

**An Analysis of Students' Ability in Reading Descriptive Text at Grade 8 of
SMPS Panca Jaya Galang**

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ABSTRACT

This study aims to analyze of students' ability in reading descriptive text. Respondents in this study consisted of 20 students grade 8. This research was conducted at SMPS Panca Jaya Galang, Jl. Sei Karang Kampung Agam Galang. The method used in this research is qualitative method. Data was taken through test and questionnaires. The result showed that the average score of the students' ability to reading descriptive text is 40. The test result showed that there were 2 students who got a score of 10, there were 2 students who got a score of 30, there were 10 students who got a score of 40, there were 4 students who got a score of 50, there are 2 students who get a value of 60. Therefore, it can be concluded that the of students' ability in reading descriptive text is "low".

Keywords: Students' Ability; Reading; Descriptive Text

INTRODUCTION

To read is to understand a written text. Reading is likewise information. By using reading, human beings get a lot of facts by knowledge the content material of the text and can recognize the entirety within the global. As we know, one of the main languages in the world is English because it is used as an international language in all countries. Be found to four important aspects of English language specifically speaking, reading, listening, and writing. Each subfield has its own difficulties in mastering it, especially for foreigners. For example, reading difficulties need to

understand a text that the reader already understands approximately the subject. which means that the reader understands the meaning of the text. Students have some difficulties in acquiring reading skills. One of the difficulties is that they read at a low level. Of course, studying isn't always smooth for Indonesian students due to the fact English isn't their first language. Indonesian and English have different vocabulary, pronunciation, structure and even dialects. So reading may be very difficult. As Scanlon et al.(2010:9 and 346) argues that reading is a complicated procedure that calls for the evaluation, coordination and interpretation of different sources of records. Reading is likewise a complicated manner and kids respond very differently to instructions. Furthermore, Pang et al (2003:21) state that education analyzing is hard artwork. Through reading, students knowledge gradually increases and this can lead to the development of other language abilities together with listening, speaking and writing.

Most students can read English texts, but that doesn't mean they understand everything. A good reader must find that the means of the textual content or the purpose of the textual content. There are a few important things to consider when it comes to student reading, namely components of effective reading habit and reading speed (Arjawati, 1993:3), optimal text comprehension and the importance of effective reading recognition. A student must be able to read a good descriptive text if he knows the parts of a descriptive text in the exam. Then there are when students learn from a descriptive text, some difficulties may arise. However, the difficulty of reading descriptive text is related to several reasons; lack of vocabulary, difficulty coming up with ideas or topics, in ability to build a general text structure, use correct grammar and write unclear sentences, etc.

LITERATURE REVIEW

Definition of reading

In keeping with Burnes and Page (1995:58), they described analyzing as an interactive procedure wherein readers change thoughts with the writer using the textual content. In different phrases, the readers knowledge of the textual content is a form of exchange of thoughts with the authors. It's miles a method of expressing and receiving which means, with the main purpose of each techniques.

Reading ability

Burnes ang Page (1991:46) nation that studying is a reading and thingking interest and as such its achievement depend on the reader's stage of intelligence. His thought pace capability finds the connection. Which means readers must bring their intelligence to literacy for the reason it may affect their capability to understand something they examine.

Descriptive Text

Descriptive text is text that lists the tendencies of something. The cause of a descriptive textual content is to explain someone, vicinity or component in such brilliant detail that the reader can without trouble shape an accurate concept of what's written or enjoy that it's miles part of the revel in (Kang Guru observe room: instructor's guide SMA Paket 2005).

The Difficulties of Reading

In step to Taylor (1995), there are 3 types of reading problems including; comprehension, retention, and interpreting .

METHOD

Design and Sample

The problem of the study in this study are to analyze and describe students' ability to read descriptive texts for Grade 8 SMPS Panca Jaya Galang. Therefore, this study is categorized as a qualitative descriptive study. In this study, the research subjects are Grade 8 SMPS Panca Jaya Galang who had studied descriptive texts. In this study the object of research is to analyze students' ability to read descriptive text.

Instruments and Procedure

The look at this done by reading the text of LKS, the tool in this study is a questionnaire that uses quizizz media in the form of mobile phones, laptops, or tablets. The questions were Ten questions, where the questions include the descriptive text of the worksheets. This examine used a quizizz and a five questionnaire to determine students' ability to read a descriptive test.

Data Analysis

According to John Tukey, the technical term for exploratory data analysis is the procedure for analyzing data. This procedure includes methods for interpreting the analyzed data and planning research data collection techniques to speed up the analysis. Thus, a qualitative descriptive method is used by the researchers to analyze the reading skills of the descriptive texts of Grade 8 SMPS Panca Jaya Galang. In the first stage, a descriptive text is prepared for reading for class 8, the second stage is a survey research process using Quizizz, after which the research is analyzed to draw conclusions.

RESULT AND DISCUSSION

Researchers performed the tests. The given test reads descriptive text. The test result consists of two aspects. Measurable aspects include vocabulary and mechanics. After the test results in the form of student grades tabulated as follows. The following diagram showed the students' scoring in answering sheet:

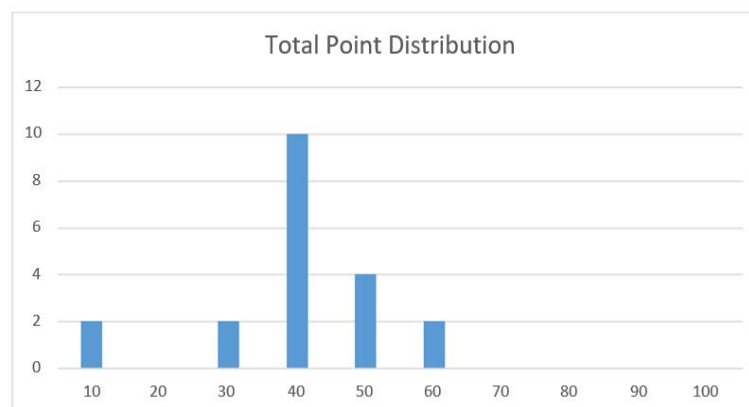


Figure 1. Diagram of Students Result

From the table above, the survey revealed that many students were unable to reading descriptive text. The highest score was 60 and the lowest score was 10. There was 2 students who got score 10. There was 2 students who get score 30. There was 10 students who get score 40. There was 4 students get score 50. There was 2 students who get score 60. As previously stated, an innovative variant, a phonetic innovation type of 24 glosses with 67 variants, was found. The vast differences in the innovative variants' geographical distribution range indicate deployment persistence. It is a widely accepted innovative variant that can spread over a wide area.

Students' Difficulties in Reading Descriptive Text

In relation to the data tables and graphs, several indicators of the proportion of students who responded to the descriptive texts are presented to identify the students' problems and the motives for the students' difficulties in reading the descriptive texts. First is that 20 grade 8 think that descriptive texts is not a difficult subject. Second, students have difficulty translating descriptive texts. Third, students need a long time for reading and reading comprehension. Reasons for student difficulty suggest that there are thing that prevents students from understanding descriptive texts is that student not clearly understand the descriptive material that their teacher is describing. The next reason is the lack of vocabulary, which has a great impact on students when translating from English to Indonesian. And the last one is that the students show that the descriptive material is considered existing material, but it is not very interesting to learn.

Therefore based on the results of the texts produced by 20 students, it is established that reading descriptive texts in English is quite difficult.

The Level of Students' Ability to Understanding Descriptive Texts

Based on the results of research in reading a text, there are still many students who do not understand and understand this descriptive text. It can be seen from the examples of descriptive text that have been given, from the way they understand there are also many difficulties. Due to lack of mastery of vocabulary and speaking in English. The level of a student's ability can also be seen from the results of the descriptive text test questions that were done by 20 grade 8 students. Regarding reading results, the researcher classified that out of 20 students only 2 people got sufficient marks. The rest is below average. If students can answer 7 questions from the descriptive text or more, student can be categorized as high. And the not enough than that, is in a low position. Furthermore, the results show that the level of ability to read descriptive text for grade 8 SMPS Panca Jaya Galang is in a position below the average.

CONCLUSION

As referred to in the first chapter, the purpose of this research is to explain students' reading abilities in descriptive texts that concentrate on students' difficulties and abilities. The results of the data analysis showed that the average score of the grade 8 students of SMPS Panca Jaya Galang in reading descriptive texts in English was classified as low. In addition, the average score of the student test results also shows the level of ability of 2 out of 20 grade 8 students belonging to the sufficient position. The results of the student questionnaire showed that they still had difficulty translating English into Indonesian. As explained in the previous chapter, they experienced many problems and difficulties in using English. Especially reading descriptive text. Where students' troubles are because of several motives including not really understanding the description of descriptive material, grammar also makes it difficult to understand the text. Lack of vocabulary also affects students in translating English texts. The researcher concluded that there were 2 grade 8 students who were classified as sufficient and there were 18 grade 8 students who were classified as low in reading descriptive texts. This is indicated by tests and students are required to answer all questions or all tests to determine their abilities.

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