# AN ANALYSIS ON THE THIRD GRADE STUDENTS' ABILITY IN COMPREHENDING RECOUNT TEXT AT SMPN 12 PADANG

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## ABSTRACT

This study was designed to describe the third grade students' ability in comprehending recount text at SMPN 12 Padang. To be more specific it was aimed to describe the students' ability to comprehend the contents or messages in the generic structure of recount text. This research used descriptive method. The population of this research was the third grade students at SMPN 12 Padang. The members of the population were 227 students. Twenty eight of them are taken as the sample by using cluster random sampling. The instrument used to collect the data in this research was reading test. The total number of test items was thirty questions. The test consisted of 6 short recount texts. The result of the data analysis showed that the ability of the third grade students to comprehend the generic structure of recount text at SMPN 12 Padang was moderate. It was proved by the fact that 60,71 % of the students had moderate ability. Specifically, 39,29 % of the students had high ability in comprehending orientation, 60,72% of the students had moderate ability in comprehending events, and 75% of the students had moderate ability in comprehending re- orientation. Based on the findings above, the researcher concluded that the third grade students' ability to comprehend the generic structure of recount text was moderate. Based on this conclusion it is suggested that the English teacher should find and employ the more effective techniques of teaching reading and give more exercises to the students. Besides, the students are suggested to improve their ability by doing more exercises relating to the generic structure of recount text.

Key words: Ability, Reading, Recount text

## INTRODUCTION

Reading is one of the important ways to get information. Many of the information is served in form of reading text, like newspapers, journals, websites, books, etc. 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. The process of understanding the text is called reading comprehension.

Furthermore, reading is an ability to draw meaning from printed page and interpret the information appropriately. Debat (2006) adds that reading is a crucial

skill for students of English as a second language or as a foreign language.

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. If the students do not master reading skill, they will not be able to success in learning a language. In other words, successful language learning means mastering reading skill. In a nutshell, it can be concluded that reading plays an important role in studying specifically in English learning process.

Mc Whorter (1992: 23) says that Reading is a regular activity in which to get a meaning, need a combination of the individuals vocabulary . Vocabulary is the body of reading. Reading and vocabulary cannot be separated. Reading without vocabulary will be poor with understanding. The meaning of the text cannot be raised by the reader if the reader does not have an enough vocabulary.

Furthermore, Williamson (1998) notes that reading is an interactive and interpretative process. More clearly he says that, text cannot be separated from the readers, and the interaction between the reader and the material are very important. Chitravelu *et al* (2002) also define that reading as an interactive process. It has a meaning that when the reader reads, they interact with the text. When reading the reader will respond the text, get a question, and evaluate the text.

One of the text types taught at junior high school students is recount text. Recount text is a text that retells the past events that aims to give the information and entertaining the reader (Quantum Enterprise, 2009). Significantly Sudarwati and Grace (2005: 78) add that the information of the events that be given in recount text must be sequence. It means that all of the situation happen should in chronological order. It is usually signed by first, next, then, after that, and etc.

Based on the result of interview that researchers did toward English teacher and the researcher's observation at SMPN 12 Padang, it was found that the students were still confused to comprehend recount text. 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. More specific ones they took a lot of time to catch the idea from the text.

The purpose of this research was to describe the ability of the third grade students of SMPN 12 Padang to comprehend recount text.

**RESEARCH METHOD**

This research described the students' ability in comprehending recount text.

Relating to this, the researcher used descriptive method in describing the students' ability. Gay (1987: 189) states that descriptive research is to describe the present situation for answering the question. Key (1997) adds that descriptive research attempts to present an answer of the questions about the accurate fact or describes the existing phenomena. Therefore, by conducting this research, the researcher could describe the ability of junior high school students to comprehend the generic structure of recount text.

The population of this research was the third grade junior high school students at SMPN 12 Padang. The number of the population was 227 students. In choosing the sample, the researcher used cluster-sampling technique. The researcher used cluster random sampling since the population was grouped into class and it members were homogenous; they had the same syllabus and materials. The members of the sample were 28 students.

To collect the data the researcher used reading comprehension test based on School Based Curriculum 2006. The researcher gave the sample a test in form of short passage and multiple-choice items. The total number of test items was 30 questions provided with four choices for each question. The test consisted of 6 short recount texts. Each text had 5 questions.

The time allocated for doing the test was 45 minutes.

The test was tried out to students out of sample. By using the result of the try out, the researcher analyzed the item difficulties, item discrimination, and reliability of the test. To analyze the item difficulties, the researcher used the following formula suggested by Arikunto (2008: 208):

$$P = \frac{B}{JS}$$

Item discrimination is measured by separating the students into high and low group. Because the size of sample was relative small, the researcher decided the half above as high group and half below as low group. To analyze the item discrimination the researcher used the following formula suggested by Arikunto ( 2008: 213).

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

As the result of the try out test, the researcher found the good test items for real test were 22 items.

To find out the reliability of the test the researcher used split -half method, "the procedure requires only one administration of a test, certain sources of errors of measurement are eliminated" (Gay, 1987: 138-139). It involved scoring the odd items

and the even items separately and correlates them. To calculate the correlation between the scores of odd items and even items, the researcher used Person Product Moment formula as follows;

$$r_{xy} = \frac{n \Sigma xy - \Sigma x \, \Sigma y}{\sqrt{(n \, \Sigma x2 \, (\Sigma(x)2)(n \, \Sigma y2 - (\Sigma(y)2))}}$$

To find out the reliability coefficient of the whole test, the researcher used Spearman- Brown formula as follows;

$$r_{it} = \frac{2 \, rxy}{1 + rxy}$$

As the result of the try out test the researcher got the degree of coefficient correlation of the test was 0,88 and the reliability of coefficient for total test was 0,94. It means that the degree of coefficient correlation was very high and the test was reliable.

As stated before, the data were collected through reading comprehension test in form of short passages and multiple-choice items. After the students had finished doing the test, the students' answer sheets were collected and scored by giving one for correct answer and zero for wrong answer. After that, the researcher computed the total score for each student.

To analyze the data the researcher used descriptive analysis. To know the students mastery level in comprehending recount text, the researcher followed some steps;

1. Calculating Mean (M) by using formula suggested by Arikunto (2008: 264).

$$M = \frac{\Sigma X}{N}$$

2. Calculating standard deviation (SD) by using formula suggested by Arikunto (2008: 264).

$$SD = \sqrt{\frac{\Sigma X^2}{N} - \left(\frac{\Sigma X}{N}\right)^2}$$

3. Classifying the students' ability into high, moderate, and low. According to the following criteria

$> M + 1SD$     : High ability

$(M - 1 \, SD) - (M + 1 \, SD)$    : Moderate ability

$< M - 1SD$     : Low ability

4. Calculating the percentage of students who get high, moderate, and low ability by using the following formula;

$$P = \frac{F}{N} \times 100 \, \%$$

## FINDING AND DISCUSSION

### 1. Findings

In measuring the students' ability to comprehend the generic structure of

recount text, the students' score were counted. After the researcher checked and gave the scores for the students' answer, the researcher found that the lowest score to comprehend reading text based on the generic structure of recount text was 12 and the highest score was 20. It was also found that the mean was 16,71 and standard deviation was 2,14.

As already discussed, this study classified the students' ability into three groups ( high, moderate, and low ). The students' ability was categorized as high if their scores were higher than 18,85. It was categorized as moderate if their scores were in the range 14,57 until 18,85. It was categorized as low if their scores were lower than 14,57. Finally the researcher calculated the percentage of the students' ability, and the result was shown in Table 1.

Table 1

Percentage of the Students' Ability to Comprehend the Generic structure of Recount Text

| Classification | Frequency | Percentage |
|---|---|---|
| High | 7 | 25 % |
| Moderate | 17 | 60,71 % |
| Low | 4 | 14,29 % |

### The Students' Ability to Comprehend the Orientation of Recount Text.

Dealing with the students' ability to comprehend orientation of recount text,

The researcher found that the lowest score was 3 and the highest score was 5. Then the researcher calculated the score and got 4,11 for mean and 0,81 for standard deviation. Students' ability was categorized as high if their score were higher than 4,92. It was categorized as moderate if their scores were in the range of 3,3 until 4,92. It was categorized as low if their scores were lower than 3,3. After that the researcher classified the students' ability into three groups (high, moderate, and low). Finally the researcher calculated the percentage of the students' ability, and the result was shown in Table .2.

Table .2

Percentage of the Students' Ability to Comprehend the Orientation of Recount Text

| Classification | Frequency | Percentage |
|---|---|---|
| High | 11 | 39,29 % |
| Moderate | 10 | 35,71 % |
| Low | 8 | 28,57 % |

### The Students' Ability to Comprehend the Events of Recount Text.

Based on the result of data analysis, the researcher found that the lowest score to comprehend the events of recount text was 8 and the highest score was 13. Then the researcher calculated the score and got 10,04 for mean and 1,5 for standard deviation. Students' ability was

categorized as high if their score were higher than 11,54. It was categorized as moderate if their scores were in the range of 8,54 until 11,54. It was categorized as low if their scores were lower than 8,54. After that the researcher classified the students' ability into three groups (high, moderate, and low). Finally the researcher calculated the percentage of the students' ability, and the result was shown in Table 3.

Table.3

Percentage of the Students' Ability to Comprehend the Events of Recount Text

| Classification | Frequency | Percentage |
|---|---|---|
| High | 6 | 21,43% |
| Moderate | 17 | 60,72% |
| Low | 5 | 17,86% |

**The Students' Ability to Comprehend the Re- orientation of Recount Text.**

Based on the result of data analysis, the researcher found that the lowest score to comprehend the events of recount text was 1 and the highest score was 4. Then the researcher calculated the score and got 2,57 for mean and 0,87 for standard deviation. Students ability was categorized as high if their score were higher than 3,44. It was categorized as moderate if their scores were in the range of 1,7 until 3,44. It was categorized as low if their scores were lower than 1,7. After that the researcher classified the students'

ability into three groups (high, moderate, and low). Finally the researcher calculated the percentage of the students' ability, and the result was shown in Table 4.

Table.4

Percentage of the Students' Ability to Comprehend the Re-Orientation of Recount Text

| Classification | Frequency | Percentage |
|---|---|---|
| High | 3 | 10,71 % |
| Moderate | 21 | 75 % |
| Low | 4 | 14,29 % |

**2. Discussion**

As already discussed previously, it was found that the ability of most of the third year students' ability at SMPN 12 Padang was moderate. It was indicated that the majority of the students (60,71 %) had moderate ability. It means that the ability was not appropriate with the expectation of School Based Curriculum of English for Junior High School 2006.

The researcher found that the problem might be caused by lack of the students knowledge of how to comprehend reading text and also supporting by lack of the students' vocabulary to understand the reading text. It was indicated by the students answer from the question given. For example the question " What probably happen when someone shouted that the clock was stopped?" could be answer correctly by some students. In other words,

many students got wrong answer because the word using for the answer of the question is different with what it was written from the text. In order to be able to answer question related to the generic structure of recount text, the students need to increase their knowledge and understanding to comprehend reading text.

## CONCLUSIONS

After interpreting the finding of the data analysis it can be concluded that the ability of the third grade students at SMPN12 Padang to comprehend recount text was moderate. It was proved that 60,71 % of the students got moderate ability. It means that the ability of the students to comprehend recount text was not appropriate with the expectation of School Based Curriculum of English for Junior High School 2006.

Another conclusion that could be drawn based on the findings was that the ability of the third grade students at SMPN 12 Padang to comprehend the orientation of recount text was high. It was proved by the fact that 39,29 % of the students who had the test got high ability. It could be also concluded that the ability of the third grade students at SMPN 12 Padang to comprehend the events of recount text was moderate. It was proved by the fact that 60,72 % of the students had moderate ability. The last conclusion that could be

drawn was that the ability of the third grade students at SMPN 12 Padang to comprehend the re-orientation of recount text was moderate. It was proved by the fact that 75 % of the students had moderate ability.

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