RELATIONSHIP BETWEEN RECOUNT TEXT GENERIC STRUCTURE MASTERY AND ENGLISH READING COMPREHENSION

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ABSTRACT

This study aims to investigate the relationship between students' mastery of the generic structure of recount texts and their English reading comprehension. The background of this research lies in the crucial role that understanding text structures plays in enhancing reading skills. A quantitative research design was employed, involving a sample of high school students who were assessed through tests measuring their knowledge of recount text structures and their reading comprehension abilities. Data collection involved administering structured tests and analyzing the results using statistical methods to determine correlations between the variables. The findings reveal a significant positive relationship between students' mastery of recount text structures and their reading comprehension, suggesting that better understanding of text structure facilitates improved comprehension. The study concludes that teaching the generic structure of texts can be an effective strategy in improving students' reading comprehension skills. Based on these findings, it is recommended that educators integrate explicit instruction on text structures into the reading curriculum to enhance students' overall reading abilities.

Keywords: Recount Text, Generic Structure, Reading Comprehension, English Education

INTRODUCTION

Reading comprehension is one of the most critical cognitive skills required for successful engagement with written texts. It involves understanding, interpreting, and analyzing written materials, which requires the integration of various linguistic and cognitive abilities. These abilities include decoding skills, vocabulary knowledge, syntactic awareness, background knowledge, and the capacity to make inferences and establish connections across textual elements. Moreover, reading comprehension is a cornerstone of academic achievement, as it underpins students' ability to interact with diverse texts, ranging from scientific papers to fictional works and expository texts. The complexity of this skill highlights its importance in education systems worldwide, including Indonesia, where reading comprehension is emphasized as a critical area for improvement. (Widyawati, 2018)

In the English language curriculum, recount texts serve as an essential genre for developing students' reading comprehension skills. Recount texts are structured to narrate past events or experiences, providing learners with a context for practicing the identification of key details, understanding sequences of events, and recognizing textual coherence. The generic structure of recount texts typically consists of three main components: orientation, which introduces the participants and setting; events, which present a chronological series of occurrences; and reorientation, which offers a conclusion or personal reflection on the events described. Mastery of this structure equips students with a systematic framework to approach and understand texts more effectively, thereby enhancing their overall reading comprehension abilities. (Yuliana, 2018)

The relationship between the mastery of recount text structure and English reading comprehension represents an important area of exploration for educators and researchers. Studies have shown that structured approaches to reading, such as those provided by recount texts, help learners develop essential reading skills, including identifying main ideas, making inferences, and connecting textual elements to prior knowledge. Furthermore, recount texts, with their clear organization and focus on personal or historical events, provide a relatable and engaging entry point for students, which can facilitate comprehension and retention. By understanding how students' ability to recognize and analyze the elements of recount texts contributes to their reading comprehension, educators can design targeted instructional strategies to address persistent challenges.

In the context of Indonesia, the development of reading comprehension skills remains a pressing challenge across different levels of education. Research highlights that many Indonesian students struggle with reading comprehension, particularly at the secondary and tertiary levels, due to a range of factors. These include limited access to diverse reading materials, inadequate instruction in reading strategies, and insufficient emphasis on critical thinking and higher-order cognitive skills in classroom practices (Sulistyo, 2011). Moreover, the reliance on rote memorization and teacher-centered methodologies often undermines opportunities for students to engage in meaningful reading activities, further hindering their comprehension skills.

To address these issues, it is imperative to implement systematic and evidence-based interventions aimed at improving reading comprehension. One potential approach is integrating the mastery of recount text structure into the curriculum. This strategy offers several benefits. First, it provides students with a structured framework for understanding written texts, helping them navigate through complex materials more effectively. Second, it promotes the development of key reading skills, such as recognizing textual organization, identifying significant information, and making logical connections within and across texts. Third, recount texts, with their narrative focus, often resonate with students' personal experiences, making them an engaging tool for classroom instruction.

This study seeks to examine the relationship between the mastery of recount text generic structure and English reading comprehension in Indonesian classrooms. By exploring this relationship, the research aims to provide insights into effective teaching strategies and curriculum designs that can enhance reading instruction. The findings of this study are expected to inform professional development programs for teachers, particularly in equipping them with the skills and knowledge to implement evidence-based practices for improving reading comprehension. Ultimately, this research aims to contribute to the broader goal of fostering a generation of Indonesian students who possess strong reading proficiency and the ability to engage critically with written texts, enabling their academic and personal success. (Prisilia, 2017)

METHODS

This study adopts a quantitative research design to investigate the relationship between mastery of recount text generic structure and English reading comprehension proficiency. The design focuses on collecting numerical data to analyze the correlation between these variables.

The participants were students of the English Language Education class of 2023 with a total of 13 students from the Musi Charitas Catholic University.

The primary instrument for data collection is the Recount Text Analysis Task. Participants are provided with recount texts and instructed to analyze their generic structure. This task enables the quantitative assessment of participants' proficiency in identifying and understanding the structural elements of recount texts.

The collect the data, participants worked on instructions and materials for completing the Recount Text Analysis Task. They independently analyze each text and provide structured responses identifying key components of the generic structure. Scoring criteria will be established to evaluate the accuracy and thoroughness of participants' analyses. Data collection procedures will be standardized to ensure consistency and reliability across participants.

The collected data will be subjected to correlation analysis to examine the relationship between mastery of recount text generic structure and English reading comprehension proficiency. Statistical techniques, such as Pearson's correlation coefficient, will be employed to quantify the strength and direction of the correlation between these variables. The results of the correlation analysis will provide insights into the extent to which proficiency in recount text analysis correlates with reading comprehension performance.

RESULT AND DISCUSSION

Table 1. Respondents' Score on Recount Text 1

Respondent	Orientation	Series of Events	Re-orientation	Total
R1	0	0	30	30
R2	30	40	30	100
R3	30	0	0	30
R4	30	0	0	30
R5	0	0	30	30
R6	30	0	0	30
R7	30	40	30	100
R8	0	0	0	0
R9	30	0	0	30
R10	30	0	0	0
R11	30	40	30	100
R12	0	0	30	30
R13	30	0	0	30
				570

The table showed that respondents' assessments vary greatly. based on the categories Orientation, Series of Events, and Re-orientation showed significant variations in scores. Three respondents (R2, R7, and R11) achieved the maximum score of 100, indicating superior performance in all categories. Some respondents, such as R1, R5, and R10, scored low or zero in some categories, with R8 having a score of zero in all categories. The total score of all respondents was 570, showing a striking difference in performance.

Table 2. Respondents' Score on Recount Text 2

Respondent	Orientation	Series of Events	Re-orientation	Total
R1	0	0	30	30
R2	30	40	30	100
R3	0	0	0	0
R4	30	0	0	30
R5	0	0	30	30
R6	0	0	0	0
R7	30	40	30	100
R8	30	0	0	30
R9	30	0	0	30
R10	30	0	0	30
R11	30	40	30	100
R12	0	0	30	30
R13	30	0	0	30
				540

The table presented shows the performance evaluation of 13 respondents based on three categories: Orientation, Series of Events, and Re-orientation, with an overall total score. Respondents R2, R7, and R11 received a perfect score of 100, indicating optimal performance in all categories. In contrast, respondents R3 and R6 had a score of 0, indicating that no value was obtained in these three

categories. The total score across all respondents was 540. These data reflect significant variation in performance, indicating that some respondents understood the task well while others needed improvement.

Table 3. Respondents' Score on Reading Comprehension 1

Respondent	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total
R1	10	0	10	10	10	10	0	0	10	10	70
R2	10	10	0	10	10	10	10	0	10	10	80
R3	10	10	10	10	10	10	10	10	0	10	90
R4	0	10	0	10	10	10	0	10	10	0	60
R5	0	10	10	10	10	10	0	0	0	0	50
R6	10	10	10	10	10	10	10	10	0	10	90
R7	0	10	10	10	10	10	0	10	0	0	60
R8	0	10	10	10	10	10	10	10	0	10	80
R9	10	10	10	10	10	10	10	10	0	10	90
R10	0	10	10	10	10	10	10	10	0	10	80
R11	0	10	10	10	10	10	10	10	10	10	90
R12	0	10	0	10	10	10	10	0	0	0	50
R13	10	10	10	10	10	10	10	10	10	10	100
											990

The table above shows the assessment of 13 respondents on 10 questions, with each answer given a score of 0 or 10. The total score is calculated from the number of answers worth 10. Respondent R13 got the highest score (100), while R5 and R12 had the lowest score (50). Most respondents scored above 60, with five respondents achieving very high scores (90 or more). Respondents such as R1 and R4 showed variations in scores with several values of 0. The total score for all respondents was 990.

Table 4. Respondents' Score on Reading Comprehension 2

Respondent	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total
R1	10	10	10	10	0	10	10	10	10	10	90
R2	10	10	10	10	10	10	10	10	10	10	100
R3	10	10	10	10	0	10	10	10	10	10	90
R4	10	10	10	10	10	10	10	10	10	10	100
R5	10	10	10	10	0	10	10	10	10	10	90
R6	10	0	10	10	10	10	10	10	10	10	90
R7	10	10	10	10	0	10	10	10	10	10	90
R8	10	10	10	10	10	10	10	10	10	10	100
R9	10	0	10	10	10	10	10	10	10	10	90
R10	10	10	10	10	10	10	10	10	10	10	100
R11	10	10	10	10	0	10	10	10	10	10	90
R12	10	10	10	10	0	10	10	0	0	0	60
R13	10	0	10	10	0	10	10	10	10	10	80
											1170

The table shows the assessments of 13 respondents on 10 questions (Q1-Q10), with each question rated on a scale of 0-10. From this data, it can be seen that respondents R2, R4, R8, and R10 gave a perfect score of 100 for all questions. Most respondents gave almost all questions a score of 10, but there were some exceptions. Respondents R1, R3, R5, R7, and R11 gave a value of 0 to Q5, and R6, R9, and R13 gave a value of 0 to Q2. Respondent R12 gave a score of 0 to Q5, Q8, Q9, and Q10, which resulted in the lowest total score being 60. The total score for all respondents was 1170. This data shows that the majority of respondents gave high scores with a few exceptions on certain questions.

Table 5. The Results of Normality Test

Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
GENERIC STRUCTURE MASTERY	.464	14	.000
READING COMPREHENSION	.331	14	.000

a. Lilliefors Significance Correction

Table 6. The Results of Correlational Test

Correlations

			GENERIC STRUCTURE MASTERY	READING COMPREHENSION
Spearman's rho	GENERIC STRUCTURE MASTERY	Correlation Coefficient	1.000	.079
		Sig. (2-tailed)	.	.789
		N	14	14
	READING COMPREHENSION	Correlation Coefficient	.079	1.000
		Sig. (2-tailed)	.789	.
		N	14	14

DISCUSSION

The Shapiro-Wilk test indicates a significant departure from normality for the Generic Structure Mastery scores, suggesting that the data may not follow a normal distribution. This departure from normality could be due to inherent differences in respondents' abilities or understanding of the task.

Looking at the correlations between Generic Structure Mastery and Reading Comprehension, the Spearman's rho coefficient of 0.079 suggests a weak positive correlation between the two variables. However, the p-value of 0.789 indicates that this correlation is not statistically significant at the conventional level of significance ($p < 0.05$). This suggests that there might not be a strong relationship between mastery of generic structure and reading comprehension skills based on the data provided.

Similar to Generic Structure Mastery, the Shapiro-Wilk test suggests a significant departure from normality for the Reading Comprehension scores. This indicates that the distribution of scores may not be normal, possibly due to variations in respondents' abilities or understanding of the questions.

The correlations between Reading Comprehension and Generic Structure Mastery reveal a weak positive correlation of 0.079, which is not statistically significant at the 0.05 level. This implies that there

may not be a strong relationship between mastery of reading comprehension and generic structure based on the data analyzed.

The data from both sections demonstrate significant variations in respondents' performances across different tasks. Some respondents consistently performed well across all tasks, achieving perfect or near-perfect scores, while others struggled, obtaining lower scores or even zeros in some cases.

The lack of normality in the score distributions suggests that individual differences among respondents may have influenced their performances. Factors such as prior knowledge, language proficiency, and familiarity with the task could have contributed to these variations.

The weak correlation between Generic Structure Mastery and Reading Comprehension implies that while there may be some relationship between the two constructs, it is not strong enough to suggest that mastery of one directly leads to better performance in the other.

Overall, these findings underscore the importance of considering individual differences and task-specific factors when assessing language proficiency and comprehension skills. Further research could explore additional variables that may influence performance and investigate strategies to support learners in developing these skills. (Utami, Regina, Rosnija, 2020).

CONCLUSION

The study highlights significant variations in respondents' performances in both Generic Structure Mastery and Reading Comprehension tasks, with notable deviations from normality in the score distributions for both variables. This suggests a wide range of abilities and understanding among respondents. The weak positive correlation (Spearman's rho = 0.079) between Generic Structure Mastery and Reading Comprehension, which is not statistically significant, indicates that there is no strong relationship between these two constructs. Thus, mastery of generic structure does not necessarily translate to better reading comprehension performance and vice versa.

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