

**An Analysis of the Eighth Grade Student's Ability to Answer Question
in Reading Recount Text At SMP Kartika 1- 6 Padang**

THESIS

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ABSTRACT

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Aim of this study was to describe the students’ ability to answer questions in reading recount text. Related to this, the researcher used descriptive method. The population of this research was the eighth grade students’ at SMP Kartika 1-6 Padang. Total Sample was 26 students. To get the sample, the researcher used cluster random sampling. Number of population was 109 students. Data of this research were gathered by using reading test in the form of an essay test. To find out the reliability of this test, the researcher used inter-rater technique, Results of the two scores were used to know the reliability of the test. It was found that that the reliability index of the test was very high correlation 0,84. (See appendix 6). it means the test was reliable. Then the test was valid in terms of content validity.

Based on the result of data analysis, it was found that students’ ability in answering questions on reading recount text was moderate. Specially, it was found that 1 student (3,85%) had very good ability, 10 students (38,47%) had good ability, 4 students (15,38%) had moderate ability, and 11 students (42,30%) had bad ability. (See appendix 12) It means that the eighth grade students should learn more about answer questions in recount text.

Based on the findings, it can be concluded that the eight grade students’ ability in answer questions recount text was moderate. Relating to this conclusion, the teachers are suggested to improve students ability to answer w/h questions and yes/no questions in recount text since the result of study shows the result of study shows that the students’ ability to understand recount text was bad. The teachers are suggested to find out and employ the more effective techniques of teaching reading.

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CHAPTER I

INTRODUCTION

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

1.1 Background of the Problem

In learning English, there are four skills that should be mastered by the students because all of the skills are intergrated to each other. They are listening, speaking, reading and writing. Reading is one of the important skills which have to be learned by the students in order to master English well. Reading is also included into receptive skill besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear (Harmer, 2001:199).

According to Thanuskodi (2011), reading is a precise process. It involves exact, detailed, sequential perception and identification of letters, word spelling pattern and large language units. Reading is a psycholinguistics in guessing game. It involves an interaction between thought and language Keenneth (2004). In reading, the students' have to be able to find out any kinds of information. Reading usually means dealing with language messages in written or printed, hence knowledge of language Feng liu (2010). Therefore, through reading the students' will get any information that they don't get yet before. Reading also makes the students gain more knowledge, experiences, pleasure, and useful

information. Relating to this, Stone, (2009:39) states that reading is a fundamental goal that students must master in order to be successful in school and in life.

To achieve the purpose of reading, the students have to comprehend the text in order to understand of the information effectively. Gillet and Temple (1981:2) states that comprehension is the understanding new information in light of what we have already known. This thing will make students be more successful in applying and improving everything that had been learned and understood.

To know our understanding about the text, we may answer questions related to the text being read. Questions' is important in reading comprehension because the question can be used to check the students' understanding of text. They are two levels of questions. They are lower level and higher level questions. The lower level of questions covers knowledge, comprehension and application question. The higher level questions deals with analysis, synthesis and evaluation question Linn, C.B (2006).

Based on the result of the researcher's interview with Mrs. Vidrayoppi, an English teacher at SMP Kartika 1-6 Padang, the students are required to be able to answer questions on the text based on the KTSP. There are three genres or types of the text that should be taught at Junior High School, namely recount, narrative, and descriptive. For the eighth grade students' of Junior High School, they only learn about recount and narrative .

Unfortunately, based on the researcher's experience during practice teaching and interview with the English teachers at SMP Kartika 1-6 Padang, the ability of the students at SMP Kartika 1-6 Padang to answer questions on recount

text was rather not good. Most of the students understood what the teacher explained about recount text and aspects about it, but they were confused and still had mistakes when they answered questions. When the researcher asked some questions to the students; what problem do they have in answering questions on reading recount text? and what things make them unable in answer questions on reading recount text?, they answered or told that they did not understand it because they did not have enough or sufficient vocabulary, they had lack of knowledge about grammatical structures, and they had lack of prior knowledge about text.

Based on the reasons above, the researcher is interested in doing a research entitled “An Analysis of the Eighth Grade Students’ Ability to Answer Questions in Reading Recount text at SMP Kartika 1-6 Padang”.

1.2 Identification of The Problem

There are many problems related to students’ in answering questions on reading recount texts. In this research the researcher focuses on reading personal recount text. The first problem is grammatical structures. Most of the students’ have problems in understanding grammar or structure which are used in recount text. Most of them didn’t know the meaning of almost whole sentences in the passage since they lack of grammar of “past forms”. Besides that, they tend to say forget about the tenses used in the text. The second problem is the students’ have lack vocabulary. Most of them failed to answer questions of the text since they do not have sufficient vocabulary and failed to figure out the meaning of the words.

There are many aspects that are related to questions on reading text. Day (2005:65) states there are at least five forms of comprehension questions. They are “Yes/ No” questions, alternative questions, true or false, “WH” questions, and multiple choice. This forms of comprehension questions determine quality of the students in answering questions. “Yes/ No” questions are simply questions that can be answered with either yes or no. Alternative questions are two or more “Yes/ No” questions connected with or. “WH” questions are questions begun with what, where, when, who, how and why. And the last multiple choice questions may be used most effectively, in our experience, with literal comprehension. They can also be used with prediction and evaluation.

There are six levels of question to Bloom’s Taxonomy (1956), At times instead of referring to a specific level of the taxonomy people refer to “*lower level*” and “*higher level*” question. Lower level questions are those at the knowledge, comprehension, and simple application level of the taxonomy. Higher level questions are those requiring complex application (e.g., analysis, synthesis, and evaluation skills). Level of knowledge this is the lowest level of questions and requires students to identify information. Level of comprehension question is the way in which ideas are organized into categories. Level of application question, a teacher asks students to take information they already knew and apply it to a new situation. Level of analysis question is one that asks students to break down something into its component parts. Level of synthetic question challenges students to engage in creative and original thinking. Level of evaluation question requires an individual to make a judgment about something.

1.3 Limitation of The Problem

Based on identification of the problems, the researcher limited her study on the ability of the eight grade students of SMP Kartika 1-6 Padang to answer low level of questions in reading recount text. Furtherly, she focuses on some of “W/ H” questions (what, who, when, where) and “Yes/ No” questions in recount text. The researcher choose some of “W/ H” questions (who, what, when, where) and “Yes/No” questions because they are lower level of questions. Then she chooses personal recount text because this text is really useful for their past experience/the past unforgettable memories.

1.4 Formulation of The Problem

In accordance with limitation of the problem above, the problem of this research was formulated as follows. “How is the eighth grade students’ ability to answer questions in reading recount text at SMP Kartika 1-6 Padang?”

1.5 Research Questions

In line with the formulation of the problems, the researcher elaborated some research questions of this study as follows:

1. How is the ability of the eighth grade students of SMP Kartika 1-6 Padang to answer “W/H” Questions in reading of recount text?
 - a. How is the ability of the eighth grade students of SMP Kartika 1-6 Padang to answer Questions with Who in reading of recount text?

- b. How is the ability of the eighth grade students of SMP Kartika 1-6 Padang to answer Questions with What in reading of recount text?
 - c. How is the ability of the eighth grade students of SMP Kartika 1-6 Padang to answer Questions with When in reading of recount text?
 - d. How is the ability of the eighth grade students of SMP Kartika 1-6 Padang to answer Questions with Where in reading of recount text?
2. How is the ability of the eighth grade students of SMP Kartika 1-6 Padang to answer “Yes/No” Questions in reading of recount text?

1.6 Purposes of The Study

The general purpose of this research was to describe the ability of the eighth grade students of SMP Kartika 1-6 Padang to answer questions in reading Recount text. Especially, the purposes of the research were as follows:

- 1. To describe the ability of the eighth grade students of SMP Kartika 1-6 Padang to answer “W/H” Questions in reading Recount text?
 - a. To describe the ability of the eighth grade students of SMP Kartika 1-6 Padang to answer Questions with Who in reading Recount text?
 - b. To describe the ability of the eighth grade students of SMP Kartika 1-6 Padang to answer Questions with What in reading Recount text?
 - c. To describe the ability of the eighth grade students of SMP Kartika 1-6 Padang to answer Questions with When in reading Recount text?
 - d. To describe the ability of the eighth grade students of SMP Kartika 1-6 Padang to answer Questions with Where in reading Recount text?

2. To describe the ability of the eighth grade students of SMP Kartika 1-6 Padang to answer “Yes/No” Questions in reading Recount text?

1.7 Significance of The Research

The theoretical benefit of this research is to make process of teaching and learning English to answer question in reading recount text can be better than before. Besides, this research is very important for the students, the teacher and the researcher. For the students, the result of this research will make them aware of their ability to answer questions dealing with recount text. For the teacher, they get information about the students’ ability to answer questions in reading recount text and they can use it as an input for improving their way of teaching reading. Finally by doing this research, the researcher can increase her knowledge in conducting scientific study.

1.8 Definition of Key Terms

To avoid misunderstanding on some conceptual terms used in this research, the researcher had the definition of some key terms in this study as follows:

- 1) Ability is the students’ skill to answer question in reading recount text.
- 2) Reading is a way of getting information on reading recount text
- 3) Recount text is a text which tells about the past experience by retelling the events in chronological order with the purpose is either to inform or to entertain the audience.

- 4) Answer questions means to give response to the questions in reading recount text
- 5) “WH” questions are questions that begin with such question words as where, what, when, who, how, and why.
- 6) Who question, asking what or which person or people (*subject*)
- 7) What question, asking for information about something.
- 8) When question, asking about time.
- 9) Where question, asking in or at what place or position.
- 10) “Yes/ No” questions are simply questions that can be answered with either yes or no.