

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

Thesis

*Submitted as Partial Fulfillment of the Requirements for Strata one (S1)
Degree in English Language Education Program*



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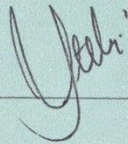
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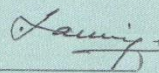
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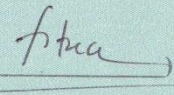
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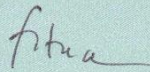
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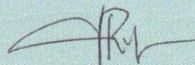
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ABSTRAK

Aiman, Umul. 2019. *An Analysis on the Second Year Students' Difficulties in Comprehending Recount Text at SMPN 27 Padang.* Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui kesulitan siswa dalam memahami teks *recount* yang dilihat dari struktur teks, fungsi sosial, dan tata bahasa. Penelitian ini adalah penelitian deskriptif kuantitatif. Sampel penelitian ini berjumlah 31 siswa yang dipilih menggunakan teknik *cluster random sampling*. Instrumen yang digunakan dalam penelitian ini adalah tes dan wawancara. Di dalam *tes reading*, terdiri dari 30 butir soal pilihan ganda terkait dengan struktur teks, fungsi sosial, dan tata bahasa teks dalam bentuk pilihan ganda dengan lima teks *recount* yang berhubungan dengan struktur teks, fungsi sosial, dan tata bahasa. Data penelitian ini berupa interpretasi dari hasil tes siswa dan wawancara dengan siswa. Berdasarkan analisis data, ditemukan bahwa kesulitan siswa dalam memahami teks *recount* adalah sedang. Hal ini dibuktikan oleh 34.82% siswa memiliki kesulitan dalam memahami struktur teks, 37.40% mengalami kesulitan dalam memahami fungsi sosial dan 43.89% siswa mengalami kesulitan dalam memahami tata bahasa. Selanjutnya, kesulitan ini disebabkan oleh kurangnya pengetahuan, kosakata yang terbatas, kurangnya konsentrasi, dan kebiasaan membaca yang buruk.

Kata Kunci: Kesulitan, teks *recount*, membaca pemahaman

ABSTRACT

Aiman, Umul. 2019. *An Analysis on the Second Year Students' Difficulties in Comprehending Recount Text at SMPN 27 Padang.* Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

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 moderate. It was proved by 34.82% students had difficulties in comprehending generic structure, 37.40% 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 habit.

Keyword: Difficulties, recount text, reading comprehension

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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading can be defined as an activity carried out to obtain information, add concept, increase knowledge, and 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.

Reading skill is one of essential skills 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 become one of the benchmarks 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 oral and written. Thus, reading is not only a skill that supports success in learning, but a skill that every individual needs to have in society life, both during the learning period and after graduation.

Basically, the purpose of reading is to comprehend what is being read. Reading will provide the students with lots of information about the world. It will give contribution for their success in study and their life in general. It means that

by reading the reader will get some information or knowledge. The students who like reading a lot will have more knowledge than who does not.

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. 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, and Miller (2010:170) mentions that reading comprehension is the ability to construct meaning from a given written text. The students are required to be able to catch the meaning from each of the sentences of the text and connect the meaning delivered by the writer. Not only related to the word being read, reading comprehension also has a correlation with the reader strategy which helps them to comprehend more.

In teaching learning process, there are six 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 theory, there are three types of difficulties (Taylor, 1997). These difficulties can be seen from several problems faced by the students. Based on the researcher's interview with English teacher and several students 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. Those problems can be classified based on theory.

First, in decoding difficulty the researcher did not find the problems in the field because this difficulty happened while students were doing reading in learning process. *Second*, in comprehension difficulty the researcher found several problems such as (a) the students did not understand the meaning of words on the text, (b) the students did not know more about recount text, its function and generic structure of recount text, (c) the students had limited vocabulary. *Third*, in retention difficulty the researcher found several problems; (a) inappropriate technique applied in the class in teaching recount text, (b) lack of reading strategies used in learning recount text and (c) lack of prior knowledge about text that they read which influence their reading comprehension and low motivation.

In reading, there are many students get difficulty in comprehending the text. Difficulty is the quality or state of being hard to do or understand. In other word, the condition or situation 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. Decoding is the process by which a word into an individual phonemes and recognized based on those phonemes. It means that someone who has difficulty in decoding is not able to comprehend the meaning when doing reading; 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 without expression (monotone) and ignoring punctuation while reading.

The second one is comprehension difficulty. 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. 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.

The phenomena above indicate that the students have difficulties in comprehending recount text. It needs to be proven scientifically by doing a research. The researcher is motivated to conduct a research entitled: “An analysis on the Second Year Students’ Difficulties in Comprehending Recount Text at SMPN 27 Padang”.

There are some studies that are related or similar to this research. The first research was conducted by Nurjanah (2018) at Ngudi Waluyo University. This research entitled “The Analysis of Students’ Difficulties in Doing Reading Comprehension Final Test”. The second research was conducted by Ismaya

(2017) at Mataram University. This research entitled “Students’ Difficulties in Understanding Reading Narrative Text: A Case Study at the Second Grade Students of MTsN 3 Mataram in Academic Year 2017/2018. The third research was conducted by Ariyanti Puspita (2017) at University of Lampung. This research entitled “Students’ Difficulties in Comprehending English Reading Text at Second Grade Students of SMAN 2 Metro. From those researches, the researchers found that the students’ difficulties in reading comprehension test were caused by vocabulary, especially the limited knowledge or mastery of vocabulary, learners’ background, teaching technique, and learners’ environment.

This research has similarity and difference with previous researchers. The similarity is those researchers discussed about students’ difficulties in reading comprehension. Meanwhile, this research has several differences. First, previous researchers focus on narrative text, final test and English reading text. On the other hand, the researcher focuses on students’ difficulties in recount text. Second, previous researchers talk about reading text generally. Meanwhile this research talks about students’ difficulties viewed from generic structure, social function and lexicogrammatical features more details. Last, the previous researchers inspired the researcher to know the difficulties faced by the students of SMPN 27 Padang in comprehending recount text.

B. Identification of the Problem

Based on the background of the problem above, it can be identified that there are many problems found by the researcher. The first one is teachers’ technique used in teaching recount text. Every teacher uses various techniques in teaching recount text. They will choose appropriate technique based on their

students' ability like speaking method, discussing or grouping the students in the class. The second one is the students' technique 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. They still did not understand about recount text; they were still confuse to differentiate between several genres of the text that they have learned; they had difficulties in comprehending each generic structure of recount text; they had limited vocabulary.

C. Limitation of the Problem

Based on the problem above, this research particularly limited to students' difficulties in comprehending recount text. The students' difficulties here include comprehending generic structure of recount text, social function and lexicon grammatical features.

D. Formulation of the Problem

Based on the limitation of the problem above, formulation of the problem can be formulated as: What are the students' difficulties in comprehending recount text at SMP N 27 Padang?

E. Research Questions

Based on formulation of the problem above, the research questions can be formulated as follows:

1. What are the students' difficulties in comprehending recount text viewed from generic structure?

2. What are the students' difficulties in comprehending recount text viewed from social function?
3. What are the students' difficulties in comprehending recount text viewed from lexico grammatical features?

F. Purpose of the Research

Based on the research questions mentioned previously, the purposes of this research as follows are:

1. To find out the students' difficulties in comprehending recount text viewed from generic structure.
2. To find out the students' difficulties in comprehending recount text viewed from social function.
3. To find out the students' difficulties in comprehending recount text viewed from lexicon grammatical features.

G. Significance of the Research

This research is very useful to be researched because the topic about reading text has to be learned by the students based on 2013 curriculum in junior high school. Therefore, the teachers can improve the students' ability in reading skill. This research is intended to have theoretical and practical significance. Theoretically, this study is expected to give some useful information about students' difficulties in comprehending reading text especially recount text. Practically, this study was useful for the students as a new reference to learn English, especially reading. For English teachers, this study is expected to give valuable input to the English teachers at SMPN 27 Padang especially and all

English teachers generally as an attempt to improve students' ability in reading comprehension. For the next researchers, this thesis gave some contribution as reference in doing scientific writing. The result of the research is expected to give some contributions for students, teachers, and future researches.

H. Definition of the Key Terms

To avoid misunderstanding about the title that is adapted in this research, the writer feels necessary to describes key terms as follows:

1. Difficulties are the condition or situation that is hard to accomplish in comprehending recount text.
2. Students' difficulty is any students who encounter obstacles to understand and comprehend recount text.
3. Reading comprehension is understanding a text that is read or the process of constructing meaning from a recount text.
4. Recount text is a piece of writing that tells the story or experience in the past. The generic structure of recount text is orientation, events and reorientation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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.

B. Suggestion

Regardless of the findings of this thesis, there are some suggestions offered by the researcher to the following parties:

1. The second year students at SMPN 27 Padang should improve their reading comprehension in recount text. The most important aspect that should be learnt more is in comprehending event and vocabulary.
2. In order to comprehend recount text well, it was suggested for the students and teachers to discuss all aspects of text before coming to reading recount text.

3. Moreover, it was suggested for the teachers to improve the students' reading comprehension especially recount text by using appropriate strategy.
4. It was suggested for SMPN 27 Padang to provide extracurricular activity such as English club to improve student's English ability especially mastering vocabulary.
5. 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.

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