



An Analysis of Students' Ability to Comprehend Recount Text at the Tenth Grade SMA Negeri 2 Tanjungpinang

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Abstract

The objective of this research was to know students' ability to comprehend recount text at the tenth-grade students of SMAN 2 Tanjungpinang. This research was a descriptive quantitative method. In this research, the researcher used one class as a sample that is X MIA 6. The researcher used random sampling and done by lottery. The instrument used in this research was a test in the form of multiple-choice with 25 questions and 7 recount text. In analysis data, the researcher used the Rasch model and winsteps application version 3.73. According to Mahfoodh (2007), there are five aspects of reading comprehension. They are: identifying the main idea, finding specific information, making a conclusion, determining reference, and understanding vocabulary. In this research, standard deviation of students' comprehension to get the main idea 1.11 logit included in excellent category, standard deviation of students' comprehension to find specific information 1.88 logit included in excellent category, standard deviation of students' comprehension to get a conclusion 0.68 logit included in good category, standard deviation of students' comprehension of determining reference 0.00 logit included in good category, and standard deviation of students' vocabulary 1.19 logit included in good category. Based on the result of the research, students' ability to comprehend recount text included in the good category. It can be seen from the value of standard deviation 1.01 logit. The categories of students' ability adapted from Sumintono and Widhiarso (2015): excellent: > 1.33 logit, good: -1.33 – 1.33 logit, poor: < -1.33 logit.

Keywords: *Students' Ability, Reading Comprehension, Recount Text, Rasch Model*

INTRODUCTION

There are four skills in learning English; listening, speaking, reading and writing. The four skills are divided into two characteristics; receptive and productive. Listening and reading are the receptive skill, because in listening and reading we are asked to comprehend the text. Even speaking and writing include in the productive skill because we produce the words to communicate in spoken or written forms. According to Harmer (2007), receptive skill is a term used for reading and listening, skills where

meaning is drawn out from the discourse. Productive skill is the term for speaking and writing, skills where students really have to produce language themselves.

In Indonesian formal education, learning English has been started from the first grade of elementary school but some students are still on the basic level of English when they are in senior high school. It makes them difficult to master English. In a little case, the students find it difficult to comprehend the written text. For comprehending the written text, the students just need to master a reading skill.

Reading is an interactive process of comprehending a text when the reader reads. According to Nuttal (2000), reading is a result of interaction among the writer’s mind and the reader’s mind. The text needs to be comprehended to get the information that has been written by the author. Reading is an important way of getting information in language learning and it is a basic skill for a language learner. Pang et al. (2003) define comprehension as a process of getting meaning from the text. According to Klingner, Vaughn, and Boardman (2007), reading comprehension is a process of interaction between readers and what they have, such as their prior or background knowledge and the using of strategy.

There are many kinds of reading text like descriptive, narrative, announcement, recount, anecdote, discussion, and explanation. Based on Standard Competence and Basic Competence in Curriculum in Indonesia, the first-year students are expected to be able to understand and respond meaningful written texts in term of functional written text and simple short essay in the form of descriptive, announcement, recount and narrative texts (Kemendikbud, 2016).

In this research, the researcher will discuss recount text because it is one of the texts taught in the first grade of senior high school. Recount text is a text which tells the reader about experiences or events in the past.

This text has a purpose i.e. to retell the story to the readers. According to Anderson (1997), a recount is a text that retells past events, usually in the order in which they happened. It has a purpose to give the audience a description of what occurred and when it occurred. Knapp and Watkins (2005) also state that recount is a sequential text that does not little more than sequencing a series of events.

RESEARCH METHODOLOGY

This study employed descriptive quantitative method. This study is aimed at unravelling students’ ability to comprehend recount text at the tenth-grade students of SMA Negeri 2 Tanjungpinang. The population in this study was the tenth-grade students of SMA Negeri 2 Tanjungpinang. The populations of tenth-grade students of SMA Negeri 2 Tanjungpinang are 451 students, consisting of 11 classes and researcher decided 1 class as a sample.

The researcher made 11 snowballs that consist of the total of classes and random sampling was done by lottery. Thus, the researcher took one class that is X MIA 6 from eleven classes of tenth-grade students of SMA Negeri 2 Tanjungpinang as the sample. The class consists of 37 students. The

research instrument of this study was a test. The researcher gave an English test for the students consists of 25 questions from 7 texts of recount text in the form of multiple choice questions. The researcher took texts and question from PR book grade X published by Intan Pariwara, Detik Detik UNBK Bahasa Inggris published by Intan Pariwara, and English on Target for SMA/MA grade X published by Erlangga.

FINDINGS AND DISCUSSION

Findings

To answer the research question “How is students’ ability to comprehend recount text at tenth grade SMA Negeri 2 Tanjungpinang?”, the researcher collected the data by giving a test to the tenth-grade students of SMA Negeri 2 Tanjungpinang. The data that the researcher got was conveyed below.

The figure 1 is a person measured. Person measure is a table which contains specific

TABLE 17.1 D:\KULIAH\semester 8\skripsi\DATA\DIK_ZOUI83WS.TXTI Jun 12 14:21 2019
 INPUT: 37 Person 25 Item REPORTED: 37 Person 25 Item 2 CATS WINSTEPS 3.73
 Person: REAL SEP.: .63 REL.: .28 ... Item: REAL SEP.: 2.36 REL.: .85

Person STATISTICS: MEASURE ORDER

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL		INFIT		OUTFIT		IPT-MEASURE		EXACT MATCH		Person
				S.E.	MNSQ	ZSTD	MNSQ	ZSTD	CORR.	EXP.	OBSN	EXPL		
1	21	25	2.72	.93	.39	-1.21	.14	-5	.80	.73	94.1	90.7	01LK	
23	21	25	2.72	.93	.39	-1.21	.14	-5	.80	.73	94.1	90.7	21LK	
28	21	25	2.72	.93	.39	-1.21	.14	-5	.80	.73	94.1	90.7	28LK	
33	21	25	2.72	.93	.39	-1.21	.14	-5	.80	.73	94.1	90.7	33LK	
5	20	25	1.94	.84	1.29	-7	1.87	1.0	.69	.75	82.4	88.6	05PK	
6	20	25	1.94	.84	.84	-1	.44	-2	.77	.75	94.1	88.6	06LK	
8	20	25	1.94	.84	.84	-1	.44	-2	.77	.75	94.1	88.6	08LK	
13	20	25	1.94	.84	1.04	-3	2.08	1.1	.71	.73	94.1	88.6	13PK	
16	20	25	1.94	.84	2.08	-1.8	2.14	1.1	.60	.75	70.6	88.6	16PK	
19	20	25	1.94	.84	.42	-1.3	.18	-7	.82	.75	94.1	88.6	19LK	
20	20	25	1.94	.84	.84	-1	.44	-2	.77	.75	94.1	88.6	20LK	
22	20	25	1.94	.84	2.08	-1.8	2.14	1.1	.60	.75	70.6	88.6	22LD	
29	20	25	1.94	.84	.42	-1.3	.18	-7	.82	.75	94.1	88.6	29PK	
31	20	25	1.94	.84	1.04	-3	2.08	1.1	.71	.73	94.1	88.6	31PK	
35	20	25	1.94	.84	.84	-1	.44	-2	.77	.75	94.1	88.6	35LK	
37	20	25	1.94	.84	.84	-1	.44	-2	.77	.75	94.1	88.6	37LK	
3	19	25	1.30	.77	.64	-7	.33	-7	.81	.75	88.2	86.5	03PK	
4	19	25	1.30	.77	1.03	-2	.94	-3	.75	.75	88.2	86.5	04PK	
10	19	25	1.30	.77	.37	-1.6	.19	-1.0	.84	.75	100.0	86.5	07PK	
11	19	25	1.30	.77	.37	-1.6	.19	-1.0	.84	.75	100.0	86.5	11PK	
15	19	25	1.30	.77	.64	-7	.33	-7	.81	.75	88.2	86.5	15PK	
25	19	25	1.30	.77	.37	-1.6	.19	-1.0	.84	.75	100.0	86.5	25PK	
26	19	25	1.30	.77	.37	-1.6	.19	-1.0	.84	.75	100.0	86.5	26PK	
27	19	25	1.30	.77	.37	-1.6	.19	-1.0	.84	.75	100.0	86.5	27PK	
14	18	25	.74	.72	1.40	1.0	1.32	.6	.69	.73	82.4	84.9	14PK	
17	18	25	.74	.72	.68	-7	.37	-6	.81	.75	82.4	84.9	17PK	
24	18	25	.74	.72	1.21	.6	1.04	.3	.72	.75	82.4	84.9	24PK	
27	18	25	.74	.72	1.21	.6	1.04	.3	.72	.75	82.4	84.9	27PK	
12	17	25	.26	.68	1.34	9	1.38	.2	.69	.74	76.5	82.5	12PK	
29	16	25	-.18	.65	1.45	1.3	1.83	1.0	.65	.74	70.6	81.1	02PK	
32	16	25	-.18	.65	1.45	1.3	1.83	1.0	.65	.74	70.6	81.1	32PK	
9	15	25	.38	.82	1.29	1.9	.95	3.0	.43	.72	52.9	78.6	09PK	
34	11	25	-2.09	.65	1.27	1.0	.83	3	.66	.69	70.6	78.5	34PK	
MEAN	18.8	25.0	1.33	.79	.93	-11.02	.0				87.1	86.3		
S.D.	2.0	.0	1.01	.88	.31	2.11	.31				11.1	3.1		

information about logit from each individual.

Fig. 1. Person Measured

There are some rows and information in the form of numerical that showed in the figure above. The important information that the researcher got from the figure was entry number, the total score of the students, mean of the students and standard deviation. Entry number contains information about a symbol of each student. The total score contains information about the total number of students’ true answer. Mean contains information about students’ average. Standard deviation (S.D.) contains information about measurement to determine student separation.

The figure 2 is a summary statistic. Summary statistics is a table which contains information about person reliability and item reliability.

Nikara, Murni, Subroto : An Analysis of Students' Ability to Comprehend Recount Text at the Tenth Grade SMA Negeri 2 Tanjungpinang (1)

TABLE 3.1 D:\KULIAH\semester 5\skripsi\DATA\DDKO ZOU183MS.TXTA Jun 12 14:21 2019
INPUT: 37 Person 25 Item REPORTED: 37 Person 25 Item 2 CATS WINSTEPS 3.73

SUMMARY OF 37 MEASURED PERSON

TOTAL SCORE	COUNT	MEASURE	ERROR	INFSQ	ZSTD	OUTFIT	ZSTD
MEAN	18.8	25.0	1.33	.79	.93	-.1	1.02
S.D.	7.0	.0	1.01	.68	.52	1.2	1.11
MAX.	21.0	25.0	2.72	.93	2.25	1.3	9.05
MIN.	11.0	25.0	-2.09	.62	-.37	-2.6	1.4

REAL RHSE .65 TRUE SD .83 SEPARATION .63 PERSON RELIABILITY .26
MODEL RHSE .79 TRUE SD .62 SEPARATION .78 PERSON RELIABILITY .38
S.E. OF PERSON MEAN = .37
PERSON RAW SCORE TO MEASURE CORRELATION = .99
CRONBACH ALPHA (GR-20) PERSON RAW SCORE TEST RELIABILITY = .52

SUMMARY OF 17 MEASURED ITEM

TOTAL SCORE	COUNT	MEASURE	ERROR	INFSQ	ZSTD	INFSQ	ZSTD
MEAN	25.8	37.0	.00	.65	.0	1.02	.0
S.D.	11.5	.0	2.23	1.20	1.28	1.1	1.97
MAX.	36.0	37.0	12.25	1.06	1.55	2.1	3.15
MIN.	1.0	37.0	-2.67	.36	-.56	-2.1	.06

REAL RHSE .66 TRUE SD 2.13 SEPARATION 3.22 ITEM RELIABILITY .93
MODEL RHSE .64 TRUE SD 2.14 SEPARATION 3.13 ITEM RELIABILITY .92
S.E. OF ITEM MEAN = .66
MAXIMUM EXTREME SCORE: 1 Item
MINIMUM EXTREME SCORE: 7 Item
UHEANS=.0000 USCALE=1.0000

SUMMARY OF 25 MEASURED (EXTREME AND NON-EXTREME) ITEM

TOTAL SCORE	COUNT	MEASURE	ERROR	INFSQ	ZSTD	INFSQ	ZSTD
MEAN	27.9	37.0	1.91	1.01	.0	1.02	.0
S.D.	11.0	.0	3.02	.60	1.0	1.1	1.97
MAX.	37.0	37.0	6.49	1.55	1.56	2.1	3.15
MIN.	1.0	37.0	-4.18	.36	-.56	-2.1	.06

REAL RHSE 1.17 TRUE SD 2.79 SEPARATION 2.38 ITEM RELIABILITY .65
MODEL RHSE 1.17 TRUE SD 2.79 SEPARATION 2.38 ITEM RELIABILITY .65
S.E. OF ITEM MEAN = .66
MAXIMUM EXTREME SCORE: 1 Item
MINIMUM EXTREME SCORE: 7 Item
UHEANS=.0000 USCALE=1.0000
ITEM RAW SCORE TO MEASURE CORRELATION = .96
629 DATA POINTS. LOG-LIKELIHOOD CHI-SQUARE: 401.18 WITH 576 D.F. P=1.0000
GLOBAL ROOT-MEAN-SQUARE RESIDUAL (INCLUDING EXTREME SCORES): .1115
Capped Binomial Deviance = .0956 FOR 925.0 DICOTOMOUS OBSERVATIONS

Fig. 2. Summary Statistic

There are much information showed in the figure 2. The important information that the researcher got from the figure was the person reliability and item reliability. Person reliability contains information about students' consistency in answering questions. Item reliability contains information about questions' quality which used as the instrument.

There are five classifications of person reliability and item reliability according to Sumintono and Widhiarso (2015):

1. Weak : < 0.67
2. Enough : 0.67 – 0.80
3. Good : 0.80 – 0.90
4. Very Good : 0.91 – 0.94
5. Excellent : > 0.94

The next figure is a person-item map. Person-item map is a map which contains specific information about logit person and logit item. As seen on figure 3, there are two sides of the data. In the right side, it is the number of the questions besides in the left side it is the number of the students. On the question side, getting to the top means that the question is more difficult and getting down means the question is easier. While on the student side, getting to the top means students have high abilities and getting down means students have low abilities.

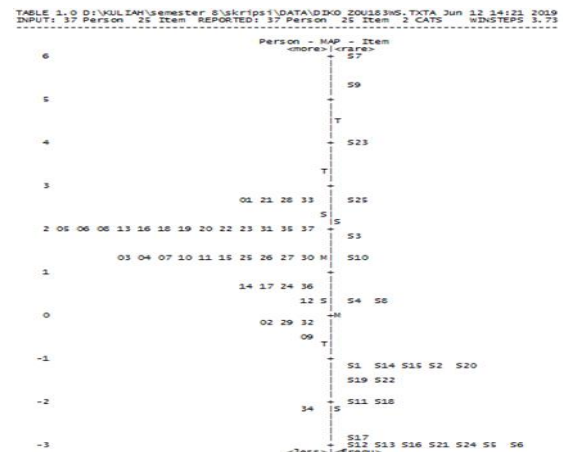


Fig. 3. Person-Item Map

To get the data of the research, the researcher had been done some activities. Before doing the research, the researcher did a validity test first. The validity test was conducted at X MIA 5 SMA Negeri 2 Tanjungpinang and validated by reading comprehension lecturer in Universitas Maritim Raja Ali Haji (UMRAH). The researcher used Rasch model and winsteps application version 3.73 to validate the test. From 30 multiple choice question items and 7 texts of recount, 25 questions from 7 texts were valid.

The researcher had done the research at X MIA 6 SMA Negeri 2 Tanjungpinang in the academic year of 2018/2019. The researcher used 25 questions form of multiple-choice questions that had been validated as the instrument. The researcher found the reliability of the instrument was 0.85 logit that means the quality of the questions was good reliability. To analyze the data and find out students' ability to comprehend recount text, the researcher used Rasch model and winsteps application version 3.73.

The first step that the researcher did prepare the data in Microsoft Excel. In Microsoft Excel, the researcher input the students' answer. Next, the researcher inputs the data from excel to winsteps application to be analyzed. To know students' ability to comprehend recount text, the researcher needs to analyze the person measure, summary statistic, and person-item map. After that, the researcher identified the students' group. There are three categories of students' ability adapted from Sumintono and Widhiarso (2015), they are excellent, good, and poor.

Based on Figure 1, there are 4 students who got 21 true answers, they are students number 1, 21, 28 and 33. There are 13 students who got 20 true answer, they are students number 5, 6, 8, 13, 16, 18, 19, 20, 22, 23, 31, 35, and 37. There are 10 students who got 19 true answers, they are

students number 3, 4, 7, 10, 11, 15, 25, 26, 27, and 30. There are 4 students who got 18 true answers, they are students number 14, 17, 24, and 36. There is one student got 17 true answers, she is student number 12. There are 3 students who got 16 true answers, they are students number 2, 29 and 32. There is one student who got 15 true answers, i.e. student number 9. There is one student who got 11 true answers, i.e. student number 34.

Mean of the students as the starting point to grouping students' ability and standard deviation useful for identification student group (separation). Based on the figure 1, the value of mean is 1.33 logit and the value of standard deviation is 1.01 logit. Adapted from Sumintono and Widhiarso (2015), there are three categories of students' ability, i.e. excellent, good and poor. In this research, the good category start from $-1.33 - 1.33$ logit, poor category < -1.33 logit and excellent category > 1.33 logit.

Based on figure 2, the person reliability is 0.28 logit and item reliability is 0.85 logit. It means that the consistency of students' answers was weak however the quality of the questions has good reliability. Consistency of students' answers was weak means that the students can't answer all of the questions correctly besides in answer a question some students answer wrong even though others can answer correctly. The quality of the question has good reliability means that the question is good to be an instrument.

There are some important information that the researcher got from figure 3, such as:

1. There are four students who have higher ability, they are student 01, 21, 28, and 33 which able to answer almost all question truly except questions number 7, 9 and 23. This is because their abilities were $+2.72$ logit lower than difficulty level of the questions number 7 ($+6.49$ logit), 9 ($+5.25$ logit), and 23 ($+4.07$ logit). If the value of students' logit is lower than question' logit means that the probability of being able to answer truly the question that has higher logit is less than 50%. Students 01, 21, 28, and 33 will not have a difficulty to answer question number 3 ($+1.83$ logit) truly because the difficulty level of the question is under their ability.

2. A student who has a lower score is student 34 because she is unable to answer half of the total questions. Her ability -2.09 logit that means lower than difficulty level of the questions number 11 (-2.05 logit) and 18 (-2.05 logit) which able to answer by all of the students except her.

Discussion

In this part of the research, the researcher discussed the specific information that has been got from the data above about students' ability to comprehend recount text and found the different

finding with the related findings. Based on the data that the researcher got, students of X MIA 6 SMA Negeri 2 Tanjungpinang has different ability to comprehend recount text. There are four students that have higher ability, some students have moderate ability and one student is in the lower ability.

According to Mahfoodh (2007), there are five aspects of reading comprehension. They are: identifying the main idea, finding specific information, making a conclusion, determining reference, and understanding vocabulary. In this research, students have mean 0.22 logit and standard deviation 1.11 logit to get the main idea. 1.11 logit included in excellent category, it means that students' ability in identifying the main idea is excellent. Next, students have mean 1.44 logit and standard deviation 1.88 logit to find specific information. 1.88 logit included in excellent category, it means that students' ability in finding specific information is excellent.

After that, students have mean 1.55 logit and standard deviation 0.68 logit to get a conclusion. 0.68 logit included in good category, it means that students' ability in making conclusion is good. Then students have mean 0.00 logit and standard deviation 0.00 logit of determining reference. 0.00 logit included in good category, it means that students' ability in determining reference is good. The last is students have mean 1.50 logit and standard deviation 1.19 logit in understanding vocabulary. 1.19 logit included in good category, it means that students' ability in understanding vocabulary is good.

The research question had been answered clearly in Figure 1. On identified students' ability to comprehend recount text the researcher adapted three categories of students' ability according to Sumintono and Widhiarso (2015):

1. Excellent : > 1.33 logit
2. Good : $-1.33 - 1.33$ logit
3. Poor : < -1.33 logit

Based on the data from Figure 1, the researcher found a standard deviation 1.01 logit. If we look at the three categories of students' ability adapted from Sumintono and Widhiarso (2015) above, 1.01 logit included in the good category. It means that students' ability to comprehend recount text at tenth-grade SMA Negeri 2 Tanjungpinang is good.

After the research question had been answered, the researcher found the different result between this research and related findings. The first related finding was done by Fahli, Mahdum, and Ras in 2015 has a result most of the students are at a poor to the average level (50-59) of reading comprehension. The second related finding was done by Italia, Saun, Fitrawati in 2018 mentioned that the students' ability results of this research

indicated the students' reading ability is good enough. Besides this research has a result of students' ability to comprehend recount text was at a good level.

CONCLUSION

Based on the data above the researcher found that each student of tenth-grade SMA Negeri 2 Tanjungpinang has a different ability to comprehend recount text because there are students who got a higher score, a moderate score and a lower score. The instrument which used to collect the data had the item reliability 0.85 logit, it means that the quality of the questions has good reliability. However, person reliability 0.28 logit, it means that the consistency of students' answers was weak.

Therefore, there are five aspects of reading comprehension. They are: identifying the main idea, finding specific information, making a conclusion, determining reference, and understanding vocabulary. In this research, standard deviation of students' comprehension to get the main idea 1.11 logit included in excellent category, standard deviation of students' comprehension to find specific information 1.88 logit included in excellent category, standard deviation of students' comprehension to get a conclusion 0.68 logit included in good category, standard deviation of students' comprehension of determining reference 0.00 logit included in good category, and standard deviation of students' vocabulary 1.19 logit included in good category.

The result of this research is students' ability to comprehend recount text at tenth grade SMA Negeri 2 Tanjungpinang was good. It can be seen from the value of standard deviation that useful for identification person (separation) with the mean of the students as the starting point. Adapted three categories of students' ability adapted from Sumintono and Widhiarso (2015), the value of standard deviation 1.01 logit included in the good category.

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