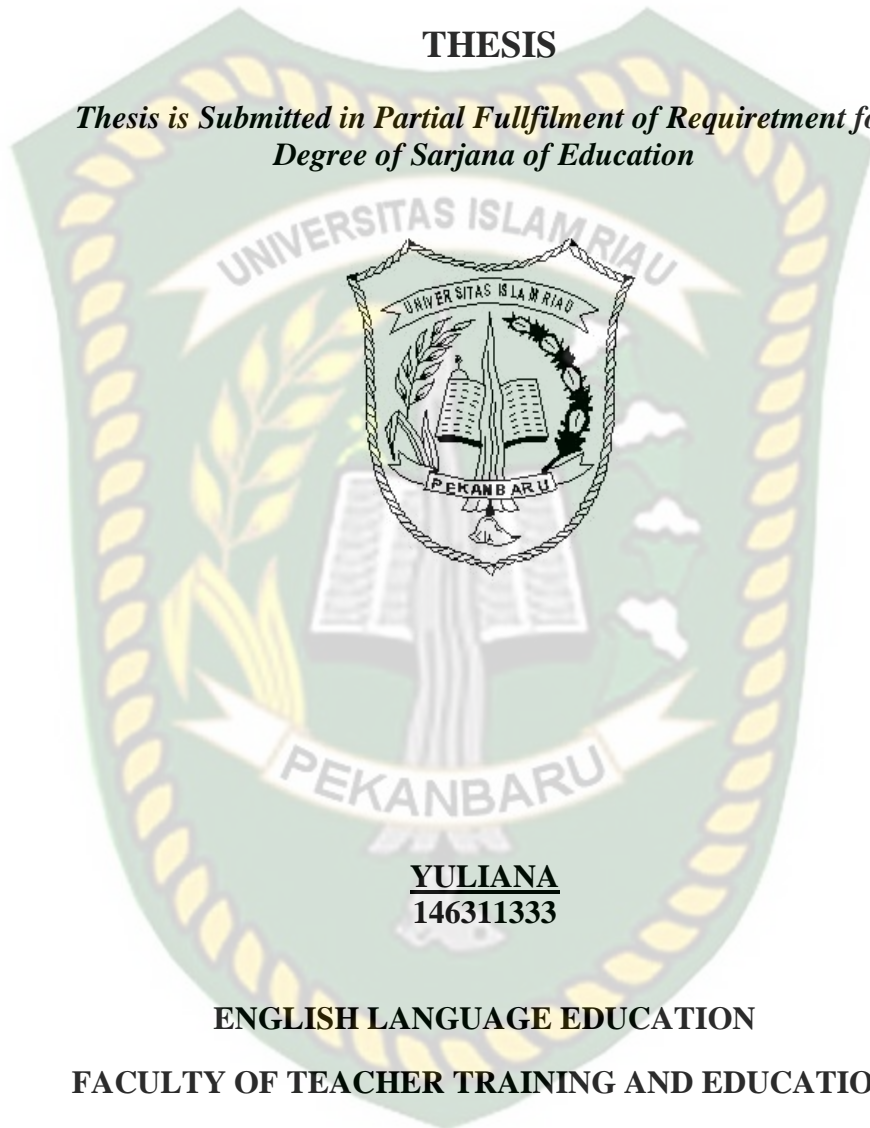


**A STUDY ON READING COMPREHENSION OF RECOUNT  
TEXT AT SMP AN NUR PEKANBARU**

**THESIS**

*Thesis is Submitted in Partial Fullfilment of Requirement for  
Degree of Sarjana of Education*



**YULIANA**  
**146311333**

**ENGLISH LANGUAGE EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS ISLAM RIAU  
PEKANBARU**

**2018**

## DECLARATION

Name : Yuliana  
NPM : 146311333  
Study Program : English Language Education  
Faculty : Teacher Training and Education Faculty

I admit that this thesis writing purely derived from my own ideas, except some quotation (directly or indirectly) which were adopted or taken from various sources included in "reference". Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, December 2018



Yuliana

## ABSTRAK

### **Yuliana, 2018. Studi Pemahaman Membaca Teks Recount di Sekolah Menengah Pekanbaru An Nur**

Ada beberapa masalah yang ditemukan di SMP An Nur Pekanbaru. Para siswa hanya membaca teks tetapi mereka tidak dapat memahami tentang struktur generik recount, sehingga siswa merasa bosan dan rendah untuk mempelajari proses belajar membaca. Tujuan dari penelitian ini adalah untuk mengetahui pemahaman membaca siswa di SMP AN-NUR Pekanbaru dalam membaca teks recount.

Penelitian ini adalah penelitian deskriptif. Metode penelitian deskriptif memiliki serangkaian prosedur untuk mengatasi masalah penelitian dengan menggambarkan kondisi faktual penelitian sebagai objek. Sampel adalah 31 siswa dari VIII. Kelas di SMP An Nur Pekanbaru. Untuk mengumpulkan data, peneliti menggunakan tes pilihan ganda.

Hasil penelitian ini menemukan skor tertinggi siswa adalah 95,00 dan skor terendah siswa adalah 67,50. Hasil perhitungan nilai rata-rata pemahaman membaca siswa pada teks recount adalah 77,98, nilai median siswa membaca dan memahami teks recount adalah 77,50, dan nilai modus siswa membaca dan memahami teks recount adalah 77,50.

**Kata kunci : Kemampuan Membaca, Memahami Teks Recount**



## ABSTRACT

**Yuliana. 2018. A Study on Reading Comprehension of Recount Text at SMP An Nur Pekanbaru**

There were some problems found at SMP An Nur Pekanbaru. the students only read the text but they cannot understand about generic structures of recount, so that students feel bored and low to studying reading learning process . The objective of the research is to find out the students reading comprehension at of SMP AN-NUR Pekanbaru in reading recount text.

This research is descriptive research. Descriptive research method has a series of procedure to overcome research problems by describing the factual condition of the research as object. The sample was 31 students from VIII. A class at SMP An Nur Pekanbaru. To collect the data the researcher used multiple-choice test

The result of this research found The students' highest score was 95,00 and the students' lowest score was 67,50. The result of the calculation of mean value of the students reading comprehension on recount text is 77,98, median value of the students reading and comprehending recount text is 77,50, and the modus value of the students reading and comprehending recount text is 77,50

Key words : Reading Comprehension, Recount Text



## ACKNOWLEDGEMENT

First of all, the researcher would like to say thanks to ALLAH SWT for blessing the researcher to complete this thesis with the title "A Study on Reading Comprehension of Recount Text at SMP An Nur Pekanbaru "

This thesis intended to fulfill one of the requirements of Sarjana Degree in English language education faculty of Islamic university of Riau. The researcher would like to express her thanks deeply to all people who have helped the researcher for completing this thesis.

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The researcher realizes that this thesis may have several weaknesses. Therefore, comments, suggestions or supportive feedback for improvement of this research are really appreciated.

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Researcher

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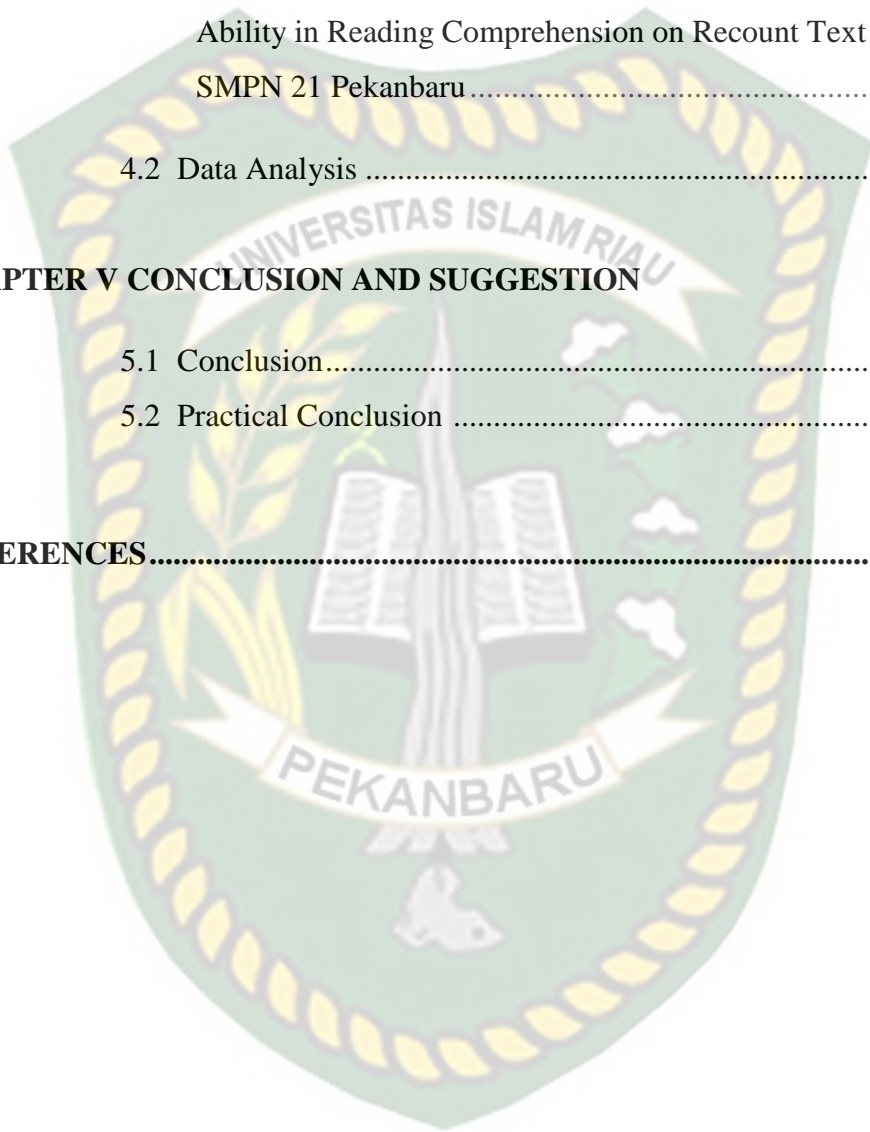
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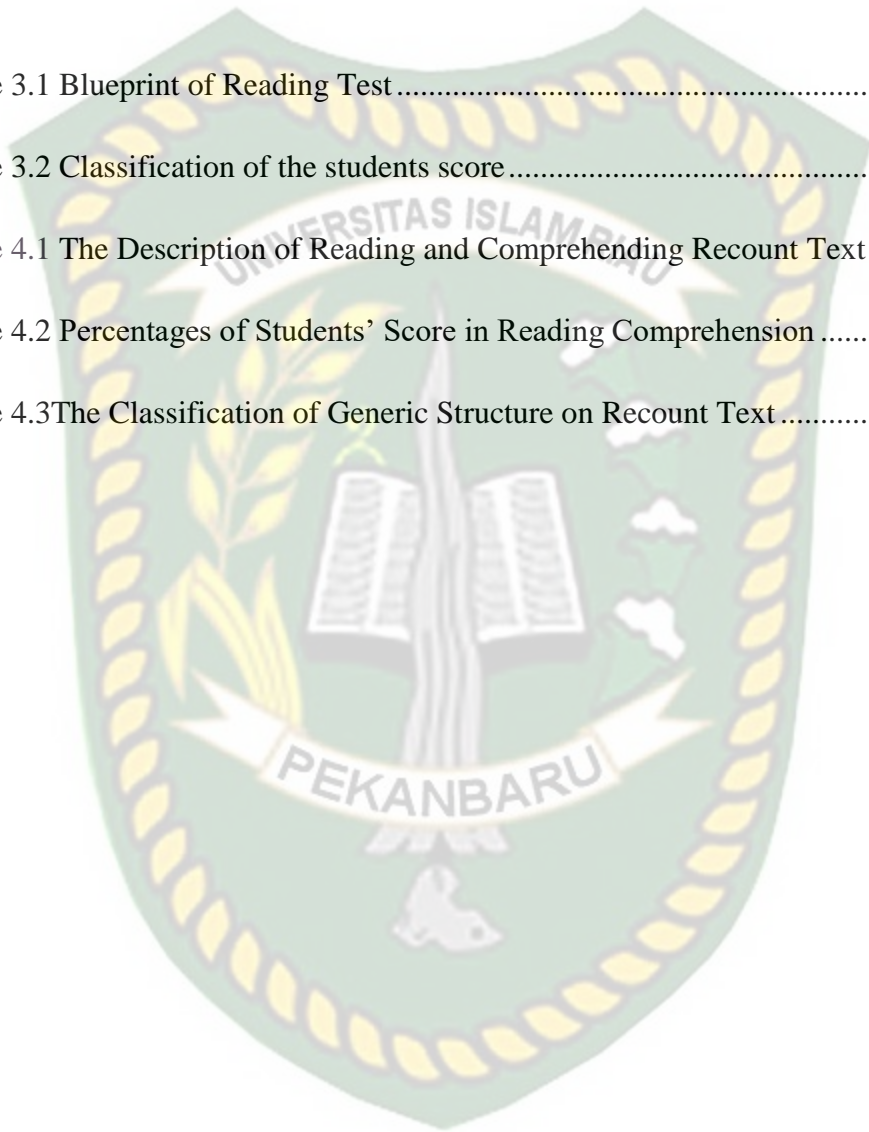


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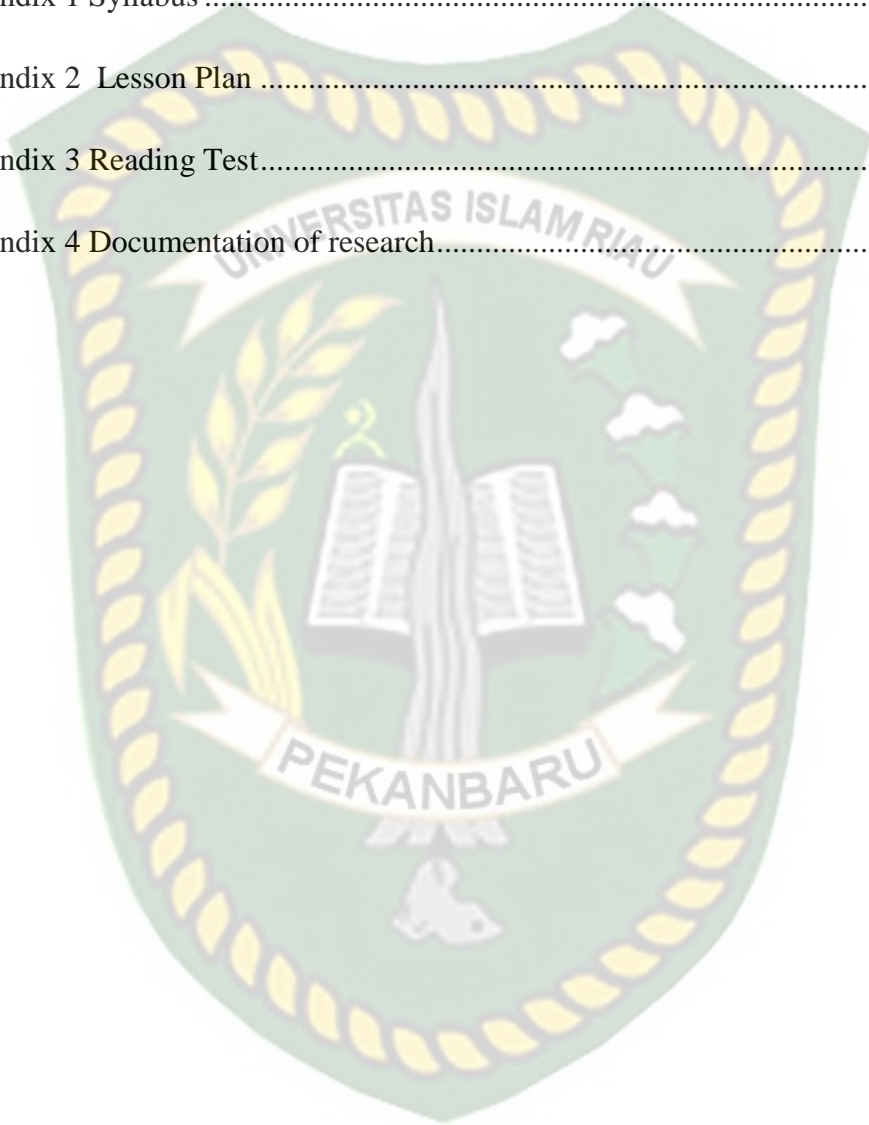
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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Reading is one of skills that are very essential for each student. Moreover, reading is a process of decoding message which readers own experience and knowledge. Through reading the reader can get information and knowledge because reading has a deriving process that make the reader easy to get the idea. Without reading, there is very impossible for the reader can get new information and knowledge.

Reading is one of activities which is done by language learners and it's one of language skills of English. Reading can't be produce without master in grammar and vocabulary, especially for English reader and student researchers. Based on the ideas above, Neil Anderson (2003:68) point out of if "reading a fluent process of readers combining information from a text and their own background knowledge to build meaning.

According to Harmer (1991:21), reading is an exercise dominated by eyes and brain. The eyes receive the messages from what we are read and the brain has to process the significance messages and make us understand what the messages about. In reading, students not only read but also understand what they are reading. So, they can get the knowledge and enjoy what they read.

In addition, Walker (2000:47) defines that reading is an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response. It means that reading is a cognitive activity in which the readers take part in an active process to get comprehension and to reflect their response. The readers take part in a conversation with the author through the text as media.

Reading may be one of the single most important skills that a person can possibly acquire. It is generally taught at a very young age, beginning before kindergarten. The national reading panel has state that there are five specific practices that teachers should be using when teaching children to read or when helping them improve their reading skills.

The process of understanding the text is called reading comprehension. In fact, reading is not a simple process, not just open the book; read the book and then close the book but the reader must understand what the researcher tells about. Klinger, *et al* (2007:78) say that reading comprehension is a multi component, highly complex process that involve many interaction between readers and what they bring to the text as well as variables related to the text itself. In other words, the reader and the researcher become one mind and the concepts are translated from one person to another. Reading comprehension involves at least two people: the reader and the researcher. The process of comprehending involves decoding the researcher's words and then the reader uses his/her background knowledge to construct the researcher's messages.

Zhi-Hong (2007:48) says that reading comprehension is construction of meaning from printed or written message. It means that the reader constructs the meaning of a text through reading the text. Understanding the meaning of the text or having good comprehension in reading is factor to be successful. He adds that there are many factors influencing reading comprehension such as reader's characteristics, nature of reading materials, and reading tasks, etc.

There are some components in reading comprehension which should be focused on comprehending a reading text. King and Stanley (1989:125) state that there are five components that may help the students to read carefully: First is finding factual information. Finding factual information requires readers to scan specific details. The factual information questions generally appear with WH question word. Second is finding main idea. Finding the Ideas was very important because it not only helps to understand the paragraph, but also helps to remember the content later. Third is meaning of difficult word. It means that the readers could develop his/her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text. Forth is identifying references. It would be boring to have and repeat the some word or phrase in every paragraph of a text. To avoid the repetition word, it can be used references of the word. References words are very frequently in terms of pronoun such as; it, she, he, this, etc. Fifth is finding restatement. Restatement is the way to say something again in different way but still has the same meaning. It is intended to measure readers' ability in analyzing the relationship of idea within single sentence.

One of the text types taught at junior high school students is recount text. Djuharie (2007:2) defines that recount text as the text the contents of which reports an event or activity of someone in the past. Recount text is a text that retells the past events chronologically. Rajan, *et al* (2002:24) say that social function is the purpose of the text is written. It is the purpose of why the researcher writes the text. The aim of recount text is to retell or to entertain. The generic structures of recount text are orientation, events, and re-orientation. According to Wardiman, *et al.*, (2008:7), the language features of recount text are using simple past tense (e.g. I went there), using time connectives and conjunction to sequence the events (e.g. after, meanwhile), focus on specific participants, first person or third person (e.g. we, she), using action verb to show the events (e.g. climbed, killed), and using adverb of phrases to show place, time, and way (e.g. yesterday, at home, carefully).

Based on the result of interview that researcher did toward English teacher and the students at SMP An Nur Pekanbaru, it was found that most of the students faced some problems not only in comprehending recount text, but also in comprehending other reading texts. From students' side, this low achievement in identifying the information was caused by students' lack of vocabulary; as a result, the students only read the text without knowing the meaning of individual words they read. The students only read the text but they cannot understand about generic structures of recount, so that students feel bored and low to studying reading learning process. The other point of view is that the students do not know how apply certain techniques of reading in finding the information or content of a text accurately. From



teacher's side, the students' problem of reading comprehension might be caused by the ineffective strategy applied by the teachers in the reading instruction.

As we know that the students have difficulties in comprehending the text. Most of them just read the text fluently but they don't understand the meaning of the text. Finally, the researcher solves those problems with conducting the research about **“A Study on Students' Reading Comprehension of Recount Text at SMP An Nur Pekanbaru”**.

## **1.2 Setting of the Problem**

There were some problem found at SMP An Nur Pekanbaru. First, it was found that most of the students faced some problems not only in comprehending recount text, but also in comprehending other reading texts. Second, from students' side, this low achievement in identifying the information was caused by students' lack of vocabulary; as a result, the students only read the text without knowing the meaning of individual words they read. Third, the students only read the text but they cannot understand about generic structures of recount, so that students feel bored and low to studying reading learning process. Fourth, students did not know how apply certain techniques of reading in finding the information or content of a text accurately. Fifth, the students' problem of reading comprehension might be caused by the ineffective strategy applied by the teachers in the reading instruction.

## **1.3 Limitation of the Problem**

The researcher realizes that is not possible to investigate all of problems. Therefore, the researcher limits the problems only to the a study on students' reading comprehension of recount text at SMP An Nur Pekanbaru in term of understanding the information of the text and generic structures of recount. .

#### **1.4 Formulation of the Problem**

Dealing with the limitation of the problem above, the researcher formulates of problems: How does the students' reading comprehension of recount text at SMP An Nur Pekanbaru?

#### **1.5 Objective of the Research**

The objectives of the research is to find out the students reading comprehension at of SMP An Nur Pekanbaru in reading recount text.

#### **1.6 Significance of the Research**

The results of the implementation of this experiment research will provide significant benefits to the individual or institution below:

1. For students :

- 1) Can improve students reading comprehension
- 2) Can increase the activity of students in the process of learning to read

2. For teachers :

- 1) Can find a variety of learning methods for teaching reading
- 2) Can improve and enhance the learning system to read

3. For Schools :

- 1) As consideration for the head coaching schools in improving the quality of teacher learning difficulties in implementing the reading
- 2) As a comparison in order to improve learning at SMP An Nur Pekanbaru in particular and other schools generally

4. For further research :

As one of the following reference material for researchers interested in examining the same issues.

### **1.7 Definition of the Key Terms**

In order to avoid misunderstanding and misinterpretation about some terms used in this research, the researcher defines the key of terms as follows:

1. Reading is thinking and understanding and getting at the meaning behind a text (Jennifer 2010:43).
2. Comprehension is building understanding, both of a particular text and the more global concepts around which it is built (Smith, 2003:19).
3. Reading comprehension is an interactive process that goes on between the reader and the text, resulting in comprehension (Kalayo and Anshari, 2007:30). However in this research, reading comprehension refers to the students' understanding in comprehending reading recount text. How they are able to find out the topic or theme, main ideas, supporting ideas.

4. Recount Text is a text which tells about events happening in the past in a sequence of time. The purpose of the text is to tell the audience about what happened in the past and when it happened (Anderson, 1997:49).





## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Relevant Theories**

##### **2.1.1 The Definition of Reading**

Reading is one of the most important skills in learning a language besides listening, speaking and writing. The fundamental goal for any reading activity is knowing enough science concepts and knowing the language. Reading is a thinking process. Reading may be defined as the meaningful interpretation of printed and written verbal symbols.

According to Jennifer (2010:43), reading is thinking and understanding and getting at the meaning behind a text. It means, that reading is a process through which the reader to get a message from an article. As the process of beginning readers are invited to think about reading, to know the meaning of the symbols that exist as a message to be delivered by the author, and understand the contents of the message so that a series of new thinking that is conveyed by the author to the reader so that the reader gets the sense from the text. It is supported by Karen (2003:146) statement that reading is the act of making sense of print. It means that reading is the act of making a reader able to perceive the meaning of the work that has been read.

Based on definition above, the reading will show any expression of the author so the reader can understand the reading material well. Read an arrest and

understanding of ideas are the reader activity that accompanied the outpouring of the soul in living up to the script.

According to Albbert and Edward in Erika (2015:14), for the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read. The reasoning side of reading becomes increasingly important as word recognition is mastered. As proficiency in reading increases, individuals learn to adapt their reading strategies in accordance with the purpose for reading and the restriction imposed by the material. The nature of reading task, therefore, changes a learner's progress to the more nature levels.

Based the definitions above, it can be concluded that reading is one of skills in English which is needed in the process to interpretation of graphic symbols and written symbols. The reader can give respond about the content of reading materials we has read, reader are also can get the message from the reading materials. Reading is not passive process but reading is an active process to know new information which is needed by readers. Furthermore, it is an activity to understand the meaning of written and not merely word recalling. It can be said that reading is a process of perceiving a written text in order to understand its contents. It in conclusion, reading is the way to get information from written media. Students will get knowledge by reading activities to motivate their learning, not only in formal education, but also in informal education.

### **2.1.2 The Nature of Reading Comprehension**

Reading comprehension is the process of getting meaning from print. It means that reading is an activity to get information from written text. In this activity, there is interaction between the readers and the researcher because the researcher delivers her/his idea to the readers through the texts. The reader can also improve their understanding through reading activity.

According to Smith (2003:19), states that comprehension is building understanding, both of a particular text and the more global concepts around which it is built. It is an active and demanding process, especially when students are reading to learn new and difficult concepts. Furthermore, he also defines that reading comprehension is a process that begins with word recognition. It does not end, however, until students derived meaning from the ideas both stated implied in the text and have been able to evaluate and respond to these ideas.

Moreover, Miller in George (2001:61), claims that comprehension is not just understanding the ideas conveyed by the printed word, but more than that, the ideas must be meaningful to the reader and integrated with his own concepts. The comprehension process also dependent on the ideas that the reader brings to his reading, his experiences, his reading background, and his learning.

In addition, the researcher defines that comprehension is an ability to figure out the meaning of the message contained in the text the readers read by involving what the readers have known in the past as their experience. Therefore, the distinction of background knowledge and experience will emerge varied comprehension. It was

strengthened by Merisuo and Storm (2012:1) who said that reading comprehension is a complex process in which the reader constructs the meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text.

Form the theories presented above, it can be inferred that reading comprehension is an ability to understand what he/she reads by involving his experience and knowledge. The differences of experiences and background knowledge brought to the text can cause variation in comprehension. Then, the comprehension process itself can be referred to what good readers do when read.

According to Fariss *et al* (2004:321), reading comprehension is the process of understanding the message that the author is trying to convey. Means we are making meaning from the text at hand. In other hand, Klinger (2007:2) argues that reading comprehension is the process of constructing meaning by coordinating a number of complex process, includes word reading, word and word knowledge, and fluency.

In conclusion, reading comprehension is a complex process of understanding the message that the researcher try to convey from the printed word. The ideas of the text that has constructed by reader must be meaningful and integrated too the reader's concepts. Comprehension process is depend on some things; the reader's idea, experiences, reading backgrounds, and learning.

Meanwhile, reading comprehension has many definitions as described by experts Snow (2002) in Nira (2017:249) describes reading comprehension as the process of simultaneously extracting and constructing meaning through interaction



and involvement with written language. So, before the readers read a new text, first understanding is come from their prior or background knowledge. Good readers are able to take in a stream of discourse and understand the gist of it without worrying too much about the detail. “Reading for “general” comprehension means not stopping for every word, nor analyzing everything that the researcher includes in the text (Harmer, 2012 in Fitria, 2015:4). Reading with comprehension means understanding what has been read. Comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing idea, recognizing authors’ purpose, making judgment and evaluating. Word important factor in determining the degree of comprehension.

Based the theories above, it can be concluded that reading comprehension is the power to interpretation the meaning from written text, guess word meaning in context, identify main idea, recognize passage organization, interpretation the author’s purpose, recognize the message from the text, determine cause-effect relation, recognize literary devises, and draw inferences.

### **2.1.3 Purpose of Reading Comprehension**

Rivers and Temperly in Nunan (2003:261) suggest seven main purposes of reading. There are (1) to obtain information for some purposes or because the reader is curious about some topic, (2) to obtain instructions on how to perform some task for the reader work or daily life, (3) to act in play, play a game, do a puzzle, (4) to keep in touch with friends by correspondence or to understand business letter, (5) to know when or where something will take place or what is available, (6) to know what

is happening or has happened, and (7) for enjoyment or excitement. These purposes employ for different reading task.

Cain et al (2004:32) describes the component skills in reading comprehension are inference making, comprehension monitoring and understanding text structure. Inferences that were necessary to make sense of a text and that required either the integration of information among individual sentences in the text or the integration of general knowledge within formation in the text. Comprehension monitoring is one aspect of metacognition that concerns the comprehension of connected prose. Knowledge about the organization of narrative texts is a skill that helping readers to invoke relevant background information and schemas to facilitate their construction of a meaning-based representation.

The last category is the experts who define reading and comprehension as a unity. Hills (2003:68) states that the goal of reading is comprehension. Meaning does not rest in the reader nor does it rest in the text. The readers' background knowledge integrates with the text to create the meaning. Since the comprehension is the goal of reading, the primary focus in the classroom should be getting meaning from print. It means that reading comprehension should not be separated from the other skills. It is therefore important to link the different skills through the reading activities chosen including reading and writing, reading and listening, reading and speaking or reading and these skills above..

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Klingner started to define about reading comprehension then he described the purposes of assessing reading comprehension. Klingner (2007:3) states that teaching reading comprehension is a multi-component and highly complex process involves interaction between students and teacher. In order to assess the comprehension Klingner et al (2007:14) state that reading comprehension assessment has four purposes: (a) to compare students’ comprehension levels, (b) to find out whether the students have met the pre-established criteria for their grade level, (c) to inform instruction by determining when students understand what they read and how efficiently they use comprehension strategies, (d) to determine why students may be struggling.

Brown (2009: 228) classifies the design of assessing reading as perceptive reading (task includes the attending to the component of the language), selective reading (task focus on grammatical language), interactive reading (task involves the schemata of the reader to read the text) and extensive reading (task involve the long text such as journal, article, essay, and so on. In this type, the reader need top-down

processing while reading. Furthermore, Brown (2009:229) added that interactive reading is a type of reading task that includes students' schemata and synthesizing.

In summary, those theories give some consideration in assessing reading comprehension. We need some aspects or indicators to be used. The aim of using indicators is to give the references in scoring students' reading comprehension.

#### **2.1.4 Component of Reading**

A learner should know the five foundations of comprehension, there are conceptual knowledge, language skill, text features, strategies and fluent decoding (Paris, 2005:1). In other word, reading comprehension requires complex thinking and specific strategies. To monitor and repair comprehension, teachers can assess it by questions, tests, and discussions to diagnose strengths and weaknesses of the learners' comprehension.

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It can be concluded that reading comprehension is an interactive process between the reader and the text. When reading takes place, the reader is not just absorbing information, she is entering into a dialogue with the text and with its author. A part of this process requires the readers understands how the author organized his idea. Related to the components of reading comprehension, the writer put the components proposed by Cain et al (2004:45) because reading comprehension and narrative text will not discussed separately. Since in narrative, it does not focus in main idea, Cain et al (2004:48) statement about component of reading comprehension is suitable to use as indicators of reading comprehension in this study.

A good opportunity for making learners aware of content aspect of a text is working together to achieve the types of the text. Furthermore, they need to understand that texts are structured differently, depending on the type. Narrative is one of the text genres that the students get require to read.



It can be summarized that reading comprehension can be used based on the focus the main goal of the course. We have to use the test and assessment based on needs. Reading academic text should be measure by using itself. Then we need to consider about validity, reliability and practicality of the test.

Dealing with the reading assessment, Brown and Abeywickrama (2010:228) propose taxonomy of strategies for reading assessment criteria as follows:

- a. Identifying the purpose of reading
- b. Applying spelling rules and conventions for bottom-up decoding
- c. Using lexical analysis such as prefix, root, suffix, to determine the meaning
- d. Using picture, chart, marginal note to understand the information
- e. Guessing meaning from the context
- f. Using discourse markers

According to Cain et.al (2004: 32) “the component skills in reading comprehension are inference making, comprehension monitoring and understanding text structure”. Inferences that are necessary to make sense of a text and that require either the integration of information among individual sentences in the text or integration of general knowledge within formation in the text. Comprehension monitoring is one of aspect of metacognition that concerns the comprehension of connected prose. Knowledge about the organization of narrative text is a skill is a skill that helps readers to invoke relevant background information and schemas to facilitate their construction of meaning-based representation.

Klingner started to define about reading comprehension then he described the purposes of assessing reading comprehension. Klingner (2007:3) states that teaching reading comprehension is a multi-component and highly complex process involves interaction between students and teacher. In order to assess the comprehension Klingner et al (2007:14) state that reading comprehension assessment has four purposes: (a) to compare students' comprehension levels, (b) to find out whether the students have met the pre-established criteria for their grade level, (c) to inform instruction by determining when students understand what they read and how efficiently they use comprehension strategies, (d) to determine why students may be struggling.

Brown (2009: 228) classifies the design of assessing reading as perceptive reading (task includes the attending to the component of the language), selective reading (task focus on grammatical language), interactive reading (task involves the schemata of the reader to read the text) and extensive reading (task involve the long text such as journal, article, essay, and so on. In this type, the reader need top-down processing while reading. Furthermore, Brown (2009:229) added that interactive reading is a type of reading task that includes students' schemata and synthesizing.

In summary, those theories give some consideration in assessing reading comprehension. We need some aspects or indicators to be used. The aim of using indicators is to give the references in scoring students' reading comprehension.

Based on the statement above, the researcher will relate components of reading comprehension proposed by Cain et.al (2004) because reading and narrative

text will not be discussed separately. In narrative, it does not focus on the main idea; Cain et al. in their statement (2004) about the components of reading comprehension is appropriate to use as indicators of reading comprehension in this research.

Then, students also need to know the components contained in reading comprehension. According to King and Stanley (1998) in Ola Yulianda (2014) here are the components of reading comprehension:

#### 1. Finding Factual Information

Finding factual information is one of the components of reading comprehension that is suitable for Junior High School. Tarigan (1980) said that while reading, the reader must be able to recognize the factual and certain information in details such as person, places, events and times.

#### 2. Finding Main Idea

Identifying the main idea is an important activity in reading text because if it can find the main idea it can know the text is talking about what. It can find the main idea not only on the first paragraph but also in the middle, and in the last paragraph. So, it has to be precise to see and identify where the main idea itself is on the text.

#### 3. Understanding the text

Understanding the text is the students' ability in comparing the text with other kinds of text. It also asks students to know the definition, the communicative purpose, the generic structure and grammar that are used in the text.

#### 4. Identifying References

The reference used to avoid the repeated the same word or phrase in several time. After one word it used, it can refer that word than repeat it. Recognizing and identify the reference will help the reader understand the reading passage. Reference is usually such as she, he, it, this, etc.

## 5. Identifying Inferences

Inference is important activity in reading skill. Inference is a skill where the reader has to be able to read between lines. As (King and Stanly 2011) divide into attentions, draws logical inferences, and make accurate prediction. After the reader reads all of the text, he or she should be able to make inference by their own words and from their own thinking based on the text that they have read.

### 2.1.5 Teaching Reading Comprehension

Teaching reading assists the students to attain the achievement in reading. In teaching reading comprehension, a teacher should do the great effort in purpose to to assist students to identify the meaning of the written text that they read.

Reading comprehension strategies should be taught and practiced diligently.

Hughes (2012:19) suggests how to teach reading comprehension effectively:

- a) Choose high-interest reading material
- b) Teach reading comprehension skills explicitly
- c) Model reading comprehension skills.
- d) Teach vocabulary routinely and thoroughly.
- e) Allow students to discuss text with the teacher and with their classmates.



According to Hughes above, the teacher needs to survey the students' interest with the material that they want to read then decide what text they might enjoy very much. Then the teacher should decide what basic reading comprehension skills need to be included such as using students' background knowledge, asking question, making inferences, summarizing what they have been read and analyze the unknown vocabularies. Moreover, the teacher should be allowed to independently use the strategies which fit to the learning goals.

There are some strategies for reading comprehension which can be applied in the classroom; they are identifying the purpose in reading, using graphemes rules and patterns to aid bottom-up decoding (for beginning level learners), using efficient silent reading techniques for relatively rapid comprehension (intermediate to advance level), skimming; It gives readers the advantages of being able to predict the purpose of the passage, main topic, developing and supporting ideas, scanning; it is to extract specific information without reading whole the text, semantic mapping or clustering, Guessing, vocabulary analysis, distinguishing between literal and implied meanings, capitalizing on discourse markers to process relationships. (Brown, 2004: 306-310).

From the theories above, It can be summarized that those skills and strategies should be taught to the students in order to enhance the students' reading comprehension. The teachers do not teach the students to read but to transform the content of the text.

Nation (2009:6) adds that teacher can consider some principles in teaching reading as follows (a) Meaning-focused input (reading purposes, appropriate to their

language proficiency level, developing language proficiency), (b) Meaning-focused output (involving other language skills; listening, speaking, and writing activities), (c) Language-focus learning (developing the skills and knowledge needed for effective reading; phonemic awareness activities, phonic, spelling practice in a range of reading strategies; previewing, setting a purpose, predicting, posing questions, connecting background knowledge, paying attention to a text structure, guessing words from context), (d) Fluency development (helping and pushing the learners to develop fluency in reading, making them enjoy, and motivated to read, encouraging them to read a lot).

It is clear that, Nation focuses on four principles in teaching reading. They are meaning-focused input, meaning-focused output, language-focus learning and fluency development. He aimed that the teachers can consider his theories based on school's need. The teacher can use those principles as an alternative and those are needed to be considered before teaching learning started.

In the other hand, Nation (2009:7) states that intensive work on reading text can focus on some aspects such as *comprehension* (understanding a particular text), regular and irregular sound-spelling relations through teaching phonics, spelling rules, and reading aloud , vocabulary (underlying the useful words, the meaning and the use of the words), grammar (difficult grammatical features), cohesion (reference words, conjunctions, etc), genre features (the vocabulary, grammatical features, cohesive features, the purpose), and the strategies (guessing from context, using dictionary, simplifying difficult sentences, taking note, etc).

In summary, Nation suggests considering some aspects in teaching reading such as understanding particular text, vocabulary, grammar, genre features and the strategies.

Moreover, the students can communicate each other by grouping them and they can be assisted one by one. As Horn (2008:54) suggests that divide group into several group discussion that consists of 2-4 students in each group.

Hadley (2001:203) reminds three basic types of teaching reading comprehension models in both first and second language reading: a) Bottom-Up models (text-driven), by trying to decode letters, words, phrases and sentences to build up comprehension, b) Top-Down models (Reader-driven), by bringing schemata to the text drive comprehension, c) Interactive in Nature, by positing an interaction between reader and text.

Furthermore, after we knew the basics teaching reading comprehension Hadley (2001:205) suggests that to assist students become more capable and successful readers, teacher needs to think both the purposes of students to read and the reading skills, strategies and the process involved in achieving the purposes.

Moreover, Hadley (2001:207) develops a five-stage plan for reading instruction, namely: (a) pre-teaching/preparation (by brainstorming, looking at visuals, headlines, charts or other contextual aids), (b) skimming and scanning, (c) decoding/intensive reading, (d) comprehension, (e) transferable/integrating skills.

In summary, the teacher needs to determine their goals then find the strategy that fix for their students and execute the plans or instructions in the classroom.

Hughes (2001:166) suggests that the teacher should have the component of reading comprehensions and teach the reading; identifying topics, identifying main idea, identifying details, references, and vocabulary in context.

In summary, the theories give clear instructions to the teachers. They should be creative in determine the teaching strategies which will be used in the classroom. The strategy has to be appropriate and match for their students. Moreover, the teachers are asked to be helpful and kindly to guide students who are in troubles.

## **2.2 Kind of Text**

### **2.2.1 Narrative Text**

The narrative text is telling of a story or an account of a sequence of events. One of the four traditional forms of composition (along with description, exposition, and persuasion). Narration differs from exposition, which can also relate a sequence of events, in that narration need not be factual and may be written from the perspective of a character in the text. Narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers.

- a. Orientation : Introducing the participants and informing the time and the place.
- b. Complication : Describing the rising crises which the participants have to do with.



- c. Resolution : Showing the way of participant to solve the crises, better or worse.

#### Language Features of Narrative Text

1. Using processes verbs.
2. Using temporal conjunction.
3. Using simple Past Tense.

#### **2.2.2 The Procedure Text**

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc.

#### The Generic Structures of Procedure Text

1. Goal/aim ( or title).
2. Materials (not required for all procedural texts).
3. Steps (the actions that must be taken).

#### Language Features of Procedure Text

1. Use of imperatives (e.g.: cut, don't mix).
2. Use of action Verbs (e.g. : turn, put, mix).
3. Use of connectives (e.g. : first, then, finally, ...).
4. Use of adverbial phrases (e.g. : for five minutes, 2 centimeters from the top).

#### **2.2.3 The Descriptive Text**

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

The Generic Structure of Descriptive Text

1. Identification : Identifying the phenomenon to be described.
2. Description : Describing the phenomenon in parts, qualities, or/and characteristics.

The Language Feature of Descriptive Text

1. Using attributive and identifying process.
2. Using adjective and classifiers in nominal group.
3. Using simple present tense

#### **2.2.4 The Report Text**

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

The Generic Structure of Report Text

1. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.
2. Description: Describing the thing which will be discussed in detail; part per part , customs or deed for living creature and usage for materials.

Language Feature of Report Text

1. Introducing group or general aspect.
2. Using conditional logical connection; when, so, etc.
3. Using simple present tense.

## **2.3 The Nature Recount Text**

### **2.3.1 The Definition of Recount Text**

Recount text can be considered as the most common kind of text we can find in our everyday life. The main goal of this text is to retell an event happened in the past. This is the basic form used in many story books or story telling texts and also in non-fiction usually used to make factual accounts of events, current or historical ones. Anderson (1997:49) suggests that recount is a text which tells about events happening in the past in a sequence of time. The purpose of the text is to tell the audience about what happened in the past and when it happened. Furthermore, Knapp and Watkins (2005) also say that recount text is a sequential text that does little more than sequencing a series of events. It can be considered as the simplest type of narrative genre. Watkins (2005) states recounts are sequential texts that do little more than sequence a series of events. On Indonesia curriculum the students should learn this text type because recounts are the simplest text type rather than the other genre. So, the students also have to master this subject.

Recount texts can function to inform and to tell stories of past events. In our lives, it is a common thing to tell a story to someone both in spoken and written forms. If students are able to speak it up fluently, it is possible for them to write it down with the same flow of fluency. This kind of texts where they share with others can also add references for them to read which also improving the skill of reading.

### **2.3.2 The Structure of Recount Texts**

In making a recount text, there is an important point which is worth knowing. According to Anderson's theory (1997:53), a recount text has three main parts (Generic Structure). They are:

### 1. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why). The researcher or speaker needs to give information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detail needed.

### 2. Event

In series of events the researcher writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depends on the creativity of the researcher. Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a „shopping list“ of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

### 3. Reorientation



The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.

The language features of the text of recount are:

1. The use of proper nouns
2. The use of past tenses
3. It is organized in a chronological order, using time connectors that signal the order of sequences or events, for example, then, next, after, meanwhile, they functions as connectors.
4. The use of adjectives and adverbs for details.

Example for recount text

### Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.

Introducing personal participants to show who, where and when

Events  
Use of the past  
tense

**Visiting Bali**

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

Using  
chronologic  
al  
connection

Events

Use of  
linking verb

Re-

Use  
of faction  
verb

## 2.4 Relevant Studies

Previous research was conducted by Elva Moria (2013), she investigated the A Study on the Ability of the Second Year Students of SMP N 21 Pekanbaru in Writing Recount Texts. This study also aimed to identify the most difficult and easiest aspects of recount text for the students. She found that the most difficult aspect of writing recount text for the students is organization, and the easiest aspect is mechanics.

Previous research conducted by Najmatul Fahli (2015), she investigated the An Analysis of the Students' Ability in Comprehending Recount Text at the Second

Grade of SMP Muhammadiyah 1 Pekanbaru. She found that the students' ability in comprehending recount text at second grade of SMP Muhammadiyah 1 Pekanbaru was in poor to average level. Meanwhile, the mean score of the whole students' scores was 52.6.

## **CHAPTER III**

### **RESEARCH METODOLOGY**

#### **3.1 Research Design**

This research is descriptive research. Descriptive research method has a series of procedure to overcome research problems by describing the factual condition of the research object as it is (Brotowijoyo: 1995). Surakhmad (1994:139) stated that a descriptive method is a kind of research method employing technique of searching, collecting, classifying, analyzing the data, interpreting them and finally describing the conclusion. Therefore, the aim of this research is to describe the students' ability in comprehending recount text at the second grade of SMP An Nur Pekanbaru. This study consist of one variable since the researcher wanted to find out the students reading comprehension of the second year students of SMP An Nur Pekanbaru in reading recount text.

#### **3.2 Location and Time of the Research**

The research was conducted at SMP An Nur Pekanbaru. This research was conducted on August – September 2018.

### 3.3 Population and Sample of Research

The population of this research was students at SMP An Nur Pekanbaru in academic year 2018 - 2019. The total population is 120 students which consist four classes (VIII. A-D). Since the number of the population of this study was quite large, and have same characteristics, the researcher took a sample using purposive sampling. So that, the sample was 31 students from VIII. A class at SMP An Nur Pekanbaru.

### 3.4 Instrument of the Research

The Instrument of this research was reading test. The kind of reading test used is objective test. In this study, the researcher used reading test to collect the data. In setting the test, the researcher adjusted it with the syllabus of the first year students of junior high school. The students were asked to read a recount text and answer the question based on the topics given.

**Table 3.1** Blueprint of Reading Test

No	Reading test	Indicator	No Item
1	Hawaiian Vacation	1. Orientation 2. Event 3. Reorientation	1, 2 3, 4 5,
2	Grandfather Hada's Favourite Soup	1. Orientation 2. Event 3. Reorientation	6, 7 8, 9 10,
3	A Super Soaker and A Super Kid	1. Orientation 2. Event 3. Reorientation	11,12 13,14 15,
4	Unforgettable Incident	1. Orientation 2. Event 3. Reorientation	16,17 18,19 20,



5	The Football Match	1. Orientation 2. Event 3. Reorientation	21,22 23,24 25,
6	Firecrackers	1. Orientation 2. Event 3. Reorientation	26,27 28,29 30,
7	My Vacation in Bali	1. Orientation 2. Event 3. Reorientation	31,32 33,34 35,
8	Barack Obama	1. Orientation 2. Event 3. Reorientation	36,37 38,39 40,
		Total	

### 3.5 Data Collection Technique

To collect the data the researcher used multiple-choice test. The total number of test items was 40 questions provided with five choices for each question. The test consisted of 8 short recount texts. Each text had 5 questions. The time allocated for doing the test was 40 minutes.

### 3.6 Data Analysis Technique

The data from the result of the test was analyzed through the formula as in the following:

1. The score of each students

To score of each student was calculated by applying the formula below:

$$Score = \frac{Correct\ Answer}{Item} \times 100\%$$

To know the level of students reading comprehension, the researches used percentage grading based on classification could be seen in the table :

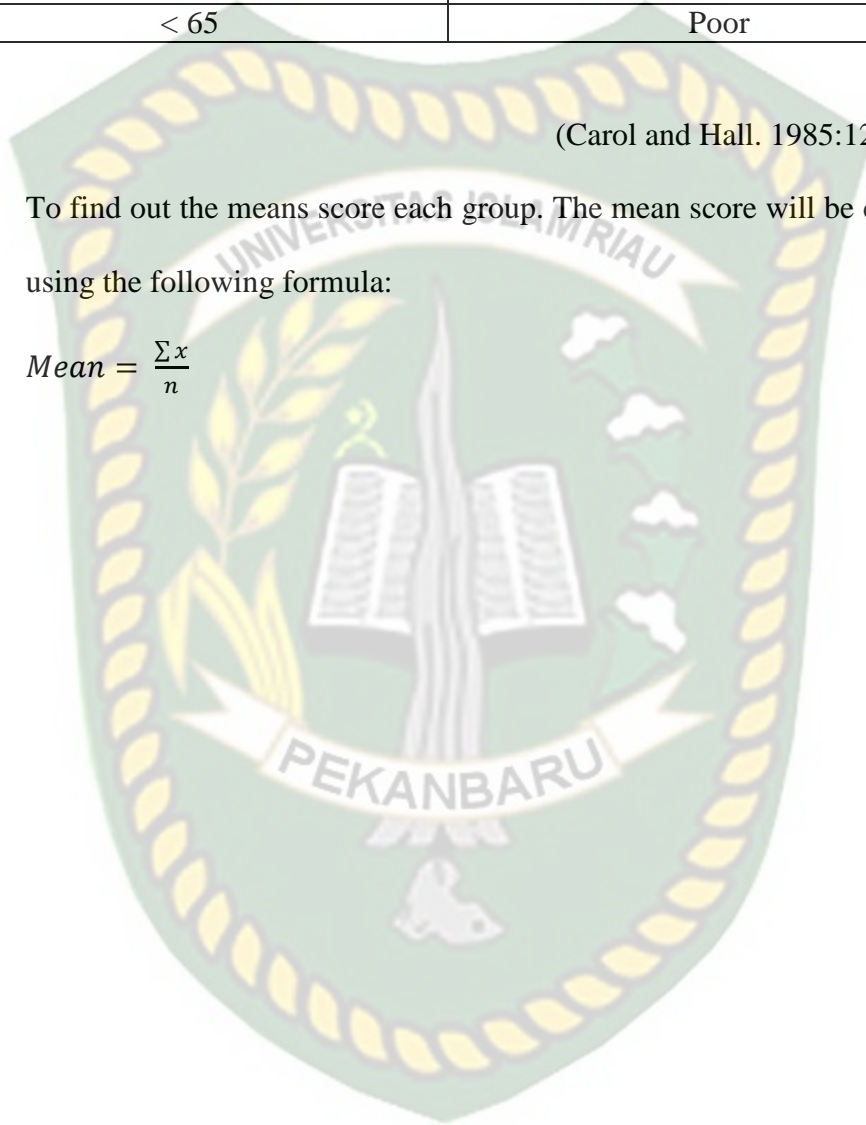
**Table 3.2** Classification of the students score

Score	Classification
85-100	Very Good
75-84	good
65-74	Fair
< 65	Poor

(Carol and Hall. 1985:124)

2. To find out the means score each group. The mean score will be calculated by using the following formula:

$$Mean = \frac{\sum x}{n}$$



## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **4.1 Data Presentation**

This chapter presents the research finding dealing with the data analyzed and interpreted, which have been taken from given test. The objective of this research was to find out the students reading comprehension at of SMP An Nur Pekanbaru in reading recount text. The data was collected by using multiple choice tests. The data from sample class analyzed and categorized into eight components. It also classified into four levels of mastery

##### **4.1.1 The Description of the Eight Grade Students' Ability in Reading and Comprehension on Recount Text at SMP An Nur Pekanbaru**

In order to see the students' ability in reading and comprehending recount text, the researcher assigned the students to do test that about reading and comprehending recount text. The number of students was 31 students consisting 14 female and 17 male. The results of the students' reading and comprehending recount text were taken on Tuesday, November 5<sup>th</sup>, 2018 at 08:40 am at class VIII A

**Table 4.1** The Description of Reading and Comprehending Recount Text

<b>No</b>	<b>Code of Students</b>	<b>Score</b>	<b>Classification</b>
1	Students 001	95.00	Very Good
2	Students 002	87.50	Very Good
3	Students 003	72.50	Poor
4	Students 004	77.50	Poor
5	Students 005	77.50	Poor
6	Students 006	77.50	Poor
7	Students 007	77.50	Poor
8	Students 008	77.50	Poor
9	Students 009	82.50	Poor
10	Students 010	70.00	Poor
11	Students 011	75.00	Poor
12	Students 012	77.50	Poor
13	Students 013	85.00	Very Good
14	Students 014	67.50	Poor
15	Students 015	82.50	Poor
16	Students 016	75.00	Poor
17	Students 017	72.50	Poor
18	Students 018	75.00	Poor
19	Students 019	80.00	Poor
20	Students 020	82.50	Poor
21	Students 021	82.50	Poor
22	Students 022	70.00	Poor
23	Students 023	72.50	Poor
24	Students 024	75.00	Poor
25	Students 025	77.50	Poor
26	Students 026	80.00	Poor
27	Students 027	80.00	Poor
28	Students 028	70.00	Poor
29	Students 029	80.00	Poor
30	Students 030	77.50	Poor
31	Students 031	85.00	Very Good
Total		2417.50	
Mean		77.98	Poor
Maksimum		95.00	
Minimum		67.50	
STDEV		5.789	



Based on the data above, it can be seen that the students' highest score was 95,00 and the students' lowest score was 67,50. The data showed the percent of students score are:

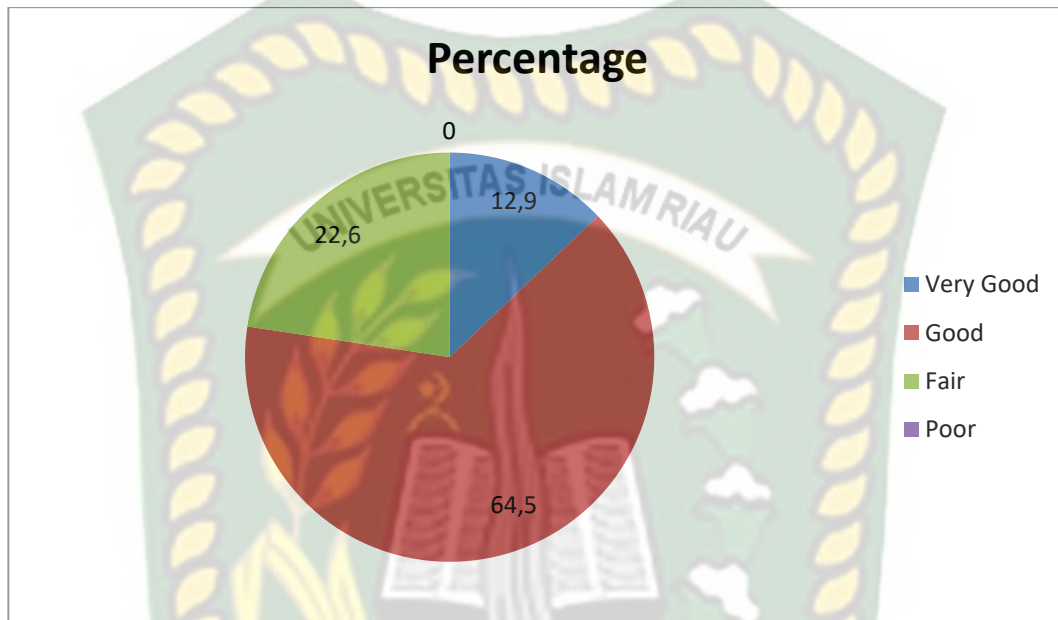
**Table 4.2 Percentages of Students' Score in Reading Comprehension**

No	Classification		Frequency	%
	Scores	Level		
1	85-100	Very Good	4	12.9
2	75-84	Good	20	64.5
3	65-74	Fair	7	22.6
4	<65	Poor	0	0.0
Total			31	100

Based on table above, the score in reading test presents that 4 of the students who was categorized as having very good. Most of students 22 students could be categorized as having good comprehension, and 7 of student were categorized as having poor comprehension. From the result of test, the research could conclude that, generally the students' reading comprehension on recount text could be categorized as good.

The students' score in reading and comprehending recount text we could see in a chart. The data showed the percentage of students score in reading and comprehending recount text is:

**Figure 4.1** Percentages of Students Score of Reading Comprehension



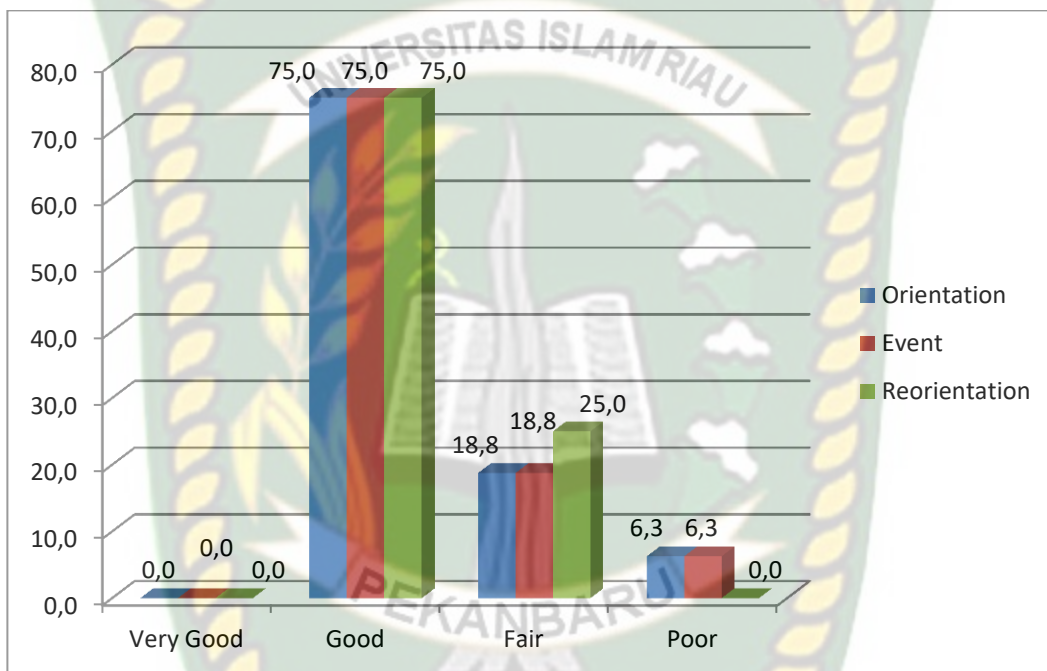
**4.1.2 The Result of Students' Ability in Finding Generic Structures of Recount Text at SMP An Nur Pekanbaru**

**Table 4.3** The Classification of Generic Structure on Recount Text

No	Classification		Orientation		Event		Reorientation	
			Frequency	%	Frequency	%	Frequency	%
	Scores	Level						
1	85-100	Very Good	0	0.0	0	0.0	0	0.0
2	75-84	Good	12	75.0	12	75.0	6	75.0
3	65-74	Fair	3	18.8	3	18.8	2	25.0
4	<65	Poor	1	6.3	1	6.3	0	0.0
Total			16	100	16	100	8	100

Based on the table above, most of students (12 students) got the good category in aspect orientation and event. While 6 students in reorientation. It can also be seen in the following figures:

**Figure 4.2** The Aspect of Students Reading Comprehension on Recount Text



#### 4.1.3 The Result of Data Analysis of the Eight Grade Students' Ability in Reading Comprehension on Recount Text at SMP An Nur Pekanbaru

Based on the data above, it can be seen the result of data analysis of the students ability in reading comprehension on recount text at SMP An Nur Pekanbaru. The students highest score was 95.00 and the students lowest score was 67.50. To determine the range of score, the researcher calculated using formula mean, median,

and modus. The first step, the researcher calculated the class interval and interval of temporary, the result of calculation of mean value of the students reading and comprehending recount text is 77.98.

Based on the standard minimum completion criteria at SMP An Nur Pekanbaru. The students could be “good” or not poor in learning English especially in reading comprehension on recount text if they were able get score  $> 75$  it could be called good or very good, if they were able get score  $< 75$  it could be called fair or poor. The researcher took the score 75 as a minimum completion criteria because the existing standard minimum completion criteria is 78 at the school. There were 76,7% the percentage of students got score  $>75$ .

Consequently, based on the standard minimum completion criteria there were 23 students who got good or very good scores in reading comprehension on recount text, 7 students were ten who got fair scores in reading comprehension recount text and no one student who got poor category in reading comprehension on recount text. The result of data analysis showed 4 of 31 students (12.9%) got good cores, while there were 20 of 31 students (64,5%%) got goof category and 7 of 31 students (22,6) fair score.

#### **4.2 Data Analysis**

The result of the data analysis showed that the students’ ability in reading comprehension on recount text was successful. Based on the result of study there were three students got very good, there were twenty students got good category



scores and the seven students got fair scores. According to Hornby comprehension means ability to understand something or exercise that trains students to understand a language (2009:19). It is seen the many students got good score than poor score.

According to Fauziati comprehension as comprehending a text, that is an interactive process between the reader's background knowledge and the text (Chapter 2:19). Based on the background knowledge and the text there were thirteen students got good scores, there were five students got medium scores and the seven students got poor scores. The researcher provides the text that has not been previously read to the students. Because of the reason above, there were students got medium scores and got poor scores.

Reading and comprehending recount text is not easy but we can see if the students had been their reading well. First, the reason was because in junior high school they continued their learning about English especially about reading and comprehending recount text from elementary school, so they more understood about recount text.

Second, the English teacher has been giving the material about recount text to the students and has been giving the explanation about it. Although the teacher has to divide the time of learning because there were many lesson that has to convey to the students.

Third, before the researcher gave the test to the students, they have accepted the material about reading and comprehending recount text. They also studied about reading. The teacher asked them to reading and comprehending recount text, so

before they did my test they have been ever reading and comprehending recount text with different topic.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter the researcher presents the conclusion and suggestion. The important point of this chapter is the answer of problems of the study. Based on the problems of the study, the study has aimed at describing how well the students reading and comprehending recount text.

#### **5.1 Conclusion**

Research finding and discussion, students' ability in reading and comprehending recount text at SMP An Nur Pekanbaru could be concluded as follows:

There were 4 students who got very good scores in reading comprehension on recount text, there were 20 students who got good scores in reading comprehension on recount text, there were 7 students who got fair scores in reading comprehension on recount text. The students' highest score was 95,00 and the students' lowest score was 67,50. The result of the calculation of mean value of the students reading comprehension on recount text is 77.98.

#### **5.2 Suggestion**

Concerned with the conclusion, the researcher would like to propose some suggestions that hopefully would be useful and valuable for the eighth grade students

at SMP An Nur Pekanbaru, the teachers and the next researchers. Three suggestions were proposed in the study.

#### 1. For The Students

The students should more understand about the material about reading and comprehending recount text. Especially, the students got medium scores and got poor scores. Before reading and comprehending recount text, they have to know what they read and comprehend in recount text. Then, they should always try to increase their skill in reading comprehension on recount text by more practicing. So, it is expected that the students are able to explore understanding about reading comprehension on recount text recount text

#### 2. For The Teacher

They researcher recommends the teacher to evaluate the students' competency especially to the students got good scores and got poor scores in reading comprehension on recount text frequently by giving assignments. The teacher should give more attention when the students reading comprehension on recount text. By knowing the students' ability in read reading comprehension on recount text, the teacher can help the students' to more active. The teacher also should give opportunity for students to ask about material especially about reading comprehension on recount text



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