CHAPTER II
STUDENTS' DIFFICULTIES IN READING COMPREHENSION ON RECOUNT TEXT

A. The Nature of Reading Comprehension

Reading is one of the important skills in teaching English for the students' has to be mastered. When one considers the number of levels and elements that must be learned, reading is the process of constructing meaning from print and from other symbol. Elizabeth (as cited in Irawan 2010). In reading skills, the students are expected to have the knowledge and the ability to understand the text or content that has been explained or written. Meanwhile, Comprehension can be meant the process by which a person understands the meaning of written or spoken language. Comprehension is a process that involves thinking, teaching, experience, and knowledge.

Reading comprehension is the ability to process text, understand its meaning, and integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing the meaning of words, ability to understand the meaning of a word from discourse context, ability to follow the organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures use in a passage.

Reading skill is divided into five main aspects, one of the most important aspects of reading is Comprehension (Duffy, 2011). The five aspects are as follow:

1. Main Idea

The main idea is the primary point or concept that the author wants to communicate to the readers about the topic. Hence, in a paragraph, when the main idea is stated directly, it is expressed in what is called the topic

sentence. It gives the overarching idea of what the paragraph is about and is supported by the details in subsequent sentences in the paragraph.

2. Specific Information

Specific information is also called detailed information which covers the supporting details which are expected to support the main idea in a passage or paragraph.

3. Vocabulary

Vocabulary a list or collection of words or words and phrases usually alphabetically arranged and explained or defined. Vocabulary is for comprehension decoded text and communication (Milton, 2010). Meaning that vocabulary can be the center of communication in reading skills. Meaning that the vocabulary of the reading evaluation is normally run. However, the vocabulary in this reading can cover the synonym and antonym.

4. Reference

The reference refers to the term of personal pronoun that is different from sentence to sentence. For instance, the reference "it" can be different refer to from each sentence.

5. Inference

The inference is one of the components of reading comprehension. In making of inference, the students are expected to comprehend the text to fmd the conclusion of the statements in the text. Meaning that the inference is one of the apects of reading skill.

To conclude, there are five components of reading skills. These components are very important to determine how well the readers understand the text they have. In this research, the five components above are covered in the text.

B. Students' Difficulties in Reading Comprehension

The difficulty is the state or quality of being hard to do or to understand (Homby, 2011). Students who are less interested in reading, with low motivation use few metacognitive strategies to monitor their learning from the text, and have an inadequate vocabulary and background knowledge with which to connect and link new ideas to previous learning are often fail in reading comprehension (Klingner, Vaughn, & Boardman, 2007: 4). The difficulty of reading comprehension is the comprehension of longer texts is very difficult because the construction of meaning is disrupted by the difficulty and slowness of word recognition (Snow 2002). Therefore, comprehension needs understanding meaning in a text because comprehension is longer text. The difficulties in reading comprehension are produced by a variety of factor:

1. Understanding Vocabulary

An excessive vocabulary burden focuses the reader to rely on the dictionary or to bypass many important words. When any appreciable number of words is left out understanding must suffer.

The difficulty is a complicated thing (Brown, 2013). It can be seen from the students' mistakes or mistakes in the learning process. Many high school students often encounter difficulties in reading comprehension. These difficulties cause students to perform poorly in the reading test. Therefore, due to these factors, there are some difficulties in reading comprehension. The difficulty factors faced by students are divided into internal factors and internal factors. Internal factors include physical, intellectual, and psychological. The external factors include the home and school environment. In the process of reading, readers usually find that some internal factors will affect students' reading comprehension. Difficulty in understanding long sentences and text, difficulties due to limited background knowledge, difficulty in using reading strategies, and difficulty in concentrating.

a. Difficulty in understanding long sentence

In a common problem that most students find difficulty in understanding the long sentence with complicated structure. It is supported by the report of (Milton 2010) that shows almost 12 percent of students had difficulty in understanding long sentences in the graded stories and 20 percent in academic text. Therefore, the effect of this problem is the students who cannot comprehend long sentence they fail to understand the main idea presented in the text.

b. Difficulty in Using Reading Strategies

The students who lack reading strategies often fail in understanding the text. The students who are not familiar with reading strategies such as skimming and scanning will feel down and fiustrated because they lack the tools necessary to succeed in reading comprehension tests (Duarte & Barner, 2015). There are characteristics of the students who lack in the use of reading strategies. First, the students read word by word within the text. relying too heavily on their visual information, which greatly impedes their reading speed and hampers their reading comprehension. Second, the students spent a lot of attention on detail with the result they often miss the main idea of the text. Third, they just focused too much attention on the form of the expense meaning. Furthermore, the students who do not possess effective reading strategies may be difficult to deal with reading comprehension tests (Fajar, 2010).

c. Difficulty in Concentration

Difficulty in concentration during reading can be caused by a psychological factor. Bad concentration will lead the students to fail to comprehend the text. It can be worse when the students do the reading test. Difficulty in concentration is another reason for students' poor reading because concentration is an important factor for good and effective reading.

Based on Kennedy (1981) there were vocabulary difficulties and a lack of student interest. There were Difficulties in understanding the long

sentence, Difficulties in Using Reading Strategies, and Difficulties in Concentration This research used two theories on the difficulty factor of reading comprehension by (Kennedy, 1981) and for discussing the result of this research.

1. Determining the Main Idea

   The main idea is the center or the main idea that contains the most important ideas in a paragraph. The main idea can be stated or implied, if it is stated then it is usually at the beginning of the paragraph but if it is implied then it can be found anywhere in a paragraph. Soedjito and Hasan (1986: 3) explain that paragraphs are parts of essays consisting of sentences that are connected as a whole and cohesive and form a single unit of thought. So, from these difficulties students cannot find the main idea that contains the most important idea in a paragraph.

2. Understanding Grammar

   Grammar has an important role in writing. A good writer usually has a group of grammatical elements. The writer can produce the correct sentences in writing paragraphs by mastering the grammar, the students need to master the grammar of English to be able to construct correct sentences as a basis to be successful in writing

3. Detailed Information

   The supporting details of the text can be used as a way for the reader to find the main idea. The proponent details a piece of information in a section explaining the main idea. Generally, supporting details tell the who, where, what, why, and how of it can be found in the content material.

   In this study, researchers used Jacob, et al. (1981:31) many teach and provide assessments to students in reading, because it is more in line with the technique that the researcher will do. These aspects are main ideas, vocabulary, grammar and detailed information. The four aspects above to measure the weakness of reading comprehension in students.

C. Difinition Weaknesses and Strength

Strengths and weaknesses have become part of individual learning. Mafatih, (2007) states that learning in small groups is used to foster collaboration in a way that maximizes learning activities by friends themselves so that both people who are members of the group can achieve basic competencies.

The Power of one is a typical strategy of individual learning carried out by one student. They will work individually to solve problems or questions from the teacher. As Muqowin (2007) states that power is an activity carried out to enhance individual learning and is motivated to bring about the benefits of synergy because one person is better than two people.

Silberman, (2012) states that the strengths and weaknesses strategy is to combine the strengths of two people to form small groups into pairs. In addition, the Strengths Strategy has included a part of active learning which is one of the best ways to increase student learning activity, by giving assignments to be done individually. This activity will be used to promote individual learning and to reinforce the importance and benefits of synergy, namely one head is better than two heads. Ramaniyar & Rosanti, (2018: 310) states that one person's strengths learning strategy means combining strengths and weaknesses. Combining the strength of one person in this case is to form small groups that are each individual. The power of one learning strategy is known as an effective strategy to implement because it emphasizes an interactive search and discovery process. Individual learning with strengths and weaknesses strategies can also be seen from students' difficulties in carrying out assignments and to be more active in the teaching and learning process so that students do not feel bored because learning is more interesting and requires student participation in the subject matter.

Another name for the power of one is working with individuals. Individuals, the atmosphere tends to be more protective and closed than in groups. Students often feel less inhibited in pairs, and they can talk about more personal feelings or experiences that they do even in small groups. Individuals

seem to be more concentrated on doing the task even they may not have much discussion than doing in groups or pairs. According to Sumaatmadja, (2010: 111) that "individual tasks are more emphasize the development of cognitive, affective, psychomotor students in a way individual". So it can be concluded that the individual task is a task students do individual without any cooperation.

1. Strengths and Weakness of Reading Recount text
   a. Weaknesses
      1. Students have weaknesses in grammar caused by students' difficulties in using the simple past
      2. Students who have a weakness in knowledge and understanding in writing recount texts are students who find it difficult to write ideas in recount texts.
      3. Students cannot determine the main idea in the recount text
      4. Students do not understand the material about recount text.
      5. Students cannot interpret the text in the recount text
   b. Strengths
      1. Students are active when doing assignments given by the teacher
      2. When students are given assignments by their teachers, they ask their classmates when they don't understand the problem. Their cooperation is very good to help friends who are having trouble.
      3. During the learning process students are able to solve problems, issue ideas and ideas, make decisions and have curiosity in learning.
      4. Students have the initiative to study diligently because they aspire to be successful and have goals they must achieve.
      5. Students' learning motivation also looks high where students only receive explanations from the teacher and actively ask the teacher when they have difficulty doing the recount text assignment.

D. Recount text

1. Definition of Recount Text

Recount text is a type of text that serves to retell events or experiences that occurred in the past. Recount text is used to retell about an even that has occurred in the past (Hook, 2011:4). This text aims to provide information or entertain readers who read it. According to knapp (2005: 224) recount text, basically this is written to make a report about an experience from a related circuit even. The purpose of the social function is to retell an event with the aim of informing or entertaining readers (Siahaan and Shinoda, 2008: 9). Similarly, Ken Hyland (2004:29) states that recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. Based on the type of text, recount text has several types of text that can be used for writing, such as personal recount, factual recount, imaginative recount, and historical recount. This can be adjusted according to the purpose of the writing itself.

Recount Text is text that serves to tell an event in the past. This means that apart from telling stories about events or experiences in the past, recount also serves to entertain people to make them more interesting when reading stories. "Recount text is retelling events for the purpose of informing or entertaining" (Gerot & Wignell cited in Sari, 2013). In making recount text, there are struck points that must be followed when writing. The recount text structure is divided into 3 parts, such as orientation, events, and reorientation.

Depend on definition above, the researcher concludes that recount text is a text which retells events or experiences in the past. Recount explores the series of events which happened to retell events for the purpose of informing or entertaining. Because the purpose of recount text is to describe past experiences by retelling events in the order in which their happened.

Recount text based on the life experiences and familiar language. Recount are used in most subject to show memory of series of events as in

accounts of science excursion, everyday life in another time of culture. Personal letters to friends are often recounts of experience.

a. The social of recount text

Recount text has some social functions, which are to retell something happened, its mean recount retells past event. Recount begins by telling the reader who was involved, what happened, where this even took place and when it happened like to information something to the readers, it informs to the reader about what happened, where this even took place and when it happened. Then to entertain, sometimes recount retell funny experience. It has a function to entertain the reader.

b. The language features of recount text

The language features of recount text are:

1) Focus on what an individual/group participant.

Recount text focus on what an individual or a group of people were doing. It can be written in the first or the third person. First person, is happening to the person writing the recount. The third person, an observer is telling it.

2) Using past tense

Past tense is the form a verb used to describe actions in the past. Many linguistics explain by the own term but most of them have the same content.

3) Simple past

The simple past indicates that the activity or situation began and ended at a particular time in the past.

2. Type of Recount Text

There are three types of recount text. According to Hook (2011:4-6) in journal of English language teaching, there are three types of recount text such as personal recount, factual recount, and imaginative recount.

a. Personal Recount

Personal recount is a recount thats tells about an activity in the past that writer is personally involved in (Hook, 2011). This type of personal recount is usually presented in someone's vacation, letter, or novel. Every text has a purpose, personal recount text it is aimed to entertain the readers about the experience where the writer directly involved.

b. Factual Recount

Factual recount is a recount which tells about the particular factual events. Factual recount involves sport reports, new reports, or report of science experiences. It is aimed to presents information for readers.

c. Imaginative Recount

Imaginative recount is a recount that serves to present imaginative stories based on events that did not really happen or experienced which were then written into text form, and can entertain the readers. The characteristics are usually written in the first person and it may be appropriate to include personal reactions.

Based on the explanation above, the researcher used the personal recount as the recount text that as the focus material in writing recount text at eighth grade students in SMP 10 Sungai Kakap Because the material that learn more by the students is personal recount text and students can also better to understand their own intentions, this also makes it easier for students to write.

In recount text, there has some generic structure. Derewianka (2004: 18) states that the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). To achieve its purpose, the text will move through a different set of stages such as an orientation letting the reader know who is involved, where, when, etc. The retelling of a series of events in chronological sequence. Pardiyono (2007:66-67) divide the function of elements recount text in the table as follow :

Table 2.1
The function of generic structure

Text Element	Function
ORIENTATION	- To take the reader interest - To show the reader the past activities/events that will be presented - To introduce the participant in the text - To introduce the place of the story happened - To introduce the time of story happened.
EVENT	- To tell chronological order of the events - Using sequence markers, such as first, next, then, first, and finally - Using the past tenses such as simple past tenses and past continues tenses
RE-ORIENTATION	- To express personal attitude about the events in the story

3. **Difficulties in Recount Text**

a. To enable the students to comprehend the text, the students must understand some aspects of reading such as vocabulary, language use, and Fluency. According to Hungey (1983: 94), some aspects are necessary for good reading.

b. Vocabulary

Vocabulary can be defined as a collection of words that are arranged alphabetically for reference and define or explain. To enrich the vocabulary is very important in reading Without mastering vocabulary, students cannot express anything in written form. Students can explore more deeply what they want to express by good in vocabulary because they can select the word that is suitable to the topic of writing.

c. Language use

Language use in writing descriptions and other forms of writing involves the correct language and point of grammar. Adequate grammar is needed to know the correct sentences used. Grammar can help students to improve the use of formal language in the writing process. Therefore, the usage of correct grammar and sentence structure are essential.

d. Fluency

A paragraph is said to have coherence or fluency when reading sentences that blend or flow with one another. To have coherence in reading, the movement from one sentence to another must be logical and smooth.