

**STUDENTS' DIFFICULTIES IN READING ENGLISH RECOUNT TEXT :  
A Study at Eighth Grade of SMPN 11 Mataram in Academic Year 2015/2016**



**Article**

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### RATIFICATION

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**STUDENTS' DIFFICULTIES IN READING ENGLISH RECOUNT TEXT:  
A Study at Eighth Grade of SMPN 11 Mataram In Academic Year 20015/2016**

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**ABSTRACT**

The research entitled “Students Difficulties in Reading English Recount Text: A Study at Eighth Grade of SMPN 11 Mataram in Academic Year 2015/2016”. This is a study about students difficulties in reading recount text. This study used a descriptive methods. The population of this study was all Eighth Grade of students consisting of 202 students. The data were collected and analyzed from 30 students by using purposive cluster sampling technique. Based on the data, 96.6 % students got the minimum standard of passing grade. The problems concerned to difficulties in decoding (45.02 %), comprehension (28.43 %) and retention (26.58 %) of students. The students were difficult to decode the recount text, thus it caused them difficulties to answer questions in reading recount test. This research provided the test and questionnaire which indicate students problems in getting the standard of passing grade in reading English recount text. This research shows that students could not comprehend the text very well as a result of inadequate ability in decoding recount text.

***Keywords* : difficulties, reading, recount text.**

**KESULITAN SISWA DALAM MEMBACA TEKS RECOUNT BERBAHASA  
INGGRIS: Studi Kelas VIII SMPN 11 Mataram Tahun Ajaran 2015/2016**

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**ABSTRAK**

Penelitian ini berjudul "Kesulitan Siswa dalam Membaca Teks Recount Berbahasa Inggris: Studi Kelas VIII SMPN 11 Mataram Tahun ajaran 2015/2016". Sebuah penelitian tentang kesulitan siswa dalam membaca teks recount. Metode yang digunakan adalah deskriptif. Populasi penelitian ini berasal dari seluruh siswa kelas VIII yang terdiri dari 202 siswa. Data dikumpulkan dan dianalisis dari 30 siswa dengan menggunakan teknik purposive cluster sampling. Berdasarkan data, 96,6% siswa mendapat nilai standar minimal pada kelulusan. Kesulitan siswa dalam decoding (45,02%), pemahaman (28,43%) dan retensi (26,58%). Siswa mengalami kesulitan dalam membaca kode informasi dari teks recount, sehingga menyebabkan mereka kesulitan dalam menjawab pertanyaan pada teks. Penelitian ini memberikan test dan kuesioner sebagai media untuk mengetahui masalah siswa dalam mendapatkan nilai pada standar kelulusan kemampuan membaca teks recount berbahasa Inggris. Penelitian ini menunjukkan bahwa siswa tidak dapat memahami teks dengan baik karena ketidakmampuan siswa dalam memecahkan kode pada teks recount.

***Kata kunci:* kesulitan, membaca, teks recount**

## **1. Introduction**

Reading is an activity that needs high concentration and it will increase conversational skill of the reader. It will make our brain active and work better. The ability to read is something vital in a literate society. Learning to read is an important skill and every student must develop it to be successful in school. Regardless of subject matter taught, students have to be able to read and comprehend in reading. Nowadays, most students just waste their time by playing computer games or browsing on the internet. In this case parents should guide children to read the book in order to be able to comprehend other subject matters. Thus, they are required to have good reading skill.

In competency based Curriculum for Junior High School 2006, there are five types of text; descriptive, narrative, report, procedure and recount text. In teaching and learning activity those texts are thought and trained by the teacher. Students of Junior High School, especially at the eighth grade are concerned on three types; descriptive, narrative and recount text. Students should be able to master those three texts. On the other hand, students in Junior High School has begun to learn about recount text.

Recount text is one of the most common texts which is really close to use in our daily life. Recount text tells the reader about what happened, who was involved, when it happened and where the event took place (Seaton, 2007). The sequence of event is described in some sort of order, for instance a time order. So we can conclude that recount text is a text that tells the reader about one story, action or activity. Recount text is aimed to entertain and inform the reader.

This study are intended to answer the research questions about what extent do students of SMPN 11 Mataram on Eighth Grade in academic year 2015/2016 understand English reading recount text and what factors may cause the students' difficulties in perception of English recount texts at SMPN 11 Mataram. It is purposed to identify the students difficulties in understanding English reading recount texts at SMPN 11 Mataram and identify the problems which may cause the students' difficulties in understanding English reading recount texts at SMPN 11 Mataram.

The subject of this study is the students of SMPN 11 Mataram on Eighth Grade in academic year 2015/2016 and focuses in the difficulties faced by the students of SMPN 11 Mataram on Eighth Grade in comprehending reading recount text.

## **2. Review of Related Literature**

According to Harmer (1991) reading is an exercise dominated by the eyes and the brain. It means that reader is not only read the text but also understand the meaning of written text being real.

Comprehension is a process of obtaining information from the context by using previous knowledge to interpret the meaning of the text. Reading without comprehending meaning is an empty act. Reading comprehension is an active process, which is occurred in human brain. The meaning of the text depends on how the brain process the information from text and it is supported by his existing knowledge. Reading built meaning by connecting new knowledge that already processed. (Vacca, et all. 1999:31).

Reading is the process of getting meaning from text. Platt (1992:306-307) states, "reading is perceiving a written text in order to understand the content". The result of understanding the text is called reading comprehension. The types of reading comprehension are distinguished according to the reader purposes in reading and the type of reading used. The following are commonly:

1. Literal comprehension:  
reading in order to understand, remember, or recall the information explicitly contained in a passage.
2. Inferential comprehension text:  
reading in order to find information, this is not explicitly stated in a passage, using the readers' experience and intuition, and by inferring.
3. Critical or evaluative comprehension:  
reading in order to compare information in a passage with the readers' own knowledge and values.
4. Appreciative comprehension:  
reading in order to gain an emotional or other kind of valued response from a passage.

Reading skill is one of several skills that is difficult for students that related in students comprehension. There are several sub-skill leading to a problem faced by students in comprehending reading recount (Taylor, 1995):

1. Learners Motivation
2. Learner Aid
3. Learning Environment

The types of purposes reading difficulties by students in their learning process.

a. Decoding Difficulties

Decoding is the process by which a word into an individual phonemes and recognized based on those phonemes. Someone who has difficulty in decoding is not able to comprehend the meaning when doing reading. The decoding difficulty such as; trouble sounding out words and recognizing words out of context, confusing between letter and the sounds they represent, slow oral reading rate (reading word by word), reading without expression (monotone) and ignoring punctuation while reading.

b. Comprehension Difficulties

Comprehension relies on mastery of decoding; children who struggle to decode find it difficult to understand and remember what has been read. The comprehension difficulty such as; misunderstanding about the meaning of sentences, inability to connect ideas in a passage, omission of or glossing over details, difficulty distinguishing significance information from minor details and lack of concentration during reading.

c. Retention Difficulties

Retention requires both decoding and comprehending what is written. As students progress through grade levels, they are expected retain more and more of what they read. 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.

In reading skill, there are several techniques used in comprehending the ideas in reading text. Technique in reading refers to the way to help the readers understand the ideas in reading text. According to Silberstein (1994), there are some techniques in reading:

- a. Skimming and Scanning
- b. Reading idea.
- c. Exploratory reading
- d. Study reading
- e. Critical reading
- f. Analytical reading

Recount is a form of writing that tells past event. This text structure begins with an orientation followed by sequence of events. This type of text has little more sequence of a series of events. People use recount text to retell events for the purpose of informing or entertaining the reader. When you tell about happenings in the past it means that you make a recount text. Recount text refers to the text that tells a story that happened in the past. It can be in the form of personal letters,

diary, history, biography or autobiography (Depdiknas, 2004:26). The basic structure of recount text consist of three elements:

- a. Orientation: It tells who was involved, what happened, where the events took place, and when it happened.
- b. Event: It tells what happened, in temporal sequence e.g personal comment/expression of evaluation
- c. Re-Orientation: It consists of optional-closure of events/ending e.g comments or conclusion

Recount text are divided into three types:

- a. Personal recount: Retelling of an activity that the speaker/writer has been personally involved e.g diary entry, biography.
- b. Factual recount: Recording the particulars of an incident e.g police report, news report.
- c. Imaginative recount: Taking on an imaginary role and giving details of events e.g a day in life of something

### **3. Research Method**

This study is descriptive research. Descriptive research method has a series of procedure to overcome research problems by describing the factual condition of the research object as it is (Brotowijoyo: 1995). It is aimed at finding out the students difficulties in understanding English reading recount text at SMPN 11 Mataram.

Arikunto (2006) defines that population is all of individual which are subject of research. Furthermore, Sugiyono (2010) defines population as generalization areawas the students of Eighth grade at SMPN 11 Mataram. The total populationof this study was 202 students from 6 classes. Arikunto (2006) states that it is better to take all of the population if the number of population is less than 100, but if they are more than 100, the researcher can take 10-15% of the population.

The sampling technique used was purposive cluster sampling technique which is categorized as probability sampling. The sample was a subset of a statistical population in which each member has an equal probability of being chosen. All students at grade Eighth have the same chance to be chosen as the sample. However, among the six classes of Eighth Grade of SMPN 11 Mataram, the researcher took Class VIIIIF consisted of 30 students as the sample in order to easy the researcher to set the schedule and the test for this research.

To obtain the data in this research, researcher uses two main sources from which the data gained in this research :

- a. Test of the reading text

The reading test which consists of 3 passages; multiple choices, essay and close test. Each test consists of 5-10 questions. The students should choose the

best answer to complete the questions which related to the understanding of reading recount text.

b. Questionnaire

The researcher provides questionnaire for students in order to know about students difficulties in reading recount text. The questionnaires consist of 15 questions related to students' problems in reading recount text

In this research, the researcher used descriptive method. First of all, the researcher identified and classified the type of difficulty in reading recount text:

a. Identification of difficulties

To identify students difficulties, researcher has provided several instruments in order to gather the data. In this case, researcher gave the tests which are used to find out the students difficulties in reading recount text. The tests were designed in multiple choice, essay and cloze test and consist of 33 questions.

b. Classification of difficulties

The classification in reading recount text will be classified into:

- Decoding difficulties
- Comprehension difficulties
- Retention difficulties

(Taylor: 1995)

c. Description of difficulties

After classifying the problems, each problem explained in detail in the next chapter.

d. Explanation of difficulties

Data gathered from test scores analyzed through some steps in details. The tests score taken and computed in simple statistics. The data collected through test was analyzed by using the formula in order to get the mean score data. The formula:

$$Ms = \frac{\sum S}{N}$$

Ms = The mean score

$\sum$  = The sum of

S = The students score

N = Number of sample

The second one, the researcher compare the number of students who got scores > 75 and students who got score < 74. The formula was used here as follow:

$$A = \frac{\sum S}{N} \times 100$$

$$B = \frac{\sum F}{N} \times 100$$

$\sum S$  = Number of students get score  $\geq 75$

$\sum F$  = Number of students get score  $\leq 74$   
 $N$  = Number of sample

The score gained from tests was identified to decide whether the students find difficulties in recount text.

Questionnaire data was analyzed to support data gained from the test score. From this procedures, the researcher will elaborate and describe the data in “analysis” and also elaborate the data from questionnaire as the complement data to figure out the students’ ability in answering questions about English text types as well as the difficulties that might be faced by them.

#### **4. Findings and Discussion**

There were 30 students taken as sample. The maximum time given to do the test was 60 minutes. After having the test accomplished, below is the result of the test. Based on the test the highest score is 89, the low score is 48 and the mean scores is 58.83.

In reading comprehension, there are three steps when students read of the text; decoding, comprehension and retention. Students try to input the data or material to their brain and analyze to comprehend it, then they will related it to their experience or prior knowledge. Students as the sample had been given test on recount text in this study. There are three passages in the test, 20 (twenty) multiple choices, 10 (ten) essay and 3 (three) cloze test as the instrument of study. Assessing the questionnaires was applied in this study to gather the data needed about students difficulties in reading recount text.

The aim of multiple choice tests is to know the ability of student in analyzing the recount text. There are three texts on this test, each text has 4-10 questions. The question stimulates the process in memorize and train students to be able to comprehend the text. It was clearly, the result of the test showed that students got difficulties to get the maximum score. The score for correct answer on this test is 2.25 point and 0 point to wrong answer. The highest score in this test is 40.5 (18 correct answer) and the lowest point is 18 (8 false answer), but the students got the average of this test only 25.76 from maximum scores 45.

In essay test, the researcher tried to measure students’ difficulties in reading comprehension and retention process on the text. The test has two texts that students have to read and analyze, there are 5 questions on each test. The

maximum score on each question is 4 as correct answer and 1 as the wrong answer. On this test, students are given a point on the wrong answer, because the point as a score on positive interactive to attempt the students comprehending the text and students are able to rewrite about the information as the retention process although they are false. The highest score on this test is 38.5 and the lowest score is 24.5.

In cloze test, there are three questions for each text. In this test, students tried to memorize the word based on their background knowledge and rewrite the information needed to connect both of the sentences. It stimulates the retention process when the students try to remember or connect the material as they experience on their daily life. The score of correct answer is 5 point and 0 to wrong answer. The highest score on this test is 15 point (3 correct answer) and 5 point (1 correct answer). Based on the result of test, the mean of students score in cloze test is 5.5.

The score of reading recount test; the range is from 48 to 89. It means that the students who got the highest score are those who got perfect point in multiple choices and answered 18 questions correctly, 9 questions in essay and 2 questions in cloze test. It was clear that the mean score of students test was 58.83. Based on the result, the researcher concluded that the ability of the Eighth grade students of SMPN 11 Mataram was at satisfactory qualification level.

In this study the questionnaire is an instrument to obtain the data gathered. The result of questionnaires concluded that the Eighth grade students of SMPN 11 Mataram have difficulties in reading text in general and especially in recount text. The questionnaire was arranged in order to know whether the students comprehend the reading texts which cannot be measured by the test.

The multiple choices test is more intent to measure the students' ability in decoding students' on reading comprehension. Students tried to stimulate the brain to understand the content and choose the best answer based on the text which four options an alternative choices (A, B, C, D). The essay and cloze test measured the decoding, comprehension and retention, most students are expected to understand the content based on their prior knowledge and how to connect both of texts to rewrite about the information based on the text. Meanwhile, the questionnaire aim is to know the reading perception on students' difficulties; decoding, comprehension and retention based on each questions. The Table 4.6 explains the frequency of students' difficulties. The highest frequency is decoding. Decoding process can be affected on reading comprehension process. When students brain were didn't to decode the text, it makes difficult to transfer on the test result as their comprehension. The score showed on test in Table 4.1 that students got low score on question connecting with comprehension aspect.

## **5. CONCLUSION AND SUGGESTION**

Based on the result of test and questionnaire, the researcher conclude that students on Eighth grade of SMPN 11 Mataram especially in class VIII F is in satisfactory category in recount text. It is showed that 29 students or 93.3 % students has failed in minimum standard of students score and the mean score of students test 58.83.

Students have difficulties in a process of recount text; decoding, comprehension and retention in reading recount text, which indicated the problems are follows; the students have difficulty in comprehending and analyzing the content of the text. The students are still confused to understand English text, especially recount text. Sometimes students do not have a prior knowledge as a basis to comprehend the text, thus, students get difficulties to finish reading recount text. The students rarely discuss about the reading material or text that was read. The students have problem in memorizing vocabularies caused by low motivation in learning English reading recount text.

The researcher suggested the teacher always motivates students to do lots of exercises inside and outside the class. In the teaching and learning process, teacher should provide some contextual teaching learning reading materials. He should improve their method and strategy in teaching English more effectively in order to achieve the purpose of study and give students exercise related to reading recount text to improve students reading motivation. Students should study hard to increase their knowledge especially vocabulary and tenses mastery in past tense. The students also should be more frequently to reading activities inside and outside the class.

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