ANALYSIS OF THE ABILITY OF THE FIRST YEAR STUDENTS OF SMK TIGAMA PEKANBARU IN COMPREHENDING RECOUNT TEXT

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Abstract: *This research is aimed to find outthe Ability of the First Year Students of SMK Tigama Pekanbaru in Comprehending Recount Texts. The population of this research is the first year students of SMK Tigama Pekanbaru. The number of sample is 31 students selected by using cluster random sampling technique.The research instrument was multiple choice test items consisted40 questions. The test gives by useseight components of comprehending recount textnamely main idea, factual information, meaning of difficult word, reference, restatement, social function of recount text, generic structures of recount text and language features of recount text. The data were analyzed by classifying them into four levels of mastery, such as poor, average, good, and excellent. The findings revealed that the Analysis of the Ability of the First Year Students of SMK TigamaPekanbaru in Comprehending Recount Texts was in good level with the mean score was 60.4. The implication of thisresearch is even though the first year students of SMK TigamaPekanbaruRiau have a good ability but the score is still low, then it can be suggested for students to get more lessons about comprehending.*

Key Words: *Students' ability, Comprehending recount text*

PENELITIAN TENTANG ANALISA KEMAMPUAN PEMAHAMAN MEMBACATEKS RECOUNT SISWA TAHUN PERTAMA SMK TIGAMA PEKANBARU RIAU

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Abstrak: Penelitian ini bertujuan untuk menganalisa tentang kemampuan pemahaman membaca teks recount siswa tahun pertama SMK Tigama Pekanbaru Riau. Populasi penelitian ini adalah siswa tahun pertama SMK Tigama Pekanbaru Riau. Jumlah sampel adalah 31 siswa yang dipilih dengan menggunakan teknik pemilihan secara acak. Instrumen untuk mengumpulkan data adalah tes pilihan ganda dengan 40 butir pertanyaan. Tes yang dibangun dengan mengacu pada komponen- komponen pemahaman membaca adalah untuk menemukan ide-ide utama, menemukan informasi berupa fakta, menemukan pegertian kata-kata sulit, menemukan referensi, membuat penyajian kembali, memahami fungsi sosial teks recount, memahami struktur umum recount text dan memahami penggunaan tata bahasa recount text. Data dianalisa dengan mengklasifikasi mereka menjadi empat level; jelek, cukup, bagus, dan sangat bagus. Berdasarkan hasil penelitian, kemampuan pemahaman membaca siswa di tahun pertama SMK Tigama Pekanbaru Riau berada di level cukup kebagus dengan nilai tengahnya 60.4. Ini menunjukkan bahwa siswa di tahun pertama SMK Tigama Pekanbaru Riau mempunyai kemampuan yang bagus tapi nilai nya masih belum stabil, sehingga disarankan bagi siswa untuk mendapatkan pelajaran tambahan didalam memahami teks.

Kata Kunci: Kemampuan Siswa, Pemahaman Membaca

INTRODUCTION

English is an important language is used for communication by people in almost every country. There are many companies put English language as the job requirement. English has important role in our life. In formal education, English has been studied by students from junior high schools until universities. It mean English brings significant influences to education in Indonesia. Basically the English language has four language skills that should be mastered by the learners, namely reading, writing, speaking, and listening. These skills have their own function in english language and it cannot be separated from other.

Reading is a tool for persons to get information through 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 (1998), reading comprehension is very important for students because in fact the textbook for most science and technologies are written in English. It 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. It means 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. 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.

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.

Based on 2013 curiculum, the students of senior high school learn some kinds of text in English such as narrative, descriptive and recount text. Recount text is one of the texts that students should master. According to Knapp (2005) recount text is written out to make a report about an experience of a series of related event. It means recount text is written out to inform an event or to entertain people. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan and Shinoda, 2008). Recount tells a series of events and evaluate their significance in some way. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

The purpose of this research to find out students problems in comprehending recount text and analyze how recount text can influence the ability of the students in comprehending.

From the explanation above, the writer was interested in conducting a research entitled "Analysis of the Ability of the First Year Students of SMK Tigama Pekanbaru in Comprehending Recount Texts."

METHODOLOGY

This research is a descriptive research. According to Noor (2012), descriptive research is a research that describes an event, a phenomenon happening now. It means that descriptive research is related with the condition occurs at that time, uses one variable or more and then investigates in fact. Noor (2012) also adds that there are some ways to do this type of research such as: formulating problem, collecting information, selecting the data collection. Data collection technique is obtained by observing, managing data and giving conclusion. According to Williams (2007), descriptive research is research design used to examine the situation involving identification of attributes of a particular phenomenon based on an observational basis. So, 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 first grade of SMK TigamaPekanbaru.

The instrument in collecting data in this research was test. The test was multiple choices. The subjects required choosing the best answer of the provided questions. Eight texts was used in the instrument. Thus, there were 40 items that included in this test. The duration time for doing the test was 60 minutes.. The reason of choosing this instrument because it is suitable who had learn comprehending recount text in the first year class.

Furthermore, the population of this research was the first year students of SMK Tigama Pekanbaru Riau. There are 5 classes of the first year students, TPHP 1(Cullinary Art), TPHP 2(Cullinary Art), AK 1(Accounting), AK 2(Accounting) andHotel Management. Each class consist of 30-31 students. The total number of the population are 154 students.

According to Gay (2000), sampling is the process of selecting a number of individual for study in such a way that represents the larger group from which they were selected. Since the population was quite large and time that the writer had limited, therefore the writer choose to take cluster random sampling. Moreover, he states that cluster random sampling is most useful when the population is very large. It randomly selects group, not individuals. The writer took one class as try out class and one class as sample class. The writer took five pieces of paper and numbered them from number one to five that represented the number of the classes.Randomly the writer took one piece as the try out class in class TPHP 1 (Cullinary Art) and one piece as the sample class in class AK 2 (Accounting).

Furthermore, the level of the student's score in comprehending recount text can be classified into four levels of mastery. The classification can be seen in this following table:

Table 1. Classification of Students' Score

No.	Scores	Category
1.	80 – 100	Excellent
2.	60 – 79	Good
3.	50 – 59	Average
4.	0 – 49	Poor

RESULTS AND DISSCUSION

Before the test was given to the respondents, it was important to try it out. The try out consisted of 40 items. The reseracher tried out the test to the first year students of from 3A SMK Tigama Pekanbaru from TPHP 1 (Cullinary Art)class. It consisted of 31 students.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 6 items that should be revised; they were items number 1, 6, 16, 23, 26, 40. Item number 1, 23 were revised because their index difficulty above 0.7. It means that they were too easy. Item number 6, 16, 26, 40 were revised because their index difficulty below 0.3. It means that they were too difficult.

The total score of the students' answer is 688 from 31 students (the try out respondents) from the calculation, the mean score is 22.1 ($\frac{688}{31} = 22.1$). The mean score was used to get the standard deviation of the test and the standard deviation is 4.28.
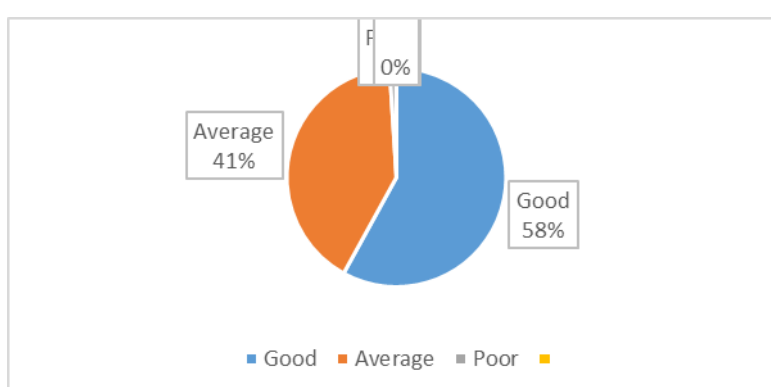

Figure 1 Percentage of the students' ability in Comprehending Recount Text

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 highest number that students can gain is in the level of good; it is 58% of students. It means that

the most of them (18 students) succeed on doing the test. There are only 41% of students (12 students) in average level. But there are 1% of students (1 student) in poor level.
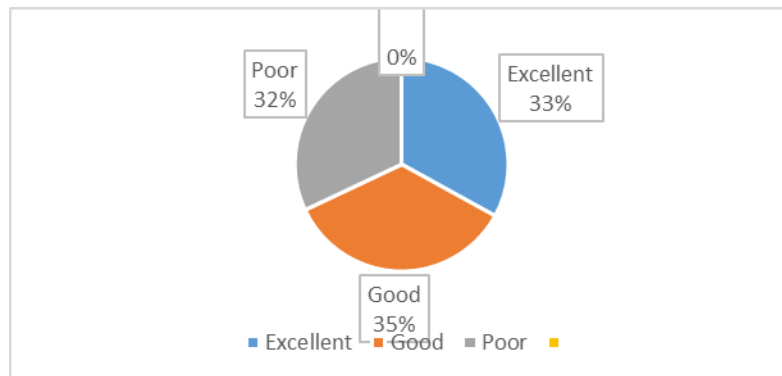

Figure 2 Percentage of the Students' Ability in Comprehending Main Idea

The figure of percentage of the students' ability in "Comprehending main idea" indicates that the students' ability in "Comprehending main idea" in all level is in different numbers. The highest number that the students can gain is in excellent; 33% of students (10 students). For the good level, there are only 35% (11 students). Then, there are 32% of students (10 students) in level of poor
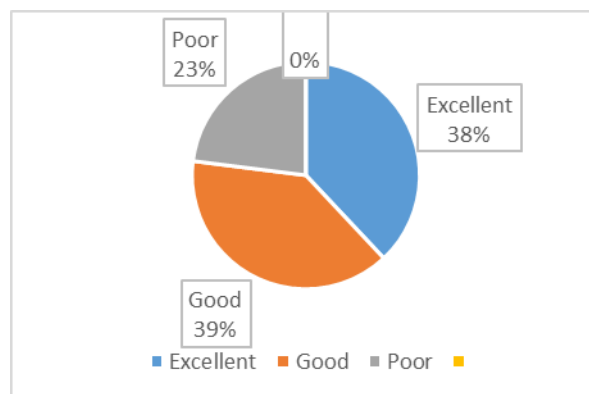

Figure 3 percentage of the Students' Ability in Comprehending Factual Information

The figure of percentage of the students' ability in "Comprehending factual information" indicates that the students' ability in "Comprehending factual information" in all level is in different numbers. The highest number that students can gain is in the level of excellent; it is only 38% of students (11 students). For the good level, there are only 39% of students (12 students). In this component, there are 23% of students (7 students) in level of poor.
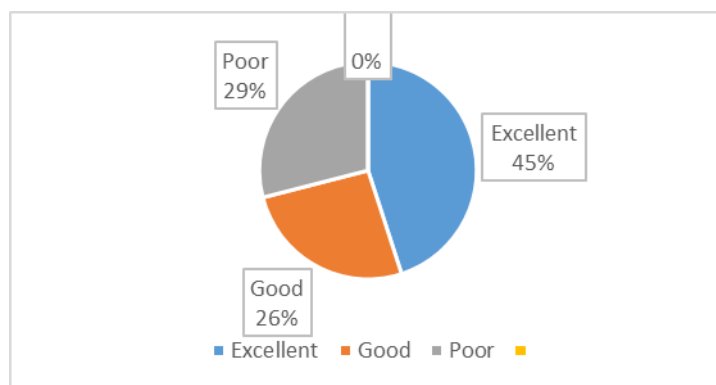
Figure 4. Percentage of the Student's Ability in Comprehending Meaning of Difficult Word

The figure of percentage of the students' ability in "Comprehending meaning of difficult word" indicates that the students' difficulty in "Comprehendingmeaning of difficult word" in all level is in different numbers. The highest number that students can gain is in the level of excellent; 45% of students (14 students). For the good level, there are only 26% of students (8 students). In this component, there are 29% of students (9 students) in poor
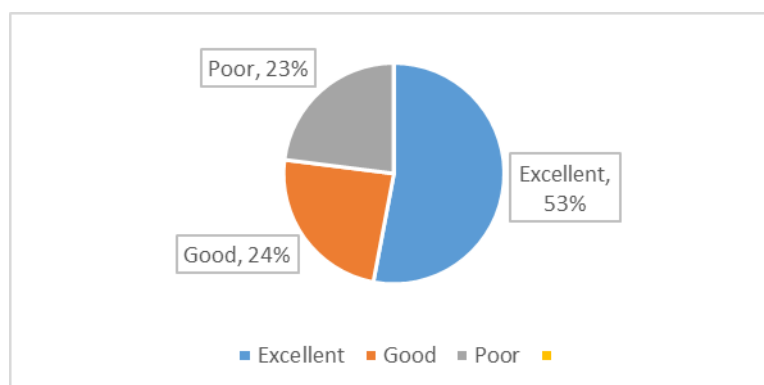

Figure 5 Percentage of the Students' Ability in Comprehending Reference

The figure of percentage of the students' difficulties in "Comprehending reference" indicates that the students' ability in "Comprehending reference" in all level is in different numbers. The highest number that the students can gain is in the level of average; it is 53% of students (16 students). For the good level, there are only 24% of students (7 students). In this component, there is 23% of students (8 students) in level of poor.
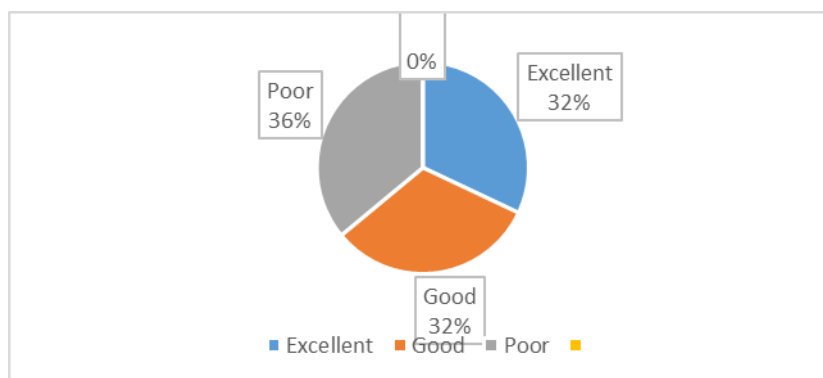
Figure 6 Percentage of the Students' Ability in Comprehending Restatement

The figure of percentage of the students' ability in Comprehending restatement indicates that the students' ability in Comprehending restatement in all level is in different numbers. The highest number that the students can gain is in the level of excellent; it is 32% of students (10 students). For the good level, there are only 32% of students (10 students). In this component, there are 36% of students (11 students) in level of poor.
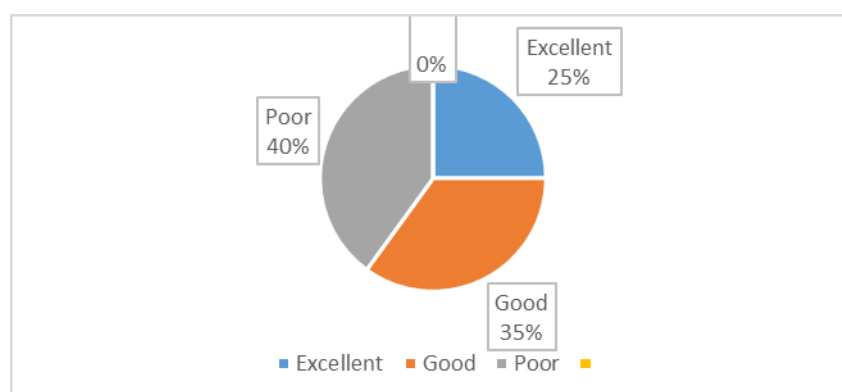

Figure 7 Percentage of the Students' Ability in Comprehending Function of Recount Text

The figure of percentage of the students' ability in Comprehending Function of Recount Text indicates that the students' ability Comprehending Function of Recount Text in all level is in different numbers. The highest number that the students can gain is in the level of excellent; it is 25% of students (8 students). For the good level, there are only 35% of students (11 students). In this component, there are 40% of students (12 students) in level of poor.

**Figure 8 Percentage of the Students' Ability in Comprehending
Structure of Recount Text**

The figure of percentage of the students' ability in Comprehending structure of recount text indicates that the students' ability in Comprehending structure of recount text in all level is in different numbers. The highest number that the students can gain is in the level of excellent; it is 36% of students (11 students). For the good level, there are only 43% of students (13 students). In this component, there are 21% of students (7 students) in level of poor.
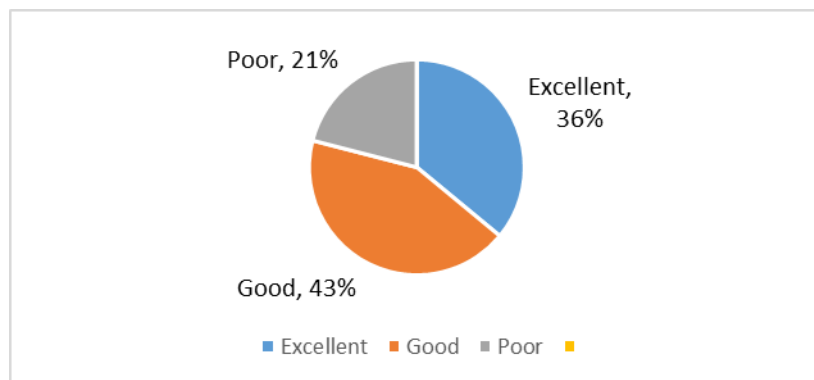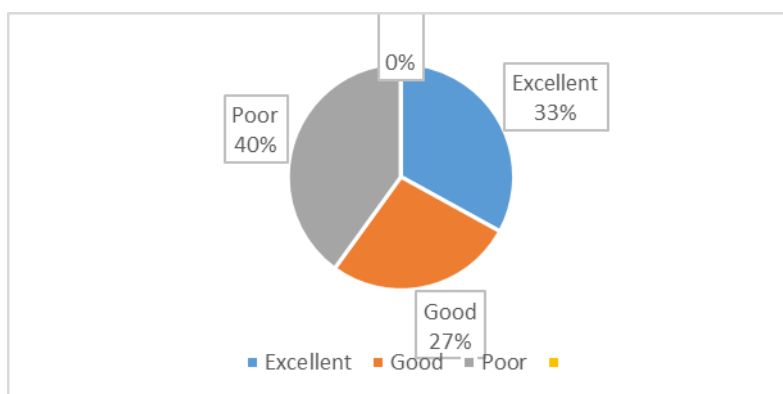

**Figure 9 Percentage of the Students' Ability in Comprehending Features of
Recount Text**

The figure of percentage of the students' ability in Comprehending features of recount text indicates that the students' ability in Comprehending features of recount text in all level is in different numbers. The highest number that the students can gain is in the level of excellent; it is 33% of students (10 students). For the good level, there are only 27% of students (8 students). In this component, there are 40% of students (13 students) in level of poor.

Table 2 Students' Mean Score in Each Classification

No	Types of Reading Comprehension Question	Mean Score	Level of Difficulty
1	Comprehending main ideas	60.6	Good
2	Comprehending factual information	63.2	Good
3	Comprehending meanings	62.5	Good
4	Comprehending references	67	Good
5	Comprehending restatements	59.3	Average
6	Comprehending functions	54.1	Average
7	Comprehending structures	61.9	Good
8	Comprehending features	55.4	Average
	Total	60.4	Good

The table above shows that the students' ability in comprehending recount text in finding the components to comprehend the text is quite succeed and they were in the good level (60-79). The table indicates that the students have average to good knowledge in comprehending the eight components, such as in "Finding main idea", "Finding factual information", "Finding meaning of difficult word", "Finding reference" , "Finding restatement" , "Finding social function of recount text" , "Finding generic structures of recount text" and "Finding language features of recount text". Most of the components are in same level of difficulty. The highest mean score that is obtained by students is in "Comprehending reference" that fall into good level, with the mean score is 67. The lowest mean score is in "Comprehending function" that fall into average level, with the mean score 54.1.

Furthermore, the mean score of the students in comprehending recount text is 60.4. Their ability in the test is varied. There are only 18 students could reach level of good. Then, the highest number of students only gains average; they are 13 students. The number shows that most of the students quite succeed in comprehending recount text. From all the data, it can be inferred that the students' ability of the first year students of SMK Tigama Pekanbaru in comprehending recount text is in good level

DISCCUSION

As it has been discussed in the previous chapter, the researcher tried to find out the answer of the question related to the students' ability of the first year students of SMK Tigama Pekanbaru in comprehending recount text. After analyzing the data, the researcher found out that the students' ability of the first year students of SMK Tigama Pekanbaru in comprehending recount text is in good level. It can be seen from the mean score of the students which is 60.4.

Before the test was given to the respondents, it was important to try it out. The try out consisted of 40 items. The researcher tried out the test to the first year students of SMK Tigama Pekanbaru in comprehending recount text from TPHP 1 (Cullinary Art) class. It consisted of 31 students. After that the researcher computed the ability level, the mean score, and the standard deviation

There were 6 items that should be revised; they were items number 1, 6, 16, 23, 26, 40. Item number 1 and 23 were revised because their index difficulty above 0.7. It means that they were too easy. Item number 6, 16, 26 and 40 were revised because their index difficulty below 0.3. It means that they were too difficult. Since the 6 items were rejected, the researcher revised the test before using on the real test.

After the researcher gave the try out test and found the result, the researcher gave the real test to the respondents. Most of the component are in same level of ability which is good level. The lowest components in listening comprehension is in "Comprehending social function", with the mean score 54.1. It was happened because they were confused to take what is the social function of the story. Then, the highest component is in "Comprehending references" with the main score is 67. Because they can understand content of the text . The mean score in "Comprehending main idea" is 60.6. The mean score in "Comprehending factual information" is 63.2. The mean score in "Comprehending meaning of difficult word" is 62.5. The mean score in "Comprehending restatement" is 69.3. The mean score in "Comprehending structure" is 61.9. And the mean score in "Comprehending languange features" is 55.4.

CONCLUSION AND SUGGESTIONS

Conclusion

After conducting research entitled Analysis of the ability of the first year students of SMK Tigama Pekanbaru in comprehending recount texts,the conclusion can be drawn. The researcher gets the score of students from the result of the test. The score of students falls into good level. Accordance with the general objective of this research is to answer the question "How isthe ability of the first year students of SMK Tigama Pekanbaru in comprehending recount texts?" It can be concluded that most of first year students of SMK Tigama Pekanbaru in Comprehending Recount Texts quite succeed in Comprehending Recount Texts. On the other words, the students ability of SMK Tigama Pekanbaru in Comprehending Recount Texts is in good level.

In detail, the students' ability for the eight components can be concluded that students' ability is in level average to good (Finding main idea, Finding factual information, Finding meaning of difficult word, Finding reference, Finding restatement, Finding social function of recount text, Finding generic structures of recount text and Finding language features of recount text). The lowest aspect from eight components is in "Comprehending function", with the mean score 54.1. Then, the highest component is in "Comprehending references" with the main score is 67. The mean score in "Comprehending main idea" is 60.6. The mean score in "Comprehending factual" is 63.2. The mean score in "Comprehending meaning" is 62.5. The mean score in "Comprehending restatement" is 69.3. The mean score in "Comprehending structure" is 61.9. And the mean score in "Comprehending features" is 55.4.

Suggestions

The English teacher needs to devote extra time to the students in giving explanation and exercises about comprehending reading texts, especially recount text. The teacher need to do some effort to develop students' motivation and encourage them to practice in reading comprehension. Based on the results of the students' ability, it is suggested that the students are need to learn more on comprehending text.

Students needs learn the eight components in comprehending recount text that will help them in comprehending others reading texts.

It is recommended to other researchers to conduct other research in line with reading comprehension of recount texts. Moreover, the other researchers can exploit about recount texts in other language skills namely Speaking, Listening, or Writing in order to enlarge the analysis of students' ability in comprehending recount texts.

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