

**THE ABILITY OF THE SECOND YEAR STUDENTS OF THE STATE
ISLAMIC SENIOR HIGH SCHOOL (MAN) 1
PEKANBARU IN COMPREHENDING
RECOUNT TEXTS**

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Abstract: *This research was aimed to find out the Ability of the Second Year Students of the State Islamic Senior High School (MAN) 1 Pekanbaru in Comprehending Recount Texts. The population of this research was the Second Year Students of the State Islamic Senior High School (MAN) 1 Pekanbaru. The number of sample was 30 students selected by using cluster random sampling technique. The research instrument was multiple choice questions consisted 40 questions. The test was given by using eight components of reading comprehension and recount texts such as main idea, factual information, meaning of difficult word, reference, inference, 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 ability, such as poor, average, good, and excellent. The result showed that the ability of the second year students of the State Islamic Senior High School (MAN) 1 Pekanbaru was at good level with mean score was 66.1.*

Key Words: *Students' ability, Reading comprehension, Recount text*

KEMAMPUAN SISWA KELAS DUA MADRASAH ALIYAH NEGERI (MAN) 1 PEKANBARU DALAM MEMAHAMI TEKS RECOUNT

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Abstrak: Penelitian ini bertujuan untuk mengetahui kemampuan siswa kelas II sekolah Madrasah Aliyah Negeri (MAN) 1 Pekanbaru dalam memahami teks recount. Populasi penelitian ini adalah Siswa Kelas II Sekolah Madrasah Aliyah Negeri (MAN) 1 Pekanbaru. Jumlah sampel sebanyak 30 siswa yang dipilih dengan menggunakan teknik pemilihan secara acak. Instrumen penelitian berupa soal pilihan ganda yang terdiri dari 40 soal. Tes diberikan dengan menggunakan delapan komponen pemahaman membaca dan teks recount seperti menemukan ide-ide pokok, 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. Analisis data dilakukan dengan mengklasifikasikannya menjadi empat tingkatan kemampuan, yaitu jelek, cukup, baik, dan sangat baik. Hasil penelitian menunjukkan bahwa kemampuan siswa tahun kedua Sekolah Madrasah Aliyah Negeri (MAN) 1 Pekanbaru berada pada tingkat baik dengan skor rata-rata 66,1.

Kata Kunci: Kemampuan Siswa, Pemahaman Membaca, Teks Recount

INTRODUCTION

Reading is one of the important skills in English, which has to be acquired by the students. Reading can be used to communicate ideas, opinions, arguments and reasons to readers. According to Komiyama (2009), reading supports the development of overall proficiency and provides access to crucial information at work and in school. Therefore, the daily life and reading activity are closely related because reading is not only useful in the world of education, but also in social and working life.

In Senior High School, there are several text genres that should be studied by the students. In the 2013 curriculum, the students of Senior High School learn some kinds of text in English such as narrative, descriptive and recount text. The students have to know social function, generic structure and language features. In this research the researcher will focus on students' ability in recount text. The researcher chooses recount text because this text has been learnt by the students, thus they already know about it. According to Knapp (2005) recount text is written out to make a report about an experience of a series of related events. It means recount text is written out to inform an event or to entertain people. The purpose of recount text is to describe past experiences by retelling events in the order in which they happened. Its purpose to entertain or inform about the past activity to the readers or listeners. Based on inform from English teacher at the state islamic senior high school (MAN) 1 Pekanbaru, the Minimum Standard Criteria (KKM) that should be gain by the students is 78.

Recount text is written in basic competence 3.7 and 4.7 in the 2013 syllabus. In the learning process, the teacher assess the learner's prior knowledge and helps them become engage in a new concept through the use of short activities that promote curiosity and explicit prior knowledge. For example, on the recount text, the teacher brought up a well-known topic for the students and giving them the main idea of the first paragraph of the text as the example, then the students would find the information that were strengthen the main idea. The teacher guided them with starting a question that could make the students curious about the problem, then let them to do their work by themselves first. After that, the teacher and the students discussed about that paragraph in order to understand it contents, and asked the students to skim the text in order to know the main ideas, and scan for looking for the details for the next paragraph.

RESEARCH METHODOLOGY

This is quantitative descriptive research. According to Noor (2012), descriptive research is a research that describes an event, a phenomenon happening now. It means that it is related to the condition that occurs at that time, uses one variable or more then investigates in fact. Therefore, the aim of this research was to find the students' ability of second year students of the State Islamic Senior High School (MAN) 1 Pekanbaru in comprehending recount texts.

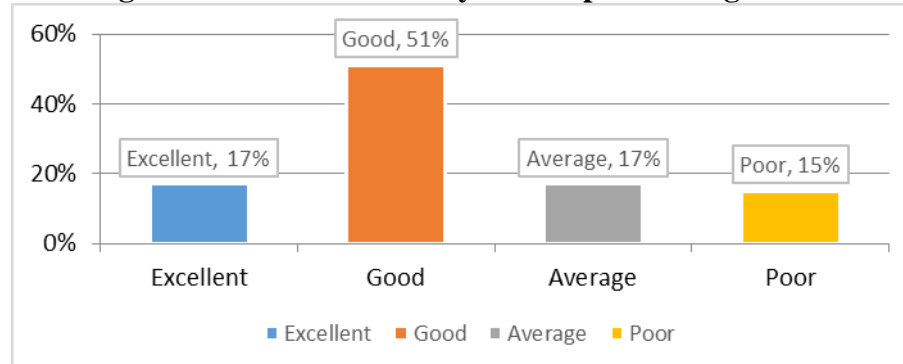
The population of this research was all of the second year students of the State Islamic Senior High School (MAN) 1 Pekanbaru in the 2019/2020 academic year. There were 12 classes of the second year students. In this study, the classes which are chosen as the try out was class MIA 3 which consisted of 31 students and as the sample was class MIA 4 which consisted of 30 students. In taking the try out and sample class, the

researcher used cluster random sampling technique. According to Gay (2000), sampling is the process of selecting the number of individual for study in such a way that represents the larger group from they were selected. To collect the data, the researcher used objective test in Multiple Choice Questions (MCQ). There are 40 items that were included in the test. The duration of the test was 60 minutes. The test was given to students in Google Form, due to Pandemic COVID-19. The test was try out to class MIA 3. The researcher calculated the difficulty level, mean score, standard deviation, and the reliability of the result of the try out test. From the calculation, it can be seen that the reliability of the test is 0.63 which means the test is reliable. Then, the real test gave to the class MIA 4 as a sample. The students score of the sample is classified into four level ability, they are poor (0-49), average (50-59), good (60-79), and excellent (80-100) (Harris, 1974).

FINDINGS

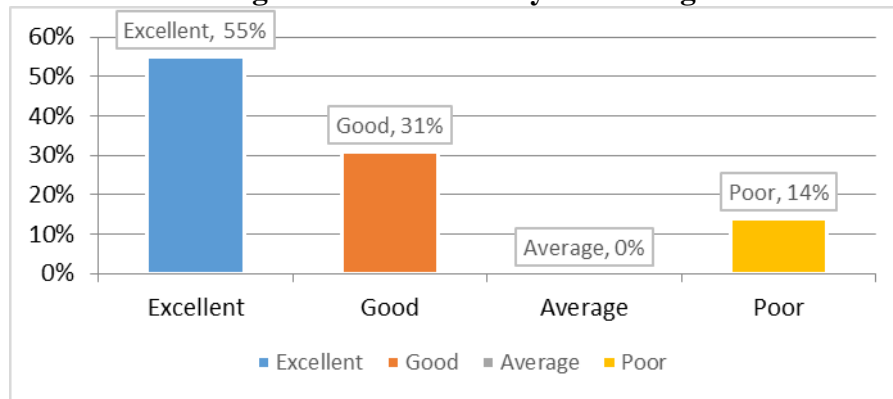
The objective of this research is to find out the ability of the second year students of the state islamic senior high school (MAN) 1 Pekanbaru in comprehending recount texts. The data were collected online using Google form in Multiple Choice Questions (MCQ). Before the writer distributed the test to the sample (MIA 4), the test tried out to some population that had been chosen as the try out (MIA 3). The validity and reliability was known by doing this test. Heaton (1975) 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 revised them. The test is reliable to give to sample. The data from sample analyzed and categorized into eight components. Besides, it also classified into four levels of ability.

Percentage of the Students' Ability in Comprehending Recount Text



The bar chart of percentage of the students' ability in comprehending recount text indicates that the students' ability in all levels is in different numbers. The highest number that students can gain is in the *good* level; these are 15 students (51%). Besides, 5 students (17%) are in *excellent* level. It means that most of them (around 20 students) in the category of *good* level and *excellent* level successful on doing the test. Then, 5 students (17%) are in *average* level. But there are 4 students (15%) in *poor* level.

The Percentage of Students Ability in Finding Main Idea



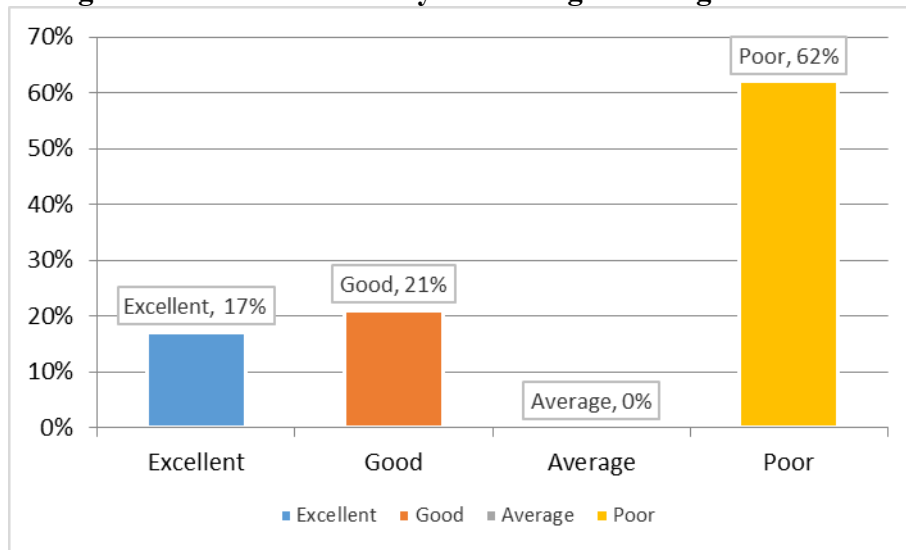
The bar chart shows that the students' ability in finding main ideas in all levels is in different numbers. 16 students (55%) are in *excellent* level. Besides, 9 students (31%) are in *good* level. No students who get in *average* level (50-59). Then, 4 students (14%) are in *poor* level.

Percentage of the Students' Ability in Finding Factual Information



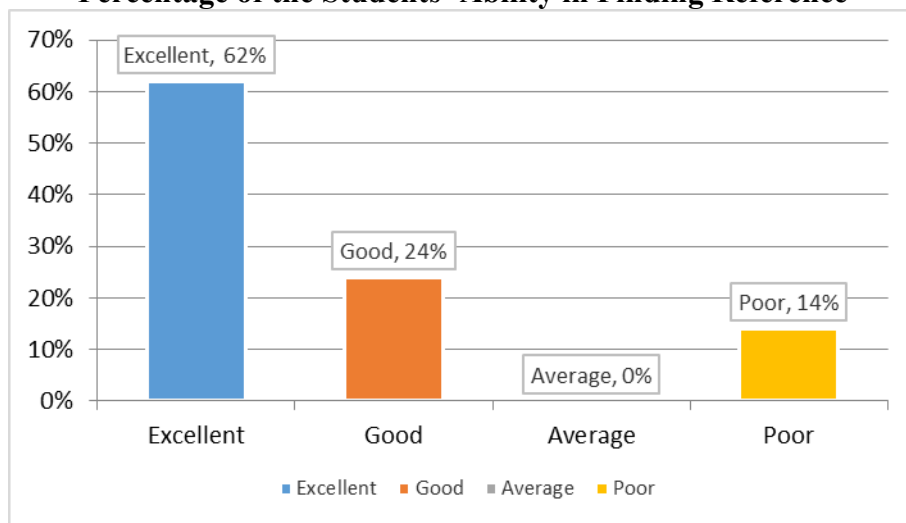
The bar chart shows that the students' ability in finding factual information in all levels is different from one to another. 16 students (55%) are in *excellent* level. Besides, 8 students (28%) are in *good* level. No students who get in *average* level (50-59). Meanwhile, 5 students (17%) are in *poor* level.

Percentage of the Student's Ability in Finding Meaning of Difficult Words



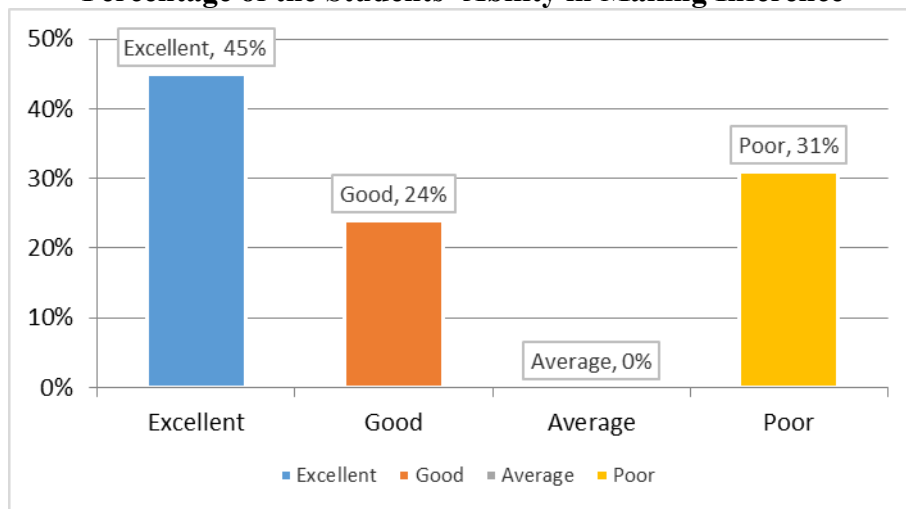
The bar chart shows that the students' ability in finding factual information in all levels is different from one to another. 5 students (17%) are in *excellent* level. 6 students (21%) are in *good* level. No students who get in *average* level (50-59). 18 students (62%) are in *poor* level.

Percentage of the Students' Ability in Finding Reference



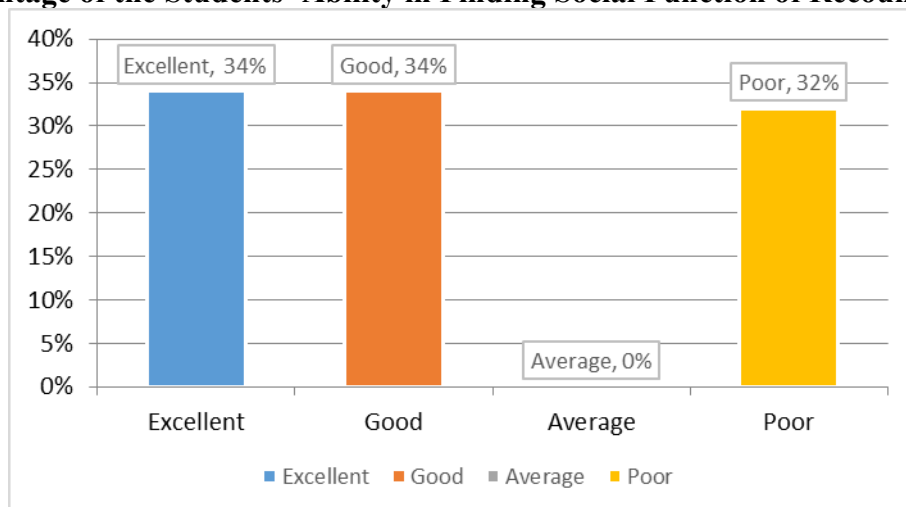
The bar chart shows that the students' ability in finding reference in all levels is different from one to another. 18 students (62%) are in *excellent* level. 7 students (24%) are in *good* level. No students who get in *average* level (50-59). Then, 4 students (14%) are in *poor* level.

Percentage of the Students' Ability in Making Inference



The bar chart shows that the students' ability in making inferences in all levels is different from one to another. 13 students (45%) are in *excellent* level. 7 students (24%) are in *good* level. No students who get in *average* level (50-59). Then, 9 students (31%) are in *poor* level.

Percentage of the Students' Ability in Finding Social Function of Recount Texts



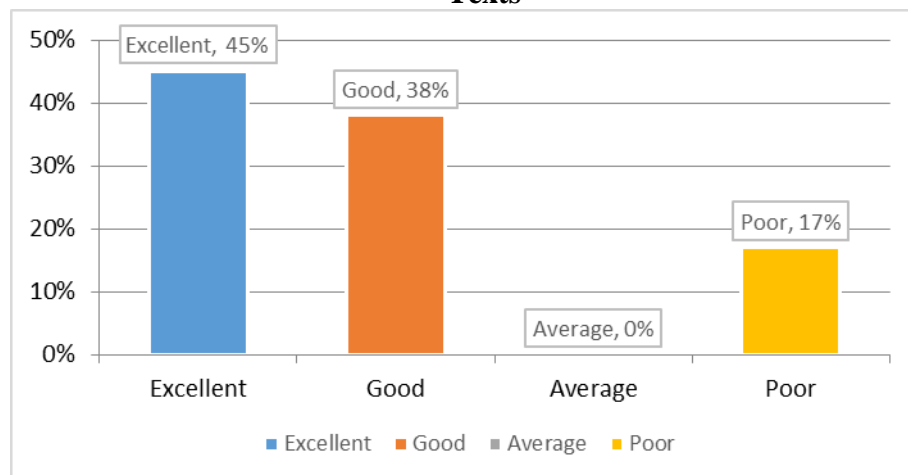
The bar chart shows that the students' ability in finding social function of recount texts in all levels, the result is not much different from one to another. 10 students (34%) are in *excellent* level. Besides, 10 students (34%) are also in *good* level. Both of them get the same score. No students who get in *average* level (50-59). Then, 9 students (32%) are in *poor* level.

Percentage of the Students' Ability in Finding Generic Structure of Recount Texts



The bar chart shows that the students' ability in finding social function of recount texts in all levels is in different numbers. 17 students (58%) are in *excellent* level. 6 students (28%) are in *good* level. No students who get in *average* level (50-59). Then, 4 students (14%) are in *poor* level.

Percentage of the Students' Ability in Finding Language Features of Recount Texts



The bar chart shows that the students' ability in finding language features of recount texts in all levels is in different numbers. 13 students (45%) are in *excellent* level. 11 students (38%) are in *good* level. No students who get in *average* level (50-59). 5 students (17%) are in *poor* level.

Table 1. Students' Mean Score in Each Component

No	Component of Comprehending Recount Texts	Mean Score	Category
1	Finding main ideas	72.4	Good
2	Finding factual information	73.7	Good
3	Finding the meaning of difficult words	42.06	Poor
4	Finding references	75.8	Good
5	Making inferences	62.7	Good
6	Finding social function of recount text	61.3	Good
7	Finding generic structure of recount text	73.1	Good
8	Finding language features of recount text	68.2	Good
Mean Score		66.1	Good

After calculating all components above, the students' ability in comprehending recount text is in good level. The table shows that the students have average ability level in comprehending recount text based on the component. The highest mean score is obtained by the students in comprehending finding references with the mean score 75.8 in the category good level. Meanwhile, the lowest mean score is obtained by the students in finding the meaning of difficult words with the mean score 42.0. It means that they are in poor level.

DISCUSSION

This research was conducted to find out the ability of the second year students of the state Islamic senior high school (MAN 1) Pekanbaru in comprehending recount texts. Most of them got the category in good level. But there is one component in poor level; it is finding the meaning of difficult words, with the mean score 42.06. It happened because they did not really master vocabulary. Meanwhile, the highest score mean score is in finding references with the mean score 75.8. In this component the students could understand the specific details of the texts. Then, there are six components in good level; finding factual information with the mean score is 73.7, finding generic structure of recount text with mean score is 73.1, finding main idea with mean score is 72.4, finding language features with mean score is 68.2, making inference with mean score is 62.7, and finding social function of recount texts with mean score is 61.3.

Based on the table shows that the mean score of the second year students of the state Islamic senior high school (MAN 1) Pekanbaru in comprehending recount texts is 66.1. It means that they are in good level. But, they still below of Minimum Standard Criteria (KKM) which is 78. Thus, in this case, the students should more learn about reading comprehension especially in Recount text. Besides, the teacher should give longer time to the students to make sure they will be getting more understanding about recount text.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The objectives of this research is to find out the ability of the second year students of the state Islamic senior high school (MAN 1) in comprehending recount texts. Based on the scores of the students in comprehending each component of recount texts, there are seven components in good level and one component in poor level. This study showed that the ability of the second year students of the state Islamic senior high school (MAN 1) in comprehending recount texts for each aspect/components is in good level. But there is one component they still have a low score, for this component they get difficult to answer it.

Recommendation

The researcher would like to propose three recommendations to the English teacher, the students, and other researchers. First, Teachers are recommended to give longer time to the students to explain and give more exercises about comprehending reading texts. The teacher can focus on the lowest scores that students have got especially in finding the meaning of difficult words. Second, Students are recommended to learn more in the components in comprehending recount texts using the internet or online. Third, other researchers are recommended to conduct other research in line with reading comprehension of recount texts. The other researchers can utilize about recount texts in other language skills such as Speaking, Listening, and Writing.

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