

AN ANALYSIS OF STUDENTS' PROBLEM IN COMPREHENDING RECOUNT TEXT AT EIGHTH GRADE OF MTsN 1 PESISIR SELATAN

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ABSTRACT

This study has objectives to analyses the aspect of problem faced by the students problem in comprehending recount text and factors influences the students'problem in comprehending recount text at the eighth-grade students of MTsN 1 Pesisir Selatan. This study used descriptive qualitative method. The data were collected by using reading documentation test, and questionnaires at class VIII.6 students of MTsN 1 Pesisir Selatan. The researcher presents the data from the problem in comprehending recount text and factors influence in comprehending recount text. Based on data analysis on documentation of the test at class VIII.6 students of MTsN 1 Pesisir Selatan, in general it can be concluded that the results in the documentation of student test answer sheets are around 14 students getting Unacceptably Low results, and it was found that 13 students had good finding the main idea, understanding vocabulary, making inference, and detail information. For the factors influence the students' problem in comprehending recount text there are six factors namely, schema, vocabulary, motivation and purpose, teaching approach, grammar, and personal experience.

Keywords: problem, reading comprehension, recount text

INTRODUCTION

English is one of the most widely recognized languages in the world, and it is used in almost every country to facilitate communication between countries with diverse cultures and backgrounds. Therefore, the Indonesian government has made English one of the subjects taught as a foreign language from kindergarten to university and even being taught to elementary school students as a local content (Prihatini, 2020). Listening, speaking, reading, and writing are the four skills that must be mastered when learning English (Harmer, 2007).

Reading is one of the language skills that plays an important role in the learning process. This skill has an impact on other aspects of human life, particularly the learning process. Grabe as cited in (Perangin-angin, 2013), states that reading is the ability to draw meaning from the printed page and interpret this information appropriately. In other words, the readers are trying to get all the detailed information from the text they read. Through reading the readers will know about the text, get main idea of the text or get the point of the reading materials. According to (Westwood, 2001), states that “Readers must use information already to acquired to filter, interpret, organise, reflect upon and establish relationships with the new incoming information on the page.

Reading is an activity to understand the content of the text that we read. By reading, reader can get any message and information which can increase knowledge. According to (Nunan, 2003) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. This shows that the information in the text is not sufficient to make the reader understand the text. In understanding a text, a reader brings previous knowledge and experience on the topic and relates it to the information in the text. According to Hallman as quoted by (Stone, 2009) stated reading is a fundamental goal that must be understood by students in order to succeed in school and in life. Students must read textbooks in order to get information or answer assignments from the teacher. And According to Smith, he said that reading is the basis for obtaining knowledge from students. “Reading is as natural as identifying and interpreting facial expressions. Reading becomes complicated and when certain metaphorical conditions are taken to be literally true”(Smith, 2004).

Reading comprehension is the ability to understand the idea and information in the reading text. According to (Kennedy, 1981) reading comprehension is a thought process through which reader become aware of an idea, understand it in term of their experimental background and interpret in relation to their own needs and purposes. (Lems et al., 2014) 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. According to (Brown, 2003), reading comprehension is the construction of the meaning of a written the thought of a reciprocal interchange of ideas between the reader and the message in the particular text. It is the ability to read the text, process it, and understand its meaning.

Strong readers use strategies that work for them and can identify which strategy to use for different types of texts. Those struggling with reading can improve their reading comprehension skills by being taught strategies, as well as when and how to use them with different types of texts. According to (Nuttal, 1982), there are four aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, understanding vocabulary, making inference and detail information. These aspects are regards as difficulties that the students encounter in comprehending the text. According to (Samuels, 1983) Factors influencing students' reading comprehension can be divided into external and internal factors. External factors include text topic and text structure, while internal factors include background experiences and awareness of text structure. The factors that have been identified in this research : schema, vocabulary, motivation and purpose, teaching approaches, grammar and personal experience.

One of the text types that the students in junior high school have to read is recount text. The recount text is a material in reading skill which belongs to a kind of text that teach and learn in junior high school level. Recount text is a text that serves to

retell events or experiences that happened in the past. According to (Anderson, 2003), a recount text is a piece of text which retells past events, it is usually in the order which something that happened. "In a recount text, the students must retell the sequence of events or experiences which they already got in the past" (Nafisah & Kurniawan, 2007). While, (Knapp & Watkins, 2005) says that recount texts are the simplest type of texts, formally, recounts are sequential texts which focus more than sequence a series of events. In every story, no matter how simple, need an orientation. Indeed, it is impossible to tell a story unless that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions. According to (Council, 2008), a recount text has several generic structures consists of orientation, events and reorientation. Each generic structure has social functions. A recount text has linguistic characteristics or in English terms is language features. This statement supported by (Saragih et al., 2014), they state that the language features in a recount text is use of nouns and pronouns to identify such as animals, people and something, use of past action verbs refers to the events, use of simple past tense to located events in relation to experiences time, use conjunctions and time connectives to make sequential the event, use of adverb and adverbial phrases to indicate place and time, and use of adjective to describe nouns.

This study is intended to answer the research questions about What kind of students' problem in comprehending recount text at the eighth grade of MTsN 1 Pesisir Selatan and identify the factors influence the students' problem in comprehending recount text at the eighth grade of MTsN 1 Pesisir Selatan.

METODE /METHODOLOGY

This research type of this was conducted by using descriptive qualitative research. (Creswell, 2010) said that, "qualitative research that aimed to explain phenomena by collecting data as deep as possible". Qualitative research emphasized the depth of data obtained by researchers. The deeper and more detailed the data obtained, the better the quality of this qualitative research. The subject of this research was the Class VIII.6 students of MTsN 1 Pesisir Selatan which consists of 27 students.

The instrumentation used to collect the data in this research was documentation of the test and questionnaire. This documentation test is given with the intention to see student learning outcomes after going through the learning process of reading comprehension. The research questionnaire was used to find out the factors influence the students' problem in comprehending recount text at the eighth grade of MTsN 1 Pesisir Selatan, and the item for the students questionnaire was divided into some several factors influencing students in reading comprehension. The factors that have been identified in this research : schema, vocabulary, motivation and purpose, teaching approaches, grammar and personal experience.

Data analysis in this study was carried out using the Miles and Huberman model, which is data analysis that is carried out interactively and continues continuously until

complete, so that the data is saturated. The data analysis process begins by examining all the data collected from various sources, then proceed with the following stages: Data Reduction, Data Display, and conclusion drawing and verification.

RESULT AND DISCUSSION

RESULT FINDING

a. Students’ Problem in Comprehending Recount Text

1) Students’ Comprehending in Answering Main Idea Questions

The researcher created three questions for finding main ideas of the passages. The question items for getting the main idea are questions 1, 5, and 9.

Table 1. Students’ Comprehending in Answering Main Idea Questions

Documentation Test	Question items number	The number of correct answers	Percentage of comprehension per question item	The percentage of reading for main idea
1	1	25	93%	74%
2	5	17	63%	
3	9	18	67%	

The result reveals that 25 of the students (93%) answered question number 1 correctly. It shows that the questions are categorized easy. Furthermore, it is 17 of the students (63%) answered question number 5 correctly. It means that it is categorized easy. Moreover, 18 (67%) of the students answered question number 9 correctly. It means that it is categorized easy. Based on the calculation of the correct answer, it found that the students’ comprehension item percentage for this type of question is 74% out of three questions items. It means that the questions are categorized easy for students in answering main idea questions.

2) Students Comprehending in Answering Understanding Vocabulary

The researcher created three questions for finding main ideas of the passages. The question items for getting the main idea are questions 2, 6, and 10.

Table 2. Students Comprehending in Answering Understanding Vocabulary

Documentation Test	Question items number	The number of correct answers	Percentage of comprehension per question item	The percentage of reading for main idea
1	2	17	63%	66%
2	6	18	67%	
3	10	18	67%	

The result reveals that 17 of the students (63%) answered question number 2 correctly. It shows that the questions are categorized easy. Furthermore, it is 18 of the students (67%) answered question number 6 correctly. It means that it is categorized easy. Moreover, 18 (67%) of the students answered question number 10 correctly. It means that it is categorized easy. Based on the calculation of the correct answer, it found

that the students’ comprehension item percentage for this type of question is 66% out of three questions items. It means that the questions are categorized easy for students in answering vocabulary questions.

3) Students Comprehending in Answering Making Inference

The researcher created three questions for finding main ideas of the passages. The question items for getting the main idea are questions 3, 7, and 11.

Table 3. Students Comprehending in Answering Making Inference

Documentation Test	Question items number	The number of correct answers	Percentage of comprehension per question item	The percentage of reading for main idea
1	3	11	41%	38%
2	7	11	41%	
3	11	9	33%	

The result reveals that 11 of the students (41%) answered question number 3 correctly. It shows that the questions are categorized hard. Furthermore, it is 11 of the students (41%) answered question number 7 correctly. It means that it is categorized hard. Moreover, 9 (33%) of the students answered question number 11 correctly. It means that it is categorized hard. Based on the calculation of the correct answer, it found that the students’ comprehension item percentage for this type of question is 38% out of three questions items. It means that the questions are categorized hard for students in answering making of inference questions.

4) Students Comprehending in Answering Detail Information

The researcher created three questions for finding main ideas of the passages. The question items for getting the main idea are questions 4, 8, and 12.

Table 4. Students Comprehending in Answering Detail Information

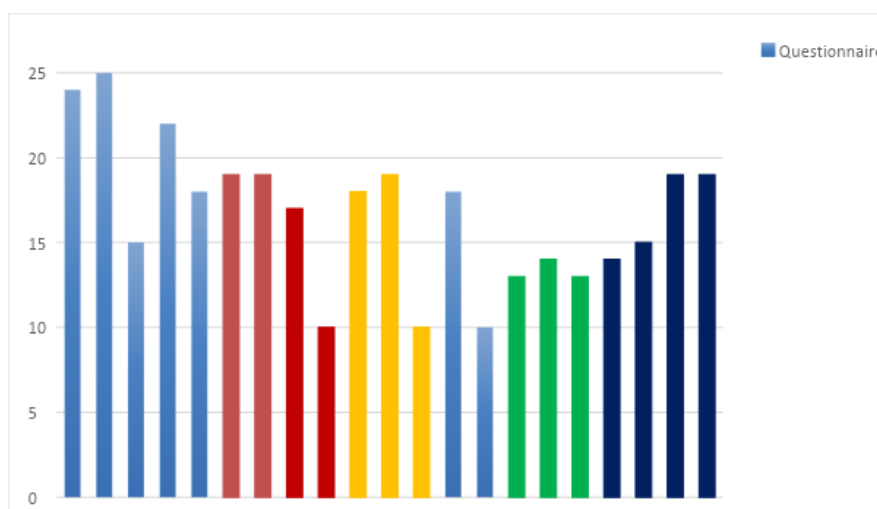
Documentation Test	Question items number	The number of correct answers	Percentage of comprehension per question item	The percentage of reading for main idea
1	4	23	85%	69%
2	8	17	63%	
3	12	16	59%	

The result reveals that 23 of the students (85%) answered question number 4 correctly. It shows that the questions are categorized easy. Furthermore, it is 17 of the students (63%) answered question number 8 correctly. It means that it is categorized easy. Moreover, 16 (59%) of the students answered question number 12 correctly. It means that it is categorized easy. Based on the calculation of the correct answer, it found that the students’ comprehension item percentage for this type of question is 69% out

of three questions items. It means that the questions are categorized easy for students in answering detail information questions.

Based on documentation of the test on class VIII.6 students at MTsN 1 Pesisir Selatan, researchers found several problems in reading comprehension in reading English texts, after doing the documentation test who were obtained from 3 documentation test it shows that of the 27 students can be described that their reading ability still has some deficiencies.

b. Students Factor in comprehending Recount Text



Graph 1. The Factors Influence Student’s Problem in Comprehending Recount Text at Eighth Grade of MTsN 1 Pesisir Selatan

From the results of the questionnaire, the researcher obtained specific information related to students' reading comprehension of recount text in the eighth grade of MTsN 1 Pesisir Selatan. The researcher found several factors that influence students' reading comprehension, these influencing factors are teaching approach, grammar, and schema.

DISCUSSION

a. Students’ Problem in Comprehending Recount Text

The results of documentation of the test to 27 students from eight-grade students of MTsN 1 Pesisir Selatan showed that the students had difficulty answering the reading comprehension test. researchers found several problems or obstacles in reading comprehension in reading English texts, after doing the test it shows that of the 27 students can be described that their reading ability still has some deficiencies. It can be concluded that the component that students’ problem in reading comprehension is making inference in reading texts.

Based on the calculation of index the problem of each question item it is found that there are 9 question items categorized as easy questions and 3 questions items

categorized as difficult questions. More specifically, the 3 difficult questions include numbers 3, 7 and 11. These three questions are part of questions related to the problem of making inference. However, there were some students who were able to answer correctly.

b. Factor Influence the Students’ Problem in Comprehending Recount Text

From the student’s problem in reading comprehension above the researcher conclude, factors of students’ reading comprehension in making recount text conclusions is the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text and difficulty in understanding long sentence in the text.

And this is in accordance with the theory mentioned by the researcher in chapter two, the factors that causes problem in comprehending recount text is grammar, theory by (Suwanaroa, 2020) Grammar is a factor that can affect reading comprehension, as students may have difficulty understanding the meaning of a sentence if the grammar is incorrect . And the second factors are teaching approach, according to (Qureshi, 2021) The teaching approaches used in classes can contribute to slow and partial learning, which can impact reading comprehension in higher classes . And the last factors are main idea, theory by W.H Yun (2007) This refers to the reader's prior knowledge and experience with the topic being read. It can be divided into textual schema (knowledge about the text itself) and extra-textual schema (knowledge about the world outside the text). Based on the results of the research above, the researcher recommends that teachers use appropriate strategies to increase students' motivation to read and develop their ability to understand reading comprehension on recount text.

CONCLUSION

Based on documentation of the test on class 8.6 students at MTsN 1 Pesisir Selatan, researchers found several problems in reading comprehension in reading English texts, after doing the documentation test who were obtained from 3 documentation test it shows that of the 27 students can be described that their reading comprehension still has some deficiencies. The problem faced by the students are difficulty in answering main idea questions (74%), understanding vocabulary (66%), making inferences questions (38%), and finding detailed information (69%). Therefore, the problem aspects of reading comprehension faced by the eighth grade students is making inferences with (38%). From the results of the questionnaire, the researcher obtained specific information related to students’ reading comprehension of recount text in the eighth grade of MTsN 1 Pesisir Selatan. The researcher found several factors that influence students’ reading comprehension, these influencing factors are schema, grammar, and vocabulary.

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