



AN ANALYSIS ON THE SECOND YEAR STUDENTS' DIFFICULTIES IN COMPREHENDING RECOUNT TEXT AT SMP N 27 PADANG

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Abstract

This research aimed to find out the students' difficulties in comprehending recount texts viewed from the generic structure, social function and lexico grammatical features. This research is descriptive quantitative research. The sample of this research is 31 students selected using cluster random sampling. The instruments used in this research were reading test and interview. In reading test, the test consisted of 30 items multiple choice with five recount text related to generic structure, social functions and lexico grammatical features. The research data were in the form of interpretations of student test results and interviews with students. Based on data analysis, it was found that the students' difficulties in comprehending recount texts were average. It was proved by 34.82%, students had difficulties in comprehending generic structure, 37.80% students had difficulties in comprehending social function, and 43.89% students had difficulties in comprehending lexico grammatical features. Furthermore, it was caused by lack of knowledge, limited vocabulary, less concentration and poor reading interest.

Key words: Difficulties, Recount Text, Reading Comprehension

A. INTRODUCTION

Reading can be defined as an activity carried out to obtain information, add concept, increase knowledge, understand the meaning of reading through written form. In addition, reading is known as communication between writer and reader with the aim of getting information in written form. When student read a text in the classroom, the students will combine their own background knowledge and information that they got in the text. After they read, they have new information in their mind, and they can explain it briefly which means the reading aim is achieved.

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Reading skill is one of essential skill because it is the basis for mastering language. Furthermore, reading skill is also important in learning activities when the learning process takes place. Therefore, students' understanding toward the subjects becomes one of benchmark in learning. Understanding includes aspects of reading, writing, listening and speaking. Basically, reading activities demand students to be able to understand what they are reading, obtain information that is read both orall and written. Thus, reading is not only a skill that supports success in learning, but a skill that every individual needs to have in life in society, both during the learning period and after graduation.

The thing that is most noticed in reading activities is the ability of a person to understand the meaning of reading in depth or commonly referred to as reading comprehension skills. Arianto, Sari, and Wahyuni (2018: 131) who have rich knowledge and information or schema knowledge can easily understand what they read. Reading comprehension is a reading activity carried out to understand the contents of the reading in depth so that readers can find various information contained in the reading. Lems, Kristin, Miller (2010: 170) explains that reading comprehension is the ability to construct meaning from written texts. Students are expected to be able to catch up the meaning of each sentence in the text and connect the meaning conveyed by the writer. Reading comprehension has a relationship with the reader strategy that helps them to understand more deeply.

In teaching learning process, there are several text genres that should be studied by students at Junior High School. Based on 2013 curriculum there are some texts that are taught at Junior High School. They are transactional/interpersonal text, functional text and monologue text. In monologue text, there are descriptive, recount, narrative, procedure and report text. These texts have different characteristics each other.

One of the text genres is recount text. Recount text is a piece of writing that tells the event or experience in the past. It relates to the story about someone's experience in the past. The purpose of recount text is to entertain or inform the reader about event in the past. The generic structure of recount text usually has three components: (1) Orientation, it gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened. (2) Event, it shows the events in a chronological sequence. (3) Reorientation, it includes a personal comment about the event or what happened in the end.

In teaching and learning activity, we often find some students have difficulty in their learning. Especially, in reading recount text, many students get difficulty in comprehending the text. Difficulty is the condition or situation of a thing that is hard to accomplish in comprehending recount text. According to Taylor (1995) there are three types of reading difficulties. The first one is decoding difficulty. The second one is comprehension difficulty. The comprehension difficulty such as; misunderstanding about the meaning of sentences, inability to connect ideas in a passage and lack of concentration during reading. The third one is retention difficulty. The retention difficulty such as; trouble remembering or summarizing what is read, difficulty connecting what is read to prior knowledge and difficulty applying content of a text to personal experiences.

Based on the researcher's interview with one of English teacher in the second grade, it was found that there were several main problems that happened at the second year students at SMPN 27 Padang in teaching and learning recount text. The first one is inappropriate technique applied in the class in teaching recount text. The second one is lack of reading strategies used in learning recount text. In fact, there are many students used inappropriate technique in comprehending recount text. The third one is many students had difficulties in learning recount text. Difficulties to understand the meaning of the words on the text, to comprehend each generic structure of recount text, limited vocabulary and low motivation.

This study is intended to answer the research questions about what are the students' difficulties in comprehending recount text viewed from generic structure, social function and lexico grammatical features. It is purposed to find out the students difficulties in comprehending recount texts at SMPN 27 Padang and identify the problems which may cause the students' difficulties in comprehending recount texts at SMPN 27 Padang. The subject of this study is the students of SMPN 27 Padang on Eighth Grade in academic year 2018/2019 and focuses in the difficulties faced by the students of SMPN 27 Padang on Eighth Grade in comprehending recount text.

B. RESEARCH METHOD

The design of this research was a descriptive quantitative research to see the students' ability and difficulty in answering reading test. The population of this research was all the second year students of SMPN 27 Padang. The number of population were 217 students distributed to seven classes. The sample of this research was taken by cluster random sampling technique. Cluster sampling technique was used because the members of population were distributed in groups or classes. The researcher used cluster random sampling technique because all member of the population was considered homogenous; having the same syllabus, materials and they were taught by the same teachers. Therefore, there were 31 students involved in this research.

The instrumentation used to collect the data in this research was reading test and interview. In the reading test, it consisted of five recount texts with 30 items multiple choice. Those texts were taken from the National Examination questions of junior high school, LKS book and internet. The test was validated by one of English lecturer of English Department Universitas Negeri Padang and had been tried out with other class in order the test was reliable. Furthermore, in creating the questions, the researcher guided on 2013 curriculum junior high school in indicator K.D 3.11 about recount text.

Before analysing the data, the researcher first done validity and reliability test. The result showed for validity was 0.39 and reliability was 0.561.

1. First, the researcher counted the whole score of the test and calculated mean of the data. The following formula was used:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean score

ΣX = Total of all sample score

N = Total number of samples

2. Second, the researcher categorized students' ability based on their score. To find out the levels of students' ability in reading comprehension, the five point scale of Sudijono (2006) was used.
3. The researcher divided the result based on indicators and found out the percentages. The following formula was used:

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

Where:

P= Percentage of students ability

F= Frequency of students who answer correctly

N = Number of students

4. After the indicators divided the researcher classified the students who have difficulties and who have no difficulties.
5. After the result of difficulty were found, the researcher counted the percentage.
6. The researcher supported the data with interview data.
7. After that, the reseacher concluded the result and described the result.

C. RESULT AND DISCUSSION

1. Research Finding

A. Students' Difficulties in Comprehending Recount Text Viewed from Generic Structure

In generic structure, it is divided into three parts. There are orientation, event and re-orientation. The percentages of difficulty that faced by the students can be shown as follow:

Table 7.

The Distribution of the Scores Viewed from Generic Structure

Recount Text Indicators	Sub Indicators	Item Number	Correct Answer	Percentage (%)	Total Percentage (Mean)	Incorrect Answer	Percentage (%)	Total Percentage (Mean)
Generic Structure	Orientation	1	31	100 %	77.44%	0	0	22.58%
		7	20	64.5%		11	35.5%	
		13	30	97%		1	3.2%	
		19	12	38,7%		19	61.3%	
		25	27	87%		4	12.9%	
	Event	2	30	97%	56.78%	1	3.2%	43.18%
		8	22	71%		9	29%	
		14	4	12.9%		27	87%	
		20	26	84%		5	16.1%	
		26	6	19%		25	80.6%	
	Re-orientation	3	17	54,8%		14	45.2%	
		9	30	93.8%		1	3.2%	

		15	29	93.5%	60.62%	2	6.5%	38.72%
		21	9	29%		22	71%	
		27	10	32%		21	67.7%	
Percentage of students with difficulty					34.82%			
Percentage of students with no difficulty					64.95%			
Level of students' difficulty					Low			

Table above showed the students' scores and percentages of students' difficulties in comprehending recount text viewed from generic structure. The percentage of each part of generic structure can be explained below:

1. Orientation

From the table, it can be seen that there were (77.44%) students who answered correctly for orientation and (22.58%) students who answered incorrectly. It can be concluded that the students mostly can comprehend orientation in recount text.

2. Event

From the table, it can be seen that there were (56.78%) students who answered correctly for events and (43.18%) students who answered incorrectly. It was also shown that event is quite difficult for the students. A half of the students tend to have difficulty in comprehending event.

3. Reorientation

From the table, it can be seen that there were (60.62%) students who answered correctly for reorientation and (38.72%) students who answered incorrectly. It can be concluded that the students mostly can comprehend reorientation in recount text.

Some interviews also conducted to find out the students' difficulties in generic structure of recount text which were done by the students of SMPN 27 Padang. By identifying the generic structure, the students could increase their vocabulary, and know place, time, participant in the text and what the text tell about also the conclusion. The students found difficulty to do this. They did not know the generic structure of the recount text. This finding was proved by the students' answers in interview. Those difficulties were caused by several reasons. First, most of students lacked of knowledge or mastery of vocabularnt in comprehending part of generic structure generally. Second, based on the interview data, they guessed the answer based on their feeling. Third, they lacked of concentration while doing the test because of noises and tiredness. Most of them find that event is the most difficult part to be identified.

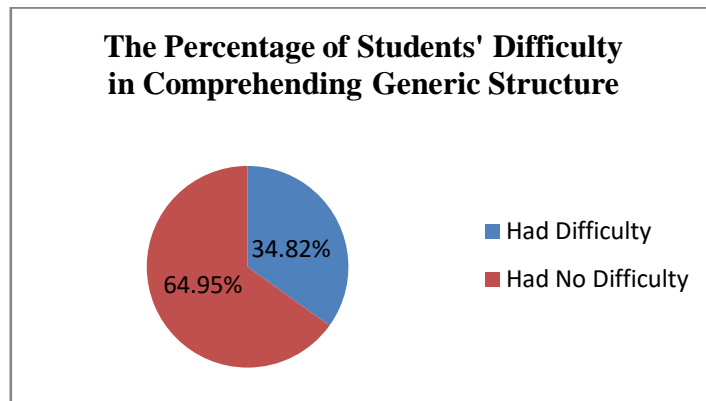


Figure 1. The Percentage of Students' Difficulty in Comprehending Generic Structure

In conclusion, from the average score test and the percentage the students difficulty in generic structure was 67.74%. While 32.26 % students get no difficulty. It also showed that the part of generic structure that tended to be difficult for the students was event. Thus, the level of students' difficulty in generic structure was low.

B. Students' Difficulties in Comprehending Recount Text Viewed from Social Function

The students difficulties in social function can be shown at the text bellow:

Table 8. The Distribution of the Scores Viewed from Social Function

Recount Text Indicators	Sub Indicators	Item Number	Correct Answer	Percentage (%)	Total Percentage (Mean)	Incorrect Answer	Percentage (%)	Total Percentage (Mean)
Social Function		4	13	41.9%	62.54%	18	58%	37.40%
		10	18	58%		13	41.9%	
		16	19	61.3%		12	38.7%	
		22	20	64.5%		11	35.5%	
		28	27	87%		4	12.9%	
Percentage of students with difficulty					37.40%			
Percentage of students with no difficulty					62.54%			
Level of students' difficulty					Moderate			

Furthermore, some interviews also conducted to find out the students' difficulties in social function in recount text. Those difficulties were caused by several factors. First, based on interview data, most of students did not know what the social function of recount text was. Second, they got difficulty in differentiating the social function of each text that they have learned. Third, only a few students knew the keyword.

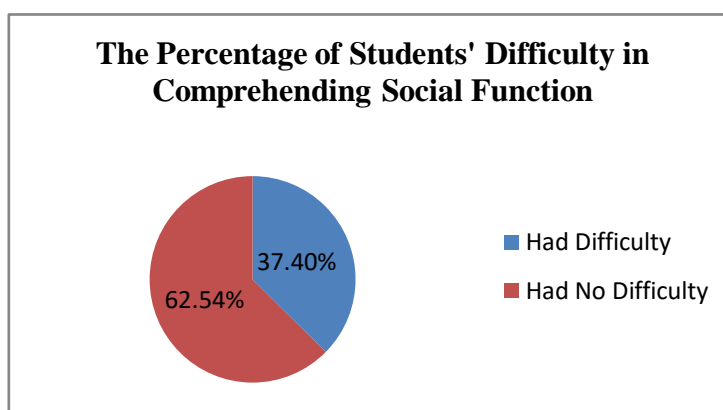


Figure 2. The Percentage of Students' Difficulty in Comprehending Social Function

As the result, the percentages of students with difficulty in social function was 37.40% and 62.54% students were faced no difficulty. It showed that the student tended to understand the social function of recount text. The level of students' difficulty was moderate.

C. Students' Difficulties in Comprehending Recount Text Viewed from Lexico Grammatical Features

The students difficulties in Lexico Grammatical Features can be shown at the text below:

Table 9.

The Distribution of the Scores Viewed from Lexico Grammatical Features

Recount Text Indicators	Sub Indicators	Item Number	Correct Answer	Percentage (%)	Total Percentage (Mean)	Incorrect Answer	Percentage (%)	Total Percentage (Mean)
Lexico Grammatical Features	Grammar	5	28	90%	63.14%	3	9.7%	36.82%
		11	20	64.5%		11	35.5%	
		17	31	100%		0	0	
		23	18	58%		13	41.9%	
		29	1	3.2%		30	97%	
	Vocabulary	6	8	25.8%	48.94%	23	74.2%	50.96%
		12	6	19.3%		25	80.6%	
		18	21	67.7%		10	32.3%	
		24	13	41.9%		18	58%	
		30	28	90%		3	9.7%	
Percentage of students with difficulty					43.89%			
Percentage of students with no difficulty					56.04%			
Level of students' difficulty					Moderate			

In vocabulary, 48.94% students got correct answer and 50.96% students got incorrect answer in vocabulary.

Some interviews also conducted to find out the students' difficulty in lexico grammatical features of recount text. By indentifying the lexico grammatical features, the student could understand the synonym, antonym, pronoun, meaning of word and word references. Most of the students could not understand lexico grammatical features of recount text. In grammar, the students could understand and identify the pronoun and word references well. On the other hand, in vocabulary, most of students did not know the synonym and antonym of words. Sometimes, they misunderstood between the meaning of synonym and antonym.

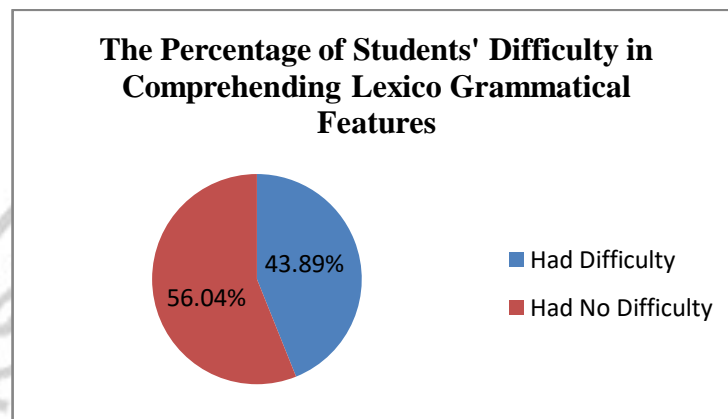


Figure 3. The Percentage of Students' Difficulty in Comprehending Lexico Grammatical Features

In conclusion, from the whole questions, the percentage of difficulty that students faced in lexico grammatical features is 43.89% students faced difficulty and 56.04% students get no difficulty. So, the level of students' difficulty was moderate.

2. Discussion

This discussion focused on students' difficulties in comprehending recount text.

The first research question aimed to find out the students' difficulties in answering generic structure questions. In generic structure, the students' difficulties in identifying orientation, event, and re-orientation were low. From the average score test and the percentages, the students' difficulties in generic structure was 34.82%. It showed the level of students' difficulties in generic structure was low. It also showed that the most difficult part of generic structure that tended to be difficult for the students was event. This was due to several reasons; first, most of students lack of knowledge or mastery of vocabulary in comprehending and identifying part of generic structure generally. Only a few students could comprehend and identify generic structure well. Second, based on interview data they guessed the answer based on their feeling. Third, they lacked of concentration while doing the test because of noises and tirednesses. It was also supported by Ariyanti (2017) who had conducted the research related to students' difficulties and found that the students' difficulties in reading comprehension were caused by limited

knowledge or mastery of vocabulary, learners' background and learners' environment.

The second research question aimed to find out the students' difficulties in answering social function questions. In social function, the percentages of students with difficulty was 37.40%. It showed the level of students' difficulty in social function was moderate. This was because most of students did not know what the social function of recount text was. They got difficulty in differentiating the social function of each text that they have learned. Furthermore, only a few students knew the keyword of social function of recount text itself.

The third research question aimed to find out the students' difficulties in answering lexico grammatical features questions. In lexico grammatical features, the students' difficulties in comprehending vocabulary (synonym, antonym, meaning of word) and grammar (past tense, pronoun, word reference) were higher than students' difficulties in comprehending generic structure and social function. From the whole question the percentage of students' difficulties in lexico grammatical features were 43.89%. It showed that the level of students' difficulties was moderate. The students got difficulties in vocabulary in comprehending lexico grammatical features. This was due to several reasons; first, most of students had limited vocabularies. It was indicated that they could not differentiate between antonym, synonym and meaning of word. Second, they had less reading interest. It could be seen from the students' knowledge about new vocabulary and the text. Their reading interest was low. Third, they lacked of concentration while doing the test. It was also supported by Ratih (2018) who had conducted the research related to students' difficulties and found that the students' problem in reading comprehension related to vocabulary knowledge or mastery, poor habit of reading and less interesting reading comprehension course they have in the classroom.

Based on the percentages, the order of students' difficulties in comprehending recount text is lexico grammatical features, generic structure and social function.

D. CONCLUSION AND SUGGESTIONS

Based on the result of the test, it was indicated that students' comprehension in recount text was categorized fair and the students' difficulty was moderate. First, The students' difficulties in comprehending generic structure were 34.82% and 64.95% had no difficulties. The most difficult was event. Second, the students' difficulties in comprehending social function were 37.40% and 62.54% had no difficulties. Third, the students' difficulties in comprehending lexico grammatical features were 43.89% and 56.04% had no difficulties. The most difficult was vocabulary. Those difficulties were caused by several factors. They were lack of knowledge, lack of concentration, limited vocabulary and less reading interest.

Regardless of the findings this thesis, there are several suggestions offered by the researcher to the following parties. First, in order to comprehend recount

text well, it is suggested for the students and teachers to discuss all aspects of text before coming to reading recount text. Second, since this research had some limitations, the researcher want to suggest other researchers to conduct further analysis about the students' difficulties in reading comprehension, especially recount text. Third, it is suggested for the teachers to improve and guide their students how to comprehend recount text by using appropriate strategy.

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