

# AN ANALYSIS OF THE TENTH-GRADE STUDENTS' ABILITY TO READ DESCRIPTIVE TEXT AT SMAN 4 MUKOMUKO

Anjara Novella<sup>1)</sup>, Lisa Tavriyanti<sup>1)</sup>

English Department, Faculty of Teacher Training and Education, Bung Hatta University

Email: [anjaranovella190@gmail.com](mailto:anjaranovella190@gmail.com), [lisatavriyanti@bunghatta.ac.id](mailto:lisatavriyanti@bunghatta.ac.id)

## ABSTRACT

The purpose of this research is to describe the tenth-grade students to read descriptive text at SMAN 4 Mukomuko. The design of this research was descriptive research. The samples of this research were the X IPA 1 and X IPS 1 students at SMAN 4 Mukomuko. The researcher used a stratified cluster random sampling technique in sample selection, with a total sample of 70 students. The instrument for collecting data in this research was a reading test. To make the test reliable, the researcher used the split-half method. In this research, the researcher designed an instrument with questions with item difficulty or item facility of 0.30-0.70 and an item discrimination index above 0.50. It includes satisfactory, good, and excellent categories. The researcher also calculated the reliability index of the test and found that the reliability index was 0.86. Then, the test was valid in terms of content because it covered the material that students had learned. This conclusion was supported by the fact that 29 students (41%) had high ability and 41 students (59%) had low ability. Based on the conclusions, the researcher gives some suggestions a for teachers, they are suggested to give motivation and more exercises to students to improve their ability to understand descriptive text. In general, the results of this research showed that the tenth-grade students' ability to read descriptive text at SMAN 4 Mukomuko was low.

**Keywords:** *reading, descriptive text.*

## INTRODUCTION

To master English, language skills such as listening, speaking, reading, and writing must be learned by students. Sadiku (2015) states that for successful mastery of English, English teaching places equal emphasis on the four skills, namely listening, speaking, reading, and writing. Four skills are developed in English lessons at school. Among the four language skills, understanding reading content can be one of the most difficult language skills [1].

Reading is one of the important skills to get information. Much information is served in the form of reading text, like newspapers, journals, websites, books, etc. According to Rohmah (2018), reading is a process of understanding a written language or text. From the reading activity, students can get information and support their writing, speaking, and listening skills because they can acquire vocabulary, grammar, and discourse markers. By reading, the knowledge of students gradually increases and acquires extensive intellectual abilities [2].

Reading is taught at SMAN 4 Mukomuko. In reading, students learn several texts. One of them is a descriptive text (Curriculum K13). According to Fitriana (2018), descriptive text aims to provide a detailed portrayal of a person, place, animal, or thing. Its primary objective is to describe and depict the characteristics.

In May 2023, the researcher interviewed Indri Fitria, an English teacher at SMAN 4 Mukomuko. Based on the writer's interview, most students still do not understand the descriptive text well. Then they do not understand the meaning of the entire contents of the descriptive text based on the description text they have read. They also found students' difficulties in understanding the generic structure and language features of descriptive texts[3]. Meanwhile, students must be able to understand the descriptive text because the descriptive text is one of the materials that are learned by students at SMAN 4 Mukomuko.

Based on the reasons above, the researcher is interested in conducting a research entitled

"Analysis of the Tenth-Grade Students' Ability to Read Descriptive Text at SMAN 4 Mukomuko". In addition, she wanted to know scientifically the students' ability to read descriptive text.

## METHOD

In that research, the researcher needed a sample and population to conduct the research. The population was a group of interest to the researcher, the group to which he or she wanted the results of the study to be generalizable[4]. The population of this research was tenth-grade students of SMAN 4 Mukomuko, with a total of 178 students divided into five classes. The sample was the X IPA 1 class of 35 students and X IPS 1 class of 35 students. The researcher used stratified cluster random sampling to select the sample and the sample size was 70 students.

Before testing the sample of this research, the researcher conducted a tryout with 35 students of class X IPS 3 at SMAN 4 Mukomuko. The researcher gave a multiple-choice test about reading test There were 35 items, consisting of 17 items to determine students' ability to understand identification and description, and 18 items to determine students' abilities to understand simple present tense, adjectives, and nouns. By giving a try out, the researcher tried to calculate the item's difficulty level and the index of the item's discrimination index.

In this research, the researcher designed an instrument with questions with item difficulty or item facility of 0.30-0.70 and an item discrimination index above 0.50. It includes satisfactory, good, and excellent categories. The researcher also calculated the reliability index of the test and found that the reliability index was 0.86. Then, the test was valid in terms of content because it covered the material that students had learned.

The researcher explained the test instructions to collect data and gave it to the students within 90 minutes. The researcher gave a score of 1 for correct answers and 0 for incorrect answers. Furthermore, the researcher calculated the total score obtained by each student.

In analyzing the data, the researcher followed several steps. First, the researcher presented the raw score of each student. Second, the researcher calculated the converted score for each student. Third, the researcher classified students' ability

based on the rules used at SMAN 4 Mukomuko. Fourth, the researcher calculated the number of students with high and low ability. Fifth, the researcher calculated the percentage of students with high and low abilities. Sixth, the researcher presented the results of data analysis.

## FINDINGS AND DISCUSSIONS

The result of this research in general showed that the tenth-grade students' ability to read descriptive text at SMAN 4 Mukomuko was low. It was supported by the fact that 29 students (41%) had high ability, and 41 students (59%) had low ability in understanding descriptive text. The details are that 38 students (54%) had high ability, and 32 students (46%) had low ability in understanding identification. For understanding description, 11 students (16%) had high ability, and 59 students (84%) had low ability. For understanding simple present tense, 32 students (46%) had high ability, and 38 students (54%) had low ability. To understand adjectives, 33 students (47%) had high ability, and 37 students (53%) had low ability. For understanding nouns, 51 students (73%) had high ability, and 19 students (27%) had low ability. In detail, these findings are summarized in the Table 1 below:

**Table 1. Research Findings**

No.	Aspect	The Number of Students		Ability
		Number	Percentage	
1	The Tenth-Grade Students' Ability in Understanding Descriptive Text	29	41%	High
		41	59%	Low
	<b>Total</b>	<b>70</b>	<b>100%</b>	
2	The Students' Ability in Understanding Identification	38	54%	High
		32	46%	Low
	<b>Total</b>	<b>70</b>	<b>100%</b>	
3	The Students' Ability in Understanding Description	11	16%	High

		59	84%	Low
	<b>Total</b>	<b>70</b>	<b>100%</b>	
4	The Students' Ability in Understanding Simple Present tense	32	46%	High
		38	54%	Low
	<b>Total</b>	<b>70</b>	<b>100%</b>	
5	The Students' Ability in Understanding Adjectives	33	47%	High
		37	53%	Low
	<b>Total</b>	<b>70</b>	<b>100%</b>	
6	The Students' Ability in Understanding Adjectives	51	73%	High
		19	27%	Low
	<b>Total</b>	<b>70</b>	<b>100%</b>	

#### 1. The Students' Ability in Understanding Descriptive Text

Based on the findings, the students' ability in understanding descriptive text was low (59%). It means that the students still do not understand descriptive texts well. In other words, the students find the difficult to describe persons, places, and things in descriptive text<sup>[5]</sup>.

#### 2. The Students' Ability in Understanding Identification

Based on the findings, the students' ability to understand identification was high (54%). It means that the students understand the identification of descriptive texts well. In other words, students can identify the phenomenon to be described [5].

#### 3. The Students' Ability in Understanding Description

Based on the findings, the students' ability to understand descriptions was low (84%). It means that the students still do not understand

the description well. In other words, the students find difficulty to describe the description part describes parts, qualities, and characteristics. According to Dodi (2008), the description part describes parts, qualities, and characteristics.

#### 4. The Students' Ability in Understanding Simple Present Tense

Based on the findings, the students' ability to answer simple present tense was low (54%). This shows that students make many mistakes in answering simple present-tense questions. It means that the students do not understand the simple present tense well. Apart from that, students also do not understand that the simple present tense is used in descriptive text.

#### 5. The Students' Ability in Understanding Adjectives

Based on the findings, the students' ability to answer adjectives was low (53%). This shows that students make many mistakes in answering adjectives questions. This means that students do not understand the adjectives well. Apart from that, students also do not understand that the adjective is used in descriptive text.

#### 6. The Students' Ability in Understanding Nouns

Based on the findings, the students' ability to understand nouns was high (73%). It means that the students understand nouns well. In other words, students can understand nouns. This indicates that current instructional practices have been successful in fostering students' comprehension and application of nouns in descriptive writing. Building on this success can help students further enhance their reading skills in descriptive text with nouns.

### CONCLUSIONS AND SUGGESTIONS

Based on the findings and discussions, it can be concluded that the ability of the tenth-grade students at SMAN 4 Mukomuko to read descriptive text was low. This conclusion was supported by the fact that 29 students (41%) had high ability and 41 students (59%) had low ability. Based on the conclusions, the researcher gives some suggestions a for teachers, they are suggested to give motivation and more exercises to students to improve their ability to understand descriptive text. For the students, they are suggested to do more exercises in descriptive text to improve their

ability to understand descriptive text. Students who have high ability are suggested to maintain their ability to understand descriptive texts. For future researchers, it is suggested to learn more about descriptive texts and find out the factors why students' ability to read descriptive text is low.

### THANK YOU NOTE

There are a lot of people who have helped and given motivation, advice, and support to the researcher in writing this thesis. Therefore, the researcher would like to express her gratitude to her advisor: Dra. Lisa Tavriyanti, M.Pd. who had given her guidance, time, input, and expertise so that the researcher could finish writing this thesis. The researcher would also like to present her sincere appreciation to Dr. Yetty Morelent, M.Hum. as the Dean of the Faculty of Teacher Training and Education, Dra. Zulfa Amrina, M.Pd. as the Vice Dean, Fitriana Harmaini, S.S., M.A. as the Head of the English Department, and all lecturers who taught and guided the researcher while studying at the English Department of Bung Hatta University.

The researcher also expresses thanks to her beloved parents for their full support, motivation, and prayer for the researcher in writing this thesis. The researcher would also thank her brothers, Leo Saputra and Patrix Primanda for giving support. The appreciation also goes to her beloved friends; Uci Widyia Putri, Nava Dwi Rahmaningsih, Fenia Naesa Mindra, Farah Hidayah, Aklara Noviola, Elvina Rosa, Yosha Nanda, Me'an Pesha, and Hapipah for their endless love, motivation, support, and prayer to finish this thesis. The researcher also expresses thanks to all of her classmates at the English Department of Bung Hatta who cannot be mentioned one by one in this thesis.

### REFERENCES

- [1] Kholmurodova, O. A. (2021). Developing English Language Skills through Fairy Tales. *Экономика Региона Journal*, 2(4), 49–56.
- [2] Aziz, Z. A., Nasir, C., & Ramazani, R. (2019). Applying Metacognitive Strategies in Comprehending English Reading Texts. *Celt: A Journal of Culture, English Language Teaching & Literature*, 19(1), 138-159.
- [3] Fitriana, L. (2018). *The Use of Animation*

*Movies to Develop Students' Writing on Descriptive Text*. Doctoral Dissertation, Thesis, Universitas Muhammadiyah Makassar.

- [4] Refnita, L. (2018). *Educational Research: A Guide for Beginners*. Padang: LPMM Universitas Bung Hatta.
- [5] Dodi, A., Ahmad, S., & Effendi. (2008). *Developing English Competencies; for Senior High School Grade X*, Jakarta: Departemen Pendidikan Nasional.