

**THE ABILITY OF THE TENTH YEAR STUDENTS
AT MA AL-MAWASIR LAMASI IN
READING RECOUNT TEXT**



THESIS

**Submitted to the English Language Studies Program S1 Tarbiyah
Department of State College for Islamic Studies of Palopo
in Partial Fulfillment of Requirement for S.Pd.
Degree In English Teaching**

Composed By,

**HE L M I
Reg. Num .09.16.3.0128**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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Under Supervisor

- 1. Dr. Masruddin, S.S., M.Hum.**
- 2. Amir Faqihuddin Assafary, S.S.Ag., M.Pd.I**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2 0 1 4**



KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGRI (STAIN) PALOPO
JL. Agatis Telp. (0471) 22076 Fax. (0471) 325197 Kota Palopo
e-mail: stainplp@indosat.net.id

Nomor :
Lamp. : 1 (Satu) Draft Skripsi
Perihal : Permohonan pengesahan Draft

Palopo, 7 Januari 2014

Kepada Yth.

Bapak Ketua STAIN Palopo

Di -
Palopo

Assalamu alaikum Wr. Wb.

Dengan Hormat yang bertanda tangan di bawah ini :

Nama : Helmi
NIM : 09. 16. 3. 0128
Jurusan : Tarbiyah
Prog. Studi : Bahasa Inggris
Judul Penelitian : *the Ability at the Tenth Year Students of Ma Al-Mawasir in Reading
Recount Text*

Mengajukan permohonan kepada bapak kiranya berkenan mengesahkan draft skripsi yang termaksud di atas.

Demikian permohonan saya, atas perhatian bapak saya ucapkan terima kasih.

Pembimbing I

Pemohon

Dr.Masruddin,SS.,M.Hum.

NIP.19800613 200501 1 005

Helmi

NIM 09.16.3.0128

Pembimbing II

Ketua Jurusan Tarbiyah

Amir Faqihuddin Assafary,S.Ag.,M.Pd.I.

NIP.19710704 200604 1 005

Drs. Hasri, M.A.

NIP. 19521231 198003 1 036

Mengetahui,
a.n. Ketua STAIN Palopo
Wakil Ketua Bidang Akademik
Dan Kelembagaan

Sukirman Nurdjan, S.S., M.Pd.

NIP. 19670516 200003 1 002

NOTA DINAS PEMBIMBING

Perihal : Skripsi
Lamp. : 6 eksamplar

Palopo, 10 Januari 2014

Kepada Yth.
Ketua Jurusan Tarbiyah STAIN Palopo
Di –
Palopo

Assalamu' Alaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa tersebut di bawah ini :

N a m a : **HE L M I**
N I M : **09.16.3.0128**
J u r u s a n : Tarbiyah
Judul Skripsi : ***“The ability of The Tenth Year Students at MA Al-Mawasir Lamasi in Reading Recount Text.***

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr. Wb.

Pembimbing I

Dr. Masruddin, S.S., M.Hum.
NIP 19800613 200501 1 005

CONSULTANT APPROVAL

Thesis Entitled : *“The ability of The Tenth Year Students at MA Al-Mawasir Lamasi in Reading Recount Text.”*

Written By : **HELM I**

Reg. No. : 09. 16. 3. 0128

Department : English (S₁)

Has been corrected and approved to be examined.

Palopo, January ¹⁰st, 2014

Consultan I

Consultan II

Dr. Masruddin, S.S., M.Hum
NIP 19800613 200501 1 005

Amir Faqihuddin A, S.Ag.M.Pd.I
NIP .19710704 200604 1 005

PRONOUNCEMENT (PERNYATAAN)

Saya yang bertanda tangan dibawah ini:

Nama : NUR SYAMSI

Nim : 09.16.3.0091

Progran Study : Bahasa Inggris

Jurusan : Tarbiyah

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Palopo, 17 Maret 2014
Yang Membuat Pernyataan

NUR SYAMSI
NIM : 09.16.3.0091

PRONOUNCEMENT (PERNYATAAN)

Saya yang bertanda tangan dibawah ini:

Nama : INTAN PURNAMA RANTI

Nim : 09.16.3.0071

Progran Study : Bahasa Inggris

Jurusan : Tarbiyah

Menyatakan dengan sebenarnya bahwa:

1. Skripsi ini benar-benar merupakan hasil kerja karya saya sendiri, bukan laginasi atau duplikasi dari tulisan / karya orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.
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Palopo, 12 Maret 2014
Yang Membuat Pernyataan

INTAN PURNAMA RANTI
NIM : 09.16.3.0071

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In writing this thesis, many people have provided motivation, support, advice and suggestion that helped the writer. Therefore the writer would like to express her appreciation and thankful to all them.

1. Prof. Dr. Nihaya M, M.Hum. As the head of STAIN Palopo, who always support the writer during the year of study at STAIN Palopo.
2. Sukirman Nurdjan, SS, M.Pd. as the first deputy of STAIN Palopo, who always advises the writer during her studying.
3. Drs. Hasri, M.A. as the head of Tarbiyah Department of STAIN Palopo, who always gives the explanation in writing this thesis.
4. Jufriadi., SS. M.Pd As the head of English Department STAIN Palopo, who has given support, encouragement and idea to writer during her studying at STAIN palopo.

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6. All the lectures in English Department of STAIN Palopo. Thanks for guidance, attention, knowledge and motivation in learning English language. And also for all staff in STAIN Palopo .Thanks for help and kindness

7. Her deepest love along with her gratitude goes to both of her parents without their prayer, inspiration and support the writer would not be like what she is now.

8. The writer’s special thanks to my dear: my beloved husband (Idham Halik Sam S.Pd) and my beloved children (Rahmafiah, Astrid, Satrio, Mentari) as the inspiration for writer during her studying.

9. All of her best friends in STAIN Palopo (Edi Suwandi, Nurasiza, Nurhidayah, Dewi Sartika, Hatifa, Harmi all her friends name could not all be written here) “Thanks for the friendship.

10. Special thanks for Sukaesi Aminah, S.Pd who has help the writer during writing of this thesis

11. The headmaster and all the teachers of MA AL-MAWASIR Lamasi who has helped the writer during her research in the school.

Finally, the writer prays to the god the May Allah SWT., shower divine judgment of their service who has given to the researcher in the end. The researcher expects that this thesis can give a lot of contribution for all readers especially for the regional, national, and state. Therefore, it can be a charity.

Palopo, 5th January 2014

The Researcher



IAIN PALOPO

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ABSTRACT

HELMI, 2013. “*The Ability of the Tenth Year Students at MA AL-Mawasir Lamasi in Reading Recount Text*”. Thesis English Study Program of Tarbiyah Department The State College For Islamic Studies (STAIN) Palopo. Consultant (I) Dr.Masruddin, SS., M. Hum (II) Amir Faqihuddin Assafary, S.Ag., M.Pd.I.

Key Words : Ability, Reading Recount Text

This thesis focuses on the ability of Students at The Tenth Year of MA AL-Mawasir in reading. The thesis focuses on two questions. 1).How is the students' competence in reading recount text material at MA Al-Mawasir Lamasi in recount text. 2). What kinds of difficulties find by the tenth year students of MA Al-Mawasir Lamasi in reading recount text.

This research is focused on find out the students' ability in reading recount text at MA AL-MAWASIR Lamasi and find out the students' difficulties in reading recount text at MA AL-Mawasir Lamasi.

This research applied descriptive research with test and Questionnaire, this research was undertaken at the eleventh year of MA Al-Mawasir Lamasi, the number of population were 17 students. and the researcher took all students.

Based on the result of students' score in reading recount text, The result of students' score showed that the ability of the students of MA AL- Mawasir was good, the mean score was 71.7 and The students' difficulties in reading were: a). Students find difficulties to answer the question from a text, b). Translating word and sentence in a text, c). Finding main idea in a text, d). Finding supporting idea in a text, e). Remember the text of reading, f). Understanding an information in a text. Based on the result of the research, the researcher conclude that the students' ability in reading recount text was good but they still find some difficulties in reading ability.

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IAIN AR-RANIRY

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil Alamin, the writer expresses her highest gratitude to Allah SWT, the most beneficent and the most merciful, who has given His love, blessing, and mercy to finish this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at the State College for Islamic Studies (STAIN) Palopo. To our beloved prophet, the chosen one Muhammad SAW. Safety and peace be upon him.

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Palopo, 5th January 2014

The Researcher



IAIN PALOPO

THESIS APPROVAL

This thesis entitled "*The ability of The Tenth Year Students at MA Al-Mawasir Lamasi in Reading Recount Text.*" which is written by H E L M I, REG. NUM. 09.16.3.0128, English S1 study program of Tarbiyah Department of State College for Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on Friday, Maret 14st 2014, it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language education.

Palopo, Maret 14st 2014 M.
12 Jumadil Awal 1435 H.

COMMITTEE OF EXAMINATION

- | | | |
|------------------------------------|---------------|---------|
| 1. Prof.Dr.H.Nihaya M, M.Hum. | Chairman | (.....) |
| 2. Sukirman Nurdjan S.S.,M.Pd. | Secretary | (.....) |
| 3. Madehang, S.Ag M.Pd | Examiner I | (.....) |
| 4. Wahibah, S.Ag, M. Hum. | Examiner II | (.....) |
| 5. Dr.Masruddin,S.S,.M.Hum | Consultant I | (.....) |
| 6. Amir Faqihuddin A, S.Ag,.M.Pd.I | Consultant II | (.....) |

Approved By,

Head Of STAIN Palopo

Head of Tarbiyah Departmenst

Prof.Dr.H.Nihaya M, M.Hum.
NIP. 195112311980031017

Drs. Hasri, M.A.
NIP. 195212311980031036

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CHAPTER I

INTRODUCTION

A. Background

Language as a matter of common knowledge is the medium of communication through which we express our emotions, ideas, feelings, and thoughts to our fellow people¹. Language broadly speaking is one of the best and the most effective means of communication, without it we cannot lead a civilized life. Unless we communicate with our fellow people properly, we can never be successful in society. Language is the main tool of communication for human beings.

Language serves two functions for people. It allows us to communicate with one another, and it provides some machinery for thinking. The communicative function of language is not unique to the human species². Human communication may view as a form of social inter-change engaged for some mutual purpose. Two persons conversing in a living room, two persons talking over the telephone, a communicate, meeting, a conference call, a public speaker and his audience, a radio, newspaper and his listeners, all are of examples of human communication.

English is very important in this world. The existence of the English language today cannot be separated with the human activities. In Indonesia, Our government

¹J. D. Murthy, *Brush Up Your English Grammar*, (Book Place : New Delhi).p. 1

²Anderson Scarvia, *Encyclopedia of Educational Evaluation*, (London Jossy Bass, 1975).p. 283.

aware how important English is, so they make English be one of the subject which is taught from elementary school until the university. In every school in Indonesia, English as a foreign language is considered difficult by many students. It really needs creative efforts from the English teachers to conduct the process of teaching learning to be more interesting.

In Indonesia, English is very important for communication with outside the world and to acquire knowledge. According to curriculum, English is one of subjects that is taught to students. The subject gives priority to the mastery of the four language skills: reading, writing, listening and speaking. Therefore, at every classroom time, the teaching of English must involve the teaching of these skills in other words, the four language skills must be taught integrated.

Many people use it as a means of international communication, science, technology, art, and social relation. One knows English well tends to easily apply for a job and transact his business. Moreover, English competence is important in career development, therefore students need to understand and use English to improve their confidence to face global competition.

The reading skill become very important in education field, students need to be exercised trained in order to have a good reading skill. Reading is something

important crucial and indispensable for the students because of the success of their study depends the greater part of their ability to read.

If reading skill is poor, the students are very likely to fail in will fail in their study or at least the students have difficulty in making progress. Reading is a complex cognitive process of decoding symbols for the intention of deriving originating meaning and/or constructing meaning.³

In addition, reading comprehension is now an important way for the general population to access information and make meaning. Reading comprehension is considered to be able to raise students' interest and motivation to improve the students reading skill.

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences.

If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that

³Tarigan, *Keterampilan Membaca* (Bandung, Angkasa : 1998), p. 27

are written and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics.

Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences.

There are specific traits that determine how successful an individual will comprehend text, including prior knowledge about the subject, well developed language, and the ability to make inferences. Having the skill to monitor comprehension is a factor: "Why is this important?" and "Do I need to read the entire text?" are examples. Lastly, is the ability to be self-correcting to solve comprehension problems as they arise.

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Based on the research experience in teaching reading comprehension of MA AL-MAWASIR Lamasi on December 2012, the researcher showed that students have in low understanding on reading material.

The students can read the text the mechanical, but they find many difficulties to answer the reading question in order to get main idea and information. Basically, the students just applied the classical method of reading comprehension with a direct

reading is really all part of the text without the use of systematic. After they faced difficulty and makes the assumes that reading comprehension difficult subject to learn.

One of text that studied by students is recount text. In recount text the students should be able to find some information that related to the topic in a text. The intrinsic elements of recount text are: character, background place, setting the time, atmosphere, point of view, mandate. In this study the writer interested to do a research that describe the students' ability in reading recount text comprehension.

Based on the above statement, researcher interest to conduct a research entitled *the ability at the Tenth Year Students of MA AL-MAWASIR LAMASI in Reading Recount Text*.

B. Problem Statements

Based on the description above, the researcher formulates the following problem statement as follows:

1. How is the students' competence in reading recount text material at MA Al-Mawasir Lamasi.
2. What kinds of difficulties Found by the tenth year students of MA Al-Mawasir Lamasi in reading recount text?

C. Objectives of the Research

The objective of the research as follows:

1. To find out the students' ability in reading recount text at MA AL-MAWASIR Lamasi.

2. To find out the students' difficulties in reading recount text at MA AL-Mawasir Lamasi.

D. Significance of the Research

1. Theoretically, the result of this research expected to be useful information/contribution in reading comprehension field, particular focusing to improving the ability in reading recount text material.

2. Practically, the result of this research to be usefull information for all English teachers and the students at MA AL-MAWASIR Lamasi Especially in reading recount text.

E. Scope of the Research

The scope of the research is limited to the ability at the tenth year students in reading recount text of MA AL-MAWASIR Lamasi.

This limitation is based on the consideration that the students have learning reading subject and to get information. The text that used in this research is recount text.

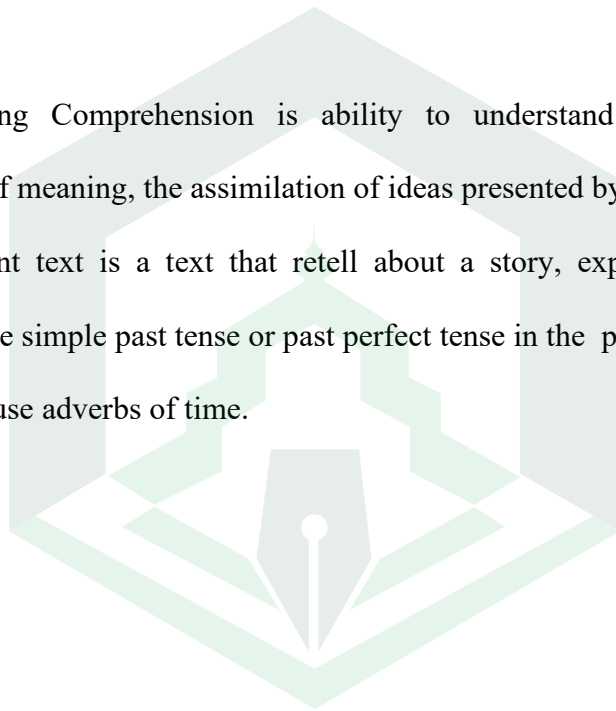
F. Definition of Term

Based on the title the ability of the first year students at MA AL-MAWASIR Lamasi in reading recount text the researcher gives definition as follows:

1. Ability is skill or power, especially the physical, mental, financial. Competence in an activity or accupation because of one's skill, training, or other qualification.

2. Reading Comprehension is ability to understand something and the apprehending of meaning, the assimilation of ideas presented by written.

3. Recount text is a text that retell about a story, experience , and otherr. Recount text use simple past tense or past perfect tense in the phrase, it is retell about past event and use adverbs of time.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

The researcher is going to describe the related research that has been conducted for the research as follows:

- a. Suparman AR in his thesis under the title of Improving Students Reading Skill through Scanning and Skimming at the second year of Madrasah Aliyah Negeri (MAN) Palopo. The students should be active thoroughly and fully in the teaching learning process of reading comprehension.⁴
- b. Asdiani her thesis entitled “The use of story book in improving students reading comprehension at the fifth grade in SDN 442 Kambo”. She concludes that story book method is effective in improving reading comprehension.⁵
- c. Hadrianty in her thesis entitled “The Effectiveness of SQ3R Method in Teaching Reading Comprehension to the Students of Class 2 IPS in SMA Negeri 2 Palopo”. She concluded that SQ3R Method is an effective method in teaching reading comprehension to students. The students’ ability in reading comprehension before

⁴Suparman Ar, *Improving Students Reading Skill Through Scanning and Skimming at the second year of (MAN) Palopo*, (STAIN: Palopo, 2008)

⁵Asdiani, *The use of story book in improving students reading comprehension at the fifth grade in SDN 442 Kambo*, (STAIN: Palopo, 2010)

using SQ3R method was poor but after using the SQ3R Method their achievement improved.⁶

Based on the previous findings above, the writer concluded that the using of interesting method in teaching reading comprehension skill can stimulate and improve students ability in getting information from reading material. This research was focused on reading recount text ability.

B. Concept on Reading Comprehension

Reading is one of four language skill (listening, speaking, reading, and writing) it is important to be learned and mastered by every individual. As a matter of fact, basically reading deals with ability of people in articulating a written text, and understanding meaning that is conveyed in it.

So, the teacher will catch the idea through adjustment of his or her language and thought. Reading does not simply spell word in a sentence. Moreover, reader is able to comprehend the whole ideas conveyed by writer through written text. He or she also associates meaning of sentences connected in each paragraph. Reading is not easy to do since the reader does not know how to read effectively. Reader who knows many vocabularies certainly will facilitate him or her to comprehend and interpret the author's idea.

Some definition of reading:

⁶Hadrianty, *The Effectiveness of SQ3R Method in Teaching Reading Comprehension to the Students of class 2 IPS in SMA Negeri 2 Palopo*. (Cokroaminoto University: Palopo,2008)

1. In Oxford Learner's Dictionary explains that reading is act of reading something and way in which something is understood.⁷

2. Hornby in Advanced Learner's Dictionary stated that Reading is the action of person who reads. Reader who knows many vocabularies certainly will facilitate him or her to comprehend and interpret the author's idea.⁸

3. According to Jeremy Harmer, reading is an exercise dominated by the eyes and the brain. The eyes receive the message and the brain then has to work out the significance of these messages.⁹

4. According to Bowman, reading is way to get information from something that was written. Reading involves the instruction of symbol that make up a language.¹⁰

Based on the definition above, the researcher concluded that reading is an action of a person in understand meaning of written the text and ideas.

Reading comprehension skill can increase the pleasure and effectiveness of reading. Strong reading comprehension skill helps sin all the other subjects and in the personal and professional lives. In short building reading comprehension skill requires a long term strategy in which all reading skills areas will contributes to success. Written English language is not just speech written down. Instead, written language offers new vocabulary, new language pattern, new thoughts and new ways

⁷Hornby A.S, Oxford *Learner's pocket Dictionary*,(New York: oxford university press,1998)

⁸*Ibid*

⁹Jeremy harmer. *Practice English Language Teaching*. London: Longman, 1991

¹⁰ Bowman, <http://defineonline.com> 2010/08reading_definition.html accessed on 23 September, 2011

of thinking. Comprehension depends on the ability to identify familiar words quickly and automatically, which includes fluent reading, as well as the ability to figure out new words.

But this is not enough. Comprehension also depends upon the understanding of word meanings. On the development of meaningful ideas from groups of words, phrases, clauses, sentences and the drawing of inferences. It also depends upon the demands of the text and knowledge the reader brings to the text.

In line with the explanation of the importance in learning reading comprehension achievement above. In this study the researcher interested to find out the students' ability. Some purposes in reading were:

1. For pleasure or personal reason.
2. To find out a specific in a book or article.
3. To find general information such as what a book or the text.
4. To learn subject matter that is required for class.¹¹

Burn et. al. say that there are two main reasons for reading, they are reading for pleasure and for information. Both depend on the reader, reading for pleasure is done without other people's order, according to individual readers with, mood, preferences, taste, intellectual demand and cultural development. Reading for information is student may wish to learn merely to extract certain kind of information from such texts, historical, philosophic, economic, and sociological.

¹¹[Http://www.en.wikipedia.org/readingpurpose.com](http://www.en.wikipedia.org/readingpurpose.com)

1. Definition of Reading Comprehension

Comprehension is ability to understand something. In Oxford Learner's Pocket Dictionary, A.P Cowie defined reading comprehension as a process of understanding constructing meaning from a piece of the text. In reading comprehension, a reader should have knowledge about understanding and reading passage, primarily about the main ideas, details and inference that can be drawn from the text.¹²

In reading a text, the comprehension is very important to understand a text, in order that someone who reads a text can get the point or main idea about the text. Reading comprehension is essentially the ability to understand what has been read, and refers to ability to understand information presented in written form.

Good states that comprehension is the act of understanding the meaning of printed or spoken language. Through this definition we may understand that the difference between reading and comprehension lies on the forms of words to understand in which comprehension involves both oral and written language. Comprehension can understand either spoken or written language while reading is finding information from printed words only.

Reading comprehension has been defined as interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written and process of thinking. Further, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension.

¹²A.P Cowie, Oxford Learner's Pocket Dictionary, (New York university Press: 1989),p .309

Reading comprehension is a fluent process of readers combining information from text and their own background knowledge to build meaning.

The goal of reading is comprehension. In comprehending a topic, the reader interacts with the text relates to the pre-questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming, scanning, extensive and intensive reading are very useful techniques that will help the reader become a better reader. In reading comprehension, teacher comprehends actively by actively by construct meaning from interacting with material from that is need.

Skimming is a technique used to look for the gist, of what the author is saying without a lot of detail. This reading technique is used if one wants to get a general impression of a book, essay, article and determine whether or not to read it more carefully. When you are working with scientific text apply this technique can be easier since this type of literature usually certain topic.

Yorkey defined there are two purposes of skimming: to locate a specific word, fact, or idea quickly, and to get a rapid general impression of the material.¹³

To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

Scanning is quickly searching for some particular piece or pieces of information in the text. By scanning, a reader mean glancing rapidly through a text either a text either to search a specific piece of information or to get an initial impression of whether the text is suitable for a give purpose.

¹³Yorkey R.C, *Study skills for students of English*,(Vermont: McGraw-Hill,1982),p.29

When scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is a place, a kind of food, a kind of verb, or specific information. To enable the student to scan effectively, he or she should know what kinds of information he or she need, also, he or she should have the strong belief where he or she will find such information needed from the text.¹⁴

Extensive reading is reading longer text, usually for one own pleasure. This is a fluency activity, mainly involving global understanding. Extensive reading can check in various ways.

Intensive reading is reading shorter text to extract specific information. This is more an accurate activity involving reading for detail. Intensive reading is a for recall, it is in a class way in using reading. We must be able to understand of the test, not only of what it means, but also how is as important as for in order to understand the whole.

From those points of view, the writer can say that reading comprehension is important because the students do not understand what they have read. For this reason, in our country, reading comprehension has become a part of the English teaching. It will enable the students to comprehend scientific book of other field of students order words, the students can improve their general knowledge.

¹⁴Christian Nuttal, *Teaching reading skill in foreign language*,(London : 1996),p. 34

¹²Mark . A. Clark, *Choice Readings*, (USA : The University of Press, 1996),p. 43

Wiriyodijoyo in Suparman thesis, puts forward stages of reading process:

1. Perception

The perception have indicates the ability to read words as significant units.

2. Comprehension

The comprehension refers to the ability to read words the authors or writes word conducive to useful thoughts as read in contexts.

3. Reaction

The reaction is the action that requires consideration in connection with was has/have been said by the author or writer.

4. Integration

To integration reveals the ability to comprehend or understand though or concept to word the experience background of the writer that can be useful as part of the readers experiences.¹⁵

2. Type of Reading Comprehension

According to H. Doughlas Brown in case of reading, variety of performance is derived more from the multiplicity of types of texts (the genres listed above) than from the variety of overt types of performance are typically identified, and these will serve as organizers of various assessment task.

¹⁵Suparman Ar. *Op.cit.* p. 21

1. Perceptive. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse, letters, words, punctuation, and other graphemic symbols.

2. Selective. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued task, matching, true/false, multiple choice, etc.

3. Interactive. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

4. Extensive. Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books.¹⁶

Geoffrey Broughton, et al. categorizes reading into some categories, which are:

1. Reading Aloud

¹⁶H. Douglas Brown. *Language Assessment Principles and Classroom Practice*, Logman: San Francisco State University: 2004). p. 189

Reading aloud involves understanding the black marks first and then production of the right noises. Most people, if they are asked to read something aloud, like haven an opportunity to “glance over” what is they are being asked to read. In the actual process of reading aloud to they usually find that their eyes are several words if not lines ahead of their tongues. Aloud of unfamiliar material is however another question in many class it is common practice to demand this of the students, The reading than being followed by question on what is been read aloud in drawing coherent meaning from a text. The process is something like A-B-C.¹⁷

If reading involves only the first two of the components, A-B, the results is “barking at print”. It is perfectly easy to learn to read an exotic language in this sense. One can learn to make the right noises to correspond with the squiggles on the page without having the slightest understanding of what the sense of it is.

It must be recognized that reading aloud is primarily an oral matter. For those who teach foreign language it is closer to “pronunciation” than it is to “comprehension”. While it is perfectly proper to try to develop the skill of reading aloud it clearly cannot be done using unfamiliar text the content and language are clearly understood, detailed explication and practice of special pronunciation problems in it, and small group techniques. It must also be admitted that the usefulness of the skill of reading aloud is limited. Few people are required to read

¹⁷Geoffrey Broughton, et.al (*A=the recognition of the black marks; B= the correlation of these with formal linguistic elements; and C= the further correlation of the result with meaning*).1985

aloud as a matter of daily routine, radio newscasters, clergymen, perhaps actors and that is all. To the huge majority its importance is minimal.

2. Silent Reading

Silent reading is the interpretation which is most likely for the reading term. This is perhaps the nearest approach to the essence of reading, the A-C of it. It is obvious that by far the greatest amount of reading that is done in world is silent.

A reading room is a silent room. But the nature of the silent reading skill is far from uniform. It varies according to the use to which it is being put. Some of the uses are (a) to survey material which is to be studied, to look through indexes, chapter headings and outlines, (b) to skim particularly when one item of information is being sought in a mass of other printed information, (c) to gain superficial comprehension, as when reading for pleasure or preparing to read aloud, (d) to study the content of what is read in some detail, (e) to study the language in which the material is written this may involve textual study in the literary sense or it may need to do. The depth and detail understanding. Of comprehension, increases as we go through these ways of using spreading, in sequence.

The skilled reader has developed all of these ways of using reading. It is common for the third, fourth, and sometimes the fifth of these to be encouraged in schools, though the first and second are almost completely neglected.

2. Extensive Reading

Extensive reading is carried out to achievement a general understanding of a usually some what longer text (book, long article, or essay, etc) most extensive. Extensive reading can checked in various ways.

The most important things about these ways are they do not much of the learner's time away from reading, and that they do not ask for a detailed knowledge of the contents of the books. Of these five kinds of reading activity the first three, survey reading, skimming, and superficial reading are sometimes grouped together and called extensive reading. The object of such reading is to cover the greatest, possible amount of text in the shortest possible time.

A relatively low degree of understanding is perfectly adequate for this, either because that is all that is being sought in any case, or because the material itself is highly redundant-as is the case for example with newspaper reports.

The label indicates that those who use it are not concerned with the actual skills involved but with the effects which the employments of those skills produce, that is to say a familiarity, albeit not a very through familiarity, with a large body of reading material. It is by pursuing the activity of extensive reading that the volume of practice necessary to achieve rapid and efficient reading can be achieved. it is also one of the means by which a foreigner may be exposed to a substantial sample of the language; he may wish to learn without actually going to live in that language is native.

3. Intensive Reading

Furthermore Nuttal, intensive reading is studying accurately, studying carefully. The aim of intensive reading is to arrive at profound and detailed

understand of the text, not only of what it means, but also how is as important as for intensive reading in order to understand the whole. We must be able to understand the parts (the sentence, paragraph chapter) of the text which is make up.

Intensive reading is a reading for recall or total actually. It is in a class way in using reading. Intensive reading involves approaching of text under the close guidance of the teacher.

The remaining two kinds of reading activity, content study together and linguistic study reading are also often grouped together and called intensive reading. Once again the term indicates that it is not the nature of the skills involved that is most interest but the results, in this case a deep and through understanding of the black marks on the paper.

The concern is for detailed comprehension is very short texts. Intensive reading is typically concerned with text of not more than 500 words in length. The objective is to achieve full understanding of logical argument, the rhetorical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his ends.

4. Reading Speeds

Closely related to degree of understanding of reading speed. Obviously the rate at which may be covered becomes slower as depth and detail of understanding increase, but there are number of number of other factor which enter in here. One of these may be the clarity of the text itself.

Another factor is the extent to which the content of a text is already familiar to the reader. Nevertheless it is possible to develop reading speed, and efficient reading involves high reading speeds with high levels of comprehension.

Many people seem to believe that study and slow reading are the same, or at least that in order to study well one must read slowly. It is very important that this belief be undermined. Study involves several other sorts of skill besides reading and may well involve several different sorts of the skill.

The good student will probably want to make preliminary survey of what he is going to study, this will lead him to formulate a series of questions about the subject he is studying, he will then read, perhaps partly skimming, partly reading intensively to find the answer to those questions, and he will record the answers he will at some future time revise the material.¹⁸

There are two factors that influence the students' reading comprehension achievements and they are related to one another, they are: internal factor and the external factor.

1. The Internal Factor

¹⁸ Geoffrey Broughton, et. al, *Teaching English as a Foreign Language* (London, 1985), p. 90-92

Kahayanto explained that the internal factor means the factor which come from the reader himself or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.¹⁹

a. Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they fell that they need something from the text. According to Douglas Brown motivation theory into kinds: intrinsic and extrinsic motivation.

Intrinsically motivated activities are ones from which there is no apparent reward except the activity it self. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely feelings of competence and self-determination.

On the other one, Extrinnsic motivation devined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.

b. Interest

Interest is being one of the important factors in order to increasing the students comprehension achievement in reading. If one has interest to read, it means that he or

¹⁹ Kahayanto, *A comparative study on students achievement in reading comprehension of the education study program through PSB and SPMB in academic year 2003/2004*. Palangkaraya Unpublished Thesis.

she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.²⁰

2. The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

a. Reading Material

The students' achievements in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

b. Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the text because they are related to the students reading comprehension achievements.²¹

3. *Level of Reading*

Mark .A. Clark divide reading comprehension into four large groups, such as:

b. Imperative reading

The imperative reading involves reading between the lines or making is not directly stated in the text but suggested or implied .Interpretative levels of reading comprehension go beyond literal comprehension.

²⁰ H. Douglas Brown, *Teaching by principles*, (San Francisco State University, 2001), p. 75

²¹L.S.P. Nation, *Language Teaching Techniques*,(Victoria University of Wellington, English Institute, 1977),p. 95

c. Creative Reading

The creative reading involves reading going beyond the material presented by the author creative require the students to think as they read and to use their imagination. In creative reading the reader try to come up with a new or alternative solution those presented by authors.

3. Critical Reading

The essential reading is evaluating writer company the ideas in the materials with now standard and demoing conclusion about accuracy. Critical is type reading in which a reader should go back and consider carefully about the source of reading material. Critical reading depends on literal a reader must be collected interpret, apply analyze, and synthesize.

4. Literal Reading

Reading for literal comprehension involves acquiring information that is from memory what the text says. Literal comprehension is the lowest level type of understanding.

We find many kinds of problems that we never found before. Usually composed how to solve them or what to do about them. In this case, students problems in to doing the reading are that he does not known the language all enough to chunk effectively.

As the students, he needs to read many book in order that he increases his knowledge. But many students read without knowing or understanding the main idea, the meaning and the content of the text. Therefore, writer presents the students

problem in reading. In addition to that, the writer also writes about different expects reading components.

1. Problem of Vocabulary

When we read book, we feel that the greatest problem that is vocabulary. If we do not have enough vocabulary, it is sure that we are difficult to understanding the content.

According to Nuttal, the students are generally not aware of, but it is important that they should make themselves understand that possible vocabulary should make be taken into consideration.

Once they accept that it is naturally to have an active vocabulary (word we know well enough to use or levels, and receptive one word understand approximately when we meet them, but can't use) their attitude to know word many become more relaxed. One the other hand, new vocabulary can't be found without reading.²²

2. Problem of structure

Sentences structure is part sentences problem especially in understanding reading. We can make use of structural clues establish, not exactly the meaning, but at least the type of the grammatical category of words represented by the new item. This tells us kind of meaning of understanding.²³

²²Christian Nuttal, *Teaching Reading Skill in Foreign Language*, (London: Reed Education and professional, 1996), p.25

²³*Ibid*, p. 26

Sentences structure is very important in language. If the students are not understanding about that, the student will be final difficulties in grammatical language. Of course, this enough for accurate understanding of the word, but it maybe enable the reader to understand the text sufficiently for his purpose. If not, when the reader look up the word in the dictionary, he will be able to slot the meaning into its peace.

3. Problems of Semantic

As it is learning situation, some students quickly learn to read a few, if any difficulties. But not all word is difficult. Therefore, it the students find difficulties that readers have to deal with student difficulties in semantic.

A further difficulty with semantic is that meaning don't see to be stable but to depend upper speakers, hearers and context.

There are some difficulties or problems in reading that frequently occur.

1. Sub-vocalization

One undesirable habit that commonly happens is that the readers unconsciously from words with that the readers unconsciously from words with the lips or the throat in reading, it is called sub vocalization.

2. Habit of regression

Another habit, when reading very difficult materials, the reader sometimes readers and return the passage, this habit is allowed however in ordinary reading, habit should not be so frequent because it can block reading read and comprehension.

3. Word by word reading

The reader who reads word by word many people herself handicap or roadblock to understand meaning rapidly and to speed his reading. In this readers is getting information too slowly to occupy her mind is not fully engaged by the ideas on the page because they enter too slowly.

Based on the statement above, this reading habit should be abandoned by the reader because this way of reading the reader slow to understand and makes then unable to speed up their reading rate consequently, they comprehension skill will not develop.

4. Poor concentration

Concentration is very important in effective reading. The reader cannot submerge his self completely in reading process if she has poor or less concentration makes in reading. Poor concentration makes the reader unable to speed up his reading.

4.Strategy of improving Reading Comprehension

Everyone has a different purpose in reading. The effective reading means being able to reach accurately and efficient and understand as much of the passage as you need in order to achieve your purpose. To achieve one purpose of reading she/he can apply some reading technique:

a. Pre Reading

Pre reading is a technique that a reader uses before he begins to read the material, which will improve his comprehension and recall. Further he explains, the portions to look at in reading a text book chapter are:

1) Read the title. Often the title functions as a label and tells us the material is about. It establishes the overall topic or subject.

2) Read the introduction or Opening Paragraph. The first few paragraphs of a piece of writing are usually introductory. The author may explain the subject, outline his or her ideas, or give some clues about his or her direction of thought.

3) Read the first sentence under each heading, although the heading often announces the topic that will be discussed, the first sentence following the heading frequently explains the heading and states the central thought of the passage.

b. Questioning

Questioning are the key to understanding. They take us into understanding. Students need to feel that their questions are important. When students ask questions they have a desire to learn for understanding. This leads to comprehension.²⁴

There are several different ways a teacher can use questioning in their lessons. One is the teacher can share their own questions they may have when they are reading. By doing this, it shows that even adults have questions about what they read.

²⁴ [http://wik.ed.uiuc.edu/index.php/Reading Comprehension](http://wik.ed.uiuc.edu/index.php/Reading%20Comprehension) accessed 25 September 2011

2. Skimming and scanning

Skimming is a technique suitable for scientific texts as well as for general text. This is defined as the search of main ideas using only the first and last paragraphs to obtain general news of the text.

When you are working with scientific text applying this technique can be easier since this type of literature usually contains certain topic headings, abstracts or summaries that might come hard for the reader.

Scanning is very high-speed reading. When we scan, we have a question in mind. We do not read every word, only the word that answers our question. Practice in scanning will help us learn to skip over unimportant words so that we can read faster.

Scanning is often used in daily life. For example, scan the list of names in a telephone directory in order to find a phone number.

From these points of view we can sum up that skimming is reading rapidly for main points and scanning is reading rapidly to find a specific piece of information.

3. SQ3R

The basic design of the unit incorporates a number of skill-getting devices for reading. Utilizing a modified version of the study skills formula SQ3R (survey, question, read, review, recite) Robinson: 1961, the directions call for two readings of the passage. Preparation questions, or items to look for during the first reading, cover main themes.

Moreover, readers are encouraged not to use a dictionary during the first reading in order to activate at the skill of skimming for main ideas rather than relying on word-by-word reading. The questions after the first Reading are directed at the same points. During the Second Reading, learners are guided into utilizing the organization of the writing as a means for understanding the supporting details.²⁵

Reading comprehension skill can increase the pleasure and effectiveness of reading. Strong reading comprehension skill helps in all the other subjects and in the personal and professional lives. In short building reading comprehension skill requires a long term strategy in which all reading skills areas will contribute to success.

Written English language is not just speech written down. Instead, written language offers new vocabulary, new language pattern, new thoughts and new ways of thinking. Comprehension depends on the ability to identify familiar words quickly and automatically, which includes fluent reading, as well as the ability to figure out new words. But this is not enough.

Comprehension also depends upon the understanding of word meanings. On the development of meaningful ideas from groups of words, phrases, clauses, sentences and the drawing of inferences. It also depends upon the demands of the text and knowledge the reader brings to the text

²⁵Asdiani, *The Used Story Book In Improving Students Reading Comprehension At The Fifth Grade In SDN 442 Kambo*. thesis (STAIN :Palopo, 2010), p. 28

In line with the explanation of importance in learning reading comprehension achievement above. In this study the researcher interested to find out the students' ability.

C. The Definition of Recount Text.

Recount text is a text that retell about a story, experience, and other. Recount text use simple past tense or past perfect tense in the phrase, it is retell about past event and use adverbs of time, for example: when, one day, once upon a time, last holiday, after, before, and other.

It is very easy to different recount text from another text, you can make recount text from your story. In the recount text we will not get "is" or "are" in the phrase but it will change to "was" or "were".

Usually in recount text, the subject is I or the name of human.²⁶ A recount tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred.

A writer or speaker uses a recount to tell us about a story or an event. The recount is the most common story pattern and is used in everyday talk with family and friends and in storybooks. At school we find recounts in all kinds of spoken and

²⁶<http://rugay880ol.pamanan.wordpress.com/2012/12/08/definition-of-recount-report-narrative-descriptive-and-procedure-text/>

written texts, e.g storybooks, poems and history textbooks. Students use recounts when they write journals, or to record what happened in science experiments.²⁷

Recounts are usually given in the order that the event occurred. Recounts can be

- a. Factual such as news story
- b. Procedural such as telling someone how you built something
- c. Personal such as a family holiday or your opinion about object

Some types of recount text are:

4. Personal recount

Personal text is a text recount that telling personal experience of writer such as diary.

5. Factual recount

Factual recount is e.g. A science experiment, police report.

d. Imaginative recount

Applying factual knowledge to an imaginary role in order to interpret and recount events, e.g. a day in the life of roman slave, how I discovered radium.

Every kinds of text has different generic structure, because purpose and function of the test is also different. The structure is choosen to achieve the purpose of text written. And generic structure recount text are:

- a. Orientation : Introducing the participants, place and time
- b. Events : Describing series of event that happened in the past
- c. Reorientation: It is optional. Stating personal comment of the writer to the story.

²⁷ <http://guruberbagirasa.blogspot.com/2013/06/definition-of-recount-text.html>

The language feature of recount text every kinds of text is also differnt like generic structure. The language feature of recount text usually are:

- a. Introducing personal participant; I, my group, etc
- b. Using chronological connection; then, first, etc
- c. Using linking verb; was, were, saw, heard, etc
- d. Using action verb; look, go, change, etc
- e. Using simple past tense ²⁸

The intrinsic elements of recount text are:

Character	: king
Background place	: palace
Setting the time	: one day
Background atmosphere	: happy, exciting
Theme	: hardness of heart
Point of view	: third person
Mandate	: be a person who is always doing good for goodness will win.

Recounts are found in the following texts:

²⁸ www.gobookee.org - free eBook download.htm Engaging in and Exploring Recount Writing

- i. Conversations when a speaker recounts a sequence of events and shares personal feelings about the events.
- ii. Biographies, which recount the significant events in a person's life.
- iii. News stories in the segments which tell in chronological sequence what happened.
- iv. Personal letters and postcards which recount what happened.
- v. Poems and stories which recount a sequence of events in order to entertain.

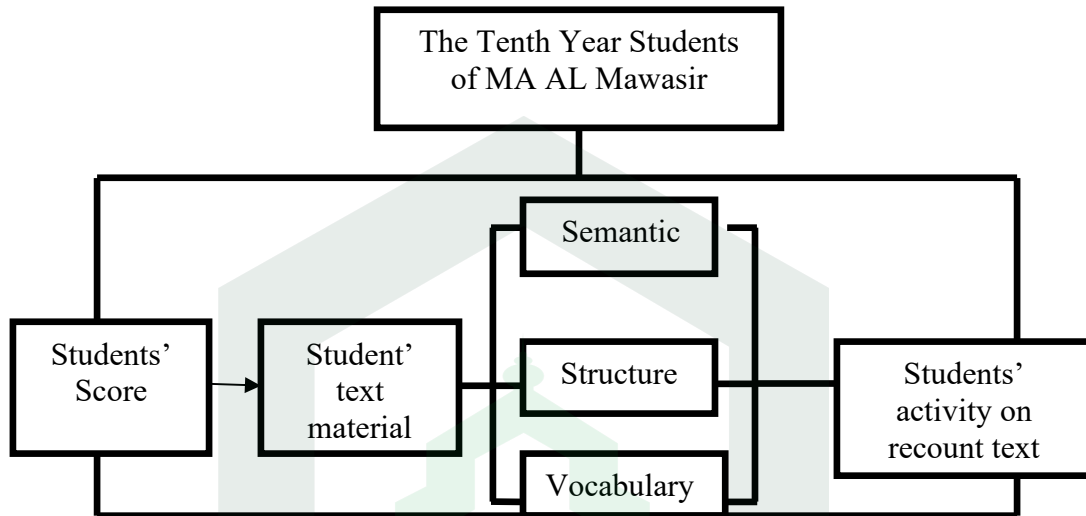
The factual information in a recount must be accurate. Recounts can also include the speaker's or writer's personal thoughts on the event or topic. Recounts are written in the past tense because they tell about something that has already happened. When writing a recount, it is important to write everything down in the order that it happened.

Use words that show when something happened as well as action words to tell how it happened. You may also include other people's opinions or quotes on the topic or event. The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both).²⁹

²⁹ <http://www.englishdirection.com/2007/12/what-is-recount.html>

D. Conceptual Framework

Conceptual framework in this research is shown in the diagram below:



- a. INPUT refers to the quisionare which is used to know the students' reading recount text ability.
- b. PROCESS refers to implementation of recount text in teaching reading.
- c. OUTPUT refers to the achievement of the students after joining in teaching reading recount text and the students could improve their abillity. After teaching reading recount text, the students were motivated to study English well.

CHAPTER III

RESEARCH METHOD

A. Methodology of the Research

In this research the researcher applied descriptive method. It aims at describing the students' ability in reading recount text.

B. Data Source

The data source of this research were from the students' score in reading material.

C. Instrument of the Research

In this research, the researcher used reading task material to know the students reading comprehension skill. For this test, the researcher gave recount text.

1. Reading test material, asking the student to read a texts, it was used full to know the students reading ability
2. Questionnaire, method the used with making list. Then it was given to the responden

D. Procedure of Collecting Data

To collect data the researcher used some procedures based on research design as follows:

1. The researcher gave test to the students by asking them to read recount text and answer the question based on the test.

2. The researcher gave questionnaire to the students to know about problem faced by students. After that, the researcher analyzed and percentage the students' result.

E. Technique of Data Analysis

In this research, the writer used descriptive method the data of this research were analyzed as follows:

1. Collecting data from test and questionnaire.
2. Analyzing the data, namely test and questionnaire.

Thus determining the score classification, and looking for the mean score which conducted in data analysis.

a. Reading recount text result students' score of reading test was counted by using the formula as follows :

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number}} \times 100$$

b. Mean Score

Calculating mean score of students' reading test by using the following formula³⁰:

³⁰ Suharsimin Arikunto, *Prosedur Penelitian* (Jakarta : PT. Rineka Cipta, 1998), p.307

$$Md = \frac{\sum D}{N}$$

Where: Md = Mean score

$\sum D$ = total of raw score

N = total sample

c. Classifying the students' score into the following criteria

No	Classification	Score
1.	Excellent	9.6 – 10
2.	Very Good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly Good	6.6 – 7.5
5.	Fair	5.6 – 6.5
6.	Poor	4.6 – 5.5
7.	Very poor	0.0 – 3.5

d. The data from questionnaire was analyzed by using percentage.

$$P = \frac{F}{N} \times 100$$

Where : P = Persentase

F = Frequency

N = Total of Students

CHAPTER IV

FINDINGS AND DISCUSSION

In the previous description, it has been explained that the data analysis of the research by describing of the data in numeral form, these data described the ability at the tenth year students of MA Al-Mawasir Lamasi in reading recount text.

This chapter consists of two parts. The first part is findings of data analysis and the second part is discussion or the description of findings.

A. Findings

1. Score Analysis

Table 1:
Students' Score in Reading Recount Text
of the Tenth Year at MA Al- Mawasir

NO	RESPONDENT	SCORE
1	X1	70
2	X2	65
3	X3	75
4	X4	75
5	X5	75
6	X6	70
7	X7	65

8	X8	65
9	X9	70
10	X10	75
11	X11	85
12	X12	75
13	X13	65
14	X14	75
15	X15	65
16	X16	80
17	X17	75
TOTAL		1220

Table 1 about students' score the tenth year of MA Al- Mawasir Lamasi showed that there were 3 students who got good score classification and there were 10 students who got fairly good score, and there were 5 students got fairly classification, most of students got score 75 and the mean score was 71.7. Based on the result of students' score, it means that students' ability in reading recount text was good.

Table 2

The classification of students' score

No	Classification	Score	Frequency	Percentage
1.	Excellent	9.6 – 10		
2.	Very Good	8.6 – 9.5		
3.	Good	7.6 – 8.5	3	11%
4.	Fairly Good	6.6 – 7.5	10	59%
5.	Fair	5.6 – 6.5	5	30%
6.	Poor	4.6 – 5.5		
7.	Very poor	0.0 – 3.5		

The table 2 shows the percentage score of the third years students of MA Al-Mawasir Lamasi, most of the students had good ability in reading where, there were 3 students (11%) had got good category, there were 10 students (59%) had got fairly good category, there were 5 students (30%) had got fairly, and there was not student got excellent, fair, poor and very poor category. It means that the tenth year students of MA Al-Mawasir Lamasi in reading ability was good.

ii. Questionnaire Analysis

Table 3
In learning english, the students get reading material

No	Questionnaire	Response	Frequency	Percentage
1	In learning english, Do you get reading material?	Always	-	58% 42%
		Ever	10	
		Sometimes	7	
		Never	-	

Table 3 indicates that, the highest percentage was in ever 10 students (85%), the lowest percentage was in sometimes 7 students (42%), and always and never nobody choose this category. It means that most of the students ever get reading material in learning English.

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Table 4

Giving students questions after learning reading

No	Questionnaire	Response	Frequency	Percentage
1	Do you get question after learning reading?	Always	7	42%
		Ever	6	35%
		Sometimes	4	23%
		Never	-	

Table 4 indicates that, the highest percentage was in ever 7 students (42 %), the low percentage was in ever 6 students (35%), the lowest percentage was in sometimes 4 students (23%) and never nobody choose this category. It means that most of the students ever get reading material in learning English. It means that, students get question after learning reading

Table 5

Students find difficulties to answer the question from a text

No	Questionnaire	Response	Frequency	Percentage
1	Do you find difficulties to answer the question from a text	Very difficult	4	23%
		Difficult	6	35%
		Eas Very Easy	7	42%
		-	-	

Table 5 indicates that, the highest percentage was in easy 7 students (42 %), the low percentage was in difficult 6 students (35%), the lowest percentage was in very difficult 4 students (23%) and very easy nobody choose this category. It means that most of the students ever get reading material in learning English. It means that, almost students do not find difficulties in answer question from a text.

Table 6
Students ever get recount text material in learning process

No	Questionnaire	Response	Frequency	Percentage
1	Do your teacher ever give recount text in learning process	Always	-	-
		Ever	10	58%
		Sometimes	7	42%
		Never	-	-

Table 6 indicates that, the highest percentage was in ever 10 students (58 %), the lowest percentage was in sometimes 7 students (42%) never and always had nobody chosen this category. It means that most of the students ever get reading material in learning English. It means that, students get question after learning reading.

Table 7**Translating word and sentence in a text**

No	Questionnaire	Response	Frequency	Percentage
1	What do you think about translating word and sentence in a text	Very Difficult	1	5%
		Difficult	9	53%
		Easy	7	42%
		Very Easy	-	-

Table 7 indicates that, the highest percentage was in difficult 9 students (53%), the low percentage was in easy 7 students (42%), the lowest percentage was in very difficult 1 student (5%) and very easy nobody choose this category. It means that most of the students ever get reading material in learning English. It means that, almost students find difficulties in translating word and sentence from a text.

Table 8**Finding main idea in a text**

No	Questionnaire	Response	Frequency	Percentage
1	What do you about finding main idea in a text	Very Difficult	1	5%
		Difficult	16	95%
		Easy	-	-
		Very Easy	-	-

Table 8 indicates that, the highest percentage was in difficult 16 students (95 %), the lowest percentage was in very difficult 1 student (5%) easy and very easy nobody choose this category. It means that, almost students get difficulties to find main idea in a text.

IAIN PALOPO**Table 9****Finding supporting idea in a text**

No	Questionnaire	Response	Frequency	Percentage
1	What do you think about finding supporting idea in a text	Very Difficult	1	5%
		Difficult	16	95%
		Easy	-	-
		Very Easy	-	-

Table 9 indicates that, the highest percentage was in difficult 16 students (95 %), the lowest percentage was in very difficult 1 student (5%) easy and very easy nobody choose this category. It means that, almost students get difficulties to find supporting idea in a text.

Table 10
Keeping concentration when reading

No	Questionnaire	Response	Frequency	Percentage
1	What do you think about keeping the concentration when reading a text	Very Difficult	-	-
		Difficult	6	35%
		Easy	11	64%
		Very Easy	-	-

Table 10 indicates that, the highest percentage was in difficult 6 students (35 %), the lowest percentage was in easy 11 students (64%) very difficult and very easy nobody choose this category. It means that, almost students do not get difficulties to keep the concentration when reading a text.

Table 11**Remember the reading**

No	Questionnaire	Response	Frequency	Percentage
1	Remember what I have read	Very Difficult	-	-
		Difficult	10	58%
		Easy	7	42%
		Very Easy	-	-

Table 11 indicates that, the highest percentage was in difficult 10 students (58 %), the lowest percentage was in easy 7 students (42%) very difficult and very easy nobody choose this category. It means that, almost students get difficulties to remember what they had read.

Table 12**Understanding an information in a text**

No	Questionnaire	Response	Frequency	Percentage
1	Understand an information when reading a text	Very Difficult	-	-
		Difficult	6	35%
		Easy	11	65%
		Very Easy	-	-

Table 12 indicates that, the highest percentage was in difficult 6 students (35 %), the lowest percentage was in easy 11 students (65%) very difficult and very easy nobody choose this category. It means that, almost students get difficulties to understand an information from a text.

B. Discussion

In this section the researcher present the discussion that describe students' ability the tenth year students of MA AL- Mawasir Lamasi. Based on the result students' score, the researcher can conclude that students have good ability in learning reading recount text.

The result of students' score showed that the highest the percentage score of the third years students of MA Al- Mawasir Lamasi, showed that there were 3 students who got good score classification and there were 10 students who got fairly good score, and there were 5 students got fairly classification. Based on the result of students' score, it means that students' ability in reading recount text was fairly good.

The semantic score from the table 7 indicates that, the highest percentage was in difficult 9 students (53 %), the low percentage was in easy 7 students (42%), the lowest percentage was in very difficult 1 student (5%) and very easy nobody choose this category. It means that most of the students ever get reading material in learning English. It means that, almost students find difficulties in translating word and sentence from a text.

The vocabulary score at the table 2 shows the percentage score of the third years students of MA Al- Mawasir Lamasi, most of the students had good ability in reading where, there were 3 students (11%) had got good category, there were 10 students (59%) had got fairly good category, there were 5 students (30%) had got fairly, and there was not student got excellent, fair, poor and very poor category. It means that the tenth year students of MA Al-Mawasir Lamasi in reading ability was good.

The result of students' questionnaire, based on their answer in the test, the researcher assumed that most of students still find difficulties to understand a text,

The number of student, was ever get reading material in learning English are 10 students (85%), the number of students was in sometimes the are 7 students (42%), and always and never nobody choose this category. It means that most of the students ever get reading material in learning English.

The number of students get question after learning reading, was in ever 7 students (42 %), the low percentage was in ever 6 students (35%), the lowest percentage was in sometimes 4 students (23%) and never nobody choose this category. It means that most of the students ever get reading material in learning English.

The number of students did not find difficulties in answer question from a text., the highest percentage was in easy 7 students (42 %), the low percentage was in

difficult 6 students (35%), the lowest percentage was in very difficult 4 students (23%) and very easy nobody choose this category.

The number of student found difficulties in translating word and sentence from a text were 9 students (53 %), the low percentage was in easy 7 students (42%), the lowest percentage was in very difficult 1 student (5%) and very easy nobody choose this category.

The number of student got difficulties to find main idea in a text were 16 students (95 %), the lowest percentage was in very difficult 1 student (5%) easy and very easy nobody choose this category.

The number of student got difficulties to find supporting idea in a text were 16 students (95 %), the lowest percentage was in very difficult 1 student (5%) easy and very easy nobody choose this category.

The number of student did not get difficulties to keep the concentration when reading a text were 6 students (35 %), the lowest percentage was in easy 11 students (64%) very difficult and very easy nobody choose this category.

The number of student got difficulties to remember what they had read were 10 students (58 %), the lowest percentage was in easy 7 students (42%) very difficult and very easy nobody choose this category.

The number of student got difficulties to understand an information from a text. Were 11 students (65%) very difficult and very easy nobody choose this category.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The chapter is presented into two sections they are conclusion and suggestion

A. Conclusion

Based on the findings and discussion of the data analysis in the previous chapter, this researcher describes the conclusion as follows:

1. Based on the result of students' score in reading recount text, The result of students' score showed that the ability of the students of MA AL- Mawasir was good, the mean score was 71.7
2. The students' difficulties in reading were:
 - a. Students find difficulties to answer the question from a text
 - b. Translating word and sentence in a text
 - c. Finding main idea in a text
 - d. Finding supporting idea in a text
 - e. Remember the text of reading
 - f. Understanding an information in a text

Based on the result of the research above, the researcher conclude that the students' ability in reading recount text was good but they still find some difficulties in reading ability.

B. Suggestions

Related to the conclusion above the researcher give some suggestion for the students' improvement in reading recount text, the researcher put some suggestion as follow:

1. For the teacher

The teacher should give students motivation in improving their reading comprehension and involve the students actively in the classroom activity. The teacher should present reading material which can stimulate to be more interest and have big motivation to learn English especially reading.

2. For the students

The students should have strategies to study reading and choose the interesting reading material to improve their reading comprehension, and also the students should be dilligent to read a text.

3. The next researcher

The researcher hopes that the result of the research can give usefull contribution as the referrence for other researcher who interested a research to find out the students' ability in reading recount text, to employ this result of the research as the compare material and first information.

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QUESTIONNAIRE

Petunjuk:

1. Jawablah pertanyaan di bawah ini.
2. Pilihlah salah satu jawaban yang tersedia di bawah ini.
3. pilihlah jawaban dengan memberikan tanda silang [x] pada jawaban yang paling cocok menurut Anda.
4. Pertanyaan yang masih kurang di mengerti dapat anda tanyakan pada peneliti.

Pertanyaan;

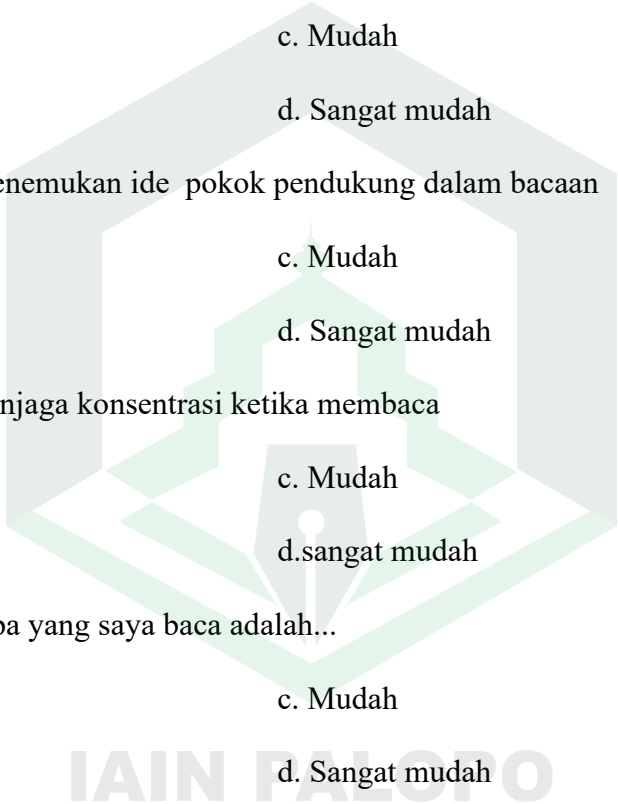
1. Dalam pelajaran bahasa inggris, apakah anda menerima materi Reading

a. selalu	c. Kadang-kadang
b. pernah.	d. Tidak
2. Setelah menerima materi reading, apakah anda diberi tugas untuk menjawab pertanyaan- pertanyaan.

a. selalu	c. Pernah
b. kadang	d. Tidak pernah
3. Apakah anda sulit menjawab pertanyaan dari bacaan

a.sangat sulit	c.mudah
b.sulit	d.sangat mudah
4. Apakah guru anda pernah memberikan Recount text dalam proses pembelajaran

a.selalu	c. pernah
----------	-----------

- b.kadang-kadang d.Tidak pernah
5. Bagi anda, mengartikan kata dan kalimat dalam bacaan
- a. sangat sulit c.mudah
- b. sulit d. Sangat mudah
6. Bagi anda, menemukan ide pokok dalam bacaan
- a. sangat sulit c. Mudah
- b. sulit d. Sangat mudah
7. Bagi anda menemukan ide pokok pendukung dalam bacaan
- a. sangat sulit c. Mudah
- b. sulit d. Sangat mudah
8. bagi anda menjaga konsentrasi ketika membaca
- a.sangat sulit c. Mudah
- b. sulit d.sangat mudah
9. Mengingat apa yang saya baca adalah...
- a. sangat sulit c. Mudah
- b. sulit d. Sangat mudah
10. Ketika membaca bacaan, memahami informasi yang tersurat dalam bacaan adalah.....
- a. sangat sulit c. Mudah
- d. sulit d. Sangat mudah.
- 

The Legend of Lake Toba Indonesia

Long time ago, there was a wanderer, named Sibuatan. After wandered over so many places, he finally decided to stay in one place; it was on the river bank near the valley. He was so pleased staying in this new place because it has beautiful scenery, fresh air, and the most fertile land. He did his daily works like cultivating the land, collecting vegetables and firewood, and catching fish for his meal diligently.

One afternoon, when he went fishing, he caught a very big fish which has golden scales. "Hurray! I got a giant fish. I will have a big dinner tonight!" said Sibuatan happily. He walked home quickly to cook the fish. When arrived in his house, he put the fish on the table in the kitchen; meanwhile he went down to get some firewood underneath the house. However, when he came back from collecting fire-woods he was so surprised to find out a beautiful woman in his house instead of the fish. Sibuatan's heart beat very fast, he knew he fell in love with that woman which he soon learned was a transformation of the big fish he had caught that day. Without second thought Sibuatan proposed her to marry him. The woman agreed to marry him on one term, Sibuatan wouldn't ever mention her origin (she was a fish) to anyone. Sibuatan agreed about it. He was too happy to have such a beautiful wife.

A year past and they had already a son named Sam. Since he was a little, her mother spoiled him. So, when he was big enough his behavior was bad. He was a lazy boy, just played around the river and never helped and respected his parents. He was good at swimming and diving and did it everyday, but his father wants him (Sam) to help him in the field.

One day when Sam's mother told him delivering his father's lunch, he ate it little by little while walking. When he arrived at the field, the rest of the food was a little. His father Sibuatan got very angry finding this fact. Everyday Sam's only playing... playing.... and playing around; and when he for the first time was given a task delivering his father's lunch, he didn't only arrived late but also had eaten the lunch. Sibuatan could not control his anger anymore. He smacked and cursed his son. "You are really area son of a fish! You can't be taught well. All you want to do is playing in the river like fish. Get out of my sight!" he was furious.

The boy ran home, crying and then told his mother that he was cursed as a son of a fish by his father. His mother was very sad to know that his husband had broken his oath. Sibuatan told about her origin to their son. The woman then told Sam to climb the hill behind their house as high as he could. Without asking anymore, Sam went away. When his mother saw his son had climbed high the hill, she walked to the bank of the river. Then, thunder struck one after the other. The woman jumped into the river. She transformed back into a big fish. The rain came down hardly with thunder rumbled. The river overflowed so fast and kept overflowed till the big valley that

circled the hill where Sam had climbed up was covered by water. Sam cried when he watched from top of the hill, what had happened. The overflow from the river became a big lake with an island in the centre. That lake is known as Lake Toba, meanwhile the hill is named as Samosir Island. The name came from the words "the son (*Sam*) that was chased move away.

Answer the questions below!

1. What is the main idea of the first paragraph?
2. When the legend of lake toba was happen?
3. Where the located of lake toba?
4. Who was a wanderer?
5. With whom did sibuatan fell in love?
6. How long they were married and have a son?
7. How was the named?
8. Why the son have a bad behavior?
9. Why his father was angry?
10. Why his legend of lake toba?



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