

## Efl Students' Comprehension in Reading Descriptive Text

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### ABSTRACT

This study was conducted at Warta Bakti Catholic Senior High School Kefamenanu aims at finding out students' reading ability of descriptive text and analyzing factors affecting their reading ability. 25 students were the sample of this study. The descriptive method was applied in this study. The results showed that there are 8 students categorized as very good level of ability, 6 students are categorized as good level of ability, 5 students are categorized as enough level of ability, and 6 students are categorized into less level of ability. Thus, the result of this study revealed that the second-grade students of Warta Bakti Catholic Senior High School Kefamenanu have a good level of ability in reading descriptive text. Based on the interview result it was found that the students are not motivated enough in reading. Some students admit that they are easily getting bored in reading a long text to answer the questions. In line with the research result, the researcher suggests the English teachers to provide more motivation to all students in learning English, especially on students' reading skills of descriptive text. On the other side, the students have to practice more in reading English text especially descriptive text.

#### Keywords:

Reading Comprehension;

EFL;

Descriptive Text.

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## 1. Introduction

Nowadays English has become international language (McKay, 2002). It is used not only for communication but also for keeping up with the development of technology and science (Hilbert & López, 2011). Moreover, English mastery can be one of the foundations of one's success in the field of economy, social, culture, education, law, and politics (Kubota, 2011). English mastery can support the success of one's life to compete in international level (Wu et al., 2015). In Indonesia, English becomes the first foreign language which is taught in formal and informal school (Nababan, 1991). The primary goal of English learning is to develop oral and written communication competence in the four language skills namely listening, speaking, reading, and writing (Bozorgian, 2012).

Reading is included as one of the receptive skills in English language (Wise et al., 2007). Although it is a receptive skill, the learners still need to produce something that is the meaning of the text as a sign that they understand what the text tells about (Sreena & Ilankumaran, 2018). Even reading is a receptive activity but it does not mean it is done passively and without any effort (Webb, 2005). Learners must actively participate in creating meaning of what they have read (Rogoff, 1994).

As stated by Tajali & Satari (2013), reading is the core skill to get new knowledge (Ramadan, 2017). To improve reading ability effectively of the students, they must have some strategies to apply in reading process, as reading is not only between students and text (Guthrie et al., 2004). The students should not try to avoid their problems when they are finding out some difficult words or vocabulary which make them down to continue their learning process. Dynamic and interactive is process of reading of the students to use their background knowledge, text schema, lexical and grammatical

awareness related to their first knowledge and the real world as their own personal goals to understand written material.

Giving reading strategies will be a great tool to help the students easier to understand what they read (Harvey & Goudvis, 2007). Students who get the goals had some methods to overcome their problem in reading by using metacognitive strategy to help them enhance the ability of reading (Nash-Ditzel, 2010). Metacognitive reading strategies will create successful language learners because they know which reading strategies are efficient and effective to be used (Jun Zhang, 2001).

Descriptive text as one of kind of English texts taught in Junior High School need to be paid attention in reading teaching (Hedgcock & Ferris, 2018). Descriptive text is a text which is intended to describe a particular person, place or thing (Sandelowski, 2010). The schematic structure of descriptive text is divided into two: Identification and description (Mann & Thompson, 1988). Besides schematic structure, descriptive text also has its own linguistic features, such as the use specific participant, written in present tense, use linking verbs, use adjectives, use relational, and material processes.

According to (curriculum and assessment standard council) for the curriculum 2013, there are two basic competencies required in reading descriptive text as follows (Elviana et al., 2020):

1. Understand the purpose, text structure, and linguistic elements of simple written descriptive text
2. Take the meaning in simple written descriptive text.

It is clearly seen that reading skill requires many aspects that must be mastered by students (Clarke & Silberstein, 1977). It means that if the students cannot master the aspects needed in reading skill, as required by the curriculum itself, then reading activity will not work effectively.

The researcher's observation result shows that some of students still face problems and difficulties in English, especially in reading descriptive text (Chamot, 2005). Their reading comprehension is still far from the curriculum standard (Pearson & Gallagher, 1983). It is attested from the discrepancy between students' learning outcomes and *Kriteria Ketuntasan Minimum (KKM/ Standard of minimum completeness of mastery learning)*. It can be seen in the following phenomena (Ratna Sari, 2019):

1. Some of students are not able to find the main idea of descriptive text
2. Some of students are not able to find the detail information of the descriptive text
3. Some of students need a long time to get the implicit information from the descriptive text
4. Some of the students know the generic structure of descriptive text, but they cannot identify it in the text

From the phenomena explained above, the researcher is interested in investigating the ability of the second-grade students of *Warta Bakti Catholic Senior High School Kefamenanu* in comprehending descriptive text.

## 2. Method

This study employed a descriptive method. The subject of this study was twenty-five (25) second grade EFL students of *Warta Bakti Catholic Senior High School Kefamenanu*. The data collection was done through the reading test by utilizing 40 multiple-choice questions that have been evaluated for validity and reliability. In analyzing the data, the researcher scored the students' test first. After scoring them, the researchers then classified the students' level of ability in reading descriptive text based on the classification score proposed by Arikunto (2006).

### 3. Results and Discussion

#### Students' Comprehension in Reading Descriptive Text

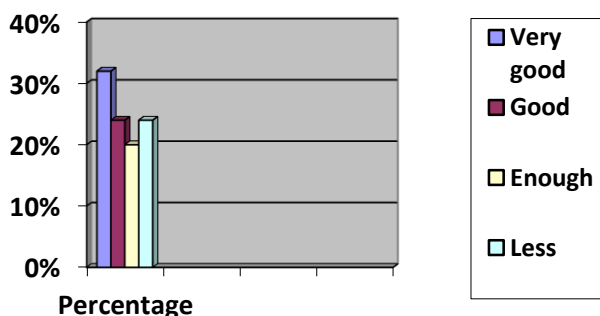
The main concern of this research is focused on describing the students' reading comprehension of descriptive text of the EFL second-grade students of Warta Bakti Catholic Senior High School Kefamenanu. In order to get the data of this research, the researchers used the test. It was used to measure the students' reading comprehension of descriptive text. The writers focus on analysis students' reading comprehension in descriptive text. The following table shows the students' score and the classification of their level of ability in reading descriptive text.

Student	Final Score	Level of Ability
1	82	Very good
2	70	Good
3	87	Very Good
4	77	Good
5	67	Less
6	65	Enough
7	82	Very Good
8	60	Enough
9	75	Good
10	50	Less
11	65	Enough
12	50	Less
13	72	Good
14	70	Good
15	85	Very Good
16	70	Good
17	90	Very good
18	52	Less
19	40	Less

20	80	Very Good
21	62	Enough
22	80	Very good
23	82	Very Good
24	62	Enough
25	55	Less

Table 1. Students' Score and classification of Level of Ability

The above table shows students' level of ability in reading descriptive text. The data is taken from the test result of 25 second grade students. It can be seen that the test's highest score is 90 while the lowest score is 40. The result shows that there are 8 students categorized into *very good* level of ability, 6 students are categorized into *good* level of ability, 5 students are categorized *enough* level of ability, and 6 students are categorized into *less* level of ability. The mean score of the students' result of reading test is 69. The mean score is gotten by dividing the total score i.e.,1730 per total number of students (25). The percentage of the students' level of ability can be seen from the data in the following graphic:



Graphic 1. The percentage of Student' Level of Ability

Based the research result, the researcher concluded that the EFL second grade students of Warta Bakti Catholic Senior High School Kefamenanu has a good level of descriptive text reading ability. The percentage of the students' level of ability is 32 % of the students is categorized into very good level of ability, 24% of the students is categorized into good level of ability, another 24% of the students is included into less level of ability, while 20% of the students is categorized into enough level of ability.

#### 4. Conclusion

Although generally the students' level of ability in reading descriptive text is categorized into *good level*, the students still need to improve their ability on vocabulary. Some students admit that they are easily getting bored in reading a long text and that the researchers see that it is crucial for the English teacher to always motivate students to learn English by providing them more interesting reading activities. Students should be given more motivation as all of learning activities are filtered through students' motivation the role of the teacher is of immense value for students across their academic life.

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