WHAT CATEGORY DOES STUDENTS' READING COMPREHENSION FAULT?

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Abstract

The objective of this study was to analyze students' comprehension in reading descriptive text at the eighth grade of SMPN 5 Tanjungpinang. To get the study subject, this research strategy is qualitative descriptive research using purposive sampling approaches. The research subject was an eighth grade A (VIII.A) student of SMPN 5 Tanjungpinang in the academic year 2021/2022, consisting of 40 students. Researcher obtained the data using a multiple-choice test of 20 questions from 7 texts. Researcher used assessments of students' comprehension categorized by Jihad and Harris. To analyze the data, the researcher collects and counts the score, and then the scores obtained by each student are displayed in table form and graphics to make it easier to understand. The result of this study shows is that comprehension of students' in reading descriptive text falls into the category of good. This is supported by facts based on the acquisition of the mean score obtained from 40 students, which is 82.75 at eighth grade A. Based on percentages in the frequency distribution, comprehension of students' in reading descriptive text at eighth-graders students' comprehension in reading descriptive text at eighth-graders obtained percentage 32.5% in the excellent category, 40% in the good category, 15% in the fairly good category, 12.5% in the fair category, and 0% in the poor category.

Keywords: Analysis, Reading Comprension, Descriptive Text

I. Introduction

Reading is one of the most crucial abilities in our daily lives that students must master to learn English. Reading is more than only deciphering meaning; it is also a process of thinking and comprehending written content. As a result, when individuals talk about reading, it's likely to be associated with comprehension. Comprehension is the process of conveying concepts from a book to the reader's mind, or it is the process through which students comprehend and interpret printed words. A student who understands what he has read, for example, can respond to questions about it. It suggests that the primary purpose of reading is to comprehend something. On the other hand, students will not have benefit from reading if they do not comprehend what they read. Reading without comprehension, on the other hand, is useless.

In reading, there are many types of texts, and one of the texts is Descriptive Text. Derewianka *et al.* (1990) define a descriptive text as one that is written to describe a person, location, or thing. Identification and description are the two parts of the schematic structure of the descriptive text. Descriptive writing has its linguistic characteristics in addition to its schematic form. The use of identifiable participants, written in the present tense, linking verbs, adjectives, and relational and

material processes are all linguistic elements of a descriptive text (Yoandita, 2019). According to Rass (2001) defines that A Descriptive text is a text that uses relevant details to describe people, locations, objects, or events. A successful description will include enough and varied elaboration of details to convey a sense of the reported thing. The sensory details employed are frequently chosen to depict what the writer sees, hears smells, touches, and tastes.

Based on her teaching practice assignment (PPL) experience at SMPN 5 Tanjungpinang, the researcher taught descriptive text to the school's eighth¬-grade pupils. The results of the interview with the English teacher and the researcher's observations. The researcher discovered various issues with students' ability to understand descriptive language. The issue is that kids are still having difficulty reading descriptive literature, comprehending it, remembering it, and decoding it. The kids' ability to interpret descriptive material remains unsatisfactory. The majority of them received poor grades in both general and structural structures. They are still unable to comprehend identification and description in descriptive literature, for example.

Students frequently do not understand the material in many circumstances during the teaching and learning process, which makes reading boring for them. The children were still unable to understand descriptive writing, according to the findings. It can be determined by their inability to answer questions about a descriptive text and to investigate the information contained within the text. They took a long time to catch the notion from the text in the more particular ones. For example, they struggle to comprehend the meaning of descriptive writing and how word arrangement might be used to create a descriptive text. When the researcher explained the descriptive text to them and then asked them questions based on the text, some students were still unsure how to respond and couldn't explain or give their perspective on what the text's substance was about. Based on the researcher's observations, there is no evidence of student participation in the learning process. When the teacher discusses the information, the students appear to be less engaged, and just a few students ask the teacher questions concerning the material.

The researcher is interested in observing and conducting a study entitled "An Analysis of Students' Reading Comprehension in Descriptive Text at the Eighth Grade of SMPN 5 Tanjungpinang" based on that problem. The purpose of this study is to describe how the students' comprehension in reading descriptive text at the eighth-grade students at SMPN 5 Tanjungpinang.
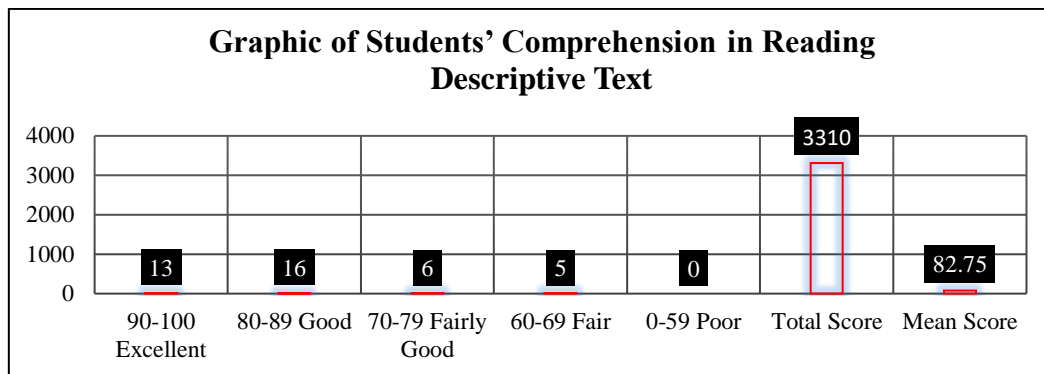
II. Research Methodology

In this research, the researcher used the qualitative descriptive method. According to Donal (2002), there are few or no statistics in qualitative research. Qualitative research involves the collection of a huge quantity of data from many sources in order to gain a deeper understanding of individual participants, including their views, attitudes, and opinions. The goal of descriptive research is to characterize a phenomenon and its characteristics. This research is more concerned with what happened than with how or why it happened (Nassaji, 2015).

This research was conducted at SMPN 5 Tanjungpinang, which is located on Jl.Ir.H.Juanda No. 3 Tanjungpinang from December 2021. The research subject was an eighth grade A (VIII.A) student of SMPN 5 Tanjungpinang in the academic year 2021/2022, consisting of 40 students. Researcher obtained the data using a multiple-choice test of 20 questions from 7 texts. Researcher used assessments of students' comprehension categorized by Jihad and Harris (2013). To analyze the data, the researcher collects and counts the score, and then the scores obtained by each student are displayed in table form and graphics to make it easier to understand.

III. Result and Disscusion

Graphic 3.1
Students' Comprehension in Reading Descriptive Text

Graphic of Students' Comprehension in Reading Descriptive Text

	90-100 Excellent	80-89 Good	70-79 Fairly Good	60-69 Fair	0-59 Poor	Total Score	Mean Score
Value	13	16	6	5	0	3310	82.75

From the graphic above, it was found that most students got good in reading descriptive text. After collecting data from test results of eighth-graders. Then, the researcher continued to analyze the data. As presented in the study findings on test results students' comprehension in reading descriptive text, the grades obtained by eighth-graders start with the lowest score of 60 to the highest score of 100. Based on table 4.1 above. The researcher grouped how many students got grades from 60 to 100 with the table below as followed:

Graphic 3.2
The Frequency of Students' Comprehension in Reading Descriptive Text

Graphic Frequency of Students' Comprehension in Reading Descriptive Text

- Excellent: 32,5%
- Good: 40%
- Fairly Good: 15%
- Fair: 12,5%
- Poor: 0%
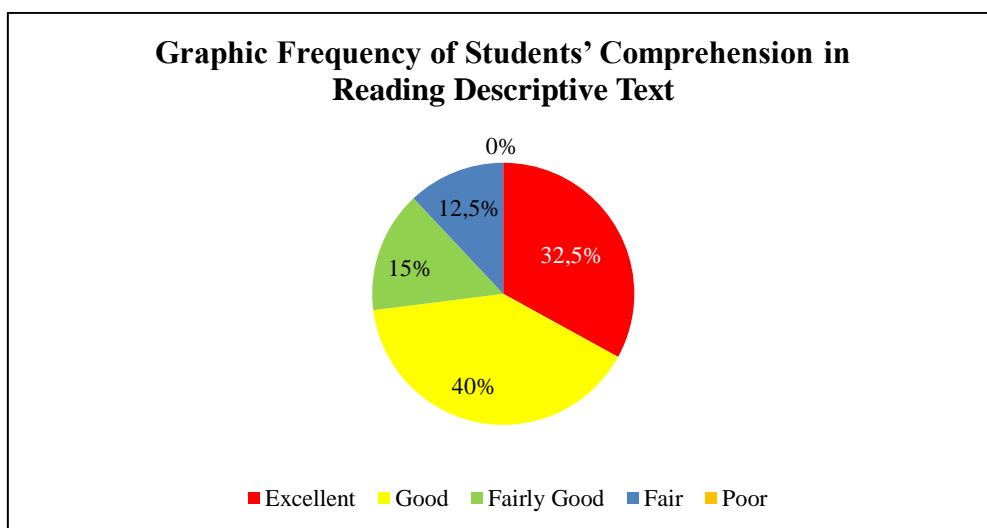
From the graphic above, most of the results from eighth-grade students of SMPN 5 Tanjungpinang became good in terms of the frequency from the comprehension of students in reading descriptive text. The percentage of these frequencies is 40%.

The result of the research was intended to describe the comprehension of students' in reading descriptive text. This study involved 40 eighth-grade A (VIII.A) students from SMPN 5

Tanjungpinang. The study's data source was gathered when the researcher conducted observations during teaching practice (PPL) and then returned to the field to conduct research.

Refers to the data described in the finding above, this research used several formulas and reading assessments from experts. First, the researcher analyzed the data with Jihad and Harris (2013) formula to calculate the results of multiple choices for got scores of the students. Second, with the same formula, the researcher used it to know the position category or predicate of each student, from category excellent until poor. Third, the researcher used Arikunto (2012) formula to got mean score to know the position category or predicate all of students, from category excellent until poor. Last, the researcher used Anas Sudijono (2004) formula to got the relative frequency to know how many percent of students in the class eighth A (VIII.A) got a low score to the high score and whether they have a low comprehension or not.

Based on data obtained by researcher, it can be seen that the mean score of eighth grade A students in conducting the multiple-choice test is 82.75 from 40 students. It means that comprehension of students' in reading descriptive text at eighth grade A belonged to the good category. In addition, there are too contains the students' reading scores and their category from excellent until poor. The data obtained show that 13 students got category excellent with scores 90-100 (32.5%), 16 students got category good with scores 80-89 (40%), 6 students got category fairly good with scores 70-79 (15%), 5 students got category fair with scores 60-69 (12.5%), and 0 students got category poor with scores 0-59 (0%). So, most of the students are in a good category with scores of 80-89 (40%).

IV. Conclusion

Based on the results of the research on the discussion previous chapter, the researcher discovered that pupils' understanding of descriptive language in categories was good. This can be seen based on the mean score obtained from 40 students, which is 82.75 at eighth grade A. It can be concluded that most students get a good category on the reading comprehension test. It can see from the categories, scores, and percentages obtained that 13 students in the excellent category are 90-100 (32.5%), 16 students in the good category are 80-89 (40%), 6 students in the category of fairly good 70-79 (15%), 5 students in the fair category are 60-69 (12.5%), and 0 students in the poor category 0-59 (0%). The results of the analysis of students' comprehension in reading descriptive text at the eighth grade of SMPN 5 Tanjungpinang showed a good category.

V. References

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