AN ANALYSIS OF STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT AT THE SECOND GRADE OF MTS-TI BATU BELAH

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ABSTRACT

The objective of the research is to describe how the students' reading comprehension of descriptive text. This research was conducted at MTS-TI Batu Belah. The subject of this research consists of 26 students of the second grade. The method of this research is a descriptive research. The researcher used two instruments, test and questionnaire. Based on the data analysis, it showed that the average of the students' achievement in reading comprehension of descriptive text was 49. It was categorized in Poor level. Furthermore, the students' responses showed that 21 the students like reading. Meanwhile, 5 the students didn't like reading english text. 21 the students want to learne about new vocabulary before used dictionary. Meanwhile, 5 the students didn't understand about the vocabulary without used dictionary. 16 the students can finding specific information. Meanwhile, 10 the students felt difficult in understand English well. 13 the students felt easy to find the main idea and the supporting detail. Meanwhile, 13 the students feel difficult to find the main idea . 16 the students felt didn't difficult in guessing the title of the text. Meanwhile, 10 the students felt the title was difficult to guess. 12 the students felt didn't like to answer the questions about vocabulary. Meanwhile, 14 the students felt the questions was difficult

Keywords : Descriptive text, Reading, Comprehension

Introduction

English is one of the international languages that is used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics.

For Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. We use it to understand our world through listening and reading and to communicate our feeling, need, and desires through speaking and writing. By having more knowledge about language skill we have

much better chance of understanding and being understood and getting what we want and need from these around us.

Being successful in teaching english is the dominant factor that the English Teacher should pay attention, especially in Teaching reading. Generally , The skill in reading getting by learning in school. The skill of language is an unique ability and important to growth the knowledge and a communication tools for human life. The person will get information, the knowledge and new experiences. All thing that they find in reading will give them the high thinking, the sharp glance and wide perception.

Teaching is defined as an interactive process, primarily involving classroom talk, which takes place between teacher, pupil and occurs during certain definable activities. Teaching is a task of a teacher, which is performed for the development of a child.

Reading is one of language skills which is application in learnt by students. Through this application, students can understand to read the text. In the text they will get information and ideas which they need to know. Moreover, they be able to know what they do not know before. Reading is one of the skills which have to be learned by the students in order to master English well. Reading is also included into receptive skill besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear (Harmer, 2001: 199).

Reading is the practice of using text to create meaning. The two key words here are creating and meaning. Through reading various printed materials such as magazine, newspaper, fiction, or nonfiction books, we are able to get knowledge information, pleasure, and problem solution. In this research the researcher will focus on reading comprehension. Reading is an important skill that must be mastered by students in teaching and learning English, besides listening, speaking and writing. Because reading will be able to improve students' knowledge and understanding the material in learning English. Beside that reading becomes a problem for the students because the purposes of reading and type of the text determine the specific knowledge, skills and strategies that readers need to apply and achieve comprehension.

Reading comprehension as a process that involves memory, thinking abstractly, visualization and understanding vocabulary as well as knowing how to properly decode. Explicitly teaching student strategies can help them do all of these things better and become more independent readers. Reading comprehension strategies also encourages students to become more responsible for their own learning, once the student has mastered the strategy. There are many strategies in encouraging the students' reading comprehension, one of them is by using jigsaw strategy. Marleni (2017). 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. Reading comprehension can be described as understand a text that is read, or process of constructing meaning from a text . In reading, there are many kinds of reading text, such as narrative, recount, report, descriptive, explanation, analytical exposition and so forth. Descriptive text is one of genre of text should be taught to students of senior high school especially in tenth graders. Comprehension is an active process and the reader must interact and be engage with the text for it work.

MTS-TI Batu Belah is one of Junior high school in Bangkinang. As a formal school, this school uses curriculum based on competence as a guide in learning process that include reading subject and in order to accomplish students' needs toward reading. School Based Curriculum (KTSP) provides reading as one of the skills in English mastery that must be taught and learned in junior high school. MTS-TI Batu Belah uses School Based Curriculum (KTSP) as guidance in arranging lesson plan, including in reading skill. English is taught twice a week with duration of time 40 minutes for one meeting. It means that they have to learn English 160 minutes in a week and Curriculum Standard Competence of English Study scores in School Based Curriculum. For reading at second grade students of junior level school, the competency standard is to understand the meaning of short functional essay of descriptive text in content of daily life and to acces knowledge. There are some texts for Junior High School that should be taught by

the teacher. According to syllabus 2016/2017 as the basic stated for second grade of MTS-TI Batu Belah is that students are expected to be able to comprehend narrative text, descriptive text. In this research, the writer only focuses on comprehending the descriptive text.

Based on writer's preliminary study observation, it shows that most of the students still have problems and the difficulties in their English especially in reading comprehension. The writer found that some of the students could not understand about the content of reading text, identify the generic structure, language feature, it means that the students still got many difficulties in reading activity and comprehended an English text that makes them slower in doing task given by the teacher. Finally they were not able to get Total Minimal Persage (KKM) that is ≥70. They reading comprehension is still far from expectation of the curriculum. This case it can be seen in the following symptoms:

1. The teacher had been taught descriptive text in the class, but most of the students have not been able to understand the content being taught.
2. Some of the students are not able to find the meaning of unfamiliar words in the text.
3. Some of the students do not know how to identify the main idea of the text.
4. Some of the students are not able to identify information from the text.
5. Some of the students are not able to identify the generic structure in descriptive text.
6. Some of the students are not able to identify the language feature in descriptive text.

The lack of ability to understand the text reading, because students do not know to apply some reading skills and they do not have the ability to understand, such as; inability to scanning, skimming, guessing meaning from context, and other students are not able to understand the message of the text and they will fail in answering questions related to the text.

The most often become to complain is the teachers ability in applying appropriate approaches, methods, strategies or techniques in teaching or learning. So many students are not interest in Reading. They sometimes can not get the

main idea from the text, They were confused to get idea when predicting the picture and from the text. They also lazy to read because no variation of the text by the teacher and the text too difficult for them.

Meanwhile the students can not get the general and specific information. They have not truly mastered reading fluently. When a students who is struggling to read words and focuses so hard on just saying word correctly, they are not focusing on what they are reading. Students who have cognitive disabilities, working memory problems, and dificulties with making inference are also likely to have comprehension difficulties. An example of a student would be a student with autism. This student's cognitive abilities may make reading comprehension a difficulties task.

The students must reach the aspects of reading comprehension where the students should be able to find the main idea, making inference, and knowing the supporting details. The previous study showed the students got difficulties to determine main idea and answer questions based on the text. The students also lazy in reading it cause the reading is so difficult to understand or the reading make bored. More importantly, the students could comprehend the idea easier and reached optimal in reading.

In order to describe student's comprehension a teacher as an educator have to use good method in teaching learning process. In this case the researches concerns ''*Describing the students' reading comprehension of Descriptive text at second Grade of MTS-TI Batu Belah.*

Reading is a very complex mental activity that contains vision, dubbing, thought, and rendition (Celenk in Ayfer Sahin, 2001: 77). According to Akyol (2006:29) Reading is a dynamic inferring process that makes communication between writer and reader essential. Reading skill means students' reading texts they encounter in their daily lives properly and fluently by using right methods (Ozbay, 2006: 5).

Reading is one of the most important skills in learning a language. Reading is making meaning from print and from visual information. Reading is a means of the language acquisition of communication and information sharing of

ideas. According to Andrew (*Op.Cit*. p. 4) reading integrates visual and non visual information. During the act of reading, the visual information found on the page combines with the non visual information contained in your head to create meaning. In that way, what's in your head is just as important as what is on the page in the process of creating meaning (reading).

Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. Reading is not to be a passive activity but reading is an active process in which reader relate information in the text to what they already know. Beside that Nunan (2003 : 68) stated, reading is a fluent process of readers combining information from a text and their own background. knowledge to build meaning. The goal of reading is comprehension. According to Nuttal (1982 : 2), reading is understood interpret meaning sense.

Based on the definition above, it can be concluded that reading is an interactive process that goes on between the reader and the text, a reader in reading term will use his knowledge, skills, and strategies to determine what the text is. It means, the reader try to recognize the words they meet in print and find the meaning of the written text. So, the reading brings a maximum understanding to the author's message.

For instance, reading is a process which the readers get information that they need, elaborate meaning and the readers also focuses on message that writer made. Reading also important skill which have to be learnby students or teacher. They extract meaning from the discourse that they see or read. Its purpose to get general or detail information from the text and the reader had to comprehend the text in order get information effectively.

The first point to be made about reading process is reading comprehension. Reading with comprehension means understanding what has been read. Some experts have introduced several interesting views of reading comprehension concepts. They believe that reading comprehension is not only simple decoding process but also rather a very complex process.

According to Brown (1994 : 291), reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Reading comprehension is thus much more than decoding. Moreover, efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire text involves more than just relying on one's linguistic knowledge.

One reason for reading comprehension is that we want to understand other people's ideas, if we were identical, there would be no point in most communication. It means that the background knowledge of someone is important in understanding text. If the writer and the reader are closely similar in background, training, attitude, and so on, the reader is likely to interpret the text with no conscious effort.

Karen et al (2007 : 8), stated that meaning, learning, and pleasure are the ultimate goals of learning to read. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text it self (interest in text, understanding of the types). Therefore reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author.

Method

Based on the formulation of the previous goal, this study includes research method used by the writer in preparing this final report using descriptive methods. As the research in Descriptive, this is the definition of Descriptive by some expert. " The notion of a descriptive method by Moh. Nazir (2005: 54) is: "Descriptive method is a method in researching the status of human groups, an object, a set of conditions, a system of thought, or a class of events in the present". descriptive research can include multiple variables for analysis, yet unlike other methods, it requires only one variable (Borg & Gall, 1989) . So, descriptive as a method for collecting data in research without make comparison and connect with other variable

Descriptive research refers to research studies that have as their main objective the accurate portrayal of the characteristics of persons, situations or groups (polit&Hungler 2002;716 in Brown). This approach is used to describe variables rather than to test a predicted relationship between variables. In this study, "descriptive" refers to the descritpive aspect of

phenomenology described in section.

Descriptive research aimed to explore and clarify a phenomenon or social reality by describing such variable which refers to problem and unit researched. Problems discussed in this research are: Background of

Research Problem, Problem, Objectives, Scope and limitation, Definition of Operational and Significance. Arikunto (2010: 234) defines descriptive research as a scientific research which the purpose is to picture out the phenomenon. It does not need any administration or control of certain action.

Descriptive Research aimed to explore and clarify a phenomenon or social reality by describing such variable which refers to problem and unit researched. Problems discussed in this research are: Background of

Research Problem, Problem, Objectives, Scope and limitation, Definition of Key Terms and Significance. In conducting this research, the writer is act as non participant observer who observes the implementation of multi-methods in teaching reading process in second years of students at MTS-TI Batu Belah. Further explanation about it, will be discussed at Data Collection.

The subject of the study is the students of grade VIII atMTS-TI BatuBelah in the process of learning students' English vocabulary mastery. There are 26 students at grade VIII. There are 10 male students and 16 female students. In this study, the writer focuses on how students' English vocabulary mastery in the class.

The data were analyzed by using descriptive method. The writer wanted to find out how the students' reading comprehension (focused on finding main idea and finding meaning of vocabulary in context).

The formula used to analyze the data in this research were:

1. To find out the mean score of the students in answering the test used the

$$M = \frac{fx}{N}$$

following formula:

Where: M →Mean

fx → Total number of the score

N → Total number of the students

Hartono, (2004:30)

2. To find out the percentage of the students in answering the test used the following formula:

F

$$P = - \times 100$$

N

Where: P → Percentage

F → Frequency

N → Total number of the students

Hartono, (2004:30)

3. To find out level of the students' reading comprehension of descriptive text especially in finding meaning of vocabulary in context, the following classification measurement is used:

Table 1
The Classification of the Students' Score

NO	SCORE / RANGE	ABILITY LEVEL
1	80 – 100	Excellent
2	70 – 79	Good
3	60 – 69	Fairly good
4	50 – 59	Weak
5	0 – 49	Poor

(Hartono, 2004:30

Finding and Discussion

The main concern of this research was focused on describing the students' reading comprehension of descriptive text at second grade of MTS-TI Batu Belah. In order to got the data of this research, the researcher used the test and questionnaire. The test was used to measure the students' reading comprehension of descriptive text was divided into five indicators but the writer focus on analysis students' reading comprehension in descriptive text (Finding Main Idea and Finding the Meaning of the Vocabulary in Context). The questionnaire was used to got spesific information by the students' responses dealing with the students' reading comprehension of descriptive text at the second grade of MTS-TI Batu Belah. The researcher gave questionnaire to the students which revealed in their reading comprehension in descriptive text.

1. The students' Reading Comprehension of Descriptive Text.

The researcher carried out the research to the second year students of MTS-TI Batu Belah, the result was analyzed to make sure how the students' reading comprehension of descriptive text.

In this research, the researcher took 26 students as the sample in order to find out the students' reading comprehension of descriptive text. In analyzing the students' reading comprehension of descriptive text, the researcher used the test. The test is test 1 and test 2. In this test, the students were asked to answer the questions related to the indicators are finding main idea and Finding the Meaning of the Vocabulary in Context.

In calculating the mean score of the students' reading comprehension of descriptive text of test 1 and test 2, the researcher calculated the mean score in each the indicators, the data as follows:

Table 2
The Percentage of the Students' Reading Comprehension of
Descriptive Text in Finding Main Idea of Test 1

No.	Score / Range	Ability Level	Frequency	Percentage
1	80 – 100	Excellent	8	30,77 %
2	70 – 79	Good	0	0 %
3	60 – 69	Fairly Good	8	30,77 %
4	50 – 59	Weak	0	0 %
5	0 – 49	Poor	10	38,46 %
			26	100 %

Based on the table above, seen that are 8 students (30,77%) obtained excellent level, 8 students (30,77%) obtained fairly good level, , and 10 students (38,46%) obtained poor level. The mean score result of the students' reading comprehension of descriptive text in finding main idea of test 1 is 58. It mean that the students' reading comprehension of recount text in finding main idea of test 1 is categorized in weak level.

Picture 1
The Percentage of the Students' Reading Comprehension of
Descriptive Text in Finding Main Idea of Test 2
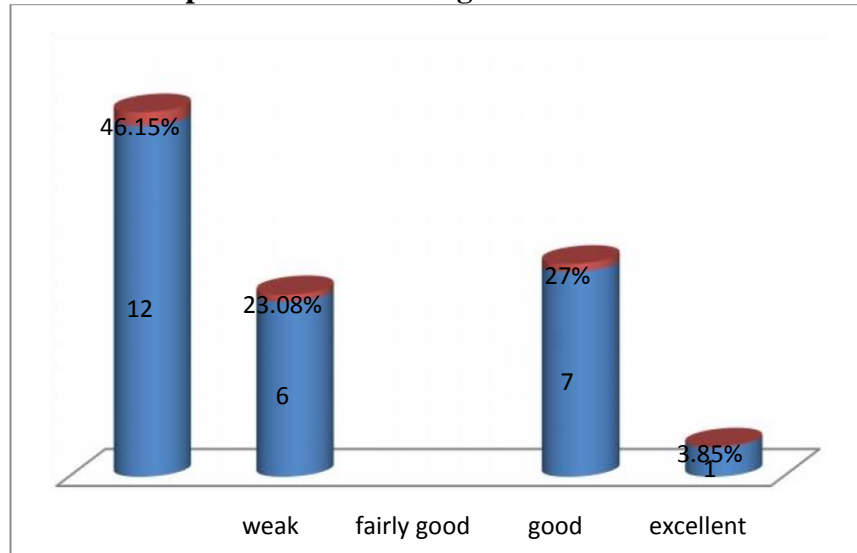
Related to the graphic above there were 7 or 26,92 % students fall in good level, 1 or 3,85% students fall in excellent level, 6 or 23,08% students fall in weak level, and 12 or 46,15% students fall in poor level. From the data is known that the mean score of the students' reading comprehension of descriptive text in finding meaning of test 2 is 45. It shows that the students' vocabulary mastery in finding meaning of test 2 is classified in poor level.
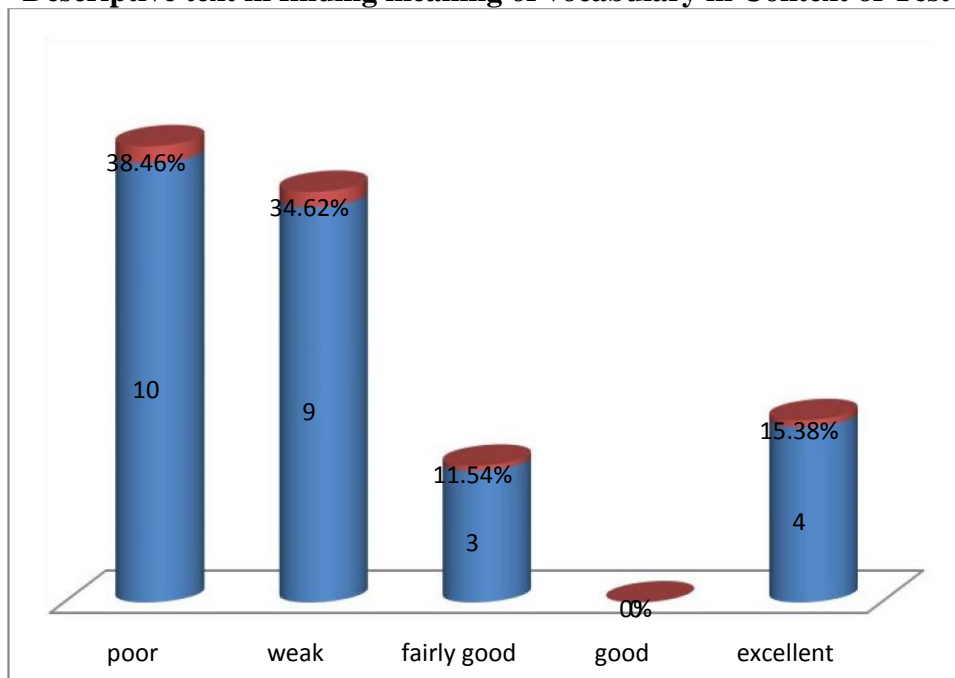
Based on the data of test 1 and test 2 above proved that the mean score of the students' reading comprehension of descriptive text in finding meaning of test 1 is 58 and the students' reading comprehension of descriptive text in finding meaning of test 2 is 45. It can be conclude that the students' reading comprehension of descriptive text in finding main idea is categorized in poor level.

Table 3
The Percentage of TheStudents' Reading Comprehension of Descriptive text
in Finding Meaning of Vocabulary in Context of Test 1

No	Classification		Frequency	Percentage
	Range	**Ability Level**		
1	80 – 100	Excellent	2	7,69%
2	70 – 79	Good	2	7,69%
3	60 – 69	Fairly Good	5	19,23%
4	50 – 59	Weak	9	34,62%
5	00 – 49	Poor	8	30,77%
			26	100 %

Based on the table above, it could be seen that there were 2 or 7,69% students obtained excellent level, 2 or 7,69% students obtained good level, 5 or 19.23% students obtained fairly good level, 9 or 34,62% students obtained weak level, and 8 or 30,77% students obtained poor level. In calculating of the data, the mean score of the students' Reading Comprehension of Descriptive text in finding meaning of vocabulary in Context of test 1 is 49. It prove that the students' Reading Comprehension of Descriptive text in finding meaning of vocabulary in Context of test 1 is categorized in poor level.

Picture 2
The Percentage of The Students' Reading Comprehension of
Descriptive text in finding meaning of vocabulary in Context of Test 2

Related to the graphic above there were 4 or 15,38% students fall in excellent level, 3 or 11.54% students fall in fairly good level, 9 or 3aq 4.61% students fall in weak level, and 10 or 38,46% students fall in poor level. From the data is known that the mean score of the students' Reading Comprehension of Descriptive text in finding meaning of vocabulary in Context of test 2 is 45. It shows that the students' Reading Comprehension of Descriptive text in finding meaning of vocabulary in Context of test 2 is classified in poor level.

Based on the data of te st 1 and test 2 above proved that the mean score of the students' Reading Comprehension of Descriptive text in finding meaning of vocabulary in Context t of test 1 is 49 and the students' Reading Comprehension of Descriptive text in finding meaning of vocabulary in Context of test 2 is 45. It can be conclude that the students' Reading Comprehension of Descriptive text in finding meaning of vocabulary in Context is categorized in poor level.

Table 4
The Recapitulation of Mean Score of Total Score of the Students'
Reading comprehension of Test 1

No	Indicators of Reading Comprehension	Total Score	Percentage
1	Finding Main Idea	1501	58%
2	Finding Meaning of vocabulary in Context	1267	49%
	Total	2768	

Based on the table above, it could be seen that total score of the students' reading comprehension of test 1 in finding main idea is 1501, and finding meaning ofvocabulary in context is 1267. In calculating of the data is known that the mean score of total score of the students' reading comprehension of test 1 is 53,5. It means the students' reading comprehension of test 1 is categorized in weak level.

Table 5
The Recapitulation of Mean Score of Total Score of the Students' Reading
Comprehension of Test 2

No	Indicators of Reading Comprehension	Total Score	Percentage
1	Finding Main Idea	1175	45%
2	Finding meaning of vocabulary in context	1168	45%
	Total	2343	

Based on the table above, it could be seen that total score of the students' reading comprehension of test 2 in finding main idea is 1175, and finding meaning of vocabulary in context is 1168. In calculating of the data is known that

the mean score of total score of the students' reading comprehension of test 2 is 45 . It means the students' reading comprehension of test 2 is categorized in poor level.

2. The Result of Questionnaire

The result of questionnaire was analyzed to get specific information dealing with students' reading comprehension at the second grade of MTS-TI BatuBelah. This questionnaire was revealed in two categorized. They were the students' opinion in learning English and the students' opinion in their reading comprehension of descriptive text .

To make them clear, the researcher analyzed each categorized of the questionnaire as follows:

Pictures 3
**The Students' Opinion in Reading Comprehension**
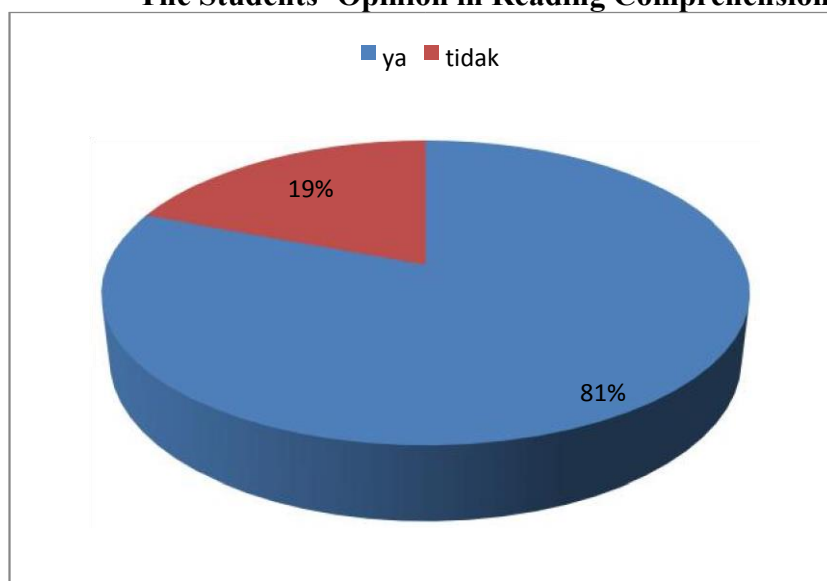
Based on the picture of the first questionnaire above, 21 or 81% the students like reading. They say that reading is important and easy to understood. Meanwhile, 5 or 19% the students didn't like reading english text. They felt difficult to understand, to pronounce, to remember, and made them feel confused and bored.

Picture 4
**The Students' Opinion in Guess Meaning of the New vocabulary in Reading text**
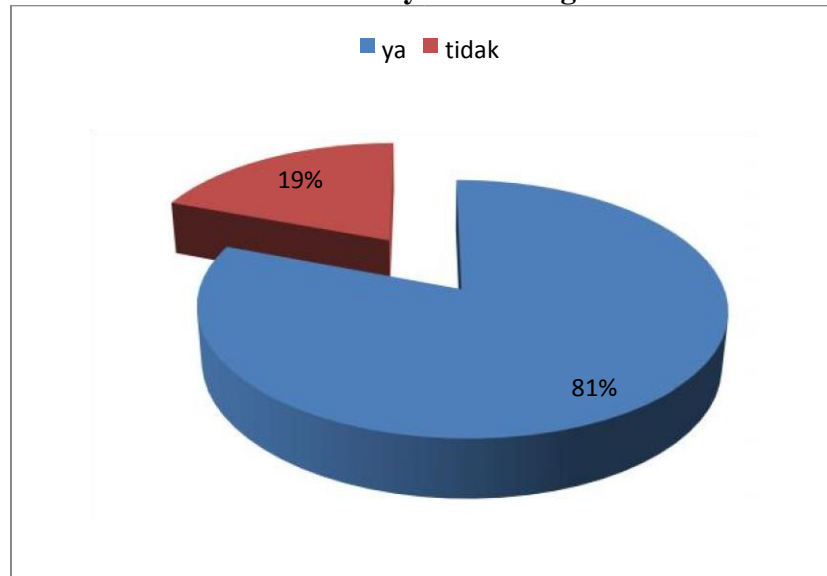
Based on the picture of the second questionnaire above, 21 or 81% the students want to understood, tried to guess, and learned about new vocabulary before used dictionary. Meanwhile, 5 or 19% the students felt difficult and didn't understand about the vocabulary without u$_{sed}$ dictionary and felt wasted the time if they didn't use dictionary to get the meaning of the word.

Picture 5
**The Students' Opinion in finding specific information**
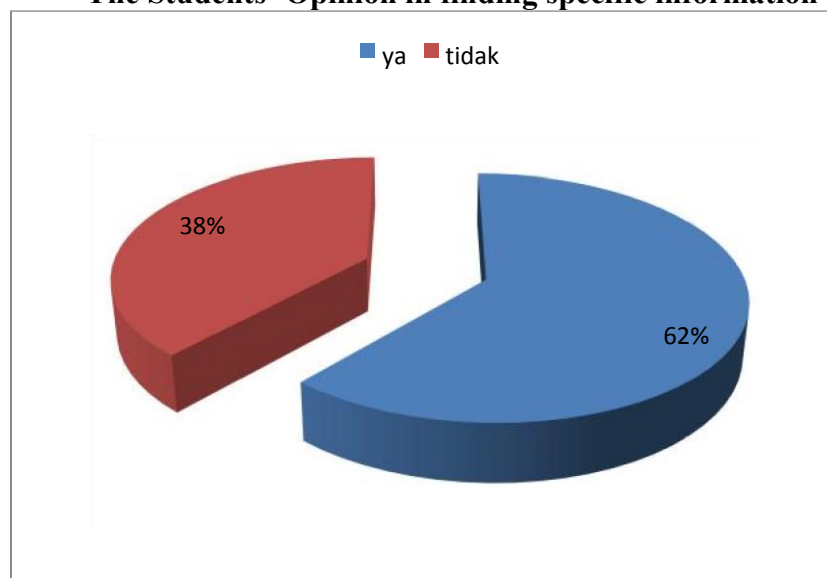
Based on the picture of the third questionnaire above, 16 or 62% the students can finding specific information, they need to find something that did not waste time. Meanwhile, 10or 38% the students felt difficult in understand english well, especially in reading text. They lazy to read a text and the text make them confused.

Picture 6
The Students' Opinion in Finding main idea and supporting detail
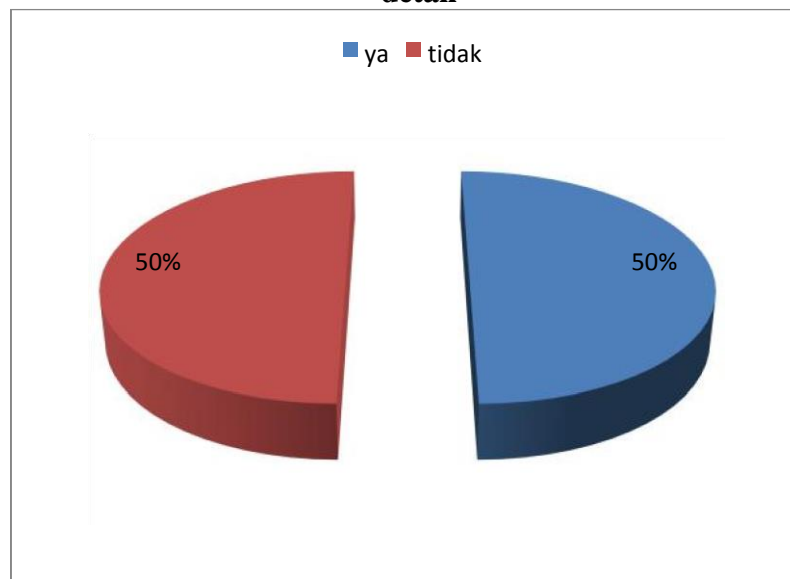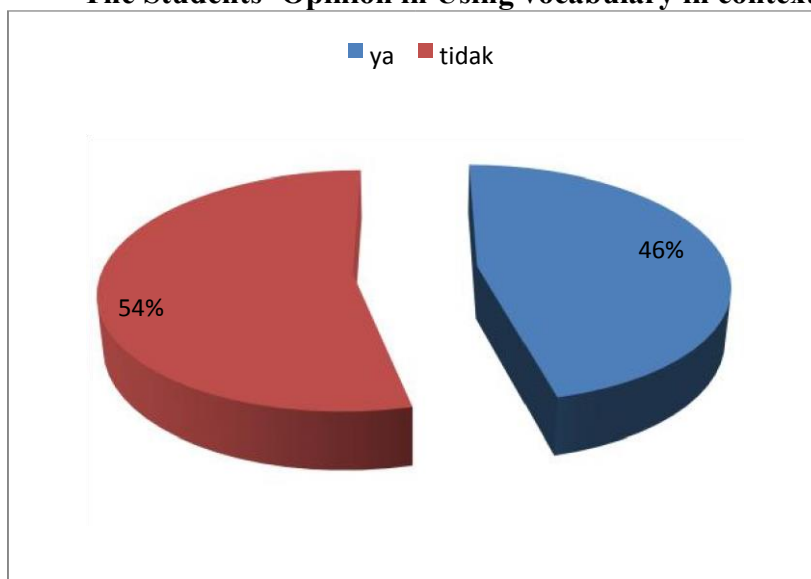

Based on the picture of the fourth questionnaire above, 13 or 50% the students felt understand and easy to find the main idea and the supporting detail, because descriptive text easy to understand and they like descriptive text. Meanwhile, 13 or 50% the students didn't understand and feel difficult and confused to find the main idea .

Picture 7
The Students' Opinion in Guess the title of descriptive text
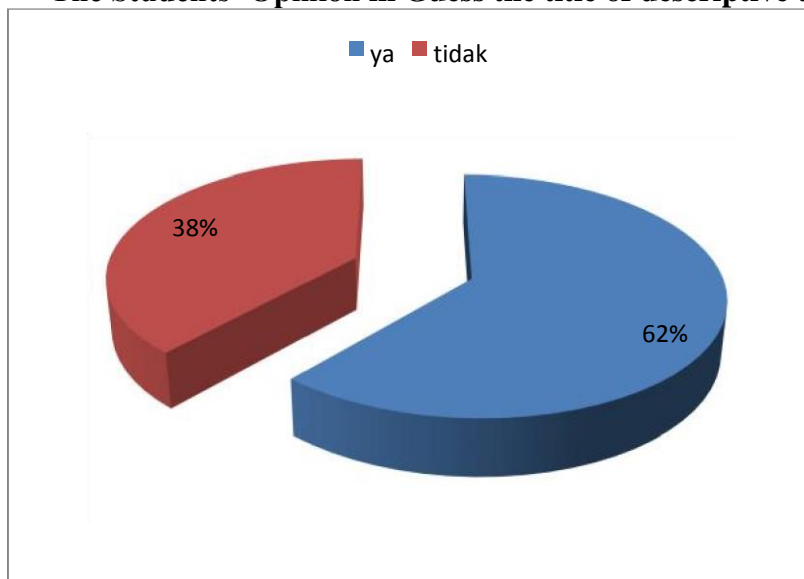
Based on the picture of the fifth questionnaire above, 16 or 62% the students felt didn't difficult in guessing the title of the text, and they try to guess the title. Meanwhile, 10 or 38% the students felt the title was difficult to guess because they didn't know the meaning of the text and sometimes the students lazy to guess because they didn't understand and also made them confuse.

Picture 8
The Students' Opinion in Using vocabulary in context

Based on the picture of the sixth questionnaire above, 12 or 46% the students felt didn't difficult and like to answer the questions about vocabulary and easy to understood. Meanwhile, 14 or 54% the students felt the text and questions was difficult because they didn't know the meaning of vocabulary and sometimes the students forgot about its meaning.

C. Discussion

This part covers the discussion of the students' Reading Comprehension in Descriptive Text. The discussion based on how students' reading comprehension at the second grade of MTS-TI BatuBelah. The researcher found that the students' reading comprehension in descriptive text is weak level.

Based on the research, the researcher saw that the students had difficult in learning english especially in reading, low understanding the vocabulary especially in get meaning of new vocabulary and also in using appropriate words based on context. It caused that the students had low vocabulary that made the students difficult to translated the descriptive text. And some students really didn't like to learn English because they feel it is so difficult to understand it and it is not their daily language.

From the problems above, it make the students difficult to get main idea and using appropriate word based on context. And also make the students are lazy to learn English. Therefore, the students need motivate from the teacher to be creative in teaching English. Especially in reading Comprehension of Descriptive text.

CONCLUSION

Based on the data analysis on previous chapter, from the calculation the mean score of the students' reading comprehension of test 1 and test 2, it can be conclude that the students' reading comprehension was categorized in weak level. The result of questionnaire proved that 21 or 81% the students like reading. They say that reading is important and easy to understood. Meanwhile, 5 or 19% the

students didn't like reading English text. They felt difficult to understand, to pronounce, to remember, and made them feel confused and bored. 21 or 81% the students want to understood, tried to guess, and learned about new vocabulary before used dictionary. Meanwhile, 5 or 19% the students felt difficult and didn't understand about the vocabulary without used dictionary and felt wasted the time if they didn't use dictionary to get the meaning of the word. 16 or 62% the students can finding specific information. Meanwhile, 10or 38% the students felt difficult in understand english well, especially in reading text. 13 or 50% the students felt understand and easy to find the main idea and the supporting detail, because descriptive text easy to understand and they like descriptive text. Meanwhile, 13 or 50% the students didn't understand and feel difficult and confused to find the main idea . 16 or 62% the students felt didn't difficult in guessing the title of the text. Meanwhile, 10 or 38% the students felt the title was difficult to guess because they didn't know the meaning of the text and sometimes the students lazy to guess because they didn't understand and also made them confuse. 12 or 46% the students felt didn't difficult and like to answer the questions about vocabulary and easy to understood. Meanwhile, 14 or 54% the students felt the text and questions was difficult because they didn't know the meaning of vocabulary and sometimes the students forgot about its meaning.

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