

**THE CORRELATION BETWEEN STUDENTS' READING  
PERCEPTION AND READING COMPREHENSION IN  
DESCRIPTIVE TEXT**

**(Undergraduate Thesis)**

**By**

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**2025**

## **ABSTRACT**

### **THE CORRELATION BETWEEN STUDENTS' READING PERCEPTION AND READING COMPREHENSION IN DESCRIPTIVE TEXT**

**BY**

**NABILA NAJWA DISSA**

This study aimed to explore the relationship between students' perceptions of descriptive texts and their reading comprehension skills at SMA Al Kautsar. The research adopted a quantitative approach with a correlational design. Data were collected using a questionnaire to assess students' perceptions and a reading comprehension test to evaluate their skills. The sample consisted of 36 tenth-grade students, selected randomly. The findings revealed a significant correlation between students' perceptions of descriptive texts and their reading comprehension abilities, with a correlation coefficient of  $r=0.607$ . This suggests that students with a positive perception of descriptive texts tend to perform better in reading comprehension. The study concludes that fostering positive perceptions of learning materials, especially descriptive texts, can be an effective strategy to enhance students' reading comprehension.

**Keywords:** students' perception, reading comprehension, correlation, descriptive text.

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**By:**

**Nabila Najwa Disa**

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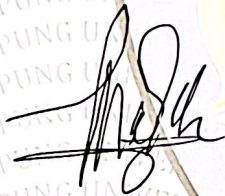
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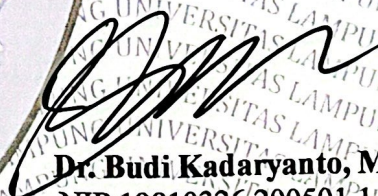
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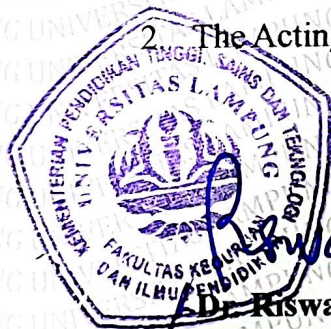
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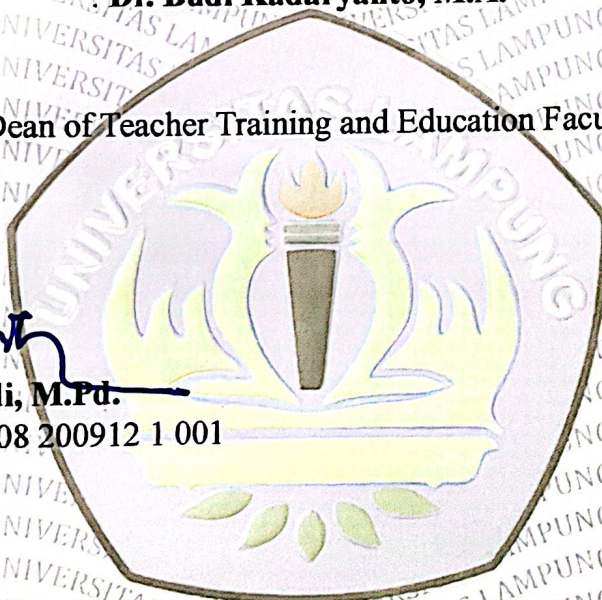
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## **CURRICULUM VITAE**

Nabila Najwa Disa was born in Lampung on January 8th, 2004. She is the one and only child of Edward and Desi Triana.

Her educational path began at Al-Faalah Yasifa Kindergarten, followed by elementary education at both SDN Citaringgul 1 and SDN 1 Krui. She then attended SMPN 2 Pesisir Tengah for junior high school and SMAN 1 Pesisir Tengah for her secondary education. Upon high school graduation, she was admitted to the English Education program at the University of Lampung.

Outside of her academic coursework, she was very active in university life, especially through her participation in the Society of English Education Department Students (SEEDS). In her first year at SEEDS, she started as a member of Media Center division. She had been on the committee at several SEEDS events, especially in the media sector. However, she was once in the events division, especially in the games section. In her second year at SEEDS, she became head of Media Center division. In this second period, she took control of social media account and served as division head, as well as being the steering committee at Media Center events. When she was at SEEDS, she often joined volunteers such as the volunteers at Busa Pustaka. She helped Busa Pustaka children to understand basic English.

In February 2024, she participated in Kampus Mengajar program in SMP PGRI 6 Bandar Lampung. Following this, she was the head of the Kampus Mengajar at SMP PGRI 6 Bandar Lampung, where she created teaching programs, helped schools and students in facilitating learning media and also enriched literacy in schools.

**MOTTO**

*“There is also, in spite of everything, a life for the future-plans, possibilities,  
prospects.”*

*-Franz Kafka*

## **DEDICATION**

With gratitude to Almighty Allah, this thesis is dedicated to her parents, whose inspiration and motivation have guided her throughout her academic journey, and to her esteemed lecturers, supportive friends, and herself.

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In concluding this research, the researcher reflects on the generous contributions of many people. She offers her deepest gratitude and respect to::

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11. Herself, who has tried her best, gone through the hardest and even worst phases and chosen to stay alive until now.

The researcher acknowledges that this thesis may still have some weaknesses, and opens any constructive feedback for improvement. The researcher hopes that this undergraduate thesis will be beneficial for educators and future research.

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## **I. INTRODUCTION**

This chapter presents an introduction concerning the background of the research, research question, objectives, uses of the research, the scope of the research, and definition of terms.

### **1.1 Background of Research**

At the present day, reading is an activity that we do most often. Reading is the important thing on learning. Reading is as a one of fundamental skill in learning process (Ati Ningsih, 2018). Reading is being able to control our mind to find the meanings, interpret so that we can digest the information obtained based on it. The basic goal of reading is to prepare students for competent language reading comprehension. As a result, reading is an essential component of a foreign language that individuals all over the world must acquire in order to effectively comprehend and interpret written texts, allowing for improved communication and understanding.

Besides that, reading is also a vital component of language education, contributing to the development of interconnected abilities, including grammar, vocabulary, and writing proficiency, and is also needed in various aspects of life (Laila et al., 2024). In the midst of these abilities, a person's desire to read, especially concerning their ability to understand, is increasingly vital as international communication advances, emphasizing the importance of the four language skills (Kheang et al., 2024). Relatively, these factors emphasize the importance of reading in both educational contexts and real-world

applications, encouraging comprehensive language proficiency and effective global communication.

Nowadays, interconnected society, in which all aspects of language proficiency are important, the desire to read, especially for understanding, is crucial for learning English. Reading comprehension is especially important because it allows learners to go beyond simply understanding the words on a page. It enables them to determine, think deeply about the text, and evaluate the information they encounter. Decoding, interpreting, and extrapolating meaning from written texts are all part of the intricate cognitive process that is reading comprehension, according to Grabe (2009). A variety of abilities are needed for this process, including as vocabulary knowledge, syntactic comprehension, and the capacity to establish relationships between pre-existing knowledge and the text's subject matter. Furthermore, Nuttall (2005) highlights that in order for students to interact with texts more deeply, which enables them to get deeper understanding and hone their critical thinking abilities, reading comprehension is a prerequisite.

However, because of foreign words and difficult diction, students continue to face challenges and barriers when reading. This can make it difficult for certain students to stay motivated because it can hinder understanding and lower the enjoyment of reading in general. Advanced vocabulary and complex language might be especially intimidating to individuals who are currently honing their reading comprehension skills. In order to help students overcome these obstacles, they have to find resources such as reading guides, dictionaries, and discussion sessions that break down challenging words and phrases.

Essentially, descriptive texts aim to provide detailed information about

a specific subject, whether it's a person, location, or object. Both Wardani et al. (2014) and Gerot, as cited by Siregar and Dongoran (2020), agree that the core role of this text type is to inform the reader by offering a portrayal of something specific. Detailed observations and descriptions are commonly used in descriptive texts to assist the reader envision or comprehend the traits, attributes, or features of a certain subject. In order to create a clear mental image, it appeals to the reader's senses through descriptions that include what is seen, heard, tasted, touched, and smelled. In a variety of settings, including academic writing, travel writing, literature, and advertising, descriptive texts are frequently used to provide readers with an accurate and comprehensive grasp of the subject matter.

Students are prompted to concentrate on the subtleties and details that are frequently necessary to comprehend a subject by reading descriptive writings. These books' rich descriptions and striking imagery encourage readers to visualize what they read aloud, which improves their capacity to conjure up images of places, things, or characters. Day and Bamford (1998) claim that reading descriptive literature helps students grasp grammar, sentence structure, and how to employ adjectives and adverbs to create more accurate and varied descriptions in addition to increasing their vocabulary. As adolescents grow accustomed to how specifics add to the overall comprehension of a story or an explanatory piece, this helps them understand texts that are more complicated.

Furthermore, reading comprehension skills like context clues and inference are emphasized in descriptive texts, which forces pupils to do just that. Students' critical thinking and analytical skills advance as they become more adept at recognizing and interpreting descriptive language because they frequently have to draw conclusions from information that is not made clear. English language learners can apply

these skills to a variety of reading sources, expanding their linguistic and cognitive horizons. This type of exercise is especially helpful for these learners. By including colourful, captivating, and frequently emotionally charged literature into their curriculum, teachers can help children enhance their reading abilities beyond just improvement comprehension capabilities, in addition to cultivate a love of reading.

Sandika (2022) demonstrated a strong link the link between a person's reading enthusiasm and their text comprehension among eighth-grade students at SMPN 1 Sukawati. However, existing research lacks an examination of how students at SMA Al Kautsar perceive reading and their actual reading comprehension abilities.

Reading is a key competency in the learning process, required for language acquisition and comprehension. It enables people to interpret and assimilate information, contributing significantly to effective language reading comprehension, particularly in English education. Reading is important beyond schooling; it promotes full language mastery and efficient global communication. Furthermore, reading comprehension skills like context clues and inference are emphasized in descriptive texts, which forces pupils to do just that. Students' critical thinking and analytical skills advance as they become more adept at recognizing and interpreting descriptive language because they frequently have to draw conclusions from information that is not made clear. English language learners can apply these skills to a variety of reading sources, expanding their linguistic and cognitive horizons. This type of exercise is especially helpful for these learners. By including colourful, captivating, and frequently emotionally charged literature into their curriculum, teachers can help children not only improve their reading comprehension abilities but also cultivate a love of reading.

Thus, in this research, the researcher tries to conduct the research entitled “The Correlation Between Students’ Reading Perception and Reading Comprehension in Descriptive Text.”.

### **1.2 Research Questions**

In the line with the background above, the researcher formulates the problems statement as follow, “Is there any correlation between students' perceptions and their reading comprehension?”

### **1.3 Objectives**

In relation to the research question above, the purpose of this research is to find out whether there is any correlation between students' perceptions and their reading comprehension.

### **1.4 Uses of the Research**

The research has advantageous for some circumstances or to inform future theoretical and practical applications. The applications of this research are::

1. Theoretically, this study builds upon prior investigations into the use of descriptive texts to promote better understanding of written text. Additionally, it aims to provide a foundation for future research exploring students' perceptions and comprehension specifically within the context of descriptive texts.
2. Practically, the outcome of this research hopefully can be functional for researchers ue to the potential of this research to expand understanding the use of descriptive text as material and also know the benefits for students.

### **1.5 Scope of the Research**

This research focuses on students senior high school whether there is perception and students' reading comprehension towards descriptive

text test after conducting the questionnaire. In this research, the researcher implements questionnaire and reading comprehension test for 10<sup>th</sup> grade students in SMA Al Kautsar.

### **1.6 Definition of Terms**

To reduce misunderstanding as part of this research, here are the details of the terminology to be investigated:

1. Perception is the method by which someone evaluate and arrange sensory intelligence from their surroundings in order to build a cohesive and meaningful picture of the world around them.
2. Reading comprehension is essentially the act of discerning of written text, which includes the ability to identify and decode words, comprehending their significance, and making sense of sentences and paragraphs to derive information, ideas, or enjoyment from the text.
3. Descriptive text is text that explain an individual, location, or something. It might characterize an animal's qualities, a person's traits, or the object's perceptible attributes, encompassing its dimensions, shape, color, and scent.

## **II. LITERATURE REVIEW**

The chapter discusses some theories the emphasized this research. It consists of previous study, the concept of reading, reading process, aspects of reading, definition of novel, novel in learning English, advantages and disadvantages, perception theory, types of perception, students' perception, indicators of perception, theoretical assumption, and hypothesis.

### **2.1 Previous Study**

Reading is a crucial English skill, alongside speaking, writing, and listening, essential for mastering the language. It involves developing the ability to visually process text, which includes both words and numbers, and accurately interpreting their meanings and implications (Sitoresmi & Alicia, 2024). Reading comprehension, the capacity to comprehend and interpret what is read, is a vital part of this skill. It requires decoding words, connecting them to prior knowledge, making inferences, and forming a coherent understanding. Good reading comprehension enhances overall communication abilities and is critical for academic and professional success.

Effectively understanding written material, known as reading comprehension, requires more than just recognizing words. It's a complex mental process where readers must decode text, relate it to what they already know, draw conclusions, and piece together information to create a complete and meaningful picture. According to Snow (2002), effective reading comprehension requires the interplay of the reader's skills, the text's complexity, and the context in which reading occurs. Additionally, comprehension is a dynamic process influenced by factors such as vocabulary knowledge, working memory, and motivation.

In reading, students can find the material on the digital or printed text. The individuals involved in previous the study revealed that participants had a favourable outlook on reading digital texts in their educational life (Manalu, 2019). A number of elements, such as students' involvement with the text, language proficiency, and capacity to picture the content, affect how they perceive descriptive texts. Grabe and Stoller (2018) state that because descriptive texts give descriptive words and phrases context, they are frequently beneficial for students' vocabulary growth and grammatical comprehension. Descriptive text is also seen to be interesting since they frequently contain rich details and vivid visuals that pique students' attention.

Beside the digital text, some researchers conducted reading materials to see the perspective. The results indicate that most students held an enthusiastic perspective regarding the adoption of bilingual-based resources within their English language courses, appreciating their appropriateness and clarity. This aligns with findings by Asrifan (2017), who emphasized the value of such materials in language instruction. However, as Duke and Pearson (2002) highlighted, descriptive texts can be challenging for students who lack sufficient vocabulary or background knowledge, particularly if educators do not provide adequate scaffolding. Without proper support, the abundance of descriptive language may overwhelm students and hinder their learning. Rizky Amalia (2019) also stated that there was a substantial influence between students' perceptions and reading comprehension of descriptive texts in high school ( $F(1,70) = 10.25, p < 0.01$ ). An efficacious learning strategy to improve reading comprehension is to use learning methods based on descriptive text and paying attention to students' interests and motivation ( $M = 78.2, SD = 10.5$ ).

When teachers effectively utilize descriptive texts, they not only foster deeper reading engagement but also enhance comprehension and make the learning process more enjoyable. This balance between material relevance and instructional support is critical for improving students' reading outcomes. Dwi

Anggani (2020) stated there was a significant influence between students' perceptions and reading comprehension of descriptive texts in EFL classes ( $F(1,50) = 12.15, p < 0.01$ ). An effective learning strategy to improve reading comprehension is to use learning methods based on descriptive text ( $M = 80.5, SD = 12.1$ ). According to Nugroho (2008), students view the use of English references positively, recognizing that such resources can enhance and expand their knowledge. This positive perception is closely linked to reading comprehension, as a favorable attitude toward using English materials can motivate students to engage more deeply with the content. This engagement, in turn, supports the development of better understanding and interpretation of texts.

According to Amalia Rahmah (2018), there was a powerful correlation between students' perceptions and reading comprehension of descriptive texts ( $r = 0.73, p < 0.01$ ). Students who have positive perceptions of reading have better reading comprehension ( $M = 85.4, SD = 10.2$ ). The results demonstrated a notable connection between students' perceptions and reading comprehension of descriptive texts. Students who have a positive perception of reading have better reading comprehension. In contrast, Aebersold and Field (1997) suggested that students' perceptions of descriptive texts are generally positive when the content aligns with their interests and experiences.

Muhammad Fauzi (2019) showed the results that there was a substantial link between students' perceptions and reading comprehension of descriptive texts ( $r = 0.65, p < 0.05$ ). Factors that influence students' perceptions of reading are interest ( $\beta = 0.31, p < 0.01$ ), motivation ( $\beta = 0.24, p < 0.05$ ), and reading ability ( $\beta = 0.21, p < 0.05$ ). It meant that there was a meaningful association between students' perceptions and the understanding of written language of descriptive texts. Factors that influence students' perceptions of reading are interest, motivation, and reading ability. It's aligned with Fitriani (2017), the results showed that there was a significant relationship between students' perceptions and reading comprehension of descriptive texts. Factors that influence

understanding the meaning of descriptive passages were reading skill, interest, and motivation.

Reading is a fundamental English skill essential for mastering the language, alongside speaking, writing, and listening. It involves decoding text, including words and numbers, and interpreting their meanings. Reading comprehension, a crucial part of this skill, entails understanding and deriving meaning from written text through cognitive processes like making inferences and connecting to prior knowledge.

## **2.2 Concept of Reading**

Regular reading improves reading comprehension by increasing vocabulary, enhancing focus and concentration, and introducing readers to diverse text structures and genres. This practice enhances critical thinking and inferencing skills, enabling readers to examine and comprehend complex ideas and implied meanings. Additionally, frequent reading improves memory and retention, allowing readers to recall and connect information more efficiently. For individuals to be active members of a society that values lifelong learning, reading is indispensable (H. Wang et al., 2024). Consistent reading practice thus strengthens overall comprehension skills, making it easier to understand and interpret a variety of materials. To evaluate overall understanding, researchers used the same written materials to also measure students' knowledge of vocabulary and their ability to connect ideas within sentences (Gruhn et al., 2024). The growth of vocabulary is the primary reason that consistent reading greatly improves reading comprehension. Readers eventually develop a strong vocabulary when they come across new words and phrases in a variety of contexts, which helps them comprehend and interpret complex texts. It is simpler to understand a variety of texts because to this expanded vocabulary, which also strengthens general language proficiency and enhances the capacity to understand subtle meanings. As a result, practicing reading consistently is essential to building excellent reading comprehension skills.

Kamola Komilovna (2023) states that successful reading introduces students to different vocabularies and therefore improves their language and communication skill by regularly increasing their lexicon, enabling them to strengthen their communicative competence in both verbal and written modes. Furthermore, regular exposure to a wide range of vocabulary and intricate sentence patterns not only improves language skills but also promotes cognitive growth. Students who interact with a variety of texts gain analytical and critical thinking abilities, which are crucial for problem-solving and self-directed learning. Regular reading promotes a stronger comprehension of a variety of disciplines because it teaches pupils to draw links between newly acquired knowledge and previously learned material. Since they are better able to comprehend and interpret complex material, children do better academically across all subjects as a result of this comprehensive improvement in comprehension and cognitive skills. Furthermore, reading comprehension improves students' communication abilities, which have a significant impact on their social interactions by helping them express their views more confidently and clearly.

### **2.3 Aspects of Reading**

"Reading refers to decipher words that have been written down or printed. It entails understanding phrases, identifying words and characters, and deciphering the meaning included in the text. People who read are better able to communicate, enjoy stories, and pick up new information. Because it enables people to access and comprehend written content in books, articles, and other kinds of communication, it is a crucial talent for learning. Nuttal (1982) suggests that effective reading comprehension involves five key abilities: grasping the central message, locating precise information, drawing logical conclusions, recognizing connections between words or phrases, and interpreting word meanings, and Duffy (2003) supports this by stating that these five aspects must be mastered for students to easily understand the contents of a passage.

1. Determining the main idea

To understand a text's main idea, students need to grasp the topic it discusses. The author's primary point, or the major concept, can be expressed clearly or indirectly and is frequently found in the opening or closing phrases of a paragraph. Finding the core idea can also be accomplished by summarizing the paragraph and how it relates to other paragraphs. Reading comprehension requires the ability to distinguish between major and supporting ideas since every paragraph has a central thought that communicates the most important details on the subject matter of the paragraph. Students can comprehend the message the author is trying to get across by using these key principles.

2. Finding specific details information

Supporting ideas, or specific information, are the details that expand upon a central point. These details can take many forms, such as explanations, illustrations, data, comparisons, reasons, or results, all of which work to develop the topic sentence of a paragraph. To effectively find specific information, readers should know what type of information they are looking for. Students must identify all relevant details or ideas in the text to locate precise information. Specific informational questions often involve reasoning, purpose, result, comparison, identification, time, and quantity, with answers typically found within the text.

3. Making inferences

To effectively infer, a key reading skill, students must first grasp the text's explicit meaning and understand the conclusions of stated points. Inference then allows them to go beyond what's directly written, enabling them to make logical deductions, understand implied meanings, and anticipate what might happen next. Informed assumptions are similar to inferences or deductions. Learning to draw conclusions is an essential reading comprehension skill, especially when reading stories or texts.

4. Identifying references

References are words or phrases used to avoid unnecessary repetition in reading materials. Demonstrative pronouns, such as it, us, they, and this, serve as references in reading comprehension. These pronouns help maintain the flow of the text without repetitive wording.

#### 5. Understanding the meaning of vocabulary

Vocabulary refers to the collection of words used by individuals, groups, or professions. It is fundamental for anyone who wants to speak or write effectively. Students must possess a rich vocabulary, as it enhances their ability to use various strategies to understand new words. Vocabulary plays a crucial role in reading comprehension, significantly aiding in the reader's understanding of the text. By connecting the meanings of unfamiliar words within the context of the text, students can improve their ability to determine the meanings of new words.

### 2.4 Advantages

Descriptive text offers several advantages for improving reading comprehension.

1. As students come across a variety of adjectives, adverbs, and descriptive phrases that convey particular facts about a subject, descriptive texts aid in the development of a stronger vocabulary (Harmer, 2007). Their increased vocabulary enables children to comprehend the complex language used in descriptions, which improves their comprehension of the meaning of new materials.
2. Students are encouraged to create mental images of what they are reading by using their imagination and past knowledge when reading descriptive texts. According to Duke and Pearson (2002), this visualization process is essential for enhancing comprehension since it gets students to actively generate meaning from the text rather than just passively taking in information. Additionally, it facilitates greater comprehension and retention by enabling students to draw connections between what they read and their personal experiences.

## 2.6 Disadvantages

While descriptive text offers valuable content for English language learners, it also presents some challenges in terms of reading comprehension.

1. One of the main disadvantages is that readers, particularly those with little vocabulary or language proficiency, may find descriptive writings overpowering due to their frequent use of thick, precise language. Some students may find it difficult to understand the major ideas or important information due to the overabundance of adjectives and detailed explanations, which could cause confusion and irritation.
2. Descriptive texts may provide a strong emphasis on sensory details and images, which may cause pupils to lose focus on the text's general context or narrative structure. Because of the emphasis on descriptive language, readers may overlook the text's larger themes or messages, which will hinder their capacity to apply higher-order thinking abilities like analysis, synthesis, and assessment.

## 2.7 Perception Theory

Demuth (2013) defines perception as how we gather information, suggesting two primary viewpoints. One, direct perception, focuses on concrete data, arguing that our senses directly shape how we understand things. Essentially, what we see, hear, or feel dictates our perception. Sensory input, which includes our views and experiences, determines further processing. On the other hand, indirect perception is based on existing knowledge and opinions formed without direct experience.

Indirect perception depends on cognitive processes like memory and expectations to interpret sensory information. This approach highlights how our prior knowledge, beliefs, and expectations shape our perception of new stimuli. For instance, hearing a rustling sound in the bushes might lead us to infer it is an animal based on past experiences, even if we cannot see it. Both

theories underscore the complexity of perception, showcasing the dynamic interaction between raw sensory data and the mental frameworks we use to interpret this information. Understanding these processes can provide deeper insights into human cognition and behaviour and inform practical applications in psychology, education, and artificial intelligence.

## **2.8 Types of Perception**

According to Irwanto, as cited in Bimo's "Pengantar Psikologi" (2010:15), there are two types of perceptions:

- 1) Positive perception: This type of perception encompasses all knowledge and responses that align with the object of perception, leading to efforts to utilize it.
- 2) Negative perception: This type of perception includes all knowledge and responses that do not align with the perceptual object, resulting in a decision to accept, reject, or oppose the efforts related to the perceived object.

## **2.9 Students' Perception**

Students often perceive reading as a multifaceted activity that can be both enjoyable and challenging. While some students find reading to be a pleasurable escape, a way to explore new worlds, and an opportunity to gain knowledge on a variety of subjects, others may view it as a demanding task, especially when it involves academic texts. These differing perceptions can influence their reading habits and overall engagement with literature. For many, the key to fostering a positive attitude towards reading lies in balancing leisurely reading with more focused, academic reading, allowing them to enjoy the benefits of both.

Students' attitudes towards reading are significantly shaped by their experiences and the materials they engage with. Those who are exposed to diverse genres, including fiction, non-fiction, and periodicals, tend to develop a broader appreciation for reading. Conversely, students who primarily read textbooks may associate reading with the pressures of academic performance and examinations.

Encouraging students to explore a variety of reading materials can help them discover the joy of reading, reduce mental fatigue, and improve their overall academic performance by making the activity more engaging and less monotonous.

### **2.10 Indicators of Perception**

There are three different views on the indicators of perception. The first, proposed by Walgito (1990), identifies three indicators: absorption, understanding, and evaluation.

#### **a) Absorption of stimuli or objects from outside the individual**

Our five senses—sight, hearing, touch, smell, and taste—act as pathways, allowing us to take in information from the world around us, whether it's through a single sense or a combination of them. This sensory absorption results in a picture, response, or impression in the brain. These impressions can be singular or multiple, depending on the perceived object. The brain collects these images or impressions, both old and newly formed. The clarity of these images depends on factors such as the level of stimulation, the sensitivity of the sensory organs, and the timing of the perception, whether it is recent or from the past.

#### **b) Understanding**

Once images or impressions are formed in the brain, they are organized, classified, compared, and interpreted to create understanding. This process is rapid and unique to each individual. The understanding formed is influenced by previously held images or impressions, a concept known as apperception.

#### **c) Evaluation**

After forming an understanding, the individual evaluates it by comparing the new understanding against their own subjective criteria or norms. This assessment process varies among individuals, even when the object is the same, making perception a highly individual experience.

The comparison of the three perspectives on perception is as follows: according to the first viewpoint, perception occurs through students' acceptance and evaluation. Conversely, the second viewpoint asserts that perception arises from students' absorption and understanding. However, absorption, as a sensory process, cannot be directly observed or measured with a simple question. Additionally, this indicator is not pertinent to the research problems. Even if it were observable, it would pertain to past activities. If students can answer reflective questions, it would indicate understanding and evaluation rather than absorption. Consequently, the developed instrument focuses on understanding and evaluation as the primary indicators.

### **2.11 Theoretical Assumption**

Based on the theories above, the researcher assumes that there are some advantages and disadvantages to using descriptive text for Senior High School students' reading comprehension. The students also may have different perceptions toward the implementation of English in descriptive text for Senior High School students' reading comprehension. Furthermore, they might have some challenges during the implementation of English in descriptive text itself.

### **2.12 Hypotheses**

In this research, there is one research question as the problem. According to the problem and the assumption, the researcher proposes the hypotheses as follows:

1. (H0): There is no correlation between students' perceptions and their reading comprehension in descriptive text.
2. (HA1): There is correlation between students' perceptions and their reading comprehension in descriptive text.

Thus, the theories that have been discussed in this chapter are previous study, the concept of reading, aspects of reading, definition of descriptive text, advantages and disadvantages, perception, theoretical assumption, and hypothesis.

### III. METHODS

This chapter discusses several points. It consists of research design, variables, data sources, instruments of the research, procedure of data collective, data analysis, and hypothesis testing.

#### 3.1 Research Design

This study utilized quantitative methods, with a correlational research design, to determine the association between two concepts (Walliman, 2011). When two variables were found to be correlated, it indicated that scores on one variable falling within a given range were related to scores on the second variable falling within the same range. The design of the structure of this research is outlined below:

$$X \rightarrow Y$$

#### 3.2 Variables

Variables in research were essential elements that were measured, controlled, or manipulated to study their effects and relationships. In this research, there were two variable. This research consisted of perception in reading (X) as independent and students' reading comprehension (Y) as dependent variable.

#### 3.3 Data Sources

Data sources, including the population and sample, were of paramount importance in research. The researcher executed the research at senior high school students. The populations in this research were the 10<sup>6</sup> grade students in SMA Al Kautsar as the try out sample and the 10<sup>10</sup> grade students in SMA Al Kautsar as the sample for the purposes of this study, through random sampling. According to Sugiyono (2017), random sampling was a technique

for selecting a sample from a population by taking it at random without considering any strata. Researcher used a questionnaire for pre-research regarding descriptive texts to find out whether students have learned about descriptive texts or not.

### **3.4 Instruments of the Research**

A measurement tool was a tool used to measure both observed natural and social occurrences. To answer the research question, the researcher had two kinds of instruments, there are:

#### **a. Questionnaire**

This questionnaire's purpose was to find out how students feel about reference materials that were descriptive texts and whether or not reading descriptive texts could improve their reading comprehension abilities. The function of the questions was to get information about students' experiences with and attitudes toward descriptive texts, as well as their comprehension of the text's structure, goal, and linguistic elements. The survey also aimed to determine whether students found descriptive writings interesting and whether they thought these texts help them get better at understanding specifics, visualizing material, and growing their vocabulary. The survey's findings were incorporated into instructional strategies and resources that assisted students in developing their reading comprehension abilities through the usage of descriptive texts.

In this research, data was collected using a survey composed entirely of closed-ended questions. A forced-choice question prompting participants to select the top problem from a given list (Reja, Urša, et al., 2003). Respondents conveyed the degree to which they are intense felt concerning these key phrases while they are answered questions allowed participants to articulate their opinions. As a result, approaching the data analysis from a keyword perspective offered a unique way to glean information from the survey responses (L. H. Wang et al., 2006).

For this research, a survey was administered, and the questions were based on a questionnaire developed in a prior study. The questionnaire with limited response options was designed to acquire data concerning students' impressions for SMA Al Kautsar students. This questionnaire used a rating a Likert Scale to obtain participant feedback. The extent was evaluated using a four-point rating system, presented below:

4 = strongly agree

3 = agree

2 = disagree

1 = strongly disagree

#### b. Reading Comprehension Test

To gauge students' level of reading comprehension, a the test was carried out. This test aimed to evaluate their reading abilities, skills, and knowledge against a set benchmark, determining whether their performance met the required standard (Adom et al., 2020). A 50-question multiple-choice test was used to objectively measure reading comprehension before the try out, and 40 items after the try out.

Consequently, the researcher was required to verify the instrument's validity and reliability. There were validity and reliability of this research as follows:

#### 1. Validity

Setiyadi (2018) stated that validity confirms that a tool or test accurately measures the specific thing it's designed to measure.

##### a. Content Validity

The content validity of an instrument was established by determining if all the items required to represent the target

construct are present in full. Content validity of questionnaire was based on Diah Fauzanah and Sitti Fatimah adopted in questionnaire, there were 3 indicators of perception, they were: absorption, understanding, and evaluation.

Table 3. 1 Three aspects of students' perception of reading

No	Topic	Number of question
1	Absorption	1-10
2	Understanding	11-20
3	Evaluation	21-30

Based on Duffy (2003), that was absorbed in reading comprehension test, there were 5 aspects of reading, they were: determining the main idea, finding specific details information, making inferences, identifying references, and understanding the meaning of vocabulary.

Table 3. 2 Five aspects of reading comprehension test

No	Topic	Number of questions	Percentage
1	Determining the main idea	1, 6, 11, 16, 21, 26, 31, 36, 41, 46	20%
2	Finding specific details information	2, 7, 12, 17, 22, 27, 32, 37, 42, 47	20%
3	Making inferences	3, 8, 13, 18, 23, 28, 33, 38, 43, 48	20%

4	Identifying references	4, 9, 14, 19, 24, 29, 34, 39, 44, 49	20%
5	Understanding the meaning of vocabulary	5, 10, 15, 20, 25, 30, 35, 40, 45, 50	20%

#### b. Construct Validity

The content validity of an instrument was evaluated by determining if all the items required to represent the target construct are present in full. Construct validity then describes the relationship between an instrument's items and the pertinent indicators.

Construct validity then described the relationship between an instrument's items and the pertinent indicators. The questionnaire's validity was examined by the previous researcher. The statements in the questionnaire have received expert judgment and were tested by previous researchers, namely Diah Fauzanah and Sitti Fatimah, and for the result, there was 30 questions.

To conduct the validity reading comprehension test, the SPSS 25 for Windows application has been utilized. The product moment correlation formula has been provided by Pearson could be used to get the validity value.

For the result of test validity on Appendix 7, the result showed that only 40 numbers.

#### 2. Reliability

According to Setiyadi (2006), reliability was the degree to which a measurement can be consistently made of similar subjects at different periods and yet produce the same results.

To measure the reliability of test, the researcher used Cronbach's Alpha formula as follows:

$$r_x = \left(\frac{n}{n-1}\right) \left(1 - \frac{\sum a_t^2}{a_t^2}\right)$$

Where:

$r_x$  : the reliability of the questionnaire/test

$n$  : total of questions

$\sum a_t^2$  : total of score items

$a_t^2$  : total of variants

For assessing unidimensionality and scale reliability following Cronbach's alpha coefficients. The result was shown on Appendix 7. The result of reading comprehension text reliability was shown that reliability was 0,872 which meant the result  $> 0,60$  so that the test was reliable. When measurements were made and under the same conditions each time, the reading comprehension test was considered reliable.

### 3. Level of Difficulty

The difficulty level referred to how easy or challenging an item was from the perspective of the students taking the test (Shohamy, 1985). This was important because if test items are too easy, they would not help differentiate between the students' abilities. Additionally, the difficulty level indicates how easily or how hard a particular item was for the participants to complete (Heaton, 1975: 182).

As Shohamy (1985) explains, this difficulty level was calculated using a specific formula below:

$$LD = \frac{U+L}{N}$$

Notes :

LD : level of difficulty

U : the number of the upper group who answer correctly

L : the number of the lower group who answer correctly

N : the total number of students in upper and lower groups

Criteria:

Less than 0.30 = difficult

0.30-0.70 = average (good item)

More than 0.70-1.00 = easy

(Shohamy, 1985;75)

Table 3. 3 Percentage of Level Difficulty

Criteria	Amount	Percentage
Difficult	0	0%
Average	44	88%
Easy	6	12%

The result showed that 44 numbers were average, and 6 numbers were easy. In the difficult and easy categories, researcher may not take these questions.

#### 4. Discrimination of Power

Discrimination power referred to the ability of test items to distinguish between students with high and low performance levels. It was used to differentiate between students who demonstrate high ability and those with lower ability. The discrimination power was determined using a specific formula.

$$DP = \frac{U-L}{\frac{1}{2}N}$$

Notes :

DP : discrimination power

U : the number of students from the upper who answer correctly  
 L : the number of students from the lower who answer correctly  
 N : the number of students

Criteria:

DP: 0.00 - 0.19 = Poor items

DP: 0.20 - 0.39 = Satisfactory items

DP: 0.40 - 0.69 = Good items

DP: 0.70 - 1.00 = Excellent items

DP: - (Negative) = Bad items, should be omitted

(Heaton, 1975: 180)

Table 3. 4 Percentage of Discrimination of Power

Criteria	Amount	Percentage
Poor items	10	20%
Satisfactory items	24	48%
Good items	16	32%
Excellent items	0	0%
Bad items	0	0%

The result showed that only 10 numbers were poor item, 24 numbers were satisfactory items and 16 numbers were good items. In the poor and bad item, researcher would not take these questions. Since there were 10 poor items, the researcher selected the questions. Overall, there were 40 questions tested, and there were 10 questions that were deleted.

### 3.5 Procedure of Data Collective

The approach to data gathering referred to the means by which the researcher gathers data in an empirical and objective manner. It was the most critical step in the research process since the primary goal was to obtain data. To collect the

data, the researcher employed a questionnaire as the instrument. The procedures of this research were as follows:

1. Design the questionnaire and test. The questions in a questionnaire is about students' perceptions and test is a measurement about students' reading comprehension. The questionnaire uses Google Form.
2. After that, the test gets the validity from SPSS.
3. Distribute pre-research questionnaires to students to find out whether they are appropriate for the sample or not.
4. Distribute the questionnaire and test. Send the questionnaire to the selected participants along with a letter that describes the study's aims, to confirm participants' awareness and consent, and providing instructions on how to complete it.
5. Collect responses. Collect completed questionnaires and checked for completeness and accuracy.
6. Analysis the data. Perform appropriate statistical analyses to interpret the data in line with the research objectives.

### 3.6 Data Analysis

This particular study, a closed-ended questionnaire was used to gather data. Subsequent to data collection, the Statistical Package for Social Science, or SPSS with Pearson Product Moment Correlation, software has been used for data analysis. Descriptive statistical methods were applied by the researcher to examine the evidence, looking for levels (low mean rank, medium mean rank, and high mean rank) as well as averages (mean). The low mean appertains to low agreement.

### 3.7 Hypothesis Testing

The researcher employed quantitative analysis for the descriptive testing of the hypothesis, and serial correlation was used to correlate the data in order to determine whether or not there was a correlation. According to Pearson the formula for this type of correlation is as follows:

$$r_{xy} = \left( \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}} \right)$$

Where:

$r_{xy}$  : product moment correlation coefficient  
 $N$  : the number of pairs of scores  
 $x$  : variable x numbers  
 $y$  : variable y numbers  
 $\sum XY$  : the sum of multiplying of x and y score  
 $\sum X$  : the sum of x scores  
 $\sum Y$  : the sum of y scores  
 $\sum X^2$  : the sum of x scores square  
 $\sum Y^2$  : the sum of y scores square

Sugiyono (2010) stated that the researcher should use diagram of correlation, there are:

A very low range from 0.00 to 0.199

A low range from 0.20 to 0.399

An average range from 0.40 to 0.599

A high range from 0.60 to 0.799

A very high range from 0.800 to 1.00.

According to the problem and the assumption, the researcher proposed the hypotheses testing as follows:

1. (H0): There is no correlation between students' perceptions and their reading comprehension in descriptive text.
2. (HA1): There is correlation between students' perceptions and their reading comprehension in descriptive text.

## **V. CONCLUSIONS AND SUGGESTIONS**

This chapter focused on presenting the research conclusions and suggestions for English teachers to use teaching methods that was appropriate to the class situations, and also for other researchers who wanted to conduct the similar research.

### **5.1 Conclusions**

Based on the data analysis conducted in this study and the findings discussed earlier, the study found that students' perceptions were linked to how well they understood descriptive texts. This highlighted the need for quality teaching alongside positive student perceptions to achieve the best learning results.

### **5.2 Suggestions**

In light of the current study's advantages and disadvantages, the researcher would like to recommend:

1. In enhancing students' reading comprehension, English teachers can find students' perceptions of reading materials. Teachers can design activities that foster positive attitudes toward reading, helping students connect personally with texts and build confidence in their reading abilities. Assess students' current perceptions of reading materials before introducing specific lessons. Understanding students' perceptions towards different types of texts whether they are positive or negative can help educators tailor instruction to address challenges and capitalize on students' interests.
2. According to the regression, future researchers could explore the relationship between students' motivation, and attitudes of reading

materials in relation to their reading comprehension in descriptive text.

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