

THE EFFECTIVENESS OF DESCRIPTIVE TEXT TO IMPROVE STUDENTS' READING COMPREHENSION

¹Serlina Amoy Lay*, ²Mikhael Misa, ³Merlin Helentina Napitupulu
^{1,2,3} Timor University

¹serlinaamoy1@gmail.com*, ²misamikhael@gmail.com, ³merlinn10@gmail.com

Abstract

This research was aimed to examine the effectiveness of descriptive text in improving students' reading comprehension by focusing more on whether descriptive text is effective in improving reading comprehension and how effective descriptive text is in improving students' reading comprehension. This research was designed in the form of pre-experimental, pre-test, treatment and post-test research, where the research sample used one experimental group class of 20 students. The research sample was taken using a cluster random sampling technique. Taken randomly from 34 students of class X (Layanan Perbankan) SMKS Katolik Kefamenanu. The instrument writer used was 10 multiple choices. Procedures of data collection, students are asked to describe the picture and after that the writer provides text related to the picture to compare students' understanding of the picture they seen, and to measure understanding students are given 10 multiple choices and the aspects assessed are the main idea and supporting details. The research results showed that the main score for students' main idea in the pre-test was 21.5 and the post-test was 42 (95%), while the main score for supporting details in the pre-test was 19 and the post-test was 38 (100%). Then the total main score of the pre-test (X1) was 40.5 and the total main score of the post-test (X2) was 80. Based on the results above, it can be concluded that Class X of the SMKS Katolik Kefamenanu had improved reading comprehension by using descriptive text.

Keywords: *Descriptive Text, Effectiveness, Improving, Reading Comprehension*

INTRODUCTION

Reading is the process of getting information by understanding the meaning of the text being read. It is supported by Reza (2013). "The reading strategy of cognitive aspect understanding ability to play an active role in education process". In addition, Bulut (2017) states that a student activity in acting, arguing, and building meaning in the process before reading at the time of reading-after reading. From these theories, it can be concluded that reading comprehension is the activity of constructing the meaning of reading that has important funding in the process of education and the success of students in learning.

The goal of reading is comprehension. According, Duffi (2009:14) states that comprehension is the center of reading. It means that comprehension is the essence of reading, comprehension has a great influence in reading so that the reader can get new information or

knowledge from reading activities. Reading comprehension is the most important thing in reading activity. According Samola (2021), states that “Reading comprehension is the process of addressing words, sentences and texts that are connected to one another”. Reading comprehension is not only understanding and remembering which means of all phrases in the text, however it's miles approximately how the students construct and assemble which means of the text.

According to Emilia (2021) descriptive is a text which focuses on describing thing, item and individual. Based on definition of descriptive text above, it can be concluded that descriptive text is a text which describe people, thing or place that write its physical appearance and characteristic of the object. Artono (2008), Descriptive text is a text that describes the features of someone, something, or a certain place. This description can be shown in the form of the sound, taste, and smell of things or objects. The characteristic of something or object to be described usually deals with the physical appearance of the object to be described.

Writer made observations at the SMKS Katolik Kefamenanu, which is one of the senior highschools that implements the independent learning curriculum (Kurikulum Merdeka Belajar), and alsoas a formal educational institution, this school also provides English lessons to its students, specifically reading. Class X students (Phase E) are expected to achieve competency standards (CP) namely understanding the main idea, supporting details, purpose of social functions, text structure, language features and text meaning. The minimum completeness criterion (KKN) in English subjects is 75 for programs based on the Independent Learning Curriculum (Kurikulum Merdeka Belajar) of the National Education Standards Agency (BSNP). In student assessment, there are four English language skills that students must learn, such as speaking, writing, listen and reading. Therefore, the researcher focuses more on reading.

Based on the results of observations the researcher found several problems but the problem most students faced at the SMKS Katolik Kefamenanu was a lack of students' understanding of the reading text. This happens because before reading, students already think that English text are very difficult to understand. As a result, students are lazy to read, and also students lack motivation in reading. To overcome this problem, teachers must be required to motivate and assist students in improving their reading comprehension. Wallace (2004) stated that the reader does not need to read every word in the text to be an efficient reader. That is, the reader only needs to understand

the reading text without having to be an efficient reader. Then from the problem above the writer used descriptive text to measure students' reading comprehension.

Previous research related to reading comprehension has been conducted by Agustin (2021) examines students' reading comprehension of descriptive text on students at the First Grade of MTs Darissulaimaniyyah Durenan Trenggalek. That the skills of students at the First Grade of MTs Darissulaimaniyyah Durenan Trenggalek in improving reading comprehension there are still deficiencies in paying attention to understanding of aspects in descriptive text so that it makes students read but do not understand. The research conducted by the author has several differences from the research conducted by Agustin, which lies in the method used, the subject, the place and the time of the research which then leads to the results of the research.

Priska Amaliani (2017) studied the effect of K-W-L chart technique on students' reading comprehension of descriptive text in class VIII MTs. Hidayah (2018) found that using pictorial posters with descriptive text improved second-grade students' reading comprehension in SMP Negeri 1 Minasate'ne. Nurmiftah (2020) found that active participation in classrooms increased reading comprehension achievement using KWL strategies. Atif (2021) investigated the effectiveness of Collaborative Strategic Reading (CSR) in improving students' reading comprehension through descriptive text. Nirwana (2021) found that the experimental class scored higher than the control class in 78.88 and 69.33, respectively. These studies all focus on the use of descriptive text in improving students' reading comprehension. However, the research focuses on the effectiveness of descriptive text in improving students' comprehension, as it is an interesting media in teaching English reading comprehension. The authors encourage using descriptive text to improve students' understanding of reading comprehension. Reading is a process of transmitting information, where the writer communicates their ideas to the reader. It involves word perception, comprehension, reaction, and integration. There are three types of reading: reading aloud, silent reading, and reading fast. Reading aloud helps students improve pronunciation, intonation, and identify difficulties. Silent reading reinforces readers' ability to understand words and draw inferences. Reading fast improves speed and comprehension, depending on the material. Reading comprehension involves determining and comprehending the meaning of words, sentences, and paragraphs, as well as the relationships between concepts. Reading is essential for language learning, as it is an exercise dominated by the eyes and brain. Reading to confirm expectations is

highly motivational and successful, as it interest students, creates expectations, and gives them a purpose for reading. Reading for language learning is essential for understanding the meaning of words, sentences, and paragraphs, as well as the relationships between concepts.

Therefore, it is important to conduct research with the title: "The Effectiveness of Descriptive Text to Improve Students' Reading Comprehension for the Tenth Grade of SMKS Katolik Kefamenanu in school year 2022/2023.

METHOD

This study used pre-experiment method by pre-test and post-test design. The procedures of the pre-experimental research with one-group pretest-posttest design in this research are describe as follows: (1) Administering a pretest (O1) which proposed to measure students' reading comprehension before given a treatment. (2) Applying an experimental that is by descriptive text (X). (3) Administering a post-test (O2) which proposed to measure students' reading comprehension after given a treatment. To know the effectiveness of Descriptive text the writer used a pre-experimental design type one-group pretest-posttest design. Sugiyono, (2014), Pre - experimental design is a design that covers only one group or class that is given pre and post-test. Applying one group pretest-posttest, the writer wanted to find out the effectiveness of descriptive text to improve students' reading comprehension. It can be shown as follow:

	Treatment	Post-test
Pre-test		
O1	X	O2

1. Scoring the students' correct answer pre-test and post-test

$$\text{Students' Score} = \frac{\text{The number of student's correct answer}}{\text{Total number of items}} \times 100$$

(Gay, 2012)

2. Classifying the score of the students' using the following scale:

Table 1. Level of Mastery

Range of score	Level of Mastery
96-100	Excellent
86-95	Very good
76-85	Good
66-75	Fairly good
56-65	Fair
36-55	Poor
0-35	Very poor

(Depdikbud, 2006)

3. Computing the frequency and the rule percentage of the students' score:

$$P = \frac{F}{N} \times 100$$

N

Where:

$P =$ Percentage

$F =$ Frequency

$N =$ the total number of students

(Gay, 2012)

4. Calculating the collection data from the students in answering the test, the writer used formula to get the mean score of the students as follows:

$$\bar{X} = \frac{\sum X}{N}$$

N

Where:

$\bar{X} =$ Mean score

$\sum X =$ The sum of all scores

$N =$ The total number of samples

(Gay, 2012)

5. To find the students' improvement the formula as follows:

$$\% = \frac{X2 - X1}{X1} \times 100$$

Where:

% = the students' improving

X1 = the mean score of post-test

X2 = the mean score of pre-test

(Gay, 2012)

FINDINGS AND DISCUSSIONS

The findings section highlights the statistical analysis of the data, including pre-test and post-test results, grouping of student scores, and means and standard deviations. Specifically, the pre-test performance of students in reading comprehension is presented in tabular form, with scores for main idea and supporting details. The results of the pre-test are presented in the following tables:

Table 2. The result of the students' reading main idea and supporting details in pre-test

No.	Pre-Test		Score	LM
	MI	SD		
1.	20	20	40	Poor
2.	20	20	40	Poor
3.	20	10	30	Very poor
4.	40	20	60	Fair
5.	10	20	30	Very poor
6.	20	10	30	Very poor
7.	20	20	40	Poor
8.	30	20	50	Poor
9.	10	30	40	Poor
10.	30	20	50	Poor
11.	10	20	30	Very poor
12.	20	20	40	Poor

13.	30	10	40	Poor
14.	20	10	30	Very poor
15.	20	20	40	Poor
16.	20	30	50	Poor
17.	30	30	60	Fair
18.	20	20	40	Poor
19.	20	10	30	Very poor
20.	20	20	40	Poor
ΣX	430	380	810	
X	21,5	19	40,5	Poor

The table shows the results of the pre-test scores for 20 students' reading comprehension in the main idea and supporting details aspects. The scores range from very poor to fair, with a mean score of 19 for supporting details and 21.5 for main idea. The table also shows the results of the post-test, with 6 students scoring very poor, 9 scoring poor, 3 scoring poor, and 2 scoring fair in their level of mastery. The main score for the 20 students' reading comprehension is 40.5, indicating a poor level of mastery.

From the formula above the writer got the score for each student. For the main idea, there was 3 students who got a score of 10, 12 students who got a score of 20, 4 students who got a score of 30 and there was 1 student who got a score of 40. Meanwhile, in the supporting details, there were 5 students who got a score of 10, 12 students who got a score of 20, and there were 3 students who got a score of 30.

So, the total score for the main idea and supporting details for each student is 6 students get a score of 30 level of mastery is very poor, 9 students get a score of 40 level of mastery is poor, 3 students get a score of 50 the level of mastery is poor and there are 2 students who score 60 the level of mastery is fair. The results of the post-test are presented in the following tables:

Table 3. The result of the students' reading main idea and supporting details in post-test

NO	Post-Test		Score	LM
	MI	SD		
1.	40	50	90	Very good
2.	40	40	80	Good
3.	50	40	90	Very Good
4.	40	40	80	Good
5.	40	30	70	Fairly good
6.	40	40	80	Good
7.	30	40	70	Fairly good
8.	60	20	80	Good
9.	40	50	90	Very Good
10.	30	60	90	Very good
11.	30	50	80	Good
12.	40	30	70	Fairly good
13.	50	40	90	Very good
14.	40	30	70	Fairly good
15.	50	30	80	Good
16.	40	30	70	Fairly good
17.	40	40	80	Good
18.	60	20	80	Good
19.	40	30	70	Fairly good
20.	40	50	90	Very good
ΣX	840	760	1600	
X	42	38	80	Good

The post-test results from 20 students in class X LP (Layanan Perbankan) showed that students had a good level of mastery in reading comprehension in descriptive text. The main idea scored 3 students at 30, 12 at 40, 3 at 50, and 2 at 60. The supporting details LM scored 6 students at 70, 8 at 80, and 6 at 90 very good. The main score for the 20 samples was 1.600 (80), indicating good mastery of reading comprehension in descriptive text.

CONCLUSION

The used of descriptive text was effective for improving students' reading comprehension in terms of finding main ideas and supporting details. This strategy was very useful in teaching and learning English, especially in the process of reading English to improve students' reading comprehension. This is evidenced by the increase in student scores from the average score of students' main ideas in the pre-test was 430 main score was 21,5 and post-test was 840 main score was 42 (95%). The score of supporting details on the pre-test was 380 main score 19 and post-test was 760 main score 38 (100%). In addition, descriptive text also helps students in increasing their knowledge of reading in paragraph findings such as main ideas and supporting details. The effectiveness of descriptive text in improving students' reading comprehension can also be seen from the differences in students' average results in the pre-test and post-test. Total score of main idea and supporting detail in pre- test (X1) was 810, the total main score was 40,5 while in the post-test (X2) was 1.600, the total main score was 80. Experienced an increase after being given treatment. It was concluded that descriptive text was effective in improving students' reading comprehension.

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