Students' Ability In Reading Comprehension of Recount Text

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Abstract
The purpose of this study was to find out and describe students' ability to read texts, find difficulties faced by students and describe the factors that influence the reading comprehension of class X students of SMK 1 Pemalang in the 2022/2023 academic year in reading comprehension from recount texts. This study used descriptive qualitative method. The results of this study indicate that students' ability to read texts is considered weak at 57.74% (poor). Students' difficulties in reading comprehension of recount texts are seen in terms of mechanical abilities and comprehension. Nearly 50% of the 31 students answered that they did not understand reading comprehension texts. And from the factors faced by students in reading comprehension of recount text factors according to students, physical health can hinder reading, some students answered that they needed to find other learning resources related to reading and comprehension, some students answered that they were interested in reading but there were factors What does not support them in learning to read is environmental factors.

Keywords: Students' Ability, Reading Comprehension, Recount Text.

Introduction

In learning English, there are 4 skills in language, namely listening, speaking, writing, and reading. In learning English at school, students must master several skills, namely speaking, reading, listening, and writing (Haerazi et al., 2019). SMKN 1 Pemalang is one of the State Vocational Schools in Pemalang. As a formal institution, this school also provides English lessons to students, especially reading skills.

English is very important because it is an international language and as a means of communication and mastery of technology, seeing the condition of students who may have proficiency in English, especially in low reading makes researchers want to explore students' abilities. Reading is one of the language competencies that has an important role where this competence is acquired to develop other people's ideas through the form of books or writing. Reading is a receptive skill that is transactional between the reader and the writer or an interactive process between the reader and the text. There is a meaning of life reading, namely where reading can provide knowledge for the reader.

As one of the language skills, reading is very important for students in Indonesia. With this reading skill, students' knowledge gradually increases and can develop other language skills. In addition, the knowledge and experience gained from reading can make broad intellectual abilities (Aziz et al., 2019). According to Sarwono (2007), students are people who are officially registered to take lessons in the world of education. According to Hidayah (2010), abilities are often limited to the cognitive aspects of a person's ability to learn, especially intelligence and a more specific set of language learning abilities called 'language intelligence'. Students' ability is a special talent or skill to do something well in students. student ability means understanding or student strength or student knowledge in doing something well to get good grades in class.

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Reading is a social process that connects readers with their environment and conditions that relationship. Many students often misunderstand in understanding the text so it is difficult for them to find some information from the text. Reading as part of language competence is very difficult because the process does not only require students to pay attention to the text, but also to translate the letters on the page so that they become appropriate words and meanings that are appropriate and understandable in sentences, paragraphs, and the text as a whole. Reading skills are very basic for students in pursuing future studies. Teaching and learning English in Indonesian educational institutions includes reading skills which are part of language skills. This skill must be mastered by every student. The reason students must have the ability to understand various texts, one of which is recount text, is so that they can capture the content and meaning of the text.

According to Tarigan (2008: 58), reading comprehension is a kind of reading that aims to understand literary standards or norms, critical reviews, written drama, and fictional patterns. For this reason, students are required to have the ability to understand various types of text, one of which is recount text. According to Pratama (2012), Recount is a sequential text that does little more than a sequence of events. Every story, however simple, requires orientation. It is indeed impossible to tell a story unless we see that there are characters set in a certain time and place, although many postmodern narratives play by this convention.

Not all students can read well, especially in reading recount texts. Many students find it difficult to understand the text and do not understand the meaning of the text. The researcher uses recount text in measuring students' ability in reading comprehension. The researcher conducted a study entitled "Students' Ability in Reading Comprehension of Recount Text (A Case Study at the Tenth Grade of SMKN 1 Pemalang in the 2022/2023 Academic Year).

Method

In this study the researchers used qualitative research. Qualitative research method is a method or research method that emphasizes analysis or descriptive. A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words of people and observable behavior. The researchers conducted research at SMKN 1 Pemalang, which is located on Jalan Gatot Subroto NO. 31 Pemalang Regency. Data sources used in this study include primary data sources obtained from the first data source through data collection procedures and techniques in the form of questionnaires and tests, as well as secondary data sources obtained from indirect sources, usually in the form of documentation data and important archives. The secondary data in this study were taken from books, journals and articles, as well as relevant previous research. Determination of data sources on interviewees was carried out purposively, namely selected with certain considerations and goals. The determination of the sample in qualitative research is not based on statistical calculations, so that the result for qualitative researchers is the completion of information acquisition with a variety of existing variations, not the number of data sources.

In collecting data in this study the researcherss used interview and test techniques. Both techniques are used to obtain mutually supporting and complementary data and information about students' ability to read comprehension at SMK N 1 Pemalang. In qualitative research, the instruments in data collection are humans, namely the researchers themselves or other people who assist researchers. The researchers asked for help from other people to collect data called interviewers. In collecting data, researchers used instruments in the form of interviews and tests. In this study the analysis technique used is descriptive data analysis technique by collecting factual data and describing it. The data came from all the information obtained from the results of interviews and test results through several stages. After data collection and data recording, the researchers conducted an interaction analysis consisting of data reduction, data presentation, and verification. Technical analysis uses the Milles and Huberman (1994) model.
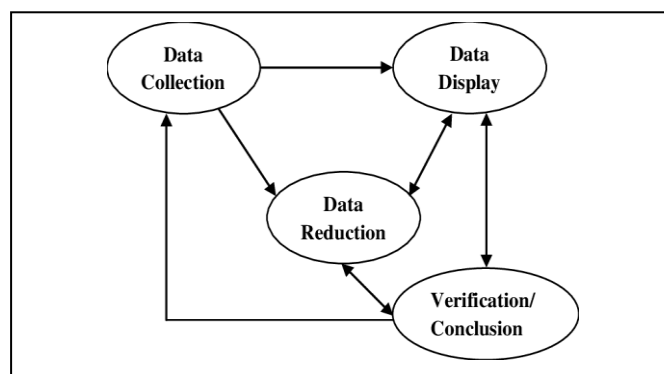
Figure 1. <Technique of Analysis (Milles and Huberman 1994)>

In addition, the researchers also wants to know the score of the students' test results, the researchers continues further analysis by using the presentation of scores on reading comprehension skills of recount text using the formula:

$$\text{Score} = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\%$$

Results and Discussion

The researcher uses multiple choice test instruments, especially on students' ability to read comprehension of recount texts. This test is in the form of 10 multiple choice questions taken from several indicators, namely the main idea of the recount text in the form of 3 items, identifying certain information from the recount text in the form of 2 items, the generic structure in the recount text in the form of 1 item, the purpose of the recount text in the form of 2 items, as well as the linguistic characteristics of the recount text in the form of 2 items.

Table 1. <Indicators of Multiple Choice Test>

Indicators	The Items Number	Total
Students can find the main idea of recount text	1, 9, 10	3
Students can identify specific information from recount text	2, 4	2
Students can find the generic structure of recount text	8	1
Students can find the purpose of the recount text	3, 7	2
Students can find linguistic features from recount text	5, 6	2

Based on the results of the study, it was found that class X students majoring in MPLB 3 at SMKN 1 Pemalang for the 2022/2023 academic year did not do well in the reading comprehension test with an average of 57.74% (Poor). The results showed that of the 31 students in this study, there were 7 students who

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were sufficient in reading recount texts, 16 students who did not understand reading recount texts, and 8 students who were very poor in reading comprehension of recount texts.

After finding the scores of the students' test results, the researchers proceeded to further analysis using the presentation of scores on reading skills of recount texts using the formula. Each student's score in reading comprehension of the recount text was analyzed using a percentage score to obtain a descriptive percentage score.

The researchers gave the percentage of data based on aspects of reading skills, namely: understanding the main ideas of recount texts, recognizing the communicative function of recount texts according to social functions. recognize the generic structure of recount text, recognize grammatical words based on the language features of recount text, recognize the meaning of words based on recount text, recount text references, and recount text information.

The average result of understanding the main idea of the recount text was 72.04%. It can be concluded that these criteria are good. The average result of understanding specific information from recount text was 51.61%. It can be concluded that the criteria are poor. The average result of understanding the generic structure of the recount text was 38.71%. It can be concluded that these criteria are very poor. The average result of understanding Linguistic Features of the recount text wa 37.10%. It can be concluded that these criteria are very poor. The average result of understanding the purpose of the recount text was 72.58%. It can be concluded that these criteria are good.

Results and Discussion of the Interview

At the analysis stage carried out by the researchers is to make a list of questions used for interviews with informants. In analyzing this data, the researchers used data reduction, data display, and conclusion drawing or verification. The interview was conducted by asking a number of questions, then the researchers conducted the interview by recording all the informant's answers using a mobile phone, then the researchers recorded the results of the informant's answers that had been recorded on the cellphone.

Before analyzing the data that the researchers obtained, it was first collected according to the type of data available, after the data was collected according to their respective types, then the researchers analyzed the data with a method to describe and interpret the existing data. After the data is analyzed, conclusions were drawn by inductive thinking, namely departing from specific conclusions and then drawing general conclusions.

Interviews were conducted with 31 class X students majoring in MPLB 3 at SMKN 1 Pemalang for the 2022/2023 academic year. Interviews were conducted using an interview grid instrument that had been made. The related topics are to find out what difficulties students face in reading comprehension of recount texts and to find out what factors influence students' reading comprehension skills.

The results of the analysis of interviews with students are as follows :

1. On questions "Can you read a text, especially recount text by understanding various linguistic elements such as phrases, clause patterns, and sentences?", 20 students answered that they had not been able to read a text, especially recount text according to the types of linguistic elements. 8 students answered that they were able to read a text, especially recount text by understanding the types of linguistic elements. 3 students answered that they could read and understand a text, especially recount text, by paying attention to the types of linguistic elements.
2. On question "Can you read a text, especially recount text by paying attention to the correspondence of spelling and sound patterns?", 11 students answered that they could not read texts, especially recount texts based on spelling and sound patterns properly. 20 students answered that they could read texts, especially recount texts based on spelling and sound patterns well.
3. On question "How is your reading speed in reading a text, especially recount text?", 12 students answered that their speed in reading a text was at a slow speed because the text was in English so they had to know the meaning of each vocabulary first. 19 students answered that their speed in reading a text was at moderate speed by paying attention to the vocabulary in each sentence.

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4. On question "Can you understand the meaning and grammar used in the recount text?", 18 students answered that they could not understand the meaning and grammar used in the recount text. 13 students answered that they could understand the meaning and grammar used in the recount text.

5. On question : "If given a recount text, can you understand well the meaning contained in the text?", 12 students answered that they could not properly understand the meaning contained in a text, especially recount text, because they needed to interpret the whole text before they could understand it. 19 students answered that they could understand well the meaning contained in a text, especially recount text.

6. On question : "Do you think physical health affects students in reading and understanding a text?", 22 students answered that according to them physical health could influence them in reading and understanding texts. 9 students answered that according to them physical health did not affect them in reading and understanding texts.

7. On question : "Can you understand if the teacher explains material related to reading comprehension of a text?", 20 students answered that they could understand if the teacher explained material related to reading comprehension of a text. 11 students answered that they did not quite understand or understand if they only got material explanations related to reading comprehension of a text so they had to look for other reference sources first to understand the material.

8. On question : "Does your home environment support you in learning to read comprehension a text?", 4 students answered that their home environment was normal towards supporting them in learning to read and understand texts. 12 students answered that their home environment was not supportive or not supportive enough to support them in learning to read and understand texts for various reasons, for example because they live in a village so their home environment is still unfamiliar with texts, especially in English. 15 students answered that their home environment supports them in learning to read and understand texts.

9. On question : "Do you have motivation and interest in reading comprehension of a text?", 18 students answered that they had motivation and interest in reading comprehension of texts. 13 students answered that they had little or no motivation and interest in reading comprehension texts for various reasons, for example, it was difficult to understand an English text.

From the results of interviews related to the difficulties faced by students in reading comprehension of recount texts, the following results were obtained, based on the aspects of mechanical skills and comprehension skills, the answer was that almost 50% of the 31 students answered that they could not understand a text, especially texts recount, for various reasons such as they don't understand too deeply the material of recount text, according to them English text is a text that is difficult to understand so they are less able to read and understand a text, especially recount text.

As for the results of interviews related to the factors faced by students in reading comprehension of recount texts it can be concluded as follows, based on physical factors, intellectual factors, environmental factors, and psychological factors provide answers that according to some students physical health factors can affect reading comprehension of a text, then according to some students answered that they had to look for other references to study material related to reading and understanding a text, then there were some students who gave answers that they had motivation and interest in learning reading comprehension of a text but there were factors that did not support them in learning reading comprehension of a text namely their environmental factors.

Conclusion

Based on the results of data analysis and research on class X MPLB 3 students of SMKN 1 PEMALANG, the researchers would like to convey a conclusion. The conclusion consists of several points related to students' abilities and the problems faced by students of class X MPLB 3 SMKN 1 Pemalang for the 2022/2023 academic year in reading comprehension of recount texts, namely:
From the results of data analysis, it shows that the students' ability to reading comprehension of recount texts has a poor percentage, which was around 57.74% (Poor). It can be seen from the 31 students in this study, there were 7 students who had the criteria of being quite capable in reading comprehension of recount texts, 16 students had poor criteria in reading comprehension of recount texts, and 8 students had very low criteria in reading comprehension of recount texts. Based on the assignment of students in the aspect of reading comprehension of the main ideas in recount text (72.04%) included in good criteria, aspects of reading comprehension in specific information in recount text (51.61%) included in bad criteria, aspects of reading

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comprehension in understanding generic structure in recount text (38.71%) is included in the very bad criteria, the aspect of reading comprehension in understanding the linguistic features of the recount text (37.10%) is included in the very bad criteria, the aspect of reading comprehension in understanding the purpose of the recount text (72.58%) is included in the good criteria.

While the results of interviews related to the difficulties faced by students in reading comprehension of recount texts can be concluded as follows, based on the aspects of mechanical skills and comprehension skills, the answer is that almost 50% of the 31 students answered that they could not yet understand a text, especially recount text for various reasons such as they don't understand too deeply the material of recount text, according to them English text is a text that is difficult to understand so they are less able to read and understand a text, especially recount text. As for the results of interviews related to the factors faced by students in reading comprehension of recount texts it can be concluded as follows, based on physical factors, intellectual factors, environmental factors, and psychological factors provide answers that according to some students physical health factors can affect reading comprehension of a text, then according to some students answered that they had to look for other references to study material related to reading and understanding a text, then there were some students who gave answers that they had motivation and interest in learning reading comprehension of a text but there were factors that did not support them in learning reading comprehension of a text namely their environmental factors. Hence, it can be concluded that based on the results of research and analysis of students' abilities in reading comprehension of recount texts in class X MPLB 3 SMKN 1 Pemalang, the results were not good because they still did not understand and had difficulties in learning about reading comprehension of a text, especially recount text.

Acknowledgment

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