

AN ANALYSIS OF STUDENTS READING COMPREHENSION ON RECOUNT TEXT AT SMK DHARMA BAKTI 1 MEDAN

CHAPTER I

INTRODUCTION

1.1 Background of Study

Learning English there are 4 skills that are important to master, namely; listening, speaking, reading and writing. Reading is one of the most important skills a person has in learning, because reading can educate, increase knowledge and insight. Reading is a process of understanding the reading text which aims to deduce the meaning contain in the reading text. Many people wonder why reading skills are more important than other skills? Reading is more important because reading is able to develop thoughts. Reading will open up opportunities to absorb a lot of useful knowledge of the reading text. Therefore, reading skills are taught from childhood. Students must have reading skills in the teaching and learning process.

According to Moreillon in Hana Junika, (2018:7) “state that reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill”. According to Harmer in Yuliana (2018:13) “reading is an exercise dominated by the eyes and brain. The eyes receive the messages from what we read and the brain has to significance messages and make us understand what the messages about. In reading, students not only read, but also understand what they are reading. So, they can get the knowledge and enjoy what they read”. In addition, Walker in Yuliana (2018:14) “defines that reading is an active process in which readers shift between sources of information, elaborate meaning. Reading may be one of the single most important skills that a person can possibly acquire. It is generally taught at a very young age, beginning before kindergarten. The national reading panel has stated that there are five specific practices that teachers should be using when teaching children to read or when helping them improve their reading skills. The process of understanding the text is called reading comprehension. In fact, reading is not a simple process, not just open the book, read

the book and then close the book, but the reader must understand what the researcher tells about”.

Reading comprehension is the ability to take conclusions from a written based on several components depending on the reader's need. Reading comprehension also include aspects that are capable of creating its own meaning from what the reader is looking for, including the reader's purpose of looking for real information and then transfer the meaning of the reading to others with their own understanding. So that reading comprehension is important for students to help with reading. According to Klinger, et al in Yuliana (2018:14) “says that reading comprehension is a multi component, highly complex process that involve much interaction between readers and what they bring to the text as well as variables related to the text itself. In other words, the reader and the researcher become one mind and the concepts are translated from one person to another. Reading comprehension involves at least two people: the reader and the researcher. The process of comprehending involves decoding the researcher’s words and then the reader uses his/her background knowledge to construct the researcher’s messages”.

According to Zhi-Hong in Yuliana (2018:15) “says that reading comprehension is the construction of meaning from printed or written message. It means that the reader constructs the meaning of a text through reading the text. Understanding the meaning of the text or having a good comprehension in reading is a factor to be successful. He adds that there are many factors influencing reading comprehension such as reader’s characteristics, the nature of reading materials, and reading tasks, etc”.

According to King and Stanley in Yuliana (2018:15) “state that there are five components that may help the students to read carefully. First is finding factual information. Finding factual information requires readers to scan specific details. The factual information, questions generally appear with WH question word. Second is finding main ideas. Finding the ideas is very important because it's not only helping to understand the paragraph, but also helps to remember the content later. Third is meaning of difficult word. It means that the readers can develop his/her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text. Forth is identifying references. It would be boring to have and repeat the same word or phrase in every paragraph of a text. To avoid the repetition word, it can be used references of the word. References words are very frequently in terms of pronoun such as: it, she, he, this, etc. Fifth is finding restatement.

The restatement is the way to say something again in a different way, but still has the same meaning. It is intended to measure readers' ability in analyzing the relationship of idea within a single sentence".

There are several types of text in English, namely: narrative text, description text, report text, exposition text, explanation text, discussion text, procedure text, review text, spoof, anecdote, news item, and recount text. But here the writers discuss the recount text. Recount text is a retelling of activities, events and experiences of a person that happened in the past. Recount text is different from narrative text where in narrative text there are orientation, conflict and problem solving. Recount text tell experiences or events in a simple form without drama or conflict in the past. According to Anderson in Yuliana (2018:40) "suggest that the recount is a text which tells about events happening in the past in a sequence of time. The purpose of the text is to tell the audience about what happened in the past and when it happened".

Previous researches conducted by Yuliana (2018), "She found that the students' ability in reading and comprehending of recount text at SMP An Nur Pekanbaru. There were 4 students who got very good scores, there were 20 students who got good scores and 7 students who got fair scores. The mean score of the whole students' scores was 77.98. So could be concluded that ability in reading and comprehending recount text at SMP An Nur Pekanbaru was good".

Previous researches conducted by Najmatul Fahli, Mahdum, Fakhri Ras (2015), "They found that the students' ability in comprehending recount text at SMP Muhammadiyah 1 Pekanbaru was in poor level. It showed that the students' ability in comprehending recount text was quite difficult to understand by students so the students got poor scores. The average score of the whole students' scores was 50-59".

Previous researches conducted by Hana Junika (2018), "she investigated the an analysis of student reading comprehension in recount text of Barrett taxonomy at the eighth grade of SMP Negeri 4 Siak Hulu. She found that the students reading comprehension of recount text at state Junior High School 4 Siak Hulu are categorized into less level and the most difficult taxonomy of reading comprehension for the students is taxonomy 4 (appreciation) the students' reading comprehension is categorized into a less level at score 54,9".

In fact, not all students of SMK Dharma Bakti 1 Medan are successful in reading comprehension. They are still low in reading, especially in recount text. Based on preliminary research during PPL/KKL from August to September, the writers observe students' reading comprehension.

Various efforts have been made by school and teacher to improve students' reading comprehension such as, facilitating schools like the preparing books, providing reinforcement, approaches, motivation, using variations in teaching, using appropriate learning media, altering patterns of interaction and with the purpose of creating a pleasant learning and using an effective and conductive learning models in certain subject matter.

If the problem is not resolved, it will be appear the impact for students and also for the next graduation and students will face several obstacles in continuing with other materials because all materials conduct each other.

In this research, the researchers discuss one type of reading comprehension namely, recount text which retelling events and experiences that happened in the past. Actually, recount text aims to entertain or provide information to the readers.

In this research, the researchers use reading comprehension to teach the students about recount text. Reading comprehension helps students to get something when they first read the text. For reading comprehension, the teachers guide students how to read and think like effective readers. Especially, in analytical reading, an approach is always needed in order to achieve the purpose of reading.

1.2 Problems of Study

1. How is the understanding of students in reading recount text at SMK Dharma Bakti 1 Medan?
2. What difficulties are students face in taking reading comprehension test?

1.3 Objectives of Study

1. To find out the reading comprehension of students at SMK Dharma Bakti 1 Medan.
2. To find out the difficulties faced by students in doing the reading comprehension test.

1.4 Scope of the Study

To find out the students' ability to read and understand recount text at SMK Dharma Bakti 1 Medan. This study take 17 students from class X. The researchers use recount text by providing text and questions to students.

1.5 Significances of the Study

The results of this study are expected to be of benefit to the following individual or institution below:

1. For students: It can improve the students' ability in reading and comprehending recount text.
2. For teachers: Provides useful input information that is useful in improving the quality of learning in the school.
3. For further researchers: As a reference for further research on the teaching and learning process of reading in recount text.