

A STUDY ON THE ABILITY OF THE FIRST YEAR STUDENTS OF SMAN 1 KAMPAR UTARA IN COMPREHENDING RECOUNT TEXTS

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Abstract

Reading is one of difficult basic skill for Indonesian student in learning English. Reading is an interactive process, a process in which the reader engages in exchange of ideas with an author via the text. From the definition above, it can be inferred that there are four components in reading: reader, writer, reading text, and the writer's message. The writer transfers his message in mind (it may be an idea, a fact, etc) to the reader through text. To get the writer's message, the reader must comprehend the text. Brown (1982: 9) says that a person must be able to understand what the author writes in order to be an effective reader. Nuttal (1996) says that one reason for reading is that we want to understand other people's ideas; if we are all identical, there would be no point in most communication. It means that the background of someone is important in understanding a reading text. If the writer and the reader have similar background, training, attitude and so on, the reader is likely to interpret the text with no conscious effort.

Recount text is a text that delivers information to readers. Recount is a text which retells events or experiences in the past. The improvement of the language use in the recount text may not consider the level of the reader because the text is for any person. The ability and experience in reading of the students are not same. Some students may understand easily. For some students may find difficulties in understanding recount text. Therefore, it is expected to conduct a scientific study about the ability of the first year students' of SMAN 1 Kampar Utara in Comprehending Recount Texts. The subjects were 40 students from X 1 class at SMAN 1 Kampar Utara. This research is a descriptive research. This type of research is used to describe the data in order to get a generalization or a conclusion to the population. Descriptive research is done to describe the facts and the characteristics of a given population factually and accurately. The specific objective of this research is to find out the ability of the first year students of SMAN 1 Kampar Utara in comprehending recount text. To find out the weakness of the first year students of SMAN 1 Kampar Utara in comprehending recount text. In conducting this research, the writer collected the data by distributing reading test to the students. In this case, the data collection technique plays an important role in conduction a research for validity of the result.

Keyword : Students ability, comprehending recount text.

INTRODUCTION

Reading is an interactive process, a process in which the reader engages in exchange of ideas with an author via the text. From the definition above, it can be inferred that there are four components in reading: reader, writer, reading text, and the writer's message. The writer transfers his message in mind (it may be an idea, a fact, etc) to the reader through text. To get the writer's message, the reader must comprehend the text. . Brown (1982: 9) says that a person must be able to understand what the author writes in order to be an effective reader.

Nuttal (1996) says that one reason for reading is that we want to understand other people's ideas; if we are all identical, there would be no point in most communication. It means that the background of someone is important in understanding a reading text. If the writer and the reader have similar background, training, attitude and so on, the reader is likely to interpret the text with no conscious effort. According to Martin (1991), the purpose of reading is to connect the ideas on the page to what you already know. If you do not know anything about a text, then pouring words of the text into your mind is like pouring water in to your mind. You don't retain much. But if you have the same background with what the author wrote, it will be easy for you to retain the text. For example, if you like sports, then reading the sports page are easy. You have a framework in your mind for reading, understanding and storing information.

In English, there are several kinds of text. According to Otong Setiawan D juharie says that there are 12 kinds of text namely description, report, explanation, exposition, discussion, procedure, review, narrative, spoof, recount, anecdote, and news item. In this study, the writer focuses on recount text. The writer chooses recount texts because the first year students of SMAN 1 Kampar Utara learn kind of genres of text, and recount is a kind of text that usually found in daily life example: using in story. In this study the writer wants to know the ability of the first year students in comprehending recount text. Furthermore, the studies on the reading area ability in term of understanding recount text. The writer limits this study on the comprehending or understanding of recount text. The problem of the research is formulated in the following question: How good is the reading ability of the first year students of SMAN 1 Kampar Utara in comprehending recount texts? The general objective of the research is to find out the ability of the first year students of SMAN 1 Kampar Utara in comprehending recount text. This research is needed to: The writer will get information about the students' reading ability in comprehending recount text. The teacher will get information about students' reading ability in comprehending recount text. The students will know their ability in comprehending recount text. The students will get information about recount text.

Reading comprehension is one of the four language skills. Zhi-Hong (2007:2) states that reading comprehension is construction of meaning from printed or written message. Steele states that reading is a process in getting meaning from print. It means that the goal of reading is how to understand or comprehend the meaning or the content of the text through reading the text. With

understand the meaning of context or having good comprehension in reading is one factor to be successful in reading text.

The goal of reading is comprehension (Latham; in Parker; in Burnes and Page, 1985:25). The information in one's mind that gained from the text is what people commonly call 'Reading Comprehension'. By reading the reader can get the information, knowledge, and etc. but if the reader can not understand or cannot comprehend the meaning or the content of text it is useless.

There are some components in reading comprehension which should be focused on comprehending a reading text. King and Stanley (1989: 330) state that there are five components that may help the students to read carefully: 1 Finding factual information: Finding factual information is one component of reading comprehension that is suitable for elementary school students. Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those, which appear with WH question word. There are many types of questions: reason, purposes, result, time, comparison, and etc which of the answer can be found in the text. 2 Finding Main Idea: Recognition finding the Ideas were very important because it helps you not only understand the paragraph on the first reading, but also help you to remember the content later. The main idea of a paragraph is what the paragraph develop. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. Paragraph is a group of sentences develops a particular topic. Identifying the topic can generally help the reader understand the idea. The main idea is usually expressed as complete thought and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only the beginning of the paragraph, but also in the middle and the end of the paragraph. Meaning of difficult word / unknown vocabulary it means that the readers could develop his/her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word. In the other word, the students are expected to able to form and understand the meaning. 3 Identifying references: In English, as in other language, it would be clumsy and boring to have and repeat the some word or phrase every time you use it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we are references words. 4 Recognizing references words and being able to identify the word to which they are refer to will help the reading passage. References words are usually short and very frequently pronoun such as; it, she, he, this, etc. 5. Identifying inferences: Inferences are a skill where the reader has to be able to read between lines. King and Stanley divide into attentions, draw logical inferences, and make accurate prediction.

To be able in comprehending the text, the students should master all elements which build the contents of text. It means they are not only to acquire the meaning of difficult words, answer the question based on the text, and find out the ideational meaning of the text. There is also important things can be supported to comprehend the text.

To be considered competent readers, students should have good ability in comprehending recount texts, not only because they have learned it but also because they will often find this reading recount text in every test, such as in the final examination. Recount text is a text that delivers information to readers. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative, it can make learners, readers or students to be interest in reading text.

RESEARCH METHODOLOGY

This research is a descriptive research. This type of research is used to describe the data in order to get a generalization or a conclusion to the population. Descriptive research is done to describe the facts and the characteristics of a given population factually and accurately. It means that the descriptive research is used to summarize the distribution of variable or more about limited sample data only, be generalized to population. In this research the students will be asked about reading ability in comprehending recount text.

The location of this study is SMAN 1 Kampar Utara, which is located in MuaraJalai, Bangkinang Kampar Utara. The data collected from January to June 2012. A population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generaliz able. The samples are carefully chosen subsets of the defined population to make inferences about population. Surakhmad (1998:100) states that if the population is less than 100 persons, the sample taken is 50%. If the population is more than 1000 persons, the sample taken is at least 15%. Because the population is less than 100 students, the research is valid enough to take 50% of the population. There are 82 students in the two classes. Based on the statement, the writer takes 40 students as the sample of this research. The test consists of 30 multiple choice questions from 6 different recount texts. Each text consists of five items of multiple choices. The texts are taken from text books for the first year Senior high school students and the internet. The time for doing the test is 60 minutes, the test was tried out to get the validity and reliability of the test.

This research is needed to: The writer will get information about the students' reading ability in comprehending recount text. The teacher will get information about students' reading ability in comprehending recount text. The students will know their ability in comprehending recount text. The students will get information about recount text.

The difficulty, the discrimination of each test item and the reliability of the test were accounted to appropriate level at each The items of the test are accepted if the facility value is between 0.30-0.70 and they are rejected if the degree of difficulty is less than 0.30 or higher than 0.70.

By using the formula, there were 6 items that should be revised; they were items number 2, 5, 12, 19, 24 and 28. Item number 5, 19, and 24 were revised

because its index difficulty was below 0.3. It means that it was too difficult. Whereas the item number 2, 12, and 28 were revised because their index difficulty were above 0.7. It means that they were too easy. Since the 6 test items were rejected, the writer revised the test items before using on the real test; it can be seen in Appendix 3. The item difficulty or facility value of the test was calculated and analyze in appendix 5.

RESEARCH FINDINGS AND DISCUSSIONS

This research was conducted to the first year students of SMAN 1 Kampar Utara, class X 1, there were 40 students in this class. The specific objective of this research is to find out the ability of the first year students of SMAN 1 Kampar Utara in comprehending recount text. To find out the weakness of the first year student of SMAN 1 Kampar Utara in comprehending recount text.

In conducting this research, the writer collected the data by distributing reading test to the students. In this case, the data collection technique plays an important role in conduction a research for validity of the result. Hatch and Farhady(1969:4) says that the research method should be the most efficient way of answering the researcher question. It is not used to formulate and to collect data in this way. It is important to select the approach that is most appropriate to answer the research question. In order to obtain the data related to the problem in this research.

The reading materials of recount text were taken from book and website on internet. However, in choosing the topic of reading comprehension text it self there is a consideration. That is, reading comprehension text should be related to the topic that students learn based on the curriculum.

The Table Of Percentage Of Students' Score

The Student's Ability in Finding Main Idea

Score	Level of Ability	Frequency (F)	Percentage (%)	Mean Score
81 – 100	Excellent	5	16.7	65.0
61 – 80	Average to Good	9	30.0	
41 – 60	Average	11	36.7	
21 – 40	Below Average	5	16.7	
00 – 20	Poor	0	0.0	
Total		30	100.0	Average to Good

The table of percentage of students' score for content indicates that the student ability in finding Main Idea in all level is in different numbers. The highest number of the student could gain is in the level average (36.7%). It means 11 students can know well about finding main idea. This number is quite different from the level of Excellent. There are only 5 students (16.7%) can know well about finding main idea. The data shows that the students could recognize the main idea well in recount texts because the numbers of students in the level of below average and in the level of poor are in little number (16.7% or five students and 0.0% or 0 student). However, 30.0% of students (9) students can be in the level of good to excellent. So it means that the students' ability is enough from standard of the school.

The Students' Ability in Finding Factual Information

Score	Level of Ability	Frequency (F)	Percentage (%)	Mean Score
81- 100	Excellent	5	16.7	65.4
61 – 80	Average To Good	8	26.7	
41 – 60	Average	11	36.7	
21 – 40	Below Average	5	16.7	
00 – 20	Poor	1	3.3	
Total		30	100.0	Average To Good

The table of percentage of students' score for content indicates that the ability in finding factual information in all level is in different numbers. The highest number of the students could gain is in the level average (36.7%) or 11 students. This number is quite different from the level of excellent. It is because only 5 (16.7%) students from forty students can know well in finding factual information. And 8 students or (26.7%) gains in the level of good. The data shows that the students could recognize the factual information well in recount texts because there are still 5 students (16.7%) that fall in the level below average and 1 student (3.3%) in the low level.

The Students' Ability in Finding Meaning Difficult Word

Score	Level of Ability	Frequency (F)	Percentage (%)	Mean Score
81 – 100	Excellent	9	30.0	64.6
61 – 80	Average To Good	8	26.7	
41 – 60	Average	8	26.7	
21 – 40	Below Average	5	16.7	
00 – 20	Poor	0	0.0	
Total		30	100.0	Average To Good

The table of percentage of students' score for content indicates that the students' ability in finding meaning difficult word is in all level for different numbers. The highest of the students could gain is in level excellent (30.0%) that 9 students. This number does not really different from the level of good (26.7%) that 8 students. It does not really differ with the number of the student in the level of average (26.7%) or 8 students. It means the majority of students can know well in finding meaning difficult word. The forty students in finding meaning difficult word does not have problem. The data show that the students have good knowledge in finding meaning difficult word in recount texts because only a few numbers or 5 of students (16.7%) fall into below average.

The students' Ability in Finding Reference

Score	Level of Ability	Frequency (F)	Percentage (%)	Mean Score
81 – 100	Excellent	10	33.3	57.9
61 – 80	Good	7	23.3	
41 – 60	Average	8	26.7	
21 – 40	Below Average	3	10.0	
00 – 20	Poor	2	6.7	
Total		30	100.0	Average

The table of percentage of students' score for content indicates that the students' ability in finding reference in all level is in different numbers. The highest number of the students could gain is in the level excellent (33.3%). 10 students are easily to find restatement. 7 students fall into good level (23.3). In the level of average have 8 students (26.7%) that understand in finding restatement.

The data shows that the students can recognize restatement well in recount texts because there are a big number of students in the highest level. However, only 3 students (10.0%) fall into the low and 2 student (6.7%) lowest level (below average level and poor level).

Students' Ability in Finding Restatement

Score	Level of Ability	Frequency (F)	Percentage (%)	Mean Score
81 – 100	Excellent	8	26.7	59.6
61 – 80	Good	11	36.7	
41 – 60	Average	5	16.7	
21 – 40	Below Average	4	13.3	
00 – 20	Poor	2	6.7	
Total		30	100.0	Average

The table of percentage of students' score for content indicates that the students' ability in finding restatement in all level is in different numbers. The highest number of the students could gain is in the level good (36.7%) 11 students. 8students fall into excelent level (26.7%). In the level of average have 5 students (16.7%) that understand in finding restatement. The data shows that the students can recognize restatement well in recount texts because there are a big number of students in the highest level. However, only four students (13.3%) fall into the low and 2 student (6.7%) lowest level (below average level and poor level).

The Students' Ability in Comprehending Recount Texts

The Classification of Question	Mean Score	Level of Ability
Finding Main Idea	65.0	Average To Good
Finding Factual Information	65.4	Average To Good
Finding Meaning Difficult Word	64.6	Average To Good
Finding Reference	57.9	Average
Finding Restatement	59.6	Average
Total	62.4	Average To Good

The table of average score of students' ability in each classification of questions that the students' ability in finding component to comprehend the text is quite difficult to understand by the students and they fall into average to good level. It means that the students have good knowledge in finding main idea, finding factual information, and finding meaning difficult word, that fall into average to good level. It means that the mean score of the students in finding meaning difficult word, finding reference and finding restatement could gain 61-80. Then the table indicates it means that the average score of the students in finding reference and finding restatement could gain is 41-60.

CONCLUSION

The writer gets the score of students from the results of the test. The score of students falls into (Average to Good level). Accordance with the general objective of this research is to answer the question "How good is the ability of the first year students of SMAN 1 Kampar Utara in comprehending recount texts?" It can be concluded that 40 first year students of SMAN1 Kampar Utara could comprehend recount texts. On the other words, the result of this study achieved standard minimum of students' achievement in English at SMAN 1 Kampar Utara.

In detail, the students' ability in comprehending the recount texts especially for the five components can be concluded that the students stay in the level of average (finding reference and finding restatement) and in the level of good (finding main idea, finding factual information, and finding meaning difficult word). The most difficult category in comprehending recount texts is finding reference and the easiest category is finding main idea. So, the students should focus and more pay attention on reference as the most difficult aspect in comprehending recount texts without ignoring the other aspects.

SUGGESTION

After knowing the ability and the weakness of the first year students of SMAN 1 Kampar Utara in comprehending recount texts, it can be seen that their ability is average to good, and their weakness is in finding reference. Therefore, it is important to suggest here that comprehension recount texts should be increased more in order to get the highest ability in reading recount texts, generally in reading comprehension of many kind of genres.

In this case, the teacher needs to apply some reading strategies which are suitable for the students. However, the students also need to enjoy reading because there will be many advantages that they can get. They can start their reading activity through reading a recount text which can improve their knowledge and can entertain them.

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