

Problems Faced by the Students at Grade Eight of SMPN 14 Palu in Reading Recount Text

Masalah yang Dihadapi Siswa Kelas Delapan di Smpn 14 Palu dalam Membaca Recount Teks

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Abstract

The purpose of this research is to investigate the reading recount text problems faced by grade eight students of SMPN 14 Palu. In this research applied descriptive design. The research subject was grade eight students of SMPN 14 Palu. The number was 24 students taken from eight classes by using random sampling technique. The data of the research were collected by carrying out the interview, test, questionnaire and observation activities. The result of this research indicate that students lack of vocabulary, students find it difficulty to determine main idea in reading text and students find it difficulty to pronounce words when reading texts.

Key words: Problems; Reading

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui masalah membaca yang dihadapi oleh siswa SMPN 14 Palu. Penelitian ini menggunakan metode deskriptif. Subjek penelitian adalah siswa kelas delapan SMPN 14 Palu, dengan jumlah 24 siswa yang diambil dari delapan kelas dengan menggunakan teknik random sampling. Data penelitian dikumpulkan dengan melakukan wawancara, tes, daftar pertanyaan, dan aktifitas pengamatan. Hasil penelitian ini menunjukkan bahwa siswa menghadapi banyak masalah yang meliputi 1 mereka kekurangan kosakata; 2 mereka kesulitan untuk menentukan ide pokok dalam teks bacaan; dan 3 mereka sulit untuk mengucapkan kata ketika membaca teks.

Kata kunci: Masalah; Membaca

INTRODUCTION

English is worldwide used language by people in many countries. English has become a very popular and powerful language in the world. Most of people in the world use English in communication. In Indonesia itself, English is the most important foreign language because English has influenced many aspects of life. The development of science and technology is also mostly transferred through English. Consequently, English becomes one of the compulsory subjects taught in Junior High School (SMP), Senior High School (SMA), and University. In Indonesia, English is very important for students of all levels to master in order to be able to communicate with other people from foreign countries. Becoming an important subject, students are expected to master English.

In order to improve their English, there are four language skills that should be learned by the students that stated in Curriculum 2013 (K13). They are reading, writing, listening and speaking skill. As one of the basic language skills, reading must be developed by continual practice. Students do not only read the text, but also understand the information from the reading text.

Reading is an activity that needs high concentration and it will increase conversational skill of the reader. It will make our brain active and work better. The ability to read is something vital in a literate society. Learning to read is an important skill and every student must develop it to be successful in school. Regardless of subject matter taught, students have to be able to read and comprehend in reading. Nowadays, most students just waste their time by playing computer games or browsing on the internet. In this case parents should guide children to read the book in order to be able to comprehend other subject matters. Thus, they are required to have good reading skill.

In competency based Curriculum 2013 for Junior High School, there are five types of text; descriptive, report, procedure and recount text. In teaching and learning activity those texts are thought and trained by the teacher. Students of Junior High School, especially at the eighth grade are concerned on three types; descriptive, procedure, and recount text. On the other hand, students in Junior High School have begun to learn about recount text.

Recount text is one of the most common texts which is really close to use in our daily life. Recount text tells the reader about what happened, who was involved, when it happened and where the event took place. The sequence of event is described in some sort of order, for instance a time order. So we can conclude that recount text is a text that tells the reader about one story, action or activity. Recount text is aimed to entertain and inform the reader.

Based on the preliminary observation at SMPN 14 Palu, students have encountered a lot of problems, particularly the limited time for both students and teacher and other constraints during the reading teaching and learning process. Teachers are often unable to encourage students to find interesting way or information in reading materials. Therefore it often creates a negative mind-set in students who consider the effort to interact with reading materials is an unattractive activity compared to the process they may get from visual electronic media. So, the students cannot master their reading skill. Generally, students will get bored and understand in learning the lesson if the teacher presents the material in the same ways. The student's motivation is influenced by the teaching method use. If the teaching method is interesting, it can motivate the students to study English especially reading.

However, reading mastery helps the students develop their language necessary skills to success, but it is hard to implement an effective reading program. The success of implementing reading programs depends on the student's interest. Since the beginning of reading material, reading must be comprehensive and meaningful. That is the teaching of early reading; children should be given material in a complete form such as stories. To strengthen this argument, Richard and Reynandya (2010:173) state, "Reading, then, is a skill which is highly valued by students and teachers alike."

Based on the description above, the researcher will conduct an investigation on the problem in reading. The researcher is intended to conduct the research about: "Problems Faced by the Students at Grade Eight of SMPN 14 Palu in Reading Recount Text"

The researcher presents two previous studies that are related to the recent study about the problems in reading recount text in reading skills.

First, *Ratih Kusumati, A Descriptive Study on Teaching Recount Text at the Eight Grade of SMPN 2 Jenawi, Karanganyar. (2014)*. Universitas Muhammadiyah Surakarta. The objective of the research was to describe. Problem faced by the students in understanding reading recount text. The result of the research shows that the first, the method use by the teacher in teaching recount text to the eight of SMPN 2 Jenawi, karanganyar in teaching reading recount text, there are some problems first

a.) punctuation problem makes the students' difficulties in finding the main idea of recount text. The second b.) the students have difficulties in translating the word from English into Indonesian and Indonesian to English. And the last c.) most of the students have difficulties in arranging the sentence correctly because the students get problems arranging words become good sentences. The objective of teaching English at junior high school is by studying English students are expected to have comprehension in reading by topics of recount text. The material for teaching reading is recount text. Recount text is a text which retells events or experiences in the past.

Second, Ariyanti Puspita, *An Analysis of Students Problem in Reading Recount Text at the First Grade of SMPN 1 Kebumen in the 2013/2014 Academic Year*. the objective of this research was to find out the students' constrains in comprehending English reading text. This research used qualitative method and it was conducted at grade eight students of SMPN 1 Kebumen. The eighth class was chosen as the sample. The data were collected through reading test and interview. The descriptive method was used to expose the result in this research. The result showed that 80% of the students have constraints with respect to five aspect of reading; determining main idea, finding specific information, making inference identifying reference, and understanding the meaning of words in comprehending English reading text. The finding from the interview revealed that the students had five problems in comprehending English reading text namely unfamiliar vocabularies, unfamiliar contest of text, ambiguous pronouns, reading techniques, and sentence patterns.

Two previous studies and the research was conducted equally examined the problems faced by students, especially in reading a recount text. The researcher conducted her research to find out what students' problems faced in reading a recount text.

Compared to the previous studies explained before, there are differences and similarities found. The similarity is this study also applying research about a recount text. The differences is the object of the research. In this research, the researcher will use grade eight students.

METHOD

In this research, the researcher employed descriptive research. This research objective is to find out problems faced by the students at grade eight of SMPN 14 Palu. In doing reading activities during the teaching learning process. The researcher chose grade eight of SMPN 14 Palu as the population of the research. The total of population is 215 students that consist of eight classes. Related to the statement, the researcher applied a random sampling technique; because the population of the eighth grade students is too large. So, the researcher only took several students from each class to be sample by doing several steps. Firstly, the researcher selected three students every class. Secondly, the researcher makes new class to all the students who have been chosen. Lastly, the total of the students were 24 students. The twenty four students selected as the sample.

FINDINGS

Findings of Interview

The researcher has conducted an interview to the teacher. The result of the interview as follows:

1.) What method do you use in teaching recount text?

The teacher divided students into 5 groups. After that, the teacher writes the reading topic on 5 pieces of paper and puts it in a bottle and shuffles it. After that students pick each topic reading results from paper that has been shaken.

2.) Is the students understand the recount text?

The students understand what the recount text is. But the other side the students can't not understand what the main idea of the story. It is because they are lacking of vocabulary.

3.) What effort did the teacher do in learning reading recount text?

The teacher provides reading texts in the form of impressive personal experiences to attract students' attention so that students are more interested in reading.

4.) What difficulties found by the teacher in teaching recount text?

The most problem usually found by the teacher in recount text are lack of vocabulary, students lack practice of reading and the students felt difficult to determine the main idea of the text.

5.) Whether the students faced difficulties in learning reading recount text?

The students feel difficult in understanding recount text because of their lacking of vocabulary.

6.) What difficulties students usually find in learning recount text?

The most difficulties by the students is lacking of vocabulary. In other side the students also feel difficult how to read the text.

7.) How the students' participate in learning recount text?

The students were active in the class. If they found difficulties they asked the teacher.

8.) What kind of assignments given by the teacher to the students?

The teacher give her students a task based on their best experience.

9.) Whether students are able to complete the task given by the teacher?

The students could do not it well. But if they found difficulties they asked the teacher and open dictionary.

10.) At the end of learning does the teacher provide motivation so the students more active in learning?

The teacher always gave the students motivation in the end of the class. The teacher always reminded students to always study hard, not be lazy in school and told students that English is an international language, it is very important for students to learn it.

Findings of the Test

The test consists of 10 numbers. Each number obtained 10 score of 200. There are the description of the test.

1.) The test about topic of the test. Consist of 2 numbers.

The first is "what is the topic of the text above?" the answer of the question is B. the result of the test showed 7 students answer A, there are 4 students answered C and 13 students answered B. It means, 13 students chose the right answered.

The second is "what does the story tell us?" the answered is the story tell about vocation to Surabaya. The result of test showed that are 18 students answered right and there are 6 students answered wrong. It means they understand what the question mean.

2.) The test about writer action. Consist of 2 numbers.

The first is "what did the writer do when the bus stopped for rest in Lamongan?" the answer of the question is D. The result of the test showed 9 students answered B, there are 5 students answered C and 10 students answered D. It means 10 students chose the right answered. However, half of sample did not understand what the question mean.

The second is "what did the writer do when the bus stop for rest in Lamongan?" the answer is the writer got off the bus to get a cup of ginger tea. The result of test showed, that there are 15 students answered right and there are 9 students answered wrong. It means, they understand the mean.

3) The test about the writer reaction is "what did the writer feel when the bus was not there?"

The answer of the question is B. the result of the test showed 2 students answered A, 11 students answered B, there are 7 students answered C, and there are 4 students answered D. It means, 11 students chose the right answer. As conclusion, they understand the question mean.

3.) The test about total character is "how many friends did the writer have to join the vocation?"

The answer of the question is A. The result of the test showed 6 students answered B. it means, 18 students chose the right answer. As conclusion, they understand what the question mean.

4.) The test about the use of pronouns *It*. Consist of 2 numbers. The first is "...The bus was not there. *It* had gone! The word *it* in paragraph three refers to?"

The answer of the question is C. The result of the test showed 6 students answered A, 8 students answered B and 10 students answered C. It means 10 students chose the right answer. In this case, half of sample did not understand what the question mean.

The second is "...The bus was not there. *It* had gone! The word *it* in paragraph three refers to?" the answer is the bus. The result of test showed, that there are 7 students answered right and there are 17 students answered wrong. It means, they do not understand what the question mean.

5.) The test about point of view is " what did his friends do when the writer buy a cup of ginger tea?"

The answer is the story tell about the writer's friend drank some cold lemonade. The result of test showed, that there are 10 students answered right and there are 14 students answered wrong. It means, they do not understand what the question mean.

6.) The test about writer reaction is "what did the writer feel when the bus is not there?"

The answer is the writer feel shocked and confused. The result of test showed, 11 students answered right and there are 13 students answered wrong. It means, they do not understand what the question mean.

Findings of the Questionnaire

The questionnaire consisted of 9 questions already distributed to the students. The first question is about difficulty in reading recount text.

From twenty four students become the sample, fifteen students had difficulty in reading recount text, while nine students answered that they understood in reading recount text. it means the students feel the difficulty in reading recount text.

Twenty two said they had learned about reading recount text, while two students answered that they had never learned recount text. it means the students understand what the recount text is.

Four students said they understood reading recount text, twenty students did not understand reading recount text. it means the students did not understand the material of recount text.

All students had difficulty understanding the vocabulary in the reading text. it means the students lack of vocabulary.

All students asked the teacher if they found difficulty in understanding reading recount text. it means the students always asked their teacher if they hade difficulties.

Eight students understood when the teacher taught reading recount text and sixteen students did not understand when the teacher taught reading recount text. it means the method is not appropriate.

Seventeen students had difficulty in answering questions given by the teacher and seven students who understood the questions given by the teacher. It means the students feel difficulty to answer the teacher's question.

Five students said the teacher often gives exercises to students and nineteen students said that the teacher gave less exercises. It means the students did not get exercise from the teacher.

Nine students said the teacher always gave explanations about recount text and fifteen students said the students lacked explanations about recount text. it means the students did not get explanations from the teacher.

Findings of Observation Guide

The result of observation guide are the first statement of observation guide "*Metode yang digunakan guru efektif dalam pembelajaran*" and the response is "*Yes*". The second statment is "*Siswa selalu mengaplikasikan kamus selama proses pembelajaran khususnya reading*" and the response is "*No*". It means that during the learning process of reading takes place students do not always use a dictionary. The next statment is "*Siswa aktif dalam memberikan pendapat atau bertanya*

kepada guru” and the response is “Yes”, students always ask things they don’t know to the teacher. The fourth statement is “Guru selalu memberikan tugas kepada siswa untuk mengetahui pemahaman siswa dalam sebuah text bacaan” and the response is “Yes”. The fifth statement is “Siswa selalu bertanya jika menemukan kesulitan dalam mengerjakan tugas dari text bacaan” and the response is “Yes”. The next statement is “Guru selalu memberikan apresiasi terhadap siswa” and the response is “Yes”, when students successfully work on assignments and answered questions the teacher always appreciates the work of students. The seventh statement is “Siswa kesulitan dalam menerjemahkan text bacaan” and the response is “Yes”. Eighth statement is “selama proses pembelajaran siswa memperhatikan dengan seksama text bacaan” and the response is “Yes”. The next statement is “setiap selesai proses pembelajaran guru selalu memberikan kesempatan kepada siswa untuk bertanya” and the response is “Yes”. And the last statement is “Guru selalu memberikan motivasi kepada siswa disetiap akhir pembelajaran” and the response is “Yes”.

DISCUSSION

Generally in reading, there is relation among data from the teachers’ interview, test, questionnaire and observation guide. Related to the first research question, the results indicated that there are some problems that faced by the students in reading. The first problem is the teacher said that students were lack vocabulary and they were difficult to pronounce the words when they start reading.

The findings from the teacher’s interviews shows relationship each other. In teacher’s interview, the teacher said that the students had difficulties in learning recount text, all of the students get difficulty in lack of vocabulary. Their teacher instructed to students always bring dictionary in reading lesson.

Based on the result of the test, the researcher states that among ten questions which are given to the students, several students did not understand what the questions mean. Therefore, the researcher gives advice to the teacher to give the students the information in the reading given based on the real conditions in student’s daily life. For example, the questions about the writer action, it consists of two numbers of tests. The first is on the multiple choices, the student did not understand the question that is why half of the sample chose the wrong option. However, on the essay test with the same question, half of the sample answered right. From this test, we obtained that the students got problem in choosing the right answer. Besides, the students also find problem in using pronouns ‘It’. The test about pronouns that consist of two questions, showed that half of the sample did not understand what the question mean. It means, one of the problems in the reading text is the use of pronouns. The result of students test shows that ten students of twenty four students who got a good score in test reading recount text. Their teacher said that they had problem in reading such as they had lack vocabulary, bad pronunciation in reading, and difficult to find out main idea. Besides, on the test result, the researcher obtained that half of the sample of this research find problems in using pronouns. According to Reis (2016:47). Using a dictionary helps considerably, but after students do not appreciate how context affects word meanings.

The result of the students’ questionnaire were students said that reading was a skill that they considered difficult, students said they had studied recount text before, out of twenty four students there were twenty students who said they did not understand reading recount text, all students explained that they had difficulty understanding the vocabulary in the reading text, all students said they would ask the teacher taught recount text while four students did not understand recount text and out of twenty four students there were seventeen students who said they had difficulty answering the questions given by the teacher in reading recount text.

The researcher observes grade eight students of SMPN 14 Palu. The class consist of twenty four students. From the result of observasion guide the researcher found several problems faced by the students including students find it difficult to translate reading text, students lack vocabulary, students find it difficult to determine main idea in reading text and students find it difficult to pronounce vocabulary in reading text. *Guru selalu memberikan tugas kepada siswa untuk mengetahui pemahaman siswa dalam sebuah text bacaan.* The Teacher’s response to the statment of observation guide is “yes”. In fact, after the researcher gave quetionnaire to the studens, the students answered the

teacher did not give enough exercises and the students also said that the teacher gave less explanation about the recount text.

CONCLUSION AND SUGGESTION

This research aims to investigate the problem faced by students at grade eight of SMPN 14 Palu in reading recount text. The researcher found that most students faced the most problems in terms of lack vocabulary, difficulty to find main idea of reading text and difficulty to pronounce words when reading text.

Based on the results of the research, there are some recommendations are made for both the teachers and the students at SMPN 14 Palu. Firstly, the teacher must be able to improve students' vocabulary in learning to read recount text, for example the teacher can use effective ways to improve student vocabulary such as asking students to mention five to ten vocabularies that are known by students. At the next meeting, the teacher asks students to make sentences by using those words. Secondly, teacher are expected to develop creativity in making and using learning media that are able to develop students' creativity in reading. Such as skimming tehnik to facilitate students in finding main ideas in reading text. Skimming is a tehnik of reading at high speed to look for important things or main ideas in reading. Thirdly, teacher are expected to be able to find a method that is suitable with the material being taught, while reading learning the teacher reads the reading text then the teacher asks students to read the reading text and corrects the pronunciation of students if it is wrong.

As for the students, first they should understand the importance of reading skills. Second, they should practice more how to read English text well especially reading recount text, even when there is no class. So that they will be able to understand easily. Finally, they should to improve their vocabulary so, they will be easier to read by having a lot of vocabulary. Hopefully, the research can contribute to the improvement of English teaching and learning at SMPN 14 Palu.

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