THE STUDENTS' ABILITY IN READING COMPREHENSION OF RECOUNT TEXT

Aulia Khattamimma

Universitas Pekalongan

Indonesia

Auliakhattamimma31@gmail.com

ABSTRACT

Reading skills became very important in education fields; students need to be exercised and trained in order to have good reading skills. As reading is very important students are expected to improve reading skills in English lesson. This study aims to describe students' ability in reading comprehension of recount text and to find out the problems faced by the tenth graders in SMK Islam Bojong in the academic year of 2019/2020 in reading comprehension of recount text.This study used descriptive qualitative method to analyze reading comprehension of recount text. From the results based on the research finding. Here it showed how students' ability in reading comprehension of recount text was low percentage; it was about 60% (poor). It is clear, that the students' ability was poor. There were 2 students who had excellent categories, 2 students who had very good categories, 3 students who had good categories, 7 students who had poor categories and the last 6 students who had very poor categories. Based on the students' ability in the indicator of reading has the moderate percentage in especially identified the topic of recount text 77. 5%, identified detail information 67. 5% . The writer concluded that were students' had problem faced were 60% students difficulties to looked for identified the main idea of recount text, 50% students did not understand the social function of recount text, 42.5% students had limited vocabulary yet.

Keywords: Ability, Reading Comprehension, Recount Text.

INTRODUCTION

In learning English, there were four skills that should be mastered. The four skills are listening, speaking, reading, and writing. The basic skills that were listed below are divided into two basic skills, receptive skills (reading and listening) and productive skills (speaking and writing). All are equally important and whenever possible the students should try to incorporate all of them into our lessons if we want to have a balanced approach.

Nowadays, reading skills became very important in education fields; students need to be exercised and trained in order to have good reading skills. As reading is very important students are expected to improve reading skills in English lesson. In the school, English lesson is an important subject for students. English has a priority for learning process. Because through

reading skills they can understand more knowledge especially in English. On the other hand, if students have a good ability in reading, they will have better chance in their study. Reading skills are the skills that students must improve. It means that mastering reading skills is important in the English lesson. "Reading, especially reading comprehension is not a passive activity. In fact, in the higher level, reading is not comprehended the written symbols only, but, reading comprehension is comprehending, accepting, rejecting, and comparing a text" (Cahyaningsih, 2017: 14).

Reading is one of language competence that has important role. This competence is acquired to develop understanding about other's idea through a book or writing form. By reading, people are able to observe the idea given by the writing. This skill is able to help them find out the new idea by their critical thinking. In fact, many modern countries have good reading culture such as America, Australia and Japan. It means that to increase the quality of a country, the society should be aware to read from other sources.

Reading comprehension is an ability of reading that is being taught to vocational high school. Based on the curriculum of English subject, the students in this level should be able to comprehend the meaning of short functional text and simple essay. The English curriculum for Vocational High School has many kinds of genre. According to Hyland (2003:1-4) "genre is a term for grouping texts together,

representing how writers typically use language to respond to recurring situation". It means that genre has different elements, they are descriptive text, procedure text, recount text and etc. They are also found in syllabus at the tenth graders of SMK Islam Bojong. The writer used recount text in measuring the students' ability in reading comprehension. The writer was conduct the research entitled "The Students' ability in reading comprehension of recount Text (a case study of the tenth graders of SMK Islam Bojong in academic year of 2019/2020).

METHODOLOGY

In this study, the writer used descriptive qualitative method in collecting and analyzing data. This study was conducted in SMK Islam Bojong on the tenth graders, located in the Karangsari Village, Bojong, Pekalongan city, central java. The subject of the research is the tenth graders of SMK Islam Bojong in academic year 2019/2020. The study used one class consists of 20 students as sample.

This study used research instrument. The students were given the test namely, multiple choice questions about the recount text. The total of the items were 10 items. The writer also gave questionnaires about the recount text like generic structure, language features and social function. In order to collect the data, the writer share the link of Google form in WhatsApps group and ask to students to did the multiple choice reading test and then for the analyze the data, the writer scoring the students the

students' correct answer, finding the mean and finding the percentage of the aspect reading skill.

Table 4.9
The Sequence of Skills in Reading Comprehension of Recount Text based on the Percentage of Score.

1	Identifying the topic	77,5%	Good
2	Identifying detail information	67,5%	Fair
3	Identifying the main idea	60%	Poor
4	Finding the synonym of certain word	50%	Very poor
5	Identifying the social function of the text	42,5%	Very poor

DISCUSSION

There were 2 objectives of the study were to described students' ability in reading comprehension of recount text and to found out the problem faced by the tenth graders in SMK Islam Bojong in the academic year of 2019/2020 in reading comprehension of recount text. The first is the students' ability in reading comprehension of recount text, based on the result of the research finding on table 4.3 above, it can be concluded that the students ability in reading comprehension of the recount text of the tenth graders of SMK Islam Bojong in academic year of 2019/2020 were less able in reading comprehension of recount text. From 20 students in this research, there were 2 students A2 and A16 were excellent, 2 students A11 and A15 were very good, 3 students A7, A10, and A20 were good, 7 students A5, A6, A8, A9, A12, A14, and A19 were poor, and 6 students A1, A3, A4, A13, A17, and A18 very poor.

The second is to found out the problem faced by the tenth graders of SMK Islam Bojong in in the academic year of 2019/2020 in reading comprehension of recount text, based on the table 4.9 the sequence of skills in reading comprehension of recount text based on the percentage of score above, the first, that was identified the topic of recount text with percentage 77.5% which had good category because based on the students answered, most of them able to understand the topic that were given. The second that was identified detail information of recount text with percentage 67.5% which had fair category because based on the students answered; most of them can found the information that asked to understand the recount text. The third, that was identified the main idea of recount text with percentage 60% which had poor category because based on the students answered; they have difficulties in looking the main idea is given and they are still confused to found the main idea of recount text. The fourth that was finding synonym of certain word with percentage 50% which

had very poor category because based on the students answered; most of them low vocabularies and they could not recognize the meaning of word, so they could not found the synonym of word. The last, that was identified the social function of recount text with percentage 42.5% which had very poor because based on the students answered; most of them could not distinguish social function between recount text and descriptive text. Therefore, based on the explanation above the writer found the problems faced are students have difficulty to looking for identified of main idea of text, many students have limited vocabulary, they did not understand the social function of text, they did not understand when finding with a long text. The teacher can give more attention to the students' ability, especially in identified the social function and finding the synonym of certain word. Most of them still confused to choose the correct answered in the skills of reading comprehension of recount text.

Based on the result of questionnaires in research findings, it can be concluded that from 20 students only 2 students really understand the recount text and 18 others just knew what it recounts text but they did not understand generic structure, language features and social function.

CONCLUSION

Based on the result of data analysis at the tenth graders of SMK Islam Bojong, the writer wants to present the conclusion. The conclusion consists of several points that were related to answer the problem statement are the students' ability and the problem faced by the tenth graders in SMK Islam Bojong in academic year of 2019/2020 in reading comprehension of recount text.

From the results based on the research finding. Here it showed how students' ability in reading comprehension of recount text was low percentage; it was about 60% (poor). It is clear, that the students' ability was poor. There were 2 students who had excellent categories, 2 students who had very good categories, 3 students who had good categories, 7 students who had poor categories and the last 6 students who had very poor categories.

Based on the students' ability in the indicator of reading has the moderate percentage in especially identified the topic of recount text 77. 5%, identified detail information 67. 5%. The writer concluded that were students' had problem faced were 60% students difficulties to looked for identified the main idea of recount text, 50% students did not understand the social function of recount text, 42.5% students had limited vocabulary yet.

REFERENCES

Borg, W. R., & Gall, M. D. 2003. *Educational Research: An Introduction (pp.174). London*: Longman, Inc.

Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. Fourth Edition. White Plains, NY: Pearson Education. Brown. 2004. *Language assessment: Principles*

and classroom practices (pp.185). White Plains, NY: Pearson Education.

Cahyaningsih, Novia Nur. 2017. *The Analysis of Students' Reading Comprehension in The Report Text at The Second Grade of TKJ 1 SMK SULTAN AGUNG TIRTOMOYO in Academic Year of 2015/2016.* A Final Project, Published, The State Islamic Institute of Surakarta, Surakarta. Retrieved from **https://core.ac.uk/download/pdf/296470714.pdf**

Ghonsooly, B. and Eghteasi, A.R. 2006. Role of Cognitive Sty of field Dependence/independence in using Cognitive and Metacognitive Reading Strategies by a Group of Skilled and Iranian (online journal), Asian *EFL Journal Press.* Vol. 8. No. 4. A division of Time Taylor International Ltd. Retrieved on January 10, 2021 from http://70.40.196.162/December_2006_EBook.pdf#page=119

Harmer, Jeremy. 2007. *How to teach English. Second Edition*(pp.99). Cambridge: Pearson Longman. Harmer. 2010. *The Practice of English Language Teaching (pp.57-59).* Cambridge: Pearson Longman.

Hughes, Arthur. 2003.*Testing for Language Teachers* (pp.59).

Second Edition. Cambridge: Cambridge University Press.

Hyland, K. 2003. *Second Language Writing* (Cambridge Language) (pp.24). Cambridge: Cambridge University Press.

Kartawijaya, Sukarta. 2017. "Analysis of The Students' Reading Comprehension in Comprehending Descriptive Text" (online journal). *Curricula Journal of Teaching and Learning.* Vol. 2, No.3. Retrieved on March 1, 2020 from https://www.researchgate.net/publication/323173426_AN_ANALYSIS_OF_THE_STUDENTS'_READING_COMPREHENSION_IN_COMPREHENDING_DESCRIPTIVE_TEXT