

***A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS
OF SMPN 2 SIMANDOLAK IN COMPREHENDING RECOUNT
TEXTS***

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Abstract: *This research was designed to describe the students' ability in comprehending recount texts. The aim was to find out the second year students' ability in comprehending recount texts. This descriptive research took place in SMPN2 Simandolak from April to May 2016. The total population of SMPN 2 Simandolak is 60 students. Thirty students were taken for try out and thirty students were taken for sample of the research by using total sampling. In collecting the data, the writer used 28 questions in the test. The time allotment for doing the test was 60 minutes. The data was analyzed by calculating the students' individual scores and finding out the mean score. The students' scores were classified into five levels; they are: excellent, good, mediocre, poor, and very poor. The data was presented by using graphic. Based on the result finding of this research, the second year students' ability in comprehending Recount texts at SMPN 2 Simandolak was in good level. The mean score of the whole students was 61.4.*

Key Words: *Students' Ability, Comprehending Recount Texts*

STUDI TENTANG KEMAMPUAN SISWA SEMESTER KEDUA SMPN 2 SIMANDOLAK DALAM MEMAHAMI TEKS-TEKS RECOUNT.

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Abstrak: Penelitian ini diadakan untuk memberi gambaran tentang kemampuan siswa dalam memahami teks recount. Tujuannya adalah untuk mengetahui kemampuan siswa semester kedua dalam memahami teks recount. Penelitian deskriptif ini bertempat di SMPN 2 Simandolak pada siswa semester kedua di SMPN 2 Simandolak dari bulan april sampai mei tahun 2016. Jumlah siswa di SMPN 2 Simandolak adalah 60 siswa, 30 siswayang diambil sebagai percobaan dan 30 siswa yang diambil sebagai sample dalam penelitian ini secara keseluruhan. Dalam mengumpulkan data, penulis menggunakan 28 soal di dalam tes tersebut. Waktu yang disediakan 60 menit. Data dianalisa dengan mengkalkulasikan nilai siswa secara individual dan menentukan nilai meannya. Nilai siswa dikelompokkan menjadi lima level; yaitu unggul, bagus, rata-rata, lemah, dan sangat lemah. Data disampaikan melalui grafik. Berdasarkan hasil penelitian, kemampuan siswa semester kedua dalam memahami teks recount di SMPN 2 Simandolak di level bagus. Nilai dari keseluruhan siswa adalah 61.4.

Kata Kunci: Kemampuan Siswa, Memahami Teks Recount.

INTRODUCTION

This research was designed to describe the students' ability in comprehending Recount texts at second year students' of SMPN 2 Simandolak. Based on the result of interview that writer did toward English teacher and the students at SMPN 2 Simandolak, it was found that most of the students faced some problems in comprehending reading texts. The students often faced problem in grasping the messages from the text. The purpose of this research was to found out how the students' ability in comprehending Recount texts at the second year students of SMPN 2 Simandolak.

Reading skill is very important in education field because people get knowledge by reading books and other printed materials. Students need to be exercised and trained in order to have a good reading skill. According to Harmer (1998), reading comprehension is very important for students because in fact the textbook for most science and technologies are written in English. This means that learners are expected to be able to understand English textbooks that they are reading. In comprehending text, the reader need to prepare themselves by knowing some skills that they can apply while they are reading, so that the goal of reading can be achieved. In this case reading skill is needed by learners of English language.

According to Harmer (1991), reading is an exercise dominated by eyes and brain. The eyes receive the messages from what we are read and the brain has to process the significance messages and make us understand what the messages about. In reading, students not only read but also understand what they are reading. So, they can get the knowledge and enjoy what they read.

According to Alyousef (2006:63), reading comprehension is a combination of identification and interpretation. So, reading comprehension is not only the process of knowing the meaning of the words, but also the process of understanding and gathering information from the text. Therefore, readers should have more concentration in reading activity in order to get better understanding.

Hannon and Daneman (2001) propose four primary processes in reading comprehension: accessing relevant knowledge from long-term memory, integrating accessed knowledge with information from the text, making inferences based on information in the text, and recalling newly learned text material. It means the readers use their long-term memory and integrate their knowledge with the message from the text, then make conclusion of it. That primary processes will help the readers understand the information from the text easily.

There are some components in reading comprehension which should be focused on comprehending a reading text. King and Stanley (1998) state that there are five components that may help the students to read carefully: First is comprehending main idea. Comprehending the Ideas was very important because it not only helps to understand the paragraph, but also helps to remember the content later. Second is comprehending factual information. Comprehending factual information requires readers to scan specific details. The factual information questions generally appear with WH question word. Third is meaning of difficult words. It means that the readers could develop his/her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text. Fourth is identifying references. It would be boring to have and repeat the some word or phrase in every paragraph of a text. To avoid the repetition word, it can be used references of the word.

References words are very frequently in terms of pronoun such as; it, she, he, this, etc. Fifth is finding restatement. Restatement is the way to say something again in different way but still has the same meaning. It is intended to measure readers' ability in analyzing the relationship of idea within single sentence.

Based on the 2006 curriculum for junior high school, the second year students of SMPN 2 Simandolak focused on four genres of text. The texts is narrative text, descriptive text, anecdote and recount text. Each text has its function, generic structure and language features. Recount texts is the genre that the writer focuses, the students have problems in comprehending the recount texts. Many students still have difficulties in factual information, main ideas and understanding the generic structure of the text. Besides that, they also have problems to find the meaning of the new vocabulary. The students must know not only about the structure of the text, but also about the meaning of what is written.

From the explanation above the writer curious to know how is the ability of the second year students of SMPN 2 Simandolak in comprehending recount texts. Therefore, the writer interested to conduct a descriptive research entitled: 'A Study on the Ability of the Second Year Students of SMP N 2 Simandolak in comprehending recount texts'.

RESEARCH METHODOLOGY

The research was conducted at SMPN 2 Simandolak, which is located at Jl. Datuk Bisai, Benai, Kuantan Singingi, in academic year 2015/2016. The data was collected within two months from April to May. The population of this research was all of the second year students of SMPN 2 Simandolak in the academic year of 2015/2016 by the total number of the students is 60 students divided into two classes. By using cluster sampling and was found the sample is class VIII2, consisted of 30 students and the tryout class is VIII1 consisted of 30 students. This study used quantitative data in which the students were assessed by their score.

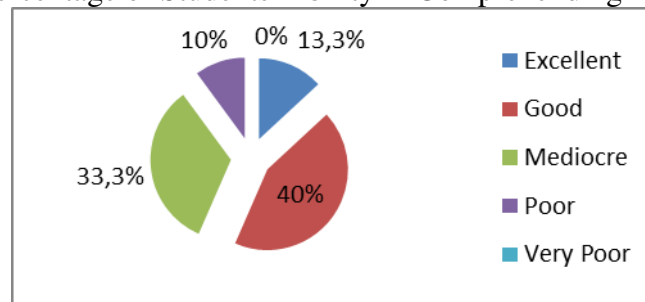
To collect the data the writer used multiple-choice test. The total number of test items was 30 questions provided with four choices for each question. The test consisted of 4 Recount texts. Each text had 7 questions. The time allocated for doing the test was 60 minutes. The test was tried out to students from tryout class. The researcher calculated the difficulty level, discrimination index, mean score, standard deviation, and reliability of the result of the try out test. From the calculation, it can be seen that the reliability of the test is 0.49 which means the test is reliable. Then, the real test gave to sample class. The data was analyzed by calculating the students' score individually and found out the mean score. The students' score classified into five levels they are excellent, good, mediocre, poor, and very poor (Adopted from Carroll and Hall; 1945). The data was presented by using graphic.

FINDINGS AND DISCUSSION

Findings

The objective of this research is to find out the students' ability in comprehending recount texts at second year students of SMPN 2 Simandolak. The data was collected by using multiple choice tests. Before the writer distributed the test to the sample class (VIII2), the test tried out to some population that had been chosen as the try out class (VIII1). The validity and reliability was known by doing this test. Heaton (1975) states that the test will be accepted if the degree of difficulty (FV) is between 0.30-0.70 and they will be rejected if the index of the difficulty is below 0.30 (too difficult) and above 0.70 (too easy). From the try out test, there were there were 3 items that rejected. The writer revised them. The test is reliable to give to sample class. The data from sample class analyzed and categorized into eight components. It also classified into four levels of mastery.

Figure 1. Percentage of Students' Ability in Comprehending Recount Texts



The figure of percentage of the students' ability in comprehending recount texts indicates that the students' ability vary levels. Four (4) students in excellent level, it is 13.3% of students. Then, thirteen (13) students in good level, there are 43.3% of students. Mediocre level ten (10) students there are 33.3% of students and three (3) students in poor level there are (10%) of students found difficulty in this test. But, No student (0%) is in very poor level.

Figure 2. The Students' Ability in Comprehending Main Ideas.

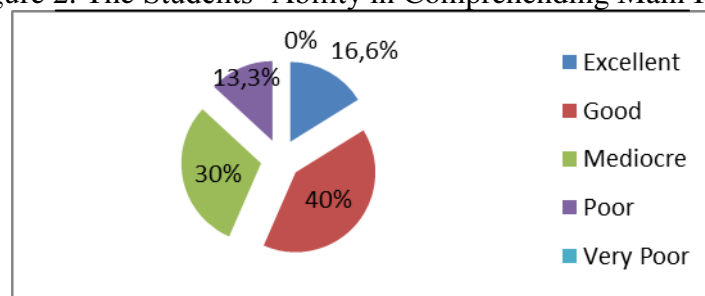
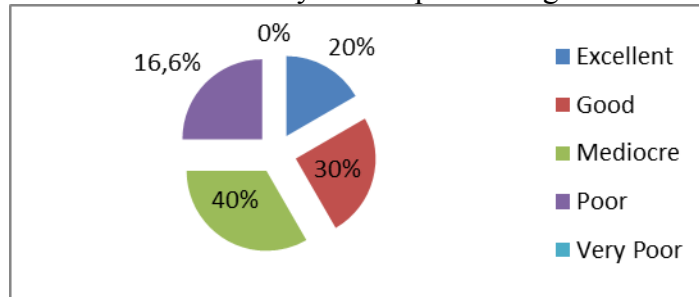


Figure 2 indicates that the students' ability in comprehending main ideas varies. The excellent level five (5) students 16.6% of students. For good level; twelve (12)

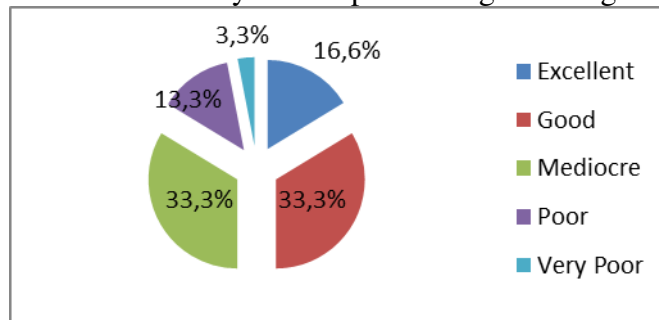
students, 40% of students. Then, nine (9) students 30% of students in mediocre level. Then, four (4) students (13.3%) in poor level. But, no student (0%) is in very poor level.

Figure 3. The students' ability in Comprehending Factual Informations.



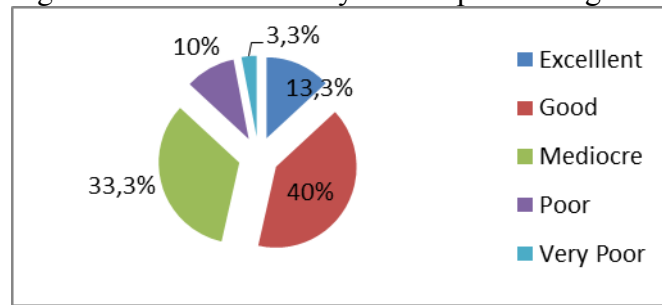
The figure of percentage of the students' ability in comprehending factual informations indicates that the students' ability in comprehending factual informations a vary levels. Excellent level six (6) students 20% of students. Then, good level nine (9) students or 30% of students. Twelve (12) students 40% of students in mediocre level. The last, three (3) students 10% of students in poor level. But, no student (0%) is in very poor level.

Figure 4. Students' Ability in Comprehending Meaning of Difficult Words



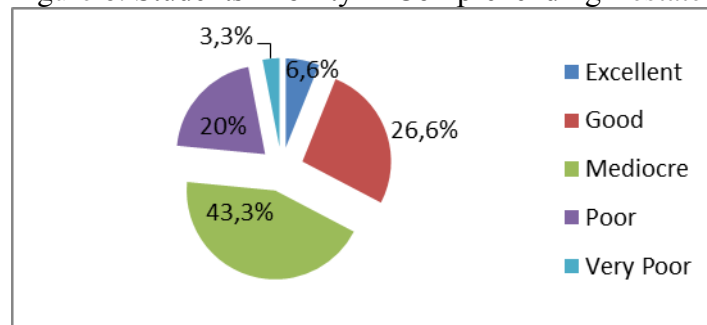
The figure of percentage of the students' ability in comprehending meaning of difficult words indicates that the students' ability in comprehending meaning of difficult words a vary levels. Excellent level are only five (5) students 16.6% of students. In other hand, good level; ten (10) students 33.3% of students. For the mediocre level ten (10) students 33.3% of students. Then, four (4) students 13.3% of students in poor level. The last, one (1) student 3.3% of student in very poor level.

Figure 5. Students' Ability in Comprehending References



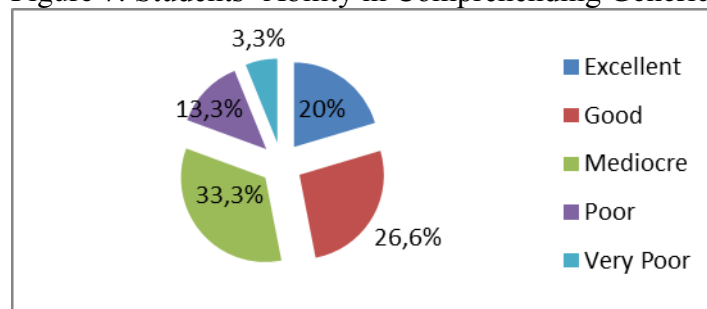
The figure of percentage of the students' ability in comprehending references indicates that the students' ability in comprehending references vary levels. The highest level that students can gain is excellent level; four (4) students 13.3% of students. In other hand, twelve (12) students 40% of students in good level. Ten (10) students 33.3% of students in mediocre level. For the poor level, three (3) students 10% of students. Then, one (1) student 3.3% of students in very poor level.

Figure 6. Students' Ability in Comprehending Restatements



The figure of percentage of the students' ability in comprehending restatements indicates that the students' ability in comprehending restatements a vary levels. Two (2) students 6.6% of students in excellent level. For the good level, eight (8) students 23.3% of students. In other hand, mediocre level; thirteen (13) students 43.3% of students. Then, six (6) students 20% of students in poor level. The last, one (1) student 3.3% of students in very poor level.

Figure 7. Students' Ability in Comprehending Generic Structures



The figure of percentage of the students' ability in comprehending generic structure indicates that the students' ability in comprehending generic structure a vary levels. The highest level that the students can gain is excellent level; six (6) students 20% of students. Then, eight (8) students 26.6% of students in good level. Ten (10) students (33.3%) in mediocre level. Four (4) students (13.3%) in poor level. Then, two (2) students (6.6%) in very poor level.

Figure 8. Students' Ability in Comprehending Language Features

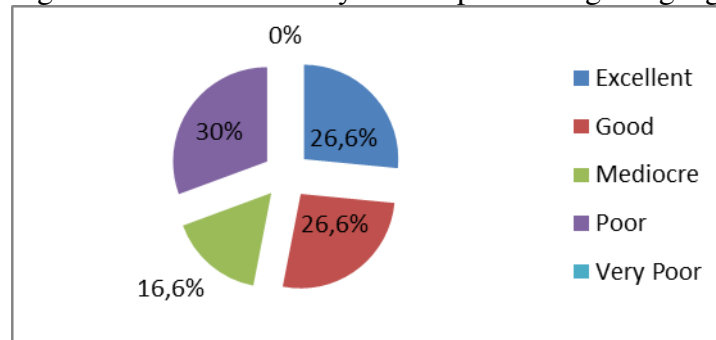


Figure 8 indicates that the students' ability in comprehending language features varies. The highest level that the students can gain is excellent level; eight (8) students (26.6%) in excellent level. Eight (8) students (26.6%) in good level. Five (5) students (16.6%) in mediocre level. Then, nine (9) students (30%) in poor level. No student (0%) is in very poor level.

Table 1. The Students' Mean Scores in Each Classification

No.	The Classification of Question	Mean Score	Level of Ability
1.	Comprehending main ideas	65.0	Good
2.	Comprehendingfactual informations	65.0	Good
3.	Comprehending meaning of difficult words	61.6	Good
4.	Comprehending references	62.5	Good
5.	Comprehending restatements	53.3	Mediocre
6.	Comprehending generic structures	60.0	Mediocre
7.	Comprehending language features	62.5	Good
Total		61.4	Good

The table above shows that the students' ability in comprehending the components to comprehend the text is easy to understand by the students and they were fall into good level and mediocre level. The table indicates that the students have good knowledge in comprehending the five components, such as in comprehending main ideas, factual information, meaning of difficult words, references and language features of the texts. Then, the students have mediocre knowledge in comprehending two components, such as in comprehending restatements and comprehending generic structures. Although most of the components are in same level of ability, there is a

different in terms of mean score from the some components. The highest mean score that is obtained by students is in comprehending main ideas and comprehending factual information that fall into good level; with the mean score are 65.0. The lowest mean score is in comprehending restatements that fall into mediocre level, with the mean score 53.3.

Furthermore, the mean score of the students in comprehending recount texts is 61.6. Their ability in comprehending the text in the test is varied. Four (4) students could reach level of excellent. Then, the highest number of students gains good level; they are thirteen (13) students. The number shows that most of the students are good enough in comprehending the text. Ten (10) students in mediocre level. Then, three (3) students is in poor level. But, No student (0%) is in very poor level. In conclusion, the students good enough understand about recount texts.

Discussion

As it has been discussed in the previous chapter, the writer tried to find out the answer of the question related to the students' ability in comprehending Recount texts at the second year students of SMPN 2 Simandolak. After analyzing the data, the writer found out that the students' ability in comprehending Recount texts is in good level. It can be seen from the mean score of the students which is 61.4. Among 30 students, There are four (4) students could reach level of excellent. Then, the highest number of students gains good level; they are thirteen (13) students. The number shows that most of the students are good enough in comprehending the text. Ten (10) students in mediocre level. Then, three (3) students is in poor level. But, No student (0%) is in very poor level. So, most of the students are in good level.

Most of the components are in same level of ability. There is a different in terms of mean score from some components. The most difficult component in comprehending recount texts is in restatement, with the mean score 53.3. Then, the easiest aspect is in comprehending main ideas and comprehending factual information with the mean score 65.0. Then, the students' mean score in terms of comprehending meaning of difficult words is 61.6. The students' mean score in terms of comprehending references is 62.5. The students' mean score in terms of comprehending generic structures is 60.0. The last, the students' mean score in terms of comprehending language features is 62.5.

CONCLUSION

This research was needed to analyze students' ability in comprehending recount text at the second year students of SMPN 2 Simandolak. The objective of the research is to find out the second year students' ability in comprehending Recount texts at the school. Based on the result finding, most of the students are in good level. It shows that the students' ability in finding the components to comprehend the text is easy to understand by the students and they were fall into good level. The table indicates that the students have good level in comprehending the seven components. The mean score of the whole students' scores in comprehending Recount texts is 61.4. In conclusion, the students' ability in comprehending Recount texts at the second year students of SMPN 2 Simandolak is in good level. The most difficult component in comprehending recount

texts is in restatement, with the mean score 53.3. Then, the easiest aspect is in comprehending main ideas and comprehending factual informations with the mean score 65.0. Then, the students' mean score in terms of comprehending meaning of difficult words is 61.6. The students' mean score in terms of comprehending references is 62.5. The students' mean score in terms of comprehending generic structures is 60.0. The last, the students' mean score in terms of comprehending language features is 62.5.

SUGGESTIONS

Based on the result of the research, the researcher would like to offer some suggestions. It is important to suggest that the students should increase their comprehending recount texts. Students should learn the seven components in comprehending recount text that will help them in comprehending others reading texts. In finding main idea, the students should understand how the paragraph develops and get the important point of the text. In comprehending factual informations, the students should be able to scan specific details information of the texts. In comprehending the meaning of difficult words, the students should develop their guessing ability to the word which is difficult with them, by relating the close comprehending meaning of difficult words to the text. In comprehending references of words, the students should be able to identify the words to which they refer. In comprehending restatements, the students should understand the implicit meanings of information in the text and how to restate them. In comprehending generic structures of the text, students should know the frameworks that construct the text. In comprehending language features of the text, students should identify what are the features of language that is used in the text. For the teacher should devote extra time to the students in giving explanation and exercises about comprehending reading texts, especially recount text. The teacher also needs to apply some reading strategies that are suitable for the students.

In additions, students need to enjoy reading activity because there will be many advantages that they can get. They can start reading activity through reading a recount text which can improve their knowledge and can entertain them. In this case, recount texts can be taught to the students by using some interesting media. So, their reading ability will be more improved.

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