

**STUDENTS' READING ABILITY AND PROBLEMS IN  
ANSWERING QUESTIONS OF RECOUNT AND  
NARRATIVE TEXTS AT GRADE VIII OF SMPN 33 PADANG**

**T H E S I S**



By

**ARLINA  
NIM 19347**

**This thesis is submitted to fulfill the requirements for the  
degree of Magister Pendidikan (M.Pd)**

**ENGLISH LANGUAGE SECTION  
LANGUAGE EDUCATION STUDY  
GRADUATE PROGRAM  
THE STATE UNIVERSITY OF PADANG  
2013**

## ABSTRAK

**Arlina,2013.Kemampuan Membaca dan Masalah yang Dihadapi Siswa dalam Menjawab Pertanyaan Teks *Recount* dan Naratif pada kelas VIII SMPN 33 Padang.Tesis.Program Pasca Sarjana Universitas Negeri Padang.**

Membaca merupakan salah satu dari empat keterampilan Bahasa Inggris yang harus dipelajari oleh siswa.Kemampuan membaca dalam menjawab pertanyaan berdasarkan teks *recount* and *narrative* adalah masalah yang dihadapi siswa kelas VIII SMP Negeri 33 Padang.Berdasarkan data yang diperoleh dari siswa kelas VIII SMP 33 Padang sebelumnya ditemukan bahwa nilai tes siswa tidak mencapai hasil yang memuaskan. Penelitian ini bertujuan untuk menjelaskan kemampuan membaca teks *recount* dan naratif dan menganalisis kesulitan atau masalah yang mereka hadapi.

Penelitian ini merupakan penelitian deskriptif. Populasi dalam penelitian ini adalah siswa kelas VIII SMP 33 Padang tahun akademik 2011/2012. Ada 46 siswa yang terpilih sebagai *sample* dengan menggunakan teknik *random sampling*. Data dikumpulkan melalui tes membacadan wawancara.

Hasil penelitian ini mengungkapkan bahwa kemampuan siswa dalam memahami teks *recount* dan *narrative* masih rendah, yang terlihat dari tes kemampuan membaca siswa. Data kualitatif yang diperoleh dari wawancara mendukung temuan tersebut.Penelitian ini mengungkapkan masalah yang dihadapi siswa dalam membaca, yaitu bahasa, kosakata, indikator membaca dan jenis pertanyaan. Berdasarkan hasil penelitian dapat disimpulkan bahwa kemampuan siswa yang rendah dalam memahami teks *recount* dan naratif disebabkanoleh kurangnya pengetahuan siswa tentang faktor-faktor yang mempengaruhi pemahaman dalam membaca teks tersebut.

## **ABSTRACT**

**Arlina, 2013. Students' Reading Ability and Problems in Answering Questions of Recount and Narrative Texts at Grade VIII of SMPN 33 Padang. Thesis. Graduate Program of State University of Padang.**



Reading is one of four English skills that must be mastered by students. Answering questions of recount and narrative texts was a problem that the students of grade VIII faced in reading skill. Based on a preliminary documentary of the students reading test result at grade VIII of SMP 33 Padang, it was found that their scores on reading test were not satisfying. Thus, this research was aimed at explaining their ability in this test and analyzing the problems that they faced. The study was a descriptive one. The population was the eighth grade students of SMP 33 Padang in 2011/2012 academic year. There were 46 students chose as sample by using random sampling technique. The data were collected by using a reading test and an interview.

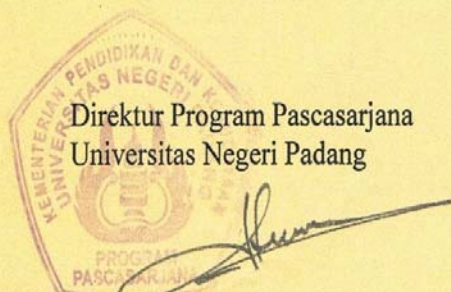
This research has proven that the students' ability in reading test by answering the questions of recount and narrative texts was low. It can be viewed from the students' ability who were able to answer the questions correctly; which was reflected in the percentage of the students who got excellent, good, enough and poor. This finding was supported by the qualitative data. In addition, the qualitative data indicated that the students had difficulties in other factors, namely language, vocabulary, reading indicators and type of questions. To conclude, students' ability in answering questions of recount and narrative texts was low because they did not have sufficient knowledge of factors that affected their comprehension in reading.

## PERSETUJUAN AKHIR TESIS

Mahasiswa : *Arlina*

NIM. : 19347

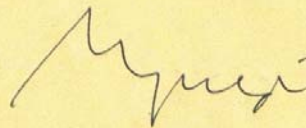
Nama	Tanda Tangan	Tanggal
<u>Prof. Dr. Jufrizal, M.Hum.</u> Pembimbing I	 _____	<u>28/11-2013</u> _____
<u>Dra. Yenni Rozimela, M.Ed., Ph.D.</u> Pembimbing II	 _____	<u>18/11-2013</u> _____



**Prof. Dr. Agus Irianto**  
NIP. 19540830 198003 1 001

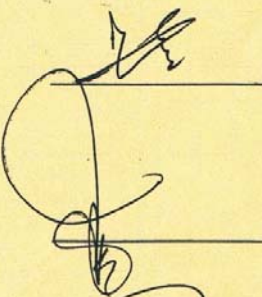
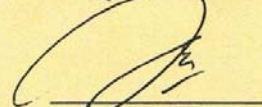
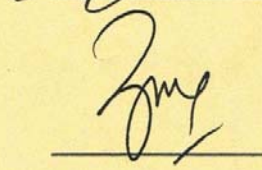
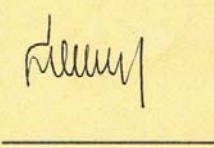
PLT. SK Nomor: 187/UN35/KP/2013  
Tanggal 23 Juli 2013

Ketua Program Studi/Konsentrasi



**Prof. Dr. Hasanuddin WS., M.Hum.**  
NIP. 19631005 198703 1 001

**PERSETUJUAN KOMISI  
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1	<u>Prof. Dr. Jufrizal, M.Hum.</u> (Ketua)	
2	<u>Dra. Yenni Rozimela, M.Ed., Ph.D.</u> (Sekretaris)	
3	<u>Prof. Dr. Hermawati Syarif, M.Hum.</u> (Anggota)	
4	<u>Prof. Dr. M. Zaim, M.Hum</u> (Anggota)	
5	<u>Prof. Dr. Gusril, M.Pd.</u> (Anggota)	

Mahasiswa

Mahasiswa : *Arlina*

NIM. : 19347

Tanggal Ujian : 23 - 10 - 2013

## **SURAT PERNYATAAN**

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis dengan judul STUDENTS' READING ABILITY AND PROBLEMS IN ANSWERING QUESTIONS OF RECOUNT AND NARRATIVE TEXTS AT GRADE VIII OF SMP 33 PADANG adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di Perguruan tinggi lainnya.
2. Karya tulis ini murni gagasan, pemikiran dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan Tim pembimbing.
3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai acuan di dalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan pada daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya, dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, Oktober 2013  
Saya yang menyatakan,

Arlina

## **ACKNOWLEDGEMENT**

I would like to thank all of those who have contributed in many ways to my thesis. Therefore, in this occasion, I would like to sincerely thank my advisors, Prof, Dr. Jufrizal, M.Hum and Dra. Yenni Rozimela, M.Ed., Ph.D, who have given a great deal of continuous guidance, valuable advice, meaningful contributions and time in completing this thesis. I would also like to thank my contributors and examiners, Prof. Dr. Hermawati Syarif, M.Hum, Prof. Dr. M. Zaim, M.Hum, and Prof. Dr. Gusril, M.Pd, who provided comments, contributions, and constructive feedback for the improvement of this thesis.

This thesis is dedicated to my lovely parents, Drs. Nusran (alm), Agustina (alm), H. Razali Leman, and Hj. Elymar Mansur, my beloved husband, Tomy Revelino, SE and my son, Vito Rezky Mylino and also for all of my sisters and my big family. A great appreciation is addressed to them for their love, pray, support and motivation. Furthermore, to all my friends at the graduate program of the State University of Padang (UNP) enrolled in 2010/2011 for their friendship and encouragement during my study.

Padang, Oktober 2013

The Researcher

## TABLE OF CONTENTS

<b>ABSTRAK</b> .....	i
<b>ABSTRACT</b> .....	ii
<b>PERSETUJUAN AKHIR THESIS</b> .....	iii
<b>PERSETUJUAN AKHIR KOMISI UJIAN THESIS</b> .....	iv
<b>SURAT PERNYATAAN</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	vii
<b>LIST OF TABLES</b> .....	x
<b>LIST OF FIGURES</b> .....	xi
<b>LIST OF APPENDICES</b> .....	xii

### CHAPTER I : INTRODUCTION

A. Background of the Problem .....	1
B. Identification of the Problem .....	4
C. Limitation of the Problem .....	5
D. Research Questions .....	5
E. The Purpose of the Research .....	6
F. Significance of the Research .....	6
G. Definition Key Terms .....	7

### CHAPTER II : REVIEW OF RELATED LITERATURE

A. Review of the Related Theories .....	8
1. Reading Comprehension .....	8
2. Reading comprehension Indicators at junior high school .....	15
3. Recount Text .....	17
4. Narrative text .....	19
5. Factors Affecting Reading .....	23
a. Knowledge of The Language .....	23
b. Knowledge of The Vocabulary .....	24

c. Knowledge of Text Types/ Genres .....	25
d. Knowledge of Types of Questions .....	26
e. Content / background of Knowledge .....	28
B. Review of the Related Findings .....	28
C. Conceptual Framework .....	30

### **CHAPTER III: METHOD OF THE RESEARCH**

A. Type of Research .....	32
B. Population and Sample .....	32
C. Research Instrumentation .....	34
D. Technique of Data Collection .....	36
E. Technique of Data Analysis .....	36
F. Validity and Reliability of the Test .....	39

### **CHAPTER IV: FINDINGS AND DISCUSSIONS**

A. Data Description .....	41
1. Student' Reading Ability .....	41
2. Students' Problems .....	50
a. Language problems.....	50
b. Vocabulary problems.....	52
c. Type, purpose and generic structure of the texts .....	55
d. Type of questions.....	59
B. Findings .....	61
1. Students' Reading Ability.....	61
2. Students' problems .....	62
C. Discussions .....	63
1. Language Problems .....	63
2. Vocabulary Problems .....	64
3. Text types and the Generic Structures of the Texts.....	67
4. Reading Comprehension Indicators.....	68
5. Type of Questions.....	69
6. Motivation.....	69

D. Limitation of the Study .....	71
----------------------------------	----

## **CHAPTER V: CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

A. Conclusion .....	72
B. Implication.....	72
C. Suggestion .....	73

## **BIBLIOGRAPHY**

## LIST OF TABLES

Table 1.	The population of grade VIII students of SMP 33 Padang .....	33
Table 2.	Number of Sample at grade VIII students of SMP 33 Padang .....	33
Table 3.	Reading comprehension indicators .....	34
Table 4.	Students' Scores in Comprehending Reading texts .....	37
Table 5.	Students' Scores in Reading Comprehension of Recount and Narrative Texts based on Indicators and Type of questions .....	42
Table 6.	Students' Score in Reading Comprehension of Recount and Narrative Texts .....	48

## **LIST OF FIGURES**

Figure 1. The Score of Students' Reading Comprehension .....	49
--	----

## LIST OF APPENDICES

Appendix 1: Reading Comprehension Test and The Key .....	74
Appendix 2: Table of Specification of the Test .....	78
Appendix 3: Data Wawancara .....	79
Appendix 4: Validity and Reliability of the Test.....	82
Appendix 5: Manual Analysis by Using <i>rpbis</i> .....	84
Appendix 6: Frequency Distribution of Reading Ability Data .....	87
Appendix 7: Students' Answer Sheets .....	89
Appendix 8: Research Licence .....	97
Appendix 9: Curriculum Vitae .....	100

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Based on The Government Regulation Number 22/2006 concerning for standard of content (*Standar Isi*), English is a tool of communication used to understand and express information, ideas, and thought and feeling as well as to develop knowledge, technology and culture. The ability to communicate in English is the ability to comprehend and to produce English texts both in spoken and/or written forms, which is expressed in four skills named listening, speaking, reading and writing.

Reading activities require the students to have good vocabulary, grammar and strategies in order to understand texts resulting in reading comprehension. Reading needs comprehension. Comprehension is the process of transferring ideas from texts to the reader's mind, or the process in which students understand and get the messages from the printed words. Reading without comprehension is useless. Reading needs sufficient vocabulary, knowledge of grammar, indicators of reading. The more the students read, the better their comprehension on the reading material will be.

At junior high school, reading comprehension of monologue texts includes the ability to comprehend procedure, descriptive, recount, narrative and report texts. In comprehending those texts, there are important indicators that should be acknowledged by the students. They are identifying main idea, identifying topic of a text, recognizing meaning of words and sentences, identifying synonym, antonym of words, and also making an inference of a text.

*Standar Kelulusan (Achievement Standard)* also requires the students to achieve some competencies like the ability to determine the main idea, explicit information, and reference. In English final examination (Ujian Nasional), each item of the test will represent the indicators. So do the items in daily tests, midterm tests, and semester tests. To succeed the tests, students should understand the indicators as well as the competencies that are necessary to obtain. Teachers, through the learning process, should also help students achieve the goals.

However, based on an observation done earlier, the process of teaching and learning the reading skill at the eighth grade students of Junior High School 33 Padang dealt with some problems. Looking at the students' point of views, there are some concerning obstacles as follows. Some students felt unable to comprehend the text. They frequently felt unable to figure out ideas in the text that they have just read. They did not know the meaning of the words and they could not answer the questions given as well. The students' inability in comprehending reading texts was reflected in their reading comprehension scores in daily, mid, and semester tests. The daily test result shows that only 12.5 percent (5 out of 40 students) were able to answer comprehension questions with the score ranged from 64 to 90, while the others got scores lower than 64 and the total average scores on their reading comprehension were lower than 64. In short, the students' reading comprehension could be said poor or low.

Furthermore, most of the students seemed to have difficulties in understanding narrative texts, descriptive texts, report texts, recount texts and procedure texts. They were not able to give correct answers to the questions provided. Data taken from the students' grades last semester have shown that the percentage of the students who got

score above 70 (based on “*Kriteria Ketuntasan Minimal*” or *Minimum Achievement Criteria*) was only 54 % (98 out of 180 students). It means that the number of the students who did not successfully comprehend the text were still high (46%). It shows that many students are still unable to master all of the indicators of reading comprehension, such as identifying main idea, topic of a text, meaning of words and sentences, synonym and antonym of words, reference and so on.

In addition, some of the students were mostly passive in the classroom. The indication of the problem could be seen from their reading behaviors. Most of the students thought that reading was not an interesting activity. It exists in their minds because they have perception that they should translate the whole text into Indonesian in order to understand it. Besides, they were not creative enough to form a good question and to answer their teacher and peers’ questions. They lacked of motivation to do reading tasks also. They felt reluctant to do their homework assignments, they talk each other instead. As the result, they could not understand the text and failed to answer the questions based on the text. Teachers also lack of strategies in teaching reading. They did not teach the strategies of how to answer the questions of the texts. They did not guide the students to the way how to comprehend texts easily such as by guiding them toward the questions types, or by introducing the reading indicators of functional or monologue texts.

The eighth grade students are taught three kinds of texts; they are descriptive, recount and narrative texts. Recount and narrative texts commonly use the same tenses, that are simple past tense, past continuous tense and present perfect tense. These tenses make students confused; they have no idea of how to distinguish between regular verbs and irregular verbs. They failed to answer the questions of the

reading texts because they cannot figure out what kind of verbs appeared in the questions (in simple present tense) and verbs appeared in the reading text (in simple past tense). Moreover, many students got confused in answering the questions because they did not understand the questions types whether the question is to ask place, time, condition, or setting.

This research, thus is going to seek what problems are faced by the students in answering the questions based on the recount and narrative texts. It is expected that this research will bring useful results which can be used to increase the students' scores in daily test, mid test, semester test, and even in national examination. Furthermore, this research is done to encourage the students to possess good comprehension of texts. As the result, they will get good marks in their daily tests, midterm test, and also their semester tests. It is hoped that through the findings of this research, teachers will be acknowledged what should be done to help increase students' ability in answering the questions of the texts.

## **B. Identification of the Problem**

The junior high school students are required to master the indicators in determining the general idea, explicit and implicit information, reference, the meaning of words/ phrase in every kind of text like greeting cards, short messages, labels, invitations, announcements, advertisements, letters, descriptive, procedure, recount, narrative, and report texts. At the eighth grade, the students are taught three kinds of simple monologue texts; they are descriptive, recount, and narrative texts.

There were problems occur in comprehending recount and narrative texts. The students might not know the concept of the questions and indicators that they have to

achieve at the end of the reading activity. They also have limited vocabulary and have little knowledge of grammar, especially past tense and past continuous tense found in the texts. Problems also came from the teachers themselves. They have not successfully taught reading strategies to students, particularly to read recount and narrative texts.

### **C. Limitation of the Problem**

Most of the students have difficulties in comprehending monologue texts. It can be seen that most of the students failed to get good scores on reading tests either in daily exercises, daily test, mid test or semester test. The students said that they did not understand past tense. Therefore, in this study, the researcher was encouraged to limit the problem on the students' ability in answering questions of recount and narrative texts in which the use of past tense can be found. The researcher also wanted to find out the students' problems in answering the questions of recount and narrative texts.

### **D. Research Questions**

Based on the background of the problem, the identification and the limitation of the problems, the problems of this research are formulated in the following questions :

1. How is the students' reading ability in answering questions of Recount and Narrative texts at the grade VIII of SMP N 33 Padang?
2. What problems do the students have in answering questions of Recount and Narrative texts?

### **E. The purpose of the Research**

The purpose of this research is :

1. to find out the students' reading ability in answering questions of recount and narrative texts.
2. to analyze the problems the students have in answering questions of recount and narrative texts and then explain them into language problem, vocabulary problem, problems in identifying reading indicators and type of questions.

#### **F. Significance of the Research**

It is expected that the result of this study can give contribution for English teaching at junior high school. It can be used to help the teachers to improve their students' ability in answering questions of the texts. It can be used to inform them about the level of their students' ability in answering questions of the texts correctly.

In addition, the findings might be useful for the teachers to figure out the students' problems in answering questions of the texts. So, the teacher can develop her syllabus in order to improve their students' ability, especially how to answer the questions correctly and quickly. For the researcher, it gives information about how important to teach reading comprehension indicators to the students in order to help them answer the questions based on the texts.

#### **G. Definition of Key Terms**

1. Ability: What is reflected by the students' scores in Recount and Narrative reading test.
2. Recount text: A type of text which tells a sequence of past events beginning with orientation, the sequence events and ended by re-orientation.
3. Narrative text: A type of text which has a purpose to entertain the readers

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

1. This research has revealed that the students' reading ability of the eighth grade students of SMPN 33 Padang in answering questions of recount and narrative texts is low. The result of the test has proven that most of the students can not answer the questions given in the recount and narrative texts.
2. The students fail in answering the questions of Recount and Narrative texts because they have some problems in comprehending both of the texts. They are the problems about the knowledge of grammar rules, lack of vocabulary, the knowledge of text type, questions types, and the knowledge about reading comprehension indicators.

#### **B. Implications**

This research implies that the students' ability in comprehending a recount and a narrative text can be clearly shown in their ability in answering questions of the texts in a form of essay (not in a form of multiple choice). If the students are unable to answer the questions of a recount or a narrative, it means that their ability in comprehending the texts is low or vice versa; if they have good ability in answering the questions, it can be said that they have good reading comprehension of a recount or a narrative as well.

Referring to this research, English teachers can see their students' ability in comprehending a recount or a narrative through the students' ability in answering questions of the texts in an essay form. This implies that a reading test with questions made in an essay form is sometimes more effective to measure the students' comprehension of a recount or a narrative compared to those made in a multiple choice form.

### **C. Suggestions**

It is advisable for the English teachers to learn about how to teach reading comprehension indicators to the students. The teachers also need to give the students exercises and daily tests in essay forms to ensure the students' ability in reading, especially in comprehending the recount and the narrative texts.

## BIBLIOGRAPHY

- Amir, Zainuddin. 2009. The Students' ability in the TOEFL Reading Subtest. Unpublished Thesis. Padang. Graduate Program of The State University of Padang.
- Anderson, J. Charles and Urquhart, H. 1985. *Reading in a Foreign Language*. London : Longman.
- Alderson. 2000. *Assessing Reading*. Cambridge: Cambridge University Press.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Ke-VI*. Jakarta: Rineka Cipta.
- Arthur, W. H, et al. 1981. *Principles and Practice of Teaching Reading*. New York: A Bell & Howell Company.
- Badan Standar Nasional Pendidikan. 2006. *Standar Isi*. Jakarta: BSNP
- Baker, M. 1992. In *Other Words: A Course Book on Translation*. London: Routledge
- Bustamam, Erni. (2009) The Students' Problems in Comprehending English Descriptive Texts at the Second Grade of SMA PGRI 1 Padang. Thesis. Graduate Program of Padang State University.
- Creswell, John W. 1994. *Research design : Qualitative, quantitative and mixed methods approaches* California: Sage Publications, Inc.
- Creswell, John W. 2009. *Research design : Qualitative and quantitative approaches* California: Sage Publications, Inc.
- Derewianka, Beverly. (1986) *Exploring How Texts Work*. Rozelle. Primary English Teaching Association.
- Departemen Pendidikan Nasional, 2004. *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP & MTsN*. Jakarta: Depdiknas.
- Devine, Thomas G. 1986. *Teaching Reading Comprehension from Theory to Practice*. Boston: Allyn and Bacon
- Gay, L.R & Airasian, Peter. 1997. *Educational Research Competences for Analysis and Application*. Upper Saddle River, N.J. Merrill/Prentice Hall.
- Gay, L.R & Airasian, Peter. 2009. 9<sup>th</sup> ed. *Educational Research Competences for Analysis and Application*. Upper Saddle River, N.J. Merrill/Prentice Hall.