

**AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY TO  
COMPREHEND RECOUNT TEXT AT SMPN 18 PADANG**

**THESIS**

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## ABSTRACT

Aryeni, Fevi. 2017 “ *An analysis of the second year students’ ability to comprehend generic structure of recount text at SMP N 18 Padang* “ Thesis. English Department, Teacher Training and Education, Bung Hatta University.

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The aim of this study was to describe the students’ ability to comprehend generic structure of recount text. Relating to this, the researcher used descriptive method. The population of this research was the second year students at SMPN 18 Padang. The total population was 306 students. To get the sample, the researcher used cluster random sampling. The number of sample was 68 students. The data of this research were gathered by using reading test in the form of multiple choice items. Before the researcher gave the real test, she tried it out since the instrument was categorized as nonstandardized test. The result of the try out test was used to know the reliability of the test. It was found that the reliability of the test was high (0.65).

Based on the result of data analysis, it was found that 42 (60%) students had moderate ability to comprehend generic structure of recount text. Specifically, it was found that 40 (59%) students had moderate ability to comprehend orientation of recount text. It was also found that 38 (56%) students had moderate ability to comprehend events. Then the last findings that 55 (81%) students had moderate ability to comprehend re-orientation.

Based on the findings, it can be concluded that the second year students’ ability to comprehend recount text was moderate. Relating to this conclusion, the teachers are suggested to review the materials about recount text. Then the teachers are suggested to find out and employ the more effective techniques of teaching reading. And for the students are suggested to learn more about generic structure in order to improve their comprehension in identifying which are an orientation, events and re-orientation of recount text. The students also should improve their ability to comprehend the generic structure of recount text by doing more exercises relating to the generic structure of recount text.

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# CHAPTER I

## INTRODUCTION

In this chapter, the researcher discusses background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purposes of the research and definition of the key terms.

### 1.1 Background of the Problem

Language has important role in our lives. Every people around the world use the language everyday to communicate with other people. By language, one could interact, and do socialize with people. In this technology era, we realize that it is very important for people to learn foreign languages. English is an International language and it will be a reason why the language learners in all over the world should be able to use English.

Saragih et al.(2014:1) state that in learning English, the students should master four skills. They are listening, speaking, reading, and writing. The four skills are very important because they are basic in learning English. It is important for the students to master spoken and written English in order to be able to communicate and socialize with the community.

Why must reading? there are eight reasons why reading is so important (Inspiration Boost,2014,para:1). The first one is one can expose himself/herself to new things, the second one is self-improvement, the third is improve our understanding, the fourth is through reading one can do a preparation to action, the fifth is gain many of experiences from other people, the sixth is as tool of

communication, the seventh is reading can connect one brain and the last one is boost imagination and creativity.

Based on school based curriculum (KTSP), the second year students of junior high school in Indonesia learn some kinds of texts. The texts are narrative, recount, and descriptive. Recount text is different from other texts. It is a text that opens one's mind to retell his/her experience or events that happened in the past.

According to Knapp (as cited in saragih et al.,2014:57), recount text is written out to make a report about an experience of a series of related events. A recount is written out to inform an event or to entertain people. Recount text is text that tells an incident in the past.

Based on the result of interview that the researcher did informally with one of the English teachers who taught the second year students, and an observation when the researcher practiced teaching at SMPN 18 Padang, the researcher found that many students got low scores in English test especially on reading comprehension of generic structure in recount text test.

Based on the phenomena above the writer was interested in conducting a study about "An analysis of the second year students' ability to comprehend a recount text at SMPN 18 Padang"

## **1.2 Identification of the problem**

There are many problems related to students' reading comprehension skill.

- a. To comprehend text the students cannot understand the regular and irregular verbs in simple past tense. They spent much time to open the dictionary to get the meaning of the words that are different with the

original one. They asked their teacher or their friend what the present tense of the words before they get the meaning of the words and if they did not know the meaning, they just left it and continue the others.

- b. Some of them also have problems in determining generic structure of recount text, they can not decide whether orientation, event, and re-orientation in the text. It related with their knowledge about the meaning. They did not understand the meaning so, they can not decide whether the generic structure of recount text.
- c. In addition, many students have lack of vocabulary in reading. Some of students are lazy to increase their vocabulary, with the condition of the class, the weather, and the situation in the class make them so complicated to do their task. Therefore most of them got bad score in reading.

### **1.3 Limitation of the Problem**

Relating of problem dealing with recount text, the researcher limited her research on thesecond year students of SMPN 18 Padang to comprehend recount text. Furthermore, the researcher focused her research on comprehending the generic structure of recount text. They are orientation, events and reorientation.

### **1.4 Formulation of the Problem**

Relating to the limitation of problem, this study was formulated in the following question: “How is the ability of the second year students at SMPN 18 Padang to comprehend a recount text?”

### **1.5 Research Questions**

Based on the formulation of problem of this research as already discussed, the researcher proposed some research questions as follows:

1. How is the ability of the second year students at SMPN 18 Padang to comprehend orientation paragraph in recount text?
2. How is the ability of the second year students at SMPN 18 Padang to comprehend events paragraph in recount text?
3. How is the ability of the second year students at SMPN 18 Padang to comprehend reorientation paragraph in recount text?

### **1.6 Purposes of the research**

The general purpose of this research was to describe the ability of the second year students of SMPN 18 Padang to comprehend recount text. Furthermore, the specific purposes of this study are as follows;

1. To describe the ability of the second year students at SMPN 18 Padang to comprehend orientation paragraph in recount text.
2. To describe the ability of the second year students at SMPN 18 Padang to comprehend events paragraph in recount text.
3. To describe the ability of the second year students at SMPN 18 Padang to comprehend reorientation paragraph in recount text.

### **1.7 Significance of the research**

The researcher hopes that the finding of this research will be useful for researcher, English teachers, and students. For English teachers, they know the students' ability to comprehend generic structure of recount text. For students, this

research can increase their ability to comprehend generic structure of recount text. For the researcher, she can get a good understanding in conducting a research.

### **1.8 Definition of Key Terms**

There are several key terms used in this research. To avoid misunderstanding about them, the researcher provides the definition of the key terms as follows :

1. Ability is the students' skill to use knowledge to comprehend recount text.
2. Comprehending is the ability of the students to know the content of recount text.
3. Text is the written words in a book, magazine, etc., not the pictures; in this term is reading text generally.
4. Generic structure is the components which build the whole texts (orientation,events,reorientation).
5. Orientation is introduction the participants, place and time.
6. Eventsarethe series of event that happened in the past.
7. Reorientation is optional. It consists of closure of events/ending.