The Students' Ability in Identifying Generic Structure of Recount Text

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ARTICLE INFO	ABSTRACT

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This research aimed to analyze the ability and difficulty of students inidentifying the generic structure of the recount text. There were some students who had difficulties about the recount text. They did not know the structure of recount text. This research was conducted at SMKN 5 Padang in the 2021/2022 school year. This research used descriptive research. The population of this research were 25 students of class XTPM 3 SMKN 5 Padang. The instrumentation of the research was reading test. The results showed that students' reading abilities in the recount text at TPM 3 SMK 5 Padang class could be categorized as good. Based on the data, there were 3 students got excellent (12%), while there were 4 students got very good (16%), then there were 7 students got good (28%), then there were 5 students got sufficient (20%), and last there were 6 students got poor (24%). Based on the research analysis, it can be concluded that students struggled due to lack of vocabulary, and there were some students who did not understand about the text, and had difficulty in determining parts of the generic structure. The researcher suggested to the teacher should give a lot of reading exercises to improve the student's ability in vocabulary and grammar.

INTRODUCTION

Reading is a skill that must be mastered by students to gain knowledge that explains the content of the text and understands the written text. Through reading students can gain new information and experiences to the reader in each written text. The purpose of reading is to allow students to understand part of the content of the text and be able to achieve good reading skills so as to gain knowledge ands hare it with others.

According to David Nunan (2003:68) Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Good readers know what to do when they encounter difficulties. Fluent reading is defined as the ability to read at an appropriate rate

with adequate the comprehension. Meaning does not rest in the reader nor does it rest in the text. The readers' background knowledge integrates with the text to create the meaning. In line with it, Grellet (2004:7) states that reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

Furthermore, Brown (2004:185) defines that reading is a complex cognitive process of decoding symbols in order to constructor derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas.Language is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally andsocially situated. The reading process requires continuous practice,development, and refinement.

Based on the explanation above, it can be concluded that reading is one of skills in English which is needed in the process to interpretation of graphic symbols and written symbols. The reader can give respond about the content of reading materials that has read.The reader also change the message from the reading materials. Reading is not passive process but reading is an active process to know new information which is needed by readers. Furthermore, it is an activity to understand the meaning of written and not merely word recalling.

In the 2013 Curriculum, tenth graders must master some English text,which is the recount text that is the focus of research. A recount text is one that remembers and reconstructs events, experiences, and achievements from the past in a logical order. Students are required to analyze the social functions, text structures, and language elements of multiple oral and reading recount texts by providing and requesting information relating to events/experiences in accordance with the context of their use.

Based on pre-research activities, many students are unable to do reading activities well in class. First the main problem faced by students in comprehending the main ideas. Second, it is the lack of vocabulary that leads to misinterpretation of text topics.

METHODS

This research is in descriptive research. The population is the most significant factor in conducting research. According to Sugiyono (2017:80) states that the population is an area of generalization of objects tha thave certain qualities and characteristics determinedby the researcher to be studied and then drawn conclusions. There are 107 students from all students of class X TPM 1, TPM 2, TPM 3 SMKN 5 Padang.

FINDING AND DISCUSSION

This chapter presented the findings of the research with analyzed and interpreted data which have been taken from the tests given. The purpose of this research was to determine the reading comprehension of students at SMKN 5 Padang in reading recount texts. The data were collected by using multiple choice tests.

The Students'Ability in IdentifyingGeneric Structure of RecountText

In the analysis of the results of students' ability to read Recount Text with the type of multiple choice test class X TPM3 SMKN 5 PADANG. Based on the tests that

have been carried out, researchers have identified student errors and calculated the number of each student' error. This data was obtained through are counttext questionnaire distributed by the researcher to 25 respondents who were in class X. Then the researcher compiled the calculation results into a table and turned them into a percentage after that the researcher can conclude that the ability of students to master Recount text is included in the poor category.

Table1.Percentage of the Students's Level Mastery

No	Category		Frequency	%
	Level Mistery	Score		
1.	Excellent	90-100	3	12%
2.	Very good	80-90	4	16%
3.	Good	70-80	7	28%
4.	Sufficient	60-70	5	20%
5.	Poor	≤ 50	6	24%

Based on the data, there were 3 students who got excellent (12%),while there were 4 students who got very good category (16%),then in there were 7 students who got good category (28%), then there were 5 students who got sufficient (20%), and finally in there were 6 students who got poor category (24%).

The results showed that outof 25 students there were 9 students who got the good category (36%),while in thepoor category there were 7 (28%) students, besides that there were 4 students whogot the excellent category (16%), then there were 3 students who got the very good category (12%) and there were 2 students who got the sufficient category (8%).Furthermore, in the event which shows that out of 25 students there are 3students who get the excellent category (12%), 5 students who get the very good category (20%), then there are 7 students who get the good category (28%), while those who get the sufficient category there are 5 (20%) students and finally in the poor category there are 6 (24%) students. Based on the results of students' scores on re-orientation which shows that out of 25 students there are 5 students who have excellent categories (20%), and there are 6 students who get the very good category (24%) then in the good category there are 6 (24%) students, and no one of the students get the sufficient category. Then, in the poor category were 8 (32%) students.

The Students' Difficulties in Identifying Generic Structure of Recount Text

The author observes the student's answer sheet. The researcher found that something was wrongly answered by the students. In the analysis of student mastery, researchers have identified the abilities of students and calculated the number of errors for each of them. This data was obtained through are count text test questionnaire that researchers shared with 25 respondents of class XTPM3 students of SMKN5 Padang.

This test is focused on Orientation, Events, Re-orientation. The test results want to interpret the assessment based on percentages. The Student problems in identifying the generic structure of the recount text. The author found that some of the items that most students wrong answered them, namely: first problem of students is the difficulty in answering the orientation items questions. In the analysis of data showing that the test results of students recalculating the text in orientation is the poor category is (28%). Furthermore, the second problem Students have difficulty answering the multiple choice test in the Events question

item. In the data shows that the results of students in using events given to 25 English students in the tenth grade of semester 1in thepoor category are (24%). Finally, the results of the analysis of student difficulties inre-orientation, the data showed the test results given to 25 English students in class X TPM 3 SMKN 5 Padang. Regarding the data, it is found that most of the students get the poor category with a percentage (32%).

CONCLUSION

The results of the data that have been analyzed, the authors draw some conclusions. The purpose of the study is to determine the ability of class X students to understand recount texts at SMK 5 Padang. First, students' ability to identify the generic structure of recount text in class X TPM 3 semester 1 SMKN 5 Padang is included in the good category, namely the highest percentage score (28%). The students' ability in generic structure at orientation good with percentage (36%), while student ability at events in good category with percentage (28%), and student ability in re-orientation is limited to poor category with percentage (32%).

Moreover, the students' Reading Difficulties in Identifying the Generic Structure of the Recount Text could not identify the generic structure of the recount text. Especially the part of the re-orientation, there were 8 students who got the poor category (32%) and the event section were 6 students who got the poor category (24%) and finally on the orientation chart there were 7 students who got the poor category (28%). The Students' problems in recount text were caused by a lack of understanding of the content of the text lack of vocabulary leading to misinterpretation of the topic and lack of understanding in determining generic structure parts.

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