

# **AN ANALYSIS ON THE PROBLEMS FACED BY THE FIRST YEAR STUDENTS OF SMAN 2 PULAU PUNJUNG IN COMPREHENDING RECOUNT TEXT**

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## **Abstract**

The purpose of this research was to find out the problems faced by the first year students of SMAN 2 Pulau Punjung in comprehending recount text. This research was limited problems in comprehending orientation, events, and re-orientation of recount text to the students. The design of this research was descriptive. The number of sample was 54 students. The data were collected by giving a reading test. The result of data analysis revealed that the majority of the first year students of SMAN 2 Pulau Punjung had problems in comprehending the recount text. It was indicated by the fact that there were 30 students (55.56%) who had problems in comprehending recount text and there were 24 students (44.44%) who had no problems in comprehending recount text. ). Many students had problems in comprehending the orientation of recount text. It can be shown by the data that there were 26 students (48.14%) who had problems in comprehending the orientation and 28 students (51.86%) had no problems. The result of data analysis also demonstrated that most students had problem in comprehending the events. It was indicated by the fact that there were 33 students (61.12%) who had problems and 21 students (38.88%) who had no problems in comprehending the events. In comprehending the re-orientation of recount text, many students also had problems. It can be shown by the data of analysis that there were 39 students (72.23%) who had problems and 15 students (27.77%) who had no problems in comprehending the re-orientation

**Keywords: Problems, Recount Text, Orientation, Events, Re-orientation**

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## **Introduction**

In learning English as a foreign language, there are four skills that should be mastered by the students; that is listening and reading as receptive skills and speaking and writing as productive skills. Reading is one of important skills in teaching a foreign language. According to Harris (1965: 1) reading is so much a part of everyday living that one can hardly imagine modern life without it. For

students, reading gives them important and sufficient materials for language input, and it is the foundation for them to improve the components of language, such as grammar, pronunciation, and vocabulary.

At senior high school, the skill of reading is taught through implementing genre based approach. By this approach, the students are introduced to some genres or types of the text. In the teaching learning process, students are guided to

comprehend each component of text; social function, generic structure, and language feature. By doing this, the students are expected to be able to comprehend the text and able to differentiate the types of text one to another.

In General, there are two categories of genre of text; they are functional text and monolog text. One of the monolog text is recount text. Recount text is a text that tells about the events that happened in the past. According to English Teacher Association of Junior High School Padang (2013: 47) recount text consists of three main parts; orientation, event and re-orientation. By learning recount text the students are expected to have background knowledge on recount text.

Based on the researcher's informal interview with one of English teachers who teaches at SMAN 2 Pulau Punjung, it was found that many students were still unable to comprehend recount text as it is required by curriculum. They were still confused about how to comprehend short written functional text and simple essay of recount text. They were unable to catch the basic message or content in each generic structure of recount text. Whereas, those facts are included as indicators and standard of competency stipulated curriculum.

Based on the phenomena above, the researcher was interested in conducting a research about an analysis on the problems faced by the first year students of SMAN 2 Pulau Punjung in comprehending recount text.

In general, the purpose of this research was to find out the problems faced by the first year students of SMAN 2 Pulau Punjung in comprehending recount text. The specific purposes of this research were; to find out whether the first year students of SMAN 2 Pulau Punjung have problems in comprehending the orientation of recount text, to find out whether the first year students of SMAN 2 Pulau Punjung have problems in comprehending the events of recount text, To find out whether the first year students of SMAN 2 Pulau Punjung have problems in comprehending the re-orientation of recount text.

This research was expected to give scientific information to the students, the English teachers, and the researcher.

### **1. For Students**

They know their own problems in comprehending recount text and it can be an input for them to overcome the problems that they have.

### **2. For English Teachers**

It gives information about problems that their students have in comprehending recount text, and it can be considered as input for them to find out the

better way of teaching their students to comprehend recount text.

### 3. For Researcher

This research is useful to increase his knowledge in doing a research and report it for the future.

#### Research Design

This research used descriptive research design. Gay (1987:189) says that descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. The population of this research was the first year students of SMAN 2 Pulau Punjung who register in academic year 2014/2015. The number of population was 167 students and they were already divided into six classes. There were three classes of exact science (MIPA) and three classes of social science (IS).

Because the number of population was large, the researcher used sample to conduct this research. Sugiyono (2012:118) states that sample is a part of population.

To select the sample, the researcher used stratified cluster random sampling technique. Gay (1987:107) states stratified cluster random sampling is the process of selecting a sample in such a way that identified subgroups in the population are

represented in the sample in the same proportion that they exist in the population. The researcher used stratified cluster random sampling technique because the population was divided into two strata, exact science (MIPA) and social science (IS). The distribution of members of population according to the students' department and class is shown in Table 1.

**Table 1**

**Distribution of the Population by Class**

No	Students' Department	Class	Number
1	Exact Science (MIPA)	X MIPA 1	26
		X MIPA 2	26
		X MIPA 3	29
2	Social Science (IS)	X IS 1	28
		X IS 2	29
		X IS 3	29
<b>TOTAL</b>			164

To choose the sample, the researcher took two classes: one class from exact science (MIPA) and one class from social science (IS). The researcher wrote the names of each class on pieces of paper and then they were rolled and mixed up into two boxes. Then, the researcher chose one paper from MIPA box and one from IS box with closed eyes. The selected

classes were X MIPA 1 and X IS 1 as the sample. There were 54 students.

The researcher used reading test to find out students' problems in comprehending the recount text. He constructed a reading test in the form of multiple-choices test. The multiple choices test is a test which provides four choices as alternative answers but only one is the right answer. It consist of 30 items for try out test; 9 items for identifying the students' problem in comprehending orientation, 12 items for identifying the students' problem in comprehending events, and 9 items for identifying the students' problem in comprehending re-orientation, and 24 items for real test. The students were given 60 minutes to do the try out test and 50 minutes to do the real test. Before giving the test, the researcher gave try out to thr students out of sample. It was done to find out wheter the students understand or not about the instruction of the test and to see reliability of the test.

The criteria of good test are valid and reliabel. Validity should be achieved in order to have a good test. To see the validity of the test, the researcher used the content validity. Gay (1982:129) states content validity is the degree to which a test measures an intended content area. It means that the test will be valid if it fixes with the materials given to the students. In

this case, the material of the test was based on curriculum, syllabus and discussion with English teacher at SMA N 2 Pulau Punjung

Reliability is the degree to which a test constistenly measures whatever it measures (Gay, 1987:135). To have a reliable and good test, the researcher tried out the test to students out of sample. For reliability the researcher used split half method. Researcher calculated the coefficient correlation between odd item scores and event item scores by using Pearson Product Moment Formula, (Arikunto, 2009:72) as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2) - (\sum x)^2\} \{(n \sum y^2) - (\sum y)^2\}}}$$

Where:

- $r_{xy}$  = the correlation coefficient between variable X and Y
- $n$  = the number of students who followed the test.
- $\sum xy$  = total score of cross product xy.
- $\sum x$  = the sum of odd item scores
- $\sum y$  = the sum of even item scores
- $\sum x^2$  = the sum square of x
- $\sum y^2$  = the sum square of y

Furthermore, to know the reliability coefficient for total test, the researcher used Spearman Brown Formula Gay (1987:139):

$$r_{ii} = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

$r_{ii}$  = the reliability coefficient for total test.

$r_{xy}$  = the coefficient correlation between odd and even items.

The result of data analysis showed the reliability coefficient of this test was .84. It was categorized into very high correlation. It means that this test was reliable and could be used as instrument of this research.

To analyze item difficulties in order to know whether it is easy or difficult, the researcher used the following formula (Arikunto, 2009:208):

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

Where:

P = item difficulties

B = total number of students who answered correctly

JS = total number of students

The item difficulty ranges between .00 – 1.00 and it is symbolized as “P” that refers to “proportion” in the evaluation item. The classification of item difficulties suggested by Arikunto (2009:210) as follows:

P = .00 – .30 is difficult

P = .30 – .70 is moderate

P = .70 – 1.00 is easy

Based on the result of analysis of item difficulties, the researcher found that 24 items were moderate (1,2,4,5,6, 8,9,10, 11,12,14,15,16,17,19,20,21,23,25,27,28,29,30) 3 items were easy (3,13,22) and 3 items were difficult (7,18,26).

Item discrimination is the ability of items to differentiate students that have high achievement and low achievement. To do this analysis, the researcher grouped the students into two groups; higher and lower group, the students grouped 50% students into high group and 50% students into low group. To analyze the item discrimination, the researcher used the following formula (Arikunto, 2006:213)

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

Where:

D = item discrimination

BA = sum of students in the high group who answered the item correctly

BB = sum of students in the low group who answered the item correctly

JA = sum of students in the high group

JB = sum of students in the low group

The classification of item discrimination is as follows:

D = .10-.20 = poor

D = .21-.39 = satisfactory

D = .40-.70 = good

D = 71-1.00 = excellent

Based on the result of analysis of item discrimination, the researcher found that 17 items were good (1,2,4,5,6,9,10,11, 12,15,16,17,20,24,25,28,30) 10 items were satisfactory (7,13,14,18,19,21,22,23,27,29) and 7 items were poor (3,8,26). Relating to both of analysis above, the accepted items were 17 (1,2,4,5,6, 9,10,11,12,15,16,17,20, 24,25,28,30). The revised items were 7 (8, 14,19,21,23,27,29) the researcher revised the options of the items only. The discarded items were 6 (3,7,13,18,22,26).

To analyze the data the researcher used descriptive analysis. The researcher analyzed the data of this study by using the following techniques;

1. The researcher calculated Mean (M) and standard deviation (SD) by using the following formula Arikunto (2009:264):

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

Where:

M = mean

$\sum x$  = sum of x

N = number of students

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

Where:

SD = standard deviation

$\sum x$  = total score of X

$$\sum x^2 = \text{total score of } x^2$$

N = number of students

2. The researcher classified the students into students who had problem and those who had no problem. To do this, the researcher used formula as shown in Table 2.

**Table 2**  
**Criteria for Classifying Students into Having Problems or Having No Problems**

Category	Classification
$> M + .5 SD$	Have no problem
$\leq M + .5 SD$	Have problem

3. The researcher counted the percentage of the students who had no problems and had problems by using the following formula:

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

Where:

P= percentage of the students who had or had no problems

F= frequency of students who had or had no problems

N= total of students

## FINDINGS AND DISCUSSIONS

### A. Findings

Based on the result of data analysis, it was found that the highest score which was achieved by the students was 23 and the lowest score was 6. The mean was 16.91 and the standard deviation was 3.43. The result of analyzing data also showed that the students had problems in comprehending the recount text. As a matter of fact, 24 students (44.44%) had no problem and 30 students (55.56%) had problem in comprehending recount text. To make it clear, the frequencies of students who had problem and had no problems in comprehending recount text was shown in Table 3.

**Table 3**  
**The Frequencies of Students' Problems in Comprehending the Recount Text**

Categories	Number of Students	Percentage
Have no Problems	24	44.44%
Have problems	30	55.56%
<b>Total</b>	<b>54</b>	<b>100</b>

The highest score that was achieved by students' problems in comprehending orientation of recount text was 6 and the lowest score was 1. The mean was 4.53 and the standard deviation

was 1.23. Based on data analysis, the researcher found that 28 students (51.86%) had no problem and 26 students (48.14%) had problem in comprehending recount text. In short, less than fifty percent of the students had problem in comprehending the orientation of recount text.

**Table 4**  
**The Frequencies of Students' Problems in Comprehending the Orientation of Recount Text**

Categories	Number of Students	Percentage
Have no Problems	28	51.86%
Have problems	26	48.14%
<b>Total</b>	<b>54</b>	<b>100</b>

The highest score that was achieved by students' problems in comprehending events of recount text was 10 and the lowest score was 4. The mean was 6.83 and the standard deviation was 1.79. Based on the result of analyzing the data, the researcher found that 21 students (38.88%) had no problem and 33 students (61.12%) had problem in comprehending the event of recount text.

**Table 5**  
**The Frequencies of Students' Problems in**  
**Comprehending the Events of**  
**Recount text**

Categories	Number of Students	Percentage
Have no Problems	21	38.88%
Have problems	33	61.12%
<b>Total</b>	<b>54</b>	<b>100</b>

The highest score that was achieved by students' problems in comprehending re-orientation of recount text was 8 and the lowest score was 1. The mean was 5.51 and the standard deviation was 1.58. Based on the result of analyzing the data, the researcher found that 15 students (27.77%) had no problem and 39 students (72.23%) had problem in comprehending the re-orientation of recount text.

**Table 6**  
**The Frequencies of Students' Problems in**  
**Comprehending the Re-orientation of**  
**Recount text**

Categories	Number of Students	Percentage
Have no Problems	15	27.77%
Have problems	39	72.23%
<b>Total</b>	<b>54</b>	<b>100</b>

## **B. Discussion**

The result of data analysis demonstrated most of the first year students had problems in comprehending recount text. As a matter of fact, there were 30 students (55,56%) who had problems in comprehending recount text. It might be caused by the students' limited knowledge on what the recount text tells about or what generic structure of recount text is. That is why they got difficulties in identifying and comprehend each part of recount text.

Another finding of the research was that many students (48,14%) had problems in comprehending the orientation of a recount text. The finding of this research indicated that many students were still confused about the orientation of a recount text. In fact, there were many students did not know what the orientation of recount text is. It might be caused by students' limited knowledge to understand the participant, place and time of orientation of the recount text.

As already discussed before, the researcher found that most students (61.12%) had problem in comprehending the event of a recount text. The finding of this research indicated that the students were still confused about event of recount text. Some of them did not know what the



text had described about. It was probably caused by the lack of knowledge and lack of practices in comprehending the recount text. So, they still got difficulties in identifying the events of recount text.

Another finding of this research was that most students (72.23%) had problems in comprehending re-orientation of recount text. The finding of this research indicated that most students could not understand the re-orientation of a recount text. It was probably caused by the students' limited knowledge about comment or a conclusion in a recount text.

## **CONCLUSSIONS**

Based on the findings of this research, in general the researcher concluded that the first year students of SMAN 2 Pulau Punjung had problem in comprehending the recount text. It was supported by data collected using reading test that percentage of the students who had problem was 55.56% or 30 students. The first year students of SMAN 2 Pulau Punjung also had no problem in comprehending the orientation of a recount text. It was proved by the result of data analysis demonstrating that 51.86% or 28 students had no problem in comprehending orientation. The first year students of SMAN 2 Pulau Punjung had problem in comprehending the event of recount text. It was proved by the fact that 61.12% or 33

students had problem in comprehending the event of a recount text. The firsts year students of SMAN 2 Pulau Punjung had problem in comprehending the re-orientation of a recount text. It was supported by the data from reading test showing that 72.23% or 39 students had problem in comprehending the re-orientation of a recount text.

Based on the conclusions of this research as already discussed previously, the researcher derived several suggestions:

1. The researcher suggested the teacher to give the students more explanation or review about the orientation, event and re-orientation of a recount text. In other words, the English teachers are expected to discuss in more detail about orientation, event and re-orientation of recount text and the teacher gives more exercises to the students to make them have more knowledge about it.
2. The students are suggested to learn more about recount text and to do more exercise in order to comprehend their ability in recount recount text.
3. For the futher researchers, the researcher suggest to the next researcher to find out the ability of the students' problems in comprehending the recount text.

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