A Descriptive Study on Literal Reading Comprehension Achievement of the Seventh Grade Students of SMP Muhammadiyah 3 Rambipuji in the 2017/2018 Academic years

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Abstract

The location of this research was SMP Muhammadiyah 3 Rambipuji that was chosen purposively. The population of this research was the seventh grade students of SMP Muhammadiyah 3 Rambipuji in the 2017/2018 academic year that were divided into 3 classes. The population of the research was homogenous, so that one class was determined as the participants of the research which were determined by cluster random sampling by a lottery. The data of this research were collected from the students' score of reading comprehension test, and documentation. The reading comprehension test was administered to obtain primary data about the students' reading comprehension, and documentation were collection to obtain supporting data. The primary data was analyzed statistically in the form of percentage. Based on the calculation, the seventh grade students reading comprehension achievement on literal reading was 71.21% and the result could be categorized as "good".

KeyWords: Descriptive study, Literal Reading Comprehension Achievement.

Introduction

Reading a text always relates to comprehension. McMeans (2004: 2) states that reading comprehension means the act of making sense out of what you read. In other words, reading comprehension is the activity to elaborate the content of the text which has been read by someone. In addition, reading for comprehension is the primary purpose for reading; raising student awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension (Grabe in Richards and Renandya, 2002: 277). It means that the students should be able to know the main idea and the organization of the text to comprehend what they read.

Pinker (2007) as written in Lems, *et al* (2010) says. "Language is an instinct, but reading is not". People

are able to acquire language unconsciously, but they cannot acquire the ability of reading unconsciously. That is why reading needs to be taught and practiced. Reading is useful not only for mastering the reading skills required in reading activities but also for giving pleasure for the students who learn English. It was important to conduct this research because the researcher was curious to know how well the seventh grade students' reading comprehension achievement especially to get the evidence whether the students' ability in identifying main idea and identifying supporting details of the descriptive text was good or not because those aspects were important for good comprehension in reading text (Grabe in Richards and Renandya. 2002: 277). Later, the findings of this research can be useful for the future researchers as an information or reference for conducting further research, such as giving a certain treatment to obtain whether that treatment can give an effect or not on the students' reading comprehension achievement (experimental research) or a treatment that can overcome the students' difficulties in identifying main idea

and identifying supporting details of the descriptive text and increase the students' achievement in reading descriptive text.

Reading comprehension is an active cognitive process which involves reasoning to construct meaning from a written text and understanding it effectively and comprehensively Nakamoto & Lindse (Ed.2008: 38). Enabling EFL learners to deeply and adequately understand the written language, necessitate teaching them the reading comprehension skills that comprises reading proficiency.

Besides, reading texts provide good models of English writing for the students in arranging sentences, paragraphs, and texts. According to Harmer (2007) the reading texts also provide opportunities to study the other language components such as vocabulary, grammar and punctuation.

Reading and reading comprehension are closely related to each other Reading comprehension involves highly complex process and interaction between the readers and what they are reading. As Lems *et al* (2010: 75) states that decoding is not really reading if it does not include

comprehension. So, if readers only focus on decoding process, the comprehension is difficult to get. Further McNamara *et al* (2007: xi) agree that comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships among the ideas conveyed in the text.

Literal reading comprehension is reading skills in which the reader must understand what the author is actually saying before he or she can draw inference or make an evaluation. It is stated by Kustaryo (1988: 12) that literal reading refers to the ideas and facts that are directly stated on the printed page. The literal reading comprehension is considered as the easiest level of reading comprehension because the students are only required to read what are written.

A descriptive text is a text which lists the characteristics of something Loos *et al (*in Anggun, 2016: 149). The generic structure of this text consists of, identification and description. The language features of this text are the common use of simple present tense, third person pronoun and the topic is usually about attributes of a thing. The context of this text is the description of particular thing, animal, person, place and so on (Garot *et al*, 1994 in Mursyid, 2011).

Method

The research design used is descriptive quantitative. According to Syaodih (2008: 72) a descriptive research is the research intended to describe image or phenomena, because this research aims to describe the students' literal reading comprehension test. The research will be conducted using the following procedure: a). finding the research design and the research problem. b). formulating the research problem and objective. c). determining the data sources. d). constructing the data instrument to get the data. e). collecting the primary data. f). analyzing the collected data. g). drawing conclusion to answer the research problem, and h). writing report.

The collecting data is through the reading test. The data will be obtained in the form of the students' reading score on reading comprehension achievement test. The quality of the instrument used by the researcher is very important.

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Concerning with the person who constructs the test, test can be dived into two kinds, namely: teacher-made test and standardized test (Arikunto, 2006: 227). Standardized test is a test created by testing institution and where validity and reliability have been validated.

In this research a teacher-made test will be used. The test is in the form of multiple choices with four options. It is an objective test, because there is only one fixed answer. The reason to use multiple choice item is because according to Hughes (2003: 76), it has some the advantages, among others: the scoring is rapid and economical, the students have only to make a mark on the paper, and the scoring can be done easily in the short time.

The reading test is constructed based on the English syllabus used at the SMP Muhammadiyah 3 Rambipuji. The test consists of 40 items with 17 questions of finding main idea and 23 questions of finding specific idea. Each correct answer is scored 2.5 points, maling total score of 100. The time allocation to do the test is 90 minutes.

Result and Discussion

The students' mean score literal reading comprehension test was 71.21% with the percentage value was 71.21%. After that the result was consulted to the table classification of the score level.

The table above showed that there were 11 students belonged to *excellent* category with the percentage of the frequency was 34.10%. For the *good* category, there were 37.20% of students belonged to it, in which 12 of 31 students belonged to that category. Each frequency for *poor* and *failed* category consisted 4 students or 12.40%. From the tabulation data also found not have student was *fair*.

The students' literal reading test covered general information and specific information. The percentage of the two indicators were the general information with the percentage 79.21%, and the specific information was 73.81%.

Based on the description from the data analysis, there were 11 students belonged to *excellent* category with the percentage of the frequency was 34.10%. For the *good*

category, there were 37.20% of students belonged to it, in which 12 of 31 students belonged to that category. Each frequency for *poor* and *failed* category consisted 4 students or 12.40%. From the tabulation data also found not have student was *fair*.

From the result of data analysis of students' literal reading comprehension based on the indicators, it can be seen the percentages in each indicator. The percentage of the two indicators were the general information with the percentage 79.21%, and the specific information was 73.81%.

The students' highest score in literal reading comprehension test was 90. The students' middle score was 75 and the lowest score was 40. This provided a warning to the English teacher of the seventh grade students of SMP Muhammadiyah3 Rambipuji to give more practice in literal reading. There were a few students who got score under the standard score from the school.

Table 1 The Classification of score level

Score Level	Category
80-100	Excellent
70-79	Good
60-69	Fair
50-59	Poor
0-49	Failed

Following the calculation above, the students' mean score literal reading comprehension test was 71.21% with the percentage value was 71.21%. After that the result was consulted to the table classification of the score level.

After consulting the mean score of students' Literal reading comprehension test, it was known that it belonged to the category of *Good* because it was in the range of 70-79.

The frequency of and the percentage of students based on the classification of score level can be seen in the table tabulation data.

Table 2 The Number of The Students' Score Percentage of literal reading Comprehension Test Based on The Classification of The Score Level

No	Score Level	Frequency	%	Category
1	80-100	11	34,10%	Excellent
2	70-79	12	37,20%	Good
3	60-69	0	0%	Fair
4	50-59	4	12,40%	Poor
5	0-49	4	12,40%	Failed
Total		31	100.00%	

The following table presents the result of the students' score of literal reading test.

Table 3 The students' score percentage reading test based on the classification of the score levels

No	Indicators	Score (%)	Classification
1	General Information	79.21%	Good
2	Specific Information	73.81%	Good

Conclusion

Based on the study, it was found test the reading comprehension test was administered to obtain primary data about the students' reading comprehension, and documentation were collection to obtain supporting data. The primary data was analyzed statistically in the form of percentage. Based on the calculation, the seventh grade students reading comprehension achievement on literal reading was 71.21% and the result could be categorized as "good". Because it was in the range of 70-79. The research results concluded that the seventh grade students at SMP Muhammadiyah 3 Rambipuji in the 2017/2018 academic year had standard requirement score of the school that was 75. Besides, it is suggested had standard requirement score of the school that was 75. There was the possibility of the students'

reading achievement was caused because they had been learning without many media. Therefore, it was suggested for the English teacher to give more new texts in teaching reading of descriptive text. It will widen the seventh grade students' knowledge in order to comprehend what they read.

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