability

M - 1 SD → M + 1 SD : Moderate Ability

< M - 1 SD : Low Ability

d. The last step, the researcher calculated percentage of the students who had high, moderate and low ability by using formula :

$$P = \frac{F}{N} \times 100\%$$

Where:

P = the percentage of the students who have high, moderate and low ability

F = frequency of students who have high, moderate and low ability

FINDINGS AND DISCUSSIONS

Findings

Based on the result of analyzing data gathered from reading test, the researcher found that the highest score was 20 and the lowest score was 8. He also found that the mean was 15.24 and standard deviation was 3,17. The researcher classified the students' ability into three groups (high, moderate, and low). There were 4 students (16%) who got high ability, 17 students (68%) who got moderate ability, and 4 students (16%) who got low ability

The Students' ability in Comprehending Descriptive Text

Category	Frequency	Percentage (%)
High	4	16%
Moderate	17	68%
Low	4	16%
Total	25	100

Source: SMPN 13 Sijunjung

Based on the result of data analysis, the researcher found that the highest score was 6 and the lowest score was 1. He also calculated the mean and standard deviation, and the result of such calculation was that the mean was 4.36 and standard deviation was 1.32. The researcher classified the students' ability into three groups (high, moderate, and low). There were 5 students (20%) who got high ability, 15 students

(60%) who got moderate ability, and 5 students (16%) who got low ability. The result of data analysis was shown in Table 4.1.2

The Students' Ability in Comprehending Identification of Descriptive Text

Category	Frequency	Percentage
High	5	20%
Moderate	15	60%
Low	5	20%
Total	25	100%

Source: SMPN 13 Sijunjung

After researcher analyzed the data, he found that the highest score was 14 and the lowest score was 6, and he also found the mean was 11.04 and standard deviation was 2.11. Then, the researcher classified students' ability into three categories (high, moderate, low). By this classification, four students (16%) had high ability, eighteen students (72%) had moderate ability, and three students (12%) had low ability. The result of the data analysis is shown in Table 4.3 below.

The Student Ability in Comprehending Description of Descriptive Text

Category	Frequency	Percentage (%)
High	4	16%
Moderate	18	72%
Low	3	12%
Total	25	100

Source: SMPN 13 Sijunjung

Discussions

Students' Ability to Comprehend Descriptive Text

The ability of second year students at SMP 13 Sijunjung to comprehend generic structure was moderate. It was indicated by the fact that majority of the students (68%) had moderate ability in comprehending generic structure of descriptive text. It means that many students have still had problem in comprehending generic structure of descriptive text.

The Students' Ability to Comprehend Identification of Descriptive Text

Another finding of this study was that most students had moderate ability to comprehend identification of descriptive text. This statement was supported by the fact that there were 15 students (60%) had moderate ability. It means there were still many students who did not know the main points in the identification of descriptive text that they have read. In other words, they still had lack of knowledge in comprehending identification of descriptive text. It can be shown from the answer of the students for question no. 13 Of the text 3,. Fifteen students (60%) had wrong answer for these items

This analysis showed some students had problem in comprehending identification of descriptive text.

Students' Ability to Comprehending description of Descriptive Text

The next finding of this research was that ability of the majority of the second year students at SMP 13 Sijunjung in comprehending description of descriptive text was moderate. This statement was supported by the fact that there were 18 students (72%) who had moderate ability. It means that there were still many students who did not know or understand the main points in the description of descriptive text that they have read. In other words, they still had lack of knowledge in comprehending description of descriptive text. It can be shown from the answer of the students for question no. 19 and 20 of the text 5. Fifteen students (60%) had wrong answer for each of the two items

This analysis showed some of students had problem in comprehending description of descriptive text.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After interpreting the result of data analysis, it can be concluded as follows:

1. Generally, the ability the second year students of SMP 13 Sijunjung in comprehending generic structure of descriptive text was moderate. It was

proved by the fact that there were 68% of students who had moderate ability.

2. The ability of second year students of SMPN 13 Sijunjung in comprehending identification of descriptive text was moderate. It was proved that 60% of the students had moderate ability
3. The ability of the second year students of SMPN13 Sijunjung in comprehending description of descriptive text was moderate. It was proved by the fact that there were 72% of students who had moderate ability.

Suggestions

Based on the conclusions above, the researcher proposed some suggestions as follows:

1. The teacher should give more explanation and exercises to the students about generic structure of descriptive text in order to make them have good comprehension for descriptive text..
2. Students were suggested to learn more about generic structure of descriptive text, and do more exercises in order to have progress in comprehending generic structure of descriptive text.
3. The next researcher is suggested to find out other relevant aspects in comprehending descriptive text.

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