

# ***A STUDY ON THE ABILITY OF SECOND YEAR STUDENTS OF SMPN 1 KERINCI KANAN IN COMPREHENDING RECOUNT TEXT***

*Nur Soleha<sup>1</sup>, Dahnilsyah<sup>2</sup>, Marzuki<sup>3</sup>*

*Email: ikanursoleha01@gmail.com<sup>1</sup>, danil\_71@yahoo.com<sup>2</sup>, marzuki\_manc@yahoo.co.uk<sup>3</sup>*

*Contact: 08122909049*

*Students of English Study Program  
Language and Arts Department  
Teachers Training and Education Faculty  
Universitas Riau*

***Abstract :*** *This research was aimed at finding out the ability of the second year students of SMPN 1 Kerinci Kanan in comprehending recount texts. The population of this study was the second year students in academic year 2018/2019. The sample size was 30 students out of the population chosen by using cluster random sampling. The data were collected by administering a reading test of recount texts. The collected data were analyzed and calculated by using Microsoft Excel. The findings of the research showed that the mean score of the test was 57.2 (mediocre level). Meanwhile, the mean score in terms of finding factual information is 65.3 (good level). The mean score in terms of finding main idea, meaning of difficult word, reference and restatement is 58, 57.3, 56.6 and 48.6 (mediocre level). Therefore, it could be concluded that the ability of students in comprehending recount texts was categorized into mediocre level.*

***Key Words:*** *Ability, Reading Comprehension, Recount Texts.*

# **PENELITIAN TERHADAP KEMAMPUAN SISWA KELAS DUA SMPN 1 KERINCI KANAN DALAM PEMAHAMAN TEKS *RECOUNT***

**Nur Soleha<sup>1</sup>, Dahnilsyah<sup>2</sup>, Marzuki<sup>3</sup>**

Email: ikanursoleha01@gmail.com<sup>1</sup>, dani\_71@yahoo.com<sup>2</sup>, marzuki\_manc@yahoo.co.uk<sup>3</sup>

Kontak Person: 08122909049

Mahasiswa Program Studi Bahasa Inggris  
Jurusan Bahasa dan Seni  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Riau

**Abstrak:** Penelitian ini bertujuan untuk mengetahui kemampuan siswa kelas dua SMPN 1 Kerinci Kanan dalam memahami teks recount. Populasi penelitian ini adalah seluruh siswa kelas dua pada tahun ajaran 2018/2019. Jumlah sampel adalah 30 siswa yang dipilih dengan teknik cluster random sampling. Data dikumpulkan dengan memberikan sebuah tes dari teks recount. Data yang terkumpul dianalisis dan dihitung dengan menggunakan microsoft excel. Hasil dari penelitian menunjukkan bahwa nilai rata-rata dari tes adalah 57.2 (level sedang). Sementara, nilai dalam menemukan informasi faktual adalah 65.3 (level bagus). Nilai dalam menemukan ide pokok, nilai dalam menemukan arti kata sulit, referensi dan pernyataan ulang adalah 58, 57.3, 56.6 and 48.6 (level sedang). Oleh karena itu, dapat disimpulkan bahwa kemampuan siswa dalam memahami teks recount dikategorikan dalam level sedang.

**Kata Kunci:** Kemampuan, Pemahaman Membaca, Teks *Recount*

## INTRODUCTION

In learning English, one of the main skill that students need to acquire is reading. The purpose of teaching reading is to make students be able to read the texts effectively. Grabe and Stoller (2002) state that reading is a crucial means of learning for students in order to gain new information or comprehend by using different strategies. Thus, reading is important because it helps students to gain new information, comprehend and increase their knowledge.

To get information from English sources, the students must be able to read English texts effectively and efficiently. According to Mikulecky and Jeffries (1986), there are five reasons why reading is very important in learning a new language. First, it can help the learners to think in a new language. Second, it can help learners to build better vocabulary. Third, it can make learners feel more comfortable with written English. Fourth, reading might be the only one to use English for those who live in Non-English country. Fifth, reading can help if the learners plan to study abroad especially in English speaking countries.

Naturally, the goal of reading class is to enable students to have a good reading skill. The skill will be helpful because it teaches the students how to catch information. The focus on teaching reading is to make the students have a good understanding of what they are reading. Based on the 2013 curriculum, the second grade students of SMPN 1 Kerinci Kanan, the students learn various kinds of texts such as; narrative text, report text, recount text, descriptive text, and procedure text. The genres are too general, so in this research the writer chose recount text because based on the observation of the English class at SMPN 1 Kerinci Kanan it was found that the ability of students in comprehending the recount texts are in weak level.

According to Sudarwati and Grace (2007), a recount text tells the readers what happened in the past through a sequences of events. Recount text is a text that tells about experiences, incidents or events that happened in the past in by chronological order. The purpose of the text is to tell series of events either to inform or to entertain readers. There is no complication among the participants and it differs from narrative. It can encourage readers, learners or students to be interested in reading texts.

The second grade students of SMPN 1 Kerinci Kanan, based on the 2013 curriculum are given four basic skills of English, they are listening, speaking, reading, and writing. Reading as one of basic language skills of English, has an important role to improve students' ability of SMPN 1 Kerinci Kanan. It can give contributions to other skills. It is not merely translating word by word but needs to be acquired during as Language course. The students must be able to understand, to interpret, and to select the actual information from reading text.

In the case of attaining information related to the study at the school, the English teacher talks about the students' ability in comprehending recount text. There are some problems in recount text faced by the students. Firstly, the students did not understand about how to read a recount text well and they did not understand generic structure or language feature in recount text. Secondly, the students had lack of vocabulary. Their lack vocabulary influenced their skill to comprehend the text because they did not know the meaning of the text. Then, the students did not understand how to comprehend recount text. For those reason, the writer would like to find out the real description of students ability in comprehending recount text and was interested in doing a research

entitled “A Study on the Ability of the Second Year Students of SMPN 1 Kerinci Kanan in Comprehending Recount Text.”

Klinger, et al (2007) say that reading comprehension is a multi component, a highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself. In other words, the reader and the writer become one mind and the concept is translated from one person to another. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then the reader uses his/her background knowledge to construct the writer's messages.

## RESEARCH METHODOLOGY

This research was conducted at SMPN 1 Kerinci Kanan which is located on Poros Bukit Harapan Street from March to June 2019.

This research is a descriptive research. The purpose of the research is to gain information about a phenomenon in order to describe the existing condition in the field. Gay (2000) states “a descriptive research involves collecting data, testing hypothesis or to answer a question concerning with the status of the study”. It means that descriptive research is used to summarize the distribution of a variable or more. But limited to sample data only, not to be generalized to population.

In this research, the population is all the second year students of SMPN 1 Kerinci Kanan in year 2018/2019. There were 61 students that are divided into two classes. The researcher took one class as sample class. In this research cluster random sampling technique will be used.

According to Creswell (2012) sample is a subgroup of the target population that the researchers plan to study for the purpose of making generalization about the target population. The sample is selected using cluster random sampling technique. This probability sampling is used in this study to give the same opportunity to the population to be the member of the sample since the population consists of several groups. The researcher chooses one class from the two classes by using a lottery. The names of each class are written in a small piece of paper, and then those pieces of paper are rolled and put in a box. The box is shaken and then the researcher will take one roll of paper to be the sample of the research. The population was homogeneous where the students have the same characteristics. It means that every student has the same materials and they are in the same level (second year).

**Table 1. The Distribution of Population**

<b>No</b>	<b>Classes</b>	<b>Number of Students</b>
1	VIII.1	31
2	VIII.2	30
<b>Total</b>		<b>61</b>

To know the mean score of the students in average the texts, the following formula was used:

$$M = \frac{\sum FX}{N}$$

Where:

M = the mean score of each topic  
 $\sum FX$  = the sum of the respondents' scores  
 N = the number of the respondents

(Heaton, 1975)

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

**Table 2. Clasification of Students' Score**

No.	Scores	Category
1.	81 – 100	Excellent
2.	61 – 80	Good
3.	41 – 61	Mediocre
4.	21 – 40	Poor
5.	0 – 20	Very Poor

(Adapted from Heaton, 1975)

## RESEARCH FINDINGS

The test in this research was administered to the second year students of SMPN 1 Kerinci Kanan at class VIII-2. The test consisted of 25 items. There were five texts that consisted of five questions in each text and it was in the form of multiple choice. The result of the test is presented in the following table:

**Table 3. The Students' Ability in Comprehending Recount Texts**

No	Range Score	Frequency	Percentage	Level of Ability	Mean Score
1	81-100	4	13.3%	Excellent	57.2
2	61-80	13	43.3%	Good	
3	41-60	6	20%	Mediocre	
4	21-40	7	23.3%	Poor	
5	0-20	0	0%	Very Poor	
<b>Total</b>		<b>30</b>	<b>100%</b>		

Table 3 shows that the mean score of 30 students score with range between 41-60 is 57.2. According to the classification of level ability, the mean score is classified as mediocre level. It can be seen that 4 students (13.3%) are in excellent level, 13 students (43.3%) are in good level, 6 students (20%) are in mediocre level and 7 students (23.3%) are in poor level. There is no students who get very poor level.

**a. The Students' Ability in terms of Finding Main Idea**

The students' ability in terms of finding main idea can be seen from the students' score for questions number 1, 6, 11, 16, and 21. The result is presented in the following table:

**Table 4. The Students' Ability in terms of Finding Main Idea**

No	Range Score	Frequency	Percentage	Level of Ability	Mean Score
1	81-100	5	16.6%	Excellent	58
2	61-80	7	23.3%	Good	
3	41-60	7	23.3%	Mediocre	
4	21-40	5	16.6%	Poor	
5	0-20	6	20%	Very Poor	
<b>Total</b>		<b>30</b>	<b>100%</b>		

Table 4 shows that 5 students (16.6%) are in excellent level, 7 students (23.3%) are in good level, 7 students (23.3%) are in mediocre level, 5 students (16.6%) are in poor level and 6 students (20%) are in very poor level. Furthermore, the mean score is 58. It means that the students' ability in finding main idea is categorized into mediocre level.

**b. The Students' Ability in terms of Finding Factual Information**

The students' ability in terms of finding factual information can be seen from the students' score for questions number 2, 7, 12, 17, and 22. The result is presented in the following table:

**Table 5. The Students' Ability in terms of Finding Factual Information**

No	Range Score	Frequency	Percentage	Level of Ability	Mean Score
1	81-100	8	26.6%	Excellent	65.3
2	61-80	7	23.3%	Good	
3	41-60	6	20%	Mediocre	
4	21-40	4	13.3%	Poor	
5	0-20	5	16.6%	Very Poor	
<b>Total</b>		<b>30</b>	<b>100%</b>		

Table 5 shows that most of the students are able to find factual information. It can be seen from the table above that 8 students (26.6%) are in excellent level, 7 students (23.3%) are in good level, 6 students (20%) are in mediocre level, 4 students (13.3%) are in poor level and 5 students (16.6%) are in very poor level. Furthermore, the mean score is 65.3. It means that the students' ability in finding factual information is categorized as good level.

**c. The Students' Ability in terms of Finding Meaning of Difficult Word**

The students' ability in terms of finding meaning of difficult word can be seen from the students' score for questions number 3, 8, 13, 18, and 23. The result is presented in the following table:

**Table 6. The Students' Ability in Terms of Finding Meaning of Difficult Word**

No	Range Score	Frequency	Percentage	Level of Ability	Mean Score
1	81-100	3	10%	Excellent	57.3
2	61-80	8	26.6%	Good	
3	41-60	8	26.6%	Mediocre	
4	21-40	6	20%	Poor	
5	0-20	5	16.6%	Very Poor	
<b>Total</b>		<b>30</b>	<b>100%</b>		

Table 6 shows that 3 students (10%) are in excellent level, 8 students (26.6%) are in good level, 8 students (26.6%) are in mediocre level, 6 students (20%) are in poor level and 5 students (16.6%) are in very poor level.

Furthermore, the mean score is 57.3. It means that the students' ability in finding meaning of difficult word is categorized as mediocre level.

**d. The Students' Ability in terms of Finding Reference**

The students' ability in terms of finding reference can be seen from the students' scores for questions number 4, 9, 14, 19, and 24. The result is presented in the following table:

**Table 7. The Students' Ability in terms of Finding Reference**

No	Range Score	Frequency	Percentage	Level of Ability	Mean Score
1	81-100	4	13.3%	Excellent	56.6
2	61-80	6	20%	Good	
3	41-60	6	20%	Mediocre	
4	21-40	10	33.3%	Poor	
5	0-20	4	13.3%	Very Poor	
<b>Total</b>		<b>30</b>	<b>100%</b>		

Table 7 shows that 4 students (13.3%) are in excellent level, 6 students (20%) are in good level, 6 students (20%) are in mediocre level, 10 students (33.3%) are in poor level and 4 students (13.3%) are in very poor level. Furthermore, the mean score is 56.6. It means that the students' ability in finding reference is categorized as mediocre level.

**e. The Students' Ability in terms of Finding Restatement**

The students' ability in terms of finding restatement can be seen from the students' scores for questions number 5, 10, 15, 20, and 25. The result is presented in the following table:



**Table 8. The Students' Ability in terms of Finding Restatement**

No	Range Score	Frequency	Percentage	Level of Ability	Mean Score
1	81-100	3	10%	Excellent	48.6
2	61-80	5	16.7%	Good	
3	41-60	2	6.7%	Mediocre	
4	21-40	13	43.3%	Poor	
5	0-20	7	23.3%	Very Poor	
<b>Total</b>		<b>30</b>	<b>100%</b>		

Table 8 shows that there are 3 students (10%) are in excellent level, 5 students (16.7%) are in good level, 2 students (6.7%) are in mediocre level, 13 students (43.3%) are in poor level and 7 students (23.3%) are in very poor level. Furthermore, the mean score is 48.7. It means that the students' ability in finding restatement is catogerized into mediocre level.

After obtaining the classification of the students' ability, the writer found out the difference of the mean scores of each components of reading comprehension. The result can be seen in the following table:

**Table 9. The Mean Scores of the Students' Ability in Each Components of Reading Comprehension**

No	Components	Mean Score	Level of Ability
1.	Finding Main Idea	58	Mediocre
2.	Finding Factual Information	65.3	Good
3.	Finding Meaning of Difficult Word	57.3	Mediocre
4.	Finding Reference	56.6	Mediocre
5.	Finding Restatement	48.6	Mediocre

Table 9 shows the mean scores of students' ability based on five components are varied. It shows that the highest score in students' reading comprehension is in finding factual information with the mean score 65.3 (good level). The mean score in finding main idea is 58 (mediocre level), the mean score in finding meaning of difficult word is 57.3 (mediocre level), the mean score in finding reference is 56.6 (mediocre level). Meanwhile, the lowest score is in finding restatement is 48.6 (mediocre level).

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

This research was a descriptive research which was aimed at finding out the ability of the second year students of SMPN 1 Kerinci Kanan in comprehending recount texts.

Based on the data description in the previous chapter, finally the writer concluded that the data has answered the formulation of the problem. The mean score of the the students' ability in comprehending recount texts was 57.2 which catogerized as mediocre level. Besides, the mean score of the students' ability in terms of finding factual information was 65.3 (good level). Furthermore, the mean score of the students' ability in terms of finding main idea, meaning of difficult word, reference and restatement was 58, 57.3, 56.6, and 48.6 (mediocre level). It can be conclude that of the 30 students, 4 students were in *excellent* level, 13 students were in *good* level, 6 students were in *mediocre* level, and 7 students were in *poor* level.

The mean score of the students' ability in comprehending recount text was 57.2. It means that the ability of second year students of SMPN 1 Keinci Kanan in comprehending recount text is in mediocre level.

### Recommendation

In connection with the conclusions earlier, the writer would like to give some suggestions as follows: Firstly, the teacher should devote additional time to the students in giving explanation about comprehending reading texts, especially recount texts. The teacher should motivate and encourage them to practice reading comprehension. The teacher also should apply some strategies that which are suitable for the students. Second, the students should learn five components in comprehending recount text that will help them in comprehending the others reading texts. Finally, the students have to motivate themselves to read more in order to get more knowledge and increase their vocabulary mastery.

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