



**THE STUDENTS' ABILITY IN READING RECOUNT TEXT
OF FOURTH SEMESTER TBI 3 IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan
as a Partial Fulfillment of the Requirement for the Degree of
Educational Scholar (S.Pd.) in English*

Written By :

UMMU HABIBAH HARAHAP
Reg. No. 12 340 0077

**ENGLISH EDUCATION DEPARTMENT
ARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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LETTER OF AGREEMENT

Term : Munaqosyah
a.n. Ummu Habibah Harahap
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Padangsidempuan, June 2019
To:
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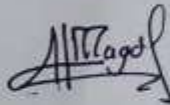
Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Ummu Habibah Harahap**, entitled "*The Students' Ability in Reading Recount Text of Fourth Semester TBI 3 IAIN Padangsidempuan*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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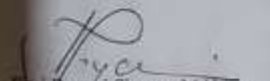
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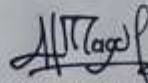
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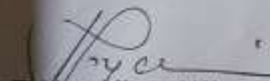
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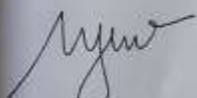

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ABSTRACT

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Title of Thesis : The Students' Ability in Reading Recount Text of Fourth Semester TBI 3 IAIN Padangsidimpuan

The aims of research were to know ability of the students in reading recount text of fourth semester TBI 3 IAIN Padangsidimpuan. The problems in this research in reading recount text of fourth semester TBI 3 IAIN Padangsidimpuan are the students still use their own language in a short away. They are still poor in English especially reading. They are lazy to practice reading, especially in reading genres.

In this research, researcher use qualitative approach in the type of the descriptive analysis. There are 24 students of analytical unit from 105 students of fourth semester TBI IAIN Padangsidimpuan. In collecting data, the research used the instrument of the research is test. The test consists of 25 items of multiple choice.

Based on the result of research, researcher found that the ability of fourth semester students TBI 3 IAIN Padangsidimpuan in reading recount text is categorized into very high category. The mean score (M) of the students score in reading recount text of fourth semester TBI 3 IAIN Padangsidimpuan is 81.83.

For the details data, there are 14 students can be categorized very high category, the percentage is 58.3%. There are 9 students can be categorized high category, the percentage is 37.5%. There is 1 student can be categorized enough category, the percentage is 4.2%. There is no student can be categorized low and very low category.

Keywords: Students' Ability, Reading, Recount text

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised to Allah swt., the most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis entitled “The Students’ Ability In Reading Recount Text of Fourth Semester TBI 3 IAIN Padangsidempuan”. Besides, peace and greeting be upon to the prophet Muhammad saw. that has brought the human from the darkness era into the lightness era.

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, June 2019
Researcher

UMMU HABIBAH HARAHAP
Reg. No. 12 340 0077

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CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the most languages that have studied in every level education in Indonesia is English. English is a current language in the world and it can be used as an international language. In Indonesia, English become a compulsory subject since years ago, and it learns from elementary up to university.

English as a tool of communication has brought people to change their habitual and culture to use it in daily activities. It is used in many countries the world. English also has been taught by many countries in the world remembering the advantages of it. It is an international language which many people want to be able to understand and achieve it.

For students in university level, in studying English, every students should master the based English competence such as listening, speaking, reading, and writing. The main aims of the competence is expected to improve the students English communicatively.

Reading is the process of cognition, interpretation and perception of a written or printed material, it is 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.

Reading is a one of the skill in English, students can get information and they can increase their knowledge and their experiences through reading. Reading is a process undertaken to reduce uncertainty about meanings a text conveys. The goal of reading is not inferring the intended message of the author but rather creating a message 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.

Everyone knows that reading is very important. I list out 3 reasons why reading is important. The first, expose yourself to new things; through reading, the reader expose theirself to new things, new information, new ways to solve a problem, and new ways to achieve one thing. Reading is how we discovering new things. Books, magazines and even the internet are great learning tools which require the ability to read and understand what is read. Exploration begins from reading and understanding.

The second, develops the mind; the mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Teaching the students to read helps them develop their language skills and focus on what someone else is communicating. To focus in reading, connecting your brain. When reading, the reader is in full silence because reading connects directly to brain. In silence, the reader seek for more; in silence, brain is clear and focuses. Thus, the reader learn and grow, and therefore the reader feel and see from the point of view of the author about everything in life.

The last, boost imagination and creativity; reading expose students to a world of imagination, showing student nothing is impossible in this world. By reading, students is exploring a different angle to see a thing students has known, on how different result. Books are beyond imagination and the world described in books. By reading a written description of an event or a place, your mind is responsible for creating that image in students' head.

For university level, the students must have very high category reading ability because they are the highest level in educational level. Unfortunately, not all students have very high category reading ability in university level. It is caused they use their own language in a short away, they are still poor in English, and they are lazy to practice reading, especially in reading genres.

A text genre is a type of written or spoken discourse. Texts are classified into genres on the basis of the intent of the communicator. Based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, news item, and recount. These variations are known as genres.

Based on the problems above the writer cares about it, finally the writer did research of "The Students' Ability in Reading Recount Text of Fourth Semester TBI 3 IAIN Padangsidempuan".

B. Identification of the Problems

Based on the background of research about students activities and learning reading. They still use their own language in a short away. They are still poor in English especially reading. They are lazy to practice reading, especially in reading genres.

C. Limitation of the Problem

Based on identification of the problems above, the researcher focus on the students' reading ability in reading genres. Based on generic structure and language feature dominantly used, genres are divided into several types. They are narrative, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, news item, and recount. These variations are known as genres. So, the researcher only focus on the students' reading ability in reading recount text.

D. Formulation of the Problems

In conducting research, the writer describes of the problems as follow:

1. How was the students' ability in reading recount text of fourth semester TBI 3 IAIN Padangsidempuan?

E. Aims of the Research

Based of formulation of the problem, they are:

1. To know the students' ability in reading recount text of fourth semester TBI 3 IAIN Padangsidempuan.

F. Significances of the Research

The significant of the research is expected to be useful for the teacher to improve their teaching of conjunction. It is also expected to be useful for the students in increasing their ability in using conjunction. The significance has two major benefits follows:

1. Theoretically

- a. To fulfill a requirement to reach the first strata degree in English section in Education Department of State Institute for Islamic Studies Padangsidempuan.
- b. As an input for the readers especially the English learners that is research is expected to be able to improve their knowledge in learning reading recount text.

2. Practically

- a. As an input for the headmaster in guiding his English teacher
- b. As an input for the English teacher in teaching process especially in learning reading recount text.
- c. As an input to the students to increase their ability in reading recount text.

G. Definitions of Operational Variables

The operational variables in this research are:

1. Students

According to Horby stated that the student is a person who is studying at a school or college.¹ The researcher concludes that the student is a person who learn on the elementary to university or college, not only on the formal education but also on the informal education.

2. Ability

Ability is physical, mental or legal to perform (he has ability to accomplish what ever he sets his mind to)². Next in Indonesian dictionary state that ability is a power or a mental of someone to do something: a property that he/she has³. Based on those definitions, the researcher concludes that ability is a mental, power or legal of someone to do something by his/her self.

3. Reading

Reading ability is a process in which the students try to understand the meaning of their reading text and activity to get information or idea from recount text which the writer wants to inform to the reader. Reading ability is a process in which the students try to understand the meaning of their reading text and activity to get information or idea from recount text which the writer wants to inform to the reader.

¹Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 1187

²A Meriam Webster, *Webster's Collegiate Thesaurus* (USA: Massa Chussets, 1976), p.33

³Tim Prima Pena, *Kamus Besar Bahasa Indonesia* (TT: Gitamedia Press, tt), p. 511

4. Recount Text

Recount text is a text to retell something that happened in the past and to tell a series of past event.

H. Thesis Outline

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

Chapter one consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, aims of the research, significances of the research, definition of operational variable, thesis outline.

Chapter two, consist of the theoretical description, review of related finding and conceptual framework.

Chapter three, consist of the methodology of research, the place and time of the research, method of the research, the sources of data, the instrument of collecting data, the techniques of data analysis.

Chapter four, consist of the result of the research and analysis of data which in at the describing of data.

Finally, chapter five consist of conclusion, implication and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. Reading Ability

a. The Definition of Reading Ability

Reading is an activity to get the information or idea from a text which the writer wants to inform to the reader by using deep comprehension. Reading is important skill for students. According to Pierangelo and Giuliani Reading is complex process that requires numerous skills for its mastery. Consequently, identifying the skills that lead to success in reading is extremely important.¹

Furthermore, in Patel book Bacon says: Reading means to understand the meaning of printed words i.e written symbols. Reading is an active process which consist of recognition and comprehension skills.² In addition, Patel says: Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.

From the explanation above, the researcher conclude that reading is one of the four language skill that be process getting information from

¹Pierangelo, et.al., *Teaching Students with Learning Disabilities*, (Amerika: Corwin Press, 2008), p. 16.

² Patel and Jain Praveen, *English Language Teaching*, (Jaipur: Sunrise, 2008), p. 113.

the text or other sources. Reading is a process communication from the writer to the reader for understanding what means of writer.

b. The Purpose of Reading

The main goals of reading are get and find information include content and meaning of the text based on the purpose. Tarigan stated are some goals of reading are:

- 1) Reading to for details or facts
- 2) Reading for main ideas
- 3) Reading for sequence or organization
- 4) Reading for inference
- 5) Reading to classify
- 6) Reading to evaluate
- 7) Reading to compare or contrast.³

c. Kinds of Reading

If seen from listen or not reader's voice when they reading, so reading process can divided in two kinds.

- 1) Silent Reading

Silent reading is the opposite of reading a lot this activity is really intended to improve the students comprehension. They have to find out what is the content of reading text and to predict the meaning of the whole text. According to David Nunan, silent reading

³Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa.*, p. 9.

generally focus in the classroom should be on getting meaning from print when comparison is the goal of reading.⁴

According to Oxford dictionary, silent is condition of not speaking and without a sound track.⁵ So silent reading is a process who done and be used by reader to get message from written by condition not speaking and without sound track. The researcher conclude silent reading is reading activity without voice.

2) Reading Aloud

The aim of reading aloud is to recognize the sound of the words in the text, this oral reading suitable for the beginning and intermediate levels. Oral reading can serve as an evaluate check and add some extra student participant if the teacher want to highlight a certain short segment of reading passage. Further, Ag, Bambang Setiyadi stated that Oral reading is relatively uncommon in modern language classes. This type of reading is still important in improving learners pronunciation. Working in groups will make language learners feel confident to pronounce word in foreign accent and practice is really recommended in this method. This is really

⁴ David Nunan, *Practical English Language Teaching* (New York: Mc Grow Hill. 2003) p.64

⁵ Horn by, *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 1995), p. 887.

helpful for language learners who are reluctant and say to imitate the teacher expression individually.⁶

Generally loud reading is oral matter, therefore, especially in teaching foreign language, loud reading activity is more depend to pronunciation instead of reading comprehension. For this case reading text must be choice which the content and language is easier to understand.

2. The General of Recount Text

a. The Definition of Recount Text

There are several kinds of text in English, such as narrative text, exposition text, descriptive text, spoof text, report text, news item text, and recount text. Recount text is a kind of text that retells an event, activity or experience that have been happened in the past.

According to Djuharie, Recount text is a kind of text that the content reports an event or activity or experience.⁷Pardiyono said, A kind of text that is written to inform about an activity in the past. The information about the activities has done, that can be form in recount

⁶Ag.BambangSetiyadi, *Teacing English as A Foreign Language* (Yogyakarta: GrahaIlmu, 2006), p. 67.

⁷OtongSetiawanDjuhari, *Genre* (Bandung: CV. YramaWidya, 2007), p. 44.

text.⁸ Meanwhile, Johns says: Retell events for the purpose of informing or entertaining. Events usually arranged in a temporal sequence.⁹

From the quotation above, it can be concluded that recount text is a kind of text that presents about an event, activity or experience in the past.

b. The social function of Recount Text

The first important thing of recount text is social function, where social function is the goal of the text. Pardiyonosays, that the social function of recount text is to reconstruct, to record events or activities for the purpose of informing.¹⁰ Furthermore, Djuharie, the purpose of recount text is to inform and to entertain.¹¹

From the explanation above, the writer can be concluded that the social function is to retell past activity or events for the purpose of informing or entertaining.

c. Generic Structure of Recount Text

The second important thing of recount text is generic structure. According to Djuharie, Generic structure refers to plot that is served in the text or mapping steps, ideas/information in the text.¹² So, generic structure is the plot of the text, it means everything is served in the text

⁸Pardiyono, *Teaching Genre Based Writing* (Yogyakarta: CV Andi Offset, 2007), p. 63.

⁹Johns Ann, *Genre in The Classroom Multiple Perspective*, (London: Lawrence Erlbaum Associates, 2001), p. 21.

¹⁰Pardiyono. *Teaching Genre Based Writing*., p. 164.

¹¹Djuhari. *Genre*., p. 44.

¹²Djuhari. *Genre*., p. 24.

should be organized from the first until finish. The using of generic structure of a text is very important because with it students can be easier to write the text.

Pardiyono says that rhetorical structure of recount text are:

- 1) Orientation contains topic of an activity or event that will be told, while the function of orientation is to make the reader is interested and focus their attention.
- 2) Records of event contain the record of an activity or event in past that will be told chronologically.
- 3) Re-Orientation contains conclusion of records of event.¹³

According to Djuharie, that the generic structure of recout text consist of : orientation as opening of story, introduce of figure,time and place; Events are identified and described in chronological order; Reorientation which is concluding comments express a personal opinion regarding the events described.¹⁴

From the explanation above, the writer concludes that the generic structure of recount text are:

¹³Pardiyono.*Teaching Genre Based Writing*.,p. 64.

¹⁴Djuhari.*Genre*.,p. 24.

- 1) Orientation tells who was involved in the story, when, where, and why the story happened. It provides the setting and introduce participant.
- 2) Events tell what happened, in what a sequence.
- 3) Re-orientation tells the conclusion of the story. It is optional element. It is at the end which summarizes at the events.

d. Reading Evaluation in Recount Text

Evaluation is very important to measure reading. It will find the comprehension from what have been read. For knowing the reading ability, it can use a test. The reading test will be designed in order to measure the students' ability in reading recount text of fourth semester TBI 3 IAIN Padangsidimpuan, because testing is one of tool to measure their ability. The indicators of reading evaluation are:

- a) Identifying generic structure/characteristic of the text.
- b) Find the topic of the text.
- c) Identify main idea of the text.
- d) Identify the important information from the text.
- e) Identify the conclusion of the text.

There are some techniques to make a test; one of them is multiple choice questions. Multiple choice is one of testing method for knowing reading comprehension. Because multiple choice is a test for searching just one the right answer. It needs comprehending to choose one of them.

Selecting and setting items are however, subjective processes and the decision about which is the correct answer is a matter of subjective judgment on the part of the item writer.¹⁵ Students should be careful to decide the best answer. According to writer, Multiple choice test is the best choosing because it will make students easy for applying their comprehension.

This research used 25 items of multiple choice test. Each item has 4 score for every right answer. So, the total score for students who gave right answer is 100.

B. The Conceptual Framework

Reading is an activity to get the information or idea from a text which the writer wants to inform to the reader by using deep comprehension. Based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, news item, and recount. These variations are known as genres. Recount text is a kind of text that retells an event, activity or experience that have been happened in the past. The generic structure of recount text are: orientation, events, re-orientation.

¹⁵Cryil J. Weir, *Communicative Language Testing* (UK: Prentice Hall, 1990), p. 43.

C. Review Related Findings

There are some related findings to this research. It talked about cooperative integrated reading and composition method and student's ability in reading recount text. Some researchers have done some researches dealing about the topic. The first, Kaliopas by title "The Effect of Cooperative Integrated Reading and Composition (CIRC) Method to Improve Student's Ability in Narrative Text". The result of the data in experimental class score of students by using CIRC method is 75,2 it can be categorized "good", While in control class score of students is 68,3 it can be categorized "enough". Its mean that In this research found that there is a significant effect of using Cooperative Integrated Reading and Composition method to improve student's ability in narrative text.¹⁶

The second, Lian conducted a research by title "The Effect of Jigsaw Strategy In Teaching Reading Comprehension of Recount Text". The result of data In using jigsaw strategy score of students in reading comprehension of recount text is 75 it can be categorized "enough", while the score of students using non jigsaw strategy is 60 it can be categorized "enough". So in this research found that there is a significant effect of jigsaw strategy in teaching reading comprehension of recount text.¹⁷

¹⁶Kaliopas, "The Effect of Cooperative Integrated Reading and Composition (CIRC) Method to Improve Student's Ability in Narrative Text at Grade VIII of SMP Negeri 3 Padangsidempuan, 2010-2011 Academic Year". (*Unpublished Thesis*), (Padangsidempuan : STAIN), p.57.

¹⁷Lian, "The Effect of Jigsaw Strategy In Teaching Reading Comprehension of Recount Text at Grade VII of SMP N 2 Padangsidempuan, 2010-2011 Academic Year" (*Unpublished Thesis*), (Padangsidempuan : STAIN), p.51.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of Research

1. The Place

This research was conducted at Institut Agama Islam Negeri (IAIN) Padangsidempuan.

2. Time of the Research

The researcher begin the research from March 2019 up to finish.

B. Method Of The Research

The research use Qualitative research. L.R Gay and Peter Airasion stated "Qualitative approach is based on the collection and analysis of non numeric data such as observations, interviews and other more discursive sources of information".¹

The method used in this research is descriptive method. According to Winarto Surakhman in his book *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik* stated:

Metode Descrptive adalah penyelidikan yang menentukan dan mengalokasikan penyelidikan dengan teknis, angket, observasi atau

¹L. R Gay and Peter Airasion, *Education Research* (Competence for Analysis & Application) (USA: Prentice Hall, 2000), p. 8.

teknis tes, studi khusus waktu 2 gerak analisis komperatif atau operasional.²

(Descriptive method is a survey that determine and allocate it with interview technical, observation, or test technical studying time of problem and indication comparative analysis or operational).

This method is used to describe the students' ability in reading recount text of fourth semester TBI 3 IAIN Padangsidimpuan.

Finally, the researcher use Qualitative Descriptive Method to know "The Students' Ability in Reading Recount Text of Fourth Semester TBI 3 IAIN Padangsidimpuan".

C. The Sources of Data

The sources of data in this research is Primary sources of data is TBI the fourth semester students IAIN Padangsidimpuan, they are 103 students. They are divided into four classes. The research took only one class of them.. So that we can see the table as follow:

²Winarto Surakhman, *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik* (Bandung: Kasito, 1982), p. 2.

Tabel 1
The Total TBI of Fourth Semester Students of IAIN Padangsidimpuan
in 2018/ 2019 Academic Year

No	Male	Female	Total
TBI-1	3	31	34
TBI -2	4	30	34
TBI -3	4	31	35
Total	11	92	103

D. The Instruments of Collecting Data

In collecting data, this research used instrument of collecting data by:

1. Test

Suharsimi Arikunto said:

“Test adalah serentetan pernyataan atau latihan serta alat yang digunakan untuk mengukur keterampilan, pengetahuan, intelegence, kemampuan, atau bakat yang dimiliki oleh individu atau kelompok”. (the measure the skill, knowledge, ability, or talents are had by individual or group).³

The research used the test make some Question about recount text in order to get the score about the ability of students in reading recount text. The researcher stated the total of test is

³Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2005), p. 156.

25 items, and the score for each items is 4. It means that the totality of score for this test is 100.

E. Techniques of Data Analysis

After the collecting data, the researcher will analyze the data, the technique of data analysis is presented descriptive form depend on Lexy J. Meleong technique analysis data in qualitative research can be done with these process below:

1. Starting from research about all data which consist of some source data
2. Holding reduction of data with making abstraction
3. Arranging in one unit
4. Categorization to the next steps
5. Holding investigation about validity of data
6. Making interpretation of data.⁴

So the researcher made the technique analysis data for this research.

The data will be analyzed by the following procedures:

- a. Classification the data, it is done to classification to primary data
- b. Check the data collected
- c. Calculate the their result (mark) by using Mean Score, the formula is

below:

$$M = \frac{\sum X}{N}$$

⁴ Lexy J. Meleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 1999), p. 190.

Where:

M : Mean Score (average)

N : Sum of respondents

$\sum x$: Total of the result

- d. After calculating and scoring students answer sheets then, their score are consulted into the classification quality on the table below:

Table 2
The Classification Quality of the Students Score

No	Interval	Predicate
1	0% - 20%	Very Low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81% - 100%	Very High ⁵

After the data researcher found the mean scores of all students, it is consulted to the criteria as follows:

- 1) If the value of mean score is 81 – 100, it can be categorized into very good category
- 2) If the value of mean score is 61 – 80, if the value of mean score is 81 – 100, it can be categorized into good category

⁵ Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta, 2005), p. 89.

- 3) If the value of mean score is 41 – 61, it can be categorized into enough category
 - 4) If the value of mean score is 21 – 40, it can be categorized in low category
 - 5) If the value of mean score is 0 – 20, it can be categorized into very low category
- e. Finally, the researcher concluded the analysis.

CHAPTER IV
THE RESULT OF RESEARCH

A. Findings

1. Students' Ability Descriptions In Reading Recount Text of Fourth Semester TBI 3 IAIN Padangsidempuan

Based on explanation before that ability meant potential, capacity or power (to do something physical or mental), it meant that the students' ability in reading recount text. The description of the students' ability in reading recount text can be seen based on the results test of the students.

a. The Description of the Students' Ability in Reading Recount Text for Every Item of Test

Based on the result, it was found that students score are diverse. The data description of students' ability in reading recount text for every item of test of fourth semester TBI 3 IAIN Padangsidempuan can be seen the following table:

Table 3
Students' Score For Item Number 1

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4

10	Nilda Sani Hrp	0
11	Hindun HSB	0
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	0
16	Dhea Sari	0
17	Mariana Putri	0
18	Aisah Putri	0
19	Noula Sari	0
20	Rini Siagian	0
21	Nurbaiti	0
22	Siti Rahayu	0
23	Tasya Namira	0
24	Naima Putri	0
TOTAL		48

From the table above, it could be known that the students who gave right answer are 12 students. The students who gave wrong answer are 12 students. The total score of the students who gave right answer is 48. So, the percentage the students who gave right answer for item number 1 is 50%. It can be categorized enough category.

Table 4
Students' Score For Item Number 2

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4

13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	4
17	Mariana Putri	4
18	Aisah Putri	4
19	Noula Sari	4
20	Rini Siagian	4
21	Nurbaiti	4
22	Siti Rahayu	4
23	Tasya Namira	4
24	Naima Putri	4
TOTAL		96

From the table above, it could be known that the students who gave right answer are 24 students. The students who gave wrong answer are 0 student. The total score of the students who gave right answer is 96. So, the percentage the students who gave right answer for item number 2 is 100%. It can be categorized very high category.

Table 5
Students' Score For Item Number 3

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	0
13	Rahli HSB	4
14	Nur Hilda	0
15	Sriana	0

16	Dhea Sari	4
17	Mariana Putri	0
18	Aisah Putri	4
19	Noula Sari	0
20	Rini Siagian	0
21	Nurbaiti	0
22	Siti Rahayu	0
23	Tasya Namira	0
24	Naima Putri	4
TOTAL		60

From the table above, it could be known that the students who gave right answer are 15 students. The students who gave wrong answer are 9 students. The total score of the students who gave right answer is 60. So, the percentage the students who gave right answer for item number 3 is 62.5%. It can be categorized high category.

Table 6
Students' Score For Item Number 4

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	0
17	Mariana Putri	4
18	Aisah Putri	0

19	Noula Sari	4
20	Rini Siagian	4
21	Nurbaiti	4
22	Siti Rahayu	4
23	Tasya Namira	4
24	Naima Putri	0
TOTAL		84

From the table above, it could be known that the students who gave right answer are 21 students. The students who gave wrong answer are 3 students. The total score of the students who gave right answer is 84. So, the percentage the students who gave right answer for item number 4 is 87.5%. It can be categorized very high category.

Table 7
Students' Score For Item Number 5

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	4
17	Mariana Putri	4
18	Aisah Putri	4
19	Noula Sari	4
20	Rini Siagian	4
21	Nurbaiti	4

22	Siti Rahayu	4
23	Tasya Namira	4
24	Naima Putri	4
TOTAL		96

From the table above, it could be known that the students who gave right answer are 24 students. The students who gave wrong answer are 0 student. The total score of the students who gave right answer is 96. So, the percentage the students who gave right answer for item number 5 is 100%. It can be categorized very high category.

Table 8
Students' Score For Item Number 6

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	4
17	Mariana Putri	0
18	Aisah Putri	4
19	Noula Sari	0
20	Rini Siagian	0
21	Nurbaiti	0
22	Siti Rahayu	0
23	Tasya Namira	0
24	Naima Putri	0

TOTAL	68
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From the table above, it could be known that the students who gave right answer are 17 students. The students who gave wrong answer are 7 students. The total score of the students who gave right answer is 68. So, the percentage the students who gave right answer for item number 6 is 70.8%. It can be categorized high category.

Table 9
Students' Score For Item Number 7

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	4
17	Mariana Putri	4
18	Aisah Putri	4
19	Noula Sari	4
20	Rini Siagian	4
21	Nurbaiti	4
22	Siti Rahayu	4
23	Tasya Namira	4
24	Naima Putri	4
TOTAL		96

From the table above, it could be known that the students who gave right answer are 24 students. The students who gave wrong answer are 0 student. The total score of the students who gave right answer is 96. So, the percentage the students who gave right answer for item number 7 is 100%. It can be categorized very high category.

Table 10
Students' Score For Item Number 8

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	4
17	Mariana Putri	4
18	Aisah Putri	4
19	Noula Sari	4
20	Rini Siagian	4
21	Nurbaiti	4
22	Siti Rahayu	4
23	Tasya Namira	4
24	Naima Putri	4
TOTAL		96

From the table above, it could be known that the students who gave right answer are 24 students. The students who gave wrong answer

are 0 student. The total score of the students who gave right answer is 96. So, the percentage the students who gave right answer for item number 8 is 100%. It can be categorized very high category.

Table11
Students' Score For Item Number 9

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	4
17	Mariana Putri	4
18	Aisah Putri	4
19	Noula Sari	4
20	Rini Siagian	4
21	Nurbaiti	4
22	Siti Rahayu	4
23	Tasya Namira	4
24	Naima Putri	4
TOTAL		96

From the table above, it could be known that the students who gave right answer are 24 students. The students who gave wrong answer are 0 student. The total score of the students who gave right answer is 96.

So, the percentage the students who gave right answer for item number 9 is 100%. It can be categorized very high category.

Table 12
Students' Score For Item Number 10

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	4
17	Mariana Putri	4
18	Aisah Putri	4
19	Noula Sari	4
20	Rini Siagian	4
21	Nurbaiti	4
22	Siti Rahayu	4
23	Tasya Namira	4
24	Naima Putri	4
TOTAL		96

From the table above, it could be known that the students who gave right answer are 24 students. The students who gave wrong answer are 0 student. The total score of the students who gave right answer is 96. So, the percentage the students who gave right answer for item number 10 is 100%. It can be categorized very high category.

Table 13
Students' Score For Item Number 11

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	4
17	Mariana Putri	4
18	Aisah Putri	4
19	Noula Sari	4
20	Rini Siagian	4
21	Nurbaiti	4
22	Siti Rahayu	4
23	Tasya Namira	4
24	Naima Putri	4
TOTAL		96

From the table above, it could be known that the students who gave right answer are 24 students. The students who gave wrong answer are 0 student. The total score of the students who gave right answer is 96. So, the percentage the students who gave right answer for item number 11 is 100%. It can be categorized very high category.

Table 14
Students' Score For Item Number 12

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	4
17	Mariana Putri	4
18	Aisah Putri	4
19	Noula Sari	4
20	Rini Siagian	4
21	Nurbaiti	4
22	Siti Rahayu	4
23	Tasya Namira	4
24	Naima Putri	4
TOTAL		96

From the table above, it could be known that the students who gave right answer are 24 students. The students who gave wrong answer are 0 student. The total score of the students who gave right answer is 96. So, the percentage the students who gave right answer for item number 12 is 100%. It can be categorized very high category.

Table 15
Students' Score For Item Number 13

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	4
17	Mariana Putri	4
18	Aisah Putri	4
19	Noula Sari	4
20	Rini Siagian	4
21	Nurbaiti	0
22	Siti Rahayu	4
23	Tasya Namira	4
24	Naima Putri	4
TOTAL		92

From the table above, it could be known that the students who gave right answer are 23 students. The students who gave wrong answer are 1 student. The total score of the students who gave right answer is 92. So, the percentage the students who gave right answer for item number 13 is 95.8%. It can be categorized very high category.

Table 16
Students' Score For Item Number 14

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	4
17	Mariana Putri	4
18	Aisah Putri	4
19	Noula Sari	4
20	Rini Siagian	4
21	Nurbaiti	0
22	Siti Rahayu	4
23	Tasya Namira	4
24	Naima Putri	4
TOTAL		92

From the table above, it could be known that the students who gave right answer are 23 students. The students who gave wrong answer are 1 student. The total score of the students who gave right answer is 92. So, the percentage the students who gave right answer for item number 13 is 95.8%. It can be categorized very high category.

Table 17
Students' Score For Item Number 15

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	0
15	Sriana	4
16	Dhea Sari	0
17	Mariana Putri	0
18	Aisah Putri	0
19	Noula Sari	0
20	Rini Siagian	0
21	Nurbaiti	0
22	Siti Rahayu	4
23	Tasya Namira	0
24	Naima Putri	0
TOTAL		60

From the table above, it could be known that the students who gave right answer are 15 students. The students who gave wrong answer are 9 students. The total score of the students who gave right answer is 60. So, the percentage the students who gave right answer for item number 15 is 62.5%. It can be categorized high category.

Table 18
Students' Score For Item Number 16

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	0
16	Dhea Sari	0
17	Mariana Putri	4
18	Aisah Putri	0
19	Noula Sari	4
20	Rini Siagian	0
21	Nurbaiti	0
22	Siti Rahayu	0
23	Tasya Namira	4
24	Naima Putri	0
TOTAL		68

From the table above, it could be known that the students who gave right answer are 17 students. The students who gave wrong answer are 7 students. The total score of the students who gave right answer is 68. So, the percentage the students who gave right answer for item number 16 is 70.8%. It can be categorized high category.

Table 19
Students' Score For Item Number 17

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	0
3	Gustina Nst	0
4	Rizki Sari	0
5	Khadijah	0
6	Musthafa	4
7	Fitri Amelia	0
8	Hermawan	0
9	Sri wahyuni	0
10	Nilda Sani Hrp	4
11	Hindun HSB	0
12	Asmeni SRG	0
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	4
17	Mariana Putri	4
18	Aisah Putri	4
19	Noula Sari	0
20	Rini Siagian	4
21	Nurbaiti	4
22	Siti Rahayu	4
23	Tasya Namira	4
24	Naima Putri	0
TOTAL		52

From the table above, it could be known that the students who gave right answer are 13 students. The students who gave wrong answer are 11 students. The total score of the students who gave right answer is 52. So, the percentage the students who gave right answer for item number 17 is 54.2%. It can be categorized enough category.

Table 20
Students' Score For Item Number 18

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	0
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	0
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	0
17	Mariana Putri	0
18	Aisah Putri	0
19	Noula Sari	0
20	Rini Siagian	0
21	Nurbaiti	4
22	Siti Rahayu	0
23	Tasya Namira	0
24	Naima Putri	0
TOTAL		56

From the table above, it could be known that the students who gave right answer are 14 students. The students who gave wrong answer are 10 students. The total score of the students who gave right answer is 56. So, the percentage the students who gave right answer for item number 18 is 58.3%. It can be categorized enough category.

Table 21
Students' Score For Item Number 19

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	4
17	Mariana Putri	0
18	Aisah Putri	4
19	Noula Sari	4
20	Rini Siagian	4
21	Nurbaiti	4
22	Siti Rahayu	0
23	Tasya Namira	0
24	Naima Putri	4
TOTAL		84

From the table above, it could be known that the students who gave right answer are 21 students. The students who gave wrong answer are 3 students. The total score of the students who gave right answer is 84. So, the percentage the students who gave right answer for item number 19 is 87.5%. It can be categorized very high category.

Table 22
Students' Score For Item Number 20

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	0
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	0
13	Rahli HSB	0
14	Nur Hilda	0
15	Sriana	0
16	Dhea Sari	4
17	Mariana Putri	4
18	Aisah Putri	0
19	Noula Sari	4
20	Rini Siagian	4
21	Nurbaiti	4
22	Siti Rahayu	4
23	Tasya Namira	0
24	Naima Putri	0
TOTAL		64

From the table above, it could be known that the students who gave right answer are 16 students. The students who gave wrong answer are 8 students. The total score of the students who gave right answer is 64. So, the percentage the students who gave right answer for item number 20 is 66.7%. It can be categorized high category.

Table 23
Students' Score For Item Number 21

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	0
17	Mariana Putri	0
18	Aisah Putri	0
19	Noula Sari	0
20	Rini Siagian	0
21	Nurbaiti	0
22	Siti Rahayu	0
23	Tasya Namira	4
24	Naima Putri	0
TOTAL		64

From the table above, it could be known that the students who gave right answer are 16 students. The students who gave wrong answer are 8 students. The total score of the students who gave right answer is 64. So, the percentage the students who gave right answer for item number 21 is 66.7%. It can be categorized high category.

Table 24
Students' Score For Item Number 22

NO.	NAME	SCORE
1	Siti Nurannisa	0
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	0
7	Fitri Amelia	0
8	Hermawan	0
9	Sri wahyuni	4
10	Nilda Sani Hrp	0
11	Hindun HSB	0
12	Asmeni SRG	4
13	Rahli HSB	0
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	0
17	Mariana Putri	0
18	Aisah Putri	0
19	Noula Sari	0
20	Rini Siagian	4
21	Nurbaiti	4
22	Siti Rahayu	0
23	Tasya Namira	4
24	Naima Putri	0
TOTAL		44

From the table above, it could be known that the students who gave right answer are 11 students. The students who gave wrong answer are 13 students. The total score of the students who gave right answer is 44. So, the percentage the students who gave right answer for item number 22 is 45.8%. It can be categorized enough category.

Table 25
Students' Score For Item Number 23

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	4
17	Mariana Putri	4
18	Aisah Putri	4
19	Noula Sari	4
20	Rini Siagian	0
21	Nurbaiti	0
22	Siti Rahayu	4
23	Tasya Namira	0
24	Naima Putri	4
TOTAL		84

From the table above, it could be known that the students who gave right answer are 21 students. The students who gave wrong answer are 3 students. The total score of the students who gave right answer is 84. So, the percentage the students who gave right answer for item number 23 is 87.5%. It can be categorized very high category.

Table 26
Students' Score For Item Number 24

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	4
15	Sriana	4
16	Dhea Sari	4
17	Mariana Putri	4
18	Aisah Putri	4
19	Noula Sari	4
20	Rini Siagian	4
21	Nurbaiti	4
22	Siti Rahayu	0
23	Tasya Namira	0
24	Naima Putri	4
TOTAL		88

From the table above, it could be known that the students who gave right answer are 22 students. The students who gave wrong answer are 2 student. The total score of the students who gave right answer is 88. So, the percentage the students who gave right answer for item number 23 is 91.7%. It can be categorized very high category.

Table 27
Students' Score For Item Number 25

NO.	NAME	SCORE
1	Siti Nurannisa	4
2	Rodia Nur	4
3	Gustina Nst	4
4	Rizki Sari	4
5	Khadijah	4
6	Musthafa	4
7	Fitri Amelia	4
8	Hermawan	4
9	Sri wahyuni	4
10	Nilda Sani Hrp	4
11	Hindun HSB	4
12	Asmeni SRG	4
13	Rahli HSB	4
14	Nur Hilda	0
15	Sriana	0
16	Dhea Sari	4
17	Mariana Putri	4
18	Aisah Putri	4
19	Noula Sari	4
20	Rini Siagian	4
21	Nurbaiti	4
22	Siti Rahayu	4
23	Tasya Namira	4
24	Naima Putri	4
TOTAL		88

From the table above, it could be known that the students who gave right answer are 22 students. The students who gave wrong answer are 2 student. The total score of the students who gave right answer is 88. So, the percentage the students who gave right answer for item number 24 is 91.7%. It can be categorized very high category.

b. The Description of the Students' Ability in Reading Recount Text for Every Student

The total score for students who gave right answer is 100. The data description of students' ability in reading recount text for every student of fourth semester TBI 3 IAIN Padangsidempuan can be seen the following table:

Table 28
The Category of Students' Ability for Every Student in Reading Recount Text

NO.	NAME	TOTAL SCORE	PERCENTAGE	CATEGORY
1	Siti Nurannisa	96	96%	Very High
2	Rodia Nur	96	96%	Very High
3	Gustina Nst	96	96%	Very High
4	Rizki Sari	96	96%	Very High
5	Khadijah	96	96%	Very High
6	Musthafa	92	92%	Very High
7	Fitri Amelia	92	92%	Very High
8	Hermawan	92	92%	Very High
9	Sri wahyuni	92	92%	Very High
10	Nilda Sani Hrp	92	92%	Very High
11	Hindun HSB	88	88%	Very High
12	Asmeni SRG	88	88%	Very High
13	Rahli HSB	88	88%	Very High
14	Nur Hilda	84	84%	Very High
15	Sriana	80	80%	High
16	Dhea Sari	72	72%	High
17	Mariana Putri	68	68%	High
18	Aisah Putri	68	68%	High
19	Noula Sari	68	68%	High
20	Rini Siagian	68	68%	High
21	Nurbaiti	64	64%	High
22	Siti Rahayu	64	64%	High
23	Tasya Namira	64	64%	High
24	Naima Putri	60	60%	Enough
TOTAL		1964		

From the table above, it could be known that there are 14 students can be categorized very high category, the percentage is 58.3%. There are 9 students can be categorized high category, the percentage is 37.5%. There is 1 student can be categorized enough category, the percentage is 4.2%. There is no student can be categorized low and very low category.

It means more than half students of fourth semester TBI 3 IAIN Padangsidimpuan can be categorized very high category in students' ability in reading recount text. The others can be categorized high and enough category in students' ability in reading recount text.

After analyzing the data that has been collected from the sources of the research, the researcher got the average scores of students of fourth semester TBI 3 IAIN Padangsidimpuan in reading recount text by using mean score (M). The ability of students in reading recount text of fourth semester TBI 3 IAIN Padangsidimpuan is 81.83% and it can be categorized very high category. It can be seen in appendix 4.

B. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And

also the students didn't do the test seriously. So, the researcher took the sets answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellent result from the research were more difficult because there were the threats the writer.

C. The Discussion

The result of this research which the title "The Students' Ability in Reading Recount Text of Fourth Semester TBI 3 IAIN Padangsidimpuan" can be categorized into very high category (81.83). Another hand, Lian conducted a research by title "The Effect of Jigsaw Strategy In Teaching Reading Comprehension of Recount Text". The result of data In using jigsaw strategy score of students in reading comprehension of recount text is 75 it can be categorized high category.¹

It can be seen clearly that the students' ability in reading recount text is different in every level. In Junior High school level, the students' ability in reading recount text is categorized into enough or high category. But, for university or college level, as the highest level in education level, the students' ability in reading recount text is categorized into very high category.

¹Lian, "The Effect of Jigsaw Strategy In Teaching Reading Comprehension of Recount Text at Grade VII of SMP N 2 Padangsidimpuan, 2010-2011 Academic Year" (*Unpublished Thesis*), (Padangsidimpuan : STAIN), p.51.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. The Conclusion

After treating the collecting data, the next step is researcher taking the conclusion about this research. It is regard important because it can be describe the final the research it self. And it can be used as the input to the readers and other searchers referring to the topic this research.

1. The Students' Ability in Reading Recount Text of Fourth Semester TBI 3 IAIN Padangsidimpuan 2018-2019 academic year.

The result of this research which the title "The Students' Ability in Reading Recount Text of Fourth Semester TBI 3 IAIN Padangsidimpuan", they can be categorized into very high category. It can be seen from the value of the mean score (M) got by the students, that is 81.83.

B. Suggestions

Based on the conclusions above, researcher gives some suggestions to:

1. To the Chief of English Education Department of IAIN Padangsidimpuan, the researcher hopes so that she always motivate all lectures to more increase their ability in teaching English.
2. To the all lectures are hoped to suggest their students to pray together before beginning the lesson, and to motivate the students to improve their reading ability especially in learning recount text and in teaching and learning process

must be done by inner feeling, so that the teacher always sprite and the students can understand what the teacher said. And then the lectures should create the class comfortable for studying and do an improvisation to attract students' enthusiasm and motivation in teaching learning process.

3. The readers especially English learners, more improve their reading ability in learning recount text.

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APPENDIX 1

Instrument of Collecting Data

Name :

Class :

Instruction: choose the correct answer by crossing (X) A, B, C, or D

Read the text below to answer the questions number 1—5:

Last holiday, I went to Surabaya with my friends for vacation. We went there on a night bus. When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago. I tried to call my friend on my cell-phone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

1. What is the topic of the text above?
 - a. My vacation
 - b. Vacation to Surabaya
 - c. Vacation with family
 - d. Vacation to foreign country
2. Orientation of the text is
 - a. I went to Surabaya with my friends for vacation
 - b. It took only a few minutes
 - c. When I came out again, the bus was not there
 - d. I could feel my face turn red
3. What is the generic structure of the text above?
 - a. Orientation-Event-Resolution
 - b. Orientation-Complication-ReOrientation
 - c. Orientation- Event- ReOrientation
 - d. Orientation- Resolution- ReOrientation
4. How many friends that the writer had to join the vacation?
 - a. One
 - b. Two
 - c. Three

- d. Four
- 5. the bus was not there. *It* had gone!
The word *it* in paragraph two refers to?
 - a. The writer
 - b. The writer's friend
 - c. The bus
 - d. The waitress

Read the text below to answer the questions number 6-8

Last weekend, I visited my pen pal's house. His name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I like it very much. After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

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

- 6. The text above tells about?
 - a. A holiday at a friend's place
 - b. A picture of bird
 - c. A big bird cage
 - d. A big garden
- 7. What is the last paragraph about?
 - a. Anto had butterflies as his pet
 - b. The writer's friend is a good swimmer
 - c. There are a lot of flowers in Anto's house
 - d. The writer had a good time with his friends
- 8. Where did the writer spend his afternoon?
 - a. Under a tree
 - b. Inside big bird cage

- c. In the flower garden
- d. In the swimming pool

9. From the text, we know that the writer.....
- a. Had gone and visited many places during his holiday
 - b. Lived in the same village with his pen pal, Anto
 - c. Liked butterflies and swimming very much
 - d. Spent his holiday at friend's house

Read the text below to answer the questions number 10-12

Last week, Mr Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son. "When you are a man, you will be just like your father," she said.

10. What about of the second paragraph?
- a. Mrs. Damiri got accident
 - b. Mrs. Damiri was proud of his son
 - c. Yusuf asked his neighbor to help
 - d. Mr. Damiri and his other children had gone
11. Who took Mrs. Damiri to the clinic?
- a. Her son
 - b. Her husband
 - c. Her neighbor
 - d. Her children

12. How did the neighbor help Mrs. Damiri?
- He called Mrs. Damiri's husband and ran to the kitchen
 - He called the fireman and put out the fire
 - He put out the fire and took Mrs. Damiri to the clinic
 - He called the fireman and advised Mrs. Damiri to stay calm

Read the text below to answer the questions number 13-16

I really enjoyed my holiday in Australia. Last Sunday I visited a marine park called Sea World which is at surfers' Paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there.

The first thing I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water, there were huge turtles, sharks, and a beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals. The saw was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water. One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle. After the saw I had lunch. There were several big restaurant at the park and I had lunch in a restaurant that was shape like a ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the 'corkscrew' because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

13. What is the main idea of paragraph two?
- There was a water-ski show held on a lake
 - The Sea animals performed fantastic things in the water
 - The writer had lunch in one of the restaurants at the park
 - The writer visited the Oceanorium to watch all sort of fish and performance
14. Which of the following Sea animals is known as 'killer'?
- Sea lions

- b. Dolphins
- c. Seals
- d. Whales

15. Which of the following had made the writer excited?

- a. Watching a girl riding on back of a turtle
- b. Watching a girl riding on back of a whale
- c. Watching a man feeding the shark
- d. Riding the roller coaster

16. “there were huge turtles, sharks, and a beautiful tropical sea fish.” (paragraph 2)

The antonym of the underlined word is

- a. Tiny
- b. Enormous
- c. Heavy
- d. Massive

Read the text below to answer the questions number 17-21

On Wednesday, my students and I went to Jogjakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to JogjaKraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard an announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by Wisata bus.

17. The purpose of text is to

- a. Entertains readers
- b. Describe the smugglers
- c. Report an event to the police

- d. Inform readers about events of the day
18. Where can we find an orientation?
- a. In the first sentence of paragraph 1
 - b. In the first sentence of paragraph 2
 - c. In the first sentence of paragraph 3
 - d. In the paragraph 4
19. The tenses of this sentences “In the evening we left for Jakarta by Wisata bus” is
- a. Presents tense
 - b. Simple past tense
 - c. Past continuous tense
 - d. Past future tense
20. Re-orientation of the text is ...
- a. On Wednesday, my students and I went to Jogjakarta
 - b. On Thursday we visited the temples in Prambanan
 - c. On Friday morning we went to Jogja Kraton
 - d. In the evening we left for Jakarta by Wisata bus.
21. What is the generic structure of text above?
- a. Orientation- Event - Reorientation
 - b. Orientation – Event- Resolution
 - c. Orientation – Argument - Resolution
 - d. Orientation – Steps - Conclusion

Read the text below to answer the questions number 22-26

Some friends and I went to yogyakarta for a vocation last month. It was fun and we had a wonderful time there.

We had our vocation soon after the school exam was over.we chose to go to yogyakarta because we thought that the pace was nice and the people were frindly. In addition, some friends have told me that it has a lot of place of interest.

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 stalls in malioboro for some food and drinks. We were surprised to see that everything in malioboro has been arranged well now.

After we had a walk around the place for a few minutes, we took a taxi and headed to one of 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 go back to Solo.

We were very happy to spend a day playing waters and enjoyed the natural beauty of the beach. We left Yogyakarta railway station at a quarter to four by Pramex train and got home around 5.30. It was both tiring and fun.

22. What is the communicative purpose of text above?
 - a. to describe how beautiful Yogyakarta
 - b. to inform readers about experience in Yogyakarta
 - c. to report an event
 - d. to entertain readers
23. What is the circumstance of place of the text above?
 - a. Yogyakarta-Yogya-Solo
 - b. Jakarta-Medan-Solo
 - c. Solo-Yogyakarta-Bandung
 - d. Yogya-Solo-Medan
24. "we left for Yogya early in the morning, and we took Pramex train...." (the third paragraph) the type sentences is...
 - a. Simple past tense
 - b. Past continuous tense
 - c. Past future tense
 - d. Past perfect tense
25. There are some adjectives which shows personal attitude in last paragraph, except
 - a. Happy
 - b. Enjoy
 - c. Bored
 - d. Tiring and fun

APPENDIX 2

Key Answers

1. B	11. C	21. A
2. A	12. C	22. C
3. C	13. D	23. A
4. A	14. D	24. A
5. C	15. C	25. C
6. A	16. A	
7. D	17. D	
8. D	18. A	
9. D	19. B	
10. C	20. D	

APPENDIX 3

The Score of the Students in Reading Recount Text

NO.	NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	TOTAL SCORE
1	Siti Nurannisa	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	96
2	Rodia Nur	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	96
3	Gustina Nst	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	96
4	Rizki Sari	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	96
5	Khadijah	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	96
6	Musthafa	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	0	4	4	92
7	Fitri Amelia	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	0	4	4	92
8	Hermawan	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	0	4	4	92
9	Sri wahyuni	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	0	4	4	4	4	4	92
10	Nilida Sani Hrp	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	92
11	Hindun HSB	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	0	4	4	88
12	Asmeni SRG	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	0	4	4	4	4	4	88
13	Rahli HSB	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	0	4	0	4	4	4	4	88
14	Nur Hilda	4	4	0	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	0	84
15	Sriana	0	4	0	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	0	4	4	4	4	0	80
16	Dhea Sari	0	4	4	0	4	4	4	4	4	4	4	4	4	4	0	0	4	0	4	4	0	0	4	4	4	72
17	Mariana Putri	0	4	0	4	4	0	4	4	4	4	4	4	4	4	0	4	4	0	0	4	0	0	4	4	4	68
18	Aisah Putri	0	4	4	0	4	4	4	4	4	4	4	4	4	4	0	0	4	0	4	0	0	0	4	4	4	68
19	Noula Sari	0	4	0	4	4	0	4	4	4	4	4	4	4	4	0	4	0	0	4	4	0	0	4	4	4	68
20	Rini Siagian	0	4	0	4	4	0	4	4	4	4	4	4	4	4	0	0	4	0	4	4	0	4	0	4	4	68
21	Nurbaiti	0	4	0	4	4	0	4	4	4	4	4	4	0	0	0	0	4	4	4	4	0	4	0	4	4	64
22	Siti Rahayu	0	4	0	4	4	0	4	4	4	4	4	4	4	4	4	0	4	0	0	4	0	0	4	0	4	64
23	Tasya Namira	0	4	0	4	4	0	4	4	4	4	4	4	4	4	0	4	4	0	0	0	4	4	0	0	4	64
24	Naima Putri	0	4	4	0	4	0	4	4	4	4	4	4	4	4	0	0	0	0	4	0	0	0	4	4	4	60
TOTAL		48	96	60	84	96	68	96	96	96	96	96	96	92	92	60	68	52	56	84	64	64	44	84	88	88	1964

APPENDIX 4

Calculation of the Mean Score

Calculate the their result (mark) by using Mean Score, the formula is below:

$$M = \frac{\sum X}{N}$$

Where:

M : Mean Score (average)

N : Sum of respondents

$\sum x$: Total of the result

$$M = \frac{1964}{2400}$$

$$M = 81.83$$

Appendix 5







**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Telephon (0634) 22080 Faximile (0634) 24022

In.19/E.6w/PP.00.9/ /2015

Padangsidempuan, 08 Juli 2015

: Biasa

: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;

1. Magdalena, M. Ag. (Pembimbing I)
2. Sojuangon Rambe, S.S., M. Pd. (Pembimbing II)

di-
Padangsidempuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan tadaris bahasa inggris (TBI) fakultas tarbiyah dan ilmu keguruan IAIN Padangsidempuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bila mana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM : Ummu Habibah Harahap / NIM. 12 340 0077
Jurusan : Tadris Bahasa Inggris 2
Judul Skripsi : THE STUDENTS' ABILITY IN READING RECOUNT TEXT OF FOURTH SEMESTER TBI 3 PADANGSIDIMPUAN

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

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Sekretaris Jurusan Tadris Bahasa Inggris

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BERSEDIA/TIDAK BERSEDIA
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CURRICULUM VITAE

A. Identity

Name : Ummu Habibah Harahap
Reg. No. : 12 340 0077
Place and Birth : Aek Pahu, August 3th 1994
Sex : Female
Religion : Islam
Address : Hutaimbaru, Padangsidempuan

B. Parents

Father's Name : Ahmad Taon Harahap
Mother's Name : Lauma Nianna

C. Educational Background

1. Elementary School : SD Negeri 103640 Perkebunan Batangtoru (2006)
2. Junior High School : MTs Negeri Batangtoru (2009)
3. Senior High School : SMA Negeri 1 Batangtoru (2012)
4. Institute : IAIN Padangsidempuan (2019)