A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 1 PUSAKO KABUPATEN SIAK SRI INDRAPURA IN COMPREHENDING RECOUNT TEXTS.

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Abstract : *The aimed of this research is to know the ability level of the second year students of SMPN 1 Pusako in recount text. The population of this research is the second year students of SMPN 1 Pusako that Consistedof 2 classes; they are VIII 1 (27 students) and VIII 2 (27 students). In this research, the research used purposive sample technique to get the data. All of population is taken as the sample of the research because there were only two classes of eight grade in SMPN1 Pusako. However, the sample of this research consisted of 54 Students. Furthermore, in collecting the data, the students were given the test by the researcher. The test consisted of 40 questions about recount text. The result of this research showed that the mean score in each indicator was 17.08 in finding main idea, 16.85 in finding factual information, 15.69 in finding meaning in difficult word, 16.38 in finding reference questions, and 15.64 in restatement. Based on the mean score of each indicator, the researcher find out the students' mean score of the students. The mean score of the class VIII students was 81.67 in excellent category. It can be concluded that the second year students of SMPN1 Pusako has excellent category in comprehend the text.*

Keywords: Reading comprehension, Recount Texts.

STUDI KEMAMPUAN SISWA DALAM MEMAHAMI TEKS RECOUNT KELAS VIII DI SMPN 1 PUSAKO KABUPATEN SIAK SRI INDRAPURA

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Abstrak : Tujuan dari penelitian ini adalah untuk mengetahui tingkat kemampuan siswa kelas dua SMPN 1 Pusako dalam teks recount. Populasi penelitian ini adalah siswa kelas II SMPN 1 Pusako yang Terdiri dari 2 kelas; yaitu kelas VIII 1 yang terdiri dari27 siswa, dan kelas VIII 2 yang terdiri27 siswa). Dalam penelitian ini, penelitian ini menggunakan teknik sampel purposive untuk mendapatkan data. Semua populasi diambil sebagai sampel penelitian karena hanya ada dua kelas delapan di SMPN 1 Pusako. Namun, sampel penelitian ini terdiri dari 54 siswa. Dalam mengumpulkan data, siswa diberi tes oleh peneliti. Tes terdiri dari 40 pertanyaan tentang teks recount. Hasil penelitian ini menunjukkan bahwa skor rata-rata di setiap indikator adalah 17,08 dalam menemukan ide utama, 16,85 dalam menemukan informasi faktual, 15,69 dalam menemukan makna dalam kata yang sulit, 16,38 dalam mencari pertanyaan referensi, dan 15,64 dalam penyajian kembali. Berdasarkan skor rata-rata dari masing-masing indikator, peneliti menemukan skor rata-rata siswa dari siswa. Nilai rata-rata siswa kelas VIII adalah 81,67 dalam kategori sangat baik. Dapat disimpulkan bahwa siswa kelas dua SMPN1 Pusako memiliki kategori sangat baik dalam memahami teks.

Kata kunci: Pemahaman membaca, Teks Recount.

INTRODUCTION

Reading comprehension is the process of simultaneously extracting and constructing meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message (Harris and Hodges,1995: 39). It means that reading comprehension is a fundamental basic an education. In education students need to read in order they know what they learn. Therefore, children need to understand what they learned. They will understand the text if they can comprehend it.

Reading is a form communication between reader and author. In the process of reading, a reader has to understand and catch the meaning of the text. At the same time the author tries to give understanding through the words. Faris (2004) states that reading comprehension is the process of understanding the message that the author tries to convey. In short, there is in interaction between a reader and an author. The result of this interaction, the readers should understand what the reader means. While reading, a reader tries to understand the information from the text they read.

Reading is one of the types of learning. Reading is an activity in transferring the information from the text to the readers. Through reading, the reader can get many knowledge and can know the new information directly. It is one of skill that provided in each level of school. Start from the elementary school until the senior high school.

READING COMPONENTS

Reading is important part of learning in English. Students need to know components on reading texts. King and stanley (1989) state that there are five components that may help the students to read carefully:

1. Main ideas
   Finding the ideas of the paragraph is very important because it helpes us not only to understand the paragraph on the first reading. But also remembers the content later. The main ideas of a paragraph is what the paragraph develops. The main idea usually expresses complete thought and the main idea usually indicates the author's purpose for writing the message to share to the reader.

2. Factual Information
   Factual information is one component of reading comprehension that is suitable for elementary school students. Factual information requires readers to scan specific detail. The factual information questions are generally word. There are many types of questions: reason, purpose, result, time, identities, mean and comparison and amount in with most of the answer can be found in the text.

3. Meaning of difficult words
   Difficult word or unknown vocabulary is the word that is difficult to be understood. The word has nearly equivalent meaning when it has or nearly the same

meaning as another word. In other words, the students are expected to be able to form and understand the meaning.

4.   References

Reference is the word that represents another word. Reference word are usually short and very frequently pronouns such as: it, she, he, they, this, etc.

5.   Restatement

Restatement is the way to say something again or to say something in different way but still has the same meaning. The kinds of question test,which use to measure the readers' ability in analyzing the relationship of idea within single sentence.

Based on the explanations above, the researcher concluded that reading is an activity to understanding the meaning or getting information in comprehending a text. In this research, reading means the activity of the students in understand the content in a text and grasp the writer idea about the topic of the text, such as finding the main idea the factual information.

RECOUNT TEXT

Recount text is a text that telling thereader about one story,action or activity.The goal is to entertaining or informing the reader. It is included in a group of narration,similar to spoof and narrative. Recount text focuses on the series event,one event followed by the others. Commonly recount text is arranged in chronological order: whether by time or by the essence of the event it self. Read the following example of recount text that narrates a survival experience from horror situation.According to Gerot and Wignel (1994:194) cited by Radjab (2014: 56) the generic structure of a recount text is as follows:

- Orientation : provides the setting and introduces participants
- Events: tell what happened, in what sequence
- Re-orientation: optional-closure of events

According to Djuharie (2008), Recount is a reconstruction of something which happened in the past. It is the unfolding sequence of event over time and the purpose is to tell what happened. Recount text begins by telling the reader who was involved, what happened, where this event took place and when it happened. Many kinds of that the writer shares in recount text. Then, the others can know the experience of the writer through reading the text. Further, it is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.

Recount text is the text that the students learned in the second semester. It is the texts that tell about the writer experience in the past time. In this research, the researcher analysed the students' ability in recount text. The researcher analysed the students' comprehension of the text through answer the questions related about recount text to know the students' level of reading comprehension.

RESEARCH DESIGN

This research is a descriptive research. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). Furthermore, the main purposes of research are to describe, explain, and validate finding. In this research, the researcher described, explain and analyse the students' ability in comprehending the recount text.

DATA AND INSTRUMENT

The data of this research is quantitative research. The instrument that the researcher constructed was an objective test. The test was multiple choice type. Robert and Jacobs (2007) describe that multiple choice question are almost necessary factual. Four texts were used in the instrument. Each text consisted of five items of multiple choice. Thus, there are 54 students or respondents that included in this test. The duration time for doing the test was 60 minutes. The sources of the test were generally from text books that using curriculum of 2006 in same level for second year students of junior high school, such as Let's Talk, etc. They are still related to recount text.

CONCLUSION AND RECOMMENDATIONS

Conclusion

After calculation of the data, the researcher found out the mean score and the percentage of the students' mean score of answering the test. Based on the mean score of each indicator, it can be concluded that the students' mean score in finding main idea was higher than the other indicators.

The mean score of finding main idea was 17,08. Then, the mean score of finding factual information and meaning difficult word was 16,85 and 15,69. After that, the mean score of references and restatement was 15,64. Thus, the total of students' mean score in all indicators was 81,67 in excellent category. In brief, it can be concluded that the students' ability in comprehending recount text at SMPN1 Pusako was excellent.

Recommendations

Based on the result of this research, the researcher would like to given some suggestions, firstly for the teachers. The English teacher should guidance the students to reach the goals, teaching is not just presenting information or knowledge to students, but it need strategies and tactics. And then the English teacher should teach those who get bad and one of the English for tourism more intensively and order them to memorize and master English for Tourism and responses seriously. Second for the students. Students should be able to concentrate and take part during the teaching and learning process. The students also should study seriously dealing with reading which has many unknown word. Students should discuss or ask questions to the teacher or their friends directly if they have some problems in reading. So it can help students to know what

they want to read or identify generally and get easier in reading descriptive text or other genre. And the last for the readers or next researchers.

Hopefully, this thesis provided meaningful reference for those who are reading this thesis and interested in conducting the same research. It is better for the further research to conduct this research in descriptive research and focus on qualitative research where the researcher has to collect the data by reading test also.

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