



**THE STUDENTS' READING COMPREHENSION
OF THE SECOND YEAR MTs. MUHAMMADIYAH 22
PADANGSIDIMPUAN**

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ABSTRACT

This research is talking about the students' reading comprehension of the second year MTs. Muhammadiyah 22 Padangsidimpuan. The problems of this research students were seldom to do reading activity, the students are lack of vocabulary and motivation in reading, seldom to practice or repeat at home, and lack of attention about the important of reading, because of the problems make them still confused to determine the main idea from the written. The purpose of this research was to know the students' understanding about descriptive text of the second year MTs. Muhammadiyah 22 Padangsidimpuan. This research employed descriptive quantitative research. The population of this research is grade VIII MTs. Muhammadiyah 22 Padangsidimpuan. The total of population was one class. Then, the sample of the research was all the population at grade VIII. It was taken total sampling. To collect the data, researcher used test for measuring students' reading comprehension ability. To analysis the data, the researcher used mean scores or the average scores. After the researcher gets the data, it would enter in test hypothesis with Z-test. The result of the research showed that the mean score was 56.76. It means that the students' ability to comprehend descriptive text of the second year MTs. Muhammadiyah 22 Padangsidimpuan was categorized into enough ability. Then, from the result of the hypothesis testing, the researcher found that $Z_{count} = -3.57 < Z_{table} 0.3264$. It means the hypothesis was rejected. Thus, the result of mean score the students' ability in enough ability and actually it should be accepted hypothesis, but based on the result of that score it is rejected. So, maybe there is a mistake in instrument or in calculation.

Key Words: *Reading Comprehension, Descriptive Text.*

INTRODUCTION

Reading is known as the language skill that very important in teaching and learning English. It is the process of getting information from something that was written, to obtain information and to improve the science and knowledge. Then, reading is to bring meaning to and to get meaning from printed or written texts



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(Nurhamidah, Pulungan, and Harida, 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 S. Mikulecky and Linda Jeffries state that reading is an essential to enlarge language skill, help the students to learn in English, can enrich vocabulary, can improve students' writing, and is a good way to find out about new ideas, facts, and experiences (Mikulecky and Jefries, 1996). It means that reading is very important to improve students' language skill in English. Through reading, students are able to read English text effectively and efficiently.

Based on the reason above, reading skill is important because it can improve the science or knowledge and also give pleasure. It is undeniably that reading is necessary for everybody in variety of purpose and needs.

Today, almost all students only read but did not comprehend the content of the text. Based on interview between researcher and the students in MTs. Muhammadiyah 22 Padangsidimpuan, it was known that there are some problems that made students' reading comprehension was not perfect. There were so many students can not reading well when students were asked to do reading activity.

The First, the students were seldom to do reading activity in the school moreover in the house and made them still confused to determine the main idea from the text (Harahap, 2019). Whereas, to make students comprehend in reading, the students should have many times to do reading activity. When the students tried to catch the content of the text in learning process, the students were difficult to do it. It caused the students were seldom to do reading activity.

The Second, they were seldom to repeat the material at home (Annisa, 2019). It is not meaningful if the students not repeat it anymore. So, the students still have low ability in reading comprehension and everything that had been learned by them will be lose and not develop.

Based on the problems above, the researcher was interesting to know how the reading comprehension of students when reading descriptive text. So, the researcher decided to analyze the students' reading comprehension in Descriptive



Text. The purposes of this research is to examine the Students' Reading Comprehension of the Second Year MTs. Muhammadiyah 22 Padangsidimpuan.

THEORETICAL DESCRIPTION

Reading Comprehension

Reading is to understand. It is related to Manser in oxford learner's pocket dictionary, comprehension is about the capability to understand (Manser, 2008). It is the ability to understand a language to get a message and information from the text.

Then, reading comprehension is the process to construct meaning from the text. Reading comprehension is a skill that can balance and coordinate many abilities that seem easy and enjoyable to fluent readers (Grabe and Stoller, 2002). When writer's ideas are comprehended, reading can be an inspiration, enjoy and transformation of experience (Clarke, Truelove, and Hulme, 2014). It means that reading comprehension is the process of getting the meaning from the text and it is enjoyable activities for fluent readers and for transforming experience if the writer messages are successfully understood.

Moreover, according to Snow, reading comprehension is the process of extracting and constructing meaning involving the written language (Snow, 2002). It means that the readers construct meaning from a text being read connected to the background knowledge that they have.

Finally, it can be concluded that reading comprehension is interaction of thought and analysis for understanding information presented in written form, transforming experience and it is enjoyable for fluent readers.

Descriptive Text

Descriptive text is a written that explore information about person place, or thing specifically. Gerot states that descriptive text is to give information (Wardani, Basri, and Waris, 2014). The kind of text is description of thing, animal, person and others.



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Mukarto et al states that a descriptive text is used to describe something, someone, or place (Etfita, 2014). In other word, descriptive text is the text with function to describe particular person, things or place with the aim to give information to the reader.

Descriptive text is a kind of text that can occur as 'stand-alone' text. They are often part of a longer text, such as the description of a character or setting in a story or biography (Adam, 2017). It means that descriptive text is to describe the character or setting from the text.

So, the researcher concludes that descriptive text is a kind of text in genre that gives description about things. Descriptive text describes much information about an object, where the information is about the parts, qualities, characteristics of object, or setting that is described.

Descriptive text consists of generic structures that can be elaborated as follows:

1) Identification.

It means that to identify the phenomenon that to be describe from text.

2) Description.

It describes parts, activities and characteristic of thing, person, animal and place (Etfita, 2014).

Based on explanation above the generic structures of descriptive text are identification and description person, thing, animal and place.

RELATED FINDINGS

There were related findings that discusses about reading comprehension. The first is Poso Harahap. He found the total mean score was 41.67%. The students' strategy in reading comprehension used skimming and scanning, students were like scanning more (Harahap, 2015). So, the students were enough categories in reading comprehension specially to find main idea, determine topic, give conclusion, and identify the information from the text.

The second is Sari. She found the total mean score: literal 93.33%, interpretive 53.33%, critical 36.63%, and creative 72.00% (Sari, 2017). It means



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that most of the students could comprehend in English text well for literal and creative level, but they low in comprehending English text for interpretive and critical level.

The third is Sekarni. She concluded that the perception of students about Narrative text, which 13.3% is easy, 86.7% is difficult (Sekarni, 2017). It means that students faced prove that understanding reading text is not as simple as many people mostly though.

The fourth is Nona Tari Pulungan. She concluded that students' reading comprehension can be categorized into enough categories. It can be seen by the result of the test, the score was 58.66% (Pulungan, 2018). So, the students' reading comprehension is enough categories.

The fifth is Kartawijaya that conclude the capability of the learners in understanding descriptive text is still less. The data showed that the highest score get by the students are in the level of 4.76% and the total of low score was 33.33% (Kartawijaya, 2017). It is seen that the students failed in comprehending descriptive text.

The sixth is found that students' reading comprehension are still low. It is found that many students can't apply the reading strategies and have many problems in reading (Harida, 2014). So, the students' reading comprehension are still low, and it is need to make them better in reading.

In summary, from the above description, the researcher concluded that it was related to this research entitled for finding the students' reading Comprehension in the Second Year MTs. Muhammadiyah 22 Padangsidimpuan.

METHOD

The researcher used the quantitative research. It is an analysis research; this research observes one variable and type of the research is descriptive method. Descriptive method is determiners and describes the way things are. The population is the whole the students at grade VIII of MTs. Muhammadiyah 22 Padangsidimpuan. The research finished for grade VIII of MTs. Muhammadiyah 22 Padangsidimpuan, the researcher use total sampling to take the sample. A total



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sampling is used if the population less than 100. The sample takes from one class that is VIII consists of 30 students. The researcher uses instrument to collect the data, the instrument that used is test the test is kind of multiple choice. So, it can be concluded that descriptive method uses to describe Students' ability in reading comprehension in descriptive text at grade VIII of MTs. Muhammadiyah 22 Padangsidimpuan.

RESULT OF THE RESEARCH

The data collected by using the test about reading comprehension in descriptive text test to the sample. Sample of this research was grade VIII. The researcher gave a test to the students, then collected the students' answer sheet and the last researcher checked the students' answer sheet and gave the score. The researcher used the formulation of Z-test to test the hypothesis.

The total scores of the second year MTs. Muhammadiyah 22 Padangsidimpuan in reading comprehension test was 1703. It can also seen that there were three students got 95 as the highest score, two students got 90, one student got 85, one student got 80, four students got 75, one student got 70, one student got 65, two students got 50, six students got 40, five students got 35, two students got 30, one student got 25, and one student got 20 score as the lowest score.

The quality scores of the students' scores in reading descriptive text were different. There were many students have very low, low, enough, high, and very high. It can also be seen there was 1 student has very low, 14 students have low, 2 students have enough, 7 students have high, and 6 students have very high quality of score. It means that the ability at grade VIII students MTs. Muhammadiyah 22 Padangsidimpuan in 2019-2020 academic year in reading descriptive text test was various.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table 1

Resume of Variable Score in Reading Comprehension Test

No	Statistic	Variable
1	High score	95
2	Low score	20
3	Mean score	56.76
4	Median	19.5
5	Mode	38.18

From table above, it was known that the high score for variable in reading descriptive text test had been searched from 30 students, and based on the total of sample research the highest score is 95 and low score is 20, mean score 56.76, median is 19.5 and mode is 38.18.

Based on the calculation mean score were 56.76. So, application of reading comprehension was enough. To know revelation of data done to group the variable scores in reading descriptive text which interval 13.

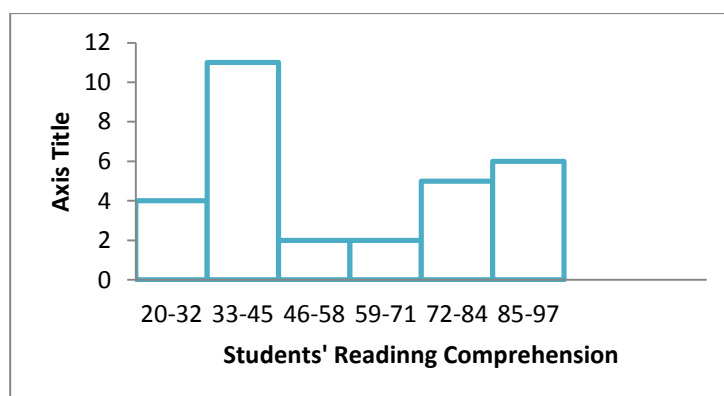


Figure 1: Histogram of Students' Reading Comprehension of the Second Year MTs. Muhammadiyah 22 Padangsidimpuan

Based on the above histogram, it was known that the variable revelation of students' reading comprehension in descriptive text shown that the respondent at 20 – 32 were 4 students (13%), interval 33 – 45 were 11 students (37%), interval 46 – 58 were 2 students (6.75%), interval 59 – 71 were 2 student (6.75%), interval 72 – 84 were 5 students (16.5%), interval 85 – 97 were 6 students (20%). So, the



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meaning of interval in this research is showing the count of sample that got score in percentage.

The result of this research, the researcher found that students reading comprehension in descriptive text is enough ability. It can be seen from the value of mean score was 56.76 . Then from the result of hypothesis testing, the researcher found that the hypothesis was rejected because the result of Z score is lower than Z table.

DISCUSSION

The researcher discussed the result of this research and compared with related findings. The first is Poso Harahap. He concluded that in comprehending a text were enough categories (Harahap, 2015). The second is Sari. She concluded the students were good in comprehending English text for literal and creative level, but they are low in comprehending English text for interpretive and critical level (Sari, 2017). The third is Sekarni. She concluded that the perception of students about Narrative text, which 13.3% is easy, 86.7% is difficult (Sekarni, 2017). The fourth is Nona Tari Pulungan. She concluded that students' reading comprehension can be categorized into enough categories (Pulungan, 2018). The fifth is Kartawijaya. He concluded that the students' ability in comprehending descriptive text was low (Kartawijaya, 2017). The last is Eka Sustri Harida. She concluded that students' reading comprehension are still low (Harida, 2014).

From the result of the research that is previously stated. It was proved that the ability of students' reading comprehension was enough ability. In summary, the researcher found all the related findings support this research.

CONCLUSION

From calculations the data, it come to the conclusion that students' ability in reading comprehension in descriptive text at grade VIII of MTs. Muhammadiyah 22 Padangsidimpuan was categorized into enough ability. It can be seen from the value of the percentage from mean score gotten by students, that is 56.76 mean score. Then, the hypothesis is "students' reading comprehension in



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descriptive text at grade VIII MTs. Muhammadiyah 22 Padangsidimpuan is enough ability". Then from the result of the hypothesis testing, the researcher found that the hypothesis is rejected. It can be proved from $Z_{count} = -3.57 < Z_{table} = 0.3264$. Thus, the result of mean score the students' ability in enough ability and actually it should be accepted hypothesis, but based on the result of that score it is rejected. So, maybe there is a mistake in instrument or in calculation.

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