Students' Reading Recount Text Mastery

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Abstract The aims of the research to describe about students' ability, difficulties, and the efforts of a teacher in mastery reading of recount text. There were many problems in reading recount text such as the students lack of vocabulary, cannot understand the meaning of the text, lack of motivation, and less of facilities. The research was conducted by mixed research. The researcher used the test and interview to collect the data. After doing the research, it can be concluded that the ability of the grade VIII students of MTsN 3 Tapanuli Selatan in mastering reading recount text based on the test has done, was categorized into "very good" category. The mean score of good category was 85,33. After interviewing the students, the researcher concluded that the students' problems in mastering reading recount text was in vocabulary mastery, low of understanding the grammar and the generic structure of recount text. While, the efforts have done by the English teacher was keep the students learn, review, and explain detailed about the difficulties that the students got.

Keywords: Recount Text; Reading Comprehension; Generic Structures; Students' Difficulties; Language Features.

Abstrak Tujuan penelitian ini menjelaskan tentang kemampuan, kesulitan dan upaya guru dalam penguasaan membaca text recount. Peneliti mengidentifikasi banyak masalah kosakata siswa, siswa tidak dapat memahami makna teks, , kurangnya motivasi dan kurang fasilitas. Penelitian ini dilakukan dengan penelitian campuran. Peneliti menggunakan tes dan wawancara untuk mengumpulkan data. Setelah melakukan penelitian, dapat disimpulkan bahwa kemampuan siswa kelas VIII MTsN 3 dalam penguasaan membaca text recount berdasarkan test yang telah dilakukan, kedalam kategori sangat baik. Skor rata-rata 85,33. Setelah mewawancarai siswa, peneliti menyimpulkan bahwa masalah siswa dalam penguasaan membaca text recount adalah penguasaan kosa kata, kurang memahami tata bahasa, dan generic text recount. Sementara itu, upaya yang dilakukan oleh guru bahasa inggris selalu menjaga siswa untuk belajar, mengulas dan merenjelaskan secara terperinci tentang kesulitan yang di dapat siswa.

Kata Kunci: Teks Recount; Membaca Pemahaman; Struktur Generik; Kesulitan Siswa; Ciri Bahasa.

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INTRODUCTION

English in general is a trade language, a diplomatic language, and a knowledge language. In 2013 curriculum, English is one of an important subject in all levels of school in Indonesia. One of English in junior high school level focuses on reading comprehension. Reading is a skill that must be learned, yet the process of learning to read can become pleasurable and easy for some students or displeasing and complicated for others (Siregar & Harida, 2019).

Reading is what the reader does to get the meaning he needs from textual sources (Walter, 1979). Meanwhile, Guy L. Bond and Eva Bond Wagner explained that the meaning of reading as the process of acquiring and author's meaning and of interpreting, evaluating and effecting upon those meanings (Guy L. Bond and Eva Bond Wagner, 1969). Next, F. Dublin explained also that the meaning of reading is primarily a cognitive process, which means that the brain does most of the work (F. Dublin, D. E. Eskey and W. Grabbe, 1986). Reading is a process negotiating meaning; the reader brings to the text a set of schema for understanding it, and it is take the product of that interaction (H. Douglas Brown, 2004).

Furthermore, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (David Nunan, 2003). While according to Kathleen "Reading, at first, may appear to be routine activity in which individual words are combined to produce meaning (Kathelen T. McWorter, 1992). Actually reading a text book is how reader can build and complete the comprehension based on many words structurally in a text. Also the process must be routine to enrich students comprehension what the text tell about.

Next, reading is the readers' activities to get meaning or massage from an author. An author gave the meaning or massage to the reader in printed or written material (Henry Guntur Tarigan, 2005). The goals of reading to get and find information include content and meaning of the text base on the purpose. Tarigan stated there are some goals reading such as: 1) Reading for identifying important information, 2) Reading for main ideas, 3) Reading is for finding the specific information**,** 4) Reading is for underlining the important information, 5) Reading is to clasify the difficult word, 6) Reading is to evaluate, 7) Reading is to compare and to contrast (Henry Guntur Tarigan, 2005).

The purpose of reading is different in the way. It saw the kind of the text will be read. Next, there are the purposes or the reason of the reading: 1) Instrumental: the mount of the reading take place because it will help us to echieve some clear aim: thus for example, we read the road sign so that we know where to go. We are the instruction on the ticket because

we need to know how operate. 2) Leasureable: the people read the magazine or spend hours burried in the Sunday paper other poetry, read illustrated cartoon or photo-story. 3) For general understanding: good reader is able to take in a tream of the discourse and understanding the gist of it without worrying too much about the detail. Reading for such 'general' comprehension means not stopping for every word, not analyzing everything that the writter includes the text it can use skimming. 4) For spacific information: in contrast to read the gist. We frequently go to writtent text because we want specific detail. Reading in this skill is frequently refered to as scanning. 5) For detail information: sometimes we read in order to understand everything we are reading in detail usually the case with written instruction or direction, or with the description of scientific procedures, it happent when someone gives us the address and telephone number and we write down all the detail. 6) Interprating text: reader is able to see beyond the literal meaning of word on the passage, using a variaty of clues to understand what the writer implaying. Successful interpreting in this kind depend on the large extend to share schemata (Jeremy Harmer, 2003).

There are many kinds of reading, Jain devides reading into four types, such as silent reading, reading aloud, intensive reading, oral extensive reading it will be explained in the following: 1) Silent Reading, reading is primarily a silent activity. The majority of reading that we do will be done silently. When the readers want to read title of the book firstly, they will read silently. For some readers, silent reading is very effective to the comprehensive completely. They consider the silent reading helps them to be concentration in reading. 2) Reading Aloud, reading aloud is the test taker sees separate latters, words, and/or sort sentences and reads aloud, one by one, in the precence of an administrator (H. Douglas Brown, 2003). In this modern area the teacher still believe that oral reading is the best approach for teaching. In hels the reader either in pronounciationor understanding a text, they can do it in the same time. 3) Intensive Reading, intensive reading is related to further progress in the language learning under the teachers guidence. Intensive reading provides a basis for understanding structure and for extending vocabulary and idioms. Its also provides material for developing the skill of speech and writing. 4) Extensive Reading, extensive reading is reading for pleasure. The purpose of this reading is to train the students read directly and fluently in the target language for enjoyment, without the aid of the teacher (M. F. Patel and Praveen M. Jain, 2008).

The process of reading maybe broadly classified into three stages such as the recognition stage, structuring stages, and interpretation stagew (M. F. Patel and Praveen M. Jain, 2008). After giving the lesson to the students, it is necessary to know how far their

ability about the lesson they read and learn, to know their comprehension the teacher gives the test to the students, because testing is tool the measure. There are some techniques to make reading test based on Barbara Gross Davis, they are; multiple choice, true-false, conclusion, closed procedure, matching test and essay test (Barbara Gross Davis, 2001).

Reading in junior high school level is following government regulation in completing the materials. Genre text is still emphasized in reading materials. One kinds of text is recount text. There are many definitions of recount text by some experts such as, according to Hornby AS that recount is to tell some body about something, espacially something that you have experienced (AS.Horby, 1995). In addition, Linda Gerot and Peter Wignell say that recount text is to retell events for the purpose of imforming or entertaining (Linda Gerot and Peter Wignell,1994). In summary Anderson, a recount text is writing about past events or a piece of text that retells past events, ususally in order which they happened (Mark Anderson & Kathryn Anderson, 1997). Morever, Sanggam Siahaan stated a recount is type of spoken or written text that happend in the past for certain purposes to inform or to entertain the listener or readers (Sanggam Siahaan & Kisno Shinoda, 2008). In summary recount text is to retell some happen in the past events.

Recount is text which retells events or experiencec in the past. Its purpose is either to inform or entertein the audience, there is no complication among the participants and that diffrentiates from narative. Recount text is a piece of text that retells past event, usually in the order in which they happened and or retell other people about something that has happened and order words to retell the real past activities, experiment or events. Recount text is the type of the text can be simply defined as a text that is created with the purpose to inform about thd activities in the past (Pardiyono, 2007). In summary recount text is retell other people about something that has happened and other words to retell the real past activities, experiment or events. Recount is a kind genre that has social function to retell events for the purpose of informing or entertaining (Syaiful Azhar, 2013). In summary recount text is text to purpose informing and entertaining the reader, tell about what happen in the past, and tells about experience.

Recount retells past event. Recount begins by telling the reader who was involved, what happened, where this even took place and when it happened. The social function in the recount text is to retell some events that happened in the past for certain purpose: to inform or to entertein the listener or readers. Recount text is a kind of text which has function to retell past event for the purpose of informing or entertaining. Gerot and Wignell said" social function to describe the way things are, with reference to range of natural,

manmade and social phenomena in our environment (Linda Gerot and Peter Wignell, 1994). In summary, the social function of recount text to inform or to entertein the listeners or readers. There Stefen Peter said that" the social function is same with the communicative purpose which refes to aim of the text which want to be expressed by the writer to the reader (Stefen Peter, 2002). In summary recount text also purposing the entertein with expressing what the writer want to be inform to the reader. So based on previous explanation the reseacher that concluded the social fucntion of recount text is to inform or to entertein.

Generic structure is the content of a text that consist of orientation, events, incident, general, and so on. Orientation is a part of text that gives a setting or introduction (Sanggam Siahaan, 2007). Orientation consists of opening, introduction the participant, time and the place. The part will guide the reader to make guessing of the content or from of the text which is read. The reader can guess the content of the text. Futhermore, in short definition Gerot and Wignell said: " orientation provide the setting and introduces the participants" (Linda Gerot and Peter Wignell, 1994). An event is a part of recount text that contains sequence of phenomenon or tells what happened in the story. Gerot and Wignell said " event tell what happened, in what sequence (Linda Gerot and Peter Wignell, 1994). In other word according to Pardiyono said "events contains of recording pardiyono said " events contains of recording of activities of events in the past that is told based on it chronological events (Linda Gerot and Peter Wignell, 1994).[2] Reorientation is a part of structure of recount text contains optional closure of the event in the text. Pardiyono said the ri-orientation contains the brief conclusion of the record events (Linda Gerot and Peter Wignell, 1994).

In general the condition of students reading mastery still poor, most of students do not understand what they read. Based on background of the study students still have difficulties in reading recount text. In this case researcher is interest to know students' ability in reading recount text. To specify this problem the specific research question are formulation as follow: 1) How is students' ability of the VIII grade students MTsN 3 Tapanuli Selatan in mastering reading recount text?, 2) What are the difficulties of the VIII grade students MTsN 3 Tapanuli Selatan in mastering reading recount text?, 3) How are the teachers solution for students' difficulties of theVIII grade students MTsN 3 Tapanuli Selatan in mastering reading recount text.

METHOD

This research is conducted MTsN 3 Tapanuli Selatan. It is located at Jln. Flamboiyan, Desa Telo, Kabupaten Tapanuli selatan. It is about 33 KM from the central of Padangsidimpuan. The kind of this research is mixed research. Mixed research is combination of quantitative research and qualitative research. The population of this research is 176 of the students at Grade VIII MTsN 3 Tapanuli Selatan. The sample are choosed by using random sampling and totally 21 students of VIII-1.

The instrument is chosen by researcher to collect the data in order to make research becomes systematically and easier. In collecting the data the researcher used test and interview as an instrument. Test is used to evaluate students' mastery in reading recount text and interview is used to find out students' difficulties in reading recount text. Tests consist of 100 making a multiple choice.

RESULT AND DISCUSSION

Based on the data central tendency result of the ability of the VIII-1 grade students in MTsN 3 Tapanuli Selatan in mastering reading recount text based on the test have done, the researcher concluded the data by using statistic count, from the test score above the data were tabulated as follow;

Table 1
The Resume of Variable Score in Mastering Reading
Recount Text of VIII Grade Students.

No	Statistic	Variable
1	Highest Score	96
2	Lowest Score	77
3	Sum	1839
4	Class klasify	5
5	Class interval	4
7	Mean Score	85.33
8	Mode	84
9	Median	84
10	Range	19

So, based on the table 1 above , it shows that the mean score of the ability of the grade VIII-1 student of MTsN 3 Tapanuli Selatan in mastering reading recount text was categorized into "very good" category; it was 85,33, the total score of all the students was 1839, the highest score that the student of VIII-1 grade gotten was 96, while, the lowest score

that the student of grade VIII-1 gotten was 77, while mode score was 84 and median score was 84. While, the lowest score in gotten by the initial name of "EK".

Then to know the description about classification or the criteria of mean score the ability of theVIII-1 grade students of MTsN 3 Tapanuli Selatan in mastering reading recount text in 2019/2020 academic year, look the following table:

Table 2
The Frequency of Students Score in Distribution of the
Students Score in Mastering Reading Recount Text

No	Interval Class	F	Mid Point	percentages
1	77 – 80	3	78.5	14.28%
2	81– 84	11	82.5	52.38%
3	85 – 88	1	86.5	4.76%
4	89 – 92	2	90.5	9.52%
5	93– 98	4	93.5	19.04
Total				100%

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Histogram 1. Students' Mastery in Reading Recount Text
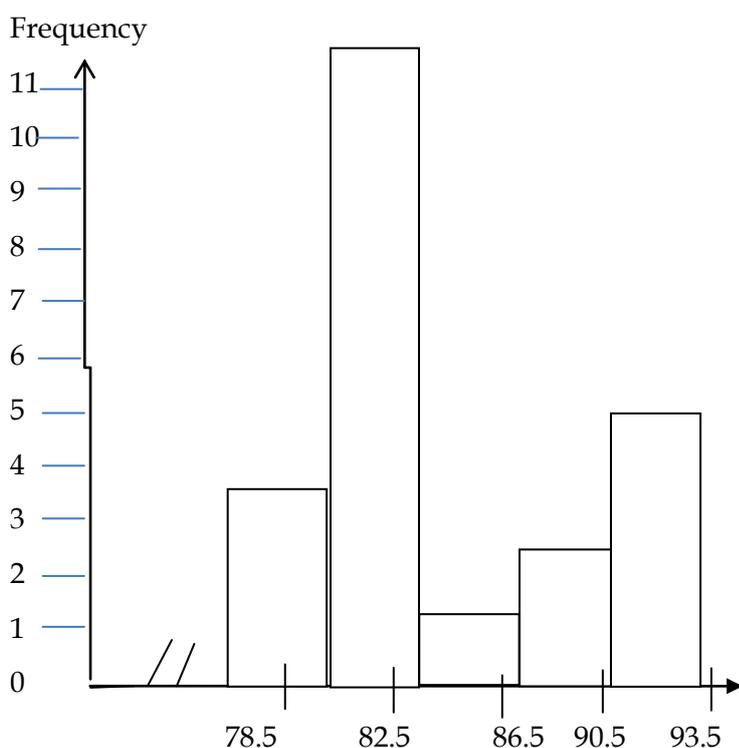
From the histogram 1, it was known that the variable revelation of willingness to communicate shown that the respondent at interval 77-80 were 3 students (14.28 %), interval 81-84 were 11 students (52.38 %), interval 85-88 were 1 students (4.76%), interval 89-92 were 2 students (9.52%), interval 93-98 were 4 students (19.04%). From the data above, it could be found that formula of mean score as below;

$$\text{Mean} = X = \frac{\sum xi}{N}, \quad x = \frac{1792}{21} = 85{,}33$$

Thus, the value of mean score could be categorized into good category. It could be said that the students' ability in mastering reading recount text was good. In addition, the description data of the students' ability in mastering reading recount text could be applied into the distribution frequency.

Next, to know the description about classification or criteria of mean score ability of the VIII grade students in mastering reading recount text in MTsN 3 Tapanuli Selatan it can be looked at the following table.

Table 3
Percentage of Students' Frequency Score in Mastering Reading Recount Text

Students range frequency score (lowest to highest)	Amount of Students	percentages
77 – 80	3	14%
81– 84	11	52.8%
85 – 88	1	4.77%
89 – 92	2	9.52%
93 – 96	4	19%
		100%

From the table 3, frequency distribution above shown that the students good score. In this discussion, it can be afforded to reveal the real problems in which students got in learning about reading recount text. It have conducted interview to the grade VIII-1 students at MTsN 3 Tapanuli Selatan and English teacher to get the data needed in this research. To validate the researcher conducted deep interview with participants to minimize the data error, however, the researcher realized that could not avoid doing mistake.

From AD, statement, the researcher might conclude that students' problem in developing skill were not different with the previous learning. So, the researcher concludes

the points of the students' difficulties at the grade VIII-1 students of MTsN 3 Tapanuli Selatan in mastering reading recount text based on the interview to the students and the English teacher as follows; 1) lack of vocabulary, 2) less understanding about the grammar: simple past tense, 3) less understanding about the generic structure of recount text.

The teacher effort to overcome the problems are 1) Lack of vocabulary; English teacher ordered effort was the English teacher brought the students to a place or to the text. Next, the teacher ordered students to write the new vocabularies from the text. The last, they memorized the new vocabularies found from the text. The English teacher ordered them to bring the dictionary in learning English. If they did not know about the vocabulary that they needed, so they can open the dictionary. Then the teacher also ordered them to memorize the vocabularies. 2) Less Understanding About the Grammar; The teacher and the students often repeat the lesson then gave the more examples which the near example or familiar example with students life, for example for using simple past tense in comprehending recount text. The English teacher must repeat again about the simple past tense for them like finding action verbs, adverb, and another. Sometimes, the English teacher ordered to memorize the patterns and write the example of students by using simple past tense. 3) Less Understanding about the generic structure of recount Text; the teachers and the students give more text then ask students to identify the generic structure because the more the students practice, the more they can understand.

Actually, reading in junior high school level expected students to be able to understand written text to reach the functional level including the ability of understanding many kinds of short functional text (Siregar, 2018). This fact was as a reason of students still getting problems in reading comprehension mastery. In line with this research, the previous studies also have found that the students' ability in reading recount text categorized into moderate or high ability (Anggenny, 2020). She suggested overcoming these problems; the teacher must use appropriated method on reading comprehension. Moreover, other studies also have found students' problems in reading recount text such as lack of information about recount text, lack of vocabulary, less motivation in reading (Mustika, 2020). In sum, students' ability in reading recount text actually needed process to get high ability because their level still junior high school and the solutions for all problems should be solved before.

CONCLUSION

After treating the collecting data, the researcher takes the conclusion about this research as the follow, the ability of the VIII grade students of MTsN 3 Tapanuli Selatan in

mastering reading recount text" can be categorized into very good. The students' difficulties in mastering reading recount text at grade VII-1 MTsN 3 Tapanuli Selatan: Lack of vocabulary, Less understanding about the grammar: simple past tense, Less understanding about the generic structure of recount text.

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