

**READING RECOUNT TEXT ABILITY
OF THE ELEVENTH GRADE STUDENTS
AT MAS PONDOK PESANTREN TARBIYAH
ISLAMIYAH HAJORAN**



Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fullfilment of the Requirement for the Graduate Degree of Education (S.Pd.) in English

Written By:

LENNI AGUSTINA SIREGAR
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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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PADANGSIDIMPUAN**

2024

LETTER OF AGREEMENT

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Padangsidempuan, January 2024

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in-

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Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, reviewing and providing suggestions for improvement as necessary to the thesis belongs to Lenni Agustina Siregar, entitled "Reading Recount Text Ability of the Eleventh Grade at MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran", so we believe that this thesis has been accepted to complete the assignments and fulfill the requirements for achieving a Bachelor of Education (S.Pd) in English Education Department at the Faculty of Tarbiyah and Teacher Training in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

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Thus, we convey, hopefully it can be understood and for your attention thank you.

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 12 verse 2.

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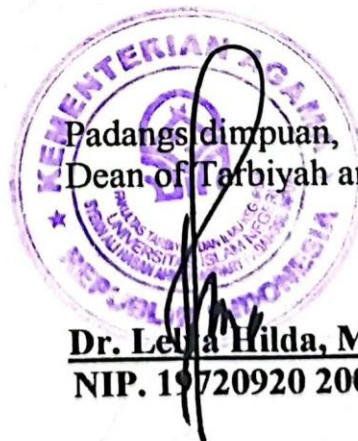
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ABSTRACT

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This research concerned about recount text reading ability at MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran. One of the problems which were still faced by the students in English was about reading comprehension ability in recount text. The students still felt difficult to read long sentence because most of them did not understand some meanings in written text, even though they were already interested in reading English recount text but most of the students still lack in vocabulary as well, they were also lack of attention about the importance of reading, thus, the students did not understand the text that they had read. The purpose in this research was to the students' reading comprehension ability in recount text of the students from the eleventh grade at MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran. This research employed descriptive quantitative research. The sample of the research was grade XI. They were 45 students in they were taken in total sampling. To collect the data, researcher used test for measuring students' reading ability. To analyze the data, the researcher used mean scores or the average scores to get the whole result of the research. It means that the reading recount text ability at MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran was categorized into enough ability. It means that the hypothesis was accepted. The implication of the research is to know the students' ability in reading recount text and to fingive them a test and ask the and the most difficult aspect in reading comprehension. These finding suggest to know by could help give them a test and ask them to answer it. As previously noted, reading recount text ability has proved by this research could help and give support for the other researcher intersted in this area study.

Key words: Ability, Reading, Recount Text.

ABSTRAK

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Judul Skripsi : Kemampuan Membaca Teks Recount di Kelas Sebelas MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran

Penelitian ini berkaitan dengan kemampuan membaca teks recount di MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran. Salah satu permasalahan yang masih dihadapi oleh siswa dalam bahasa Inggris adalah tentang kemampuan pemahaman membaca dalam teks recount. Para siswa masih merasa kesulitan untuk membaca kalimat panjang karena sebagian besar dari mereka tidak memahami beberapa makna dalam teks tertulis, meskipun mereka sudah tertarik untuk membaca teks recount bahasa Inggris tetapi sebagian besar siswa masih kekurangan kosakata, mereka juga kurang menguasai Perhatian tentang pentingnya membaca, sehingga siswa tidak memahami teks yang dibacanya. Tujuan dalam penelitian ini adalah untuk mengetahui kemampuan pemahaman membaca siswa dalam teks recount siswa kelas sebelas di MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran. Penelitian ini menggunakan penelitian deskriptif kuantitatif. Sampel penelitian ini adalah siswa kelas XI. Sebanyak 45 siswa diambil secara total sampling. Untuk mengumpulkan data, peneliti menggunakan tes untuk mengukur kemampuan membaca siswa. Untuk menganalisis data, peneliti menggunakan skor rata-rata atau skor rata-rata untuk mendapatkan hasil penelitian secara keseluruhan. Artinya kemampuan membaca teks recount di MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran termasuk dalam kemampuan cukup. Artinya hipotesis diterima. Implikasi dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam membaca teks recount dan memberikan mereka tes dan menanyakan aspek yang paling sulit dalam pemahaman membaca. Temuan ini menyarankan untuk mengetahui dengan dapat membantu memberikan mereka tes dan meminta mereka untuk menjawabnya. Seperti disebutkan sebelumnya, kemampuan membaca teks recount telah dibuktikan melalui penelitian ini dapat membantu dan memberikan dukungan bagi peneliti lain yang tertarik pada bidang studi ini.

Kata Kunci: Kemampuan, Membaca, Teks Recount

خلاصة

اسم	: ليني أوجستينا سيريجار
رقم التسجيل	: ١٨٢٠٣٠٠٠٨٦
كلية	: التربية وتدريب المعلمين
رئيسي	: تادرس الإنجليزية
عنوان الرسالة	: القدرة على قراءة نص إعادة الفرز في الصف الحادي عشر عالية AS مدرسة التربية الإسلامية حجوران الإسلامية الداخلية

يناقش هذا البحث قدرة الطلاب على قراءة نص السرد في الصف الحادي عشر في مدرسة ماس التربية الإسلامية حجوران الإسلامية الداخلية. إحدى المشاكل التي يواجهها الطلاب في تعلم اللغة الإنجليزية هي إعادة قراءة النص. لا يزال الطلاب يجدون صعوبة في قراءة الجمل الطويلة لأن معظمهم لا يفهمون معنى النص. وعلى الرغم من اهتمامهم بقراءة النصوص الإنجليزية حول نصوص إعادة الفرز، إلا أن معظمهم يفتقرون أيضًا إلى المفردات، كما يفتقرون إلى أهمية القراءة. وبالتالي لا يفهم الطلاب النص الذي قرأوه.

كان الهدف من هذا البحث هو تحديد قدرات الطلاب على القراءة في سرد النصوص حيث جاء الطلاب من الصف الحادي عشر في مدرسة التربية الإسلامية حجوران الإسلامية الداخلية.

أجرى هذا البحث بحثًا وصفيًا كميًا. كان مجتمع الدراسة في هذه الدراسة هو الصف الحادي عشر في مدرسة ماس التربية الإسلامية حجوران الإسلامية الداخلية. يبلغ عدد الطلاب في المجتمع ٤٥ طالبًا، أي فصلين. ثم كانت العينة في هذه الدراسة هي جميع سكان الصف الحادي عشر. استخدم الباحثون العينات الإجمالية لجمع البيانات، واستخدم الباحثون اختبارات لحساب قدرات القراءة لدى الطلاب. ولتحليل البيانات، استخدم الباحثون متوسط الدرجات أو القيمة المتوسطة.

وبناء على نتائج البحث حصل الباحث على وصف للبيانات حيث وجد أن المتوسط الحسابي كان ٥٠,٤. القدرة على القراءة لدى طلاب السنة الأولى من مدرسة التربية الإسلامية حجوران الإسلامية الداخلية كافية. وهذا يعني أن الفرضية مقبولة. وبالتالي فإن متوسط درجة قدرة الطالب هو القدرة الكافية. وبذلك يتم قبول فرضية البحث.

الكلمات المفتاحية: القدرة، القراءة، إعادة سرد النص

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Padangsidempuan, January 2024

Researcher

Lenni Agustina Siregar
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TABLE OF CONTENT

	Page
INSIDE TITLE PAGE	
LEGALIZATION OF ADVISORS	
AGREEMENT ADVISORS	
DECLARATION OF THESIS COMPLETION	
APPROVAL STATEMENT FOR PUBLICATION	
SCHOLAR MUNAQASYAH EXAMINATION	
LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING FACULTY	
ABSTRACT	i
ABSTRAK	ii
خلاصة	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	vi
LIST OF TABLES	viii
LIST OF APPENDIXES	ix
CHAPTER I: INTRODUCTION	
A. Background of Research	1
B. Identification of the Problem.....	4
C. Limitation of the Research	5
D. Definition of Key Terms	5
E. Formulation of the Problem	6
F. Objective of the Research	6
G. Significances of the Research.....	6
H. Outline of Thesis	7
CHAPTER II: THEORITICAL DESCRIPTION	
A. Literature Review	9
1. The Concept of Reading	9
a. Definition Reading	9
2. The Concept of Reading Comprehension	12
a. Reading Comprehension	12
b. Types of Reading	17
c. Kinds of reading comprehension	20
d. The Goal of Reading	22
e. Reading evaluation.....	23
f. Principle in teaching reading comprehension.....	23
g. Strategies for Reading Comprehension	25
h. Aspect of Reading Comprehension.....	26
i. Level in Reading Comprehension	28
j. Model of reading comprehension	30
3. Recount Text.....	31
a. Definition of Recount Text.....	31
b. The purpose of Recount Text.....	34

c. Types of recount text.....	36
d. Generic Structure	37
e. Social function of recount text.....	39
f. Lexicogrammatical of recount text	40
g. The Charasteristic of Langaue Features	41
4. Reading Assesment in Recount text	43
B. Review Related Finding.....	44
C. Hyphothesis.....	46

CHAPTER III: RESEARCH METHODOLOGY

A. Time and Place of the Research	47
B. Kinds of Research.....	47
C. Population and Sample	47
1. Population.....	47
2. Sample.....	48
D. Instrument of The Research	49
E. Validity of the Test	51
F. Technique data Coleection.....	52
G. Technique of data analysis	53

CHAPTER IV: RESULT OF RESEARCH

A. Description the Data	55
B. Discussion	62
C. Threats of the Research.....	64

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion.....	65
B. Suggestion	65

REFERENCES

APPENDIXES

DOCUMENTATION

CURICULUM VITAE

LIST OF TABLE

TABLE 1 Total Population of Grade XI MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran	30
TABLE 2 Indicators of Reading Recount Text Ability Before Testing Validity	31
TABLE 3 Indicators of the Testing Validity.....	31
TABLE 4 Classification Quality of The Students' Score.....	34
TABLE 5 Students' Total Score in Reading Comprehension Test.....	36
TABLE 6 Quality Score of the Students' Reading Comprehension Test.	38
TABLE 7 The Resume of Variable Score of the Students' Ability in Reading Recount Text.....	39
TABLE 8 The Frequency Distribution on Student's ability in Reading Recount Text.....	40
TABLE 9 Mean Score Calculation.....	41
TABLE 10 Result of Previous Research	43

LIST OF APPENDIX

Appendix 1 : Reading Comprehension Test Before Validity Test

Appendix 2 : Reading Comprehension Test After Validity Test

Appendix 3 : Key Answer After Validity Test

Appendix 4 : Validity Test

Appendix 5 : Result of Reading Comprehension Test

Appendix 6 : Students' Initial Name of Eleventh Grade at MAS Pondok Pesantren
Tarbiyah Islamiyah Hajoran.

Appendix 7 : Students' Score in Reading Comprehension Test of The Eleventh
Grade at MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran

CHAPTER I

INTRODUCTON

A. Background of Research

Reading is a receptive skill, it a transactional between a reader and a writer. A writer can communicate with a reader throughout a text. Reading is an interactive process happens when the readers try to understand the text. While understanding the text, the readers want to communicate with ideas proposed by the writers.

Reading comprehension is an ability to process the text to understand its meaning, and to integrate with what reader already known¹. Reading is a one of the skill in English, students can get information and they can increase their knowledge and their expriences though reading. Reading is a process undertaken to reduce uncertainly about meaning a text conveys. There are two skills in reading, receptive and active skill. First, receptive skill refers to the fact that readers have to infer meaning using their knowledge of the world. “Receptive” means that the reader receives input from a writer. Harida assumes that reading comprehension is the ability to understand the meaning from what it is being read, in understanding text, the readers communicate or interact

¹ Zulkipli, Nian Masna Evawati, , and Koryati, “Language Experience Approach in Teaching Reading Comprehension to the Engineering Students” 431, no. First 2019 (2020): 146-52, <https://doi.org/10.2991/assehr.k.200407.025>

with the writers through the writings². The readers rarely have opportunity to asking the author about what he/she really had in mind when writing a text. The readers are not actually producing anything quite in the same way as the writer. For the second, reading is active skill, to readers finds a reading passage interesting. His/her mind is fully engaged in trying to understand the reading material. In short, reading includes two process, those are receiving messages and information from the writer and interacting with the texts by trying to understand the text

From both of the reading skill tell us that reading needed the namely comprehension to understand the text. Reading is not just saying the words, but also to understand what we read, or getting the idea; it is related to comprehension. Hornby states that comprehension is the power of understanding³. It is the ability to understand the language. To understand or to comprehend the text the students must be able to read and catch some points of paragraph. So, one of the way to know the students comprehend the text is give them some question about the paragraph in text given. If the student can answer the question well so it can concluded that they comprehend the text. But if not, so the conclusion must be construct by the teacher.

² Eka Sustris Harida, "Using Critical Strategies: One Way for Assessing Students Reading Comprehension."

³ A. S. Hornby. *Oxford Advanced Learner's Dictionary of Current English*. P. 324.

Now, some of students only read but do not comprehend the content of the text from what they read, so many students can not read well when students were asked to do reading activity. In this research, the writer chooses students reading comprehension in recount text because some of students difficult to comprehend the content of the text and there are some students' reading comprehension is not perfect.

Firstly, the students were seldom did the reading activity in the school and in their house. The key to be able read well is habit to do reading activity⁴. The habits of students who rarely did reading activity because they confuse english word and understand the content of text. So, made the students were not fluent in reading. Whereas, to make students comprehend in reading, the students should have time to do reading activity.

Secondly, the lack of motivation also makes the students can not read well. They prefer spending their time with play and do the another activity than read book. Spending time such as play a game, hang out with their friends, etc. whereas, motivation is the main thing that must have of students, because to take up their confidence.

Thirdly, some of student have a course but they do not review the material at home, so makes the student passive.⁵ Even though they have

⁴ Nanda Sri Harahap, *Private Interview to the Students of MAS Pondok Pesantren Tarbiyah Islamiyah*, (Hajoran : MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran , 10 October 2022).

⁵ Rasdani Aulia, *Private Interview to The Students of MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran*, (Hajoran : MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran , 10 October 2022).

an additional the time to learn, but it is not ensures that the students better than others. It is not meaningful if they do not repeat the material. So, that everything that had been learn by students will be lose, until when do teaching process, the students can not follow well, so it is making the student passive.

Lastly, there are some students that easy to understand the material, but they lazy to speak, so made them passive. It is caused the students do not habit to give the oponion, until complicated the students to say english word. Even though the students are easy to understand when reading process, but can not give the oponion of the thing that has read, then everything is useless. Everything that students has good understood will not develop because they are lazy to speak.

Based on the explanation above, there are many problems derived from the students especially on reading comprehension in recount text and here, the researcher interested to conduct a research, which the tittle is The Ability of the Eleventh grade students in mastering reading recount text at MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran.

B. Identification of the problem

Based on the background above the researcher identified the problems of the students in reading. They were: 1) some students did not focus with the material because most of them did not understand the meaning, 2) the students were lack of vocabulary and lack of attention about how important reading is, 3) They also cannot make the inference

of the text and do not know what they learned and read about.4)

They do not know directly the genre of the text.

C. Limitation of the research

Based on the identification above, the researcher found some problems in reading comprehension especially in text. The researcher focused on the students' ability in reading recount text. It was about finding the ideas, events, & vocabulary.

D. Definitions of key terms

The researcher discussed some points in this research, such as definition of ability, reading comprehension and recount text.

1. Students' Ability

Students' ability is someone who is studying at a school, college, university, etc. and they have power or capacity to do something that is manifested through his actions.

2. Reading

Reading is a receptive skill, it is a transactional between reader and writer. Reading is the activity of the reader or students in finding the information from the text.

3. Recount text

Recount is a piece of the text that retells past events, usually in the order which they happened.

4. Reading recount Text

Reading recount text is the activity of readers or students to tell information from the text that retell past event or past activities. So, reading recount text is that tell about past event,"Reading Recount Text Ability of the Eleventh Grade at MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran". "Kemampuan membaca teks recount di kelas sebelas MAS Pondok pesantren Tarbiyah Islamiyah Hajoran"

E. Formulations of the Problem

Based on the problem mention above the researcher can take the formulation as:

1. How is the students' ability in reading recount text of the grade XI MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran?
2. What are the most difficulty aspects of reading recount text of the grade XI MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran?

F. Objective of the Research

Based on formulation that researcher takes, there are two objective of the research that is presented, they are :

1. To know the students' ability reading in recount text of the grade XI MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran.
2. To find the most difficult aspects that the students reading recount text of the grade XI MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran

G. Significances of the Research

The significances of this research are as follows:

1. Hopefully, this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research
2. This research findings are also expected to be positive and valuable information, especially for students and teachers of English at grade XI MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran.
3. These research findings also expected to be practical and theoretical information to develop of theories on language teaching and learning.

H. Outline of Thesis

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters with detail as follow:

Chapter I consists of bakground of research, identification of the problem, limitation of the research, limitation of the research, formulation of the problem, objective of the research, significanses of research, and outline of thesis.

Chapter II consists of the literature riview, related findings and hyphothesis. In literature riview consist of students' reading comprehension and recount text. Related finding consist of some findings that are done by other researcher in the same research. Hyphothesis consist researcher's thinking and expectation.

Chapter III consists of research methodology which consist of place and time research, kinds of research, population and sample, instrument of research, validity of the test, technique of data collection, and technique of data analysis.

Chapter IV it consists of the result of research taking about the analysis data, the result of research,. This chapter consist of description the data, hyphothesis testing, discussion, and threats of the research.

Chapter V, it consists of conclusion that is giving conclusion about result of the research and suggestion that give suggestion to the students and teachers by researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Literature Review

1. The Concept of Reading

a. Defenition of Reading

Reading is a receptive skill, it is a transactional between a reader and a writer. A writer can communicate with a reader throughout a text⁶. Reading is an interactive process between the reader and the text. While understanding the text, the readers wan to communicate with ideas proposed by the writers.

Reading can be defined simply as making meaning from print⁷. Four key elements combine in the process of making meaning from print: the reader, the text, reading strategies, and fluency. Reading is process of reader combining information from a text and their own background knowledge to build meaning. Meaning does not rest in the reader nor does it rest in the text.

Reading is best developed through reading and not through talking about reading⁸. Two basic approaches are used for teaching reading: intensive reading and extensive reading. The

⁶William Grabe and Fredicka L. Stoller, *Teaching and Researching Reading* , ed. Christopher N. Candlin & David R. Hall, Second Edition (New York: Routledge,2011),p.6.

⁷ Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2017), p. 3.

⁸ Kathleen T. Mc. Whorter, *Efficient and Flexible Reading* , Third Edition (United State of America: Harper Collins, 1992), p.99.

differences between intensive and extensive reading are important for teacher to understand. Intensive reading is the teaching of reading skills, vocabulary, and phonological instruction, typically through short reading passages followed by reading comprehension exercises. Extensive reading is reading of longer passages with a focus on enjoyment and or learning new information while reading. There is typically no accountability required during extensive reading.

Reading is the process of cognition, interpretation of a written or printed material. As stated by Goodman in Carrell et.al⁹ that reading is a receptive language process; it is a psycholinguistic process in which the reader reconstruct the meaning. It happens in human minds; people receive the text and then process with their minds. In processing in their minds. they make their own interpretations of the text they read.

In reading, an individual construct meaning through a transaction with written text; it involves the readers' acting on interpreting the text and the readers' experiences, language background, and their cultural framework influence interpretation. Supported by Arthur et.al¹⁰ who stated that reading is the process of thinking to construct the meaning from

⁹ Patricia L Carrell, et. al. *Interactive Approaches to Second Language Reading*. (New York: Cambridge University Press, 1988)p.12.

¹⁰ Arthur Glenberg et al., Improving Reading to Improve Math, "*Scientific Studies of Reading* 16, no. 4 (2012): p.5, <https://doi.org/10.1080/10888438.2011.564245>.

the what language that is produced written. They added that reading is the dynamic process which required special thinking, include background information and the readers' experiences¹¹. So, based on this information, reading is dpecific process of thinking when readers/ones try to reconstruct meaning from what they read. Constructing meaning happens when they connect their knowledge from what they know to what they read.

The goal of reading is not inferring the ittended massage of the author but rather creating massage that is useful to the reader. The readers read the texts and do the new interpretation based on their knowledge, they try to make new text but not far from the original text based on their interpretation and their understanding.

Reading also understanding what is being read as the process of human minds and thinking. Reading also the process of active in thinking involving getting the massages from the writers. So, reading talks about the process that happen to the readers in understanding the ideas from what they read by the process in their thinking. No reading with understanding.

¹¹ Glenberg, et al., "Improving Reading to Improve Math"

2. The Concept of Reading Comprehension

a. Reading Comprehension

Reading is one of the four language. This category is skill to comprehend a piece of information in written language. It explain that in teaching reading, reading is not just saying the words, but also to understand what we read, or getting the idea, it is related to comprehension. Hornby states that comprehension is the power of understanding¹². It is the ability to understand the language.

Reading consist of two related processes, word recognition and comprehension, word recognition refers to the process of preceiveing how written symbols correspond to ones spoken language, or comprehension is also a constructive process in which students creates meaning based on their background knowledge, reading comprehension is in ibvious sense, the ability to understand information in a text and interpret it appropriately.

Juli Moreilon stated the others ideas reading comprehension are based on process and level of comprehension. And than it can be concluded that the reading comprehension is mental process in which the readers try to understand the meaning by the text by the interpreting what have been read in order to find

¹² A.S Hornby. *Oxford Advanced Learners' Dictionary of Current English*. P.324.

the idea given by the writers. In reading comprehension the readers should pay attention for some aspects such as how they understand main ideas and details and be able to make the conclusion. Reading comprehension has aims, they are understanding the given passage or stories and getting the ideas or opinion from the text¹³

Meanwhile, comprehension is also the process making sense of words, sentences and connected grammatical knowledge experience with text and other strategies to help them understand written text. Comprehension is also constructive process in which students creates meaning based on their background knowledge, reading becomes an involving a text and a readers background knowledge.

Richard states comprehension is the process by which a person understanding the meaning of written or spoken language clearly¹⁴. Moreover, when talking about comprehension, it will talk about full understanding. Reading comprehension can be defined as "the ability to obtain meaning from written text for some purpose¹⁵. Meanwhile, comprehension is the process to

¹³ Judi Moreillon, *Teaching Reading Comprehension*, (American Library Association, 2007). p.70

¹⁴ Richard A. Renandya. *Language Teaching Methodology*. (Cambridge: Cambridge University. 2000.) p.54.

¹⁵ Rachel M. Best, Randy G Floyd, and Danielle S. McNamara, "Differential Competencies Contributing to Children's Comprehension of Narrative and Expository Texts," *Reading Psychology* 29, no. 2 (2008): 137-64, <https://doi.org/10.1080/02702710801963951>.

understand about the text. So, reading comprehension can be defined as the ability to obtain meaning written from the text.

Thomas stated that comprehension is a constructive process in which students create meaning based on their background knowledge¹⁶. Reading comprehension is the ability to understand information presented in written form. It is the process of getting meaning from print. It is not a passive receptive activity, but requires the readers to be active and thinking. Reading comprehension is a complex skill that includes understanding the text and components inside. It is the process of understanding the text and its components. It is the process of understanding the text to get the meaning.

The other ideas about reading comprehension are based on process and level of comprehension. Meanwhile, comprehension is the process to understand about the text. The reader will comprehend what the text talks about. Rayner gives the statement that reading comprehension is the process of using syntactic and semantic information that is found in printed text to reconstruct it in the reader's mind¹⁷.

Based on the definition above, it is concluded that reading is a natural skill for English as a second language, for most of these learners

¹⁶ Thomas G. Gunning, *Comprehension Boosters* (America: Jossey-Bass, 2010), p. 12

¹⁷ Ibrahim Mohamed Alfaki and Ahmed Gumaa Siddiek, "The Role of Background Knowledge in Enhancing Reading Comprehension: The Role of Background Knowledge in Enhancing Reading Comprehension" 3, no. May (2015): 26, <https://doi.org/10.5430/wjel.v3n4p42>.

it is the significant skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required.

There are some elements in reading comprehension, they are¹⁸:

1) Topic

A *topic* is the main idea of a paragraph. It is the one thing of paragraph about. Every sentence in a paragraph in some way discusses or explains this topic. Topic is also not only names the topic of the paragraph, but it also limited in one or two areas that can be discussed completely in the space of single paragraph.

2) Main idea

A *main idea* is to control the idea that want to be developed by the writer. One thing that you must remember is topic sentence to complete sentence, which contains a subject, a verb, and usually a complement. It is usually but not always the first sentence in the paragraph.

¹⁸ H. Douglas Brown, *Language Assesment Principle and Classroom Practices*, (Pearson Education Inc,2004).p. 90.

3) Supporting sentence

Supporting sentence is develop the topic sentence. Supporting sentences can be stated as supporting details or supporting information. The detail information can be concrete support and explanation of the topic sentence.

4) Conclusion

In conclusion, supporting sentence can be stated as supporting details. They support the main ideas by giving explanation, examples, or others to make the paragraph develop. A concluding sentence sums up the information that is presented in paragraph. Based on explanation above, the researcher conclude topic is the what the text tell about. Main idea generally describes or cover the detail in the paragraph. Supporting sentence is the give detail explanation about main idea.

Based on defenition above, the researcher concluded that reading comprehension is an activity that does by someone or called as a reader to understand and get the point from a text or print material. In the process needed focus to deliver a good result.

b. Types of Reading

According to Patel and Praveen , there are some types of reading such as intensive reading, extensive reading, aloud reading and silent reading¹⁹:

1) Intensive reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for expanding knowledge of vocabulary and idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in poem, poetry,novel or other source. For example : the students focus on linguistic or semantic details of a reading and focus on structure details such as grammar.

2) Extensive reading

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update and to know something new. The purpose of

¹⁹ M.F. Patel and Praveen M. jain, English Language Teaching, First edit (Jaipur: Sunrise Publisher&Distributor,2008), p.117 <https://doi.org/10.1093/acprof.oso/9780199574797.003.0018>.

extensive reading will be trained the students to read directly and fluently in the target language for enjoyment, without teacher's assistance. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book. Occasionally, the class may be divided into groups to read interrelated material. Each group may prepare some part of the project on some present a group report to the rest of the class. This type of class project gives a point and purpose to extensive reading by building reading practice into a matrix of purposeful activity. Thus, the attention of the reader is directed toward the extraction of information from the text, rather than towards the reading process itself.

3) Aloud reading

Reading aloud also play important role in teaching of englis. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronouncation. According to Brown stated that loud reading is the test-taker separate letters, word, and or short sentence and read them loud,

one by one, in the presence of administrator since the easement is reading comprehension, any recognizable oral approximation of the target response is considered correct.²⁰ Reading aloud also connects the eyes and ears to the tongue as well as to the entire body, which is involved in body language.

To sum up everything that has been stated so far aloud reading is the activity to read the text with oral expression, speaking or talking out loud.

4) Silent Reading

Silent reading is an important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to achieve a lot of information. Teachers have to make them read silently as and when they are able to read without any difficulties. It is a kind of habit in which learners are enabled to read without any audible whisper.

According to Tankersley “silent reading is a condition of not speaking and a sound track”.²¹ This actively demonstrates that silent is not voice. Kasihani stated

²⁰ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (Pearson Education Inc, 2004). P.90

²¹ Karen Tankersley, *literacy Strategies* (Virgin USA:ASCD) 2005).P. 108.

that” Silent reading is to train the students to really by heart or without sounds to get the deep understanding of the material. Reading silently improves students’ understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words, when we read silently, we can form mental pictures of the topic being discussed. Also, we do not need to read one word at a time, encouraging the students to read silently will help them develop the strategies they need for reading fast, and with better comprehension.

The researcher sums up everything that has been stated for, silent reading is the process of reading by heart. It is a condition of not speaking and the teacher tries to focus on the text.

c. Kinds of Reading Comprehension

1). Intensive Reading Comprehension

Intensive reading is the text or passage reading. In this reading the learner reads the text to get knowledge or analysis. The goal of this reading is to read shorter text. This is done to carry out to get specific information. Learner reads books to acquire knowledge is the kind of reading intensive reading will provide a basis for explaining

difficulties of structure and for extending knowledge of vocabulary and idioms.

It will also provide material for developing greater of the language in speech and writing

2). Extensive Reading Comprehension

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading, the purpose of extensive reading will be to train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

3). Aloud Reading Comprehension

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronouncation. Reading loud may sometimes have meaning beyond the oral transmission of the text in that gives insight into current conceerns or transmission of the reader.

4). Silent Reading Comprehension

Silent Reading is very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot information. Teacher has to make them read

silent reading using visual memory and condition not speaking and not sound track, to train students to really pay attention to can understand the text.

d. The Goal of Reading

The main goals of reading are to get and find information include content and meaning of the text based on purpose. Tarigan stated²² that there some goals of reading such as:

1. Reading is for identifying important information.
2. Reading is for main ideas.
3. Reading is for finding the specific information.
4. Reading is for underlining the important information.
5. Reading is classify the difficult word.
6. Reading is to evaluate..
7. Reading is to compare or contract.

In this research, the purpose of reading is identifying important information, finding specific information, and to evaluate reading. It have talked above that comprehension is ability to construct the languages to take the information from the text.

²² Henry Guntur Tarigan, *Membaca Sebagai Sebuah Keterampilan Berbahasa*, (Bandung: Angkasa, 2005), p.9

e. Reading Evaluation

In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Reading is a skill that is taken for granted, then as the most essential skill for success in all educational contexts, remains a skill of paramount importance as readers create assessments of general language ability

The purpose of reading assessment usually are to tap into learners global understanding of a text, as opposed to asking test-takers to zoom in on small details as Brown stated. The assessment of reading ability does not end with the measurement of comprehension. Strategic pathways to full understanding are often important factors to include in assessing learners, and all of the reading assessment must be carried out by inference. Authentic assessment of reading requires planning and organization, the key lines in identifying the purpose of reading assessment and metaching instructional activities that the purpose. After the identification of assesment purpose. It is important to plan time for assessment reading.

f. Principle in Teaching Reading Comprehension

There are some principles strategies in reading comprehension stated by Brown as follows :

- 1) Identify your purpose in reading text
- 2) Apply spelling rules and convention for bottom-up decoding,
- 3) Use Lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
- 4) Guess at meaning (of words, idiom, etc) when you aren't certain.
- 5) Skim the text for the gist and for main ideas
- 6) Scan the text for specific information(names, dates, key word)
- 7) Use the silent reading techniques for rapid processing
- 8) Use marginal notes, outlines, chart or semantic map for understanding and retaining information.
- 9) Distinguish between literal and implied meaning
- 10) Capitalize on discourse markers to process relationship²³

From the explanation above the researcher sum up everything that has been stated so far a good reading teacher should apply the principles above in teaching reading to make the students easier to comprehend the text.

²³ H. Douglas Brown, *Language Assesment Principle and Classroom*, (Pearson Education Inc, 2004) p.188

g. Strategies for Reading comprehension

Reader needs to know the reading techniques effectively, because by using some technique will be better. Techniques of reading comprehension for specific information that can use, they are²⁴:

1) Using prior knowledge/Previewing

When students preview the text, they tap into what they already know what will help to understand the text they are about to read. This provides a framework for any new information.

2) Predicting

When students make predictions about the text they are about to read, it sets up expectations based on their knowledge about similar topics.

3) Identifying the main idea and summarization

Identifying the main idea and summarizing requires that students determine what is important and then put it in their own words.

4) Questioning

Asking and answering questions about text is another strategy that helps students focus on the meaning of text.

²⁴ H. Douglas Brown, *Teaching by Principles as Interactive Approach to Language Pedagogy*, p. 292-296.

Teacher can help by modeling both the process of asking good question and strategies for finding the answer in the text.

5) Making inferences

In order to make inferences about something that is not explicitly stated in the text, students must learn to draw on prior knowledge and recognize clues in text itself.

6) Visualizing

Studies have shown that students who visualize while reading have better recall than those who do not.

Based on the some strategies for reading comprehension above, the researcher concluded that in comprehending the text, strategies is one more important one to make it successful. Because the strategies are help and make simply to reader to know what content of the text

h. Aspect of reading comprehension

Students' background knowledge is important to successful reading comprehension mastery, specifics skill knowledge is also important and must learned by students. The reader must know the aspect of reading comprehension. The aspect of

reading comprehension consist of the following common elementary, they are²⁵:

1) Phonemic awareness

The goal of phonemic awareness is to help children hear specific sounds, identify sound sequence, and understand the role phonemes (sounds) play in word affirmation. Phonemic awareness is basically oral in nature.

2) Phonics

Phonics is the relationship between the letters in written language and the individual sounds in spoken language. Phonics instruction teaches students how to use these relationships to read and spell words.

3) Fluency

Fluent readers are able to read orally with appropriate speed, accuracy, and proper expression. Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word.

4) Vocabulary

Vocabulary is closely connected to comprehension. The larger the reader's vocabulary(either oral or print) the easier it is to make sense of the text.

²⁵ Douglas Carnie, et.al., *Direct Instruction Reading* (Ohio: Merril Publishing Company,1990), p. 41.

5) Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension.

In short, the aspect of reading comprehension can be concluded as: phonemic awareness, it is talking about oral language in nature. Phonics is talking about instruction that teaches students how to use these relationships to read and spell words, etc. Fluency is talking about accuracy and proper expression. Vocabulary is talking about the reader's vocabulary (either oral or print). The last comprehension, it means the complex cognitive process readers use to understand what they have read.

i. Level of Understanding in Reading Comprehension

In reading, the reader's effort to take meaning or senses from a paragraph and to improve comprehension and conclusion when the reader reads a paragraph. This is a complex process where skills are built upon one another like the blocks used to make Billy's tower. There are two levels of understanding in reading comprehension: literal meaning and inferential meaning.²⁶

²⁶ Heilman, et.al., *The Principles and Practices of Teaching Reading*, (Ohio: Charles E Merrill Publishing Co, 1988), p. 24.

1) Literal Meaning

Literal meaning is simply what the text says. It is what actually happens in story. This is a very important level of understanding because it provides the foundation for more advanced comprehension.

Here are examples of the type of information that could be identified as literal meaning:

- a) The main idea
- b) Stated facts
- c) The sequence of events
- d) Characters in the story

2) Inferential Meaning

Inferential meaning involves determining what the text means. You start with the stated information. This information is then used to determine deeper meaning that is not explicitly stated. Determining inferential meaning requires you think about the text and draw a conclusion.

Examples of the type of information that could be identified as inferential meaning include:

- a) Generalizations
- b) Cause and effect relationship
- c) Future predictions
- d) An unstated main idea

In short, literal meaning is a very important level of understanding because it provides the foundation for more advanced comprehension. Inferential meaning requires you to think about the text and draw a conclusion. Then, evaluative meaning is what the text is telling us about the world outside the story.

j. Model of Reading Comprehension

There are three models of reading process such as bottom-up, top down and interactive as follow:

1) Bottom-up

Model typically consist of lower level reading processes, students start with the fundamental basics of later and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to identification of grammatical structures, sentences and longer text. Letters, letter cluster, word phrases, sentences, longer texts, and finally meaning are the order in achieving comprehension.

2) Top-down model

On the other hand, begin with the idea that comprehension resides in the reader. The reader use background knowledge makes prediction and searches the text. A passage can thus be understood even if all

on the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather on mastery of word recognition.

3) Interactive models.

Interactive models are accepted as the most comprehensive description of the reading process. This third type combine elements of both bottom-up models assuming that a pattern is synthesized assuming that a pattern is synthesized based on information provided simultaneously from several knowldege sources.²⁷

3. Recount text

a. Defenition of Recount text

Recount text is a text that telling the reader about one story, action or activity. Its goal to entertaining or informing the reader. Recount is a text which retelss event or experiences in the past.

Anderson said that a recount text is writing about past events or piece of text that retells pas event, usually in order which happened.²⁸ Moreover Siahaan said that a recount text is type of spoken or written text that deals with past experiences. The function is retell some events that happened in the past for

²⁷ David Nunan, *Practical English Language Teaching*(New York: Graw Hill,2003), p. 70-71.

²⁸ Mark Anderson & Kathryn Anderson, *Text Type in English*, (Australia: Macmillan Education, 2005), p. 48.

certain purposes; to inform or to entertain the listeners or readers.²⁹ So, the researcher can concluded recount text is a text that tells you a part of experience.

According to Hyland, recount is telling about what happened³⁰. This actively demonstrates that recount is a text that tells about something that has happened in our life or used to tell past event such as holiday experiences, accident, activity, etc. recounts are often personal stories and they can be either factual or imaginative. The examples of recount genre include a trip to the zoo which a family took yesterday, the story of a pink coupon from the sky, many biographies and events³¹. It means that students can choose kind of the story that they want to retell to the audience.

Recount text is one of the simplest text types in this genre. Regularly, recounts are sequential that do little more than sequence a series of events. Every story, no matter how simple it is, it needs an orientation, indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many post modern narratives play with these

²⁹ Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.35.

³⁰ Ken-Hyland, *Second Language Writing* (Hongkong: Cambridge University Press, 2003), p.124.

³¹ Dirgeyasa, *College Academic Writing: A Genre-Based Perspective* (Medan: Unimed Press, 2014), p.24.

convention³². A text is a meaningful linguistic unit in a context³³. The text is main printed part of a book or magazine. This actively demonstrates that recount text is not so hard for the students because it is one of the simple text from text genres.

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience of the reader. Recount text is a piece of text that retells past events, usually in the order in which they happened or retells other people about something that happened and orders words to retell the real past activities, experiments, or events. Pardiyo says that recount text is the type of text that can be simply defined as a text that is created with the purpose to inform about the activities in the past.³⁴ So, the researcher can conclude that recount text is a text that tells the reader about one story, action, or activity.

Recount text is the form of writing which is used to propose the series of events that happened chronologically and aims to inform and to entertain the readers. Another expert said that "recount text tells about personal experience and involves series of events"³⁵. Recount text is generally based on the direct experiences of the author but may also be imaginative or fictitious.

³² Knapp, Peter & Megan Warkins, (2003), *Genre Text Grammar*, Australia : University of New South Wales Press Ltd .p.223.

³³ Sanggam, *Generic text Structure*, Yogyakarta: Graha Ilmu.p.1

³⁴ Pardiyo, *Teaching Genre Based Writing*, (Yogyakarta: Andi Press, 2007), p. 63.

³⁵ Munday, J., *An Analysis of Korean Students Writing* Routledge, (Birmingham: University of Birmingham, 2000)

the author's experience. There are three types of recount text, they are personal recount text, factual recount text, and imaginative recount text.

Based on the definition above, the researcher can conclude that recount text is a text that tells you a part of experience.

b. The purpose of Recount Text

Recount text purposes to tell what happened in the past time, for example : I went to the school last time. Recount text also purposes to document a sequence of events, for example, in sentence I went to the school, "went" is event. In other word the purpose of recount text is to portion out of the personal event in the past time to inform or entertain the audiences or readers. Zamilah says that recount text purposes to tell readers what happened in the past through a sequence of events or to retell events for the purpose of informing or entertaining.³⁶

Priyatna et.al stated that the purpose of recount text is to tell a series or sequence of events and evaluate their significance in some way³⁷. It means that the students write the events that used to experience. The students write recount text by following the sequence of generic structures in the form of the past tense.

³⁶ Zamilah, *Generic Structure Text*, (Jakarta: Graha Ilmu, 2005), p. 43.

³⁷ Joko Priyatna, et al., *Inter language: English for Senior High School Students X* (Jakarta: Grasindo,2008), p.10-11.

Experiences made by retell the events that happened, recount text also represents which can be used to motivate, inform, and entertain the readers. Then, the purpose of recount text is also to tell a series or sequence of events and evaluate their significance in some way.³⁸ It means that the students writes the events that used to experience. The students writes recount text by following the sequence of generic structures in the form of the past tense. So, based on the explanation above , the researcher concluded that the purpose of recount text is to retell about the past experience or write the past events in the written to inform or to entertain the readers.

Social function of recount text divides some context they are :

- 1) Interpersonal function is “realized by the mood structure in which consist of mood, finite, and residue. There are also other parts such as the combination of predicator (verbal group), complement (nominal group) and (optionally).. the finite or lexical verb is the situation in past. The lexical verb is usually written/spoken in form of past tense (verb II)
- 2) Experience function is “deals with the clause as a representation through transitivity. Gerot & Wignell say that

³⁸ Joko Priyatna, *English for Senior High School Students X*, (Jakarta : Grasindo, 2008). P. 10-11

with their main important parts, circumstance, participant and process. It is used to express feeling, things, and thought including participant in certain circumstance. Since recount text is mainly talk about event in the past.”

- 3) Textual function is “the concept of textual function uses the structure of theme and rheme. The term of theme itself is used to refer a formal category of a starting point of utterance or as point of departure,, theme is identified in declarative clause and non-declarative clauses.

The purpose of recount text is to list and describe past experiences by retelling events in the order in which they happened.³⁹ So, the researcher can concluded that the purpose of recount text is to list and describe past experiences by retelling events in order in which they happened.

c. Types of Recount Text

According Mulyani and Al-Hafidzh in journal of English Language teaching, there are three types of recount text such as personal recount, factual recount, and imaginative recount⁴⁰.

1) Personal Recount Text

Personal recount text is recounting an experiences in which the writer has been directly involved in and may be

³⁹ George E. Wishon, *Lets Write English*, (Bandung: Pustaka Grafika, 2004), p. 34.

⁴⁰ Uci Mulyani and Muh. Al-Hafidzh, “Teaching Junior High School Students to Write Recount Text Through Wikis Media, “ Journal of English Language, Vol 1, No, 1(September 2012), p.227. <https://doi.org/10.24036/jelt.v.lil.1162>.

used to build the relationship between the writers and the reader. example, diary journal, personal journal, personal letter and personal experience. In personal recount text, the writers tell about happened during events in which he/she was directly involved.

2) Factual Recount Text

Factual recount text is retelling an event or incident which is outside of the writer experiences. In factual recount. The writer is the observer who is outside of the event, she or he does not involve in the event. Factual recount is a recount text that serves to present reports of events that actually happened, such as science experiment reports or police reports

3) Imaginative Recount Text

Imaginative recount text is called as recounting imaginary event. In imaginative recount, the writers tell about imaginary events or takes on a fictitious. Imaginative is a type of recount text that serves to represent an imaginative story. Then write down events that have occurred.

d. Generic Structure

Recount text are consisted of three structures, as follows: orientation, events, and reorientation

1) Orientation

Orientation is also called the setting. It sets the scene and introduces the participants. It gives information about where and when the story takes place which the main characters in the story are and what sort of people they are. We can also use the title of a recount text to get information about setting of the story. Orientation provides the setting and produces participants, it provides information about whom, where, and when.

2) Events

Event tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and or evaluative remarks, which are interspersed throughout of events.

Events consist of what happened that led to character changing his/her attitude and the effects of the change in his/her attitude. The events are presented in an interesting way and arranged in chronological order first to last.

3) Re-orientation

Re-orientation is the closing statement. Many recounts have a concluding statement talking about the author's feeling that is placed in this paragraph. On re-

orientation it is the optional-closure of events. It is rounds of the sequence of events.

Based on the explanation above, the researcher concluded generic structure is chronological order, from the first to the last.

e. Sosial Function of Recount Text

The sosial function in the recount text is to retell some events that happened in the past for certain purposes to inform or to entertain the listeners or readers. Recount text is a kind of text which has function to retell past events for the purpose of informing or entertaining. Gerot and Wignel said "sosial function to describe the way thing are, with reference to range of natural, manmade and social phenomena in our enviroenment". In summary the social function of recount text is to inform or to entertain the listener or readers. Then Stefen Peter said that "the social function is near the same with the communicative ourpose which refers to the aim of the text which want to be expressed by the writer to the reader". in summary recount text is also purposing to entertain with expressing what the writer want to inform to the reader.

So, based on the researcher concluded the social function of recount text is to inform or to entertain. Recount retells past event. Recount begins by telling the reader who was involved,

what happened, where this event took place and when it happened. And also to entertain, sometimes recount text is funny experiences, it has function entertain the readers.

f. Lexicogrammatical Features of Recount Text

Language feature is the rule in arranging a text. It is the domain language feature that use in the text such as using noun or participant, using conjunction and time connective, adverb of time and using past tense. It means that lexicogrammar is identical to syntax in traditional grammar and refers to certain structure which is used to express certain meaning. In recount text, it has some lexicogrammar features such as noun, past tense, time connective and adverb. The common grammatical features of recount text are :

- a. Using of noun and pronouns to identify people animals, things involved. Nouns, noun is the name of place, thing pronouns, animals, and certain things in the story, such as , I, We, A friends of mine, you, my mother.
- b. Use of action verbs to refer to events
- c. Conjunction and connective such as but, then, finally, when
- d. Adverb of time, using part time such as yesterday, last Friday.

- e. Using past tense, example : asked, left, choose, got, bored, went, broken, waited, told, called, said, walked, did, happened, arrived, gone, and tired.⁴¹

g. The Characteristic or Language Feature of Recount Text

There are 6 language features that usually found in the recount text. They are⁴²:

- 1) Use of nouns and pronouns to identify people, animals or things involved. (e.g, the cat, the doctor, Nesta, etc.)
- 2) Use the past action verbs to refer the events.(e.g, go, help, write, etc)
- 3) Use the past tense to locate events in relation to speaker's or writer's time. (e.g Risa went to Jogja, I was there, Bagus helped his father, etc.)
- 4) Use conjunctions and time connectives to sequence the event.(but, then, after that)
- 5) Use of adverb and adverbial phrases to indicate place and time(e.g tomorrow, at home, carefully)
- 6) Use of adjectives to describe nouns.(e.g beautiful, soft, black, etc)

Based on the explanation above the researcher can conclude that the language features of recount text are using

⁴¹ Ken Hyland, *Genre And Second Language Writing* (The United State of America University of Michigan Press, 2004) p.135.

⁴² Mangot, Siswanto, and Rohmadi, *English Revolution-fourth Edition* (Jepar: Mawas Press, 2008), p.6.

past tense, proper nouns to identify the text, descriptive words to give the details about who, what, when, where and how.

h. Example of Recount Text

Based on the explanation about the definition of recount text, the following is one of example of recount text that analyze base on the generic structure.

Orientation	Some friends and I went to Yogyakarta for a vacation last month. It was fun and we had a wonderful time there.
Events	<p>we had our vacation soon after the school exam was over. We close to go to Yogyakarta because we thought that the place was nice and the people were friendly. In addition, some friends have told me that it has a lot of places of interests.</p> <p>We left for Yogya early in the morning, and we took pramex train that departed from Solo at 08.00. We got off in Yogyakarta Railway Station, and headed to one of the food stals in Malioboro for some food and drinks. We were surprised to see that everything in Malioboro has been arranged well now.</p> <p>After we had a walk around the place for a few minutes, we took a taxi and headed to one the most famous beaches, Parangteritis beach. On the beach, we really enjoyed the beauty of the waves reaching the seashore. We stayed there for several hours, before finally we decided to be back to Solo.</p>
Re-Orientation	We were very happy to spend a day playing waters and enjoy the naturel beauty of the beach. We left Yogyakarta Raiway station at a quarter to four by pramex traain and got home around 5.30. it was both tiring and fun ⁴³

⁴³ Pardiyo, *Teaching Genre Based Writing*, (Yogyakarta: Andi, 2007), p. 69.

4. Reading Assessment in Recount Text

Assessments demand planning and organization. The goal of reading assessment is to provide feedback on the skills, processes, and knowledge resources that represent reading abilities, assessing and matching instructional activities to that purpose. Assessment is a tool to measure how far the students ability and comprehension of the material⁴⁴. There are some indicators in reading comprehension that want to be increased in expressing the meaning of the words, content of message, and infer implied meaning. The indicators for reading comprehension are the following sentences:

- 1). Identify the topic from the text
- 2). Identify main idea from the text
- 3). Identify information that needed from the text
- 4). Give conclusion from the text
- 5). Understand vocabulary from the text⁴⁵

Based on indicators above the researcher concluded that the students should be able to identify the topic from the text, identify the main idea from the text, identify the information that needed from the text, give the conclusion from the text, give the conclusion from the text, and understand vocabulary from the text. These indicators will be an escort for teacher in assessing studenta” reading

⁴⁴ J. Michael O, Malley and Lorraine Valdes Pierce, *Authentic Assesment for English Language Learners* (United States of America: Addison-Wesley Publishing Company,2000), p. 98.

⁴⁵ H. Douglas Brown, *Language Assesment Principles and Classroom Practices* (San Francisco: Longman, 2003), p.190.

comorehension. So, the researcher who wants to research about student's connection to assessment in recount text.

B. Review of Related Findings

There are some similar researches that concerned to this research. After looking for some researchs that's similar to this research, finally the researcher takes 4 thesis to be key of this reseach.

The first research was conducted by Ummu Habibah Harahap In this research, researcher use qualitative approach in the type of descriptive analysis. There are 24 students of analytical unit from 105 students of fourth semester TBI IAIN Padangsidimpuan. Based on the result of research, researcher found that the abilty of fourth semester students TBI 3 IAIN Padangsidimpuan in reading recount text is categorized into very high category.⁴⁶The second research was conducted by Lian, he investigated teaching reading comprehension on recount text through heading into questions. This studey also aimed to identify the most difficult and easist aspects of recount text for the students. She found that 22 students did not pass un pretest of exprimental class, 26 students did not pas in pretest of control classs, 3 students did not pas in posstest of exorimental class, and 13 students did not pass in postest of control class. Then, the mean score of pretest of exprimental class is

⁴⁶ Ummu Habibah Harahap, "The Students' Ability in Reading Recount Text of Fourth Semester TBI 3 IAIN Padangsidimpuan" (UIN SYAHADA Padangsidimpuan, 2019)

73.52, while control class is 69.44. The mean score of posttest of experimental class is 83.14, while control class is 76.31.⁴⁷

The third was conducted by Poso Harahap. He concluded that in comprehending a text were enough categories. He found the total mean score was 41.67%. The students' reading comprehension used skimming and scanning⁴⁸. Students were like scanning more. So, the students were enough categories in reading comprehension especially to find main idea, determine topic, give conclusion and identify the information from the text⁴⁹. So the researcher can categorize that students from SMPN 4 Batang onang have enough ability in recount text.

So, from the above description, the researcher concluded that is was related to this research entitled The Ability of the Eleventh Grade Students in Mastering Reading Recount Text at MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran.

⁴⁷ Lian, , "The Effect Jigsaw Strategy in Teaching Reading Comprehension of Recount Text at Grade VII of SMP N 2 Padangsidimpuan 2019-2020 Academic Year" (Unpublished Thesis), (Padangsidimpuan : IAIN), P.51.

⁴⁸ Poso Harahap, "The Analysis on Students "Reading Comprehension at Grade XI SMPN 2 Satu Atap Batang Onang,"(IAIN Padangsidimpuan,2015).

⁴⁹ Febrina Nusri and Dian Noviani Syafar, "Students Reading Ability in Recount Text at SMPN Batang Anai,"*Tell-Us Journal* 3, no. (2017):88-82,<https://doi.org/10.22202/tus.2017.v3i2.2623>.

C. Hypothesis

The hypothesis is needed to show the researcher's thinking and expectations outcomes of the research related to this research. So, hypothesis of this research are follow. "the ability of the eleventh grade students in mastery reading recount text at MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran in enough category.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research will be conducted from March 2023 up to January 2024 at the grade XI-A and XI-B students of MAS Pondok Pesantren TARBIYAH ISLAMİYAH HAJORAN. It was located at Jalan lintas Hajoran-Hutagodang Kecamatan Sungai Kanan Kabupaten Labuhan Batu Selatan.

B. Method of Research

The kind of this research is quantitative research. This research uses a descriptive method. Descriptive method is the research will describe and interpretation the object research. It is about the ability of the grade XI MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran in reading recount text.

C. Population and Sample

a. Population

There are some statements about population that published by the expert. Sugiono state that population is generalization is that consists by object or subject who has specific quality and characteristic that chosen by researcher to be concluded. In this research, the population as the data sources of this research are all of the XI grade students Pondok Pesantren Tarbiyah Islamiyah Hajoran consist of two class. It can be seen in the following table :

Table 1
Total population of grade XI of MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran

No.	Class	Total of Students
1	XI-A	23Students
2	XI-B	22 Students
Total		45 Students

a. Sample

Sample is part of the number and characteristic possessed by the population⁵⁰. To get the sample of this research guided the opinion of Suharsimi Arikunto, who said if the total population is less than 100 people then the total sample is taken as a whole and if it's amount more amount was taken by 10% 15% or 20% 25%⁵¹. So, because the population at the eleventh grade students MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran was less than 100 people, the researcher took the entire sample namely 45 students. It can be seen from the following table:

Table 2
The sample in eleventh grade students at MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran

No	Class	Total of Students
1	XI-A	23 Students
2	XI-B	22 Students

⁵⁰ Sugiyono, *Metode Penelitian Pendidikan* (Bandung, :Alfabeta,2017), p.118

⁵¹ Suharsimi Arikunto, *Prosedur Penelitian Pendekatan Praktik*, (Jakarta, PT Rineka Cipta, 2006),p.110

45 Students

D. Instrument of the Research

The data of this study will be collected through test.

The test materials are taken from the English Textbook grade XI that is being taught. The instruction was to choose the best answer and the question were 30 questions before the researcher did the validity, and the students choose by croosing a,b,c,d or e that the found in multiple choice. There were some indicators that had been used by the researcher to measure the student" ability in reading comprehension recount text.

Tabel 2
There are indicators of reading recount text ability before testing validity

No.	Indicator	Total test	Number item	Score
1	Students are able to find the Generic of structure the text	9	1, 7, 12, 17,6,23,25,26,19	27
2	Students are able to determine social function of recount text	16	2, 3, 4, 5, 8, 10,13,14 15, 56 16,18,22,24,28,29,9	
3	Students are able to find to lexigrammatical features of recount text	3	21, 27,30	11
4	Students are able to find the characteristic or language	2	11,20	6

features of the text			
Total	30	30	100

There were 30 multiple choice test in this research. The items were still invalid before the validity test. Table below was the test after validity test of reading comprehension test

Table 3

Indicators of the test after testing validity

No	Indicator	Total test	Number item	Score
1	Students are able to find the generic structure of the text	3	6,12,18,	3x5=15
2	Students are able to determine social function of recount text	10	3,4,7,8,9,10,11,13,16,17,	10x5=50
3	Students are able to find the lexicogrammatical features of recount text	5	1,2, 15,19,20	5x5=25
4	Students are able to find the characteristic or language feature of recount text	2	5,14,	2x5=10
	Total		20	100

There were 22 items that valid after the validity test. Some items which were are not valid are number 1,11,12,14,16,19,23,and 26. Some items were valid are number 2,3,4,5,6,7,8,9,10,13,15,17, 18, 20,21,22,24,25,27,28,29, and 30. So, it concluded that they were 22 items were valid and 8 items were not valid. According to 28 valid items, the researcher only took 20 items for the students' test.

Based on the table above, the techniques for collecting data were below:

- 1) The researcher preparing the test.
- 2) The researcher giving the written test to the students according the sample states, and gave the test with multiple choice
- 3) Determining the time of test
- 4) Giving chance or time for students to ask something left or not clears in doing the test
- 5) Asking the students to do test and the researcher looks after the students during the time
- 6) After students finishing answer the test, the researcher collected their answer to analyze

E. Validity of the test

In this research, validity is supported most convincingly by subsequent personal observation by teachers and peers. By the par

the most complex criterion of a good test is validity⁵². The research used an item validity to get the validity of instrumentation. The test consisted 30 questions of multiple choice questions which had been given to the students.

The validity of each question would be referred to list r product moment with r in 5% significant :0.4973

So, if $r_{count} > r_{table}$ the test is regarded valid.

F. Technique Data Collection

In this research, the researcher uses some techniques for collecting the data. This researcher uses these techniques in order to serve how the data are collected before the data analyzed. Here are some procedures that the researcher literally wants to do collecting the data, as follows:

1. Test.

The Technique for collecting data were below:

- a). The researcher gives the test to the students.
- b.). The research explains to students about the test.
- c). The researcher determines the time of the test
- d). The researcher gives the chance or time for the students and ask something left or not clears in the doing test.

⁵² H. Douglas Brown, *Teaching by Principles An Interactive Approach in Language Podadogy*(San Francisco: Longman, 2007), 448.

e). Asking the students to do the test and the researcher looks after the students during the test time.

g). After students finishing to answer the test, the researcher collect their test

h). The research check the test, and analyzed the data

G. Technique of Data Analysis

After collecting the data, the researcher analyzed the result of the test with mean scores and the average scores. The researcher presented the result of the test in descriptive data with the formula as following :

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

Explanation :

M= Mean Score

$\sum x$ = Total of result

n= sum of respondent⁵³

Table 4
Classification Quality of the Students' Score⁵⁴

No	Percentage	Criteria
1	0%-20%	Very low
2	21%-40%	Low

⁵³ Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta:Grafindo Persada,2011,p.81.

⁵⁴Ridwan, *Pengantar Statistik Untuk Penelitian: Pendidikan Sosial, Komunikasi,Ekonomi Dan Bisnis*(Bandung: Alfabeta,2013)p,23.

3	41%-60%	Enough
4	61%-80%	High
5	81%-100%	Very High

After the researcher found the mean score of all students, it would be consulted to the criteria as the following :

1. If the value of mean score is 0-20, it can be categorized in to very low ability
2. If the value of mean score is 21-40, it can be categorized into low ability
3. If the value mean score is 41-60, it can be categorized into enough ability
4. If the value mean score 61-80, it can be categorized into high ability
5. If the value mean score 81-100, it can be categorized into very high ability.

CHAPTER IV

THE RESULT OF RESEARCH

In this research, this research discussed about the result that consisted of description the data, calculation, mean score, hypothesis testing and discussion. This quantitative descriptive analysis used mean score to get their whole result as general. Next, the detailed description of data as follows:

A. Description the Data

The researcher used test as an instrument for the extent reading recount text ability of the eleventh grade students at MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran, it used test as an instrument of the collecting the data. The research asked the students to answer the multiple choice test. The kind of text in the test was recount text and there were 4 texts that researcher found in the test. Then, the instrument given for the grade XI students of MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran, the score each of them could be seen in the table below

Table 5
Students' Total Score in Reading Comprehension Test

No	Students' Initial	Total Score
1	ALL	85
2	AMN	45
3	ASH	45
4	BEH	50

5	AR	40
6	BF	20
7	BSR	60
8	DA	65

No.	Students' Initial	Total Score
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9	DSD	50
10	DS	60
11	ESH	40
12	FHH	70
13	HPH	65
14	HS	70
15	IH	50
16	JH	40
17	KYS	40
18	MAN	55
19	NM	55
20	PJ	40
21	RA	45
22	RH	50
23	SK	45
24	SMS	85
25	ST	60
26	SS	45
27	SM	55
28	SS	40
29	ZAR	55
30	ARH	40

31	PAH	55
32	KH	60
33	MNH	45
34	AZH	30
35	AR	35
36	IPS	65
37	MH	45
38	NAS	40
39	NMR	50
40	RGB	50
41	RH	75
42	WR	60
43	JPH	40
44	SNJ	35
45	WP	35
	Total	2285
	Mean Score	50,7

Based on the table , the total scores of eleventh grade in MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran in reading comprehension test was 2315. It can also be seen that there were students have got 85 as the highest score and there were students who have 20 score as the lowest score.

To know the quality score each of the students in identifying word classes can be seen as below:

Table 6
Quality Score of the Students' Reading Comprehension Test

No.	Students' Initial	Total Score	Quality Score
1	ALL	85	Very high Score
2	AMN	45	Enough Score
3	AR	40	Low score
4	ASH	45	Enough score
5	BEH	50	Enough score
6	BF	20	Very low score
7	BSR	60	Enough score
8	DA	65	High score
9	DS	60	Enough score
10	ESH	40	Low score
11	FHH	70	High score
12	HPH	65	High score
13	HS	70	High score
14	DSD	50	Enough Score
15	IH	50	Enough score
16	JH	40	Low score
17	KYS	40	Low score
18	MAN	55	Enough score
19	NM	55	Enough score
20	PJ	40	Low score
21	RA	45	Enough score
22	RH	50	Enough score
23	SK	45	Enough score
23	SM	55	Enough score

24	SMS	85	Very high score
25	ST	60	Enough score
26	SS	45	Enough score
27	SS	55	Enough score
No.	Students' Initial	Total Score	Quality Score
28	ZAR	40	Low score
29	PAH	40	Low score
30	KH	55	Enough score
31	MNH	60	Enough score
32	AZH	45	Enough score
33	AR	30	Low score
34	IPS	35	Low score
35	ARH	55	Enough Score
36	MH	65	High score
37	NAS	45	Enough score
38	NMR	50	Enough score
39	RGB	50	Enough score
40	RH	60	Enough score
41	WR	40	Enough score
42	JPH	55	Enough score
43	SNJ	65	High score
44	WP	40	Low score
	Total	2285	

Based on the table, it is clear that quality scores of students scores in reading recount text was different. The most students at the

eleventh grade of MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran have enough category so it can be seen there were 1 students have very low quality, 10 students have low quality, 26 students have enough quality, 6 students have high quality, 2 students have very high quality. It means that the ability of the eleventh grade students of MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran in 2023-2024 academic year in reading recount text was various.

Data from the test score that were needed for testing hypothesis is the data tabulated as follow:

Table 7
The Resume of Variable Score of the Students' Ability in Reading Recount Text

Sum	2315
Highest Score	85
Lowest Score	20
Range	65
Mean Score	50,7

From the table above, it was known that the high score for variable in ability reading recount text had been searched from 45

students, and based on the total sample research the highest score was 85, lowest score was 20, range was 65, and mean score 51,4

Based on the calculation, the mean score was 51,4, so the application on students' ability in reading recount text was enough. It can be knows from the table interpretation mean score in chapter III. To know revelation of data was done to group the variable scores in ability whichh interval

Table 8
The Frequency Distribution on Students' ability in Reading Recount Text

No.	Interval Class	Frequency(f)	Percentage
1	20 – 30	2	4.44%
2	31 – 41	12	26.67%
3	42 – 52	12	26.67%
4	53 – 63	10	22.22%
5	64 – 74	6	13.3%
6	75 – 85	3	6.67%
Total		45	100%

Based on the table 4 , it was known that the variable revelation of students' reading recount text shown that the respondent at 20-30 were 2 students(4.44%), interval 31-41 were 12 students(26.67), interval 42-52 were

12 students(26.67), interval 64-74 were 6 students(13,3%),interval 75-85 were 3 students (6.67%). So, the meaning of the interval in this research is showing the count of sample who get score in percentage. (14%). In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Frequency

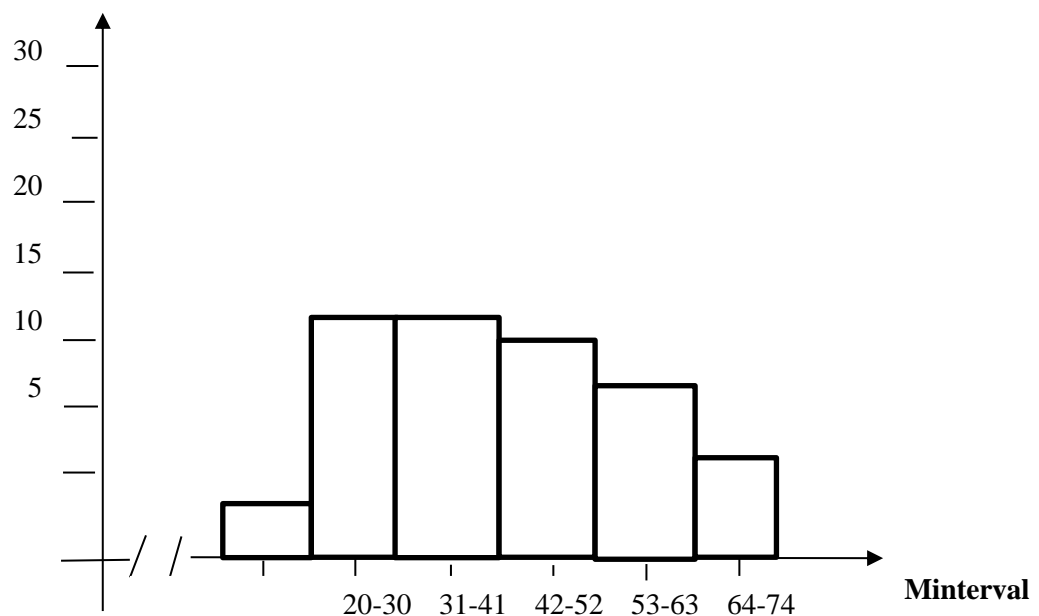


Figure1: Data Description of Students' Reading Ability

B. Discussion

After analyzing the data, it was known that the students' ability in reading recount text of the eleventh grade at MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran was categorized into enough ability or 50.4 score. It was gotten from the result of students mean score in doing the test by analysis students reading recount text. This category was same as the reseacher before according to table in

chapter III that had done by Poso Harahap, he has done research with the result of this research is that students total mean score 50.4%⁵⁵ the students' reading recount text from the percentage above can be categorized into enough categories with 41.67%. so, the researcher's finding was higher than previous research.

The second is Ummu Habibah Harahap, based on the researcher found that the ability of fourth semester TBI IAIN Padangsidempuan reading recount text is categorized into very high category⁵⁶. The mean score(M) of the students score in reading recount text of fourth semester TBI 3 IAIN Padangsidempuan is 81.83%

The third of this research which the title "The Students' Ability in Reading Recount Text of Fourth Semester TBI 3 IAIN Padangsidempuan" can be categorized into very high category(81.83%)⁵⁷. Lian conducted a research by title "The Effect of Jigsaw Strategy in Teaching Reading Comprehension of Recount Text"

Therefore, the researcher concluded that the students' reading comprehension done by 3 researchers was different and category among the 3 researchers above. It can be seen as follows

⁵⁵ Poso Harahap, "The Analysis on Students' Reading Comprehension at Grade IX SMP N 2 Satu Atap Batang Onang" (IAIN Padangsidempuan, 2015)

⁵⁶ Ummu Habibah Harahap, "The Students Ability in Reading Recount Text of Fourth Semester TBI 3 IAIN Padangsidempuan" (IAIN Padangsidempuan, 2015)

⁵⁷ Lian, "The effect of Jigsaw Strategy in Teaching Reading Comprehension of Recount Text at Grade VII of SMPN 2 Padangsidempuan, 2010-2011 academic year" (Stain) p.51

**Table
Result of Previous Research**

No	Name of Researcher	Result of Research Reading Comprehension	Category of Mean score
1	Ummu Habibah Harahap	81.83	Very High
2	Lian	81.83	Very High
3	Poso Harahap	41.76	Enough

C. Threats of The Research

The researcher believed that there were several threats of this research. The researcher realized that this thesis was still a lot of deficiency and still far from the perfect thesis. In doing the test, there were the threats of time, for example:

1. The time was limited for the researcher to conduct their Research.
2. The students had not enough time to answer the test.
3. The students were not too serious to answer the test, because the test result will not affect their score in the school.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the Research and calculations of the data, the researcher concluded the students' ability in reading recount text of eleventh grade MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran was categorized into enough ability. It can be seen from the value of percentage from mean score gotten by students, that is 50.4 mean score. After finished the research, the researcher found that the hypothesis was accepted because the mean score was 50.4 and quality of the students' score was enough.

B. Suggestion

After taking the conclusion, the researcher wanted to give the suggestion above the result of this research, it can be seen as bellow:

1. For the Headmaster

The researcher recommends to the Headmaster for giving some motivations to the teachers, especially English Teacher of MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran, so they will always give motivate and advice for their students in studying english

2. For the English teacher

They researcher recommended 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 assignment. The teacher should give more attention when reading recount text. By knowing the reading recount text ability, the teacher can help the students to be more active. The teacher also pay more attention for students to ask about material especially about reading recount text. Even, up to university, the students still learn about the topic and the last is recount text one of the genre that would be used in the daily life when we talk about past events and something already happened. So, be sure that the students have been understood first.

3. For The Students

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

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APPENDIX I BEFORE TEST VALIDITY

Appendix I

Name :

Class :

Petunjuk

1. Bacalah pertanyaan dengan seksama
2. Kerjakan soal sesuai petunjuk
3. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung pada pengawas
4. Waktu yang tersedia 90 menit

Instruction: Read carefully the following paragraph. Choose the best answer and circle a, b, c and d

The following test is for question 1 to 6

One holiday, Meyyuke visited his friend in a village. It was her first experience of travelling by train, but she enjoyed it. She arrived at the railway station at 3 p.m. Her friend's house was not far from the railways station, so she decided to go there by horse cart.

Meyyuke stopped a horse cart. To her surprise, the rider was a woman, she was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with two children. She was simple, but had a great dream. She wanted her children to be successful. As a mother, she was

willing to work hard for her children's education. She never gave up, she believed that her hard work would be paid. Meyyuke was amazed at the horse cart rider's story. What a great woman

1. What is the text about?
 - a. Meyyuke's experience on a ship.
 - b. The life story of a horse cart rider.
 - c. Meyyuke's travelling experience.
 - d. A horse cart rider's hard work.

2. What was the horse cart's rides be like?
 - a. Kindhearted
 - b. Honest
 - c. Generous
 - d. Hard working

3. "She never **gave up**."

What is the closest meaning of the bolded phrase?

- a. Complained
 - b. Fought against
 - c. Surrendered
 - d. Felt sorry
4. How does horse cart rider's look like ?
 - a. She was bright skinned and looked weak
 - b. She was curly hair and looked lazy

- c. She was dark skinned and looked strong
 - d. She was look diligent people
5. The content is composed as an/an...
- a. Narative
 - b. Descriptive
 - c. Report
 - d. Recount
6. From the text it can be concluded that..
- a. Meyyuke wasn't enjoy the trip
 - b. Meyyuke was sleepy at horse cart
 - c. Meyyuke was amazed at the horse cart rider's story
 - d. Meyyuke wasn't like the horse cart rider's story

The following test is question for 7 to 11.

On Monday morning Riko woke up late. Before leaving for a school, his mother reminded him of having breakfast, but he refused. He was afraid of being late. Riko arrive school at only one minute before the bell rang. All students walked towards the school yard. They would have a flag hoisting ceremony.

It was very hot and the sun shone very brightly. During the ceremony, Riko felt dizzy and his eyes were blurred. He tried to stand up still, but he could hold on. He trembled and painted.

He didn't know what happened next. When he opened her eyes, he was in the medical room with his class teacher and Riski,

his best friend. Riski gave him a glass of hot tea and a piece of bread. So, Riko felt better after he ate the bread

7. What is the text mainly about?
 - a. Riko woke up late.
 - b. Riko's mother reminded him of having breakfast.
 - c. Riko skipped breakfast.
 - d. Riko was afraid of arriving late at school.
8. What will happen if Riko had breakfast?
 - a. He missed the hoisting flag ceremony
 - b. He would arrive at school early
 - c. He could attend the ceremony well
 - d. His mother would be angry to him
9. Where did Riko trembled and faint?
 - a. At home
 - b. At the school yard
 - c. At library
 - d. In the medical room
10. What does his friend give to him?
 - a. A glass of coffee and a bowl of meatball
 - b. A cup of cold tead and fried rice
 - c. A glass of hot tea and a piece of bread
 - d. A cup of orange juice and a piece of cake

11. From the text we know...

- a. Riko arrived late at school
- b. Nobody cared about Riko
- c. Riko felt unwell during the ceremony
- d. Riski stood up next to Adi during the ceremony

The following text is question for 12 to 16.

Last holiday my students and I went to Yogyakarta. We stayed at Morison hotel which is not a long way from Malioboro. On Friday, we went to the sanctuaries in Prambanan.

There are three significant sanctuaries, the Brahmana, Siwa, and Wisnu. They are trully stunning. We went by just Brahmana and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled. On Saturday morning we went to Yogya Kraton.

We spent around two hours there. We were fortunate on the grounds that a brilliant and amicable aide drove us. At the point, we proceeded with our adventure to Borobudur. We touched base there at 4 p.m. we heard the declaration that the Borobudur entriway would be closed. In the evening we left Yogyakarta by bus.

12. The content above basically talks about...

- a. The writer's trip to Yogyakarta.

- b. The writer experience at Yogya Kraton.
 - c. The writer's first visit to Prambanan
 - d. The writer's impression of the guide
13. What is the purpose of the text ...
- a. Tell past events
 - b. Entertain readers
 - c. Report an even to the police
 - d. Describe the smugglers
14. When did they go home?
- a. On Saturday evening
 - b. On Saturday morning
 - c. On Friday evening
 - d. On Thursday evening
15. What else the big temples in Prambanan?
- a. Brahmana, syiwa, and wisnu temples
 - b. Paria, brahmana, and syiwa temples
 - c. Wisnu, syiwa, and borobudur temples
 - d. Brahmana, syiwa, and wisnu temples
16. The content is composed as an/an ...
- a. Recount text
 - b. Explanation text
 - c. Descriptive text
 - d. Narative text

The following text is question for 17 to 20.

Last weekend, I visited my friend's house. Her name is Nesya. There were many activities I did there. In the morning, Nesya and I had breakfast. We had traditional food. I liked it very much

After breakfast, she took me to the garden behind her house. The garden was very big and beautiful. There is a big birdcage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures of those beautiful birds.

After visiting the bird cage, Nesya and I went to the flower garden not far from his house. We rested, had lunch under a big tree, and watched butterflies flying above colorful flowers. In the afternoon, we swam in the pool in the backyard. It was so much fun. I really enjoyed my time with Nesya.

17. The text above tells us about..
- a. A holiday at a friend's place
 - b. A picture of a bird
 - c. A big birdcage
 - d. A big garden
18. What is the last paragraph about?
- a. Nesya had butterflies as her pet.
 - b. The writer's friend is a good swimmer

- c. There are a lot of flowers in Neysa's house
- d. The writer had a good time with her friend

19. Where did the writer spend her afternoon?

- a. Under a tree
- b. Inside a big bird cage
- c. In the flower garden
- d. In the swimming pool

20. From the text, we know the writer...

- a. Had gone and visited many place during his holiday
- b. Lived in the same village with her friend, Nesya.
- c. Liked butterflies and swimming very much
- d. Spent her holiday at a friend's house.

The following text is for question 21-25

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to clothes section. I lwt him choose one. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to parking area. I saw his motorcycle was there but I couldn't find him. I waited for

him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

21. Reluctantly, I walked to the department store and you know what (line 11)..

- a. Happily
- b. Lazily
- c. Unfortunately
- d. Luckily
- e. Easily

22. Where did he go when he got bread?

- a. To parking area
- b. Cassette counter
- c. Go home

d. Department store

e. Walk in closet

23. What is main idea of paragraph 1?

a. He back again to department store

b. He accompanied his friend to buy new shirt at department store

c. They met at the parking area

d. He arrived at home and did not see his friend

e. The time at cassette counter

24. What did he do after wait for his friend?

a. He gave up and go home

b. He went to the parking area

c. He went to the store

d. He went back to the cothes section

e. He waited until his friend back

25. What is the main idea from the second paragraph?

a. They met in parking area

b. They met in cassette counter

c. They met in his house after he back again from the store

d. He walked to the department store

e. He could not help laughing

The following test is for question 26-30

On July 20, 1969, the dream to visit the moon came true. Two American astronauts landed on the moon. Their names were Neil Armstrong and Edwin Aldrin.

The first thing the men discovered was that the moon is covered with gray dust. The dust is so thick that the men left footprints wherever they walked. Those were the first footprints any living thing had ever made on the moon. And they could stay there forever! There is no wind or rain to wipe them away.

The two astronauts walked on the moon for four hours. They picked up rocks for Earth scientists to study. They dug up dirt to bring back to Earth. They set up machines to find out things scientists wanted to know. They climbed back into their moon-landing craft.

Next day the landing-craft rockets roared as the two men blasted off from the moon. They joined Michael Collins in the space ship that waited for them above the moon. Then they began the long trip back to Earth.

Behind them they left the craters, plains, and tall mountains of the moon. They left the machines they had set up. And they left footprints that may last forever.

26. What is the text about?

- a. Two men who successfully landed on the moon
- b. The moon-landing craft used by astronauts
- c. People's visits to the space through the moon
- d. The craters, plains and mountains of the moon
- e. The forever footprints in the moon

27. "And they left footprints that may last forever"

What does the word "forever" mean?

- a. For all future time
- b. In the near time
- c. In the long time
- d. For the time being
- e. For hours

28. "They joined.....in the space ship that waited for them above the moon"

- a. Neil Armstrong and his three crew members

- b. Edwin Aldrin and his Michael Collins
 - c. Michael Collins and all his friend
 - d. Neil Armstrong and Edwin Aldrin
 - e. Neil Armstrong and the footprint
29. Neil Armstrong's footprints could stay forever on the moon because?
- a. They are made of hard rock of the moon
 - b. They were set up by machines and strong dirt
 - c. They were placed on the tall mountains of the moon
 - d. There is no wind or rain to wipe them away
 - e. They walked for 4 hours
30. "They left footprints that may last *forever* , (Paragraph 5)
- a. Always
 - b. Permanently
 - c. Eternally
 - d. Temporary
 - e. Evermore

Students' Initial Name
of the Eleventh Grade at
MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran

No	Students' Initial	Class
1	ALL	XI
2	AMN	XI
3	ASH	XI
4	BEH	XI
5	AR	XI
6	BF	XI
7	BSR	XI
8	DA	XI
9	DSD	XI
10	DS	XI
11	ESH	XI
12	FHH	XI
13	HPH	XI
14	HS	XI
15	IH	XI
16	JH	XI
17	KYS	XI
18	MAN	XI
19	NM	XI
20	PJ	XI
21	RA	XI
22	RH	XI
23	SK	XI
24	SMS	XI
25	ST	XI
26	SS	XI
27	SM	XI
28	SS	XI
29	ZAR	XI
30	ARH	XI
31	PAH	XI
32	KH	XI
33	MNH	XI
34	AZH	XI
35	AR	XI
36	IPS	XI

37	MH	XI
38	NAS	XI
39	NMR	XI
40	RGB	XI
41	RH	XI
42	WR	XI
No	Students' Initial	Class
43	JPH	XI
44	SNJ	XI
45	WP	XI

Students' Score in Reading Comprehension
Test of the Eleventh Grade at
MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran

No.	Students' Initial	Total Score
1	ALL	85
2	AMN	45
3	AR	40
4	ASH	45
5	BEH	50
6	BF	20
7	BSR	60
8	DA	65
9	DS	60
10	ESH	40
11	FHH	70
12	HPH	65
13	HS	70
14	DSD	50
15	IH	50
16	JH	40
17	KYS	40
18	MAN	55
19	NM	55
20	PJ	40
21	RA	45
22	RH	50
23	SK	45
23	SM	55
24	SMS	85
25	ST	60
26	SS	45
27	SS	55
28	ZAR	40
29	PAH	40
30	KH	55
31	MNH	60
32	AZH	45
33	AR	30
34	IPS	35
35	ARH	55
36	MH	65

37	NAS	45
38	NMR	50
No	Students' Initial	Total Score
39	RGB	50
40	RH	60
41	WR	40
42	JPH	55
43	SNJ	65
44	WP	40
	Total	2285

CURRICULUM VITAE



A. Identity

Name : Lenni Agustina Siregar
Reg. Number : 18 203 00086
Place/ Birth : August, August 04th2000
Sex : Female
Religion : Islam
Address : Desa Hajoran, Kecamatan Sungai
Kanan, Kabupaten Labuhan Batu Selatan

B. Parents

Father's Name : Muhammad Tohir Siregar
Mother's Name : Masriana

C. Educational Background

1. Elementary School : SD Negeri 112249 2012
2. Junior High School : Madrasah Tsanawiyah Negeri 2 Labusel
2015
3. Senior High School : SMA N 1 SEI KANAN 2018
4. University : UIN Syekh Ali Hasan Ahmad Ad-dary
Padangsidimpuan, 2018- 2024



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31 Agustus 2022

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Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

Yth.

1. Dr. Eka Sustris Harida, M.Pd.

(Pembimbing I)

2. Fitri Rayani Siregar, M.Hum.

(Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Lenhi Agustina Siregar
NIM : 18 203 00086
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Reading Recount Text Ability of the Eleventh Grade Students at MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik
dan Kelembagaan

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**YAYASAN PENDIDIKAN
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MADRASAH ALIYAH SWASTA**

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KABUPATEN LABUHANBATU SELATAN, KODE POS 21465. NSM : 131212100027 | NPSN : 69725466

SURAT KETERANGAN

Nomor : 299 /MAS/PPTIH/SK/XII/2023

Schubung dengan surat dari Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padang Sidempuan Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-5721/Un.28/E.1/TL.00.9/10/2023, hal : Izin Penelitian penyelesaian Skripsi, tertanggal 18 Desember 2023 maka Kepala MAS PP. Tarbiyah Islamiyah Hajoran dengan ini menerangkan nama mahasiswa dibawah ini:

Nama : Lenni Agustina Siregar
NIM : 1820300086
Program Studi : Tadris Bahasa Inggris
Jenjang : S1

Benar telah mengadakan Riset di MAS PP. Tarbiyah Islamiyah Hajoran guna melengkapi data pada penyusunan skripsi yang berjudul : *“Reading Recount Text Ability of the Eleventh Grade at MAS Pndok Pesantren Tarbiyah Islamiyah Hajoran”*.

Demikian surat keterangan diperbuat untuk dapat dipergunakan sepenuhnya.

Hajoran, 25 Desember 2023
Kepala Madrasah



[Signature]
MUHAMMAD SOFYAN RITONGA, S.E.



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Hal : **Balasan Riset**
Penyelesaian Skripsi

Yth. Kepala MAS Pondok Pesantren
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Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Lenni Agustina Siregar
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Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Desa Hajoran, Kec. Sungai Kanan, LABUSEL

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Reading Recount Text Ability of the Eleventh Grade Students at MAS Pondok Pesantren Tarbiyah Islamiyah Hajoran".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
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