

**THE ELEVENTH GRADE STUDENTS' ABILITY TO READ A
DESCRIPTIVE TEXT AT SMAN 13 PADANG IN THE ACADEMIC
YEAR 2022/2023**

THESIS



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*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at the
English Department, Teacher Training and Education Faculty, Bung Hatta
University*



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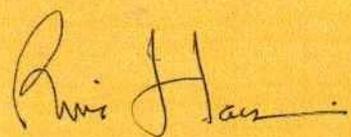
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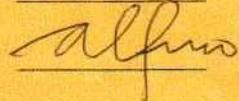
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ABSTRACT

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Advisor: 1. Dr. Lely Refnita, M.Pd

The purpose of this research was to describe the eleventh grade students' ability in reading a descriptive at SMAN 13 Padang in the academic year 2022/2023. The design of this research was the descriptive research. The population of this research was all of the eleventh grade students at SMAN 13 Padang. Stratified cluster random sampling was used on this research and the number of sample was 58 students. The data were collected through a reading test. The researcher used internal consistency to know the reliability of the test. The reliability index of the test was 0.96 (high correlation). It means that the test was reliable. Then, the test was valid in terms of content because it had covered the material that the students had learnt.

In general, this study revealed that the ability of the eleventh grade students at SMAN 13 Padang was low. It was discovered that 45% of students had low ability to read a descriptive text. In detail, the students' ability to read the identification of the text was very high. It was supported that 38% students had very high ability, 10% students had high ability, 19% students had moderate ability, and 33% students had low ability. The students' ability to read the description of the text was low. It was found that 17% students had very high ability, 17% students had high ability, 26% students had moderate ability, and 40% students had low ability

Based on the results of this research, the researcher would like to give some suggestions to English teachers, students, and future researchers. English teachers are suggested to review material about descriptive text and provide some more exercises for students to practice their reading. The students are suggested to join the reading class seriously, pay attention to the teachers' explanation, and do more exercises to improve their reading abilities. Further researchers are suggested to find out the causes of students' low reading ability in descriptive text.

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CHAPTER I

INTRODUCTION

In this chapter, the writer discusses the background of the problem, the identification of problem, the limitation of the problem, the formulation of the problem, research questions, the purposes of the research, the significance of the research and the definition of the key terms.

1.1 The Background of the Problem

Reading is one skill that is very important in learning English. It is one of the skills that students should learn and take care of. Reading is more beneficial to them during their studies because it enables them to acquire a lot of knowledge about the language and to understand different subject areas (Siregar, 2021).

According to Gabe and Stroller in Qurniawan (2020), reading is a way for students to acquire information through text in an educational process. By reading, students can improve their vocabulary and grammar. Then, reading can help students increase their ability to listen and speak. And also, by reading they can get every message in the text. Likewise, reading is bringing meaning to and getting meaning from printed or written material (Nurhamidah, 2018). So, reading is a process to understand a text because there is a transaction between the text and the reader.

The reason of the students reading in the classroom is to get the information. According to Beatrice and Jeffries in Siregar (2021), reading is an important way to improve students' reading ability, it is help the students to learn to think in English, enlarge English vocabulary, improve students' reading, and is

a good way to find out about new ideas, facts, and experiences. It means that reading is very important to improve students' language skill in English. Through reading, the students are able to read English text effectively and efficiently.

Reading with comprehension is a good way to develop and understand English. Fairjones (2018) states that in reading comprehension, students are not only understanding ideas but also recognizing the relationships and structures among ideas. Reading comprehension is defined as the ability to understand information implied in the text and interpret the information implied appropriately.

According to Anderson in Isnaini (2014), there are two main types of texts, namely literary and factual. Literary text tells experiences through imaginative ways, whereas factual text presents a certain information or idea. Callella in Marbun (2020), on the other hand, states four main types of texts, namely expository, descriptive, narrative, and persuasive.

Descriptive text is about the description of something or someone that consists of characteristics, something special, quality and quantity of something, what a person, place, or thing looks like. Descriptive text appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. In short, descriptive text is one of the texts that has the purpose of describing a person, place, or thing or event using present tense, adjective, linking verb, and adverb (Marbun, 2020).

Based on the researcher's experience while doing practice teaching at SMAN 13 Padang, the students still had five reading skills problems, especially in comprehending the text. First, students' reading comprehension was still low. Second, the students had difficulty understanding the text. Third, they had a hard time understanding the outlines of the types of descriptive text, finding the meaning of the sentence, or just understanding the outline in the content of the text. Fourth, the students need a lot of time to understand the text. Fifth, they do not use the opportunity to read English texts either at home or while learning English. Basically, all students can read, but only some students can understand what they have read, especially English texts, so the students assume that English is a very difficult subject and are confused because the meanings and letters are different.

From the teacher's point of view, the way teachers teach reading affects students' reading comprehension. Talking too fast, unclear explanations, and monotonous techniques used by the teacher make students drop out of reading learning. Teachers only use direct methods to teach English subjects, so that students are not interested in reading. They often wait for the teacher to translate texts for them or ask for the meaning of difficult words rather than try to find them on their own. This also resulted in many students who did not understand English texts, especially in understanding descriptive texts. Their reasons are difficult to understand, especially in the generic structure of descriptive texts, and that makes some students' learning even more difficult to understand. They even only read the text without paying attention and understanding the organization in

it. As a result, they are not fluent in reading English texts, resulting in a lack of understanding and understanding.

Related to read descriptive texts, there are several researchers that have conducted research related to reading comprehension. Haqiqiyah (2020) did a research entitled “The Predictable of English Reading Skill from Indonesian Reading skill and English Knowledge at Students of SMAN 1 Pandemawu”. She found that the students have low level reading skills, where accuracy and speed-word decoding skills are strong predictors of good comprehension skills. Next, Nur’aini (2019) also did research on "Students’ Comprehension in Reading Descriptive Text at the Tenth Grade of Senior High School Eleven Muaro Jambi." She found that students’ ability in comprehending descriptive text was still unsatisfactory. Most of them got low grades of the generic structure in descriptive text.

Based on the explanation above, the research was interested in conducting a research entitled “The Eleventh Grade Students’ Ability to Read a Descriptive Text in SMAN 13 Padang in the Academic Year 2022/2023.” The researcher wanted to know the students' ability to read descriptive texts.

1.2 The Identification of the Problem

Based on the researcher’s experience while doing practice teaching at SMAN 13 Padang, it was clear that most students had still having problems, especially in terms of reading comprehension of descriptive texts. The problem can be identified as follows: (1) The students have no motivation to read (2) Some of students are not able to find the main idea of descriptive text. (3) Some of students

are not able to find the detail information of the descriptive text. (4) Some of students need a long time to get the implicit information from the descriptive text. (5) Some of the students know the generic structure of descriptive text, but they cannot identify it in the text. (6) The teacher does not use the appropriate method in teaching reading. Besides the problem above, the research also found problem students face in reading descriptive text; it is difficult for students to differentiate between the types of descriptive text. In fact, there are three types of descriptive text. They are about place, person, thing, and animal.

Descriptive text describes or says something to the reader (Fitriani, 2019). This type of text provides details about something, such as people, animals, things, and places (Suminar & Putri, 2018). Mayekti (2022) reveals that a descriptive text is the text describing the person, animals, thing, and place with a clear explanation to give readers a piece of information and understanding about the object described.

In addition, descriptive text has a social function, a generic structure and language features (Apriliansyah 2016). According to Suprijadi (2015), the social function of descriptive text is to describe a particular person, place or thing in detail. Regarding its structure, there are two generic structures of descriptive text: identification and description. Identification is to introduce the person, place and the object while the description gives the detail of the person, place, and the object described.

1.3 The Limitation of the Problem

Concerning the identification of the problem above, the researcher limited her research to investigate the students' ability to read a descriptive text. The researcher focused on the descriptive text that describes places, and limited the study to the identification and description of descriptive text.

1.4 The Formulation of the Problem

Dealing with the limitation of the problem above, the problem of this research was formulated as follows: "How is the eleventh grade students' ability to read a descriptive text that describes places at SMAN 13 Padang in the Academic Year 2022/2023?"

1.5 Research Questions

In line with the formulation of the problem above, the researcher proposed some research questions to be answered as follows:

1. How is the eleventh grade students' ability to read the identification of descriptive text that describes places?
2. How is the eleventh grade students' ability to read the description of descriptive text that describes places?

1.6 The Purposes of the Research

Based on the problem above, the general purpose in this this research was to describe the ability of the eleventh grade students of SMAN 13 Padang to read a descriptive text that describes places. In more specific the purposes of this research were:

1. To find out the second grade students' ability to read the identification of descriptive text that describes places.
2. To find out the second grade students' ability to read the description of descriptive text that describes places.

1.7 The Significance of the Research

After doing this research, the researcher hopes it gives useful information for teachers, students, and future researchers. It provides useful information about English for teachers to use in helping students improve their reading. For students, they know their ability to read a descriptive text, so it can increase their motivation to study reading. This study can also be a reference for other researchers who have the same problem and an interest in conducting similar studies.

1.8. The Definition of the Key Terms

In order to avoid misunderstanding of the key terms used in this research, the researcher defines them as follows:

1. Reading ability is defined as the students' competence to comprehend a descriptive text.
2. Descriptive text is one that describes a person, animal, thing, and place with a clear explanation to give readers a piece of information and understanding about the object described.
3. Identification is part of descriptive text that introduces the person, place, animal, thing, and, animal.

4. Description is a part of descriptive text that gives the details of the person, place, animal, or thing described.