

Model of Resolving Student's Difficulties in Understanding Recount Text : A Single Case Study of Second Grade Student at SMP Negeri 4 Blitar

Wildani Rosyada⁽¹⁾, Supriyono⁽²⁾, Yusniarsi Primasari⁽³⁾, Adin Fauzi⁽⁴⁾

¹ Teacher Training and Education Faculty, Universitas Islam Balitar, Indonesia
Email: ¹ wrosya272@gmail.com , ² yonsupriyono@gmail.com ,
³ primasariyusniarsi@gmail.com, adinfauzi2693@gmail.com ⁴

Abstra: This research aims to identify the challenges students face in understanding recount texts, describe the methods teachers use to address these issues, analyze student-teacher interactions in the classroom, and assess the effectiveness of the strategies implemented to enhance student comprehension. Using a qualitative approach and a single case study method, the research involved teachers, school principals, and eighth-grade students. Data were collected through observations, interviews, and documentation. The findings reveal that eighth-grade students encounter difficulties in understanding recount texts, including challenges with unfamiliar vocabulary, long sentences separated by commas, text structure, and words with affixes. Specifically, students struggle with new vocabulary lengthy sentences that hinder comprehension, and the organization of events in the text. To address these issues, teachers employ various strategies. To overcome the vocabulary difficulties, students are encouraged to repeatedly read the text and look up unfamiliar words in the dictionary. To tackle long sentences separated by commas, they are taught to break the sentences into shorter parts, interpret each segment, and understand its context within the story. For text structure, the teacher provides detailed explanations. For words with affixes, relevant examples of prefixes and suffixes are given. These strategies help create a positive and active classroom environment, contributing to improved student understanding of the material. The research demonstrates that the teacher's methods effectively enhance students' comprehension of recount texts. This research

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INTRODUCTION

The Merdeka Curriculum has brought significant changes to the education system in Indonesia, starting a new era where schools have more freedom to develop and adapt their curriculum according to students' needs and potential. This policy provides greater autonomy to schools in designing educational programs that are more relevant and contextual. This change is visible in English language teaching at junior high school level, where a more flexible and adaptive approach can be adopted. The Merdeka Curriculum structure for junior high school level is grouped in phase D, covering grades VII, VIII, and IX, allowing for a more holistic and sustainable approach to English language teaching. To achieve effective learning outcomes, it is vital for language learners to develop four key skills: listening, speaking, reading, and writing. According to Ariawan et al. (2022), these skills are the basis for good language mastery. The Merdeka Curriculum in English language education in Indonesia specifically emphasizes the importance of developing these four skills. Speaking skills involve the ability to convey thoughts verbally, listening skills require understanding and responding appropriately to spoken information, reading skills focus on understanding written text accurately, and writing skills prioritize the ability to express ideas clearly and structured in writing. Each of these skills is essential in achieving effective and comprehensive communication for English language learning.

Reading is an active process that involves in-depth interpretation of the text, not just passively receiving the message. As a fundamental method of obtaining information, reading involves receptive skills, which, according to Masduqi (2013), include the ability to receive and understand written content without the need to produce language. This skill is important because it allows students to not only recognize text, but also interpret and understand the meaning behind the words read. By understanding the text thoroughly, the students can develop critical and analytical thinking skills. This process not only helps in language comprehension but also provides far-reaching benefits in the development of knowledge and thinking skills. Therefore, effective reading skills bring many benefits to students in their learning process.

On May 3 2024, after conducting observations at SMPN 4 Blitar, especially in class VIII, researchers discovered several phenomena related to English learning. Students face various difficulties in understanding recount text, which is caused by several main factors. First, students find it difficult to understand texts that contain long sentences separated by commas, so they have difficulty connecting the ideas conveyed. Second, students experience obstacles in interpreting new vocabulary they encounter in texts, which interferes with their overall understanding. Third, limited understanding of word structure in recount texts is also an inhibiting factor, causing students to have difficulty identifying the meaning and context of the words used. Apart from that, they also find it difficult to find words that have affixes, because this adds complexity to understanding the meaning of these words.

Based on an interview with a student regarding his difficulties in understanding recount text, the student stated,

"I have difficulty understanding recount text because I don't really like reading books. However, sometimes if I read slowly, I can understand it. The problem is, when I encounter words that I rarely know or new words, I have difficulty understanding the text recount." (INT02, JS, 20 May 2024).

The results of this interview are also supported by an interview with an English teacher at SMP Negeri 4 Blitar who stated that students sometimes have problems mastering vocab, which hinders their understanding of recount text.

"They have problems changing verbs. If we teach English there are 3 present, past and future. So I asked questions about what words indicate past tense and then I explained the sentence pattern. From sentence patterns there are positive, negative and questioning sentence forms. The problem is that they don't have a list of verbs. So I made a list of verbs to make it easier for them." (INT01, Mrs. NTj, 8 May 2024, 13.45-14.50).

This phenomenon is interesting to carry out research by uncovering the Model for Solving Students' Difficulties in Understanding Recount Text in Class VIII of SMP Negeri 4 Blitar. Previous research has been conducted regarding the factors of difficulty experienced by students in understanding recount text. First, Muhammad Rafi (2022) believes that there are 6 reasons why students cannot understand reading, namely because there are background factors regarding students' knowledge of the text, students' understanding of sentences in the text, students' English vocabulary, students' motivation in reading. text, students' memory of the text and students' understanding of the text structure. Second, the first research by researcher Rika Susanti (2018) aims to provide an in-depth understanding of the experiences and perceptions of students and English teachers at SMPN 1 Siman Ponorogo. Using a descriptive case study approach, the research focused on class VIII. Data collection was carried out through observation, interviews and questionnaires. The findings show that students experience difficulties in understanding narrative texts due to factors such as inadequate understanding of the material, unfamiliarity with narrative text features, limited vocabulary, and lack of attention. Contributing factors include insufficient study time, reluctance to use a dictionary, overly complicated sentences, and student disengagement. Teachers overcome these challenges by assigning individual

assignments, using snowball throwing techniques, and facilitating small group discussions. Third, Dasrul Hidayati (2018) aims to evaluate the challenges students face in reading comprehension. This research uses a combination of tests and questionnaires consisting of 20 questions divided into several categories such as main ideas, detailed information, conclusions, references and vocabulary. For data analysis, this study measured the level of difficulty and percentage of success of students in answering each type of question. The research results show that first grade students face various difficulties, especially in answering questions related to the main idea, making appropriate conclusions, and finding and understanding relevant references. These findings provide insight into areas where students need additional support to improve their reading comprehension skills.

This research does not focus on the model for resolving students' difficulties in understanding recount text in class VIII of SMP Negeri 4 Blitar. This research has a different focus and is novel in nature. This research problem is formulated as follows: How is the Resolving model of student difficulties in Recount Text at SMP Negeri 4 Blitar?. This problem is described in the research focus, including: (1) What are students' difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar? ; (2) How do teachers overcome students' difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar? ; (3) How does the learning process interact between students and teachers in an effort to overcome students' difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar? ; (4) What are the results of the teacher's efforts in the learning process in overcoming students' difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar?

The aim of this research is to reveal a model for resolving students' difficulties in understanding recount text in class VIII of SMP Negeri 4 Blitar. This research is expected to be significantly useful for: (1) SMP Negeri 4 Blitar as a reflection on improving the quality of education; (2) This study will help teachers identify challenges faced by students in reading comprehension, especially with recount texts; (3) These findings will encourage students to be more involved in reading activities and motivate them to read more regularly; (4) This research offers a comprehensive overview for future researchers researching similar topics, and serves as a valuable resource and reference.

METHOD

This research aims to reveal a model for solving students' difficulties in understanding recount reading texts in class 8 recount text material at SMP Negeri 4 Blitar. This research involves non-quantitative data such as: interviews, observation and documentation. Researchers use a qualitative approach, according to Moleong (2008:6), a qualitative approach is an approach that describes a problem or phenomenon through narratives that use language and words and places them in a context that is relevant to the natural environment. The design of this research is an embedded single case study because the research focuses on a single case unit.

Research subjects were selected based on purposive sampling and informants were then selected based on snowballing. Data collection was carried out using participatory observation, in-depth interviews, and documentation techniques. The participatory observation instrument is in the form of observation field notes. In-depth interview instruments in the form of interview guides, recordings, and transcription of recordings. The documentation instrument is in the form of documentary field notes. When recording was not possible, the researcher used interview field notes. Data analysis was carried out using the interactive data analysis technique model of Miles (Supriyono, 2024). Huberman, and Saldana [2] which includes (1) data collection, (2) data exposure, (3) data condensation or reduction, and (4) concluding. Condensation or data reduction is carried out using the chimney technique. The participatory observation data analysis instrument uses a summary of participatory observation

contacts. In-depth interview instrument using a summary of interview contacts. The documentation analysis instrument uses a documentation contact summary. For data analysis, researchers carried out coding procedures. Data analysis includes data analysis in each case unit. Checking the validity of the data is carried out by checking the degree of credibility (Credibility), Dependability (Dependability), Confirmability (Confirmability), and Transferability (Transferability). Checking credibility and dependability is carried out by triangulating sources and methods. Confirmability checking is carried out through repeated checks (Supriyono, 2018)

The research design is described as follows:

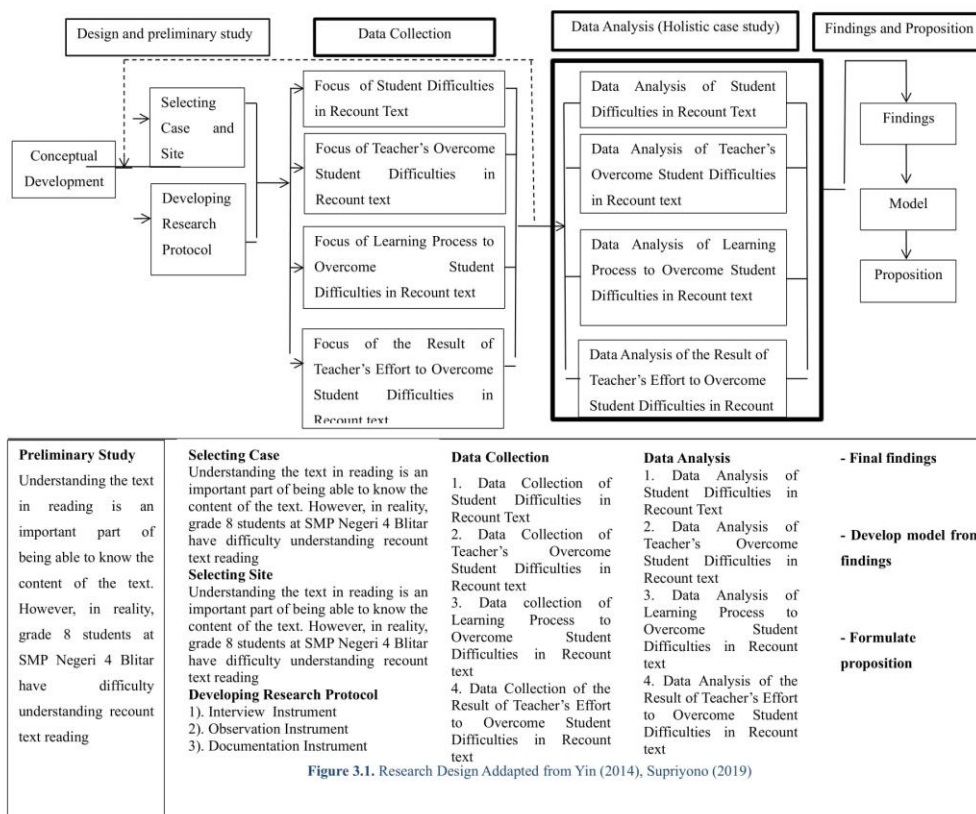


Figure 3.1. Research Design Addapted from Yin (2014), Supriyono (2019)

RESULT AND DISCUSSION

Result

1. Focus 01: Student Difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar

Students at this school come from various backgrounds, some from elementary school already know about learning English and some don't. So because of this, there are gaps experienced by students in learning English. The general difficulties experienced by students were conveyed by Mrs. Nurtjahjani as an 8th grade English teacher in an interview on May 8 2024.

“They have problems changing verbs. When we teach in English there are 3 now, past and future. So I asked what question just the words that show the past tense then I explain the pattern sentence. From sentence patterns there are positive, negative and sentence forms asked. The problem is that they don't have a list of verbs. So I made it list of verbs to make it easier for them.” (INT01, Mrs. NTj, 8 May 2024, 13.45-14.50)

Students' difficulties in understanding recount text were also supported by an interview on June 20 2024 with Mrs. Yatmistri, Deputy Principal of SMPN 4 Blitar. In the interview, Mrs. Yatmistri explained that many students face challenges in English subjects.

"They have problems changing verbs. When we teach in English there are 3 now, past and future. So I asked what question just the words that show the past tense then I explain the pattern sentence. From sentence patterns there are positive, negative and sentence forms asked. The problem is that they don't have a list of verbs. So I made it list of verbs to make it easier for them." (INT01, Mrs. NTj, 8 May 2024, 13.45-14.50)

As a result, students cannot properly grasp the information and stories conveyed in the recount text, so their understanding of the material is hampered. This problem is quite common and requires more attention so that students can more easily understand recount text with the help of more intensive vocabulary learning. As said by Jessa and , an 8th grade student taught by Mrs. Nurtjahjani

"I had difficulty understanding the Recount text because I also don't really like reading books. But sometimes I can understand it slowly, but if there are words that I rarely know or there are new words, I have difficulty understanding the recount text." (INT02, JS, May 20, 2024, 12.23-12.50)

Apart from the difficulties with vocabulary, researchers also found other obstacles experienced by grade 8 students. In an interview conducted on June 12 2024, Agnes, one of the grade 8 students, revealed that she had difficulty understanding long and complex sentences, especially those separated by commas. Agnes also mentioned that affixes in the form of prefixes and suffixes were an additional challenge for her.

"Usually I also experience difficulties when long sentences are separated by you, it's a comma, sis, because the sentence is long, so it's the same if it's deep It says there is an affix. I'm having a bit of difficulty understanding the text." (INT03, AS, June 12 2024, 09.40-10.23)

This difficulty makes understanding the text more complicated and affects his ability to process information presented in written form. Nabila and Dean, an 8th grade student, also experienced other difficulties.

"For me, Miss, the difficulty is in the structure of the recount, usually still confused between orientation or reorientation" (INT04, NR, 12 June 2024,10.25-10.40)

"Naturally, I find it difficult to understand recount texts. Even though I have tried to learn the structure, I am often confused about the sequence of events and important details that must be remembered. I also feel that some words and phrases used in recount texts are difficult to understand because I am not familiar with them." (INT06, DN, 22 May 2024, 14.00-14.36)

Participatory observation in class was carried out on May 17 2024, from 09.00-10.20 WIB. The results of this observation show that some students do experience difficulties in understanding vocabulary. It can be seen that students experience confusion when asked to interpret and understand the recount text that has been given by the teacher. (Obs03, SMP4B, 17 May 2024, 09.00- 10.20).

The document that shows the pattern of difficulties experienced by students in understanding recount text is the lack of grades in assignments on Monday, May 17 2024. Several students got unsatisfactory grades in the assignments given by Mrs. Nur Tjahjani. This low score is most likely caused by a lack of vocabulary mastery among students. new vocabulary makes it difficult for them to understand the text. apart from that, on words that have affixes also in long sentences and on their lack of understanding of recount structure. This obstacle is evidence that students experience

difficulties in mastering recount text, which has a negative impact on their academic performance (Dok1, Assignment Value, SMP4B, 17 May 2024)

Table 1. Table Matrix Student Difficulty

No	Phenomenon
1.	Students have difficulty in recount text vocabulary which includes: meaning, prefixes, suffixes
2	Students' difficulties in understanding recount text are not only vocabulary but when there are long sentences separated by commas
3	Student not have a list of verb for text recount
4	Students have difficulty when dealing with prefixes to words.
5	Students find it difficult when dealing with affixes located at the end of words (suffixes).

2. Focus 02: How do teachers overcome students' difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar

Based on interviews with teachers and students and supported by the results of participatory observation, it was found that students experienced several difficulties in understanding recount text. These difficulties include understanding vocabulary and text structure. Therefore, teachers need to make every effort to overcome the various obstacles faced by students. Teachers must look for effective teaching strategies and methods to help students overcome these difficulties, so that they can more easily understand and master recount text. The efforts made by Mrs. Nur Tjahjani said in an interview

"Some students have difficulty understanding recount text, that's because of him I don't know what it means, English is a foreign language. So it's a foreign language for student. So it must be known, understood and understood. How I cope This difficulty involves asking students to read the text many times If you encounter a difficult word, open the dictionary" (INT01, Mrs. NTj, 8 May 2024, at 13.45-14.50)

Based on Mrs. Nur Tjahjani about the methods he uses to overcome student difficulties in class, and is supported by a statement from one of the students he taught. Mrs. Nur Tjahjani explains the various teaching strategies she uses to help students understand the material better, including more detailed explanations.

"Mrs. Nur taught us to read following Mrs. Nur if there were difficult words immediately looked it up in the dictionary and read it many times" (INT02, JS, May 20 2024, 12.23-12.50)

Apart from dealing with students' difficulties in vocabulary, Mrs. Nur Tjahjani is also trying to overcome other challenges faced by students. These challenges include students' difficulty understanding long sentences separated by commas, where they often lose the flow or meaning of the sentence. Apart from that, students also experience difficulties with vocabulary that contains affixes, which often confuses them in understanding the context or meaning of the word. Another effort is to increase students' understanding of recount text, which requires skills to recognize the structure of the text. The efforts made by Mrs. Nur Tjahjani were obtained from the results of an interview conducted on May 8 2024

"I will explain the prefix and suffix again. I give an example of the word then I add affixes and change the meaning of the word. For example, the basic word happy, is given the prefix un- so it becomes unhappy and then the meaning changes like that and so on." (INT01, Mrs. NTj, May 8 2024, 13.45-14.50)

Mrs. Nur Tjahjani tries to overcome students' difficulties in understanding recount texts that contain affixing words by providing more in-depth explanations and providing examples of relevant words. This method is done by inviting students to understand sentence structure and the meaning of affixing words through concrete examples.

" After reading and understanding a story, students will know what is meant by orientation, so orientation is about who, where, when, so who is the actor in the story, where and when the story is told, that is the orientation, then the content. what happens, what happens in Siu, there will be step 1, step 2 and so on, then end with reorientation, so how does the story end, happy or sad ending."(INT01, Mrs. NTj, May 8 2024, 13.45-14.50)

The efforts made by Mrs. Nur Tjahjani's way of overcoming students' difficulties in understanding the structure of recount text is to first understand how the structure of recount text is and the characteristics contained in these elements, so that then students can understand how the elements of recount text are.

"If there is a long sentence, you can cut it into two parts, first look for the meaning in the dictionary when you have combined the meaning by understanding the context of the sentence" (INT01, Mrs. NTj, 8 May 2024, 13.45-14.50)

The efforts made by Mrs. Nur Tjahjani, to overcome students' difficulties when there are long sentences separated by commas, is to cut the long sentence into two parts and ask students to interpret it, then students must understand the context of the story.

The efforts made by Mrs Nur to overcome student difficulties were also conveyed by the deputy principal, Mrs Yatmistri

"The efforts made by Mrs. Nur Tjahjani in overcoming students' difficulties in understanding recount text are very good. She has shown high dedication by implementing various teaching methods that are tailored to students' needs. Through interactive approach, we really appreciate her efforts." (INT05, Mrs. YtM, 20 June 2024, 11.24-12.05)

Not only Mrs. Yatmistri, the 8th grade students taught by Mrs. Nur also agree with this. They stated that the efforts made by Mrs. Nur had helped them understand the recount text well.

"I felt very helped by the strategy he implemented. Previously, I often had difficulty understanding recount text, but the learning strategy used by Mrs. Nur really made me understand." (INT03, AS, June 12 2024, 09.40-10.23)

"Mrs. Nur always provides relevant and interesting examples, so that learning becomes more enjoyable. Thanks to his efforts, my grades in this subject have also improved." (INT02, JS, May 20 2024, 12.23-12.50)

The results of participatory observation show that teachers use various strategies to help students overcome difficulties in understanding recount text. The teacher asks students to read the text repeatedly to recognize the content and structure, look up the meaning of difficult words in the dictionary to increase vocabulary, and provide detailed explanations using presentations. In addition, teachers hold discussion sessions to ensure students' understanding, as well as teach techniques for breaking long sentences into shorter parts to make understanding easier. This approach reflects the teacher's dedication to helping students understand the text better. (Obs03, SMP4B, 17 May 2024, 09.00- 10.20)

Observasi ini didukung oleh modul pengajaran guru yang berisi berbagai strategi dan solusi untuk mengatasi kesulitan siswa dalam memahami teks recount. Modul tersebut mencakup langkah-langkah rinci, seperti membaca teks berulang kali, menggunakan kamus untuk kata-kata sulit, memberikan penjelasan struktur teks recount, dan memecah kalimat panjang menjadi bagian yang lebih mudah dipahami. Modul ini menjadi bukti nyata upaya sistematis guru dalam membimbing siswa meningkatkan pemahaman mereka terhadap teks recount. (Dok2, SMP4B, Modul Ajar, 23 June 2024)

Table 2. Check List Matrix of Teacher Effort

No	Phenomenon
1.	Teachers overcome students' difficulties with vocabulary by asking students to look for meanings in a dictionary
2	The teacher overcomes students' difficulties with affixing words by re-explaining and giving examples of affixing words
3	The teacher overcomes students' difficulties in understanding recount text by asking students to understand the structure of recount text and the characteristics of recount structure.
4	The teacher overcomes students' difficulties with long sentences separated by commas by cutting the sentences into two parts and then understanding the context in the story.
5	The teacher provides a re-explanation of the structure of recount text by explaining the general characteristics of recount structure
6	The teacher prepares a teaching module containing strategies to overcome students' difficulties in understanding recount text.
7	The teacher provides relevant and interesting examples so that students can understand them more easily.

This Table is adapted from Miles, Huberman, and Saldana (2023:143)

Table 3. Role Order Matrix of Teacher Effort

NO	Teacher	Student
1	The teacher instructs students to read the text repeatedly and immediately look up difficult words in the dictionary.	Students re-read the text and look for the meaning of difficult words they find in the dictionary, students become familiar with difficult words
2	The teacher re-explains prefixes and suffixes and gives examples to students.	Students can understand the teacher's explanation well so that they understand prefixes and suffixes
3.	The teacher provides a detailed explanation regarding the structure of recount text using a powerpoint containing recount text stories and holds discussions with students.	Students are involved in discussions with the teacher, exchange opinions with other friends and are able to understand well what the teacher has explained.
4	The teacher asks students to divide long sentences separated by commas into parts and look up the meaning of each part in the dictionary. After that, students are asked to understand the context of the story as a whole.	Students follow the teacher's instructions by breaking down long sentences and looking up the meaning in a dictionary, so they can overcome difficulties and understand the context of the recount story better.

This Table is adapted from Miles, Huberman, and Saldana (2023:143)

3. Focus 03: How does the learning process interact between student and teacher in an effort to overcome students' difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar

Based on the observation dated 17 May 2024 Learning interactions between students and teachers include various forms of communication and activities that support the teaching and learning process. This involves discussions and questions and answers, explanation of material by the teacher, group work, giving assignments and feedback, use of powerpoint in learning, as well as listening and speaking activities. Through these interactions, teachers act as facilitators who guide and support students, while students actively participate, ask questions, and demonstrate their curiosity, creating a dynamic and productive learning environment.(Obs03, SMP4B, 17 May 2024, 09.00- 10.20)

"When I made these efforts, I felt that the students were really enthusiastic about learning, and in terms of grades, I think the students also got quite satisfactory results." (INT01, Mrs. NTj, May 8, 2024, 13.45-14.50)

Mrs. Nur explained that the strategies implemented to help students overcome difficulties in understanding recount text had been successful. Students become more enthusiastic about learning and their grades improve. Mrs. Nur's statement was also supported by Mrs. Yatmistri, Deputy Principal, in her interview on 20 June 2024. According to Mrs. Yatmistri, implementing this strategy not only motivates students to be more active in the learning process but also has a positive impact on their academic achievement.

"When I made these efforts, I felt that the students were really enthusiastic about learning, and in terms of grades, I think the students also got quite satisfactory results." (INT01, Mrs. NTj, May 8, 2024, 13.45-14.50)

Not only Mrs. Yatmistri, the 8th grade students taught by Mrs. Nur also agree with this. They stated that the efforts made by Mrs. Nur had helped them understand the recount text well.

"When I made these efforts, I felt that the students were really enthusiastic about learning, and in terms of grades, I think the students also got quite satisfactory results." (INT01, Mrs. NTj, May 8, 2024, 13.45-14.50)

"As a student taught by Mrs. Nur, interactions in class are very interactive and supportive. Mrs. Nur always ensures that every student understands the material being taught." (INT08, RNi, 20 May 2024 at 13.10-13.40)

"When we faced difficulties, Mrs. Nur patiently explained the material and provided relevant examples, so that we could understand the recount text well. The class atmosphere is always positive and full of enthusiasm, because Mrs. Nur always provides motivation and support to each student." (INT09, YS, 20 May 2024, 13.45-14.13)

"In my opinion, group discussions can have more of an impact, apart from being able to exchange opinions, we can work together to solve problems, so we understand each other." (INT10, SZ, 20 May 2024, 13.45-14.13)

The reciprocal relationship between teachers and students in class 8 in the English subject on recount text material can be seen through participant observation. In the class discussion session, the teacher asked questions about the recount text that had been read by the students, such as "What are the important events told in the this text?" or "How does the main character in the story feel?". Students answer the teacher's questions by mentioning important events and the main character's feelings, as well as providing examples from the text that support their answers. In vocabulary learning, the teacher introduces new vocabulary contained in the recount text and explains its meaning with example sentences. Students note down the new vocabulary, ask questions if they don't understand anything, and try to use the new vocabulary in their own sentences. (Obs03, SMP4B, 17 May 2024, 09.00- 10.20).

The main supporting document that describes the interaction between students and teachers in overcoming difficulties in recount text is the teacher's teaching journal. This journal records the learning strategies implemented, adjustments made to meet student needs, student responses to these methods, as well as teacher developments and reflections regarding the effectiveness of the strategies used. With this journal, it is clear that the teacher's systematic efforts in helping students understand recount text as well as students' responses and progress during learning. (Dok4, Teacher's Teaching Journal, SMP4B)

Table 4. Matrix Classroom Learning Process Interact

No	Phenomenon
1.	The student and teacher's interaction include various found of communication and activities
2.	The communication and activities include group work
3.	Students become enthusiastic
4.	Student become enjoy learning
5.	Students understand the material

This Table is adapted from Miles, Huberman, and Saldana (2023:143)

Table 5. Role Order Matrix Classroom Learning Process Interact

NO	Teacher	Student
1	Teachers apply a variety of learning methods, including group work, to provide opportunities for students to discuss and collaborate.	Students share ideas with each other and deepen their understanding through interaction and discussion in groups.
2	Teachers implement a learning approach that places students at the center of the learning process, ensuring that learning activities and materials are adapted to student needs, interests and involvement.	Pupils take an active part in learning activities in class.
3	The teacher uses appropriate strategies to overcome students' difficulties in understanding recount text.	The learning process becomes more interesting and involves various elements which make students more enthusiastic, so that they are more motivated and enthusiastic in participating in class activities.
4	The teacher explains the material by providing relevant examples so that students can easily understand it.	Students can easily understand the material taught, which contributes to creating a positive classroom atmosphere. The clarity of the material also makes students feel enthusiastic and motivated to be actively involved in learning activities.

This Table is adapted from Miles, Huberman, and Saldana (2023:143)

4. Focus 4: What are the results of the teachers' efforts in learning process in overcoming students difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar?

Based on observation on 18 May 2024, the results of the teacher's efforts in the learning process to overcome students' difficulties in reading comprehension in the second grade of SMP Negeri 4 Blitar show significant development. Teachers apply various strategies, such as providing detailed explanations, using interesting learning media, and carrying out intensive vocabulary learning. Apart from that, teachers also hold class discussions, group work, and provide constructive feedback to students. Through these approaches, many students who initially struggled began to show improvements in reading text comprehension, were better able to identify main ideas, and mastered new vocabulary. Good interaction between teachers and students also helps create a supportive learning environment, so that students feel more confident in overcoming their difficulties. An interview was conducted with Mrs. Nur Tjahjani regarding this matter. (Obs04, SMP4B, 18 May 2024, 09.00- 10.20)

"So, from the problems or difficulties experienced by students and my efforts to overcome these problems, of course there has been an increase in learning outcomes which is quite satisfactory. This could be a reference that the efforts I took were effective in overcoming students' difficulties in understanding recount text." (INT01, Mrs. NTj, May 8 2024, 13.45-14.50)

The Deputy Principal, Mrs. Yatmistri, also felt the positive results of the method applied by Mrs. Nurtjahjani, as she expressed in an interview on June 20 2024.

"With an interactive and adaptive approach, he not only helps students overcome their difficulties but also increases their motivation and learning outcomes. We greatly appreciate Ms Nur's commitment and will continue to support her efforts to ensure every student can reach their best potential. (INT05, Bu YtM, June 20 2024, 11.24-12.05)"

Students also supported the results of Mrs. Nur's efforts in overcoming their difficulties in understanding recount text. They felt that Mrs. Nur's method really helped them understand the material better and improve their abilities in the lesson

"I am become more proficient when there are texts in English so I don't have any more difficulties" (INT11, DMS, 23 May 2024, 08.39-09.08)

"The strategies he implemented made the material easier to understand and increased our confidence in doing the assignment." (INT03, NF, 20 May 2024, 12.45-13.00)

"As a student, I also feel that Mrs. Nur's efforts in overcoming our difficulties in understanding recount text are very helpful. The methods he uses make the lessons easier to follow and more interesting." (INT04, NR, 12 June 2024, 10.25-10.40)

Participatory observation shows that the teacher's efforts to overcome the reading difficulties of class II students at SMP Negeri 4 Blitar have resulted in significant progress. Teachers apply various effective strategies, such as detailed explanations, use of interactive media, intensive vocabulary learning, class discussions, group work, and providing constructive feedback. These approaches have helped many students who previously struggled with reading become better able to understand the main ideas and content of texts. Positive interactions between teachers and students, as well as a supportive learning environment, also contribute to improving students' reading skills, reflecting the effectiveness of teachers' strategies. (Obs04, SMP4B, 18 May 2024, 08.40-09.30)

The supporting document that shows the success of the teacher's efforts in overcoming students' difficulties in reading comprehension is the existence of a summative score with a good average. This summative score data reflects a significant improvement in students' reading skills, indicating that the teaching strategies implemented by teachers are effective in helping students understand reading texts better. These good average scores indicate that many students have successfully overcome their difficulties and shown positive progress in reading comprehension, in line with teachers' efforts to improve the quality of classroom learning. (Dok4, Summative Value, SMP4B)

Table 6. Matrix Result Checklist

NO	Phenomenon
1.	Teacher apply various strategies such as providing detailed explanations, using interesting learning media, and carrying out intensive vocabulary
2	Through these approaches many student who initially struggled began to show improvements in reading text comprehension.
3	Student better able to identify main ideas, and mastered new vocabulary
4	The Summative Value experienced significant changes

This Table is adapted from Miles, Huberman, and Saldana (2023:143)

Table 7. Role Order Matrix Result

No	Teacher	Student
1	Teachers use various strategies to overcome students' difficulties in understanding recount text	students understand recount text and increase their motivation
2	The teacher makes strategies that are easy for students to understand	The strategies created by teachers are easier to understand, making it easier for students to understand and carry out assignments
3	The efforts made by teachers to overcome students' difficulties really help them to overcome difficulties in understanding recount text	Learning becomes more interesting and learning becomes easier to follow
4	The teacher makes students' grades increase through the various strategies he uses	Students' grades increased because they followed the teacher's strategy to overcome their difficulties in understanding recount text

This Table is adapted from Miles, Huberman, and Saldana (2023:143)

1. Focus 01: Student Difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar

After conducting interviews, observations and documentation several difficulties faced by second-grade students at SMP Negeri 4 Blitar in understanding recount texts. Firstly, students struggle with unfamiliar vocabulary, making it hard to grasp the main message. Secondly, they find it challenging to understand long sentences, often separated by commas, which complicates following the text's flow. Thirdly, a lack of knowledge of verbs and their meanings in context hinders comprehension. Fourth, students have trouble recognizing prefixes, which change word meanings, and fifth, suffixes, which modify or alter word classes. Lastly, students are confused by the text structure of recount texts, making it hard to follow the storyline and connect information.

2. Focus 02: How do teachers overcome students' difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar

After conducting interviews, observations and documentation, it was found that there were several teachers overcome students' difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar include : First, Teachers help students overcome difficulties in vocabulary by encouraging them to look up the meaning of unknown words in the dictionary. Second, In dealing with students' difficulties in affixing words, the teacher provides additional explanations and concrete examples of how these words are used. Third, to overcome students' difficulties in understanding recount text, the teacher directs students to focus on the text structure and special characteristics of recount text. Fourth, In overcoming students' difficulties with long sentences separated by commas, the teacher breaks the sentences into shorter parts.

3. Focus 03: How does the learning process interact between student and teacher in an effort to overcome students' difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar

From the results of interviews, observations and documentation, it was found how students and teachers interact in the classroom in completing students' understanding of recount text, which includes: First, interactions between students and teachers show a significant increase, including various forms of communication and activities. Teachers and students not only engage in regular discussions, but also in a variety of activities that allow for a more effective exchange of ideas and feedback. Second, the communication that is formed is strengthened by activities such as group work, where students collaborate to complete tasks together. Group work not only

improves understanding of the material but also social skills and the ability to work in a team. Third, the results of increased interaction and group work can be seen from the increased enthusiasm of students in participating in lessons. Students become more active and involved in the learning process, showing greater interest in the material being taught. Fourth, this high enthusiasm also has an impact on a more positive learning atmosphere, where students feel happy and motivated to learn. This contributes to a deeper understanding of the material, so that students are able to follow lessons better and master the material provided.

4. What are the results of the teachers' efforts in learning process in overcoming students difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar

The results of the teachers' efforts in learning process in overcoming students difficulties are : First, teachers apply various effective strategies, such as providing detailed explanations, using interesting learning media, and carrying out intensive vocabulary training. Second, through these approaches, many students who initially experienced difficulties began to show increased understanding of the reading text. Third, students are now better able to identify the main ideas in texts and master new vocabulary better. Fourth, as a result of these efforts, students' grades improved significantly, reflecting improvements in their understanding and skills.

5. Wholistic Findings

Based on the overall findings of focus 1 to focus 4, these findings can be presented in the following model.

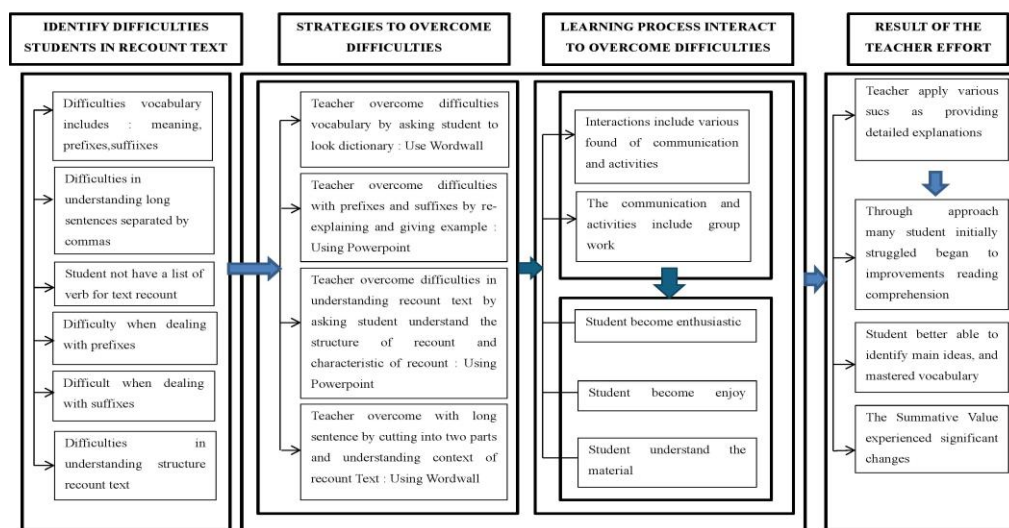


Figure 4.1 Model of Resolving Student Difficulties in Understanding Recount Text, by Wildani (2024)

Discussion

This research aimed to develop a practical model to address students' difficulties in understanding recount texts, using a case study at SMPN 4 Blitar. Findings indicate that students face challenges such as not grasping the structure of recount texts, difficulty interpreting challenging vocabulary, confusion with long sentences separated by commas, and issues with words containing affixes. These difficulties align with previous studies on reading comprehension among middle school students (Anderson & Pearson, 1984).

The proposed model focuses on implementing strategies to tackle these challenges. Teachers at SMPN 4 Blitar use structured learning approaches that emphasize explicit instruction on text features, like chronological order and past tense usage, to enhance

comprehension (Vacca & Vacca, 2008). The study also highlights the significance of vocabulary development, including understanding meanings, prefixes, and suffixes. Teachers employ strategies such as breaking down long sentences, using dictionaries, and providing context clues to help students overcome difficulties (Marzano, 2004). Additionally, the research underscores the value of collaborative learning in boosting comprehension. Teachers encourage peer discussions and group activities, allowing students to share interpretations, ask questions, and clarify misunderstandings (Slavin, 1995). The study also stresses the importance of differentiated instruction to cater to diverse learning needs by adjusting strategies and materials according to students' skill levels, prior knowledge, and learning styles (Tomlinson, 2001). Overall, the proposed model offers practical solutions for overcoming difficulties in understanding recount texts at SMPN 4 Blitar. By combining explicit teaching, vocabulary development, collaborative learning, and differentiated instruction, teachers can enhance students' comprehension skills and support their academic progress. However, further research is necessary to examine the long-term effectiveness of this model in different settings and to identify additional strategies to improve reading comprehension in middle school.

CONCLUSSION

1. Focus 01: Student Difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar

Findings and discussions it can be concluded that in the focus student difficulties in reading comprehension among second grade at SMPN 04. Student difficulties include: 1) Students have difficulty in recount text vocabulary which includes: meaning, prefixes, suffixes, 2) Students have difficulty in understanding recount text are not only vocabulary but when there are long sentences separated by commas, 3) Students do not have a list of verbs for recount text, 4) students have difficulty when dealing with prefixes to word, 5) students find it difficult when dealing with affixes located at the end of words (suffixes), 6) Students also experience difficulties in understanding the structure of recount text.

2. Focus 02: How do teachers overcome students' difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar

The following are the conclusions obtained from the results of interviews, observations and documentation regarding How Do Teachers Overcome Students Difficulties in Reading Comprehension of Second Grade Student at SMPN 4 Blitar. Teachers' efforts to overcome student difficulties include: 1) Teachers overcome students' difficulties with vocabulary by asking students to look for meanings in a dictionary, 2) The teacher overcomes students' difficulties with affixing words by re-explaining and giving examples of affixing words, 3) The teacher overcomes students' difficulties in understanding recount text by asking students to understand the structure of recount text and the characteristics of recount structure, 4) The teacher overcomes students' difficulties with long sentences separated by commas by cutting the sentences into two parts and then understanding the context in the story.

3. Focus 03: How does the learning process interact between student and teacher in an effort to overcome students' difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar

The following are the conclusions drawn from the Interaction Learning Process between Students and Teachers in Efforts to Overcome Students' Difficulties in Reading Comprehension for Second Grade Students at SMPN 4 Blitar. The learning process in class shows several significant positive developments. 1) student and teacher interaction includes various forms of communication and activities, 2) communication and activities include group

work, 3) students become enthusiastic, 4) students enjoy learning, 5) students understand the material.

4. What are the results of the teachers' efforts in learning process in overcoming students difficulties in reading comprehension of second grade students at SMP Negeri 4 Blitar

The results of the teacher's efforts in the learning process in overcoming student difficulties are 1) The teacher applies various strategies such as providing detailed explanations, using interesting learning media, and implementing intensive vocabulary 2) through this approach many students initially begin to show increased understanding of reading texts, 3) students are better able to identify main ideas and master new vocabulary, 4) summative scores experience significant changes.

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