

**AN ANALYSIS OF THE ABILITY OF THE SECOND YEAR
STUDENTS OF SMKF IKASARI PEKANBARU IN
COMPREHENDING RECOUNT TEXTS**

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Abstract: *This research was designed to describe the students' ability in comprehending recount texts and aimed at finding out the ability of the second year students of SMKF Ikasari Pekanbaru in comprehending recount texts. The sample was XI.5-Pharmacy (38 students) chosen by cluster random sampling technique. The result showed that the reading ability of the second year students of SMKF Ikasari Pekanbaru in comprehending recount text is in good level with the mean score was 61. However, this score was lower than the minimum score criteria(75). The most difficult aspect in comprehending recount text was in making inferences (46.1). Then, the easiest aspect was in finding factual information (83.6). Then, the students' mean score in term of finding main idea was 65.8. The students' mean score in term of finding references and finding the meaning of difficult word was same; it was 57.9. The students' mean score in term of finding generic structure, with the mean score was 50. And the students' mean score in term of finding social function of recount text was 55.3. The last, the students' mean score in term of finding language features of recount text was 71.1. Therefore, this research suggested that the English teachers to focus on the components where students still find it difficult and the students should learn that texts for better comprehension of other reading texts.*

Key Words: *Student's Ability, , Comprehending Recount Texts.*

SEBUAH ANALISA KEMAMPUAN SISWA TAHUN KEDUA DI SMKF IKASARI PEKANBARU DALAM MENGUASAI TEKS RECOUNT

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Abstrak : Penelitian ini dirancang untuk mendeskripsikan kemampuan siswa dalam memahami teks recount dan bertujuan untuk mengetahui kemampuan siswa kelas dua SMKF Ikasari Pekanbaru dalam memahami teks recount. Kelas sampel adalah XI.5-Farmasi (38 siswa) yang dipilih secara cluster random sampling. Hasil penelitian menunjukkan bahwa kemampuan membaca siswa kelas II SMKF Ikasari Pekanbaru dalam memahami teks recount berada pada tingkat yang baik dengan skor rata-rata adalah 61. Meskipun demikian siswa belum mencapai nilai KKM sekolah yaitu 75. Aspek yang paling sulit dalam memahami teks recount adalah membuat kesimpulan (46,1). Kemudian, aspek termudah adalah dalam menemukan informasi faktual, (83,6). Kemudian, skor rata-rata siswa dalam hal menemukan ide utama adalah 65,8. Skor rata-rata siswa dalam hal menemukan referensi dan menemukan arti kata sulit sama; itu adalah 57,9. Skor rata-rata siswa dalam hal menemukan struktur generik, dengan skor rata-rata adalah 50. Dan skor rata-rata siswa dalam hal menemukan fungsi sosial teks penghitungan adalah 55,3. Yang terakhir, nilai rata-rata siswa dalam hal menemukan fitur bahasa dari teks penghitungan adalah 71,1. Oleh karena itu, penelitian ini menyarankan agar para guru bahasa Inggris memusatkan perhatian pada komponen dimana siswa masih merasa sulit dan siswa harus mempelajari tentang komponen-komponen dalam teks *recount* yang akan membantu mereka dalam memahami teks *reading* yang lainnya.

Kata Kunci: Kemampuan Siswa, Memahami Teks Recount

INTRODUCTION

English is a global language. So, English becomes one of the compulsory subjects at schools. Based on the curriculum, there are four language skills that have to be mastered by the students in learning English. The four language skills are reading, listening, speaking and writing. One of the important skills is reading. Without reading, students are lack of the background knowledge to support students' idea. In addition, reading is the process to get information from a text in which this information will support the learning process. By reading, the students not only get information but also improve their knowledge. According to Kenneth (2009), the ability to read will stay with them longer than the other skills, and it is the skill that will be most convenient to use. Considering the importance of reading, it is crucial that reading should be given in a great attention in any level of education, especially in Senior High School level. According to Hornby (1995), text means original words of speaker, author, and etc. main printed part of book, magazine, newspaper, picture etc. There are twelve kinds of the texts which are studied by students: anecdote, descriptive, discussion, explanation, exposition (analytical), exposition (hortatory), narrative, news item, procedure, recount, report and review.

In this research, the writer just focuses on comprehending recount text that is studied by the second year students of senior high school. Based on the KTSP Curriculum that is used in that school, are given the four basic language skills of English. Reading, as one of basic language skills of English, has an important role to improve students' ability of SMKF Ikasari Pekanbaru. It can give contribution to another skill. They can improve their skill if they plan to work in the foreign company and reading can help if the learners plan to study abroad especially to English speaking country. It is not merely translating word per word but needs to be acquired during language course. The students must be able to understand, to interpret, and to select the actual information from text. Based on KTSP the second year students of SMK Farmasi Ikasari Pekanbaru focus on three genres of text. Namely, recount , procedure and news item texts. Recount text is a text that retells the past events that aims to give the information and entertaining the reader. Based on the researcher's interview with the English teacher of SMKF Ikasari, most students just followed the English subject without any intention to master the subject. The students followed the class because it was the compulsory subjects that need to be learnt. Based on this interview, the writer see that the English teacher knows the ability of the students are different. Some students may understand easily, but some of them find difficulties. But, the teacher is not sure which aspect that is not master by the students in understanding it. The teacher, only know the students' ability in general not in detail.

The researcher is interesting to find out the ability of the second year students of SMK FARMASI Ikasari Pekanbaru in comprehending recount text because: first, one of the texts that are closed to the student's life is recount text because it is a text that retells past events. Therefore, the students can explore their interesting or unforgettable experiences they already had or people around them in recount text. The second is recount text also can be found in RPP and syllabus that is used in SMKF Ikasari. Recount text is also become one of the texts that will be examined in national examination. Therefore, the researcher wants to find out about the real condition of students' ability in comprehending recount text as well as the component of reading comprehension and also the ability in comprehending recount texts for each component.

METHODOLOGY

This research was a descriptive research. According to Noor (2012), descriptive research is a research that describes an event, a phenomenon happening now. Therefore, the aims of this research were find out the ability of the second year students of SMKf Ikasari Pekanbaru in comprehending recount texts.

This research was conducted from April-June 2017 at SMKf Ikasari Pekanbaru. The population of this research was all of the second year students of SMKf Ikasari Pekanbaru in 2016/2017 academic year which consisted of eight classes.

No	Classes	Number of Students
1	XI 1 Pharmacy	38
2	XI 2 Pharmacy	40
3	XI 3 Pharmacy	39
4	XI 5 Pharmacy	36
6	XI 1 Analyst sanitary	32
7	XI 2 Analyst Sanitary	38
8	XI Chemical industry	28
Total		251

The population of this research was all of the second year students of SMKf Ikasari Pekanbaru . The try out class was XI.2-AK (33 students) and the sample was XI.5-Pharmacy (38 students) chosen by cluster random sampling. The writer used a test as the instrument to collect the data. The test consisted of 30 items. Six texts were used in the instrument. Each text consisted of five items of multiple choices. Thus, there were 30 items that included in this test. The duration time for doing the test was 40 minutes. Before the writer distributed the test to the sample, the test has been tried out to the population that had been chosen as the try out class. 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 than 0.30 (too difficult) and above 0.70 (too easy). The writer calculated the difficulty level, the discrimination index, the mean score, standard deviation, and reliability of the result of the try out test. From the result, it can be seen that the reliability of the test is 0.66 which means that the test is reliable. After that, the real test was given to the sample class. The data was analyzed by calculating the students' score individually and found out the mean score. The students' score were classified into five level ability , they are excellent, good, mediocre, poor and very poor (Adapted from Harris, 1974). The data was presented by using figures.

FINDING AND DISCUSSION

The items of the test are accepted if the difficulty level 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). By using the formula, there were 5 items that should be revised;

they were items number 8, 19, 23, 28, and 30. Item number 23, 28, and 30 were revised because their index difficulty below 0.3. It means that they were too difficult. Whereas, the item number 8 and 19 were revised because their index difficulty were above 0.7. It means that they were too easy. Since the 5 items were rejected, the writer revised the test before using on the real test.

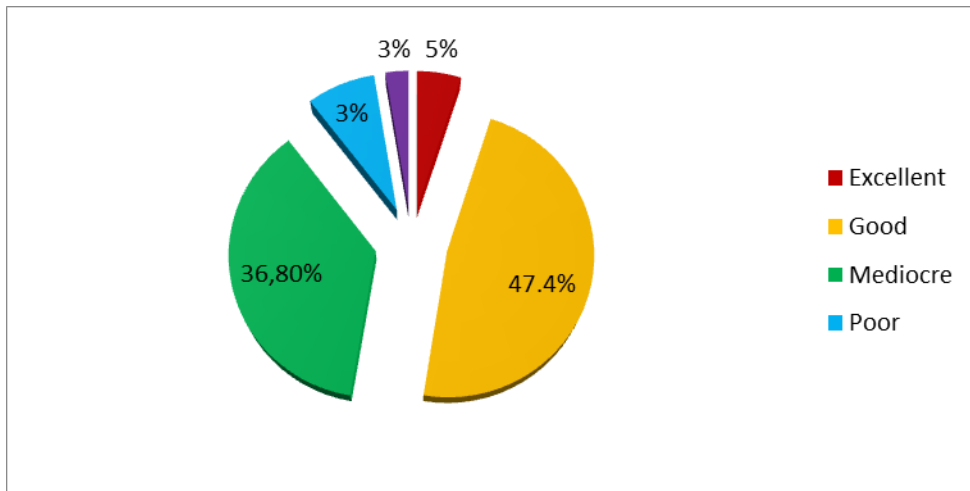


Figure 4.1 Percentage of Students' Ability in Comprehending Recount Text

The figure of percentage of the students' ability in comprehending recount text indicates that the students' ability in all level is in different numbers. The level ability of the majority of students is in *good* level (47.4%). It means that most of them (18 students) did not find difficulty in this test. This number is quite different from the level of very poor. There are only 2.6% of students (1 student) in *very poor* level. But, there are 7.8% of students (3 students) in *poor* level and 36.8% of students (14 students) in *mediocre* level. Then, 5% of students (1 student) is in the *excellent* level.

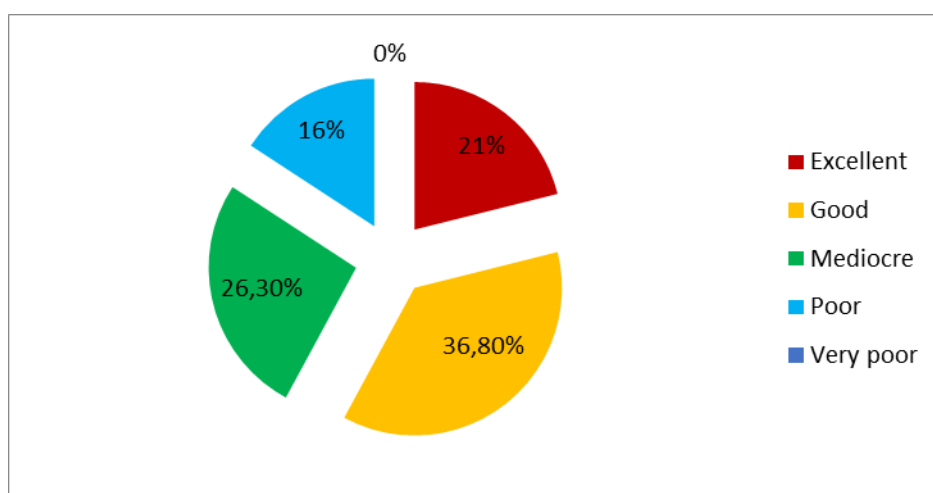


Figure 4.2 Percentage of the Students' Ability in Finding Main Idea

Figure 4.2 demonstrate percentage of the students' ability in finding main idea. The level ability of the majority of students is in *good* level, it is 36.80% of students (14 students). 8 students (21.1%) is in *excellent* level. Then, 10 students (26.3%) is in *mediocre* level. Next 6 students (15.8%) in the *poor* level. In this component, there is no student (0%) in the very pool level.

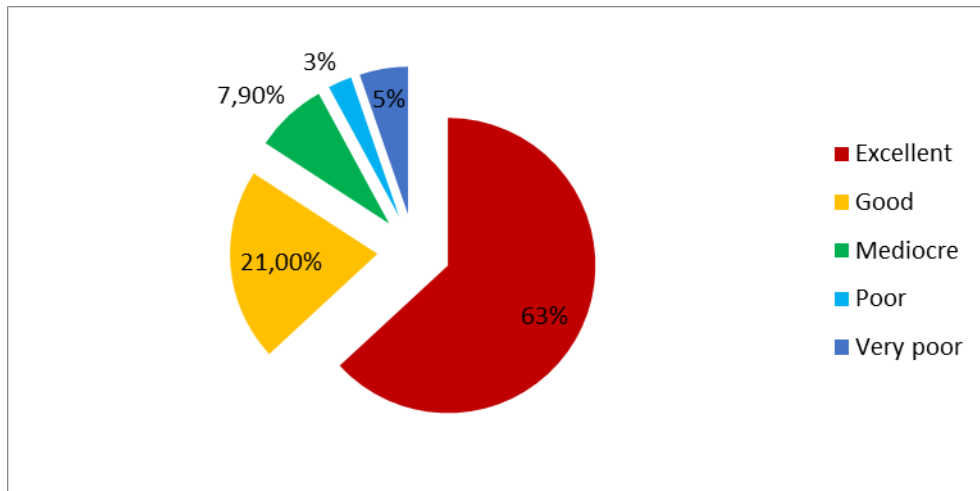


Figure 4.3 Percentage of the Students' Ability in Finding Factual Information

The figure of percentage of the students' ability in finding factual information indicates that the students' ability in finding factual information in all level is in different numbers. The highest number that students can gain is in the level of excellent; it is 63% of students (24 students). For the *good* level, there are 21.1% of students (8 students). Then, there are 7.9% of students (3 students) in level of *mediocre*. Next, there is 1 student (2.6%) in the *poor* level. In this component, there are 2 students (5.3%) are in the *very pool* level.

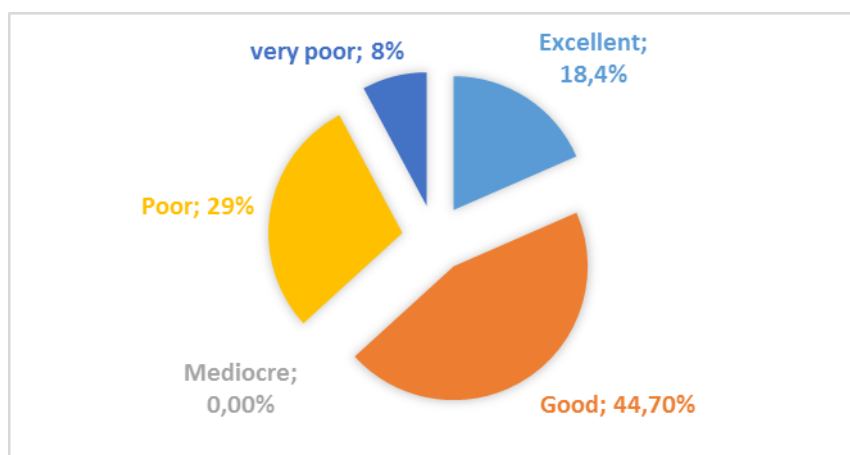


Figure 4.4 Percentage of the Students' Ability in Finding Reference

The figure 4.4 demonstrate the percentage of the students' ability in finding reference. The highest number that students can gain is in the level of *good*; it is 44.7%

of students (17 students). In other hand, there are 3 students (7.8%) in the *very poor* level. In *poor* level are only 28.9% of students (11 students). For the *excellent* level, there are 18.4% of students (7 students). Then, there is no students in *mediocre* level.

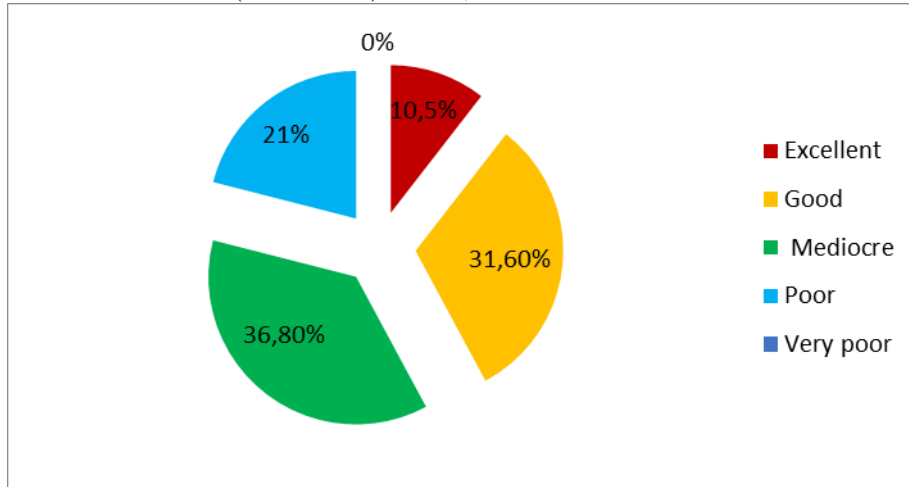


Figure 4.5 Percentage of the Students' Ability in Finding Meaning of Vocabulary in Context

Figure 4.5 demonstrates the percentage of the students' ability in finding meaning of vocabulary in context .The students' ability in finding meaning of difficult word in all level is in different numbers. The level ability of the majority of students is in *mediocre* level; it is 36.8% of students (14 students). In other hand, in *excellent* level are only 10.5% of students (4 students). For the *good* level, there are 31.6% of students (12 students). 21% of students (8 students) are in *poor* level. The last, there is no students in the *very poor* level.

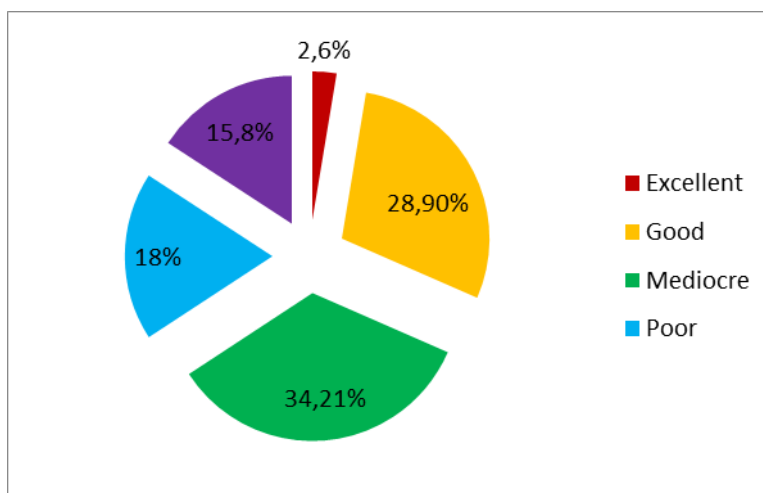


Figure 4.6 Percentage of the Students' Ability in Making Inferences

Figure 4.6 demonstrates the percentage of the students' ability in making inferences. The level ability of the majority of students is in the level of *mediocre* level; it is 34.21% of students (13 students). In other hand, only 2.63% of students (1 students) is in *excellent* level. For *good* level, there are 28.9% of students (11 students). Then, it is

18.4% of students (7 students) in *poor* level. The last, there are 15.8% (6 students) in the *very poor* level.

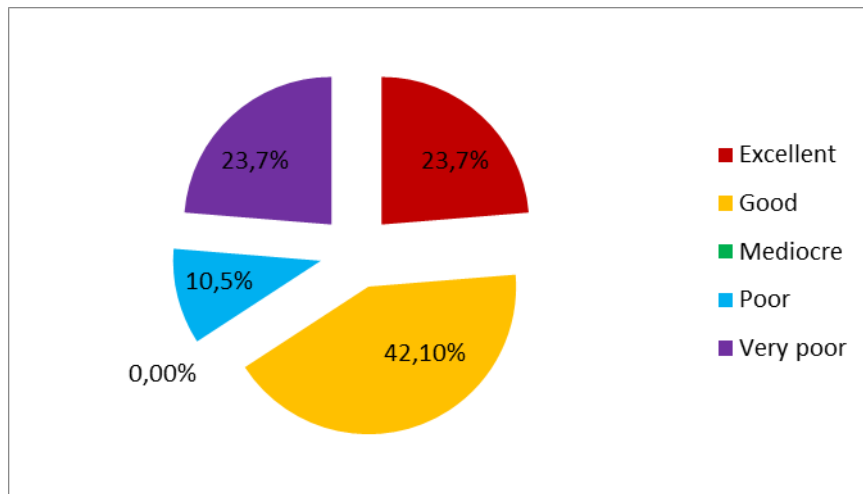


Figure 4.7 Percentage of the Students' Ability in Finding Social Function

The figure 4.7 Demonstrates the percentage of the students' ability in finding social function. Level ability of the majority of students is in the level of *good*; it is 42.10% of students (16 students). In other hand, in *excellent* level are 23.7% of students (9 students). There is no students for the *mediocre* level. 10.5% of students (4 students) are in *poor* level. 23.7% of students (9 students) are in *very poor* level.

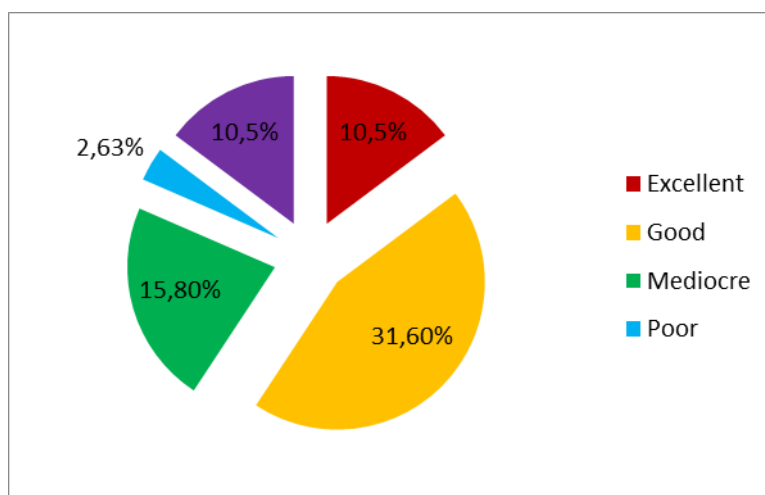


Figure 4.8 Percentage of the Students' Ability in Finding Generic Structure of Recount Text

The figure of percentage of the students' ability in finding generic structure of recount text indicates that the students' ability in finding generic structure of recount text in all level is in different numbers. The level ability of the majority of students is in good level; it is 31.6% of students (12 students). In other hand, in *excellent* level are only 10.5% of students (4 students). There are 6 students (15.8%) in the *mediocre*

level. For the *poor* level, there are 2.63% of students (12 students). The last, there are 4 students (10.5%) in the level of *very poor*.

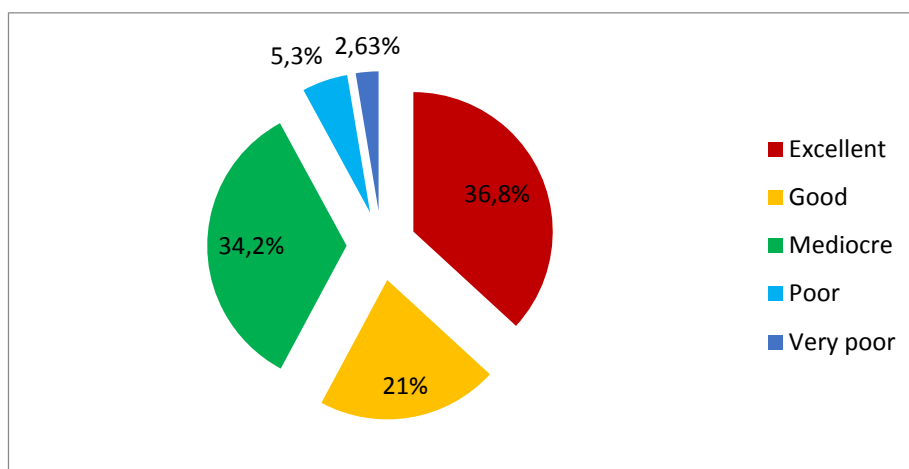


Figure 4.9 Percentage of the Students' Ability in Finding Language Features of Recount Text

The figure of percentage of the students' ability in finding language features of recount text indicates that the students' ability in finding language features of recount text in all level is in different numbers. The highest number that students can gain is in the level of *excellent*; it is 36.8% of students (14 students). In other hand, in *good* level are only 21% of students (8 students). For the *mediocre* level, there are 34.21% of students (13 students). There are 2 students (5.3%) are *in poor* level. Then, only 2.63% (1 student) is in the *very poor* level.

This study answers the research question How is the ability of the second year students of SMKf Ikasari Pekanbaru in comprehending recount texts?.

Table 4.10 the Students' Mean Scores in Each Classification

No.	The Classification of Question	Mean Score	Level of Ability
1.	Finding main idea	65.8	Good
2.	Finding factual information	83.6	Excellent
3.	Finding references	57.9	Mediocre
4.	Finding the meaning of vocabulary in context	57.9	Mediocre
5.	Making inferences	46.1	Mediocre
6.	Finding social function of recount text	55.3	Mediocre
7.	Finding generic structures of recount text	50	Mediocre
8.	Finding language features of recount text	71.1	Good
Total		61	Good

CONCLUSION AND RECOMMENDATION

Conclusion

The objectives of this study are to find out the ability of the second year students of SMK Ikasari Pekanbaru in comprehending recount texts. The students' score in comprehending descriptive texts is 61 that fall into good level. The ability of the second year students of SMK Ikasari Pekanbaru in comprehending descriptive texts for each component still have difficulties.

The result showed that the reading ability of the second year students of SMK Ikasari Pekanbaru in comprehending recount text was in *good* level with the mean score was 61. However, this score was lower than the minimum score criteria (75). The most difficult aspect in comprehending recount text was in making inferences (46.1). Then, the easiest aspect was in finding factual information (83.6). Then, the students' mean score in term of finding main idea was 65.8. The students' mean score in term of finding references and finding the meaning of difficult word was same; it was 57.9. The students' mean score in term of finding generic structure, with the mean score was 50. And the students' mean score in term of finding social function of recount text was 55.3. The last, the students' mean score in terms of finding language features of recount text was 71.1.

Recommendation

The writer would like to propose some recommendations to the English Teachers and the students. First, the teachers are recommended to 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 in comprehending recount text. The second is students are recommended to improve their comprehension in recount text, especially in all aspects and features of recount text namely: finding main ideas, finding factual information, finding references, finding the meaning of difficult words, making inferences, finding social function, generic structure and language features of recount text. 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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