

AN ANALYSIS OF ELEVENTH GRADE STUDENTS' ABILITY IN COMPREHENDING PERSUASIVE TEXT AT SMAN 1 RAO PASAMAN

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Abstract

This research was aimed as to finding out the eleventh grade students' ability in comprehending persuasive text. The design of this research was descriptive. The members of population of this research were 333. The researcher used stratified cluster random sampling in taking the sample since the students were distributed into classes. The researcher took about 20% of the population as a sample. It means there were 66 students as the sample. In collecting the data the researcher used reading test. Before the real test, it was tried out. The reliability index was 0.86. The items were 30, there are 6 items discarded, 3 items revised and 21 items were accepted or good item. The total items for the real test were 24. The researcher found that the ability of the eleventh grade students at SMAN 1 Rao Pasaman in comprehending persuasive text was moderate. It was indicated by the fact that 36 students had moderate ability, the percentage was (54.54%). In more specific, the researcher found their ability in comprehending introduction of persuasive text was moderate. It was proved by the fact that 46 students had moderate ability, the percentage was 69.70. Next, their ability in comprehending body of persuasive text was moderate. It was proved by the fact that 50 students had moderate ability, the percentage was 75.76 %. Last their ability in comprehending conclusion of persuasive text was moderate too. It was proved by the fact that 45 students had moderate ability, the percentage was 68.18 %.

Key Words: Ability, Reading comprehension, Persuasive Text

Reading is important in our lives because reading is the gate of knowledge. Through reading the reader will find some information. Many informations are served in reading text such as books, magazines, newspapers, etc. Therefore, reading is still regarded as the prime focus in teaching English. Goodman (2006. p. 2) states that

reading is the gate of knowledge, without reading, people in the world will not have knowledge. In other words, readers use their knowledge to understand the information. It guides us to improve knowledge. In addition, by reading we can learn something and other information.

Reading comprehension is the process to catch the points from the text. It is not only for knowing the words but understanding about them. Block *et al* (2004, p.3) states that reading comprehension is an active process, directed by intentional thinking that allows readers to make connections between their thinking processes, the textual content, and their own knowledge, expectations, and purposes for reading.

Learning to read is not easy. Many readers often are not able to answer the questions about the whole of the text being read. If the readers understand about what they read they can answer all of the questions. Goodman (2006 p. 2) states

As discussed above, one of the types of text taught to students is persuasive text. Persuasive text is a kind of texts that make the readers do what the writers want. It is a type of non-fiction text used to convince the reader to agree with the author about an issue. However, the author will rely heavily on facts to express their opinion. The generic structure of persuasive text consists of introduction, content or body with evidence and conclusion.

Based on the result of interview the researcher did toward one of English teacher, at SMAN 1 Rao Pasaman, Wisatridatika M.Pd, she assumed that

reading is to get the idea and information. It means if the readers understand about the text they succeed in reading.

The process of teaching reading at senior high school has been conducted through genre-based approach. According to the KTSP curriculum for senior high school, the kinds of text that should be studied by the students in reading process are descriptive, recount, persuasive, spoof, etc. By this approach, the students are introduced with the components of text; social function, generic structure, and language feature. Because of that, they are expected to be able to understand and comprehend text well and more easily.

many students could not comprehend persuasive text. The results of interview were supported with the result of midterm test of eleventh grade students. Only 27 out of 75 (35%) students succeeded in comprehending persuasive text, and their scores were below the KKM on that school. It seems that it is quite difficult for them to comprehend the introduction, body, and conclusion of persuasive text. When students are given exercises on understanding persuasive text, they are not able to do them well. They could not answer the questions and could not catch any points on what they read. Even sometimes, there is no reaction or response

from the students when the teacher gave the questions about the text to them. In general, the purpose of this study was to describe the second grade students' ability in comprehending persuasive text. Specifically, the purposes of this research were as follows:

(1) To describe the ability of the eleventh grade students of SMAN 1 Rao Pasaman in comprehending conclusion of persuasive text.

The Research Design

This research used descriptive design which describes the ability of students in comprehending persuasive text. Gay (1987, p. 189) states that descriptive study involves collecting data in order to answer questions concerning to the status of the subject of the study. Furtherly she says that descriptive research is useful in investigating many kinds of educational problems.

Gay (1987, p. 102) defines that population is the group to which the researcher would like the result of the study to be generalized. The population of this research was all of the eleventh grade students of SMAN 1 Rao Pasaman, who were registered in academic year

- 1 Rao Pasaman in comprehending the introduction of persuasive text.
- (2) To describe the ability of the eleventh grade students of SMAN 1 Rao Pasaman in comprehending the body of persuasive text.
- (3) To describe the ability of the eleventh grade students of SMA

2014/2015. The members of population were distributed into two strata; that is science and social class, and the characteristics of students of two strata are different one to another. Science class consists of 5 classes; XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5. Social class consists of 4 classes; XI IPS 1, XI IPS 2, XI IPS 3, XI IPS 4. The total number of population members was 334 students.

Because the number of population members is quite large, the researcher used sample to do this study. Sample is a group of individual that is considered representative of larger group of population. According to Gay (2009, p. 124), the minimum size of sample for descriptive research is 10% out of the total

number of members of population. Relating to this the size of the sample in

In this research, the researcher used stratified cluster random sampling technique to select sample. The researcher used stratified cluster sample because the population members were in two strata, science class and social class. He used cluster sampling technique. Because the members of population were distributed in groups or classes. The researcher used random technique because all members of the population had the same characteristic. They had same syllabus, materials and allocated time.

In choosing the sample, the researcher used nine small papers and wrote the names of each class on them and put them into two boxes; one for science class and one for social class. After shaking the box, researcher took one paper from each box. The classes selected for the tried out were class eleventh IPA 4 and class eleventh IPS 3 there were 70 students. For the real test, the classes selected as class sample were class eleventh IPA 5 and class eleventh IPS 2

Before the researcher gave the real test, he tried it out to the students out of sample. The classes selected for the tried out were class eleventh IPA 4 and class eleventh IPS 3 there were 70 students. The result of try out test was used to find out the

this study was approximately 20%.

and all members of two selected classes (66 students) became sample of this research. There were some students absent when the researcher did a research in their class.

In this research, the instrumentation used to collect the data is reading test. It was used to know the ability of the students in comprehending persuasive text and it was constructed in multiple choice form with 30 items based on 6 persuasive texts. The time allocation was about 60 minutes for the students to do the test.

A good test should be valid and reliable. According to Brown (2004, p. 22), a test is valid if it measures what is supposed to be measured. To see the validity of the test, the researcher used content validity. It means that the test was valid if it fixes with materials that have been given to the students. To have a valid test, the test was constructed based on syllabus and teaching materials. Futhermore, it was consulted with English teacher at SMAN 1 Rao Pasaman.

reability of test, item difficulty and item discrimination.

To find out the realibility of this test, the researcher used split half method. According to Gay (1987, p. 139), split-half

method refers to a form of internal reliability in which the consistency of item responses is determined by dividing each student's score on the two halves, score for the odd items and score for the even items. To correlate the two sets of scores, the researcher used Pearson Product Moment formula (Arikunto,2012, p. 87):

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

Where:

r_{xy} = the correlation coefficient of variable x and y

x= the odd number test-item

y=the even number test-item

n= number of students

$\sum XY$ = total score of xy

Furthermore, to know the coefficient correlation of the whole test, the result was analyzed by using Spearman Brown formula (Gay, 1987, p. 139) as follows :

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

Where:

r_{xy} = the correlation coefficient of variable x and y

x= the odd number test-item

y=the even number test-item

n= number of students

$\sum XY$ = total score of xy

1. Item Difficulties

The difficulty level of a test is indicated by the degree of the students who get the items right. Thus, the more difficult an item, the fewer will be the students who answer correctly. Item difficulty can be known by counting the index of difficulty (Arikunto,2012). The index of an item shows how easy or difficult the particular item. To find out the index difficulty, the researcher used formula suggested by Arikunto (2012, p. 223) as follows:

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

2. Item Discrimination

Item discrimination is the power of test items to differentiate between high ability students and low ability students.

According to Arikunto (2012, p. 228) for small size sample, students who get score half above is classified as upper group and the students who get score half below is classified as lower group. To find out the discrimination index of the test, the

researcher used the formula as the following:

Where :

P = Item difficulty

B = the number of students answer correctly

JS = the number of total students

Arikunto (2012, p. 225) states that classification of index for item difficulty commonly used is as follows :

- P = 0.00 – 0.30 → difficult
- P = 0.31 – 0.70 → moderate
- P = 0.71 – 1.00 → easy

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where :

D = The discrimination

B_A = The number of high group students who answer correctly

J_A = The number of high group students

B_B = The number of low group students who answer correctly

J_B = The number of low group students

By using the above formula, the discrimination index of each item can be revealed. After knowing the discrimination index of each item, a table of criteria is then used to classify their category. Arikunto (2012:232) suggests the criteria of discrimination index in Table 3.3

Table 3.3
The Criteria of Discrimination Index

| Coefficient Interval | Criteria |
|----------------------|--------------|
| D= 0.00 – 0.20 | Poor |
| D = 0.21 – 0.40 | Satisfactory |
| D = 0.41 – 0.70 | Good |
| D = 0.71 – 1.00 | Excellent |

From the range above, the researcher chose the items that have $D = 0.30 - 0.70$ as test items to be included in the instrument in order to find a good test item for the real test.

Data of this research were students' scores on reading test that indicate their ability to comprehend persuasive text (introduction, the Body and Conclusion). The researcher gathered data based on the following steps:

- 1) The researcher read the students' answer sheet, item per item.
- 2) The researcher gave score to student's answer, for the correct answer he gave score 1, and for the wrong answer he gave score 0.

- 3) The researcher counted the total score of each student to be analyzed.

After collecting the data in reading test, the researcher analyzed the data by using the following procedures :

- a. The researcher presented the raw score of each sample
- b. The researcher calculated mean (M) by using the following formula suggested by Arikunto (2012:229) :

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

Where :

M = mean

N = number of sample

$\sum x$ = total score of the students

- c. The researcher calculated Standard Deviation(SD) by using formula suggested by Arikunto (2012:229) :

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

Where :

SD = Standard deviation

$\sum x$ = the total of x

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

N = total number of students

- c. The researcher classified the students' ability into high, moderate, and low

ability by using the following categories (Arikunto,2012:229):

$>M + 1 SD = \text{High}$

$(M - 1SD) \rightarrow (M + 1SD) = \text{Moderate}$

$<M - 1SD = \text{Low}$

d. The last step, the researcher calculated the percentage of the students who get high, moderate, and low ability by using the following formula (Arikunto; 2012:298)

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

Where :

P = the percentage of student's ability

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

N = the sum of total students

Finding

1. Students' Ability to Comprehend Persuasive Text

In analyzing the students' ability to comprehend persuasive text in general, the researcher counted the students' score. It was found that the lowest score was 11 and the highest score was 22 with mean 17.4 and standard deviation 3.51.

The result of data analysis reveals that 18 students (27.28%) had high ability , 36 students' (54.54%) had moderate ability and 12 students' (18.18%) had low ability. To make it clear it was shown in table 1

Table 1: Students' Ability to Comprehend Persuasive Text

| The categorized of Ability | Students | Percentage (%) |
|----------------------------|----------|----------------|
| High | 18 | 27.28 |
| Moderate | 36 | 54.54 |
| Low | 12 | 18.18 |

2. Students' Ability to Comprehend The Introduction of Persuasive Text

In analyzing the students' ability to comprehend introduction of persuasive text, the researcher counted the students' score. He found that the lowest score was 2 and the highest score was 6 with mean 4.39 and standard deviation 1.09. The result of analyze the data also demonstrated that 8 students (12.12%) had high ability, 46 students' (69.70%) had moderate ability and 12 students' (18.18%) had low ability. To make it sure, it was shown in table 2 below:

Table 2: Students' Ability to Comprehend The Introduction of Persuasive Text

| The categorized of Ability | Students | Percentage (%) |
|----------------------------|----------|----------------|
| High | 8 | 12.12 |
| Moderate | 46 | 69.70 |
| Low | 12 | 18.18 |

3. Students' Ability to Comprehend The Body of Persuasive Text

The result of analyzing data on students' ability to comprehend the body of persuasive text, the researcher counted the students' score. The researcher found that the lowest score was 3 and the highest score was 12 with mean 8.28 and standard

deviation 3.20. The result of analyzed data reveal that 2 students (3,03%) had high ability, 50 students' (75,76%) had moderate ability and 14 students' (21,21%) had low ability. To make it clear it was shown in table 3 below:

Table 3: Students' Ability to Comprehend The Body of Persuasive Text

| The categorized of Ability | Students | Percentage (%) |
|----------------------------|----------|----------------|
| High | 2 | 3.03 |
| Moderate | 50 | 75.76 |
| Low | 14 | 21.21% |

4. Students' Ability to Comprehend The Conclusion of Persuasive Text

The result of analyzing data on students' ability to comprehend conclusion of persuasive text, revealed that the lowest score was 3 and the highest score was 6 with mean 4.75 and standard deviation 0.84. The result of analyzed data reveal that 15 students (22.73%) had high ability, 45 students' (68.18%) had moderate ability and 6 students' (9.09%) had low ability. To make clear it was shown in table 4 below:

Table 4: Students' Ability to Comprehend The Conclusion of Persuasive Text

| The categorized of Ability | Students | Percentage (%) |
|----------------------------|----------|----------------|
| High | 15 | 22.73 |
| Moderate | 45 | 68.18 |
| Low | 6 | 9.09 |

Discussions

1. Students' Ability to Comprehend Persuasive Text

From the analysis, the researcher found that the students' ability to comprehend persuasive text was moderate (54.54%). It indicates that students still had difficulties in comprehending persuasive text. They had limited knowledge to understand the questions about introduction, body and conclusion. It can be seen from the student's mistakes when they answered the questions.

2. Students' Ability to Comprehend The Introduction of Persuasive Text

The data analysis showed that the ability of the eleventh grade students of SMAN 1 Rao Pasaman was moderate (69.70%). For example, there were 12 students (18.18 %) could not answer the

question number 17. The question is *what is the similarity of global warming?* the students' answer were disaster and environment. But the correct answer was climate change. They could not answered correctly Because they did not know what is the similarity of global warming.

3. Students' Ability to Comprehend The Body of Persuasive Text

Another finding of this study was that the ability of the eleventh grade student of SMAN 1 Rao Pasaman to comprehend the body of persuasive text is moderate category (75.76%). For example the question number 19. The question is *why are government know about global warming?* There were 31 students (46.97 %) could not answered correctly. Student answered was option a (they know it) and choose option b (they care about the environment). But the correct one is option c (they have started using air monitoring stations).

4. Students' Ability to Comprehend The Conclusion of Persuasive Text

The last finding of this study was that 15 students (22.73%) had high ability, 45 students' (68.18%) had moderate ability and 6 students' (9.09%) had low ability to comprehend the conclusion of persuasive text. This means that the ability of the

eleventh grade students of SMA N 1 Rao Pasaman felt into moderate category (68.18%). Another example question number 24, the question is *why cell phone necessary for the students?* There were 41 students (62.12 %) could not answered correctly. They were answered option b (easy to communicating with friend), c (for style) and d (easy to get information). But the true reason why cell phone was necessary for the students based on the text was option a (for their safety).

Conclusions

In general, the finding of this research could be drawn that the ability of the eleventh grade students' ability at SMAN 1 Rao Pasaman comprehend persuasive text was moderate. It was proved by the fact that (54.54%) students possessed moderate ability. Their ability in comprehending introduction was 69.70%, body (75.76%), and conclusion (68.18%).

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