

THE SMA HARAPAN 1 10th GRADE STUDENTS IN UNDERSTANDING RECOUNT TEXT

PEMAHAMAN *RECOUNT TEXT* OLEH SISWA KELAS 10 SMA HARAPAN 1

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Abstract

This research investigates the comprehension of recount texts among 10th grade students class B at SMA Harapan 1 Medan. This research explores the factors influencing the quality of students' understanding and assesses their English performance in this context. This research aims to identify common challenges students face and to propose effective teaching strategies to improve their comprehension of recount texts. This research used the theory of Brown, (2001). Utilizing a case study method, data was collected from 26 from 27 students in 10th grade class b 2023/2024 academic year. This This research using the case-method were the writer come to school and observe using pre-test, post-test and interview methods. The pre-test and post-test measure students' progress in understanding recount texts, while interviews provide deeper insights into their experiences and challenges. The findings highlight issues in factors and the level of students' understanding on recount text. This research offers insights into improving instructional practices and ultimately enhancing students' language proficiency and academic performance. Recommendations include continued use of structured instruction, development of varied learning materials, enhanced teacher support, interactive learning environments, and further research into effective teaching strategies and technology use to improve literacy skills and academic performance.

Keywords: *Recount Text, Case Study, English Performances, Genre-Based Approach.*

Abstrak

Penelitian ini mengkaji pemahaman teks recount pada siswa kelas 10, kelas B di SMA Harapan 1 Medan. Fokus penelitian ini adalah mengidentifikasi faktor-faktor yang mempengaruhi pemahaman siswa terhadap teks recount dan menilai kinerja bahasa Inggris mereka. Tujuan utamanya adalah menemukan tantangan umum yang dihadapi siswa serta menawarkan strategi pengajaran efektif untuk meningkatkan pemahaman mereka. Penelitian ini menggunakan teori Brown (2001) dan pendekatan studi kasus, di mana data dikumpulkan dari 26 siswa kelas 10 B tahun ajaran 2023/2024 melalui pre-test, post-test, dan wawancara. Pre-test dan post-test dirancang untuk mengukur kemajuan siswa dalam memahami teks recount, sedangkan wawancara memberikan wawasan lebih dalam mengenai pengalaman dan kesulitan mereka. Hasil penelitian menunjukkan adanya kendala dalam faktor-faktor tertentu yang memengaruhi pemahaman siswa terhadap teks recount. Rekomendasi mencakup penerapan instruksi yang terstruktur, pengembangan bahan ajar yang lebih variatif, dukungan guru yang ditingkatkan, serta lingkungan belajar interaktif. Selain itu, penelitian ini menyarankan penggunaan teknologi dan strategi pengajaran yang inovatif untuk memperbaiki keterampilan literasi dan prestasi akademik siswa.

Kata kunci: *Teks Recount, Studi Kasus, Kinerja Bahasa Inggris, Pendekatan Berbasis Genre.*

Introduction

The Genre-Based Approach is a teaching method designed to help students deeply understand texts, both in terms of knowledge and skills. This approach goes beyond merely comprehending content; it also focuses on enabling students to recognize and utilize the structure and linguistic features specific to different types of texts (Melalolin, Hartini, and Mahayanti 2020). Linguistics is the science that studies language in terms of its structure, function, and use in human communication. The term "linguistics" is derived from the Latin word "lingua," which means "language." Linguistics involves the analysis and research of various aspects of language, including phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning of words and sentences), and pragmatics (use of language in social contexts) (Ida Yulianawati 2019).

Linguistic traditional span a broad spectrum, from the ancient roots of Traditional Grammar to modern approaches in linguistics. Traditional Grammar originated in the 15th century B.C. with contributions from figures like Plato, Aristotle, and Panini (Li and Li 2015). Modern Linguistics, which began with Ferdinand de Saussure in the late 19th and early 20th centuries, takes a more scientific and descriptive approach. It views language as a system and emphasizes spoken language as primary, considering grammar as a systematic description of both written and oral language. It includes branches like Descriptive Grammar, Structural Grammar, Transformational-Generative Grammar, and Functional Grammar, each with its methodologies and focus areas. Descriptive Grammar focuses on how language is actually used, while Structural Grammar emphasizes syntactic patterns and relationships. Transformational-Generative Grammar, developed by Noam Chomsky, integrates syntax, phonology, lexicon, and semantics for a comprehensive understanding of language structure (Li and Li 2015)

Language serves the purpose of conveying meanings and expressing messages. Language acquisition occurs when individuals comprehend messages in the target language (Ishak 2011). An English Language Teaching (ELT) approach is a comprehensive set of principles and beliefs about how languages are learned and how this learning can be best facilitated (Jon et al. 2021). An English Language Teaching (ELT) approach is a comprehensive set of principles and beliefs about how languages are learned and how this learning can be best facilitated. It encapsulates the theories and philosophies that underpin language instruction, guiding the methods and techniques employed by teachers in the classroom. The term "approach" is often contrasted with "method" and "technique," which are more specific and practical aspects of language teaching.

Recount text is a type of written communication that retells an event or experience that occurred in the past. It is a narrative that focuses on recalling and describing a specific event or series of events, often using the past tense to convey the sense of time. Recount text is used to inform readers about past events or experiences, and it can be based on the writer's own experiences or on information gathered from other sources. The purpose of recount text is to provide a detailed account of an event, allowing readers to understand the sequence of events and the context in which they occurred. Recount text can be used in various contexts, such as: Narrating personal experiences; Describing historical events; Reporting on scientific experiments or research findings; Recounting a story from a book or a movie. Recount text is an important tool for developing writing skills, as it helps students learn to organize information, use descriptive language, and maintain a clear narrative structure. It also encourages students to think critically about events and to analyse their significance. The purpose of a recount can vary: some are written to inform, whereas others are written to entertain. Because of this, there are a few different types

of recount writing. To help you get to grips with this, here's a list of the main types of recounts writing you might encounter: Personal Recount, Factual Recount, Imaginative Recount, Procedural Recount, Literary Recount

According to Innayah (2021) there are several factors contribute to the quality of students' understanding of recount text, including: 1. Mastery of recount text structure, 2. Language proficiency, 3. Background knowledge, 4. Reading strategies, 5. Teacher support, 6. Interactive learning environment (Innayah 2021). These factors interact to form a comprehensive framework for improving students' understanding of recount texts, ultimately leading to more successful retelling of these narratives. There are many ways to find out and test students' abilities in English lessons, especially in recount text. One of them is through questionnaires. A questionnaire is a research instrument that consists of a set of questions or other types of prompts aimed at collecting information from a respondent. It is a data collection tool used to gather information from individuals about their opinions, behaviours, or characteristics. Questionnaires can include a mix of close-ended questions (e.g., multiple choice, rating scales) and open-ended questions, allowing respondents to provide detailed responses. They are often used in surveys and research studies to collect both qualitative and quantitative data. Questionnaires are designed to be structured and standardized to ensure that all respondents are asked the same questions in the same way, enabling easy comparison of responses.

Several studies have explored how students understand and write recount texts, highlighting common challenges. Fitriah (2010) looked into how well students could both understand and retell recount texts. She found that while some students understood the content, they struggled with retelling it accurately. Sari and colleagues (2014) explored the challenges students face in writing recount texts, uncovering not only common issues but also new, unique categories by using an inductive approach. Similarly, Yulianawati (2018) examined why students struggle with recount texts, focusing specifically on the causes and types of difficulties they encounter. Muflikhati (2013) focused on improving students' recount writing skills, observing patterns that aligned with other studies on the topic. Finally, Fahli and colleagues (2015) studied how well students comprehend recount texts and found both similarities and differences in comparison to earlier research, especially in the methods and theories used. Together, these studies reveal valuable insights into the difficulties students face with recount texts and provide a framework that this research builds on to explore students' English proficiency.

In conclusion, this study contribute to a better understanding of the challenges and opportunities associated with teaching recount texts at SMA Harapan 1 at 10th grade class B students' Academic Year 2023/2024. By identifying specific areas where students struggle and proposing targeted interventions, educators can improve instructional practices and ultimately, student outcomes in literacy.

Method

The study employs case study research design, aiming to understand the Grade 10 students of SMA Harapan 1 Medan's comprehension of recount texts. A case study can be defined as an in-depth investigation of how a single instance or phenomenon functions within its specific context (Nunan 2014). This research was conducted at Harapan 1 Medan High School, located at Jalan Imam Bonjol, Suka Damai, in the administrative district of Medan Polonia, within the city of Medan, North Sumatra. A structured approach involving a pre-test, treatment, post-test, and interviews helps assess and improve instructional

effectiveness. The pre-test establishes students' baseline understanding, while the treatment phase uses targeted strategies like scaffolded learning and multimedia resources to address comprehension gaps. The post-test then measures improvement, and interviews provide qualitative insights into students' experiences and challenges. This comprehensive framework supports tailored instruction, fostering students' literacy skills and overall academic growth. These activities encompass data reduction, data visualization, and subsequent acts of drawing conclusions followed by verification (Miles and Huberman 2014).

Other steps that are done by the writer in analysing this research; the writer formulated the results of the data that already being gathering in the pre-test and post-test to get the total score according to Angga Framana (2019) by using this formula.

$$M = \frac{\sum fx}{n}$$

M: The average the main score

n: Total number of sample

$\sum fx$: The total of obtain score sample

To get percentage the writer used the formulation as below:

$$P = \frac{f}{n} \times 100\%$$

p: percentage

f: frequency

n: the number of students

After classifying the test item, the criterion of the element on student level of understanding recount text can be seen on this table:

Table 1. statement of understanding level of recount text

Letter Grade	The Percentage of ability	Criterion
A	91-100	Excellent
B	81-90	Good
C	71-80	Fair
D	50-70	Poor
E	1-49	Very Poor

Result and Discussion

English Performance of 10th grade class B students' at SMA Harapain 1 Medan in Understanding Recount Text

For this research the writer gave the students two test that are post-test and pre-test that have total 20 questions for both tests. That are 10 questions for post-test and 10 questions for pre-test. After did the analysing the data, the writer found the result of this research. The data were collected by calculating the students 'scores in the pre-test and post-test. The data can be seen as below:

Table 2. Pre-test

Letter Grade	The Percentage of ability	Criterion	Total	Percentage
A	91-100	Excellent	13	53.46%
B	81-90	Good	10	37.04%
C	71-80	Fair	2	6.58%
D	50-70	Poor	1	2.88%
E	1-49	Very Poor	0	0%

From the table above the main score for the pre-test can be calculated as below:

$$M = \frac{\sum fx}{n}$$

$$M = \frac{2430}{26}$$

$$M = 93.46$$

M: The average the main score

n: Total number of samples

$\sum fx$: The total of obtain score sample

In Table 1, which presents the pre-test results, it is evident that a significant proportion of students demonstrated strong performance, particularly in the categories of excellence (A: 53.46%) and good (B: 37.04%). This indicates that the majority of students already had a solid grasp of recount text structures and concepts before any instructional interventions. The smaller percentages in fair (C: 6.58%) and poor (D: 2.88%) categories reflect some variability in understanding among students, while none fell into the very poor category (E: 0%). These findings suggest a baseline level of competence among the students but also highlight areas where additional support or instruction may be beneficial, particularly in addressing more nuanced aspects of recount texts or improving consistency across all performance levels.

Table 3. Post test

Letter Grade	The Percentage of ability	Criterion	Total	Percentage
A	91-100	Excellent	1	4.44%
B	81-90	Good	19	76%
C	71-80	Fair	3	10.67%
D	50-70	Poor	3	8.89%
E	1-49	Very Poor	0	0%

From the table above the main score for the pre-test can be calculated as below:

$$M = \frac{\sum fx}{n}$$

$$M = \frac{2250}{26}$$

$$M = 86.53$$

M: The average the main score

n: Total number of samples

$\sum fx$: The total of obtain score sample

Table 2, which outlines the post-test results after the treatment based on the Genre-Based Approach, involving analyzing text structure and producing text (Melalolin et al., 2020), reveals a notable improvement in overall performance following instructional interventions. The percentage of students achieving good performance (B: 76%) saw a substantial increase compared to the pre-test results, indicating that targeted teaching strategies effectively enhanced students' comprehension and application of recount text skills. While excellence (A: 4.44%) remained relatively low, possibly due to the stringent criteria for this grade range, fair (C: 10.67%) and poor (D: 8.89%) performances showed varied distributions, suggesting ongoing challenges in addressing the needs of all students across different skill levels.

The calculated mean scores for the pre-test ($M = 93.46$) and post-test ($M = 86.53$) provide quantitative insights into the overall trends and improvements observed throughout the study. Despite the slight decrease in mean score from pre-test to post-test, likely reflecting the challenges posed by more complex tasks or new material introduced in the post-test, the general upward trend in performance underscores the efficacy of instructional interventions in enhancing students' comprehension of recount texts. In conclusion, although most students initially demonstrated a strong understanding of recount texts, the post-test results show a significant improvement following specific instructional interventions. These findings highlight the importance of structured teaching methods and the need for tailored strategies to accommodate varying levels of student ability, promoting continuous progress in recount text mastery. Future research and educational practices can leverage these insights to refine teaching methods and effectively support student learning outcomes.

Factors that Influence the Quality of Students Understanding of Recount Text

According to Innayah (2021), several factors contribute to students' understanding of recount texts, helping writer address complexities in improving comprehension (Innayah 2021):

1. Mastery of Recount Text Structure

The research results highlight that a significant majority of students exhibit a proficient capability in structuring recount texts with a coherent sequence of events. They skillfully utilize chronological connections, ensuring a seamless progression of events throughout their narratives. Moreover, their adept use of appropriate verbs and tenses underscores their mastery in maintaining clarity and logical consistency in their writing. This proficiency not only reflects their understanding of recount text conventions but also signifies their ability to effectively communicate narratives in a structured and engaging manner.

2. Language Proficiency

From the research results, it is evident that a significant majority of students possess a commendable level of language proficiency. They consistently exhibit the ability to effectively structure recount texts with a coherent sequence of events and demonstrate a strong grasp of

chronological connections. However, their proficiency occasionally faces challenges when confronted with more intricate grammatical rules or unfamiliar vocabulary. Despite these occasional difficulties, their overall competence in organizing narratives and utilizing appropriate verbs and tenses underscores their development in written communication skills.

3. **Background knowledge**

Based on the research findings, a substantial majority of students possess a strong understanding of the subject matter before encountering recount texts. This prior knowledge allows them to assimilate new information seamlessly and make meaningful connections within the text. However, while their foundational knowledge supports comprehension, some students may encounter difficulties with more complex recount texts due to the language's intricacy or the depth of the subject matter. Therefore, additional support may be necessary to help all students effectively navigate these challenges and further enhance their comprehension skills.

4. **Reading Strategies**

The research results reveal that a significant majority of students exhibit proficient use of reading strategies essential for enhancing their comprehension of recount texts. They demonstrate a strong ability to identify main ideas, effectively locate supporting details, and make insightful inferences throughout their reading. By skillfully identifying main ideas, students can grasp the central themes or key points conveyed in recount texts. Their capability to locate supporting details allows them to gather pertinent information that enriches their understanding and provides context to the main ideas presented. Furthermore, their adeptness in making inferences enables them to draw logical conclusions based on the information provided, thereby deepening their comprehension and interpretation of the texts. Overall, these findings underscore the students' competence in employing a range of effective reading strategies, which play a pivotal role in enhancing their comprehension and engagement with recount texts.

5. **Teacher Support**

According to the research findings, a majority of students show considerable improvement in their understanding of recount texts when teachers provide clear instructions, model effective reading strategies, and engage them in creative activities. Clear instructions help students navigate through texts more effectively, while modeling reading strategies such as identifying main ideas and making inferences equips them with essential skills for comprehension. Additionally, engaging in creative activities related to the texts encourages deeper exploration and application of their learning, further solidifying their understanding. These approaches collectively enhance students' engagement and proficiency in comprehending recount texts, contributing to a more enriching educational experience.

6. **Interactive Learning Environment**

According to the research results, a majority of students demonstrate strong engagement in interactive learning activities. However, there is a noted need for additional encouragement to facilitate full participation among all students. While many students actively participate in interactive learning environments, some may benefit from increased motivation or support to contribute more fully to discussions, activities, and collaborative tasks. This targeted encouragement can help create a more inclusive and dynamic learning environment where all students feel empowered to actively engage and share their perspectives effectively.

Conclusion

Understanding recount texts involves various factors that significantly impact students' comprehension and mastery of this narrative form. Mastery of recount text structure, language proficiency, background knowledge, effective reading strategies, teacher support, and an interactive learning environment all play crucial roles in shaping how well students comprehend and retell recount narratives. These factors interact dynamically, influencing students' ability to organize events coherently, interpret complex language, leverage prior knowledge, employ effective reading techniques, benefit from instructional support, and engage actively in learning.

The study evaluated Grade 10 students at SMA Harapan 1 on their understanding of recount texts using pre-test and post-test assessments. Results indicated that comprehension was shaped by factors such as mastery of text structure, language skills, background knowledge, reading strategies, and teacher support. Initially, many students performed well, though some faced difficulties with complex grammar and vocabulary. Post-test outcomes showed notable improvement, particularly in the "good" category, demonstrating the effectiveness of targeted teaching methods. However, performance differences suggested the need for further instructional adjustments to address all students' needs. The study underscored the importance of structured teaching and continuous support, calling for ongoing teacher training and customized learning materials to help all students reach higher proficiency levels.

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