

AN ANALYSIS OF THE STUDENTS' ABILITY IN COMPREHENDING RECOUNT TEXT AT THE SECOND GRADE OF SMP MUHAMMADIYAH 1 PEKANBARU

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***Abstract:** This research was designed to describe the students' ability in comprehending recount text. The aim was to find out students ability in comprehending the text. This descriptive research took place in SMP Muhammadiyah 1 Pekanbaru from March to April 2015. The sample was 40 students from VIII2 class that took by using cluster random sampling. In collecting the data, there were 30 questions that included in this test. The duration time for doing the test was 40 minutes. The data was analyzed by calculating the students' score individually and finding out the mean score. The students' score classified into four level mastery; they are: poor, poor to average, average to good, and good to excellent. The data was presented by using graphic. Based on the result finding of this research, the students' ability in comprehending recount text at second grade of SMP Muhammadiyah 1 Pekanbaru was in poor to average level. Meanwhile, the mean score of the whole students' scores was 52.6.*

***Keywords:** Students' Ability, Comprehending Recount Text*

SEBUAH ANALISA TERHADAP KEMAMPUAN SISWA DALAM MEMAHAMI TEKS RECOUNT DI TAHUN KEDUA DARI SMP MUHAMMADIYAH 1 PEKANBARU

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Abstrak: Penelitian ini diadakan untuk memberi gambaran tentang kemampuan siswa dalam memahami teks recount. Tujuannya adalah untuk mengetahui kemampuan siswa dalam memahami teks tersebut. Penelitian deskriptif ini bertempat di SMP Muhammadiyah 1 Pekanbaru pada siswa tahun kedua di SMP Muhammadiyah 1 Pekanbaru dari bulan maret sampai bulan april tahun 2015. Pesertanya terdiri dari 40 siswa dari kelas VIII2 yang diambil secara acak. Dalam mengumpulkan data, terdapat 30 soal yang digunakan dalam tes tersebut. Waktu yang disediakan 40 menit. Data dianalisa dengan mengkalkulasikan nilai siswa secara individual dan menentukan nilai meannya. Nilai siswa dikelompokkan menjadi empat level; yaitu lemah, lemah ke rata-rata, rata-rata ke bagus, dan bagus ke unggul. Data disampaikan melalui grafik. Berdasarkan hasil penelitian, kemampuan siswa dalam memahami teks recount di tahun kedua dari SMP Muhammadiyah 1 pekanbaru berada di level lemah ke rata-rata. Sementara itu, nilai score dari keseluruhan nilai siswa adalah 52.6.

Kata Kunci: Kemampuan Siswa, Memahami Teks Recount

INTRODUCTION

This research was designed to describe the students' ability in comprehending recount text at second grade of SMP Muhammadiyah 1 Pekanbaru. Based on the result of interview that writer did toward English teacher and the students at SMP Muhammadiyah 1 Pekanbaru, it was found that most of the students faced some problems not only in comprehending recount text, but also in comprehending other 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 text at the second grade of SMP Muhammadiyah 1 Pekanbaru.

Reading is a way a person gets information from written texts. Many of the information are served in form of reading text, like newspapers, journals, websites, books, etc. Burnes and Page (1991) state that reading is comprehend written discourse. It is an interactive process that goes on between the reader and the text, resulting in comprehension. Those, to comprehend the text means the reader must be able to find any information needed to comprehend from the text. Elizabeth, et al (1986) state that reading is a skill empowers everyone who learns it. They will be able to benefit from the store of knowledge in printed materials and, ultimately, to contribute to that knowledge.

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.

In addition, Walker (2000) defines that reading is an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response. It means that reading is a cognitive activity in which the readers take part in an active process to get comprehension and to reflect their response. The readers take part in a conversation with the author through the text as media.

Alfassi (2004) states that students should understand the meaning of text, critically evaluate the message, remember the content, and apply the new-found knowledge flexibly. Since reading is a complex cognitive process, it is very important for teachers to train students to take active control of their own comprehension processes. The main goal of reading is to gain comprehension or ability to find the meaning of what they read and answer the questions based on the reading text. The students have to master and comprehend not only the structure of the sentences in the text, but also explicit and implicit way.

Alderson (2000) believes that reading is, first and foremost, a purposeful activity. It means that reading is an activity with a purpose. The purpose for reading influences the reader's type of involvement with the text. The purpose of reading is to decoding information from text into one's mind (Nuttal, 1982). People read for variety reasons. One may read for pleasure as when reading a story book, or for knowledge as when reading a history book. In other words, the purposes of reading guide the reader's selection of texts.

The process of understanding the text is called reading comprehension. In fact, reading is not a simple process, not just open the book; read the book and then close the book but the reader must understand what the writer tells about. According to Hornby

(1974), comprehension is an excessive aimed at improving or testing one's understandings of a language whether written or spoken. Besides that, comprehension has the same meaning as understanding. It can be explained that comprehension is the ability to understand meaning in a text and also the writer's idea. Readers should have more concentration in reading activity in order to get better understanding. It is not guarantee that when readers have known the meaning of the words, they can comprehend the text.

Klinger, et al (2007) say that reading comprehension is a multi component, highly complex process that involve many interaction between readers and what they bring to the text as well as variables related to the text itself. In other words, the reader and the writer become one mind and the concepts are translated from one person to another. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then the reader uses his/her background knowledge to construct the writer's messages.

Zhi-Hong (2007) says that reading comprehension is construction of meaning from printed or written message. It means that the reader constructs the meaning of a text through reading the text. Understanding the meaning of the text or having good comprehension in reading is factor to be successful. He adds that there are many factors influencing reading comprehension such as reader's characteristics, nature of reading materials, and reading tasks, etc.

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 textbook that they are reading. In this case reading skill is needed by learners of English language.

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 (1989) state that there are five components that may help the students to read carefully: First is finding factual information. Finding factual information requires readers to scan specific details. The factual information questions generally appear with WH question word. Second is finding main idea. Finding the Ideas was very important because it not only helps to understand the paragraph, but also helps to remember the content later. Third is meaning of difficult word. 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. Forth 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.

One of the text types taught at junior high school students is recount text. Otong Setiawan Djuharie (2007) defines that recount text as the text the contents of which reports an event or activity of someone in the past. Recount text is a text that retells the past events chronologically. Rajan, et al (2002) say that social function is the purpose of the text is written. It is the purpose of why the writer writes the text. The aim of recount text is to retell or to entertain. The generic structures of recount text are orientation, events, and re-orientation. According to Wardiman, et al., (2008), the language features of recount text are using simple past tense (e.g. I went there), using time connectives and conjunction to sequence the events (e.g. after, meanwhile), focus on specific participants, first person or third person (e.g. we, she), using action verb to show the events (e.g. climbed, killed), and using adverb of phrases to show place, time, and way (e.g. yesterday, at home, carefully).

METHODOLOGY

This research is descriptive research. This type of research is used to describe and interpret the data being studied based on fact that is supported by accurate theories. Therefore, the aim of this research is to describe the students' ability in comprehending recount text at the second grade of SMP Muhammadiyah 1 Pekanbaru.

The population was all of the second grade students of SMP Muhammadiyah 1 Pekanbaru. The writer used class VIII2 as the sample class. In choosing the sample class, the writer used cluster random sampling technique. 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 6 short recount texts. Each text had 5 questions. The time allocated for doing the test was 40 minutes. The test was tried out to students from try out 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 0.66 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 four level mastery; they are poor, poor to average, average to good, and good to excellent (Harris, 1974). The data was presented by using graphic.

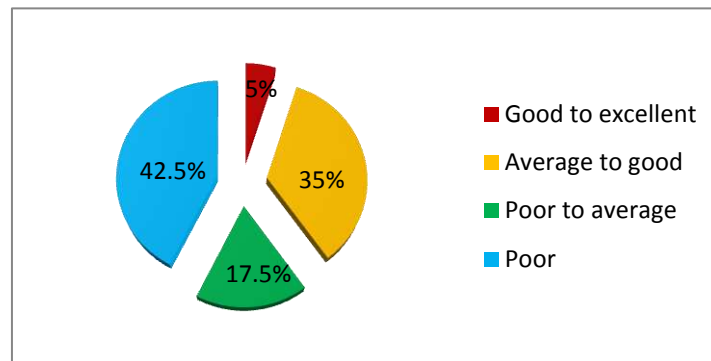
FINDINGS AND DISCUSSION

Findings

The objective of this research is to find out the students' ability in comprehending recount text at second grade of SMP Muhammadiyah 1 Pekanbaru. 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 (VIII3). The validity and reliability was known by doing this test.

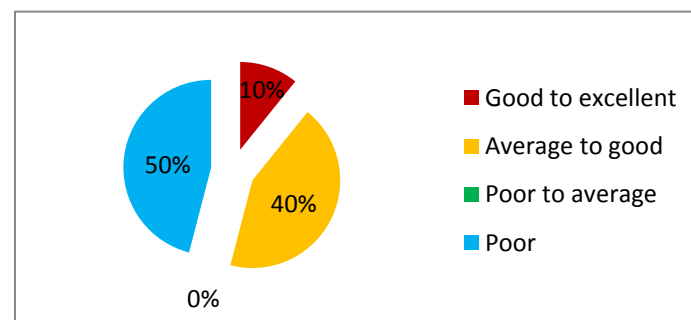
Heaton (1975) states that the test will be accepted if the degree of difficulty (FV) is between 0.30-0.70 and they will be rejected if the index of the difficulty is below 0.30 (too difficult) and above 0.70 (too easy). From the try out test, there were there were 5 items that rejected. The writer revised 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.

Percentage of Students' Ability in Comprehending Recount Text



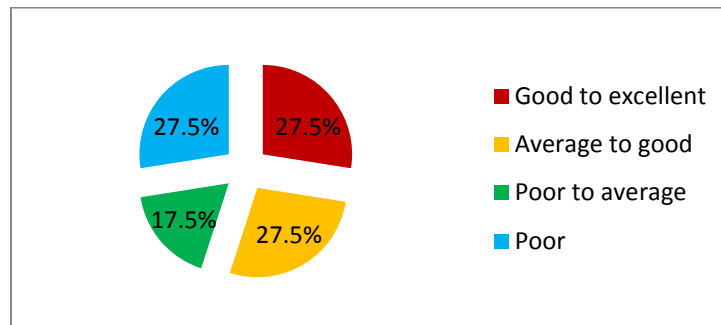
The figure shows that the highest number that students can gain is in the level of poor; it is 42.5% of students. It means that most of them (17 students) found difficulty in this test. This number is quite different from the level of good to excellent. There are only 5% of students (2 students) in good to excellent level. But, there are 35% of students (14 students) in average to good level. Then, 17% of students (7 students) are in poor to average level. The mean score of the second grade students of SMP Muhammadiyah 1 Pekanbaru in comprehending recount text is 52.6.

The Students' Ability in Finding Main Idea



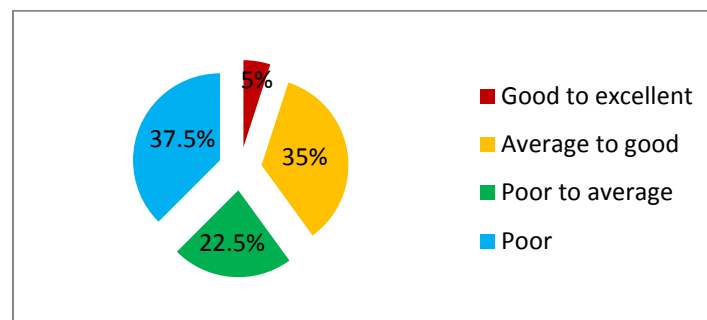
The figure shows that the highest number that students can gain is in the level of poor; it is 50% of students (20 students). For the good to excellent level, there are only 10% of students (4 students). Then, there are 40% of students (16 students) in level of average to good. In this component, there is no student (0%) in poor to average level. The mean score of the students' scores in finding main idea is 50.0.

The students' ability in finding factual information



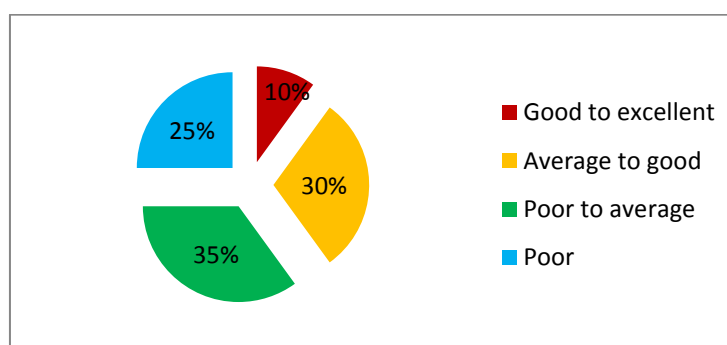
The figure shows that the highest number that students can gain is in the level of good to excellent, average to good, and poor; it is 27.5% of students each of them (11 students for each level). For the poor to average level, it is only 17.5% (7 students). The mean score of the students' scores in finding factual information is 58.3.

Students' Ability in Finding Meaning of Difficult Word



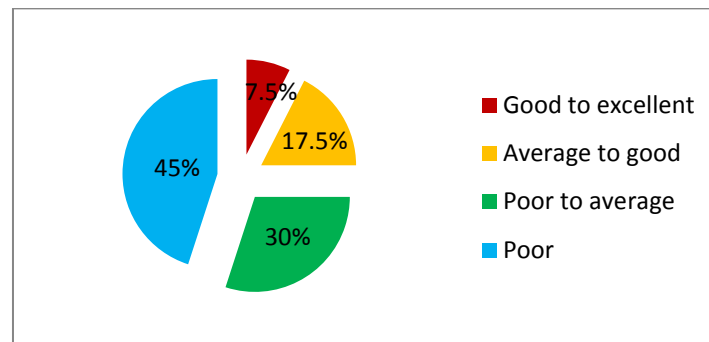
The figure shows that the highest number that students can gain is in the level of poor; it is 37.5% of students (15 students). In other hand, in good to excellent level are only 5% of students (2 students). For the average to good level, there are 35% of students (14 students). The last, it is 22.5% of students (9 students) in poor to average level. The mean score of the students' scores in finding meaning of difficult word is 50.0.

Students' Ability in Finding Reference



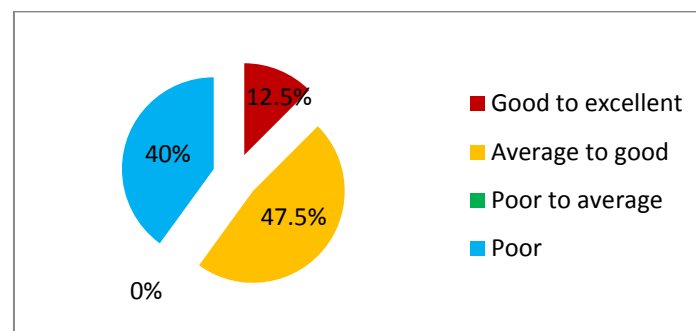
The figure shows that the highest number that students can gain is in the level of poor to average; it is 35% of students (14 students). In other hand, in good to excellent level are only 10% of students (4 students). For the average to good level, there are 30% of students (12 students). Then, it is 25% of students (10 students) in poor level. The mean score of the students' scores in finding reference is 55.0.

Students' Ability in Finding Restatement



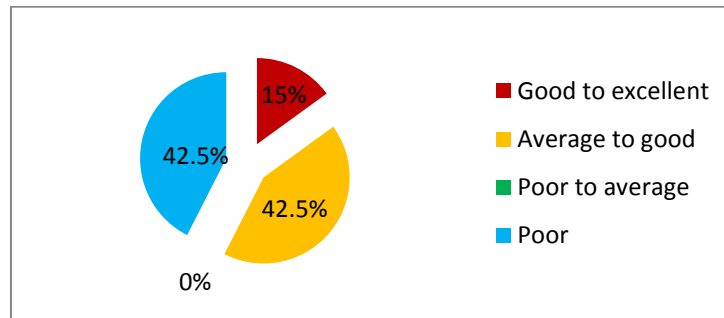
The figure shows that the highest number that students can gain is in the level of poor; it is 45% of students (18 students). In other hand, in good to excellent level are only 7.5% of students (3 students). For the average to good level, there are 17.5% of students (7 students). Then, there are 30% of students (12 students) in poor to average level. The mean score of the students' scores in finding restatement is 43.7.

Students' Ability in Finding Social Function of Recount Text



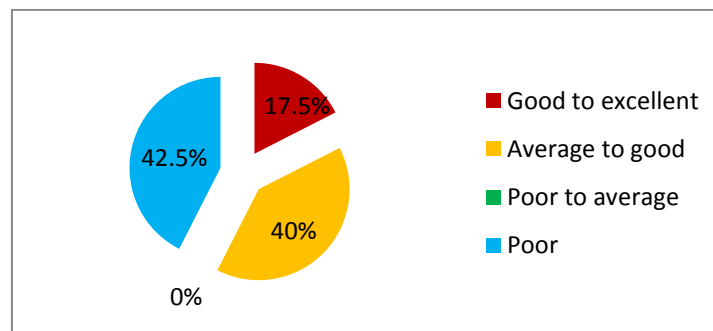
The figure shows the highest number that students can gain is in the level of average to good; it is 47.5% of students (19 students). In other hand, in good to excellent level are only 12.5% of students (5 students). There is no student (0%) is in poor to average level. For the poor level, there are 40% of students (18 students). The mean score of the students' scores in finding social function of recount text is 55.1.

Students' Ability in Finding Generic Structures of Recount Text



The figure shows that the highest number that students can gain is in the level of average to good and poor; it is 42.5% of students each of them (17 students for each level). In other hand, in good to excellent level are only 15% of students (6 students). In this component, there is no student (0%) is in poor to average level. The mean score of the students' scores in finding generic structures of recount text is 52.5.

Students' Ability in Finding Language Features of Recount Text



The figure shows that the highest number that students can gain is in the level of poor; it is 42.5% of students (17 students). In other hand, in good to excellent level are only 17.5% of students (7 students). For the average to good level, there are 40% of students (16 students). In this component, there is no student (0%) is in poor to average level. The mean score of the students' scores in finding language features of recount text is 52.5.

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 text at the second grade of SMP Muhammadiyah 1 Pekanbaru. After analyzing the data, the writer found out that the students' ability in comprehending recount text is in poor to average level. It can be seen from the mean score of the students which is 52.6. Among 40 students, there are only 2 students (5%) is in good to excellent level, 14 students (35%) in average to good level, 7 students (17.5%) are in poor to average level, 17 students (42.5%) are in poor level. So, most of the students are in poor level.

Most of the components are in same level of ability. All of the components, except in finding restatement, are in poor to average level. Besides that, in finding restatement is in level of poor. There is a different in terms of mean score from some components. The most difficult component in comprehending recount text is in finding restatement, with the mean score 43.7. Then, the easiest aspect is in finding factual information with the mean score 58.3. Then, the students' mean score in terms of finding main idea and meaning of difficult word is same; it is 50.0. The students' mean score in terms of finding reference is 55.0. And the students' mean score in terms of finding social function of recount text is 55.1. The last, the students' mean score in terms of finding generic structures and language features of recount text is also same; it is 52.5.

CONCLUSION

This research was needed to analyze students' ability in comprehending recount text at the second grade of SMP Muhammadiyah 1 Pekanbaru. The objective of the research is to find out the second grade students' ability in comprehending recount text at the school. Based on the result finding, most of the students are in poor level. It shows that the students' ability in finding the components to comprehend the text is quite difficult to understand by the students and they were fall into poor to average level (50-59). The table indicates that the students have poor to average knowledge in comprehending the eight components. The mean score of the whole students' scores in comprehending recount text is 52.6. In conclusion, the students' ability in comprehending recount text at the second grade of SMP Muhammadiyah 1 Pekanbaru is in poor to average level. The most difficult aspect in comprehending recount text is in finding restatement, with the mean score 43.7. Then, the easiest aspect is in finding factual information, with the mean score 58.3. The mean score in terms of finding main idea and meaning of difficult word is same that is 50.0. The mean score in terms of finding reference is 55.0. The mean score in terms of finding social function of the text is 55.1. And the mean score in terms of finding generic structures and language features of the text is also same; it is 52.5.

RECOMMENDATION

The writer would like to propose some recommendations to the English teacher and the students. First, the teacher should devote extra time to the students in giving explanation and exercises about comprehending reading texts, especially recount text. The teacher should be taken some efforts to develop students' motivation and encourage them to practice in reading comprehension. The teacher also needs to apply some reading strategies that which are suitable for the students. Second, the students should learn the eight components in comprehending recount text that will help them in comprehending others reading texts. 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.

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