AN ANALYSIS OF THE FIRST YEAR STUDENTS' ABILITY IN COMPREHENDING GENERIC STRUCTURE OFRECOUNT TEXT AT SMA N 1 KUBUNG. SOLOK

Thesis

RAHAYU CITRA DEAZMI

1210013121045

Advisor I: Dra. Fatimah Tanjung, M.Hum

Advisor II: Dr. H. Welya Roza, M.Pd

ENGLISH DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

BUNG HATTA UNIVERSITY

PADANG

2016

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Alhamdulillahirrabbil'alamiin. First and foremost, the researcher would like to express her deepest gratitude to Almighty God - Allah SWT, who has given blessing, strength, health, inspiration, opportunity and patience to finish writing this thesis, and she also would like to send shalawat and salam to Prophet Muhammad SAW. Finally, the researcher could finish her thesis, entitled "**An Analysis of the First Year Students' Ability in Comprehending Generic Structure of Recount text at SMA N 1 Kubung. Solok**". The primary aim of this thesis is to fulfill a partial requirement for getting strata one (S1) degree from the English Department, Teacher Training and Education Faculty of Bung Hatta University.

Next, the researcher would like to express her gratitude to her advisors,Mrs. Dra. Fatimah Tanjung, M. Hum as the first advisor and Mr. Dr. H. Welya Roza, M.Pd as the second advisor, who had given their guidance, time, inputs and expertise so that the researcher could finish writing this thesis. The researcher also would express her gratitude to Mrs. Dra. Ernati, M.Pd as the chief of English Department, Mrs. Dra. Lisa Tavriyanti, M.Pd as the secretary of English Department, Mr. Drs. Khairul, M.Sc as the Dean of FKIP of Bung Hatta University and Mr. Drs. Yusrizal, M.Si .as the Vice Dean. The special honor and thanks also are given to all of the lecturers of English Department at Teacher

Training and Education Faculty of Bung Hatta University for their guidance, motivation, support, help and knowledge during studying in this campus.

The biggest thank is especially presentedto her lovely Mom,Zufriemi as the best Mom ever in the world and her lovely Dad,Zamzamiwho always keep on giving their best,prayer, spirit, advices, and support for her. They are the main reason that she can survive to face everything, and finally she can finish her study. She thanks that she has the great parents like them.

The researcher also would express her gratitude to her best friend for his support, help, motivation and inspiration during this time. The researcher also would like to express her thanks to all of her classmates, her great senior and her lovely juniors who could not be stated one by one.

Finally, the researcher realizes that this thesis is not perfect yet, and she hopes this thesis is going to be useful for everyone, and she is welcoming for every criticism and suggestion from the readers in order to be a better thesis in the future.

Padang, Januari 2017

The researcher

ABSTRACT

Deazmi, Rahayu Citra. 2016 " *An analysis of the first year students' ability in comprehending generic structure of recount text at SMA N 1 Kubung. Solok* " Thesis. English Department, Teacher Training and Education, Bung Hatta University.

Advisors: 1. Dra. Fatimah Tanjung, M. Hum

2. Dr. H. Welya Roza, M.Pd

The aim of this study was to describe the students' ability in comprehending generic structure of Recount Text. Related to this, the researcher used descriptive method. The population of this research was the first year students at SMA N 1 Kubung. Solok. The total population was 237 students. To get the sample, the researcher used stratified cluster random sampling. The number of samplewas 47 students. The data of this research were gathered by using reading test in the form of multiple choice. Before the researcher gave the real test, she tried it out since the instrument was categorized as nonstandardized test. The researcher took the item difficulty that has moderate level (0,31-0,70). And the researcher used the item test that has discrimination index (0,20-1,00). 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 very high (0.89). (See Appendix 10)

Based on the result of data analysis, it was found that the students' ability in comprehending generic structure of recount text was moderate. Specifically, it was found that 29 students (61,70%) had moderate ability. It meant that most of the first year students could comprehend generic structure of recount text, but they still had small problem, in comprehending it.The data also showed that 9 students (19,15%) had low ability. It meant that a few of the first year students could not comprehend recount text, and they had a big problem in comprehending it. The data revealed that 9students (19,15%) had high ability. It meant that only a few of the first year students could comprehend recount text well, and have no problem in comprehending it. (See Appendix 14)

Based on the findings, it can be concluded that the first year students' ability in comprehending recount text was moderate. Related to this conclusion, the teachers are suggested to review the materials about recount text since the result of study shows that the students' ability to comprehend generic structure of recout text was moderate and 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 and can identify 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. (See page 41)

TABLE OF CONTENTS

UNIVERSITAS BUNG HATTA

UNIVERSITAS BUNG HATTA

LIST OF TABLES

UNIVERSITAS BUNG HATTA

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

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

1.1 The Background of the Problem

Language is a means of communication which takes an important role in human life. As social being, people can not be separated from language since they need to communicate to others by a language as the medium. One of the international languages used until now is English. In this case, English as a means of communication has the most important role. Obviously English has dominated world communication either in speaking and reading.

English is a foreign language in Indonesia and the international language that is used by many people in the world and it has been used in many areas of daily life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, education and politics. That is why English is learned by many people in all around the world. In a language teaching and learning process, learners must be able to master the four skills. They are listening, speaking, reading, and writing. One of the important skills that should be mastered by the students is reading. Today, the most important ways to communicate with speaker

of other language and culture through reading. This fact makes reading become part of our daily life.

Reading is one of the language skills that can be found at every level of education dealing with teaching English. It is caused by the consideration that reading as the important skill. In addition, reading is one of the important parts of language especially English. It is widely used as something to connect the people with the information they need. Moreover, the people in most of the countries increase their knowledge through reading, and reading has become a routine activity in their daily life. Realizing these roles of reading skill, most people in the world learn reading as an important skill to support the other skills.

There are five kinds of text that should be learned by secondary students. They are recount, narrative, procedure, descriptive, and report text. One of the texts that are closed to the student's life is recount text because it is a text that retells past events. It differs from narrative text which the climax and the resolution of problem must be created in the story. Therefore, the students can explore their interesting or unforgetable experiences they already had or people around them in recount text.

Based on the result of interview that the writer did informally with English teacher, who teaches at first year students at SMAN 1 Kubung. Solok, it was found that most students have low achievement to comprehend recount text. Based on the information, it is assumed that the students have several problems in comprehending recount text, by learning factual text the students are expected to have background knowledge on factual text that mostly occur at University.

Based on the phenomena above the researcherwas interested in conducting a study about "An analysis of the first year students' ability in comprehending generic structure of recount text at SMAN 1 Kubung. Solok"

1.2 The Identification of the problem

Reading comprehension divides into four levels; literal comprehension, inferential comprehension, critical comprehension and creative comprehension. Literal comprehension is when the reader understands the basic facts. At inferential level, the reader needs to go beyonds what has been written in the passage and needs to add meaning or draw concusions. The critical level is where the reader is involved in assessing and working out the (good) sense of what is being read in the passage. The creative level is where the reader takes information and the ideas, and then creates new ideas from them. At this level the reader is stimulated towards new and original thinking.

There are three types of Recount Text, they are: Personal Recount Text, Biographical Recount Text and Procedural Recount Text.

A recount text is a text which tells aboutsomething that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener. Recount text can be factual information, such as a newsstory or procedural information, such as telling someone how you built something or personal information, such as a family holiday or youropinion about a subject. Its Genericstructureconsists of orientation, events, reorientation. In orientation, reader will introduce the

13

participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened. In events, reader will describing series of event that happened in the past. Telling what happened and in what sequence. And in reorientation, It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story. Languagefeatures of Recount text are introducing personal participant, using chronological connection, using linking verb, using action verb, and using simple past tense.

1.3 The Limitation of the Problem

Related the broad scope of problem dealing with recount text, the researcher limitedthis research to the students' ability by first year students of SMAN 1 Kubung in comprhending recount text. Furthermore, the researcher focused this research on comprehending the generic structure of personal recount text. They are orientation, events and reorientation.

1.4 The Formulation of the Problem

Related to the limitation of problem of this study was formulated in the following question: "How is the ability of the first year students at SMAN 1 Kubung to comprehend generic structure of recount text?"

1.5 Research Questions

Based on the formulation of problem of this study as already discussed, the researcher purposed some reasearch questions as follows:

1. How is the ability of the first year students at SMAN 1 Kubung to comprehend orientation in personal recount text?

2. How is the ability of the first year students at SMAN 1 Kubung to comprehend events in personal recount text?

3. How is the ability of the first year students at SMAN 1 Kubung to comprehend reorientation in personal recount text?

1.6 The Purposes of the Study

The general purpose of this research is to describe the ability of the first year students of SMAN 1 Kubung. Solok in comprehending recount text. Furthemore, the specific purposes of this study are as follows;

1. To describe the first year students' ability of SMAN 1 Kubung. Solok in comprehending orientation in personal recount text.

2. To describe the first year students' ability of SMAN 1 Kubung. Solok in comprehending events in personal recount text.

3. To describe the first year students' ability of SMAN 1 Kubung. Solok in comprehending reorientation in personal recount text.

1.7 The Significance of the Study

This research was expected to give a contribution as scientific and empiric information to teachers who teach English at SMAN 1 Kubung. Solok. Teachers can know the ability of first year students in SMAN 1 Kubung. Solok in comprehending recount text. For the students, they can use it to improve and increase their motivation to study reading recount text. For the researcher, this research was useful to increase her knowledge in doing a research and report in future.

1.8 The Definition of Key Terms

There are several key terms used in this study. To avoid misunderstanding about them, the researcher provided 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. 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.

5. Generic structure is the component which build the whole texts (orientation,events,reorientation).

6. Orientation is introduction the participants, place and time.

7. Events is describe series of event that happened in the past.

8. Reorientation is consists of optional-closure of events/ending.

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