# AN ANALYSIS OF THE SECOND GRADE STUDENTS' ABILITY TO ANSWER QUESTIONS IN READING RECOUNT TEXT AT SMPN 2 PADANG

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## Abstract

**The aim of this research was to describe the ability of the second grade students of SMPN 2 Padang to answer questions in reading recount text. the design of this research was descriptive research. The number of population members were 249 students. To choose sample, the researcher used cluster random sampling technique. The class selected was class VIII.7. Before doing a real test, the researcher tried out the test. The reliability of the test was 0,96, it could be categorizied into very high correlation. After analyzing the data, the researcher found that students' ability to answer questions in reading recount text was moderate. It was supported by the fact that there were 6 students (18,75%) whose ability classified into high ability, 20 students (62,5%) were classified into moderate and 6 students (18,75%) were classified into low ability. Based on the result, the researcher suggests that the teacher guide the students how to answer questions appropriately. The researcher also suggests to the students that they need to learn more how to answer questions appropriately.**

**Key words: Ability, Questions, Reading, Recount Text**

## Introduction

Reading is the key to learning, and todays, students read materials from an increasing number of sources. They must understand what they read in traditional forms of fiction and nonfiction, such as stories and new articles. They must also comprehend newer forms of text, such as advertisements on Web sites and e-mail on the Internet. Many students can benefit from more practice in reading (Priestley: 2005: 4).

Thanuskodi (2011:79) states that reading is a precise process. It involves exact, detailed, sequential perception and identification of letters, words, spelling patterns and large language units. More simply stated, reading is a psycholinguistic guessing game. It involves an interaction between thoughts and language.

Reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspapers, magazines, and novels. Nowadays, the scope of reading media enlarged not only to printed media but also by using Internet (Murni, 2006:51). In reading, we have to be able to find out any kinds of

information.Today we can read something easily by using Internet without looking at to a printed book.

According to Wainwright (2007) in Smahillah, reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer. Reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration. Comprehension includes recognizing and understanding a main idea and related details. Reading Comprehension section contains reading passages and questions about the passages.

According to wiltshire (2008), questions are an essential feature of formative assessment as they enable child and teacher to identify what they know and can guide them in their next steps. According to Linn (2006), there are two levels of question. They are lower level of question and higher level of question. Lower level questions are those at the knowledge, comprehension, and simple application levels of the taxonomy. Higher-level questions are those requiring complex application (e.g., analysis, synthesis, and evaluation skills). Lower levels are appropriate for evaluating students' preparation and comprehension, diagnosing students' strengths and weaknesses, and reviewing and/or summarizing content. Whereas, questions at higher levels are most appropriate for encouraging students to think more deeply and critically, problem solving, encouraging discussions, and stimulating students to seek information on their own.

Since several years ago, the process of teaching reading at Junior High School has been conducted through genre-based approach. By this teaching approach, the students are introduced with the components of text; social function, generic structure, and grammatical features. By doing so, they are expected to be able to understand and comprehend text well and more easily.

As stipulated in the curriculum KTSP for English subject, there are several texts taught by teacher for Junior High School students, one of them is recount text. Recount text is used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. According to such Curriculum, there are three types of recount text that should be learned by students. They are personal recount, procedural recount and biographical recount text. Personal recount text usually retells an experience in which the writer was personally involved it lists and describes past experiences by retelling events. Procedural recount text records events such as a science experiment or

cooking experience. Whereas, biographical recount text retells someone's biography or someone's achievement (Mukarto, et. al: 2007:61).

Ghifary (2013) states that the generic structure of recount text is orientation, event, and reorientation. Orientation is the beginning of paragraph, it tells about characters, time and place. Event is the sequence of activity that the writer does. And the last is reorientation is the ending or the conclusion that the writer make.

According to ETS TOEFL (2015), the Reading Comprehension section contains reading passages and questions about the passages. The questions are about information that is stated or implied in the passage and about some of the specific words in the passages. Because many English words have more than one meaning, it is important to remember that these questions concern the meaning of a word or phrase within the context of the passage. Question is a linguistic expression used to make a request for information, or the request made using such an expression (Wikipedia:2015).

Posing questions to students breaks the monotony of lecturing and increases active participation, understanding, and retention. Question is a linguistic expression used to make a request for information, or the request made using such an expression (Wikipedia:2015).

There are five types of question. They are yes/no questions, alternative questions, true or false, wh-questions, and multiple choice. Yes/no questions are simply question that can be answered with either yes or no. Alternative questions refer to questions that have choice and students have to choose one of them. True or false questions are found frequently in commercially available materials, there is a potential danger in relying exclusively on them. Wh-questions are questions beginning with where, what, when, who, how, and why. In particular, wh-questions with how/why are often used to help students to go beyond a literal understanding of the text. and the last multiple choice questions are based on the form of questions. Multiple choice questions may be used most effectively. They can also be used with prediction and evaluation. (Day: 2005:65).

The general purpose of this research is to describe the ability of the second year students of SMPN 2 Padang to answer questions in reading recount text. Specifically, the specific purposes are:

(1) To describe the ability of the second grade students of SMPN 2 Padang to answer W/H questions in reading personal recount text.

(2) To describe the ability of the second grade students of SMPN 2 Padang to answer Yes/No questions in reading personal recount text.

(3) To describe the ability of the second grade students of SMPN 2 Padang to answer W/H questions in reading procedural recount text.

(4) To describe the ability of the second grade students of SMPN 2 Padang to answer Yes/No questions in reading procedural recount text.

(5) To describe the ability of the second grade students of SMPN 2 Padang to answer W/H questions in reading biographical recount text.

(6) To describe the ability of the second grade students of SMPN 2 Padang to answer Yes/No questions in reading biographical recount text.

**Research Method**

The aim of this study was to describe students' ability to answer questions in reading recount text and the name of this research is descriptive research. According to Gay (1987), descriptive research involves collecting data in order to test hypothesis or answer the question concerning the current status the subject of the study, and descriptive research is useful to investigate a variety of educational problems.

The population of this research was the second grade students at SMPN 2 Padang. The researcher chose the second grade students as the population because they have already learned about recount text. The total number of population are 249 students. They are distributed into eight classes; class VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6, VIII.7, and VIII.8.

Because the number of population was quite large, the researcher took sample. The researcher used cluster random sampling technique. Random sampling technique was used because the characteristics of population are homogenous. They have been taught based on same syllabus, material, curriculum, and lesson plan.

In this research, the researcher took one class (13%) as the sample. The researcher wrote the name of each class in eight pieces of paper and put them into a box. The researcher chose one of them by closing her eyes and take one paper. Class VIII.7 was the sample in this research and all members of the selected class became 32 students.

In this research, the researcher collected the data through reading test in the form of essay. The test was consist of three recount texts that have 36 items.

Each text consists of 3-4 paragraphs.The researcher allocated 90 minutes for students to do the test. The researcher tried out the test to students out of sample to find out whether it was reliable or not. The class VIII.6. was chosen as the try out class.

The criteria of good test are valid and reliable. According to Arikunto (2006: 168), validity is a measurement which is showing the level of validity of an instrument. A valid instrument has a high validity. In contrast, a not valid instrument has a low validity. An instrument is said valid if the instrument is able to measure what is supposed to be measured. An instrument can be said valid if the instrument can reveal the data from variable which is researched accurately. In order to see the validity of the test, the researcher used content validity. Arikunto (2012), states that one of the validity of the test is content validity. Relating to this, to have a valid test it was constructed based on materials that have been given to the students of the second grade students at SMPN 2 Padang.

Before giving the test the researcher tried it out to find out whether the students understood the instruction, time allocation was enough or not. An instrument is said reliable if it can be used as a tool for gathering data because the instrument is good. To know the reliability

of the test, the researcher used inter–rater technique. There were two scorers; the first scorer was the researcher and the second scorer was Nela Anderson. The researcher chose Nela Anderson because she is good in reading indicated by her grade in reading subject.The function of two scorers was also to minimize the subjectivity of the scoring the tests.

The researcher calculated the coefficient correlation of two sets of score to see the reliability of test by using the Pearson Product Moment formula as suggested by Arikunto (2012):

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

Where :

$r_{xy}$    = the coefficient correlation between x and y variables.

N    = the number of the students

$x$    = the score from the first scorer

$y$    = the score from the second scorer

$\Sigma xy$    = the total score of cross product

The coefficient correlation of the test was categorized as follows ( Arikunto: 2012) :

0.81-1.0    = Very high correlation

0.61-0.80    = High correlation

0.41-0.60    = Moderate correlation

0.21-0.40    = Low correlation

$< 0.20$    = Very low correlation

After analyzing the try out test by using Pearson Product Moment formula,

the researcher found that the coefficient correlation was 0,96, and it could be categorized into very high correlation. It can be said that the test was reliable.

As already discussed previously, the data were collected by giving reading test to the students. There are several steps in collecting data as follows:

1. The researcher checked the students' answer sheet.
2. The researcher made copies of students' answer sheet in order to be able to evaluate at the same time.
3. The two scorers evaluated the students' answer sheet and gave score for students by using certain criteria.
4. The researcher sum up each students' score.
5. The total score of the students was the data of this research.

The researcher analyzed the data by counting percentage of the students' score to answer questions in reading recount text. In analyzing the data, the researcher did the following steps:

1. The researcher presented the average score from the two scorers. Students' score =

$$\frac{first\ scorer's\ score + second\ scorer's\ score}{2}$$

2. The researcher calculated the mean by using formula as suggested by Arikunto (2012):

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

Where:

M = Mean

$\sum x$ = Total Score of the students

N = The total number of students

3. The researcher calculated standard deviation by using formula as suggested by Arikunto (2012

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

Where :

SD = standard deviation

$\sum x$ = total Score of the students

N = the total number of students

4. The researcher classified the students' ability based on the following classifications (Arikunto 2012):

$>M + 1\ SD$ = High

$(M - 1\ SD) \longrightarrow (M + 1\ SD)$ = Moderate

$< M - 1\ SD$ = Low

5. The researcher calculated the percentage of students who got high, moderate, and low ability by using formula suggested by Arikunto (2012):

$$P = \frac{R}{T} \times 100\%$$

Where :

P = percentage of the students' ability

R = the sum of the students who have/ have no ability

T = the sum of students

**Findings**

**Students' Ability to Answer Questions in Reading Recount Text**

Based on the result of data analysis of students' ability to answer questions in reading recount text, it was found that the highest score was 84,25 and the lowest score was 63,5. Moreover, it also revealed that the mean was 78,51 and standard deviation was 4,89.

Based on formula as already discussed previously, the researcher classified students' ability into high, moderate, and low ability. The result of this study showed that there were 6 students (18,75%) whose ability could be classified into high ability, 20 students (62,5%) were classified into moderate ability, and 6 students (18,75%) were classified as students who had low ability. It can be seen on the following table:

**a. The Students' Ability to Answer Questions in Reading Recount Text**

| Categories of Students' Ability | Number of Students | Percentage |
|---|---|---|
| High | 6 | 18,75% |
| Moderate | 20 | 62,5% |
| Low | 6 | 18,75% |
| **Total** | **32** | **100%** |

Based on the table above, it can be said that the students' ability to answer questions in reading recount text was moderate. It was supported by the fact that 62,5% students had moderate ability. It indicates the students got difficulties in answering questions in reading recount text.

**b. Students' Ability to Answer W/H Questions in Reading Personal Recount Text**

After analyzing the data of students' ability to answer w/h questions in reading personal recount text, the researcher found that the highest score was 16,25 and the lowest score was 12,5, while the mean was 15,35 and standard deviation was 1,06. Furthermore, the result of the study demonstrated that there was no student (0%) who could be categorized into high ability, 29 students (90,63%) categorized into moderate ability, and 3 students (9,38%) categorized into low

ability, it can be seen in the following table:

| Categories of Students' Ability | Number of Students | Percentage |
|---|---|---|
| High | 0 | 0% |
| Moderate | 29 | 90,63% |
| Low | 3 | 9,38% |
| **Total** | **32** | **100%** |

## c. The Students' Ability to Answer Yes/No Questions in Reading Personal Recount Text

The finding of data analysis of students' ability to answer yes/no questions in reading recount text showed that the highest score of students' ability to answer yes/no questions in reading personal recount text was 12,5 and the lowest score was 9. It also revealed mean and standard deviation of students' ability to answer yes/no questions in reading personal recount text were 10,73 and 1,09 respectively.

By classifying students' score into high, moderate and low ability, the researcher found that there were 7 students (21,88%) classified into high ability, 22 Students (68,75%) classified into moderate ability and 3 students (9,38%) had low ability. It can be seen in the following table.

**The Students' Ability to Answer Yes/No Questions in Reading Personal Recount Text**

| Categories of Students' Ability | Number of Students | Percentage |
|---|---|---|
| High | 7 | 21,88% |
| Moderate | 22 | 68,75% |
| Low | 3 | 9,38% |
| **Total** | **32** | **100** |

## d. Students' Ability to Answer W/H Questions in Reading Procedural Recount Text

After analyzing the data of students' ability to answer w/h questions in reading procedural recount text, the researcher found that the highest score was 19 and the lowest score was 11,5, while the mean was 16,65 and standard deviation was 1,75. Furthermore, the result of the study demonstrated that there were 6 students (18,75%) who could be categorized into high ability, 21 students (65,63%) categorized into moderate ability, and 5 students (15,63%) categorized into low ability, it can be seen in Table 4.4

**The Students' Ability to Answer W/H Questions in Reading Procedural Recount Text**

| Categories of Students' Ability | Number of Students | Percentage |
|---|---|---|
| High | 6 | 18,75% |
| Moderate | 21 | 65,63% |
| Low | 5 | 15,63% |
| **Total** | **32** | **100%** |

**e. Students' Ability to Answer Yes/No Questions in Reading Procedural Recount Text**

The result of data analysis on students' ability to answer yes/no questions in reading procedural recount text, it was found that the highest score was 10 and the lowest score was 6,5, while the mean was 8,88 and standard deviation was 1,34. Furthermore, the result of the study also demonstrated that there was no student (0%) who could be categorized into high ability, 31 students (96,88%) categorized into moderate ability, and 1 student (3,13%) categorized into low ability, it can be seen in Table below.

**The Students' Ability to Answer Yes/No Questions in Reading Procedural Recount Text**

| Students' Ability | Number of Students | Percentage |
|---|---|---|
| High | 0 | 0% |
| Moderate | 31 | 96,88% |
| Low | 1 | 3,13% |
| **Total** | **32** | **100%** |

**f. Students' Ability to Answer W/H Questions in Reading Biographical Recount Text**

Analyzing the data of students' ability to answer w/h questions in reading biographical recount text, the researcher found that the highest score was 19,5 and the lowest score was 15, while the mean was 18,23 and standard deviation was 1,05 . Furthermore, the result of the study revealed that there was no student (0%) who could be categorized into high ability, 27 students (84,38%) categorized into moderate ability, and 5 students (15,63%) categorized into low ability, it can be seen in the following table.

**The Students' Ability to Answer W/H Questions in Reading Biographical Recount Text**

| Students' Ability | Number of Students | Percentage |
|---|---|---|
| High | 0 | 0% |
| Moderate | 27 | 84,38% |
| Low | 5 | 15,63% |
| **Total** | **32** | **100%** |

**g. Students' Ability to Answer Yes/No Questions in Reading Biographical Recount Text**

In analyzing the data of students' ability to answer yes/no questions in reading biographical recount text, the researcher found that the highest score was 10 and the lowest score was 4,25, while the mean was 8,63 and standard deviation was 1,12 (see Appendix 26). Furthermore, the result of the study demonstrated that there were 4 students (12,5%) who could be categorized into high ability, 27 students (84,38%) categorized into moderate ability, and 1 student (3,13%) categorized into low ability, it can be seen in the following table.

**The Students' Ability to Answer Yes/No Questions in Reading Biographical Recount Text**

| Students' Ability | Number of Students | Percentage |
|---|---|---|
| High | 4 | 12,5% |
| Moderate | 27 | 84,38% |
| Low | 1 | 3,13% |
| **Total** | **32** | **100%** |

**Discussions**

Based on the findings, the researcher found that the students' reading ability to answer questions in reading recount text was moderate. In more details, the researcher described as follows:

1. Generally, the result of data analysis showed that the second grade students' ability to answer questions in reading recount text was moderate. Since 62,5% students were classified into moderate ability. As previously discussed, recount text is a text which tells about experience or retell events in the past. The result was confirmed by result of students test.

   The result of reading test has shown that reading is an essential process for students to understand a text. It is supported by Thanuskodi (2011:79) that reading is a precise process. It involves exact, detailed, sequential perception and identification of letters, words, spelling patterns and large units.

   Based on data analysis, it can be concluded that the students had difficulties in answering questions.

2. As discussed previously, this study found that the students' ability to answer W/H Questions in reading personal Recount text was moderate. It can be said that the students' ability was not well enough. It might be caused by their lack of knowledge and grammatical structure dealing with the types of questions based on the text given. Day (2005) states that w/h questions are excellent in helping students with a literal understanding of

the text, with reorganizing information in the text, and making evaluations, personal responses and predictions. For examples the students made some grammatical error in answering W/H questions , the students did not understand the content of the text and their unability to choose words related to the text given. For example, question "How did the building look like?" was answered by students with "the building like looked very luxurious and the entry had a quite beautiful decoration". The students unability to use appropriate grammatical structure.

3. According to Mukarto, *et. al* (2007:61), personal recount text usually retells an experience in which the writer was personally involved it lists and describes past experiences by retelling events.

   Based on data analysis, the researcher found that the students' ability to answer Yes/No questions in reading personal recount text  was moderate. They also could not  well answer the questions based on the appropriate grammatical structure. For example, question "Did the writer do something while her parents go?" they answered this question in complete sentence. For example, the writer do something. They should answer it by following the grammatical structure and

based on the definition of yes/no questions that is questions that should be answered by saying yes/no. Day (2005) states that yes/no questions are simply questions that can be answered with either yes or no. It was found that the students did not apply their knowledge about simple past tense and their comprehension about definition of Yes/No questions. It was found that students had difficulty to answer yes/no questions in reading personal recount text.

4. Based on the finding of Students' ability to answer w/h questions in reading procedural recount text, it was found that the students' ability was moderate. They could not answer the questions appropriately relate to the text given.

   According to Mukarto, *et. al* (2007:61), procedural recount text records events such as a science experiment or a  cooking experience. Most students made mistakes in spelling and grammatical. The result of this study was the students' ability was not well enough.

5. In accordance with the finding of students' ability to answer yes/no questions in reading procedural recount text, it was found that students' ability was moderate. It was supported by the fact that 31 students (96,88%) were classified into moderate. It was

indicated by their answer for each questions especially in yes/no questions, they did not follow the grammatical structure and some of them got mistake in spelling. For example, in question "Did she enjoy her cooking?" the students answered it with" yes, she did enjoy her cooking".

According to Wolley (2011:15), reading comprehension is the process of making meaning from context. The goal, therefore is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Based on data analysis, the researcher can conclude that students had problem to answer yes/no questions in reading procudural recount text.

6. The finding of students' ability to answer w/h questions in reading biographical recount text was moderate. It was appeared from the fact that 27 students (84,38%) were classified into moderate. Mukarto *et. al* (2007:62) states that biographical recount text is a text about retelling past event and achievement in a person's life. The result of data analysis supported by their answer that was totally wrong so they got 0 point, their answers were correct but they did not answer it based on the criteria of scoring used by the scorers. It was indicated by their

mistake in using appropriate grammatical structure.

The researcher can conclude that the students had difficulty to answer w/h questions in reading biographical recount text.

7. The last finding of the students' ability to answer yes/no questions in reading biographical recount text was moderate. Since 27 students (84,38%) were classified into moderate. It was caused by some factors. Students made some grammatical errors and unappropriate choice of words .For example, "Was her condition better after give birth?" the students answered it with "Her condition better after give birth was getting worse".

Vocabulary development is an ongoing process that continues throughout one's "reading life". There are two primary ways of teaching and learning new vocabulary words. The first is explicit instruction. This involves someone telling how a word is pronounced and what its meaning is. Context clues are the "hints" contained in a text that help a reader figure out the meaning of an unfamiliar word. Context clues are basically any item in the text that points to the definition of a new word (Block & Pressley).

Based on the finding, the researcher conclude that the students

still had difficulty to answer questions. It was suppported by data analysis had done by researcher.

**Conclusions**

Some students got difficulty to answer questions in reading recount text. They are difficult to find the way how to answer questions appropriately.

Based on the problem found, students got difficulty in using appropriate grammatical structure, choice of word, spelling and punctuation. It might be caused by the way of the teacher in teaching. The teacher should guide the students how to answer questions appropriately to solve the problems to the better process of teaching reading.

To make the teacher knows about the ability of their students, the researcher was interested to study how is the ability of the second grade students' ability to answer questions in reading recount text at SMPN 2 Padang.

The design of research used by the researcher was descriptive research. It described students' ability to answer questions in reading recount text of students at SMPN 2 Padang. There are several findings of this research:

(1) Students' ability to answer questions in reading recount text was moderate. It showed by the percentage of students' whose ability 62,5% were classified into moderate ability.

(2) Students' ability to answer w/h questions in reading personal recount text was moderate. It was proven by the fact that the percentage of students whose ability 90,63% were classified into moderate ability.

(3) Students' ability to answer yes/no questions in reading personal recount text was moderate. It was supported by the percentage of students whose ability 68,75% were classified into moderate ability.

(4) Students' ability to answer w/h questions in reading procedural recount text was moderate. It was supported by the percentage of students whose ability 65,63% were classified into moderate ability.

(5) Students' ability to answer yes/no questions in reading procedural recount text was moderate. It was showed by the percentage of students whose ability 96,88% were classified into moderate ability.

(6) Students' ability to answer w/h questions in reading biographical recount text was moderate. It was proven by the percentage of students whose ability 84,38% were classified into moderate ability.

(7) Students' ability to answer yes/no questions in reading biographical recount text was moderate. It was supported by the percentage of students

whose ability 84,38% were classified into moderate ability.

**Suggestions**

In line with the conslusions above, the reseracher provided two suggestions for the students of SMPN 2 Padang and teacher of SMPN 2 Padang as follows:

(1) For the students of SMPN 2 Padang, since the students' ability to answer questions in reading recount text was moderate, the students need to learn more how to answer questions appropriately.

(2) For the English teacher of SMPN 2 Padang, since the students' ability to answer questions in reading recount text was moderate, the teacher should guide them more how to answer questions appropriately.

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