

AN ANALYSIS OF THE TENTH GRADE STUDENTS' READING ABILITY IN COMPREHENDING RECOUNT TEXT AT SMAN 17 PADANG

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ABSTRACT

This study aimed to analyze the tenth grade students' reading comprehension ability of recount texts at SMA N 17 Padang, in understanding the generic structure consisting of orientation, events, and re-orientation. This research used a descriptive quantitative design. The population of this research was 145 tenth grade students of SMA N 17 Padang, and the sample consisted of 34 students from class E2 selected through cluster random sampling. The instrument used to collect the data was a multiple-choice reading comprehension test consisting of 35 items related to the generic structure of recount texts. The students' scores were classified based on the Minimum Mastery Criterion (KKM =79). The findings revealed that the students' overall reading comprehension ability of recount texts was categorized as low. Only 10 students (29%) were classified as having high ability, while 24 students (71%) were categorized as having low ability. In detail, 56% of the students had low ability in comprehending orientation, 79% had low ability in comprehending events, and 74% had low ability in comprehending re-orientation. It can be concluded that the tenth grade students of SMA N 17 Padang still have low ability in comprehending recount texts; therefore, teachers are suggested to provide more practice to improve students' reading recount text comprehension ability.

Keywords: Reading Comprehension Ability, Recount Text

INTRODUCTION

Reading comprehension is one of the fundamental skills in learning English as a foreign language because it enables students to obtain information, develop vocabulary, and understand language structures presented in written texts. In the process of reading, students are required not only to recognize words but also to construct meaning from the text. According to Grabe and Stoller (2002), reading is a complex cognitive process that involves constructing meaning from written symbols and plays an important role in second language learning. Similarly, Nunan (2003) states that reading is a fluent process in which readers combine information from a text with their own background knowledge to build meaning. In

addition, Snow (2002) explains that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction with written language.

In English language learning, students are introduced to several types of texts such as descriptive, narrative, procedure, report, and recount texts, each of which has different purposes and structures. Among those text types, recount text is commonly taught at the senior high school level because it helps students understand and retell past events or experiences in chronological order. According to Anderson and Anderson (2005), a recount text is a type of writing that retells past events in the order in which they happened. Similarly, Siahaan and Shinoda (2008) state that a recount text is a form

of spoken or written text that aims to retell events or experiences that occurred in the past for the purpose of informing or entertaining the reader.

Recount text is generally organized into three main parts, namely orientation, events, and re-orientation. The orientation provides background information about the participants, time, and place of the events, while the events describe a sequence of activities that occurred in the past. The re-orientation functions as the closing part that may contain a summary or personal comment about the experience. According to Gerot and Wignell (1994), the generic structure of recount text consists of orientation, events, and re-orientation, which function to organize the story systematically. Furthermore, Anderson and Anderson (2005) emphasize that understanding the structure of a text helps readers follow the sequence of ideas and comprehend the meaning of the text more effectively. Hyland (2004) also highlights that understanding text organization plays an important role in improving students' reading comprehension because it helps readers recognize how ideas are developed within a text. However, several studies have reported that students still encounter difficulties in comprehending recount texts, particularly in identifying the generic structure of the text. Many students struggle to determine the orientation, understand the sequence of events, and distinguish the re-orientation from the main events. According to Rohmawati, Hasbullah, and Rahman (2020), students' difficulties in reading comprehension are often caused by limited vocabulary mastery, insufficient grammatical. However, several studies have reported that students still encounter difficulties in comprehending recount texts, particularly in identifying the generic structure of the text. Many students struggle to determine the orientation, understand the sequence of events, and distinguish the re-orientation from the main events. According to Rohmawati, Hasbullah, and Rahman (2020), students' difficulties in reading comprehension are often caused by limited vocabulary mastery, insufficient grammatical knowledge, and lack of understanding of text organization. Similarly, Grellet (1981) explains

that reading comprehension problems frequently occur when students are unable to identify important information and understand how ideas are organized in a text. As a result, students often find it difficult to understand the overall meaning of recount texts and answer reading comprehension questions correctly.

Based on the researcher's observation during a three-month teaching practice at SMAN 17 Padang, similar problems were also identified among tenth grade students. Many students had difficulties in comprehending the orientation, events, and re-orientation of recount texts during reading activities. Therefore, this research aims to analyze the tenth grade students' reading comprehension ability of recount texts at SMA N 17 Padang, in understanding the generic structure consisting of orientation, events, and re-orientation.

METHOD

This research employed a descriptive research design with a quantitative approach. Descriptive research is used to describe existing phenomena as they occur. According to Refnita (2018), descriptive research aims to collect data in order to answer questions about the current condition of the subject being studied. This study described the tenth grade students' reading comprehension ability in understanding recount texts.

The population of this research was the tenth grade students of SMA N 17 Padang in the academic year 2024/2025, consisting of 145 students distributed into four classes (E1, E2, E3, and E4). Since the population was relatively large, the researcher selected a sample using cluster random sampling. According to Sugiyono (2010), cluster random sampling is a technique in which groups or clusters are randomly selected from the population. Based on this technique, one class was selected randomly, and class E2 consisting of 34 students was chosen as the sample.

The instrument used in this research was a reading comprehension test in the form of multiple-choice questions related to recount texts. The test consisted of 35 items covering the generic structure of recount text: orientation,

events, and re-orientation. Prior to the real test, a try-out test containing 50 items was conducted to analyze the quality of the test items. The validity of the instrument was determined through content validity in which the test was constructed based on the syllabus and teaching materials of SMAN 17 Padang. Meanwhile, the reliability of the test was calculated using the split-half method, and the reliability coefficient obtained was 0.69, which indicates a high level of reliability according to Arikunto (2015).

The data were collected by administering the reading test to the students within 60 minutes. Each correct answer was scored 1, while incorrect answers were scored 0. The students' scores were then converted into students range score of SMAN 17 Padang and classified the students ability based on minimum mastery Criterion (KKM) of 79 used at SMAN 17 Padang. Students who obtained scores ≥ 79 were categorized as having high ability, while those with scores < 79 were categorized as having low ability. Finally, the percentage of students in each category was calculated to interpret the students' reading comprehension ability.

FINDINGS AND DISCUSSIONS

Based on the results of the data analysis of SMAN 17 Padang students' ability in comprehending recount text it was found, the highest score obtained by the students was 97.14, while the lowest score was 51.43. by using the criteria of students ability classification at SMAN 17 Padang ($\geq / = 79$ (KKM) high ability, ≤ 79 low ability) from the total 34 students only 10 students (29%) were categorized as having high ability in comprehending recount texts, while 24 students (71%) were categorized as having low ability. This result indicates that most of the students still have difficulties in comprehending recount texts.

Furthermore, the analysis of the generic structure of recount text also shows that students reading ability in comprehending orientation was low. It is indicated by the result that there were 15 students (44%) who had high ability and 19 students (56%) who had low ability in comprehending orientation of recount text. This

indicates that more than half of the students still had difficulties in identifying the background information of the text, such as who was involved, when the event happened, and where it occurred.

In the event part, the students' performance was lower compared to the orientation. The highest score was 100 and the lowest score was 47.37. Only 7 students (21%) were categorized as having high ability, while 27 students (79%) were categorized as having low ability. This result indicates that most students had difficulty in understanding the sequence of events presented in the recount text.

Meanwhile, in the re-orientation part, the highest score obtained by the students was 100 and the lowest score was 25. From 34 students, 9 students (26%) had high ability and 25 students (74%) had low ability. This result shows that many students still had difficulties in identifying the conclusion or personal reflection presented in the recount text.

Table 1. Research Findings
Those research findings can be seen on following table 1 below:

No.	Aspect	The number of students		Ability
		Number	Percentage	
1	Students ability in comprehending recount text	10	29%	High
		24	71%	Low
2	Students ability in comprehending recount text	15	44%	High
		19	56%	Low
3	Students	7	21%	High

	ts ability in compr ehendi ng reoun t text			
		27	79%	Low
4	Studen ts ability in compr ehendi ng reoun t text	9	26%	High
		25	74%	Low

DISCUSSIONS

Based on the findings, it can be discuss that most the students' had difficulties in comprehending recount text. those can be identify from comprehending generic strucrute of recount text, orientation, events, re-orientation.

In comprehending orientation the findings Showed that the students' ability was low. This indicates many students still had difficulties in identifying the background information presented in the text. From the students answer sheet many students were not able to identify this information correctly. For example, in item number 19, the correct answer was option C (to many people came), but most students chose option A (the mosque was under renovation). This indicates that students misunderstood the background information provided in the text.

In comprehending event of recount text the findings also revealed that students' ability was also low. many students were not able to identify the events presented in the text. For example, in item number 13, the correct answer was option C (By taking a bath and wearing new clothes), but most students chose option A (By cleaning the house). This indicates that many students did not understand the sequence of events described in the text. In comprehending re-orientation of recount text the findings showed that the students' ability was also low. Many students

were not able to identify the conclusion or the final message of the text. For example, in item number 18 , the correct answer was option C (The celebration left a lasting memory), but many students chose optiob A (Eid celebration is tiring). This indicates that students still had difficulty in understanding the overall meaning and reflection presented in the text.

CONCLUSSIONS

Based on the findings of this research, it can be concluded that the tenth grade students' reading ability in comprehending recount text at SMAN 17 Padang was categorized as low. It is supported by the results that showed that 24 students (71%) had low ability in comprehending recount text. In terms of the generic structure, the students' ability in comprehending orientation, events, and re-orientation was also categorized as low. There where 19 students (56%) who had low ability in comprehending orientation of recount text, 27 students (79%) who had low ability in comprehending event and 25 students (74%) who had low ability in comprending re-orientation, it can be concluded that students still have difficulties in comprehending recount text (orientation, event, and re-orientation).

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