

## AN ANALYSIS OF STUDENTS' READING SKILLS IN COMPREHENDING RECOUNT TEXT AT TENTH GRADE OF SMA N 3 BUKITTINGGI

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### **Abstract**

*One of the most important skills in learning English is reading. For comprehending or getting the information from the texts wick will be read needs reading skills. In this research the researcher formulates the question to be "How is the students' reading skills in comprehending recount text at tenth grade of SMA N 3 BUKITTINGGI?". The researcher used a descriptive quantitative. The population in this research is tenth grade students' of SMA N 3 BUKITTINGGI and in the SMA N 3 BUKITTINGGI has 9 classes for the ten grade with total 324 students'. In this research, the researcher choose one class to be a sample. Instrument the researcher used is test, the researcher used test to analyze students' reading skills' in comprehending recount text. The result of analysis there are four categorys obtained from the answer sheets test of recount text at the tenth grade of SMA N 3 BUKITTINGGI. There are 20 students' obtained excellent category, there are 5 student's obtained good category, there are 7 students' obtained fair category and there are 2 students' obtained poor category. Overall the students' reading skills at tenth grade is good but, there are two reading skills' identifying the topic and skimming where the several students' still having difficulty to the determining.*

**Keywords:** Reading skills, Analysis, Recount text.

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## INTRODUCTION

Reading is one of the most important skills in learning English. It helps to improve speaking, listening, and writing abilities. In general, reading requires the reader to engage in a complex mental process when interpreting written material. This process includes understanding and pronouncing words correctly in order to extract the ideas and information that the text supports. Reading calls for more than just glancing at words displayed as visual symbols, it also calls for comprehending the meaning of the words and text lines as they are read. It turns out that reading requires more than just seeing words represented by graphic symbols, it also requires understanding what is being read word by word or line by line. This indicates that reading is a technique used to comprehend the text and get information.

Reading can be done for a variety of reasons, including enjoyment and pleasure, practical application, overview, finding specific information, figuring out a theme's main idea, and developing a thorough and critical understanding. Generally the main purpose of reading is to make connections between your existing knowledge and what you require knowledge of, and to understand or get the meaning and information from the text.

Depending on why you're reading, you can use techniques like skimming, scanning, and mindful reading when you're reading academic literature. Skill is the ability to perform a task with a particular outcome or expectation of outcome, usually within a specified time frame or with individual effort. In other words, the skill of the ability to put existing knowledge into action to achieve intended goals.

For comprehending or getting the information from the texts which will be read needs reading skills. In general, it is so difficult to get information and understand the texts without skills reading. According to ( Harmer 2008 ) there are several skills in reading : identifying the topic, predicting and guessing, reading for general understanding (skimming), reading for specific information (scanning), reading for detailed information, and interpreting text. So, there are many things needed to comprehend a text.

There are several types of texts in English including recount texts. Recount text one that recounts previous experiences or incidents. Recount texts, on the other hand, convey to readers the writer's action, plot, and activity. According to Anderson a recount text is written accounts of previous events, typically presented in the chronological sequence in which they occurred. It's mean that recount texts is text that tells about events or experiences that have occurred in the past.

Based on preliminary research by conducting interview to the teacher, several problems of students in reading texts were found. First, many students did not understand the text, they still did not know what the main idea from a text was. Second, many students lacked vocabulary, because of lack the vocabulary they could not comprehend the text. Most of them only read the text without knowing the

information in the text. And the last was the several students felt difficult to determine the generic structure in the recount texts.

According to the problems above, the researcher formulates the question to be “How is the students’ reading skills in comprehending recount text at tenth grade of SMA N 3 BUKITTINGGI?”. The researcher wants to know and to find out about students’ reading skills in comprehending recount text at ten grade of SMA N 3 BUKITTINGGI. The researcher wants to analyze the students’ reading skills in comprehending recount texts at ten grade of SMA N 3 BUKITTINGGI.

## RESEARCH METHOD

The population in this research is tenth grade students’ of SMA N 3 BUKITTINGGI and In the SMA N 3 BUKITTINGGI has 9 classes for the tenth grade. In this research, the researcher choose one class to be a sample.

Instrument the researcher used is test, the researcher used test to analyze students’ reading skills’ in comprehending recount text. According to Brown 2004, tests are tools that give precise measurements of abilities based on their field.

According to Brown, tests serve two purposes: they gauge a student's aptitude and the effectiveness of the educational program. Here, researchers used tests to measure students' reading skills in comprehending recount text. The researcher distributed a test consisting of 25 questions in multiple choice form and provided instructions for choosing the right answer in the recount text test.

In collecting the data, the reseacher did several steps. First, the reseacher distributes the test to the students’. Then, the researcher explains the rules and start the test. After the test done, the researcherl collected the answer sheet.

The data of the research will be analyzed based on the result of the test, the score of each students will be analyzed by using the following formula offered by Wayan&Sumartana (1986:76) :

$$M = \frac{X}{N} \times 100\%$$

Where :        M = The student score  
                  X = The correct answer  
                  N = The total of items

To ascertain the proportion of the students' score that is classified, the formula used is as following:

$$P = \frac{E}{R} \times 100\%$$

Where: P= Percentage  
 F= Frequency  
 R = Number of Students

Furthermore, the level of the students' score will be classified base on five levels of mastery. The classification can be seen in this following table:

<b>Score Range</b>	<b>Category</b>
81-100	<i>Excellent</i>
61-80	<i>Good</i>
41-60	<i>Fair</i>
21-40	<i>Poor</i>
0-20	<i>Very poor</i>

(Haris, 1986: 79)

## RESULT AND DISCUSSION

### Findings

The researcher would like to present the data which have been collected from the given test to analyze the students' reading skills. The result of analysis is presented as evidence to answer the research question.

After getting data from the test of the research, the researcher present the data students' raw score to be calculated based on the formula in previous chapter. The result of analysis, there are four categorys obtained from the answer sheets test of recount text at the tenth grade of SMA N 3 BUKITTINGGI. There are 20 student's obtained excellent category, there are 5 student's obtained good category, there are 7 student's obtained fair category and there are 2 student's obtained poor category.

### Tables Data Analysis

In this section, the researcher does the analysis of the data that already obtained in answer the research question. To help doing the analysis, the researcher put the information about students' score on each reading skill in a table .

**Table 1.Students' Score on Identifying the Topic**

<b>No</b>	<b>Score</b>	<b>Frequency (Person )</b>	<b>Percentage</b>
1	100	9	26,47%
2	80	9	26,47%
3	60	10	29,41%
4	40	5	14,70%
5	20	1	2,94%

<b>Total</b>	34	100%
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**Table 2. Students' Score on Predicting and Guessing**

No	Score	Frequency (Person)	Percentage
1	100	22	64,70%
2	80	1	2,94%
3	60	9	26,47%
4	40	1	2,94%
5	20	1	2,94%
<b>Total</b>		34	100%

**Table 3. Students' Score on Skimming**

No	Score	Frequency (Person)	Percentage
1	100	7	20,58%
2	80	12	35,29%
3	60	8	23,52%
4	40	5	14,70%
5	20	1	2,94%
6	0	1	2,94%
<b>Total</b>		34	100%

**Table 4. Students' Score on Scanning**

No	Score	Frequency (Person)	Percentage
1	100	16	47,05%
2	80	8	23,52%
3	60	7	20,58%
4	40	2	5,88%
5	0	1	2,94%
<b>Total</b>		34	100%

**Table 5. Students' Score on Reading for Detailed Information**

No	Score	Frequency (Person)	Percentage
1	100	18	52,94%
2	80	9	26,47%
3	60	6	17,64%

4	40	1	2,94%
<b>Total</b>		34	100%

### Analysis/Discussion

The results of this research is the score of students' reading skills in comprehending recount text at tenth grade of SMA N 3 Bukittinggi. The results of this research was obtained from test of recount text that researchers have created and distributed to the students'. From analysis of the data for identifying the topic there are 9 (26,5%) students obtained excellent category, there are 10 (29,4%) students obtained good category, there are 9 (26,5%) students obtained fair category, there are 5 (14,7%) students obtained poor category and there is 1 (2,9%) student obtained very poor category. Predicting and guessing there are 22 (64,70%) students obtained excellent category, there is 1 (2,94%) student obtained good category, there are 9 (26,47%) students obtained fair category, there is 1 (2,94%) student obtained poor category and there is 1 (2,94%) student obtained very poor category. Skimming there are 7 (20,58%) students obtained excellent category, there are 12 (35,29%) students obtained good category, there are 8 (23,52) students obtained fair category, there are 5 (14.70%) students obtained poor category, there are 2 (5,88%) students obtained very poor category. Scanning there are 18 (52,94%) students obtained excellent category, there are 9 (26.47%) students obtained good category, there are 6 (17,64%) students obtained fair category and there is 1 (2,94%) student obtained poor category.

So the students' reading skill average on identifying the topic is 72 obtained good category, students' reading skill average on predicting and guessing is 85 obtained excellent category, students' reading skill average on skimming is 69 obtained good category, students' reading skill average on scanning is 81 obtained excellent category and students' reading skill average on reading on detailed information is 86 obtained excellent category.

As written in chapter 2 there are previous studies relevant to this research. First relevant research was thesis by Sabilah Rizky Ananda (2022), entitled "An Analysis of Student's Reading Skill Through Online Larning in a Post Pandemic". The second research was from Yuliana (2016) entitled "Improving Students' Reading Skill Through Short Story of SMA PMDS Putra Palopo". The third research was from Nur Kamaria (2021) entitled "Improving the Students' Reading Skill Using Preview, Ask Questions, Read and Summarize (PARS) Strategy (Classroom Action Research Students' of the Second Grade of MTs. Guppi KalimbuaKab. Enrekang)". The fourth from research was the Febiana Eka Wardani (2022) entitled "An Analysis on Students' English Reading Skill in Recount Text Based on Barret's Taxonomy. The fifth research was from Azmi Hani Faikoh (2015) entitled "Improving Students' Reading Skill on Recount Texts

Thought Team-Games-Tournament (TGT) Technique (A Classroom Action Research at the Second Grader of SMP N 1 Kutasari Academic Year 2013/2014)". From the fifth theses above, the researcher has differences and similarities between them.

First this research is not inline with Sabilas' research, where the results of Sabilas' research there are seventy-five percent of students can't read well and don't understand about reading English.

Second, this research is not inline with Yulianas' research, where the Yulianas' results indicated that short story is effective to improve students' reading skill at the eleventh year of SMA PMDS Putra Palopo.

Third this research is inline with Nurs' research, where the Nurs' results score classification 5 students who acquired "Very Good" classification, 10 students got "Good" classification, 5 students got "Fair" classification, and the mean score of the student's ability in reading skill was 77.75 %. The conclusion is the students reading skill of the second grade of MTs.GuppiKalimbuaKab.Enrekang by using PARS Strategy was in "Good" level. Keyword: Student Skill, PARS Strategy.

Fourth, this research is inline with Febianas' research, where the Febianas' results the data analysis on students' daily tests in recount text shows that the criteria of students' classification are high, medium and the last one is this research is not inline with azmis' research, where the azmis' percentage score result of the post-test 1 was 70.00% (21 students) and that of the post-test 2 was 86.97% (26 students) students' reading skill on recount text test result, the score percentage reached  $\geq 68$  as the KKM.

## CONCLUSION

Overall the students' reading skills at tenth grade is good because, the result of analysis it was found that the average of the students' raw scores is 78 obtained the good category (61-80). But, there are two reading skills' identifying the topic and skimming where several students' still having difficulty to the determining .

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