

A STUDY ON THE ABILITY OF THE EIGHTH YEAR STUDENTS OF SMP NEGERI 4 PEKANBARU IN COMPREHENDING RECOUNT TEXTS

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Abstract: *This descriptive research aimed to find out the ability of the eighth year students of SMP Negeri 4 Pekanbaru in comprehending recount texts. The population of the research was the eighth year students of the school. The number of the population were 332 students. Thirty five of them were the samples selected by using cluster random sampling technique. The instrument to collect the data was a reading test. The total number of test items was thirty questions. The test consisted of 5 short recount texts. Each text consists of 6 questions which cover the components of reading and the components of recount text namely finding main ideas, finding factual information, finding the meaning of difficult words, finding references, finding restatements and finding social functions. The data were analyzed by classifying them into five levels of ability: very poor, poor, mediocre, good, and excellent. Based on the result showed that the students' reading ability of the eighth year students of the school in comprehending recount texts was in good level with the mean score was 74.28. The implication of this research is that the eighth year students of the school have a good ability in reading recount texts.*

Key Words: *Students' Ability, Reading, Recount Texts.*

PENELITIAN TENTANG KEMAMPUAN SISWA SMP NEGERI 4 PEKANBARU DALAM PEMAHAMAN TEKS RECOUNT

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Abstrak: Penelitian deskriptif ini bertujuan untuk mengetahui kemampuan membaca siswa tahun kedelapan SMP Negeri 4 Pekanbaru dalam memahami teks recount. Populasi penelitian ini adalah siswa kedelapan pada sekolah tersebut. Jumlah populasi dalam penelitian ini adalah 332 siswa. Sebanyak 35 siswa merupakan sampel dipilih dengan menggunakan teknik cluster random sampling. Instrumen untuk mengumpulkan data adalah tes membaca. Jumlah soal dalam tes ini adalah sebanyak 30 pertanyaan. Test tersebut terdiri dari 5 teks recount pendek. Setiap teks terdiri dari 6 pertanyaan yang meliputi komponen bacaan dan komponen recount yaitu menemukan gagasan utama, menemukan informasi factual, menemukan makna kata yang sulit, menemukan referensi, menemukan ungkapan baru, dan menemukan fungsi social. Data dianalisis mengklasifikasikan kemampuan mereka ke dalam lima tingkat penguasaan, seperti sangat rendah, rendah, menengah, baik dan sangat baik. Selanjutnya, hasil dari penelitian ini ditemukan bahwa kemampuan membaca siswa tahun kedelapan pada sekolah tersebut dalam memahami teks recount berada di tingkat yang baik dengan skor rata-rata adalah 74.28. Implikasi dari penelitian ini adalah bahwa siswa tahun kedelapan pada sekolah tersebut memiliki kemampuan yang baik dalam membaca teks recount.

Kata Kunci: Kemampuan Siswa, Membaca, Teks Recount

INTRODUCTION

Reading skill is one of the main components taught in English language teaching and learning processes in Indonesia. Debat (2006) states that reading is a crucial skill for students of English as a second language or as a foreign language. According to Walker (2000) 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. In other words, reading is not only open the book, read, and then close the book, but the readers need to understand what the writer tells about in order to get information. It means reading without understanding would be meaningless. The process of understanding the text is called reading comprehension.

Klinger, et al (2007) states that reading comprehension is a multicomponent, 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. The process of comprehension involves decoding the writer's words and then the readers use their background knowledge to construct the writer's messages.

Dealing with that, reading comprehension is very important for the students in determining whether they can succeed or not in study, especially when students deal with national examination that include reading skill. It means if the students do not master in reading, they might not be able to success in learning a language.

According to the 2013 curriculum (K13), Junior High School students learn five genres of texts. They are narrative text, descriptive text, procedure text, report text and recount text. In this research, the writer chose recount text as a genre of reading text to be researched in reading comprehension. Recount text is a kind of English text which tells about past event or experience. Anderson and Anderson (1998) state that recount is a piece of text which retells past events, usually in the order they occurred. The aim of recount text is to entertain and to retell. The generic structures of recount text are (1) orientation, (2) events, (3) reorientation.

There are five components of reading comprehension that may help the students to read carefully. The components are (1) finding the main ideas, (2) finding factual information, (3) finding difficult words, (4) finding references, and (5) finding restatements. In addition, the components of recount text such as finding generic structures; finding language features; and finding social function are also expected to understand by the students.

From the explanation above, it is clear that reading needs to learn and comprehend by the students. But, mostly the students still have lack of comprehension in reading the text even though they have learned it. It could be identified by the lack of their ability to answer the questions related to recount text and explore the information from the text. This problem faced by students because of some causes such as the students have limited vocabulary, lack of reading interest and lack of background knowledge.

The objective of this research is to find out the ability of the eighth year students of SMP Negeri 4 Pekanbaru in comprehending recount text. These students were chosen because they had learned about reading text especially recount text. It is expected that the students in this level had more experience and comprehend well the text given. From explanation above, the writer is interested in conducting a research entitled: A Study on the Ability of the Eighth Year Students of SMP N 4 Pekanbaru in Comprehending Recount Texts.

METHODOLOGY

This is a descriptive research with one variable. Gay (1990) states that descriptive research involves collecting the data in order to answer the question concerning the current status of the subject of the study.

The population of this research is all the eighth year students of SMP Negeri 4 Pekanbaru. The writer used class VIII-2 as the sample class. Cluster random sampling technique was used to selected the samples of this research. In this research, the writer used a test as the instrument to collect the data. The test consists of 30 items. The duration time for doing the test was 60 minutes. The test was tried out to the students from the try out class. The writer calculated the difficulty level, 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 is means the test is reliable. Then, the real test gave to the sample class. The data was analyzed by calculating the students' score individually and found out the mean score. Furthermore, the level of the student's score in comprehending English texts can be classified into four levels of mastery. They are very poor, poor, mediocre, good and excellent (Harris, 1974).

RESULT AND DISCUSSION

The specific objective of this research is to find out the ability of the eighth year students of SMP Negeri 4 Pekanbaru in comprehending recount texts. The writer classified the questions in some components that help students in comprehending the texts. There are finding main ideas, factual information, meaning of difficult words, references, restatements, and social functions of recount texts. The result of the research can be described as follows:

Figure 1. Percentage of the Students' Ability in Reading Recount Texts

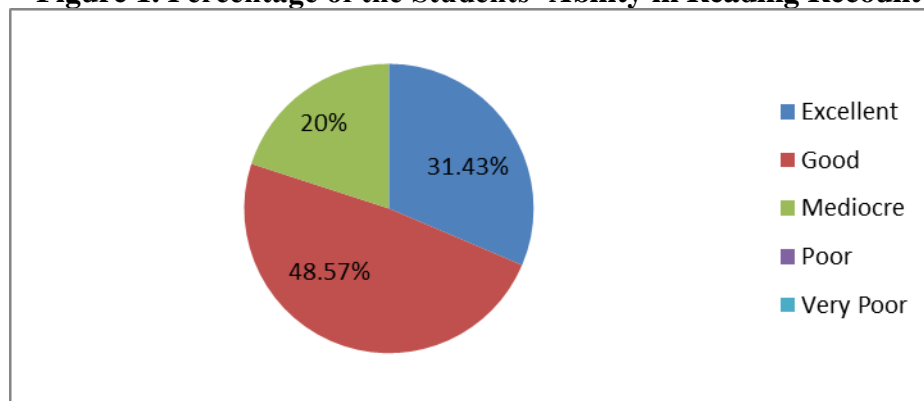


Figure 4.1 shows that in comprehending recount texts 11 students (31.43%) are in the *excellent* level, 17 students (48.57%) are in *good* level, and 7 students (20%) are in *mediocre* level. In short, the mean score of the students in comprehending recount texts is 74.28. It can be stated that the ability of the eighth year students of SMP Negeri 4 Pekanbaru in comprehending recount texts in *good* level.

Figure 2. Percentage of the Students' Ability in Finding Main Ideas

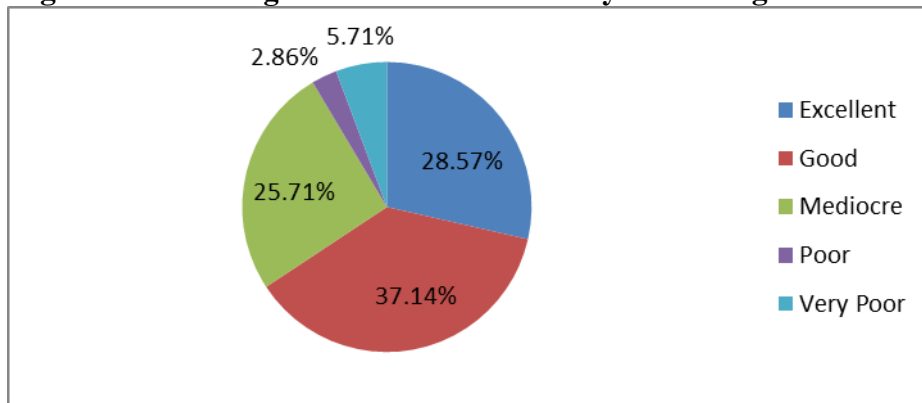


Figure 4.2 shows that in finding main ideas 23 students (65.71%) are in *excellent* and *good* level. It means that most of the students are able to find main ideas. Meanwhile, 12 students (34.29%) get the *mediocre*, *poor*, and *very poor* level. In short, the mean score of the students in finding main ideas 76. From the explanation above, it can be concluded that the ability of the eighth year students in finding main ideas are in *good* level.

Figure 3. Percentage of the Students' Ability in Finding Factual Information

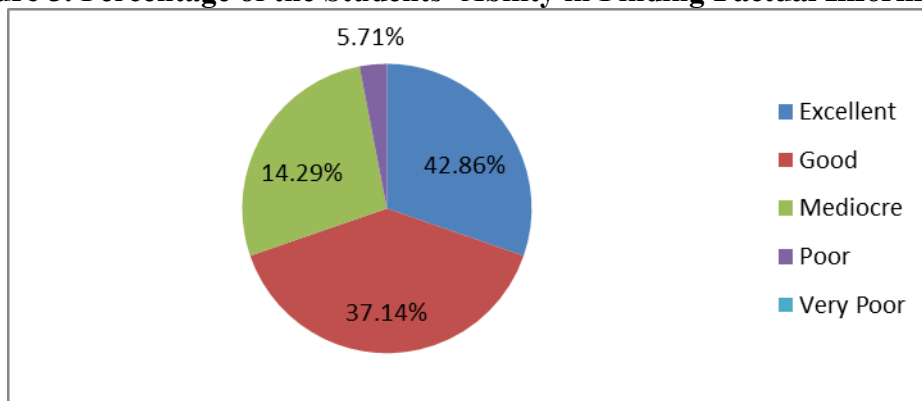


Figure 4.3 shows that in finding factual information 15 students (42.86%) are in *excellent* level. Meanwhile, 20 students (57.14%) are in *good*, *mediocre*, *poor* and *very poor* level. In other words they fail to find factual information of the text. In short, the mean score of the students in finding factual information 83.42. From the explanation above, it can be concluded that the ability of the eighth year students in finding factual information are in *excellent* level.

Figure 4. Percentage of the Students' Ability in Finding Meaning of Difficult Word

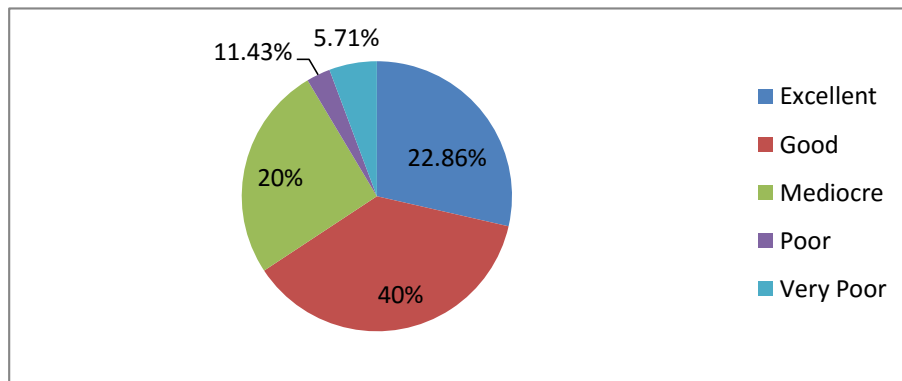


Figure 4.4 shows that most of the students are able to find the meaning of difficult words. It can be seen from the figure above that 22 students (62.86%) are in *excellent* and *good* level. Meanwhile, 13 students (37.14%) are in *mediocre*, *poor* and *very poor* level. In short, the mean score of the students in finding the meaning of difficult words is 72.57. From explanation above, it can be concluded that the students' ability in finding the meaning of difficult words are in *good* level.

Figure 5. Percentage of the Students' Ability in Finding References

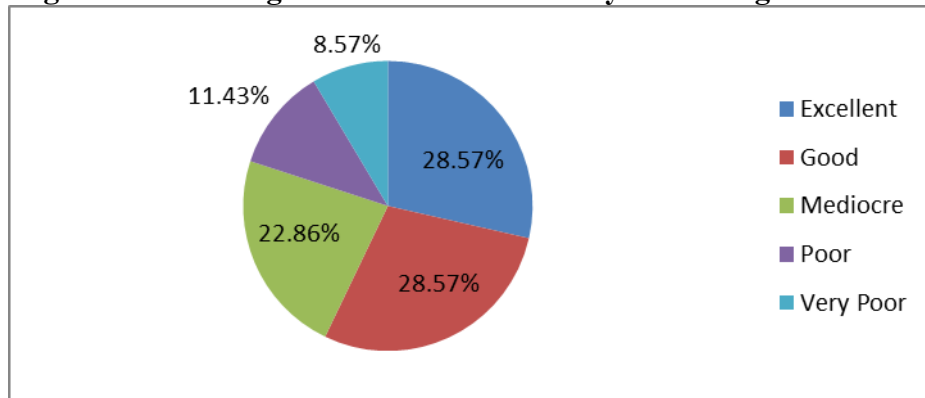


Figure 4.5 shows that most of the students are able to find references. It can be seen from the figure above that 20 students (54.14%) are in *excellent* and *good* level. Meanwhile, 15 students (42.86%) are in *mediocre*, *poor* and *very poor* level. In short, the mean score of the students in finding references is 71.42. From explanation above, it can be concluded that the students' ability in finding references are in *good* level.

Figure 6. Percentage of the Students' Ability in Finding Restatements

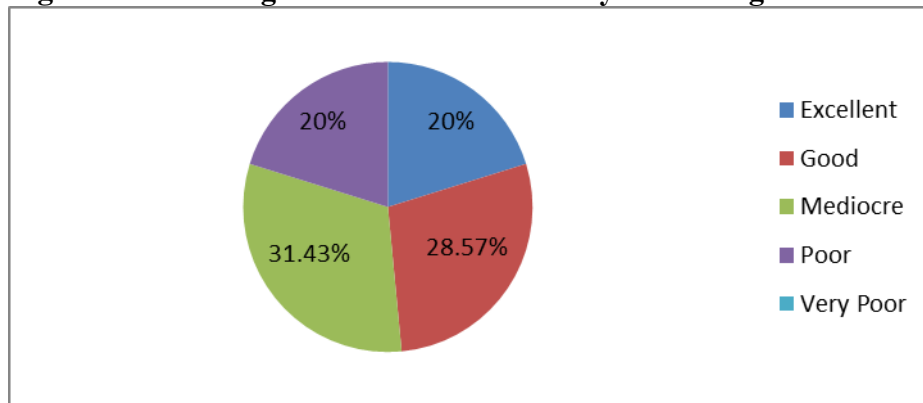


Figure 4.6 shows that in finding restatements 17 students (48.57%) are in *excellent* and *good* level. Meanwhile, 18 students (51.43%) are in *mediocre*, *poor* and *very poor* level. In short, the mean score of the students in finding restatements is 69.71. From the explanation above, it can be concluded that the students' ability in finding restatements are in *good* level.

Figure 7. Percentage of the Students' Ability in Finding Social Functions

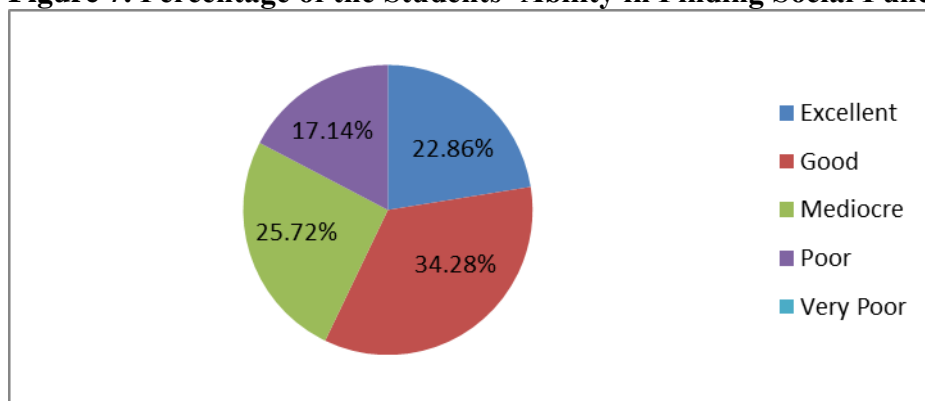


Figure 4.7 shows that most of the students are able in finding social functions of the text. It can be seen from the figure above that 20 students (57.14%) are in *excellent* and *good* level. Meanwhile, 15 students (42.86%) are in *mediocre*, *poor* and *very poor* level. In short, the mean score of the students in finding social functions is 72.57. From the explanation above, it can be concluded that the students' ability in finding social functions of the text are in *Good* level.

Table 1. The Students' Mean Scores in Comprehending Recount Text

No	The Component of Question	Mean Score	Level of Ability
1	Finding Main Ideas	76	Good
2	Finding Factual Information	83.42	Excellent
3	Meaning of Difficult Words	72.57	Good
4	Finding References	71.42	Good
5	Finding Restatements	69.71	Good
6	Finding Social functions	72.57	Good
TOTAL		74.28	Good

Table 4.1 shows that the highest score among the six components is in finding factual information, where the mean score is 83.42 and it is categorized into **excellent** level. Meanwhile, the lowest score is in finding restatements, where the mean score is 69.71 and it is categorized into **good** level. Furthermore, the students' mean score in comprehending recount texts is 74.28. From the explanation above, it can be inferred that the ability of the eighth year students of SMP Negeri 4 Pekanbaru in comprehending recount texts is in **good** level.

CONCLUSIONS AND RECOMMENDATION

Conclusions

After conducting research entitled "A Study on the Ability of the Eighth Year Students of SMP N 4 Pekanbaru in Comprehending Recount Texts" it was found out that the ability of the eighth year students of SMP N 4 Pekanbaru in comprehending recount text is in *good* level with the mean score 74.28. For detail, out of 35 students, 10 students are in *excellent* level, 17 students are in *good* level, and 8 students are in *mediocre* level.

The standard minimum criteria (KKM) of SMP Negeri 4 Pekanbaru is 82. It means that the students' score cannot reach the standard minimum criteria (KKM). The writer found that the problem might be caused by *firstly*, lack of concentration and focus. *Secondly*, students don't have enough preparation. The last reason is carelessness. Carelessness refers to the lack of awareness during a behavior that can result in unintentional consequences.

Recommendation

According to research findings, the writer would like to give some recommendation as follows:

English teachers are expected to focus on the components that students still find difficulties. The teacher should be taken some efforts to develop students' motivation and encourage them to practice reading comprehension. Moreover, teacher should create and give materials with variant sentence patterns.

The students should learn more deeply in terms of finding restatements because it was the lowest score in this research. It means most of the students still faced difficult to find the restatements of the text. Further, the students should understand the implicit meaning of information of the text and how to restate them. Moreover, the students need to practice combining clues from the text with their background knowledge.

It suggested to the next researcher to conduct research in different design such as action research, experimental research, etc.

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