A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMKN 1 BENAI TALUK KUANTAN REGENCY IN COMPREHENDING RECOUNT TEXTS

Anggun Asdiani, Fakhri Ras, Erni
Anggunasdiani95@gmail.com, fakhriras@yahoo.com, erni.rosda@yahoo.co.id
Contact : 085272926994

Language and Arts Department Faculty of
Teachers Training and Education
Universitas Riau

Abstract: This descriptive research was aimed at finding out how the ability of the second year students of SMKN 1 Benai in comprehending Recount texts. The sample was 2 Teknik Komputer dan Jaringan (TKJ) 1 (41 students) chosen by cluster random sampling technique. The result showed that the reading ability of the second year students of SMKN 1 Benai in comprehending recount text is in good level with the mean score was 65.60. However, this score was lower than the minimum score criteria is 75.00. The most difficult aspect in comprehending recount text was in finding references is 60.16 which was categorized into mediocre level. Then, the easiest aspect was in finding language features of recount text is 70.73 which was categorized into goo level. Based on research finding, it would be better to recommend as the follow. First, the students need to have more practice in finding references ability in reading activity. Second, the English teacher may increase the students' motivation and encourage them to read recount text in English book as a part of practicing activities of comprehending recount texts.

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

SEBUAH PENELITIAN KEMAMPUAN SISWA TAHUN KEDUA DI SMKN 1 BENAI KABUPATEN TALUK KUANTAN DALAM MENGUASAI TEKS RECOUNT

Anggun Asdiani, Fakhri Ras, Erni
Anggun_asdiani59@yahoo.co.id, fakhriras@yahoo.com, erni.rosda@yahoo.co.id
Contact : 085272926994

Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini merupakan penelitian deskriptif yang bertujuan untuk mengetahui bagaimana kemampuan siswa kelas 1 SMKN 1 Benai dalam memahami teks recount. Kelas sampel adalah 2 Teknik Komputer dan Jaringan (TKJ) 1 (41 siswa) yang dipilih secara cluster random sampling. Hasil penelitian menunjukkan bahwa kemampuan membaca siswa kelas II SMKN 1 Benai dalam memahami teks recount berada pada tingkat yang baik dengan skor rata-rata adalah 65.60. Meskipun demikian siswa belum mencapai nilai KKM sekolah yaitu 75. Aspek yang paling sulit dalam memahami teks recount adalah membuat referensi 60.16 yang masuk dalam kategori menengah. Kemudian, aspek termudah adalah dalam menemukan fitur bahasa dalam teks recount 70.73 yang masuk dalam kategori baik. Berdasarkan hasil penelitian, disarankan 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

There are four language skills; listening, speaking, reading, and writing. Reading is one of the language skills that should be learned by senior high school students. Reading skill is very important in education because people get knowledge by reading books, other printed materials and online sources. Students need to be exercised in order to have good reading skill.

Mikulecky and Jeffries (1987) state that there are five reasons why reading is very important in learning a new language. First, it can help the learner to think in the new language. Second, it can help the learner to build better vocabulary. Third, it can make the learner feel more comfortable with written language. Fourth, reading might be the only way to use English for those who live in Non-English speaking countries. Fifth, reading can help if the learner plans to study abroad especially in an English speaking country.

Reading is one of the language skills that important for the students. This skill is necessary to be learnt, because the students will be able to understand the content of a text by reading. It is relevant with the statement from Schwartz (1994) "Reading comprehension is not about memorizing and remembering what you read, rather it is about understanding the ideas conveyed and following the author's train of thought and reasoning.' (Cited in Anggraeny, 2011). From that statement it is clear that reading does not only need ability in memorizing and remembering but also ability in understanding about what the students read and following the author's mind.

Based on the writer's interview with an English teacher at SMKN 1 Benai, the English teacher said that the ability of the students in comprehending the recount text is still low because the students still have lack vocabulary and writer also have real data of the students of SMKN 1 Benai and from the data writer's get information most of students get the low score and most of them just reached the KKM standard.

In the K13 curriculum for Vocational high school, reading is one of the components to measure the students' competence in English subject. There are some types of texts for senior high schools that should be taught by the teacher, one of them is recount text.

The goal of teaching is to enable the students to read effectively and efficiently. They should understand about the content. The students must know not only about the structure of the text, but also about the meaning of what is written.

Based on the data writer's get, most of students in SMKN 1 Benai have problem in vocabulary and structure of the text and in comprehend the text. The writer is interested in carrying out the research entitled A study on the ability of the second year students of SMKN 1 Benai, Taluk Kuantan regency in comprehending recount text.

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 SMKN 1 Benai in comprehending recount texts.

This research was conducted September 2017 at SMKN 1 Benai. The population of this research was all of the second year students of SMKN 1 Benai in

2016/2017 academic year which consisted of seven classes.

Table 1. Population of this research

No.	Class	Population
1	2 AK 1	37
2	2 AK 2	38
3	2 AK 3	39
4	2 AK 4	36
5	2 TKJ 1	41
6	2 TKJ 2	38
7	2 MP	36
	Total	265

The population of this research was all of the second year students of SMKN 1 Benai. The try out class was 2 AK 1 (37 students) and the sample was 2 TKJ 1 (41 students) chosen by cluster random sampling. The writer used a test as the instrument to collect the data. The test consisted of 40 items. Six texts were used in the instrument. Each text consisted of five items of multiple choices. Thus, there were 40 items that included in this test. The duration time for doing the test was 90 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 0.61 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 2, 4, 31, 39, and 40. Item number 31, 39 and 40 were revised because their index difficulty below 0.30. It means that they were too difficult. Whereas, the item number 2 and 4 were revised because their index difficulty were above 0.7. It means that they were too easy.

Table 2 Percentage of the Students' Ability in Reading Comprehension

No	Score Range	Frequency	Percentage (%)	Ability	Mean Score
1.	81-100	5	12	Excellent	
2.	61-80	19	46	Good	
3.	41-60	16	39	Mediocre	65.60
4.	21-40	1	2	Poor	
5.	0-20	0	0	Very poor	
	Total	41	100		

The mean score of the second grade students of SMKN 1 Benai in comprehending recount text is 66. Therefore, it can be stated that the students' scores is in good level. Table 2 also shows that most of students in good level. There is 19 students in good level and there is no student in very poor level.

Table 3. Shows the students' ability in finding main

No	Score Range	Frequency	Percentage (%)	Ability	Mean Score
1.	81-100	11	27	Excellent	
2.	61-80	20	49	Good	
3.	41-60	10	24	Mediocre	67.89
4.	21-40	0	0	Poor	
5.	0-20	0	0	Very poor	
	Total	41	100		

Table 3 shows the students' ability in finding main idea are varies. Out of 41 students, 11 students (27%) in *excellent level,* 20 students (49%) in *good level.* 10 students (24%) is in *mediocre level*, and there is no student in poor and very poor level.

Table 4. The Students' Score Classification in Terms of finding factual information

No	Score Range	Frequency	Percentage (%)	Ability	Mean Score
1.	81-100	10	24	Excellent	
2.	61-80	16	39	Good	
3.	41-60	12	29	Mediocre	64.63
4.	21-40	3	7	Poor	
5.	0-20	0	0	Very poor	
	Total	41	100		

Table 4 shows the students' scores and their level of ability in finding factual information. Out of 41 students, 10 students (24%) is in *excellent level.* There are 16 students (39%) is in *good level.* There are 12 students (29%) is in *mediocre level*. Then, 3 students (7%) is in *poor level.* There is no student in *very poor level.*

Table 5. The Students' Score Classification in Terms of finding meaning of vocabulary in context

No	Score Range	Frequency	Percentage (%)	Ability	Mean Score
1.	81-100	11	27	Excellent	
2.	61-80	17	41	Good	
3.	41-60	11	27	Mediocre	65.45
4.	21-40	2	5	Poor	
5.	0-20	0	0	Very poor	
	Total	41	100		

Table 5 shows the students' scores and their level of ability in finding meaning vocabulary in context are vary. Out of 41 students, 11 students (27%) are in *excellent level.* There are 17 students (41%) are in *good level.* There are 11 students (27%) are in *mediocre level.* Then, 2 students (5%) are in *poor level.* After that, there is no student in very poor level.

Table 6. The Students' Score Classification in Terms of finding references

No	Score Range	Frequency	Percentage (%)	Ability	Mean Score
1.	81-100	4	10	Excellent	
2.	61-80	18	44	Good	
3.	41-60	16	39	Mediocre	60.16
4.	21-40	3	7	Poor	
5.	0-20	0	0	Very poor	
	Total	41	100		

Table 4.5 shows the students' scores and their level of ability in finding reference are in several categories. Out of 41 students, 4 students (10%) are in *excellent level.* There are 18 students (44%) are in *good level.* There are 16 students (39%) are in *mediocre level.* Then, 3 students (7%) are in *poor level.* After that, there is no student in the *very poor* level.

Table 7. The Students' Score Classification in Terms of Making Restatement

No	Score Range	Frequency	Percentage (%)	Ability	Mean Score
1.	81-100	10	24	Excellent	
2.	61-80	13	32	Good	
3.	41-60	11	27	Mediocre	62.60
4.	21-40	7	17	Poor	
5.	0-20	0	0	Very poor	
	Total	41	100		

Table 7. shows the students' scores and their level of ability in making restatement can be categorized into several levels. Out of 41 students, 10 students (24%)

get the *excellent level*. There are 13 students (32%) get the good level. There are 11 students (27%) get the mediocre level. Then, 7 students (17%) get the poor level. Then, there is no student in very poor level.

Table 8. The Students' Score Classification in Terms of Finding Generic Structure of recount text

No	Score Range	Frequency	Percentage (%)	Ability	Mean Score
1.	81-100	5	12	Excellent	
2.	61-80	10	24	Good	
3.	41-60	22	54	Mediocre	67.80
4.	21-40	4	10	Poor	
5.	0-20	0	0	Very poor	
	Total	41	100		

The students' scores and their level of ability in finding generic structure of recount text vary from excellent to very poor level. Out of 41 students, 5 students (12%) get the *excellent level*. 10 students (24%) get the *good level*. 22 students (54%) are in *mediocre level*. Then, 4 students (10%) get the *poor level* and there is no student in very poor level.

Table 9. The Students' Score Classification in Terms of finding languages features of recount text

No	Score Range	Frequency	Percentage (%)	Ability	Mean Score
1.	81-100	3	7	Excellent	
2.	61-80	20	49	Good	
3.	41-60	14	34	Mediocre	70.73
4.	21-40	4	10	Poor	
5.	0-20	0	0	Very poor	
	Total	41	100		

The students' scores and their level of ability in finding language features of recount text range from excellent to very poor level. Out of 41 students, 3 students (7%) get the *excellent level*. There are 20 students (49%) get the *good level*. There are 14 students (34%) is in *mediocre level*. Then, 4 students (10%) get the *poor level*. The last, there is no student in *very poor level*. This study answers the research question How is the ability of the second year students of SMKN 1 Benai in comprehending recount texts?.

Table 10. The Students' Mean Scores in Each Classification

No.	The Classification of Question	Mean Score	Level of Ability
1.	Finding main idea	67.89	Good
2.	Finding factual information	64.63	Good
3.	Finding the meaning of vocabulary in context	65.45	Good
4.	Finding references	60.16	Mediocre
5.	Making restatement	62.60	Good
6.	Finding generic structures of recount text	67.80	Good
7.	Finding language features of recount text	70.73	Good
	Total	65.60	Good

CONCLUSION AND SUGGESTION

Conclusion

After conducting the research, some conclusions can be drawn. The objective of the research is to to find out how is the ability of the second grade students of SMKN 1 Benai in comprehending recount texts for each component. Based on the result of the data analysis in chapter IV, the writer makes some conclusions. Among 41 students, there are 5 students (12%) is in excellent level, 19 students (46%) in good level, 16 students (39%) are in mediocre level, 1 students (2%) are in poor level. The last, no student (0%) is in very poor level. So, most of the students are in mediocre level. The mean score of the whole students' scores in comprehending recount text is 65.60. In conclusion, the reading ability of the second year students of SMKN 1 Benai in comprehending recount text is in good level.

In detail, the students' ability in comprehending recount text for the seven components can be concluded that the students are in level of good. The students' mean score in terms of finding main ideas is 67.89 which is classified into good level. The students' mean score in terms of finding factual information is 64.63 which is classified into good level. The students' mean score in terms of finding the meaning of vocabulary in context is 65.45 which is classified into good level. The students' mean score in terms of finding references is 60.16 which is classified into mediocre level. The students' mean score in terms of making restatement inferences is 62.60 which is classified into good level. The students' mean score in terms of finding generic structures of recount text is 67.80 which is classified into good level and the students' mean score in terms of finding languages features of recount text is 70.73 which is classified into good level.

Suggestion

It would be better to propose valuable ideas to the following parties: 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. 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 finding factual information, the students should be able to scan specific details information of the texts. In finding the meaning of difficult words, the students should develop their guessing ability to the word which is difficult with them, by relating the close meaning of difficult words to the text. In finding reference of words, the students should be able to identify the words to which they refer. In making restatement, the students should understand the meanings of information in the text and how to restate them. In finding generic structures of the text, students should know the frameworks that construct the text. In finding language features of the text, students should identify what are the features of language that is used in the text.

REFERENCES

Anggraeny, Fenthy Surya, 2011. *Learning Strategies Applied High Achievers In Reading Comprehension Used by the Third Year Students of English Department Faculty of Teacher Training Education University of Nusantara PGRI Kediri in the Academic Year 2012.* Kediri

Harris, P. David. 1974. *Testing English as a Second Language*. Bombay: New Delhi.

Heaton, JB.1975. *A Practical Guide for Teachers of English as a Second or Foreign Language*. Longman Group UK. Ltd. London

Mikulecky, Beatrice S. & Jeffries, Linda. 1986. *Reading Power, Reading Faster, Thinking Skills, Reading for Pleasure, Comprehension Skills*. Addison-Wesley Publishing Company, Inc. California

Noor, J. 2012. *Metodologi Penelitian: Skripsi, Tesis, Disertasi dan Karya Ilmiah.* Kencana. Jakarta.