

AN ANALYSIS OF THE EIGHT GRADE STUDENTS' ABILITY IN COMPREHENDING THE *DESCRIPTIVE TEXT* AT SMP 2 BAYANG PESISIR SELATAN

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The purpose of this research was to describe students' ability in comprehending descriptive text. The population of this research was the eight grade students at SMPN 2 Bayang, Pesisir Selatan. The members of population member were 161 students, and the number of the sample members was 21 students. It was chosen by using cluster random sampling technique. The data were collected through reading test, and the reliability index was 0.83. It means that the test was reliable. Then the test was valid in terms of content validity. The result of this research showed that in general, the ability of the eight grade students at SMPN 2 Bayang, Pesisir Selatan in comprehending descriptive text was moderate. It was proved by the finding that was 66.67 % students had moderate ability. The ability the eight grade students at SMP N bayang, pesisir selatan in comprehending identification of descriptive text was moderate. It was proved by the finding that was 80.96 % students had moderate ability. The ability of the eight grade students at SMPN Bayang, Pesisir Selatan in comprehending description of descriptive text was moderate. It was proved by the finding that 80.96 % students had moderate ability

Keywords: Ability, Descriptive Text, Identification, Description.

Introduction

Being successful in English is the dominant factor that the English teacher should pay attention to, especially in teaching reading. Through reading, one can enhance his experience, develop new concept, solve his problem, and broaden his horizon of thinking, which are needed to ensure continuing personal growth and adopt the change in the world.

In reading comprehension, the message to be imposed in the written form is

the most important element that the students must recognize because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend.

For students from junior high school to university level, reading is something that has to be done. They have to read their compulsory books or other materials related

to their lesson. For students who are studying languages, reading is one of the skills, which has to be learned and is considered as the most important one because it can influence other language skill (listening, speaking, and writing). According to Kustaryo (1988:2), it is certainly not easy to present the English reading for Indonesian students whose language system is different. Reading is a complex process which involves not only the materials they read but also the influence of their experience to comprehend it.

In the junior high school curriculum, it is stipulated that reading is one of the four skills in studying English, and it is taught through genre approach. Reading types taught to them includes narrative, descriptive, procedure, news item, recount, and descriptive.

Unfortunately, based on the researchers' teaching experience, she assumed that the students' ability in comprehending descriptive text, is still dissatisfied. Most of them got low grades to both generic structure. They are still unable to understand identification and description in descriptive text.

Based on the above explanation, the researchers was interested to conduct the research entitled "**An Analysis of The Eight**

Grade Students' Ability In Comprehending the *Descriptive Text* at SMPN 2 Bayang".

In general, the purpose of the researcher was to describe the ability of the eight grade students of SMPN 2 Bayang in comprehending descriptive text. Specifically, researcher wanted to describe: the eight grade students' ability to comprehend the message in identification of descriptive text at SMPN 2 Bayang, Pesisir Selatan, the eight grade students' ability to comprehend the message in description of descriptive text at SMPN 2 Bayang, Pesisir Selatan.

The result of the research is expected to be useful reference for the English language teaching particularly in teaching reading for the English teachers. The teachers could know the students' ability to develop the reading materials, provide the students with more exercises, and share the information with other teachers or researchers. For the students, the result of this research is as the information for them to study better in the future.

Research Design

In this research, the researcher used descriptive research as a design in this research. Therefore, she described the ability

of the eight grade students at SMPN 2 Bayang, Pesisir Selatan in comprehending descriptive text. The population of this research was all the eight grade students of SMPN 2 Bayang. The total number of the population members was 151. It was distributed in six classes They have studied descriptive text in the academic year 2014/2015. To select the sample, the researcher used cluster random sampling technique. The researcher used it because the population was distributed in groups or classes. They have studied based on the same syllabus, materials, and teaching and learning process.

The researcher used reading test in the form of mutiple-choice as the instrument in this research. The researcher took all of the instruments from English material book. The number of items of the test was 30 and it consist of three texts. Before giving the real test, the researcher tried out test. The process of try out the test is reasonably done because the test is categorized as a non-standard descriptive reading test.

Hence, a good test must be valid and reliable. To determine the validity of the test, the researcher analyzes content validity. It means that the researcher constructed the test based on syllabus and teaching materials that have been given to the students.

1. Item Difficulties

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

Where :

P : Item difficulties

B : Sum of students who answer correctly

JS : Sum of students who follow the test

The item difficulties range between 0.00 – 1.00 and it is symbolized as “P” that refers to “proportion”. The result of difficulty index was classified into the followings (Arikunto, 2012 : 225).

P : 0.00 – 0.30 = difficult

P : 0.31 – 0.70 = moderate

P : 0.71 – 1.00 = easy

According to Arikunto (2012: 225), the test is considered good if the item difficulty is between 0.31 - 0.70. Based on the result of analysis of item difficulties, the researcher found that 25 items were moderates (1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 14, 15, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30), 2 items were difficult (6, 10) and 3 items were easy (13, 16, 23).

2. Item Discrimination

Item discrimination is a test that can differentiate smart students (high capability) and poor students (low capability). A test

item that can or cannot be answered correctly by both smart and poor students was considered as a bad item because it does not have item discrimination. All students were divided into two groups; upper and lower groups. Because the size of sample was small, students who had score half above belonged to high group and students who had score half below belonged to low group.

To find out item discrimination, the researcher used the following formula (Arikunto, 2012: 223).

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

Where :

- D : Item discrimination
- A : Number of the students in the high group who answer correctly
- B : Number of the students in the low group who answer correctly
- JA : Number of the students in the high group
- JB : Number of the students in the low group

Item description is symbolized as “D” that refers to “discrimination”. The result of item discrimination was classified into the followings (Arikunto, 2012: 232).

D : 0.00 – 0.20 = poor

D : 0.21 – 0.40 = satisfactory

D : 0.41 – 0.70 = good

D : 0.71 – 1.00 = excellent

According to Arikunto (2012: 232), the test is considered good if the item discrimination is between 0.41 - 0.70.

Based on the result analysis of item discrimination, the researcher found that 25 items were good (1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 14, 15, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30) and 5 items were poor (7, 10, 13, 16, 23). Relating to the both of analysis above, the accepted items were 25 items (1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 14, 15, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30) and the discarded were 5 (7, 10, 13, 16, 23) .

Reliability is the degree to which a test consistently measures whatever it measures (Gay,1987:135). Brown (2004:20) writes that a reliable test is consistent and dependable. To analyze the reliability of the test, the reseacher uses split-haftl method. It is the kind of method which devided the item of the test into the odd item and even item. To calculate the coefficient correlation of odd item score and event item score, the reseacher used the the following Pearson Product Moment Formula (Arikunto : 2012: 87).

0.00 0.20 : very low correlation

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

Where:

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

N = the number of students

$\sum X$ = the total score from the first scorer

$\sum Y$ = the total score from the second scorer

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

Where :

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

r_{ii} = the reliability coefficient of total test

r_{xy} = the coefficient correlation between variables x and y

After finding the correlation coefficient of the odd and the even scores, the researcher determines the degree of coefficient correlation based on Arikunto's idea (2012:89):

0.81 1.00 : very high correlation

0.61 0.80 : high correlation

0.41 0.60 : enough correlation

0.21 0.40 : low correlation

The result of data analysis showed the reliability coefficient of the test was .83 and it was categorized into very high correlation. According to Gay (1987) a good test is a test that has coefficient correlation between .80 – 1.00. It means that this test was reliable and could be used as instrument of this research.

The researcher used some steps to analyze the data.

1. Calculating the mean by using the formula (Arikunto, 2012: 299).

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

Where:

M : Mean

$\sum x$: The total number of x score

N : The total number of sample

2. Calculating the standard deviation by using the formula (Arikunto, 2012: 299).

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

Where:

SD : Standard deviation

N : The total number of sample

$\sum x$: Total score

3. Classifying the students' ability into high, moderate, and low by using the following criteria (Arikunto, 2012: 299).

- >M + 1 SD = high
- (M – 1 SD) – (M + 1 SD) = moderate
- <M – 1 SD = low

4. Finding the percentage of students who got high, moderate, and low ability by applying the following formula;

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

Where:

- P : Percentage of the students score
- R :The sum of the students who get high, moderate, and low ability
- T : The sum of the students

FINDINGS AND DISCUSSIONS

a. Findings

To measure the students' ability in comprehending descriptive text, the researcher counted the students' scores. The researcher found that the lowest score was 6 and the highest score was 23. After calculating the mean and standar deviation, then she got 16.81 for mean and 4.7 for standard deviation. The students' ability was categorized as high if their scores were

higher than 21.51 it was categorized as moderate if their scores were between 12.11 until 21.51, and it was categorized as low if their scores were lower than 12.11. The researcher calculated the percentage of students into three groups. (see table 1)

Table 1
The Classification of Students' Ability in Comprehending Descriptive Text

N	Classificatio	Frequenc	Percentag
o	ns	y	e (%)
1	High	4	19.05 %
2	Moderate	14	66.67 %
3	Low	3	14.28 %

To measure the students' ability in comprehending identification of descriptive text, the researcher counted the students' scores. She found that the lowest score was 3 and the highest score was 12, then the researcher calculated the mean and standard deviation and she got 8.52 for mean and 2.59 for standard deviation. The students' ability was categorized as high if their scores were higher than 11.11, it was categorized as moderate if their scores were between 5.93 until 11.11, and it was

categorized as low if their scores were lower than 5.93. The researcher calculated the percentage of students into three groups (see table 2).

Table 2
The Classification of Students' Ability in Comprehending Identification of Descriptive Text

No	Classifications	Frequency	Percentage (%)
1	High	1	4.76 %
2	Moderate	17	80.96 %
3	Low	3	14.28 %

To measure the students' ability in comprehending description of Descriptive Text, the researcher counted the students' scores. She found that the lowest score was 3 and the highest score was 12, then the researcher calculated the mean and standard deviation and she got 8.28 for mean and 2.58 for standard deviation. The students' ability was categorized as high if their scores were higher than 11.4, it was categorized as moderate if their scores were between 5.94 until 11.4, and it was categorized as low if their scores were lower than 5.94. The researcher calculated the

percentage of students into three groups (see table 3).

Table 3
The Classification of Students' Ability in Comprehending Description of Descriptive Text

No	Classifications	Frequency	Percentage (%)
1	High	2	9.52 %
2	Moderate	17	80.96 %
3	Low	2	9.52%

b. Discussions

The result of the data analysis indicates that there were 14 students (66.67 %) who had moderate ability. This finding indicates that most of the students had difficulty in comprehending descriptive text. It might be caused by the students' limited knowledge on what the descriptive text tells about or what generic structure of descriptive text is. That is why they got difficulties in identifying and comprehend each part of descriptive text.

In data analysis indicated that there were 17 students (80.96%) who had moderate ability. This finding indicated that most of the students had ability in

comprehending identification of descriptive text. It might be caused by students' limited knowledge to understand the topic of descriptive text such as : the class and sub class.

In data analysis indicated that there were 17 students (80.95%) had moderate ability. This finding indicated that most of the students had ability in comprehending description of descriptive text. It was probably caused by the lack of knowledge and lack of practices in comprehending the descriptive text. So, they still got difficulties in identifying the description of descriptive text.

Based on the findings of this research already discussed in the previous chapter, the researcher drew the several conclusions. Firstly, In general, the ability of the eight grade students at SMPN 2 Bayang in comprehending descriptive text was moderate. It was supported by the fact that there were 66.67% who had moderate ability. In specific, conclusion can be seen as follows ; The ability of the eight grade students at SMPN 2 Bayang in comprehending identification of descriptive text was moderate. It was supported by the fact that 80.96 % students had moderate ability, The ability of the eight grade students at SMPN 2 Bayang in

comprehending description of descriptive text was moderate. It was supported by the fact that 80.95 % students had moderate ability.

Based on the result of the research, the researcher would like to give several suggestions as follows:

- (1) The teachers are suggested to explain more about the material of descriptive text and give more exercises to improve their students' ability in comprehending descriptive text.
- (2) The students are suggested to learn and do more exercises to improve their ability in comprehending descriptive text.
- (3) For the futher research, the researcher suggests to the next researcher to find out the students' problems in comprehending the descriptive text.

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