



**THE ABILITY ON READING RECOUNT TEXT
OF THE TENTH GRADE STUDENTS MAS BAHARUDDIN
TAPANULI SELATAN**

A THESIS

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

Written By :

AULIA SYLVIA DEVANA PANE
Reg. No. 16 203 00064

**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2022**



**THE ABILITY ON READING RECOUNT TEXT
OF THE TENTH GRADE STUDENTS MAS BAHARUDDIN
TAPANULI SELATAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial
Fulfillment of the Requirement for the Degree of Education Graduate
(S.Pd.) in English*

Written By :

**AULIA SYLVIA DEVANA PANE
Reg. No. 16 203 00064**



Advisor I

**Dr. Eka Susti Harida, M.Pd.
NIP. 19750917 200312 2 001**

Advisor II

**Sri Rahmadhani Siregar, M.Pd.
NIDN. 2006058602**

**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2022**

LETTER OF AGREEMENT

Term : Munaqosyah

Item : 7 (seven) exemplars

Padangsidempuan, January 2022

a.n. **Aulia Sylvia Devana Pane**

To: Dean

Tarbiyah and Teacher Training Faculty

In-

Padangsidempuan

Assalamu 'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Aulia Sylvia Devana Pane** entitled "**The Ability on Reading Recount Text of the Tenth Grade Students MAS Baharuddin Tapanuli Selatan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalam 'alaikumwr.wb.

Advisor I



Dr. Eka Sustris Harida, M.Pd.
NIP. 19750917 200312 2 001

Advisor II



Sri Rahmadhani Siregar, M.Pd.
NIDN. 2006058602

DECLARATION LETTER OF SELF THESIS COMPLETION


The name who signed here:

Name : Aulia Sylvia Devana Pane
Reg. Number : 16 203 00064
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-2
The title of the Thesis : **The Ability on Reading Recount Text of the Tenth Grade Students MAS Baharuddin Tapanuli Selatan**

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 IAIN Padangsidempuan in article 14 verse 2.

I did this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidempuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidempuan, January 2022
Declaration Maker


Aulia Sylvia Devana Pane
Reg. Number 16 203 00064

**AGREEMENT PUBLICATION OF FINAL TASK
FOR ACADEMY CIVITY**

As academic civity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : Aulia Sylvia Devana Pane
Registration Number : 16 203 00064
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan Non Exclusive Royalty Righton my thesis with entitled: **"The Ability on Reading Recount Text of the Tenth Grade Students MAS Baharuddin Tapanuli Selatan"** With all the sets of equipments (if needed). Based on the this Non-Exclusive Royalty Right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

Based on the statement above all, this statement is made truthfully to be used properly.

Padangsidimpuan, February 2022

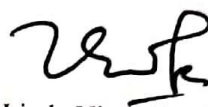


Devana Pane
Reg. Num. 16 203 00064


EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

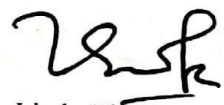
Name : Aulia Sylvia Devana Pane
Registration Number : 16 203 00064
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-2
The Tittle of Thesis : **THE ABILITY ON READING RECOUNT TEXT OF
THE TENTH GRADE STUDENTS MAS
BAHARUDDIN TAPANULI SELATAN**
Chief
Secretary


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004


Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

Members


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004


Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007


Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001


Sri Rahmadhani Siregar, M.Pd.
NIDN. 2006058602

Proposed:
Place : Padangsidempuan
Date : March, 01st 2022
Time : 08.30 WIB until finish
Result/Mark : 81, 25 (A)
IPK : 3, 74
Predicate : Pujian



RELIGION MINISTRY INDONESIAN REPUBLIC
STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733
Padangsidimpuan

LEGALIZATION

**Thesis : The Ability on Reading Recount Text of the Tenth
Grade Students MAS Baharuddin Tapanuli Selatan**

Written By : AULIA SYLVIA DEVANA PANE

Reg. No : 16 203 00064

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the Requirement
for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, February 2022
Dean of Tarbiyah and Teaching Training Faculty



Dr. Lely Hilda., M.Si.
NIP. 19720920 200003 2 002

Name : Aulia Sylvia Devana Pane
Reg. Number : 16 203 00064
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
The Title of the Thesis : The Ability on Reading Recount Text of the Tenth Grade Students MAS Baharuddin Tapanuli Selatan

ABSTRACT

This research was talked about the students' ability on reading comprehension recount text of the tenth grade MAS Baharuddin Tapanuli Selatan. 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 carried out to have knowledge of the students' reading comprehension ability on recount text in the class action research where the students from the tenth grade in MAS Baharuddin Tapanuli Selatan.

This research employed descriptive quantitative research. The population of this research was grade X students of MAS Baharuddin Tapanuli Selatan. They were 30 students total of population was one class. Then, the sample of the research was all the population at grade X. It was 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

Based on the result of the research, researcher have gotten the description of the data and mean score was 57.43. It means that the students' reading comprehension ability on recount text of the tenth grade in MAS Baharuddin Tapanuli Selatan was categorized into enough ability. It means the hypothesis was accepted.

Key Words: Ability, Reading, Comprehension, Recount Text.

Nama : Aulia Sylvia Devana Pane
NIM : 16 203 00064
Fakultas : Tarbiah dan IlmuKeguruan
Jurusan : TadrisBahasaInggris
JudulSkripsi : The Ability on Reading Recount Text of the Tenth Grade Students MAS Baharuddin Tapanuli Selatan

ABSTRAK

Penelitian ini membahas tentang pemahaman siswa dikelas X MAS Baharuddin Tapanuli Selatan. Salah satu permasalahan yang sedang dihadapi oleh para siswa di pembelajaran bahasa inggris adalah recount text. Siswa masih merasa kesulitan unruk membaca kalimat yang panjang karena kebanyakan sebagian dari mereka tidak mengerti sebagian arti didalam teks tertulis tersebut. Meskipun mereka sudah tertarik membaca teks inggris tentang recount akan tetapi kebanyakan dari mereka juga kurang didalam kosa kata, mereka juga kurangnya perhatian tentang pentingnya membaca. Dengan demikian siswa tidak mengerti tentang teks yang telah mereka baca.

Tujuan dalam penelitian ini dibawakan untuk mengetahui pemahaman membaca siswa di dalam recount text dimana siswa berasal dari kelas 10 di MAS Baharuddin Tapanuli Selatan.

Penelitian ini melakukan penelitian deskriptif kuantitatif. Populasi dalam penelitian ini yaitu kelas X MAS Baharuddin Tapanuli Selatan. Jumlah seluruhnya ada 30 siswa ditotal di dalam populasi yaitu 1 kelas. Kemudian sampel dalam penelitian ini adalah semua populasi pada kelas X. Penelitian menggunakan total sampling untuk mengumpulkan data, peneliti menggunakan test untuk menghitung kemampuan pehaman membaca peserta didik. Untuk menganalisi data, peneliti menggunakan mean score atau nilai rata-rata.

Berdasarkan hasil penelitian, peneliti memperoleh deskripsi data yang ditemukan bahwa *mean score* 57.43. Kemampuan membaca siswa pada tahun pertama MAS Baharuddin Tapanuli Selatan *enough ability*. Itu berarti bahwa hipotesis diterima. Sehingga hasil *mean score* dari kemampuan siswa adalah *enough ability*. Jadi hipotesis penelitian diterima

Kata Kunci: *Ability, Reading, Comprehension, Recount Text.*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, the researcher would like to convey her grateful to Allah SWT, the Most Creator and Merciful the one who gives the health, time and chance for finishing this thesis entitled “The Ability on Reading Recount Text of the Tenth Grade Students MAS Baharuddin Tapanuli Selatan”. Peace and Blessing upon our Prophet Muhammad SAW, his families, his companies, and his followers.

This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidempuan (IAIN Padangsidempuan) as partial fulfillment of the requirement for degree strata 1 (S1).

In writing this thesis, the researcher found various difficulties. Fortunately, the researcher is assisted by some people. Therefore, in this opportunity the researcher would like to express gratitude to the following people:

1. Mrs. Dr. Eka Sustris Harida, M.Pd. as my first advisor who has guided me for finishing this thesis, who has been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.
2. Mrs. Sri Rahmadhani Siregar, M.Pd. as my second advisor who has guided and motivated me for finishing this thesis, as the great advisor who has given me idea and suggestion during the progress of writing this thesis
3. Mrs. Dr. Lelya Hilda, M.Si. as the Dean of Tarbiyah and Teacher Training Faculty.
4. All lecturers of IAIN Padangsidempuan who have given the knowledge during my studying in this campus (Mr. Dr. Fitriadi Lubis, M.Pd. Mrs. Fitri Rayani Siregar, M.Hum. Mrs. Rayendriani Fahmei Lubis, M.Ag. Mrs. Yusni Sinaga, M.Hum. Mr.

Zainuddin, M.Hum. Mrs. Ida Royani, M.hum. Mrs. Marwah, M.Pd.), and all the lecturers at IAIN Padangsidimpuan who have given me much knowledge.

5. My lovely family who always support me especially my mother Mrs. Juriati Siregar S.Pd. My father Mr. Rahmat Syarifuddin Pane S.E. who have given me the greatest love when I was child until now. Who have given Do"aa in every their Sholat and also who have given much money to help the administration., my brother Fahrul Azmi Bahtera Pane, and my sisters Nadia Soraya Hasian Pane, Adinda Muthia Zahra Pane, Balques Nazla Fahira Pane.
6. My lovely uncle and aunt Mr. Parlugutan Batubara and Mrs. Nur Hasnah Siregar who have taken care of me and support me.
7. My beloved friends who always give me support Kevin Santosa, Poppy Sandra, Ghazali Rafsanjani, Salsabila Zakya, Ratna Sari Dewi, Septian Raka Dijaya, Asri Ainul, Muhammad Febriansyah, Rika Zulfiani, Permana Alfiansyah
8. My friends that have helped and given contribution Walidah Sofyan Siregar, Sri Rahayu Siregar, Haryanti Rukmana Siregar, Rona Masdelima Galingging, Afriani Rangkuti, Ihsania Tanjung, Suci Maharani.

Finally, I realize that there must be some weakness in this thesis. Therefore, the researcher would be very grateful for the correction and comment that can improve this thesis

Padangsidimpuan, Janury 2022

The Writer

Aulia Sylvia Devana Pane

Nim.1620300064

TABLE OF CONTENTS

Pages

TITLE	
LEGALIZATION ADVISORS SHEET	
AGREEMENT OF ADVISORS SHEET	
DECLARATION OF SELF THESIS COMPLETION SHEET	
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC SHEET	
SCHOLAR MUNAQOSYAH EXAMINATION	
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY SHEET	
ABSTRACT	i
ABSTRAK	ii
ACKNOWLEDMENT	iii
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF APPENDIXES	viii

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	6
D. Formulation of the Problem	6
E. Purpose of the Research	6
F. Significance of the Research	6
G. Definition of Key Terms	7
H. Outline of the Thesis	8

CHAPTER II THEORETICAL DESCRIPTION

A. Literature Review	9
1. Reading Comprehension	9
a. Definiton of Reading	9
b. Definition of Reading Comprehension	11
2. Concept of Reading Comprehension.....	13
a. Types of Reading	13
b. Model of Reading Comprehension	16
c. Principles in Teaching Reading Comprehension.....	17
d. The Purpose of Reading.....	18
e. Level of Reading Comprehension	19

f. Assessing of Reading.....	21
3. Recount Text	22
a. Definition of Recount Text.....	22
b. Types of Recount Text.....	24
c. Generic Structure of Recount Text.....	24
d. Language Feature of Recount Text.....	25
e. Purpose of Recount Text	26
f. Example of Recount Text	27
B. Review of Related Findings	29
C. Hypothesis.....	31

CHAPTER III RESEARCH METHOD

A. Place and Time of the Research	32
B. Types of Research	32
C. Population and Sample.....	32
1. Population.....	32
2. Sample	33
D. Instrument of Collecting Data.....	33
E. Validity Instrument	36
F. Technique of Collecting Data	37
G. Technique of Data Analysis	37

CHAPTER IV THE RESULT OF THE THESIS

A. Description of the Data	39
B. Hypothesis Testing.....	44
C. Discussion	45
D. Treaths of the Research.....	48

CHAPTER V THE CONCLUSION AND SUGGESTION

A. Conclusion	50
B. Suggestion.....	51

REFERENCES

APPENDIXES

CURRICULUM VITAE

LIST OF TABLE

	Pages
Table 1 The Example of Recount Text.....	30
Table 2 Population of Grade X of MAS Baharuddin	36
Table 3 The Indicators of Reading Recount Text Test Before Testing Validity	37
Table 4 The Indicators of the Test after Testing Validity	38
Table 5 The Classification Quality of the Students' Score	41
Table 6 Students' Total Score in Reading Comprehension Test	43
Table 7 Quality Score of the Students' Reading Comprehension Test.....	45
Table 8 Resume of Variable Score in Reading Comprehension Test	47
Table 9 Frequency Distribution in Reading Comprehension Test.....	48
Table 10 Mean Score Calculation	50
Table 11 Result of Previous Research.....	53

LIST OF APPENDIXES

- | | |
|-------------------|---------------------------------------------------------------------------------------|
| Appendix 1 | Test Before Validity |
| Appendix 2 | Calculation Validity Test |
| Appendix 3 | Calculation of the Formulation |
| Appendix 4 | Table Validity Test |
| Appendix 5 | Test After Validity |
| Appendix 6 | Key Answer |
| Appendix 7 | Students' Name and Initial at Grade X of MAS Baharuddin Tapanuli Selatan |
| Appendix 8 | Students' Score in Reading Recount Text at Grade X of MAS Baharuddin Tapanuli Selatan |
| Appendix 9 | Description Data Using Mathematic Formula |

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the important skill in four English aspects such as listening, speaking and writing. It is necessary because reading can make the readers are able to get lots of new information based on what they have already read. It is the process of getting information, knowledge, enjoyment, and even problem solution. Reading will help you to find out the information clearly. By reading everyone can be easier to find the solution to solve the problem.

Reading English is an ability that is being taught from junior high school to senior high school level. It is the way to get information from something that was written in the text, to obtain information and to improve the science and knowledge. By reading, it will be much easier for students to interpret language, and make students able to find every message of the text. It will make students find the solution from the problem they found in the text and they also will learn how to get the meaning and conclusion until they truly understand about the text they read. Then, “reading is bringing meaning to and getting meaning from printed or written material”.¹ So, reading is a process to understand a text because there is a transaction between the text and the reader.

¹Siti Nurhamidah, Syahid Muammar Pulungan, and Eka Sustrri Harida, “The Analysis of Teachers’ Strategies in Teaching Reading Comprehension At SMAN 2 Padang Bolak,” *Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 4, no. 2 (2018): p. 303, <https://jurnal.iain-padangsidempuan.ac.id/index.php/TZ/>.

Reading comprehension is a receptive skill in which the readers try to understand the written texts². The reading for students are to get the information and also to solve the problem in the classroom while learning process. Reading comprehension is also about understanding instructions through texts. A writer expressed his or her thoughts, ideas, and feeling through the written words. The readers' understanding of the reading text materials will be affected by the apprehend strategies and techniques.

Reading comprehension is an ability to process the text, understand its meaning, and to integrate with what the reader already known³. In conclusion, the comprehension must be taught in reading process because it is important part of it, to understand the meaning from the text and the readers will get the main point of the written text. 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 with the writers through the writings⁴. It means that comprehension is the reason for reading, finding main idea and information from the texts, because when the readers only read the words but do not understand the meaning what they read, they are not really reading.

Based on the explanation above, reading is necessary because it can improve the science or knowledge and also give pleasure. It is undeniably that reading is

²Eka Sustris Harida, "Using Critical Reading Strategies; One Way For Asessing Students" Reading Comprehension at Public University in Padang," *International Seminar on English Language and Teaching* 4, no. 1 (2016): 199–206.

³ Zulkifli, 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>.

⁴ Eka Sustris Harida, "Using Critical Reading Strategies: One Way for Assessing Students" Reading Comprehension,"

necessary for everybody in variety of purpose and needs. It means by reading people will get the information and knowledge and understanding the text well.

Based on the interviewed with one of the students at the tenth grade of MAS Baharuddin Tapanuli Selatan, she said most of students interested in English reading but they feel difficult to read long passage because they do not understand most of the meaning in written text, they are lack of vocabulary, they do not know how to read correctly⁵. So they are already excited in English reading but the students do need good and appropriate strategy to make reading learning process more fun, easier, colourful, and etc.

Reading is one of the subjects has been already taught since the first grade in junior high school. In other words, they have been studying English for a long time but still having problem with it and it is because they do not use an interesting learning method and the appropriate strategy to learn English especially in reading comprehension. In this school, students are taught some strategies and techniques to understand reading text, for example, the students have been taught how to identify main idea and topic sentence, main idea, supporting sentence and others. From the explanation above, it can be seen that students have been learning reading maximally but not accurate enough. Ideally, students are able to identify information, the main idea, and etc.

So, students have some problems with their reading skill. Eventhought the students had been taught reading recount text by using way which has been explained above, but students' reading recount text still away from the expectation of

⁵ Fuja Nursina Harahap, *Private Interview to the student of MAS Baharuddin*, Muaratais Janji Mauli, 17th Of September , 2020.

curriculum itself. Based on the writer's observation in MAS Baharuddin Tapanuli Selatan at the X grade students, the writer found some problems faced by the students in learning reading.

Based on the researcher pre-research in MAS Baharuddin at grade X science while the researcher interviewed an English teacher of grade X science, there were some problems on students' reading ability. The teacher mentioned while reading process in classroom she gave some exercises and when they had done it, some of students did not know most of the meaning from written text, so the problem is most of the students were lack in vocabulary, so they felt difficult to catch on the text. The researcher has interviewed Miss Irma and she mentioned that the students interested in English reading, they are always excited to learn English but they do not really understand about it ⁶. So, while reading learning process in the classroom teacher just has strategy like asked the students looking dictionary when they did not know the meaning then write down in the book, then they should memorize some vocabularies and eventhought they have studied in many years but they still lack in reading.

Based on the interview with Miss Irma Sari S.Pd. The researcher found that many students still have some problems in reading ability. The reasons are because they have some difficulties in gaining the information from the text, they are hard to understand meaning from the text and also lack of vocabularies⁷. The students could not concentrate to know what text tells about because some of them are lack of vocabularies and have difficulty to find the meaning word by word in the dictionary.

⁶ Irma Sari, *Private Interview to the teacher of MAS Baharuddin*, Muaratais Janji Mauli, 17th Of September , 2020.

⁷ Ima Sari, *Private Interview to the teacher of MAS Baharuddin*, Muaratais Janji Mauli, 17th Of September , 2020.

It made some students do not get many things while reading learning process eventhought they feel interested in English.

In short, students also had difficulty in analyzing the text well. In order to increase students' reading comprehension needs an appropriate strategy or technique to help them as solution for their problems. So, to achieve the success in language teaching learning process especially English, the appropriate teaching and learning strategy is one of important factor in all language teaching.

Understanding reading material is an ability which is important for developing students' reading ability, and it is also needed an effort and more attention because they have to learn about sentences construction, short story, and poem. In this case reading comprehension is necessary. Based on the explanation above, it is known that ability in reading recount text is very important and necessary for the students. So, the researcher interested to know the students' ability in reading comprehension of recount text. Then, the researcher applied it through the title "The Students' Ability of Reading Comprehension in Recount Text at X Grade of MAS Baharuddin Tapanuli Selatan.

B. Identification of the Problem

Based on the background above the researcher identified the problems of the students' reading ability on recount text, they were some students were not focus with the material because most of them did not understand the meaning, the students were lack of vocabulary and lack of attention about how important reading is, and they also cannot make the inference of the text and do not know what the text that they learned and read about.

C. Limitation of the Problem

Based on the identification above, the researcher found some problem in reading comprehension of recount text. The researcher focused on the students' ability of reading recount text. The subject of the research is all of the students at X grade of MAS Baharuddin Tapanuli Selatan. The material used recount text which has been taught in X grade of MAS Baharuddin Tapanuli selatan. The study would be focused on one variable, that is students' ability.

D. Formulation of the Problem

Based on the background above, the researcher formulates the problem as: "How is the students' ability in reading comprehension in recount text at X grade Students of MAS Baharuddin Tapanuli Selatan?"

E. Purpose of the Research

The purpose of the research is to know the students' ability of reading comprehension in recount text at X grade Students of MAS Baharuddin Tapanuli Selatan.

F. Significances of the Research

The researcher hopes this research can be useful the research, and will be something worth while as follow:

1. The result can be used to students as input to increase knowledge in reading comprehension which is in this opportunity use recount text.
2. To English teachers, as a tool compare students in determine the topic, the main idea, give the conclusion, and identify the information from the text in

students" reading comprehension on recount text at X grade Students of MAS Baharuddin Tapanuli Selatan

3. For headmaster, to give suggestion to English teacher to improve learners" ability in English, especially to determine the topic, the main idea, give the conclusion, and identify the information from the text in recount text.
4. For reader or the researcher, as references for the next researcher in some problems and for the other writers in conducting further researcher in the same topic.

G. Definition of Key Terms

To avoid misunderstanding the terminologies will be clarified as follow :

1. Ability

Ability is a quality or state being able, power to perform, whatever to perform, whatever physical moral intellectual, conventional or legal capacity, skill or competence in doing, sufficiency of strength, skill, resource.

2. Reading

Reading is an activity where the reader read the written text and understand the text that has been read. It is also to get some points from it.

3. Recount Text

Recount text is one of the text genre that tell readers or people about something happened in the past. It is often about personal stories and can be factual or imaginative.

To sum up everything that has been stated so far, the ability on reading recount text of the tenth grade students Mas Baharuddin Tapanuli Selatan

defined that an activity where the students read the text about recount and understand about it, they also answered some multiple choice questions to find out their ability on reading recount text. Based on the final result, it was known that the students' ability on reading recount text was into enough quality.

H. Outline of the Thesis

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

Chapter I, it consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significances of the research, and outline of the thesis.

Chapter II, it consists of the theoretical description, related findings. In theoretical review consists of students' reading comprehension and descriptive text. Related finding consists of some findings that are done by other researcher in the same research.

Chapter III, it consists of research methodology which consists of time and place of the research, method of the research, research design, sources of data collection, technique of data analysis.

Chapter IV, it consists of the result of the research taking about the analysis of data, the result of the research. This chapter consist of data description of the result.

Finally, in chapter V consists of conclusion that is giving conclusion about the result of the research and suggestion that give suggestion to the students and teachers by researcher

CHAPTER II

THEORETICAL DESCRIPTION

A. Literature Review

1. Reading comprehension

a. Definition of Reading

Reading is an activity while the reader read the text and gain the information from it, it is one of the significant skill for the student in learning English language. According to Aebersold and Field, reading is an activity when the people look at the text and try to get the information from the text⁸. It means when the reader sees the text, they try to get the information and understanding the text. Reading is an activity which the readers learn something from what they have read. It is one of the necessary thing in learning English language that needs to be considered. Skilled in reading will make the students better to understand all the material taught.

According to Goodman⁹, the skill of reading makes students easier to recognize an English text and students will get some advantages from reading itself. They read the text and try to figure out word by word in written text. Through reading, the students improve their knowledge and information from various sources. They can read English books to support their learning

⁸ Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher* (United Kingdom:CambridgeUniversityPress,1997),p.15https://www.academia.edu/33240438/From_Reader_to_Reading_Teacher_Issues_and_Strategies_for_Second_Language_Classrooms.

⁹ Kenneth S. Goodman, "Reading: A Psycholinguistic Guessing Game," *Making Sense of Learners Making Sense of Written Language: The Selected Works of Kenneth S. Goodman and Yetta M. Goodman*, 2014, 103–12, <https://doi.org/10.4324/9780203366929>.

process or they can read some literary works to gain new vocabularies in English¹⁰.

Reading is a selective process. It involves partial use of available minimal language signal selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected, or refined as reading progresses. This definition gives the impression that reading is reaction to meanings which translated explicitly from the text. Since it is explicitly converted from text, it results the consequence that there are many assumption is using, so that the entire understanding from the content of text cannot always be caught perfectly.

Douglas stated reading is the process of reconstructing from the printed pattern on the ideas an information intended by the author.¹¹ Moreover, according to Cline, reading is decoding and understanding text. Readers decode written text by translating text to speech, and translating directly to meaning.¹² Based on the theory above, it can be concluded that reading is a process in decoding and understanding written texts in which reader's prior knowledge of the subject operate to influence what is learned from the text.

¹⁰ Sri Rahmadhani Siregar, "Improving Students' Reading Comprehension of Expository Texts Through Learning Together Strategy," *English Education* 3, no. 1 (2015): 108–19, <https://scholar.google.com/citations?user=qcppdQoAAAAJ&hl=en&oi=ao>.

¹¹ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second edi (San Francisco: San Francisco University Press, 2000), <https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>.

¹² Frederick Cline, Christopher Johnstone, and Teresa King, "Focus Group Reactions to Three Definitions of Reading (As Originally Developed in Support of NARAP Goal 1)," *Minneapolis, MN: National Accessible Reading Assessment Projects*, 2006, <https://files.eric.ed.gov/fulltext/ED506575.pdf>.

According to Harmer, reading is skill have many purposes for understanding students about English.¹³ It means that reading can make students will learn about the communicative and information. Nunan stated that reading is a fluent process of readers combining information from a text and their own background to build meaning.¹⁴ Reading is a nature skill for English as a second language, for most of these learners 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.

b. Definition of Reading Comprehension

Reading comprehension is the process where the reader not only read written text to obtain the information but also to get some points and comprehend it from the text. In this case, reading and understanding are related to each other. Reading itself contains the activity to understand the text and information in the text.

Linse stated that reading comprehension refers to reading for meaning, understanding, and entertainment¹⁵. People read the text not only to receive information, but also to learn from texts, integrate information, critique texts, even to have pleasure. Reading comprehension actively demonstrates that the conceive of the vocabularies which are used in a written text and making a relationship between them to achieve a comprehensive understanding.

¹³ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition (New York: Longman, Inc, 1991), https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_Jeremy_Harmer.

¹⁴ David Nunan, *Practical English Language Teaching*, 1st ed., (International Edition, 2003), p. 68

¹⁵ Caroline T Linse, David Nunan, *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill Companies, Inc)

“Reading comprehension is a complex skill because it needs other skills such as vocabulary and decoding skills”¹⁶. However, reading a book without comprehend the meaning or identify the text we require many vocabularies. So, reading comprehension will build up our vocabulary.

Reading comprehension can be defined as “the ability to obtain meaning from written text for some purpose”¹⁷. To comprehend successfully, readers must identify a series of letters as a word, and integrate individual word meanings into a coherent sentence-level representation.

Thomas stated that comprehension is a constructive process in which students creates meaning based on their background knowledge.¹⁸ Meanwhile, comprehension is the process to understand about the text. The reader will comprehend what the text talk about. Rayner gives the statement that reading comprehension is the process using syntactic and semantic information that found in printed text to reconstruct in the reader’s mind.¹⁹ Reading comprehension is an ability of reading that is being taught from the first grade in junior high school to senior high school level. Based on the recent curriculum of English subject, the learners in the level should be able to comprehend the meaning of short functional text and simple essay.

¹⁶ Nahid Mohseni Takaloo and Mohammad Reza Ahmadi, “*The Effect of Learners ‘‘ Motivation on Their Reading Comprehension Skill : A Literature Review,*” International Journal of Research in English Education, 2017, p.10, <http://ijereonline.com>.

¹⁷ 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>.

¹⁸ Thomas G. Gunning, *Comprehension Boosters* (America: Jossey-Bass, 2010), p.12.

¹⁹ 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>.

To sum up everything that has been stated so far, reading comprehension is to receive some ideas, information and author's message from printed page involved perceives and understands words relationship. Somehow, reading comprehension is not only to extracting meaning from printed words but it needs an active process in which the reader constructs meaning through some ability with a text. Besides that, the students should be able to explore their thinking and to identify what the author means. In other word, the students in this level are supposed to read and understand the text comprehensively. Unfortunately, comprehending the English text for the students is not easy since it is a foreign language. Students need to make an English reading as a habit, so that they can get accustomed to the English text.

2. Concept of Reading Comprehension

a. Types of Reading

According to Patel and Praveen, there are some types of reading such as intensive reading, extensive reading, aloud reading and silent reading²⁰ :

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 idioms²¹. It means that this type of reading is focusing on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in

²⁰ M.F. Patel and Praveen M. jain, English Language Teaching, First edit (Jaipur: Sunrise Publisher&Distributors,2008), p.117 <https://doi.org/10.1093/acprof:oso/9780199574797.003.0018>.

²¹ M.F. Patel and Praveen M. jain. p. 117-118.

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 extensive reading will be trained the student 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 english. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. 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 recognize able oral approximation of the target response is considered correct.²² 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 a 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. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

²² H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (Pearson Education Inc, 2004), p. 90.

According to Tankerslay “silent reading is condition of not speaking and a sound track”.²³ This actively demonstrates that silent is not voice. Kasihani stated that “Silent reading is to train the students to really pay attention to comprehend the text”.²⁴ So, silent reading is reading by heart or without sounds to get the deeply 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 sum up everything that has been stated for, silent reading is the process of reading by heart. It is condition of not speaking and the reader try to focus on the text.

b. Model of Reading Comprehension

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

1) Bottom-up.

Models typically consist of lower level reading processes. Student 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

²³ Karen Tankerslay, *Literacy Strategies*, (Virginia USA:ASCD, 2005), p. 108.

²⁴ Kasihani, K.E.Suyanto, *English for Young Learners*, (Jakarta:BumiAksara, 2008), p. 65.

clusters, word phrases, sentences, longer texts, and finally meaning are the order in achieving comprehension.

2) Top-down models.

On the other hand, begin with the idea that comprehension resides in the reader. The reader use background knowledge makes prediction and searchers the text confirms or reject the predictions that are made. 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 combines elements of both bottom-up models assuming that a pattern is synthesized based on information provided simultaneously from several knowledge sources.²⁵

To sum up everything that has been stated so far the three models of reading as an interactive approach to reading and can reach the meaning and comprehend the text.

c. Principles 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 conventions 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 words).
- 7) Use 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 relationship.²⁶

²⁵David Nunan, *Practical English Language Teaching*(New York: Graw Hill, 2003), p. 70-71.

²⁶ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (Pearson Education Inc, 2004), p. 188

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.

d. The Purpose of Reading

There are many purposes in reading activity. The purpose for reading will help the readers focus on information, consequently such purpose are most effective when establish by the reader. Obviously, the purpose for reading should be established before a selection is read. Afterward, the stated purpose can be used as basic for discussion to determine whether the reader the reader has achieved his goal. As McDonough and Shaw quoted from William that usefully classified reading into:

- 1) Getting general information from the text
- 2) Getting Specific information from a text
- 3) For pleasure or interest²⁷

From the statement above, the researcher sum up everything that has been stated so far, there are two kinds purposes of reading activity. Reading for information usually used in reading task, it is probably seen an as a type of reading ability. Readers read because they have to read. It included the materials which are classified as nonfiction, sciences, social studies, articles, newspaper, etc. Weather reading for pleasure, the reader may read either

²⁷ Jo McDonough and Christopher Shaw, Materialand Method in ELT: Teachers" Guide,(Massachusetts: Blackwell PublishingLtd, 2002), p. 102.

quickly or slowly based on the way he/she likes, associated largely with novel, short stories, and poems.

e. Level of Reading Comprehension

In reading, the reader's effort to take meaning or implication from paragraph and to enhance comprehend and conclusion when the reader read paragraph. To know how far the readers comprehend the text, it can be measure by some levels of reading comprehension.

Clymer in Brussel states they are 3 levels of comprehension question.²⁸

1) Literal Comprehension

This level is the lowest of three levels require a reader to be able to retell or recall the facts of information presented in a text. Names of characters and details of setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot. Example of question is "where was the bird?."

2) Inferential Comprehension

This level comprehension is the next level, refers to ability of reader takes information that is inferred or implied within a text. If a

²⁸ Suharni and Rika Afriyanti, "The Levels of Reading Comprehension Question in Students' English Textbook," *Integration of Climate Protection and Cultural Heritage: Aspects in Policy and Development Plans. Free and Hanseatic City of Hamburg* 26, no. 4 (2013): 1–37, <http://jim.stkip-pgri-sumbar.ac.id/jurnal/download/4492>.

text indicates that a character is carrying the umbrella while walking down a street on cloudy day, you can infer that character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the reader's background knowledge. Example of question is "will the cat fly on the tree again?"

3) Critical or Evaluative Comprehension

This level It is the third and highest level of taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their action? did the selection offer the reader new information, new insights or added enjoyment? were the characters authentic? was the literary quality of the text high? answers to such questions require a high level interaction between information from the text, the reader and perhaps other people with whom the reader has interacted, or even other text the reader has read. Moreover, in depth analysis and critical thinking are necessary to make informed judgments and evaluations, because responds to inferential and critical level questions are highly dependent on the reader's own background, interest and disposition, determining the reader's level and the quality of the readers' inferential and critical comprehension is not easy. Example of question is "the bird had good

reason to fly on the tree because it wanted to make the nest. Explain if you agree and disagree to this statement!

Based on explanation above the researcher sum up everything that has been stated so far, there are three levels of reading comprehension such as literal comprehension, inferential comprehension, and critical or evaluative comprehension. It can be stated that each level requires different abilities or skills.

f. Assessing of Reading

Assessments demand planning and organization. The goal of reading assessments 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 material.²⁹ 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 the vocabulary from the text³⁰

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

²⁹J. Michael O, Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (United States of America: Addison-Wesley Publishing Company. 2000), p. 98.

³⁰H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Longman, 2003), p. 190.

the text, identify information that needed from the text, give the conclusion from the text, and understand the vocabulary from the text. These indicators will be an escort for teacher in assessing students' reading comprehension. So, the researcher who wants to research about students' reading should focus on the assessing reading.

3. Recount Text

a. Definition of Recount Text

There are many kinds of text genres. They are recount, narrative, report, procedure, descriptive, exposition, explanation, discussion, new item, anecdote, and review. In this paper, the writer will discuss about recount text. Recount text is one of the text genre that students learn at school, this text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events. In literary term, experience is about something we do, feel, hear, read, even our dream. Simple recount is defined as a type of text made in order to give information about the past activities. A recount retell past events in the order in which they happened.

According to Hyland, recount is telling what happened³¹. This actively demonstrates that recount is a text 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

³¹ Ken-Hyland, *Second Language Writing* (Hongkong: Cambridge University Press, 2003), p.124.

the zoo which a family took yesterday, the story a pink coupon from the sky, many biographies and event³². It means that students can choose kind of the story that they want to retell to the audiens.

Recount is one of the simplest text type in this genre. Regularly, recounts are sequential texts 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 conventions³³. A text is a meaningful linguistic unit in a context³⁴. The text is main printed part of a book or magazine³⁵. This actively demonstrats that recount text is not so hard for the students because it is one of the simplest text from text genres.

Based on definition above, the researcher sum up everything that has been stated so far that recount text is a text which retells events or experiences in the past. Recount is genre of writing that explores the informative fact for the past experience. Recount explores the series of events which happened to social function is to retell events for the purpose of informing or entertaining.

³² Dirgeyasa. (2014). Collage Academic Writing: A Genre-Based Perspective. Medan :Unimed Press. p. 24.

³³ Knapp, Peter& Megan Watkins. (2003). Genre Text Grammar. Australia : Universityof New South Wales Press Ltd. p.223.

³⁴ Sanggam. (2008).Generic text Structure. Yogyakarta: GrahaIlmu. p. 1.

³⁵ Victoria Bull. (2011). Oxford: Learner"s Pocket Dictionary. New York : Oxford University Press. p. 459.

b. 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 recount³⁶.

- 1) Personal recount: usually written in the first person.
- 2) Factual recount: concerned with recalling event accurately.
- 3) Imaginative recount: the students have to imagine to situation as if they are in the real situation in the past.

c. Generic Structure of Recount Text

Recount text consists of generic structures that can be elaborated as follows³⁷ :

- 1) Orientation: It provides the setting and produces participants. It provides information about whom, where, and when
- 2) Record of Events: It tells what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and or evaluative remarks, which are spreading throughout the record of events.
- 3) Re-orientation: It optional-closure of events. It rounds off the sequence of events or we can call it is concluding paragraph.

³⁶ Uci Mulyani and Muh. Al-Hafizh, "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.1i1.1162>.

³⁷ Ken-Hyland, *Second Language Writing* (Hongkong: Cambridge University Press, 2003), p.124.

d. Language Features of Recount Text

There are 6 language features that usually found in the recount text. They are ³⁸:

- 1) Use of nouns and pronouns to identify people, animals or things involved.(e.g. the dog, the librarian, Nana, etc.).
- 2) Use of past action verbs to refer the events.(e.g. go, help, write, etc.).
- 3) Use of past tense to located 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.(e.g. but, then, after that, etc.).
- 5) Use of adverb and adverbial phrases to indicate place and time.(e.g. tomorrow, at home, carefully, etc.).
- 6) Use of adjectives to describe nouns.(e.g. beautiful, soft, black, etc).

Based on explanation above the researcher can conclude that the language features of recount text are using past tense, proper nouns to identify the text, descriptive words to give the details about who, what, when, where, and how.

³⁸Mangot,Siswanto,and Rohmadi, *English Revolution-fourthEdition* (Jepara: Mawas Press, 2008), p.6.

e. Purpose of Recount Text

In recount text, the writer tells about the events that someone who used to experiences. Hyland said that the purpose of recount text is to reconstruct past experiences by retelling events in original sequence³⁹. The purpose of recount text is to list and describe past.

Experiences by retelling events in the order in which already happened. Recount text also represents which can be used to motivate, inform and entertain the readers. It is also used for daily activity because people retell their experiences

Priyatna stated that the purpose of recount text is to tell a series or sequence of events and evaluate their significance in some way⁴⁰. 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.

To sum up everything that has been stated so far the purpose of recount text is to retell the past experiences that already happened to inform or entertain the readers or audiens, and it is also following by the sequence of generic structures in the form of past tense because it tells our experiences.

³⁹ Ken-Hyland, *Second Language Writing* (Hongkong: Cambridge University Press, 2003), p.20.

⁴⁰ Joko Priyana, et al., *Inter language: English for Senior High School Students X* (Jakarta: Grasindo, 2008), p.10-11.

f. The Example of Recount Text

In this table below is the example of Recount Text

Table 1
The Most Important Day In My Life⁴¹

Part of Recount Text	Purposes	Summary from text
Introductory paragraph	Gives the reader information about who was involved, what happened, where it happened and when it occurred.	Three months before I was seven years old, my teacher, Anne Sullivan, came to me. On the afternoon of that day, I knew that something was happening. I went outside and waited on the steps of the house. I could feel the sun on my face and I could touch the leaves of the plants. Then I felt someone walking towards me. I thought it was my mother and she pick me up and held me close. This was my teacher who had come to teach all things to me and, above all, to love me.
Part of Recount Text	Purposes	Summary from text

⁴¹ Fenny Siswita and Muhd. Al Hafizh, "Teaching Writing Recount Text to Senior High School Students" by Using „Reading-Writing Connection Strategy,“ *Jelt* 2, no. 2 (2013): 63–72, <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKewij3qyoqsn1AhVX7HMBHQWeCqMQFnoECCMQAQ&url=http%3A%2F%2Fjournal.unp.ac.id%2Findex.php%2Fjelt%2Farticle%2Fdownload%2F3707%2F2944&usg=AOvVaw01UDbOBfWXXc4CYXTIVy>.

A sequence of events	A series of paragraphs that retell the events in chronological order. You should start a new paragraph for each event or aspect of the event.	<p>The next morning, the teacher took me into her room and gave me a doll. When I was playing with it, Miss Sullivan slowly spelled the word “D-O-L-L” into my hand. I was interested and imitated the movements with my fingers. I learn a lot of words like this, but only after my teacher had been with me for several weeks did I understand that everything has a name.</p> <p>One day I didn’t understand the difference between “mud” and “water”. I became angry and threw the doll on the floor. In my quiet, dark world I didn’t feel sorry for doing it. Then my teacher took me out into the warm sunshine. We walked down to the well where someone was drawing water. My teacher put my hand under the water and spelled the word “W-A-T-E-R” at the same time in my other hand.</p>
Part of Recount Text	Purposes	Summary from text
A conclusion	Gives your	Suddenly,I felt an understanding,

(if any)	personal comment about the events that you have retold.	the mystery of the language was revealed to me. I knew then that “W-A-T-E-R” was the wonderful cool something flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free!
----------	---------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

B. Review of Related Findings

There were some related findings that discuss about reading comprehension. There were related findings that discuss about reading comprehension. The first is Poso Harahap. He concluded that in comprehending a text were enough categories. He found the total mean score was 41.67%. The students' strategy in reading comprehension used skimming and scanning, students were like scanning more.⁴² So, the students were enough categories in reading comprehension especially to find main idea, determine topic, give conclusion, and identify the information from the text.⁴³ So the researcher can categorize that students from SMPN 4 Batang Anai have enough ability in recount text.

The second is Eka Sustris Harida. She concluded that students' reading comprehension are still low. It is found that many students can't apply the reading strategies and have many problems in reading.⁴⁴ So, the students' reading comprehension are still low, and it is need to make them better in reading.

⁴²Poso Harahap, "The Analysis on Students' Reading Comprehension at Grade IX SMP N 2 Satu Atap Batang Onang" (IAIN Padangsidimpuan, 2015).

⁴³Febrina Nusri and Dian Noviani Syafar, "Students' Reading Ability in Recount Text At Smp N 4 Batang Anai," *Tell-Us Journal* 3, no. 2 (2017): 82–88, <https://doi.org/10.22202/tus.2017.v3i2.2623>.

⁴⁴Eka Sustris Harida, "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan)," *Al-Ta'lim Journal* 21, no. 3 (2014).

The third is previous research was conducted by Eka Yuliani, she investigated teaching reading comprehension on recount text through heading into questions. This study also aimed to identify the most difficult and easiest aspects of recount text for the students. She found that 22 students did not pass in pretest of experimental class, 26 students did not pass in pretest of control class, 3 students did not pass in posttest of experimental class, and 13 students did not pass in posttest of control class. Then, the mean score of pretest of experimental class is 73.52, while control class is 69.44. The mean score of posttest of experimental class is 83.14, while control class is 76.31.⁴⁵

The fourth from Fiorentina Italia, Fitrawati, and Saunir Saun the result showed that students' ability in identifying the topics is good, (the mean score is 71.48), students' ability in finding the main idea is good enough, (the mean score is 65.70), the ability of students in identifying supporting detail is good enough, (the mean score is 68.65), student ability in making inference is enough (the mean score is 59.36) and student ability in identifying writer's purpose is good enough (the mean score is 68.75).⁴⁶ It means, the results of this research indicated the students' reading ability of the fifth semester students of English Department of Universitas Negeri Padang in academic year 2017/2018 is good enough, where the total mean of students' score is 66.72.

The fifth is from Risky Gustina Sandika Ayu Masri. She concluded that the students difficulties in reading english recount text is in satisfactory category in

⁴⁵ Eka Yuliani, "Teaching Reading Comprehension On Recount Text Through Heading into Questions," 2013.

⁴⁶ Fiorentina Italia, Fitrawati, Saunir Saun, "An Analysis of Students Reading Ability in Reading An Expository Text of The Fifth Semester Students in English Department of Universitas Negeri Padang," *Jurnal of English Language Teaching* Volume. 7, no. 1 (2018): 1–9.

recount text. Based on the test the highest score is 89, the low score is 48 and the mean scores is 58.83 It is showed that 29 students or 93.3 % students has failed in minimum standard of students score and the mean score of students test 58.83.⁴⁷ This actively demonstrats that most of the students was in good category in reading english recount text.

Based on their final, the researcher also interest to examine the students' ability, she would like to see wheter she has similar or different results with others.

C. Hypothesis

To sum up based on formulation of the problem above. Here, the hypothesis of the research is "The ability on reading recount text at X grade students" is in enough level".

⁴⁷ Kurniawan Aprianto. Risky Gustina, Eny Djuhaeni, "Sudents" Difficulties In Reading English Recount Text (A Study at Eighth Grade of SMPN 11 Mataram in Academic Year 2015/2016)," 2016.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

This research was located at Islamic Boarding Baharuddin, it's located at Muaratais Janji Mauli, Tapanuli Selatan district, North Sumatera Province. The time of the research was from October 2020 until January 2022.

B. Types of Research

This research was quantitative research with descriptive method. Quantitative research is the research based on collection and analysis of numerical data, usually obtained from questionnaires, test, checklist and other formal paper and pencil instrument. It means that researcher analyzed students' ability in comprehending English text. Descriptive research is a research to analyze or make a sense perception (descriptive) about situation and phenomenon of students' reading recount text of the tenth of MAS Baharuddin Tapanuli Selatan.

So, it can be concluded that descriptive method is used to describe students' ability on reading comprehension recount text.

C. Population and Sample

1. Population

The population was the whole of the students at grade X of MAS Baharuddin Tapanuli Selatan. The population of the research consisted of 1 class with 30 students. It can be seen from the table follow:

Table 2
Population of grade X of MAS Baharuddin Tapanuli Selatan

No	Class	Total Students
1.	X	30 students
TOTAL		30

2. Sample

In this research, the researcher used total sampling for the sample. A total sampling was used when the population were less than 100. The sample was taken from one class at grade X that consisted of 30 students. So, the researcher took all the population as the sample, namely: 30 students were the sample of this research.

D. Instrument of Collecting Data

In this research, the instrument for collecting data was test. The researcher used the test to find out the students ability in reading comprehension of recount text. Appropriate with the instrument of this research, the researcher wanted to analyze students' reading comprehension in recount text. How the students understood the text such as determining the topic, main idea, identifying the information and giving conclusion from the text. The researcher used multiple choice test in this research. The researcher gave the test on reading recount text. Before the instrument would be given to the respondents, the researcher also explained verbal instruction to make sure that the respondents choose if they know what to do.

The instruction was to choose the best answer and the question were 35 questions before the researcher did the validity, and the students chose by crossing a,

b, c, or d that they found in multiple choice test. There were some indicators that had been used by the researcher to measure the students' ability in reading comprehension recount text.

Table 3
There are indicators of reading recount text test before testing validity

No.	Indicators	Number of items	Items
1.	Identifying the orientation	1, 2, 4, 5, 9, 12, 14, 16, 19, 21, 23, 27, 28	13
2.	Identifying the topic from the text	8, 13, 26	3
3.	Identifying main idea from the text	6, 10, 17, 20, 32	5
4.	Understand vocabulary	3, 25, 29	11
5.	Give conclusion from the text	7, 11, 15, 18, 22, 24, 30, 31, 33, 34, 35	3
Total			35

There were 35 items multiple choice test in this research. The items were still invalid before validity test. Table below was the test after validity test of reading comprehension test

Table 4
Indicators of the the Test after testing validity

No	Indicators	Total Items	Number of Items	Scores
1	Identifying the orientation	10	1, 2, 4, 5, 12, 16, 19, 21, 23, 28	$10 \times 4 = 40$
2	Identify the topic from the text	2	8, 26	$2 \times 4 = 8$
3	Identify main idea from the text	4	6, 10, 20,	$4 \times 4 = 16$
4	Understand vocabulary	7	11, 15, 22, 24, 30, 31, 34	$7 \times 4 = 28$
5	Give conclusion from the text	2	3, 25	$2 \times 4 = 8$
Total		25	25	100

There were 28 items that valid after the validity test. Some items which were not valid are number 13, 14, 17, 18, 27, 29, and 33. Some items were valid are number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 28, 30, 31, 32, 34, and 35. So it could be concluded that they were 28 items were valid and 8 items were not valid. According to the 28 valid items, the researcher only took 25 items for the students' test.

E. Validity Instrument

In this research, validity is supported most convincingly by subsequent personal observation by teachers and peers. By far the most complex criterion of a good test is validity⁴⁸. The researcher used an item validity to get the validity of instrumentation. Item validity is a part of the test as a totality to measure the test by items. The test consisted of 35 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_t in 5% significant: 0.388 and 1% significant: 0.496.

So, if $r_{\text{count}} > t_{\text{table}}$ the test is regarded valid. To get the validity of the test, researcher used the formula of product moment:

$$R_{\text{pbi}} = \frac{Mp - Mt}{SD_t} \sqrt{pq}$$

Where:

r_{pbi} : coefficient item validity

M_p : mean score of the total score

SD_t : Standard Derivation of the total score

p : presentation of the right answer of the item tested validity

q : presentation of the wrong answer of the item tested validity.

⁴⁸ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (San Fransisco: Longman, 2007), 448.

There were 35 items multiple choice test in this research. The test consisted of 28 items after validity the test and above was a table after testing validity. According to the result of validity which can be seen on appendix 5, the researcher only used 25 items for the research after validity.

F. Technique of Collecting Data

In this research, there were 6 steps of the research process. They would be explained below :

- a. Firstly, the researcher conducted a meeting with the headmaster, English teacher and the students and informed them the purpose of this research.
- b. Secondly, the researcher arranged the time for doing the test.
- c. Then, the researcher gave the test to those 30 students.
- d. Next, the students did the test in the classroom. The students had 45 minutes for finishing the test.
- e. After that, the researcher collected and gave the score for the result.
- f. Finally, the researcher 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 (average)

$\sum x$: Total of the result

n : Sum of respondent⁴⁹

After the researcher got the data, it would be presented in frequency table as following:

Table 5
Classification Quality of the Students' Score⁵⁰

No	Percentage	Criteria
1	0% - 20%	Very low
2	21 - 40%	Low
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 into very low ability.
2. If the value of mean score is 21 – 40. It can be categorized into low ability.
3. If the value of mean score is 41 – 60, it can be categorized into enough ability.
4. If the value of mean score 61 – 80, it can be categorized into high ability.
5. If the value of mean score 81 – 100, it can be categorized into very high ability.

⁴⁹Anas Sujdiono, *Pengantar Statistik Pendidikan* (Jakarta: Grafindo Persada, 2011), p. 81.

⁵⁰Riduwan, *Pengantar Statistik Untuk Penelitian: Pendidikan Sosial, Komunikasi, Ekonomi Dan Bisnis* (Bandung: Alfabeta, 2013), p. 23.

CHAPTER IV

THE RESULT OF RESEARCH

In this chapter, this research discussed about the result that consisted of description of 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 of the Data

The reasearcher used test as an instrument for the extent of the students' reading recount text of the tenth grade of MAS Baharuddin Tapanuli selatan, 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 3 texts that researcher found in the test. Then, the instrument have been given for the grade X students of MAS Baharuddin Tapanuli selatan, the score each of them could be seen in the table below:

Table 6
Students' Total Score in Reading Comprehension Test

No	Students' Initial	Total Score
1	AFL	76
2	ASD	48
3	ASP	60
4	AH	52
5	EPFR	72
6	FR	68
7	FNH	20
8	HKS	76
9	IPT	52
10	IA	60
11	IP	36
12	IPA	84
13	IAH	8

No	Students' Initial	Total Score
14	LP	60
15	LH	24
16	MRS	64
17	NR	52
18	N	56
19	NZL	88
20	NHL	68
21	NSD	20
22	RH	72
23	RAP	68
24	RAS	52
25	SAC	68
26	SJH	92
27	SA	56
28	SP	60
29	SH	60
30	ZAH	56
	Total	1723
	Mean Score	57.43

Based on the table number 6, the total scores of tenth grade students in MAS Baharuddin Tapanuli selatan in reading comprehension test was 1723. It can also be seen that there were students have got 92 as the highest score and there were students who have 8 score as the lowest score.

1. Mean score

$$X = \frac{1723}{30} = 57.43$$

2. Median score

$$Me = b + p \left(\frac{\frac{1}{2}n - f}{f} \right)$$

$$50.5 + 14 \left(\frac{\frac{1}{2}(30) - 1}{13} \right)$$

$$50.5 + 14 \left(\frac{15-1}{13} \right)$$

$$50.5 + 14 \left(\frac{14}{13} \right)$$

$$50.5 + 14 \left(\frac{14}{13} \right)$$

$$50.5 + 15.07$$

$$65.57$$

3. Modus score

$$\begin{aligned} \text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\ &= 50.5 + 14 \left(\frac{12}{12+5} \right) \\ &= 50.5 + 14 \left(\frac{12}{17} \right) \\ &= 50.5 + 14 (0.70) \\ &= 50.5 + 9.8 \\ &= 60.3 \end{aligned}$$

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

Table 7
Quality Score of The Students' Reading Comprehension Test

No	Students' Initial	Total Score	Quality Score
1	AFL	76	High Score
2	ASD	48	Enough Score
3	ASP	60	Enough Score
4	AH	52	Enough Score
5	EPFR	72	High Score
6	FR	68	High Score
7	FNH	20	Very Low Score
8	HKS	76	High Score
9	IPT	52	Enough Score
10	IA	60	Enough Score
11	IP	36	Low Score
12	IPA	84	Very High Score
13	IAH	8	Very Low Score
14	LP	60	Enough Score
15	LH	24	Low Score

No	Students' Initial	Total Score	Quality Score
16	MRS	64	High Score
17	NR	52	Enough Score
18	N	56	Enough Score
19	NZL	88	Very High Score
20	NHL	68	High Score
21	NSD	20	Ver Low Score
22	RH	72	High Score
23	RAP	68	High Score
24	RAS	52	Enough Score
25	SAC	68	High Score
26	SJH	92	Very High Score
27	SA	56	Enough Score
28	SP	60	Enough Score
29	SH	60	Enough Score
30	ZAH	56	Enough Score
	Total	1723	

Based on table number 7, it is clear that quality scores of the students' scores in reading recount text was different. The most students at the tenth grade of MAS Baharuddin Tapanuli Selatan have enough category so it can be seen from the score of the table above. It can also be seen there were 3 students have very low quality, 2 students have low quality, 13 students have enough quality, 9 students have high quality, and 3 students have very high quality of score. It means that the ability of grade X students of MAS Baharuddin Tapanuli selatan in 2020-2021 academic year in reading recount text test was various.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table 8
Resume of Variable Score in Reading Comprehension Test

No	Statistic	Variable
1	High score	92
2	Low score	8
3	Mean score	57.43
4	Median	65.57
5	Mode	60.3

From the table number 8 , it was known that the highest score is 92 and low score is 8, mean score 57.43, median is 65.57 and mode is 60.3.

Based on the calculation of mean score was 57.43. So, the students at the tenth grade of MAS Baharuddin Tapanuli Selatan in enough level according to classification quality of students" score in the table 5 chapter III. To know revelation of data done to group with the variable score in reading recount text which interval 3, it can be seen in the table below:

Table 9
Frequency Distribution in Reading Comprehension Test

No	Interval Class	Frequency Absolute	Frequency Relative
1	8 – 22	3	10%
2	23 – 36	2	6.68%
3	37 – 50	1	3.33%
No	Interval Class	Frequency Absolute	Frequency Relative
4	51 – 64	13	43.33%

5	65 – 78	8	26.66%
6	79 – 92	3	10%
	i = 14	30	100 %

Based on the table number 9, it was known that the variable revelation of students' reading comprehension in recount text shown that the respondent at 8 – 22 were 3 students (10%), interval 23 – 36 were 2 students (6.68%), interval 37 – 50 was 1 student (3.33%), interval 51 – 64 were 13 students (43.33%), interval 65 – 78 were 8 students (26.66%), interval 79 – 92 were 3 students (10%). So, the meaning of interval in this research is showing the count of sample who got score in percentage.

B. Hypothesis Testing

The hypothesis of research was “ The students' reading recount text of the tenth grade MAS Baharuddin Tapanuli selatan is enough ability”. Based on the collected data, the data have been analyzed to prove hypothesis by using mean score It can be seen as follow:

Calculation mean score :

$$(\bar{x}) = \frac{\sum f_i x_i}{f_i}$$

Table 10
Mean Score Calculation

No	Interval	Fi	Xi	Fixi
1	8 – 22	3	15	45
No	Interval	Fi	Xi	Fixi
2	23 – 36	2	29.5	59
3	37 – 50	1	43	43

4	51 – 64	13	57.5	747.5
5	65 – 78	8	71.5	572
6	79 – 92	3	85.5	256.5
	i = 14	30		1723

$$\text{Mean} = x = \frac{\sum f_i x_i}{N}$$

$$X = \frac{1723}{30} = 57.43$$

So, students' ability in comprehension reading recount text of the tenth grade MAS Baharuddin Tapanuli Selatan was in enough ability based on the classification quality of the students' score in table 5 chapter III, because the mean score was 57.43.

C. Discussion

After analyzing the data, it was known that the students' reading comprehension of the tenth grade MAS Baharuddin Tapanuli Selatan was categorized into enough ability or 57.43 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 researcher before according to table 5 in chapter III that had been done by Poso Harahap, he has done research with the result of this research is that students' total mean score was 41.67%.⁵¹ The students' reading comprehension from the percentages above can be categorized into enough categories with the 41.67%. So, the researcher's finding was higher than previous research.

The second is Eka Yuliani, she investigated Teaching Reading Comprehension on Recount Text. This study also aimed to identify the most

⁵¹Poso Harahap, "The Analysis on Students' Reading Comprehension at Grade IX SMP N 2 Satu Atap Batang Onang" (IAIN Padangsidimpuan, 2015).

difficult and easiest aspects of recount text for the students. She found that 22 students did not pass in pretest of experimental class, 26 students did not pass in pretest of control class, 3 students did not pass in posttest of experimental class, and 13 students did not pass in posttest of control class. Then, the mean score of pretest of experimental class is 73.52, while control class is 69.44. The mean score of posttest of experimental class is 83.14, while control class is 76.31.⁵² Based on the critical level, the researcher's finding was lower than previous research.

The third from Fiorentina Italia, Fitrawati, and Saunir Saun the result showed that students' ability in identifying the topics is good, (the mean score is 71.48), students' ability in finding the main idea is good enough, (the mean score is 65.70), the ability of students in identifying supporting detail is good enough, (the mean score is 68.65), student ability in making inference is enough (the mean score is 59.36) and student ability in identifying writer's purpose is good enough (the mean score is 68.75).⁵³ It means, the results of this research indicated the students' reading ability of the fifth semester students of English Department of Universitas Negeri Padang in academic year 2017/2018 is good enough, where the total mean of students' score is 66.72. The students' reading comprehension from the percentages above can be categorized into enough categories with the 66.72%. So, the researcher's finding was lower than previous research.

The fourth was done by Risky Gustina Sandika. She concluded that the students difficulties in reading english recount text is in satisfactory category in

⁵² Eka Yuliani, "Teaching Reading Comprehension On Recount Text Through Heading into Questions," 2013.

⁵³ Fiorentina Italia, Fitrawati, and Saunir Saun, "An Analysis of Students Reading Ability in Reading An Expository Text of The Fifth Semester Students in English Department," *Jurnal of English Language Teaching* 7, no. 1 (2018): 1–9.

recount text. Based on the test the highest score is 89, the low score is 48 and the mean scores is 58.83 It is showed that 29 students or 93.3 % students has failed in minimum standard of students score and the mean score of students test 58.83.⁵⁴ This actively demonstrates that most of the students is in good category in reading english recount text. The students' reading comprehension from the percentages above can be categorized into enough categories with the 58.83%. So, the researcher's finding was higher than previous research because the researcher had 65.57 in median.

The fifth was done by Kartawijaya. The students' ability in reading comprehension was low. The students got high score was 4.76% and the total of low score was 33.33%.⁵⁵ So, the students' reading comprehension in descriptive text still low and based on the percentages above the researcher's finding was higher than previous research because the researcher had 65.57% in total.

The sixth is Eka Sustri Harida. The students' reading comprehension were still low.⁵⁶ It is known from the achievement degree of the students' score in reading comprehension 48.50%, it is in the level of enough (41-60%) It means the students' reading comprehension were still low. The researcher's finding was enough ability but in previous research was higher than previous research because the researcher had 65.57% in total.

⁵⁴ Kurniawan Aprianto, Risky Gustina, Eny Djuhaeni, "Students' Difficulties In Reading English Recount Text (A Study at Eighth Grade of SMPN 11 Mataram in Academic Year 2015/2016)," 2016.

⁵⁵ Sukarta Kartawijaya, "Analysis of The Students' Reading Comprehension in Comprehending Descriptive Text" *Jurnal Curricula2*, no. 3 (2017): 80–87, <http://dx.doi.org/10.22216/jcc.v2i3.2695>.

⁵⁶ Eka Sustri Harida, "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidempuan)," *Al-Ta'lim Journal* 21, no. 3 (2014), <http://dx.doi.org/10.15548/jt.v21i3.102.>, p. 187.

Therefore, the researcher concluded that the students' reading comprehension done by 6 researchers was different and category among the 6 researchers above. It can be seen as follows:

Table 11
Result of Previous Research

No	Name of Researcher	Result of Research in reading comprehension	Category of Mean Score
1	Poso Harahap	41.67	Enough
2	Eka Yuliani	76.31	High
3	Fiorentina Italia, Fitrawati and Saunir Saun	66.72	High
4	Rizky Gustina Sandika	58.83	Enough
5	Kartawijaya	33.33	Low
6	Eka Sustri Harida	48.50	Low

D. Threats of the Research

In conducting this research, the researcher realized that there were many threats of the researcher. It started from the titles until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

In doing the test, there were the treats of time, because the students' had activities. Beside, the time was given to the students were not enough. Then, students also did not do the test seriously. So, the researcher only asked the students to answer the test as much as they can.

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

the writer, the researcher also got helped by the entire advisors, headmaster and English Teachers.

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 comprehension recount text of the tenth grade MAS Baharuddin Tapanuli selatan was categorized into enough ability. It can be seen from the value of the percentage from mean score gotten by students, that is 57.43 mean score. After finished the research, the researcher found that the hypothesis was accepted because the mean score was 57,43 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 teachers of Mas Baharuddin Tapanuliselatan, so they will always give motivate and advice fot their students in studying English.

2. For the English Teacher

They researcher recommends the teacher to evaluate the students' competency especially to the students got good scores and got poor scores in reading comprehension on recount text frequently by giving assignments. The teacher should give more attention when the students reading comprehension on

recount text. By knowing the students' ability in reading comprehension on recount text, 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 comprehension on recount text. Even, up to university, the students still learn about this topic and the last is recount text one of the genre text 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 comprehending recount text. Especially, the students got medium scores and got poor scores. Before reading and comprehending recount text, they have to know what they read and comprehend in recount text. Then, they should always try to increase their skill in reading comprehension on recount text by more practicing. So, it is expected that the students are able to explore understanding about reading comprehension on recount text recount text.

REFERENCES

- Aebersold, Jo Ann, and Mary Lee Field. *From Reader to Reading Teacher*. United Kingdom: Cambridge University Press, 1997. https://www.academia.edu/33240438/From_Reader_to_Reading_Teacher_Issues_and_Strategies_for_Second_Language_Classrooms.
- Alfaki, Ibrahim Mohamed and Ahmed Gumaa Siddiek, “*The Role of Background Knowledge in Enhancing Reading Comprehension*”, no. May (2015): 26, <https://doi.org/10.5430/wjwl.v3n4p42>
- Apriganto, Kurniawan, Risky Gustina, Eny Djuhaeni, “*Students’ Difficulties in Reading English Recount Text (A Study at Eight Grade of SMPN 11 MataraminAcademicYear2015/2016)*”. <https://www.google.com/url?sa=t&source=web&rct=j&url=http://eprints.unram.ac.id/>
- Best, Rachel M., 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>.
- Brown, H. Douglas, *Language Assessment Principles and Classroom Practices*. San Francisco: Longman, 2003.
- Brown, H. Douglas, *Teaching by Principles an Interactive Approach to Language pedagogy*. second edition, Sans Francisco University Press, 2000. <https://octovany.files.com/2013/12/ok--teaching-by-principles-h-douglas-brown.pdf>.
- Bull, Victoria, Oxford: Learner’s Pocket Dictionary. New York: Oxford University Press, 2011.
- Cline, Frederick, Christopher Johnstone, and Teresa King. “*Focus Group Reactions to Three Definitions of Reading (As Originally Developed in Support of NARAP Goal 1).*” *Minneapolis, MN: National Accessible ReadingAssessmentProjects,2006*. <https://files.eric.ed.gov/fulltext/ED506575.pdf>.
- Dirgeyasa, College Academic Writing: A Genre-Based Perspective, Medan: Unimed Press, 2014.
- Fahli, Najmatul, and Fakhri Ras. “An Analysis Of The Students’ Ability In Comprehending Recount Text At The Second Grade Of SMP Muhammadiyah 1 Pekanbaru,” n.d., 1–11. <https://www.google.com/url?sa=t&source=web&rct=j&url=https://media.neliti.com/media/publications/201957-an-analysis-of-the-students-ability->

inc.pdf&ved=2ahUKEwj47pDo5Mv1AhXr73MBHTYyB7gQFnoECAMQAQ&usg=AOvVaw3InnalhJzIXCo3lEGexoZx

Goodman, Kenneth S. "Reading: A Psycholinguistic Guessing Game." *Making Sense of Learners Making Sense of Written Language: The Selected Works of Kenneth S. Goodman and Yetta M. Goodman*, 2014, 103–12. <https://doi.org/10.4324/9780203366929>.

Harahap, Poso. "The Analysis On Students" Reading Comprehension at Grade IX SMP N 2 Satu Atap Batang Onang." IAIN Padangsidimpuan, 2015. https://www.google.com/url?sa=t&source=web&rct=j&url=http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ/article/download/4104/2812&ved=2ahUKEwj1zLup5cv1AhWH8HMBHaCZDIIsQFnoECAUQAQ&usg=AOvVaw3KSYXh9saAZQpokf6BI9_

Harida, Eka Sustris. "Using Critical Reading Strategies; One Way For Assessing Students" Reading Comprehension at Public University in Padang." *International Seminar on English Language and Teaching* 4, no. 1 (2016): 199–206.201. <http://ejournal.unp.ac.id/index.php/selt/article/download/6929/5463>.

Harida, Eka Sustris, "Students" Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan)," *Al-Ta'lim Journal* 21, no. 3 (2014), <http://dx.doi.org/10.15548/jt.v21i3.102>.

Harmer, Jeremy. *The Practice of English Language Teaching*. Fourth Edi. New York: Longman, Inc, 1991. https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_Jeremy_Harmer.

Hatch, Evelyn, Hossein Farhady. "Research Design and Statistics for Applied Linguistics." Los Angeles, California, 1982. https://www.academia.edu/21204031/Research_design_and_statistics_for_applied_linguistics_Evelyn_Hatch_and_Hossein_Farhady.

Italia Fiorentina, Fitrawati, Saunir Saun, "An Analysis of Students Reading Ability in Reading An Expository Text of The Fifth Semester Students in English Department of Universitas Negeri Padang," *Jurnal of English Language Teaching* Volume. 7, no. 1 (2018): 1–9. <http://ejournal.unp.ac.id/index.php/jelt/article/view/9695/7209>

Mc Jo Donough and Shaw Christoper, *Material and Method in ELT: Teachers" Guide*, (Massachusetts: Black well Publishing Ltd), 2002.

Michael J. o, Malley and Lorraine Valdez Pierce, *Authentiv Assessment for English Language Learners*(United States of America: Addison-Wesley Publishing Company) 2000.

- Mulyani Uci, Muh Al-Hafizh, "Teaching Junior High School Students to write Recount Text Through Wikis Media," *Journal of English Language*, Vol.1, No.1. <https://doi.org/10.24036/jelt.v.1i1.1162>.
- Nunan, David. *Practical English Language Teaching*. New York: Graw Hill, 2003.
- Nurhamidah, Siti, Syahid Muammar Pulungan, and Eka Sustris Harida. "The Analysis of Teachers' Strategies in Teaching Reading Comprehension At SMAN 2 Padang Bolak." *Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 04, no. 2 (2018): 299–312. https://www.google.com/url?sa=t&source=web&rct=j&url=http://jurnal.iainpadangsidimpuan.ac.id/index.php/TZ/article/download/1149/952&ved=2ahUKEwj_xbCJ5sv1AhVj7nMBHUzpAH8QFnoECAgQAQ&usg=AOvVaw2t59btZ6Js4hhY-GwyQnes
- Nusri, Febrina, and Dian Noviani Syafar. "Students' Reading Ability in Recount Text At Smp N 4 Batang Anai." *Tell-Us Journal* 3, no. 2 (2017): 82–88. <https://doi.org/10.22202/tus.2017.v3i2.2623>.
- Patel, M.F, and Praveen M. Jain. *English Language Teaching*. First edit. Jaipur: Sunrise Publisher & Distributors, 2008. <https://doi.org/10.1093/acprof:oso/9780199574797.003.0018>.
- Pulungan, Nona Tari. "An Analysis of Students' Reading Comprehension in Explanation Text at Grade XI SMA Negeri 3 Padangsidimpuan." IAIN Padangsidimpuan, 2018. <https://www.google.com/url?sa=t&source=web&rct=j&url=https://ptki.onesearch.id/Record/IOS14688.1214/Description&ved=2ahUKEwjs6Leq5sv1AhUHkNgFHVeYCSkQFnoECAMQAQ&usg=AOvVaw2JSQQ9KVIxSKZvD98V29Ql>.
- Rangkuti, Ahmad Nizar. *Statistik Penelitian Pendidikan*. Medan: Perdana Mulya Saran, 2014.
- Riduwan. *Pengantar Statistik Untuk Penelitian: Pendidikan Sosial, Komunikasi, Ekonomi Dan Bisnis*. Bandung: Alfabeta, 2013.
- Risky, Gustina, Eny Djuhaeni, Kurniawan Aprianto. "Students' Difficulties In Reading English Recount Text (A Study at Eighth Grade of SMPN 11 Mataramin Academic Year 2015/2016)," 2016. <https://www.google.com/url?sa=t&source=web&rct=j&url=http://eprints.unram.ac.id/11725/1/EID%2520010%2520023.pdf&ved=2ahUKEwiz6oPi5sv1AhWJjdgFHbKTAIQFnoECAMQAQ&usg=AOvVaw0E3LYcFBVt9Nr3Ci99tpQu>
- Siregar, Sri Rahmadhani. "Improving Students' Reading Comprehension of Expository Texts Through Learning Together Strategy," *English*

*Education*3,no.1(2015):108,19<https://scholar.google.com/citations?user=qcppdQoAAAAJ&hl=en&oi=a>.

Suharni and Rika Afriyanti. "The Levels of Reading Comprehension Question in Students" English Textbook." *Integration of Climate Protection and Cultural Heritage: Aspects in Policy and Development Plans. Free and Hanseatic City of Hamburg* 26, no. 4 (2013): 1–37. <http://jim.stkip-pgri-sumbar.ac.id/jurnal/download/4492>.

Sujdiono, Anas. *Pengantar Statistik Pendidikan*. Jakarta: Grafindo Persada, 2011.

Widiati Utami, Rohma Zuliati, Furaidah. *Buku Guru Bahasa Inggris Kementrian Pendidikan Dan Kebudayaan*, 2017. https://www.google.com/url?sa=t&source=web&rct=j&url=https://bsd.pendidikan.id/data/2013/kelas_10sma/guru/Kelas_10_SMA_Bahasa_Inggris_Guru_2017.pdf&ved=2ahUKEwjvIJXvmc3vAhWtlEsFHc7WC1YQFjAAegQIBBAC&usg=AOvVaw1OIFNTY9pRu68Fz-vD6p2v.

Zulkifli, 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>.

CURRICULUM VITAE



A. Identity

Name : Aulia Sylvia Devana Pane
Reg. Num 16 203 00064
Place/Birth : Medan, January 26th 1998
Sex : Female
Religion : Moeslim
Address : Batam Kepulauan Rian, Perumahan Pkj Blok D nomor 32

B. Parents

Father's Name: Rahmat Syafruddin Pane
Mother's Name: Juriati Siregar

C. Educational Background

1. SDI Hang Tuah Batam 2004-2010
2. SMPN 4 Batam 2010-2013
3. MAN 2 Batam 2013-2016
4. IAIN Padangsidempuan 2016-2022

APPENDIX I

Test before the validity

NAME :

CLASS :

SUBJECT :

Instruction : Read the recount text carefully and answer the question below. Each one is followed by several questions about it. The questions are 35 items and you have 60 minutes to answer all of the questions. So, you choose the best answer a, b, c or d to each question/ give mark (x) on the best your answer.

The following text is for questions 1 to 12

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that make me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the judges congratulated me and gave a plaque, trophy, and money. I was very happy.

1. What is the writer's intention to write the text?

- a. To tell his achievement.

- b. To win the competition.
 - c. To describe his feeling to the teacher.
 - d. To show his disappointment to teacher.
 - e. To tell his expectation to be the winner.
2. Why did the writer feel sad before the competition?
- a. She had no luxurious gown.
 - b. Her teacher really cares about her.
 - c. Her teacher was not fair to her.
 - d. Her friends did not support her.
 - e. She only had a very simple dress.
3. From the text it can be concluded that
- a. Practice makes performance go well.
 - b. Being nervous helps perform well on the stage.
 - c. Wearing simple clothes can help win the competition.
 - d. It is necessary to wear beautiful costumes for the competition.
 - e. Beautiful costumes and luxurious props are the requirements for the competition.
4. ".....I was nervous, I showed my best performances on the stage."

The sentences can be connected by which of the following words?

- a. However.
 - b. Although.
 - c. Because.
 - d. But.
 - e. If.
5. How did she feel after win the competition?
- a. Sad.
 - b. Anxiety.
 - c. Angry.
 - d. Happy.

e. Bored.

6. What is the main idea of paragraph three?

- a. The teacher rented her the simple costumes.
- b. She joined the story telling contest.
- c. Her friends wore the beautiful and luxurious costumes.
- d. She won the competition and felt happy.
- e. She was in number 9 and nervous.

7. Thing that make me sad was my teacher rented the props and costumes for my friends but not for me. (Paragraph 2)

The underlined word has a similar meaning to..

- a. Bored.
- b. Angry.
- c. Happy.
- d. Unhappy.
- e. Amazing.

8. The text above mainly discusses about...

- a. The writer's experience of debate contest.
- b. The writer's experience of story telling contest.
- c. The writer's experience of speech contest.
- d. The witer's experience of photograph.
- e. The writer's experience of school.

9. Who guided them to learn pronunciation for story telling?

- a. Judges.
- b. Audiences.
- c. Teacher.
- d. Parents.
- e. Host.

10. What is the main idea of paragraph 1?

- a. They joined the story telling contest.
- b. The teacher guided them to learn pronunciation.
- c. The teacher rented the costumes.
- d. The writer won the competition.
- e. They had to memorize and understand story well.

11. "Although i just wore the simple one..." "

The underlined word refers to.....

- a. Money.
- b. Plague.
- c. Props and costumes.
- d. Trophy.
- e. Gestures.

12. How did she feel before the competition?

- a. Happy.
- b. Sad.
- c. Angry.
- d. Dissapointed.
- e. Nervous.

The following text is for questions 13 to 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 the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. 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 the 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 the 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 very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

13. The text above is about ...

- a. The writer and his friend.
- b. The writer friends.
- c. An embarrassing day.
- d. Shopping with mother.
- e. My friend and his motorcycle.

14. The writer couldn't contact his friend because ...

- a. He was in the parking area.
- b. His cell phone was broken.
- c. He went home alone.
- d. His friend was still choosing a shirt.
- e. He get lost at department store.

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

The underlined word has similar meaning with...

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

16. Where did he go when he got bored?

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

- d. Department store.
- e. Walk in closet.

17. What is the main idea of paragraph 1?

- a. He back agin to the 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.

18. She said that he was in the department store looking for me...(paragraph 2)

The underlined word refers to.....

- a. His friend.
- b. The motorcycle.
- c. The phone.
- d. His mother.
- e. The department store.

19. 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 clothes section.
- e. He waited until his friend back.

20. 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.

21. Why did he go to the department store?

- a. Because he wanted to buy cassette.
- b. Because he wanted to buy new phone.
- c. Because he accompany his friend to buy new clothes.
- d. Because he was bored.
- e. Because he wanted to buy new clothes.

22. "I arrived home, I was so *tired*" (paragraph 2)

The synonym of the italicized word?

- a. Happy
- b. Exhausted
- c. Busy
- d. Give up
- e. Angry

23. What time did they go to the store?

- a. 03.00. Am.
- b. 05. 30. Pm.
- c. 15. 00. Pm.
- d. 17. 00. Pm.
- e. 04. 30. Am.

24. "when I saw my friend's broad smile greet me in front of the door" (paragraph 2)

The underlined word has the similar meaning with....

- a. Small.
- b. Large.
- c. Tall.
- d. Short.
- e. High.

25. from the text it can be concluded that...

- a. We have to buy new clothes.
- b. Do not go anywhere without telling anything.
- c. Phone is so important to communicate.

- d. Be nice to your friend.
- e. Cassette counter is a good thing.

The following text is for questions 26 and 35

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. Then 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. What does the third paragraph tell you about?

- a. Taking a walk on the surface of the moon.
- b. Landing the first moon-landing craft.
- c. The astronauts' activities on the moon.
- d. The research done by earth scientists.
- e. They left the forever footprints.

28. 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.
29. Based on the text, it can be concluded that the situation in the moon is very
- a. Noisy.
 - b. Quiet.
 - c. Common.
 - d. Crowded.
 - e. Bustling.
30. “And they left footprints that may last forever.”

What does the word “forever” mean?

- a. For all future time.
 - b. In the near future.
 - c. In the long run.
 - d. For the time being.
 - e. For hours.
31. “They joined . . . in the space ship that waited for them above the moon.” (paragraph 4)

What does the word “them” in the sentence refer to?

- a. Neil Amstrong and his three crews.
 - b. Edwin Aldrin and his Michael Collins.
 - c. Michael Collins and all his friends.
 - d. Neil Armstrong and Edwin Aldrin.
 - e. Neil amstrong and the footprints.
32. What is the main idea of paragraph 2?
- a. Two american astronauts landed on the moon.
 - b. The astronouts walked on the moon for 4 hours.
 - c. Two men blasted off from the moon.
 - d. The astronouts left footprints that could stay forever.
 - e. They left the machines they had set up.
33. “And they could stay there forever!” (paragraph 2)

The underlined word refers to..

- a. The astronauts.
 - b. The dust.
 - c. The footprints.
 - d. The rain.
 - e. The wind.
34. “They left footprints that may last *forever*” (paragraph 5).

The antonym of the italicized word?

- a. Always.
- b. Permanently.

- c. Eternally.
- d. Temporary.
- e. Evermore.

35. “The first thing the men *discovered* was that the moon is covered with gray dust” (paragraph 2).

The synonym of the italicized word?

- a. Exposed.
- b. Hidden.
- c. Lost.
- d. Unfound.
- e. Disappear.

APPENDIX II**KEY ANSWER**

- | | | |
|-------|-------|-------|
| 1. A | 6. D | 11. C |
| 2. C | 7. D | 12. E |
| 3. A | 8. B | 13. A |
| 4. B | 9. C | 14. B |
| 5. D | 10. A | 15. B |
| 16. B | 21. C | 26. A |
| 17. B | 22. B | 27. C |
| 18. D | 23. C | 28. D |
| 19. A | 24. B | 29. B |
| 20. C | 25. B | 30. A |
| 31. D | | |
| 32. B | | |
| 33. C | | |
| 34. D | | |
| 35. A | | |

Appendix 2

Validity Test

NO	NAMA	Item																											
		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	26	27	
1	ADITYA FAHRI LUBIS	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	
2	AHMAD SOFYAN DAULAY	1	1	1	1	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1	1	0	0	0	1	1	
3	ALFI SYAHRI PASARIBU	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	
4	ARKAN HIBRIZI	1	1	0	1	1	0	1	0	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1
5	ELSYA PUTRI FADILAH RAMBE	1	1	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	
6	FADHIL RAMADHAN	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	0	0
7	FUJA NURSINA HUTAGAOL	1	0	0	0	1	0	1	0	1	1	0	0	1	0	0	0	1	1	1	0	0	0	1	1	0	0	1	
8	HIKMAH KHOIRIAH SIREGAR	1	1	1	0	1	0	1	0	1	1	0	0	1	0	0	0	1	1	1	0	0	0	1	1	0	0	1	
9	ILHAM PATOMA	0	0	0	0	1	0	1	0	1	1	0	0	1	0	0	0	1	1	1	0	0	0	1	1	0	0	1	

23	RINO AFANDI POHAN	1	1	0	0	1	1	1	0	1	1	0	0	1	0	0	0	1	1	1	0	1	1	1	1	0	1	1	
24	RIZKY ADAWIYAH SIMAMORA	1	0	0	1	1	1	1	0	1	0	0	1	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	
25	SAKIRA AZURA CANIAGO	1	1	1	0	1	0	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	
26	SALSA JULIANI HASANAH	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	
27	SARDIVA AZIZAH	1	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	
28	SINDU PRAYOGA	0	0	0	1	1	0	1	1	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1	0	1	1	
29	SITI HABIBAH	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
30	ZASKIAH AULIA HARAHAP	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	1	1	1	1	
	N = 30	26	20	19	15	22	15	27	17	18	22	14	15	11	2	17	13	13	12	13	13	19	16	19	18	8	18	17	
	p	0.9	0.7	0.6	0.5	0.7	0.5	0.9	0.6	0.6	0.7	0.5	0.5	0.4	0.1	0.6	0.4	0.4	0.4	0.4	0.4	0.6	0.5	0.6	0.6	0.3	0.6	0.6	
	q	0.1	0.3	0.4	0.5	0.3	0.5	0.1	0.4	0.4	0.3	0.5	0.5	0.6	0.9	0.4	0.6	0.6	0.6	0.6	0.6	0.4	0.5	0.4	0.4	0.7	0.4	0.4	
	r table	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	
	r hitung	0.45	0.5	0.5	0.4	0.4	0.4	0.53	0.5	0.5	0.6	0.8	0.6	-0	0	0.6	0.8	0.1	-0	0.5	0.5	0.5	0.6	0.6	0.5	0.7	0.4	0.2	

APPENDIX 3

Calculation of the formulation $r_{pb} = \frac{M_p - M_t}{SD_t} \sqrt{q}$ in Pre-Test

A. Calculation of Test

1. Mean score from score total (M_t)

$$M_t = \frac{\sum X_t}{t}$$

$$M_t = \frac{555}{30} = 18,5$$

2. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\sum X_t^2 - \frac{(\sum X_t)^2}{n}}{n - 1}}$$

$$SD_t = \sqrt{\frac{41593 - \frac{555^2}{30}}{30 - 1}}$$

$$SD_t = \sqrt{386,3 - 342,25}$$

$$SD_t = \sqrt{44,05} = 6,63$$

3. Mean Score

Item 1

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n_1}$$

$$M_{pl} = \frac{29+17+25+16+12+19+17+15+8+25+13+23+25+26+17+21+25+22+22+11+20+15+25+8+26+30}{26}$$

$$M_{pl} = \frac{512}{26} = 19,69$$

Item 2

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n_2}$$

$$M_{pl} = \frac{29+17+25+16+12+15+25+13+23+25+17+21+25+22+22+11+20+25+26+30}{20}$$

$$M_{pl} = \frac{419}{20} = 20,95$$

Item 3

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n_3}$$

$$M_{pl} = \frac{29+17+12+19+15+8+25+13+23+25+26+21+25+22+22+11+25+26+30}{19}$$

$$M_{pl} = \frac{394}{19} = 20,73$$

Item 4

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n4}$$

$$M_{pl} = \frac{29+17+16+19+23+25+21+25+22+22+11+15+26+13+30}{15}$$

$$M_{pl} = \frac{314}{15} = 20.93$$

Item 5

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n5}$$

$$M_{pl} = \frac{29+25+16+19+17+15+16+8+25+23+25+26+17+25+10+22+22+20+15+25+13+30}{22}$$

$$M_{pl} = \frac{460}{22} = 20.90$$

Item 6

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n6}$$

$$M_{pl} = \frac{29+17+25+19+8+25+13+23+26+25+22+22+20+15+30}{15}$$

$$M_{pl} = \frac{319}{15} = 21.26$$

Item 7

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n7}$$

$$M_{pl} = \frac{29+17+25+16+12+19+17+15+16+8+25+13+23+25+26+17+21+25+10+22+22+20+15+25+26+13+30}{27}$$

$$M_{pl} = \frac{532}{27} = 19.70$$

Item 8

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n8}$$

$$M_{pl} = \frac{29+25+12+19+8+25+13+23+25+26+21+25+22+25+26+13+30}{17}$$

$$M_{pl} = \frac{367}{17} = 21.58$$

Item 9

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n9}$$

$$M_{pl} = \frac{29+25+19+17+15+16+25+25+17+21+25+22+20+15+25+8+26+30}{18}$$

$$M_{pl} = \frac{380}{18} = 21.11$$

Item 10

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n10}$$

$$M_{pl} = \frac{29+25+16+19+17+15+16+25+23+25+26+17+21+25+22+22+11+20+25+26+4+30}{22}$$

$$M_{pl} = \frac{459}{22} = 20.86$$

Item 11

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n11}$$

$$M_{pl} = \frac{29+25+19+25+13+25+26+21+25+22+22+25+26+30}{14}$$

$$M_{pl} = \frac{333}{14} = 23.78$$

Item 12

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n12}$$

$$M_{pl} = \frac{29+25+16+19+25+23+25+21+25+10+22+22+15+26+30}{15}$$

$$M_{pl} = \frac{333}{15} = 22.2$$

Item 13

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n13}$$

$$M_{pl} = \frac{29+16+17+15+16+26+17+10+11+20+15}{11}$$

$$M_{pl} = \frac{192}{11} = 17.45$$

Item 14

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n14}$$

$$M_{pl} = \frac{15+25}{2}$$

$$M_{pl} = \frac{40}{2} = 20$$

Item 15

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n15}$$

$$M_{pl} = \frac{29+17+25+12+19+25+13+23+25+26+21+25+22+25+26+13+30}{17}$$

$$M_{pl} = \frac{376}{17} = 22.11$$

Item 16

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n16}$$

$$M_{pl} = \frac{29+25+19+25+23+25+26+21+25+22+22+26+30}{13}$$

$$M_{pl} = \frac{318}{13} = 24.46$$

Item 17

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n17}$$

$$M_{pl} = \frac{17+15+16+25+17+21+22+22+20+8+26+13+30}{13}$$

$$M_{pl} = \frac{252}{13} = 19.38$$

Item 18

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n18}$$

$$M_{pl} = \frac{17+16+17+15+16+23+17+10+20+15+25+13}{12}$$

$$M_{pl} = \frac{204}{12} = 17$$

Item 19

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n19}$$

$$M_{pl} = \frac{29+25+19+17+15+16+25+26+17+22+20+25+30}{13}$$

$$M_{pl} = \frac{286}{13} = 22$$

Item 20

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n20}$$

$$M_{pl} = \frac{29+25+19+25+25+26+21+10+22+22+15+25+26}{13}$$

$$M_{pl} = \frac{290}{13} = 22.30$$

Item 21

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n21}$$

$$M_{pl} = \frac{29+17+25+12+19+8+25+13+23+25+26+21+25+22+20+25+8+26+30}{19}$$

$$M_{pl} = \frac{399}{19} = 30.69$$

Item 22

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n22}$$

$$M_{pl} = \frac{30+17+25+20+26+23+25+26+22+25+10+11+20+26+30}{16}$$

$$M_{pl} = \frac{361}{16} = 22.3$$

Item 23

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n23}$$

$$M_{pl} = \frac{30+25+20+17+15+16+26+13+23+26+26+17+25+22+11+20+25+26+31}{19}$$

$$M_{pl} = \frac{414}{19} = 21.78$$

Item 24

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n24}$$

$$M_{pl} = \frac{30+25+20+17+15+16+26+23+26+17+25+22+20+25+8+26+13+31}{18}$$

$$M_{pl} = \frac{385}{18} = 21.38$$

Item 25

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n25}$$

$$M_{pl} = \frac{30+25+20+26+26+25+26+31}{8}$$

$$M_{pl} = \frac{209}{8} = 26.12$$

Item 26

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n25}$$

$$M_{pl} = \frac{30+17+25+16+8+26+13+23+26+26+25+22+20+25+26+13+4+31}{18}$$

$$M_{pl} = \frac{376}{18} = 20.88$$

Item 27

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n25}$$

$$M_{pl} = \frac{30+17+25+16+17+15+16+26+17+22+10+22+11+20+26+13+31}{17}$$

$$M_{pl} = \frac{334}{17} = 19.64$$

Item 28

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n25}$$

$$M_{pl} = \frac{30+17+16+26+13+23+26+17+22+25+8+26+31}{13}$$

$$M_{pl} = \frac{280}{13} = 21.53$$

Item 29

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n25}$$

$$M_{pl} = \frac{17+25+16+12+17+15+16+26+26+17+25+22+22+20+8+13+4+31}{18}$$

$$M_{pl} = \frac{332}{18} = 18.44$$

Item 30

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n25}$$

$$M_{pl} = \frac{30+17+25+16+12+20+17+15+26+23+26+26+22+25+25+26+4+31}{18}$$

$$M_{pl} = \frac{386}{18} = 21.44$$

Item 31

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n25}$$

$$M_{pl} = \frac{30+17+25+16+12+20+17+15+26+26+17+22+22+22+20+14+25+26+31}{19}$$

$$M_{pl} = \frac{403}{19} = 21.21$$

Item 32

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n25}$$

$$M_{pl} = \frac{30+17+16+12+17+8+26+23+26+26+17+25+22+22+11+14+25+26+31}{8}$$

$$M_{pl} = \frac{394}{19} = 20.73$$

Item 33

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n25}$$

$$M_{pl} = \frac{16+12+16+26+22+25+10+22+22+25+8+13+31}{13}$$

$$M_{pl} = \frac{248}{13} = 19.07$$

Item 34

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n25}$$

$$M_{pl} = \frac{30+25+16+23+26+26+22+25+10+22+11+20+14+25+26+13+31}{17}$$

$$M_{pl} = \frac{365}{17} = 21.47$$

Item 35

$$M_{pl} = \frac{\text{total score of students}^F \text{score that true item answer}}{n25}$$

$$M_{pl} = \frac{30+17+16+26+13+23+26+26+31}{9}$$

$$M_{pl} = \frac{208}{9} = 23.11$$

4. Calculating of the Formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ **Item 1**

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Item 2

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.69 - 18.5 \sqrt{0.9}}{6.63} = 0.1$$

$$r_{pbi} = \frac{1.19 \sqrt{9}}{6.63}$$

$$r_{pbi} = 0.18 \text{ K } 3 = 0.54$$

Item 3

$$r_{pbi} = \frac{\Gamma_{M_{P-Mt}} \frac{p}{SD_t} \sqrt{q}}{6.63}$$

$$r_{pbi} = \frac{20.73 - 18.5 \sqrt{0.6}}{6.63} = 0.4$$

$$r_{pbi} = \frac{2.23 \sqrt{1.5}}{6.63}$$

$$r_{pbi} = 0.33 \text{ K } 1.22 = 0.41$$

Item 5

$$r_{pbi} = \frac{\Gamma_{M_{P-Mt}} \frac{p}{SD_t} \sqrt{q}}{6.63}$$

$$r_{pbi} = \frac{20.90 - 18.5 \sqrt{0.7}}{6.63} = 0.3$$

$$r_{pbi} = \frac{2.4 \sqrt{2.3}}{6.63}$$

$$r_{pbi} = 0.36 \text{ K } 1.56 = 0.56$$

Item 7

$$r_{pbi} = \frac{\Gamma_{M_{P-Mt}} \frac{p}{SD_t} \sqrt{q}}{6.63}$$

$$r_{pbi} = \frac{19.70 - 18.5 \sqrt{0.9}}{6.63} = 0.1$$

$$r_{pbi} = \frac{1.20 \sqrt{9}}{6.63}$$

$$r_{pbi} = 0.18 \text{ K } 3 = 0.54$$

Item 9

$$r_{pbi} = \frac{\Gamma_{M_{P-Mt}} \frac{p}{SD_t} \sqrt{q}}{6.63}$$

$$r_{pbi} = \frac{21.11 - 18.5 \sqrt{0.6}}{6.63} = 0.4$$

$$r_{pbi} = \frac{2.61 \sqrt{1.5}}{6.63}$$

$$r_{pbi} = 0.39 \text{ K } 1.23 = 0.48$$

Item 11

$$r_{pbi} = \frac{20.95 - 18.5 \sqrt{0.7}}{6.63} = 0.3$$

$$r_{pbi} = \frac{2.45 \sqrt{2.33}}{6.63}$$

$$r_{pbi} = 0.36 \text{ K } 1.53 = 0.56$$

Item 4

$$r_{pbi} = \frac{\Gamma_{M_{P-Mt}} \frac{p}{SD_t} \sqrt{q}}{6.63}$$

$$r_{pbi} = \frac{20.93 - 18.5 \sqrt{0.5}}{6.63} = 0.5$$

$$r_{pbi} = \frac{2.43 \sqrt{1}}{6.63}$$

$$r_{pbi} = 0.36 \text{ K } 1 = 0.366$$

Item 6

$$r_{pbi} = \frac{\Gamma_{M_{P-Mt}} \frac{p}{SD_t} \sqrt{q}}{6.63}$$

$$r_{pbi} = \frac{21.26 - 18.5 \sqrt{0.5}}{6.63} = 0.5$$

$$r_{pbi} = \frac{2.76 \sqrt{1}}{6.63}$$

$$r_{pbi} = 0.41 \text{ K } 1 = 0.41$$

Item 8

$$r_{pbi} = \frac{\Gamma_{M_{P-Mt}} \frac{p}{SD_t} \sqrt{q}}{6.63}$$

$$r_{pbi} = \frac{21.58 - 18.5 \sqrt{0.6}}{6.63} = 0.4$$

$$r_{pbi} = \frac{3.08 \sqrt{1.5}}{6.63}$$

$$r_{pbi} = 0.46 \text{ K } 1.23 = 0.57$$

Item 10

$$r_{pbi} = \frac{\Gamma_{M_{P-Mt}} \frac{p}{SD_t} \sqrt{q}}{6.63}$$

$$r_{pbi} = \frac{20.86 - 18.5 \sqrt{0.7}}{6.63} = 0.3$$

$$r_{pbi} = \frac{2.36 \sqrt{2.33}}{6.63}$$

$$r_{pbi} = 0.35 \text{ K } 1.53 = 0.54$$

Item 12

$$r_{pbi} = \frac{\Gamma_{M_{p-M_t}} - p}{SD_t \sqrt{q}}$$

$$r_{pbi} = \frac{23.78 - 18.5\sqrt{0.5}}{6.63 \cdot 0.5}$$

$$r_{pbi} = \frac{5.28\sqrt{1}}{6.63}$$

$$r_{pbi} = 0.79 \text{ K } 1 = 0.79$$

Item 13

$$r_{pbi} = \frac{\Gamma_{M_{p-M_t}} - p}{SD_t \sqrt{q}}$$

$$r_{pbi} = \frac{17.45 - 18.5\sqrt{0.4}}{6.63 \cdot 0.6}$$

$$r_{pbi} = \frac{-1.04}{6.63\sqrt{0.67}}$$

$$r_{pbi} = -0.15 \text{ K } 0.81 = -0.12$$

Item 15

$$r_{pbi} = \frac{\Gamma_{M_{p-M_t}} - p}{SD_t \sqrt{q}}$$

$$r_{pbi} = \frac{22.11 - 18.5\sqrt{0.6}}{6.63 \cdot 0.4}$$

$$r_{pbi} = \frac{3.61\sqrt{1.5}}{6.63}$$

$$r_{pbi} = 0.54 \text{ K } 1.2 = 0.64$$

Item 17

$$r_{pbi} = \frac{\Gamma_{M_{p-M_t}} - p}{SD_t \sqrt{q}}$$

$$r_{pbi} = \frac{19.38 - 18.5\sqrt{0.4}}{6.63 \cdot 0.6}$$

$$r_{pbi} = \frac{0.88}{6.63\sqrt{0.67}}$$

$$r_{pbi} = -0.13 \text{ K } 0.82 = 0.10$$

Item 19

$$r_{pbi} = \frac{\Gamma_{M_{p-M_t}} - p}{SD_t \sqrt{q}}$$

$$r_{pbi} = \frac{22 - 18.5\sqrt{0.4}}{6.63\sqrt{0.6}}$$

$$r_{pbi} = \frac{3.5}{6.63\sqrt{0.67}}$$

$$r_{pbi} = 0.52 \text{ K } 0.81 = 0.42$$

Item 21

$$r_{pbi} = \frac{\Gamma_{M_{p-M_t}} - p}{SD_t \sqrt{q}}$$

$$r_{pbi} = \frac{30.69 - 18.5\sqrt{0.6}}{6.63 \cdot 0.4}$$

$$r_{pbi} = 12.19$$

$$r_{pbi} = \frac{\Gamma_{M_{p-M_t}} - p}{SD_t \sqrt{q}}$$

$$r_{pbi} = \frac{22.2 - 18.5\sqrt{0.5}}{6.63 \cdot 0.5}$$

$$r_{pbi} = \frac{3.7\sqrt{1}}{6.63}$$

$$r_{pbi} = 0.55 \text{ K } 1 = 0.55$$

Item 14

$$r_{pbi} = \frac{\Gamma_{M_{p-M_t}} - p}{SD_t \sqrt{q}}$$

$$r_{pbi} = \frac{20 - 18.5\sqrt{0.1}}{6.63 \cdot 0.9}$$

$$r_{pbi} = \frac{1.5}{6.63\sqrt{0.11}}$$

$$r_{pbi} = 0.22 \text{ K } 0.33 = 0.07$$

Item 16

$$r_{pbi} = \frac{\Gamma_{M_{p-M_t}} - p}{SD_t \sqrt{q}}$$

$$r_{pbi} = \frac{24.46 - 18.5\sqrt{0.4}}{6.63 \cdot 0.6}$$

$$r_{pbi} = \frac{5.96}{6.63\sqrt{0.67}}$$

$$r_{pbi} = 0.89 \text{ K } 0.82 = 0.73$$

Item 18

$$r_{pbi} = \frac{\Gamma_{M_{p-M_t}} - p}{SD_t \sqrt{q}}$$

$$r_{pbi} = \frac{17 - 18.5\sqrt{0.4}}{6.63 \cdot 0.6}$$

$$r_{pbi} = \frac{-1.5}{6.63\sqrt{0.67}}$$

$$r_{pbi} = -0.22 \text{ K } 0.81 = -0.18$$

Item 20

$$r_{pbi} = \frac{\Gamma_{M_{p-M_t}} - p}{SD_t \sqrt{q}}$$

$$r_{pbi} = \frac{22.30 - 18.5\sqrt{0.4}}{6.63 \cdot 0.6}$$

$$r_{pbi} = \frac{3.8}{6.63\sqrt{0.67}}$$

$$r_{pbi} = 0.57 \text{ K } 0.81 = 0.46$$

Item 22

$$r_{pbi} = \frac{\Gamma_{M_{p-M_t}} - p}{SD_t \sqrt{q}}$$

$$r_{pbi} = \frac{22.3 - 18.5\sqrt{0.4}}{6.63 \cdot 0.6}$$

APPENDIX 4

Table Validity Test

No	M_p	M_t	SD_t	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	r_t on 5% significant	Interpretation
1	19.69	18.5	6.63	0.9	0.1	0.45	0.396	Valid
2	20.95	18.5	6.63	0.7	0.3	0.52	0.396	Valid
3	20.73	18.5	6.63	0.6	0.4	0.46	0.396	Valid
4	20.93	18.5	6.63	0.5	0.5	0.4	0.396	Valid
5	20.90	18.5	6.63	0.5	0.5	0.4	0.396	Valid
6	21.26	18.5	6.63	0.6	0.4	0.41	0.396	Valid
7	19.70	18.5	6.63	0.6	0.4	0.53	0.396	Valid
8	21.58	18.5	6.63	0.7	0.3	0.5	0.396	Valid
9	21.11	18.5	6.63	0.5	0.5	0.5	0.396	Valid
10	20.86	18.5	6.63	0.5	0.5	0.6	0.396	Valid
11	23.78	18.5	6.63	0.6	0.4	0.8	0.396	Valid
12	22.2	18.5	6.63	0.4	0.6	0.6	0.396	Valid
13	17.45	18.5	6.63	0.4	0.6	-0	0.396	Invalid
14	20	18.5	6.63	0.4	0.6	0	0.396	Invalid
15	22.11	18.5	6.63	0.4	0.6	0.6	0.396	Valid
16	24.46	18.5	6.63	0.6	0.4	0.8	0.396	Valid
17	19.38	18.5	6.63	0.4	0.6	0.1	0.396	Invalid
18	17	18.5	6.63	0.6	0.4	-0	0.396	Invalid
19	22	18.5	6.63	0.6	0.4	0.5	0.396	Valid
20	22.30	18.5	6.63	0.3	0.7	0.5	0.396	Valid
21	30.69	18.5	6.63	0.6	0.4	0.5	0.396	Valid
22	22.3	18.5	6.63	0.4	0.6	0.6	0.396	Valid
23	21.78	18.5	6.63	0.6	0.4	0.6	0.396	Valid
24	21.38	18.5	6.63	0.6	0.4	0.5	0.396	Valid
25	26.12	18.5	6.63	0.6	0.6	0.7	0.396	Valid
26	20.88	18.5	6.63	0.6	0.4	0.4	0.396	Valid
27	19.64	18.5	6.63	0.6	0.6	0.2	0.396	Invalid
28	21.53	18.5	6.63	0.4	0.6	0.4	0.396	Valid
29	18.44	18.5	6.63	0.6	0.4	-0	0.396	Invalid
30	21.44	18.5	6.63	0.6	0.6	0.5	0.396	Valid
31	21.21	18.5	6.63	0.6	0.4	0.5	0.396	Valid
32	20.73	18.5	6.63	0.7	0.3	0.4	0.396	Valid
33	19.07	18.5	6.63	0.6	0.6	0.1	0.396	Invalid
34	21.47	18.5	6.63	0.6	0.4	0.5	0.396	Valid
35	23.11	18.5	6.63	0.7	0.3	0.4	0.396	Valid

APPENDIX 5

Test after the validity

NAME :

CLASS :

SUBJECT :

Instruction : Read the recount text carefully and answer the question below. Each one is followed by several questions about it. The questions are 35 items and you have 60 minutes to answer all of the questions. So, you choose the best answer a, b, c or d to each question/ give mark (x) on the best your answer.

The following text is for questions 1 to 12

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that make me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the judges congratulated me and gave a plaque, trophy, and money. I was very happy.

1. What is the writer's intention to write the text?
 - f. To tell his achievement.
 - g. To win the competition.
 - h. To describe his feeling to the teacher.
 - i. To show his disappointment to teacher.
 - j. To tell his expectation to be the winner.
2. Why did the writer feel sad before the competition?
 - f. She had no luxurious gown.
 - g. Her teacher really cares about her.
 - h. Her teacher was not fair to her.
 - i. Her friends did not support her.
 - j. She only had a very simple dress.
3. From the text it can be concluded that
 - f. Practice makes performance go well.
 - g. Being nervous helps perform well on the stage.
 - h. Wearing simple clothes can help win the competition.
 - i. It is necessary to wear beautiful costumes for the competition.
 - j. Beautiful costumes and luxurious props are the requirements for the competition.
4. ".....I was nervous, I showed my best performances on the stage."

The sentences can be connected by which of the following words?

- f. However.
 - g. Although.
 - h. Because.
 - i. But.
 - j. If.
5. What is the main idea of paragraph three?
 - f. The teacher rented her the simple costumes.

- g. She joined the story telling contest.
- h. Her friends wore the beautiful and luxurious costumes.
- i. She won the competition and felt happy.
- j. She was in number 9 and nervous.

6. The text above mainly discusses about...

- f. The writer's experience of debate contest.
- g. The writer's experience of story telling contest.
- h. The writer's experience of speech contest.
- i. The writer's experience of photograph.
- j. The writer's experience of school.

7. Who guided them to learn pronunciation for story telling?

- f. Judges.
- g. Audiences.
- h. Teacher.
- i. Parents.
- j. Host.

8. What is the main idea of paragraph 1?

- f. They joined the story telling contest.
- g. The teacher guided them to learn pronunciation.
- h. The teacher rented the costumes.
- i. The writer won the competition.
- j. They had to memorize and understand story well.

9. "Although i just wore the simple one...."

The underlined word refers to....

- f. Money.
- g. Plague.
- h. Props and costumes.
- i. Trophy.

j. Gestures.

10. How did she feel before the competition?

f. Happy.

g. Sad.

h. Angry.

i. Dissapointed.

j. Nervous.

The following text is for questions 13 to 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 the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. 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 the 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 the 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 very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

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

The underlined word has similar meaning with...

f. Happily.

- g. Lazily.
- h. Unfortunately.
- i. Luckily.
- j. Easily.

12. Where did he go when he got bored?

- f. To parking area.
- g. Cassette counter.
- h. Go home.
- i. Department store.
- j. Walk in closet.

13. What is the main idea of paragraph 1?

- f. He back agin to the department store.
- g. He accompanied his friend to buy new shirt at department store.
- h. They met at the parking area
- i. He arrived at home and did not see his friend.
- j. The time at cassette counter.

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

- f. He gave up and go home.
- g. He went to the parking area.
- h. He went to the store.
- i. He went back to the clothes section.
- j. He waited until his friend back.

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

- f. They met in parking area.
- g. They met in cassette counter.
- h. They met in his house after he back again from the store.
- i. He walked to the department store.
- j. He could not help laughing.

16. Why did he go to the department store?

- f. Because he wanted to buy cassette.
- g. Because he wanted to buy new phone.
- h. Because he accompany his friend to buy new clothes.
- i. Because he was bored.
- j. Because he wanted to buy new clothes.

17. "I arrived home, I was so *tired*" (paragraph 2)

The synonym of the italicized word?

- f. Happy
- g. Exhausted
- h. Busy
- i. Give up
- j. Angry

18. What time did they go to the store?

- f. 03.00. Am.
- g. 05. 30. Pm.
- h. 15. 00. Pm.
- i. 17. 00. Pm.
- j. 04. 30. Am.

19. "when I saw my friend"s broad smile greet me in front of the door" (paragraph 2)

The underlined word has the similar meaning with....

- f. Small.
- g. Large.
- h. Tall.
- i. Short.
- j. High.

20. from the text it can be concluded that...

- f. We have to buy new clothes.
- g. Do not go anywhere without telling anything.
- h. Phone is so important to communicate.
- i. Be nice to your friend.
- j. Cassette counter is a good thing.

The following text is for questions 26 and 35

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. Then 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.

21. What is the text about?

- f. Two men who successfully landed on the moon.
- g. The moon -landing craft used by astronauts.
- h. People's visits to the space through the moon.
- i. The craters, plains and mountains of the moon.

- j. The forever footprints in the moon.
22. Neil Armstrong's footprints could stay forever on the moon because

- f. They are made of hard rock of the moon.
- g. They were set up by machines and strong dirt.
- h. They were placed on the tall mountains of the moon.
- i. There is no wind or rain to wipe them away.
- j. They walked for 4 hours.
23. "And they left footprints that may last forever."

What does the word "forever" mean?

- f. For all future time.
- g. In the near future.
- h. In the long run.
- i. For the time being.
- j. For hours.
24. "They joined ... in the space ship that waited for them above the moon."
(paragraph 4)

What does the word "them" in the sentence refer to?

- f. Neil Amstrong and his three crews.
- g. Edwin Aldrin and his Michael Collins.
- h. Michael Collins and all his friends.
- i. Neil Armstrong and Edwin Aldrin.
- j. Neil amstrong and the footprints.
25. "They left footprints that may last *forever*" (paragraph 5).

The antonym of the italicized word?

- f. Always.
- g. Permanently.
- h. Eternally.
- i. Temporary.
- j. Evermore.

APPENDIX 6**KEY ANSWER**

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

APPENDIX 7

STUDENTS' NAME AND INITIALS
AT GRADE X Mas Baharuddin Tapanuli Selatan

No	Students' Names	Students' Initials
1	Aditya Fahri Lubis	AFL
2	Ahmad Sofyan Daulay	ASD
3	Alfi Syahri Pasaribu	ASP
4	Arkan Hibrizi	AH
5	Elsya Putri Fadilah Rambe	EPFR
6	Fadhil Ramadhan	FR
7	Fuja Nursina Hutagaol	FNH
8	Hikmah Khoiriah Siregar	HKS
9	Ilham Patoma Tambunan	IPT
10	Intan Agustina	IA
11	Indah Permata	IP
12	Iqbal Putra Arsyandi	IPA
13	Ismi Azizah Hasibuan	IAH
14	Latifah Pardede	LP
15	Lutfiah Hutasuhut	LH
16	Muhammad Rifky Siregar	MRS
17	Nabil Rohit	NR
18	Nasti	N
19	Nisrina Zainy Lubis	NZL
20	Nurul Hadi Lubis	NHL
21	Nurul Syariah Daulay	NSD
22	Rezekina Hasibuan	RH
23	Rino Afandi Pohan	RAP
24	Rizky Adawiyah Simamora	RAS
25	Sakira Azura Caniago	SAC
26	Salsa Juliani Hasanah	SJH
27	Sardiva Azizah	SA
28	Sindu Prayoga	SP
29	Siti Habibah	SH
30	Zaskiah Aulia Harahap	ZAH

APPENDIX 8**STUDENTS' SCORE IN READING RECOUNT TEXT AT GRADE X MAS****BAHARUDDIN TAPANULI SELATAN**

No	Students' Initial	Total Score
1	AFL	76
2	ASD	48
3	ASP	60
4	AH	52
5	EPFR	72
6	FR	68
7	FNH	20
8	HKS	76
9	IPT	52
10	IA	60
11	IP	36
12	IPA	84
13	IAH	8
14	LP	60
15	LH	24
16	MRS	64
17	NR	52
18	N	56
19	NZL	88
20	NHL	68
21	NSD	20
22	RH	72
23	RAP	68
24	RAS	52
25	SAC	68
26	SJH	92
27	SA	56
28	SP	60
29	SH	60
30	ZAH	56
	Highest Score	92
	Lowest Score	8
	Sum	1723
	Mean Score	57.43
	Mode	60.3
	Median	65.57

APPENDIX 9

DESCRIPTION DATA USING MATHEMATIC FORMULA

1. The score of students' score from low score to high score

76	48	60	52	72
68	20	76	52	60
36	84	60	60	24
64	52	56	88	68
20	72	68	52	68
84	56	60	60	56

2. High score = 92
3. Low score = 8
4. Range = high – low score
= 92 - 8
= 84
5. Total of classes (BK) = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (30)$
= $1 + 3.3 (1,47)$
= $1 + 4,85$
= 5,85
= 6

6. Interval (i)

$$i = \frac{R - 84}{\frac{BK}{6}} = 14$$

7. Mean score

$$\bar{x} = \frac{\sum f_i x_i}{f_i}$$

No	Interval	Fi	Xi	Fixi
1	8 – 22	3	15	45
2	23 – 36	2	29.5	59
3	37 – 50	1	43	43
4	51 – 64	13	57.5	747.5
5	65 – 78	8	71.5	572
6	79 – 92	3	85.5	256.5
	i = 14	30		1723

$$\text{Mean} = \bar{x} = \frac{\sum f_i x_i}{N}$$

$$X = \frac{1723}{30} = 57.43$$

8. Median

$$\text{Me} = b + p \left(\frac{\frac{1}{2}n - f}{f} \right)$$

$$50.5 + 14 \left(\frac{\frac{1}{2}(30) - 1}{13} \right)$$

$$50.5 + 14 \left(\frac{15 - 1}{13} \right)$$

$$50.5 + 14 \left(\frac{14}{13} \right)$$

$$50.5 + 14 \left(\frac{14}{13} \right)$$

$$50.5 + 15.07$$

$$65.57$$

9. Modus

$$\text{Mo} = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 50.5 + 14 \left(\frac{12}{12+5} \right)$$

$$= 50.5 + 14 \left(\frac{12}{17} \right)$$

$$= 50.5 + 14 (0.70)$$

$$= 50.5 + 9.8$$

$$= 60.3$$



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telepon (0634) 22080 Faximile (0634) 24022
Website: E-mail:

Nomor : B-²⁵¹⁰ /In.14/E.1/TL.00/11/2021
Hal : Izin Penelitian
Penyelesaian Skripsi.

30 November 2021

Yth. Kepala MAS Baharuddin Tapanuli Selatan
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Aulia Sylvia Devana Pane
NIM : 1620300064
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "**The Ability on Reading Recount Text at the Tenth Grade Students of MAS Baharuddin Tapanuli Selatan**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Wizar Rangkuti, S.Si., M.Pd.
NIP. 19800413 200604 1 002



**YAYASAN PONDOK PESANTREN MODERN BAHARUDDIN
BAGAS GODANG JANJI MAULI - MT
MADRASAH ALIYAH SWASTA BAHARUDDIN**

Izin Operasional Menag RI No. 1608 Tahun 2015. Tgl. 19 Oktober 2015

NSM : 131212030011, NPSN : 10263665, Akreditasi : A (Sangat Baik)

Email : mas.baharuddin2@gmail.com

Jl. Mandailing Km. 15 Desa Janjimauli - MT Kec. Batang Angkola, Kab. Tapanuli Selatan - Kode Pos 22773

Nomor : 139/Ma.Baharuddin/12/2021

Janjimauli-MT, Desember 2021

Lampiran : -

Perihal : *Izin Penelitian*

Yth. Wakil Dekan Bidang Akademik
Institut Agama Islam Negeri Padangsidempuan

Dengan Hormat,

Menindaklanjuti surat saudara Nomor : B-2510/In.14/E.1/TL.00/11/2021 perihal surat diatas dengan ini kami menyatakan nama tersebut di bawah ini telah selesai melaksanakan penelitian untuk keperluan penulisan skripsi di Madrasah Aliyah Swasta Baharuddin. Atas nama mahasiswa :

Nama : AULIA SYLVIA DEVANA PANE
NPM : 1620300064
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris/Pendidikan Bahasa Inggris
Judul Skripsi : **The Ability on Reading Recount Text at the Tenth Grade Students of MAS Baharuddin Tapanuli Selatan**

Demikian Surat izin ini kami sampaikan dan untuk dapat dipergunakan sebagaimana mestinya.



Madrasah,

SAHARUDDIN, S.HI, S.Pd.I