

**AN ANALYSIS OF TEACHING READING METHOD  
FOR RECOUNT TEXT**  
(A Descriptive Study at the Class of X Multimedia 3 in SMK Negeri 1  
Miri  
at the Academic Year 2016/2017)

**THESIS**

Submitted as a partial requirements for the Degree of  
*Undergraduate* in English Education Department



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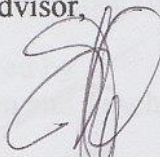
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*Wassalamu'alaikum Wr.Wb.*

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## **DEDICATION**

This research is dedicated for:

- Her beloved mother, Sumarmi
- Her beloved father, Ali.
- Her brother and sister wibowo Fajar Dwi and Pinandini Dyah.
- All of Her families and my friends who always support me.
- Her advisor who always guide me, Mrs. Lilik Untari, M. Hum.

## MOTTO

So, verily, with every difficulty, there is relief: verily, with every difficulty there  
is a relief

(QS. Al Insyirah: 5-6)

I love what I do for a living. It's the greatest job in the world, but you have to  
survive an awful lot of attention that you don't truly deserve and you have to live  
up to your professional responsibilities.

Life's like a box of chocolate you never know what you're gonna eat

(Tom Hanks)

People who seek knowledge have many trials, be patient and Allah will certainly  
gives reward

( KH. Asyhari Marzuqi)

Be thankful for what you have, your life, no matter how bad you think it is, is  
some one else's fairy tale.

(Wale Ayeni)

Never be afraid to start something good, because there will be always a way when  
there is good intentions.

(KOMPOSTIFA, Komunitas Pemuda Fak-Fak)

## PRONOUNCEMENT

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I here by sincerely state that the thesis titled **“An Analysis of Teaching Reading Method for Recount Text (A Descriptive Study at the Class of X Multimedia 3 at the Academic Year 2016/2017)”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and by referred in the bibliography.

If later proven that has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 8<sup>th</sup> December 2017

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the Day of Judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “**An Analysis of Teaching Reading Method for Recount Text (A Descriptive Study at the Class of X Multimedia 3 at the Academic Year 2016/2017)**”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, 8<sup>th</sup> December 2017

The researcher

Nanis Diah Yuliaprianti



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## ABSTRACT

Nanis Diah Yuliaprianti, 2017. *An Analysis of Teaching Reading Method for Recount Text (A Descriptive Study at the class of X Multimedia 3 in SMK Negeri 1 Miri at the Academic Year 2016/2017)*. Thesis, English Education Department, Islamic Education and Teaching Training Faculty, State Islamic Institute of Surakarta.

Advisor : Hj. Lilik Untari, M. Hum

Key words: teaching, reading, recount text

The aims of the study were to describe (1) the process of teaching reading recount text and the implementing of method used by the teacher in process of teaching reading recount text, (2) studnets' response during process of teaching reading recount text, and (3) problems faced the teacher and students in teaching reading recount text at X Multimedia 3 of SMK Negeri 1 Miri, Sragen at the academic year 2016/2017.

In this research, the researcher used form of descriptive study method. The data were presented in the form of description. The researcher collected the data by using observation, interview, and document. In this research, the researcher used data reduction, data display and conclusion in analyzing the data.

The researcher showed the process of teaching reading recount, the implementation of teacher's method. The teacher used Communicative Language Teaching as method and Scientific Approach and Genre Based Approach as approach in teaching recount text for students of X Multimedia 3. In implementing CLT, the teacher started with writing students' experience and reading the text. The teacher made a group to discuss students' exercises and presenting the result. In process of teaching reading, there were some problems faced by the teacher and students. The problems faced by the teacher were: (1) classroom management, material, and media. The problems faced by the students were vocabulary difficulty, knowledge, students' interest, grammar, pronunciation. The students' response during the process of teaching reading recount text was good. They were active and could answer question from the teacher. In evaluating students' outcome, the teacher used two ways for evaluations. They were during the process of teaching reading recount text by observation and evaluating the student's outcome from studying reading recount text by written test.



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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Reading is multidimensional thinking process. Expert readers have acquired large sight vocabularies and know how to add them. They know how to attack unknown words using phonetic and structural analysis of knowledge and skill (Joyce, Weil and Calhoun, 2011: 149), because reading will help students to improve their vocabularies by translating the text and also improve students fluency in speaking skill by reading the text.

Johnson (2008: 7) said that reading is one of receptive process (taking information). It means that to get more information and understand the materials, students need to read. By reading, students can get more information to improve their background knowledge. When students read any information from books, articles, newspapers or other media, so students get a lot of knowledge and have extensive knowledge.

There are five aspects in reading that must be known by teachers and students. They are phonic, phonemic awareness, fluency, vocabulary, and comprehension, (Nation, 2009: 10). These five aspects of reading work together to create the reading experience. Without considering these aspects, teacher and students will face difficulties in teaching reading process. Because the five aspect are important in reading to help them in understanding a text.

Hench (2014: 95) mentions four areas of the teaching reading objective. They are knowledge, comprehension, application, and analysis. Process of gaining knowledge helps students to increase vocabulary, language, communication, and recollection skill. Comprehension helps students to increase their ability to take large amount of information and condense into a key points and ideas by doing a concise and succinct manner. The ability and analysis information that was read is another objective of teaching reading.

By teaching reading, teacher helps student in improving their knowledge in other lessons, especially in vocational school such as SMK Negeri 1 Miri. SMK Negeri 1 Miri. SMK Negeri 1 Miri is one of vocational school in Sragen. It is the one public vocational school that has more complete facilities in west Sragen. It is located in Jalan Gemolong-Karang Gede KM. 2, Tanjung, Jeruk, Miri, Sragen. The school has seven majors. They are Animation, Engine and Automotive, Multimedia, Autrotonic, Drafting, Electrical Installation, Welding. There are forty classes in SMK Negeri 1 Miri.

In the tenth grade, there are three classes of Multimedia, three classes of Engine and Automotive, two classes of Electrical Installation, two classes of Drafting, two classes of Autrotonic, one class of Animation and one class of Welding. In the Eleventh Grade, there are one class of Welding, one class of Autrotonic, one class of Animation, three classes of Multimedia, three classes of Engine and Automotive, two classes of Electrical Installation, and two classes of Drafting. In the Twelfth Grade, there are four classes of Engine and

Automotive, four classes of Multimedia, three classes of Electrical Installation, and two classes of Drafting. In SMK Negeri 1 Miri have 9 English teachers.

Teaching reading for the fourth of majors is so different. Multimedia is the one of major that have to learn English well because in Multimedia Major, almost of the instructions in doing a work is using English. Even tough, students of Multimedia have had good English than the other class, their English must be improved more. Thus, teaching reading must be considered especially for the tenth grade of Multimedia class, because in the tenth grade they give the basic instruction in using computer and material about multimedia.

To make a teaching reading success is needed a method. Method is a way that is used by the teacher in sharing material to students in teaching learning process, (Janawi, 2013). Nowadays, there are many methods that can be used by the teacher to develop reading skill. Teacher can chooses one of them or makes a method, when there is not method that cannot help him or her. Teacher is also demanded to be smart teacher. Teacher must be able to use technology or other media to support the method.

Method can influences strategy and techniques in teaching reading. Thus, there are some principles in using method for teaching reading. They are (1) method have to give motivation for students, (2) method must be able to stimulate students' thinking and reasonable ability, (3) strength of method



can enhance the other weakness of methods, and (4) one method can be used for various of material.

One of the causes of failure in teaching is the selection of teaching method that is less appropriate to the nature of the materials or teaching purposes. In addition to the principles, factor in choosing and determining method also need to be considered. Muffarokah (2009) mentions that there are five factors in choosing and determining methods. They are students, goal, situation, facilities and teachers. They can support the effectiveness of using method for teaching reading.

When the teaching learning process is success, the method is effective for teaching process, especially in teaching reading. The effectiveness of using method for teaching reading can influence student's outcome of reading, especially in reading recount text. Recount text is a text that tells about past event, for example activity in weekend, holiday seminar, etc. Recount text has social function to retell the past event or activity and to entertain the readers, (Pardiyono, 2007).

To know teaching reading method for recount text at the Tenth Grade of Multimedia class in SMK Negeri 1 Miri, the researcher will focus to analysis teacher's method in teaching reading, process of reading activities and learning outcome of Multimedia students. The researcher observes the teaching reading activity in the Tenth Multimedia<sup>3</sup>. Students of X Multimedia 3 are students who have good skill and enthusiastic in English lesson. By conducting this research, it is hoped that the research will be a consideration

for the teacher in deciding what method should be used in teaching reading. Therefore, the researcher motivates to conduct a research entitled “AN ANALYSIS OF TEACHING READING METHOD FOR RECOUNT TEXT ( A Case Study at the Class of Multimedia 3 in SMK Negeri 1 Miri at the Academic Year 2016/2017).

### **B. Identification Problem**

1. Teaching learning process in teaching reading for recount text at the tenth grade of Multimedia class in SMK Negeri 1 Miri in academic year 2016/2017.
2. Method that is used by the teacher in teaching reading for recount text at the class of X Multimedia 3 class in SMK Negeri 1 Miri at the academic year 2016/2017.
3. Students’ response during process of teaching reading for recount text at the tenth grade of Multimedia e class in SMK Negeri 1 Miri at the academic year 2016/2017.
4. Problems faced by the teacher in teaching reading recount text at the class of X Multimedia 3 in SMK Negeri 1 Miri at the Academic Year 2016/2017.
5. Problems faced by the students during process of teaching reading recount text at the class of X Multimedia 3 at the Academic Year 2016/2017.

### **C. Limitation of Problems**

Because the limitation of time, opportunity and ability, this research restricts only discussing about the process of teaching reading recount text to know

method used by the teacher and to know students' response and students' outcome. The researcher was conducted in the class of X Multimedia 3 that has better English skill than other classes and many students were enthusiastic in learning English, in SMK Negeri 1 Miri at the academic year 2016/2017. In SMK Negeri 1 Miri, English is always developed to help students in learning productive skill, because there are many material using English.

#### **D. Problem Statement**

Based on the background, there are some problem statements. they are followings:

1. How does the teacher implement the method in teaching reading Recount Text at the class of Multimedia 3 in SMK Negeri 1 Miri at the academic year 2016/2017?
2. How is students' response in prcess of teaching reading recount text at the Tenth Grade of Multimedia 3 in SMK Negeri 1 Miri in Academic Year 2016/2017?
3. What problems do the teacher and students faced in teaching learning process of reading recount text at the Tenth Grade of Multimedia 3 in SMK Negeri 1 Miri at the Academic Year 2016/2017?

#### **E. The Objectives of Study**

1. To describe method that is used by the teacher in teaching reading for recount text at class of X Multimedia3 in SMK Negeri 1 Miri at the Academic Year 2016/2017.

2. To describe students' response during process of teaching reading recount text at the class of X Multimedia 3 at the Academic Year 2016/2017.
3. To describe problems faced by the teacher in teaching reading recount text at the class of Multimedia 3 in SMK Negeri 1 Miri at the Academic year 2016/2017.
4. To describe problems faced by the students during process of teaching reading recount text at the class of X Multimedia 3 at the academic Year 2016/2017.

#### **F. The Benefits of Study**

##### 1. Theoretical Benefits

The benefits of this research are to give information about teaching reading method to enrich the previous and theories. It is also useful for the next researcher dealing with teaching learning process and teaching reading method analysis. The information is to understand the types of teaching reading method.

##### 2. Practical Benefits

###### a. For the researcher

This research is useful for the researcher herself, because from this research the researcher will understand and know more knowledge after analyzing subjects in this research.

###### b. For the teachers

This research is useful for teacher, especially for English teacher. This research gives information about teaching reading method. The teacher can know various of methods for teaching reading. Teacher can also choose and consider the effective method for teaching reading.

c. For the school

This research is useful for school, especially SMK Negeri 1 Miri. It can helps teachers, especially English teachers in SMK Negeri 1 miri to know the effective method to teach reading.

d. For the reader

This research is useful for reader to get more information about teaching reading method. This research is also useful for readers as a reference of study.

## **G. Key Terms**

### 1. Teaching

Teaching is treating, encouraging, activating, coordinating, infusing, heightening, nurturing and guarantee. It has purpose to make students brave, confident, and motivated to learn; involve students' knowledge, attitude, skill; give students a solution and bring positive impacts or energies and be able to change a hard problem to become a challenge, (Leo, 2013: 27).

## 2. Reading

Based on (Johnson, 2008: 24) said that reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. For example, let's say that Billy encountered the following bit of text. Reading is like an infectious disease, it is caught not taught. Reading is an exercise dominated by the eyes to receive the message and then the brain to work out the significance the message, (Harmer, 1991: 190).

## 3. Recount Text

Recount text is a text to tell what happened by using simple past tense or simple present tense for some cases, (Djiwandono, 2001: 67). According to Pardiyono (2007: 74) said that recount text is a text to tell about past events, for example; holiday, seminar, activity in weekend.

## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

#### **A. Theoretical Description**

##### **1. Review on Reading**

###### **a. Definition of Reading**

According to (Broughton and friends, 2003: 54) said that reading is a complex skill, that can involves a whole series of lesser skill. It means that is the ability to recognize stylized shape which are figure on a ground, lines and curves and dots, the ability to correlate elements of language (words, phrases, sentences, paragraphs, chapters, or books; or might the most basic elements, the single sounds called phonemes, that can involves essentially and intellectual skill. Reading is a source of learning and a source of enjoyment, (Nation, 2009: 7). It can be a goal in its own right and a way to reach other goals. As a source of learning, reading can establish previously learned vocabulary and grammar, it can help students learn new vocabularies and grammar, and through success in language use it can encourage students to learn more and continue with their language study. As a goal in its own right, reading can be a source of enjoyment and a way to gain knowledge of the world. As students gain skill and fluency in reading, their enjoyment can increase.

Based on the two theories of reading can be concluded that reading is a source of learning and enjoyment that can involve students' essentially and intellectual skill such it is a way for students to gain knowledge of the world and know more about the world.

#### **b. Skill of Reading**

According to (Brown, 2006: 187) said that there are some macro and micro skills of reading. They are:

##### 1) Micro Skills

- a) Discriminate among the distinctive graphemes and orthographic pattern of English.
- b) Retain chunk of language of different lengths in short item memory.
- c) Process writing at an efficient rate speed to suit the purpose.
- d) Recognize a core of words and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (nouns, verbs, adjectives etc.). system (e.g. tense, agreement, and pluralism), pattern, rules, and elliptical forms.
- f) Recognize the particular meaning may be expressed in different grammatical error.
- g) Recognized cohesive devices in written discourse and their rule in signaling the relation between and among clauses.



## 2) Macro Skills

- a) Recognize the theoretical forms of written discourse and their significant for interpretation.
- b) Recognize the communicative function of written text according to form and purpose.
- c) In the context that is not explicit by using background knowledge.
- d) From describe events, ideas, and etc., infer links and connection between events, deduce cause and effect and detect such relation as a main idea, supporting idea, new information, given information, generalization, and exemplification
- e) Distinguishing between literal and implied meanings.
- f) Detect culturally specific references and interpret them in a context of appropriate cultural schemata.
- g) Develop and use a battery of reading discourse such as scanning, skimming, detecting discourse makers, guessing the meaning of words from context and activating schemata for the interpretation of text.

Based on the theories above, there are some macro and micro skill in teaching reading that must be recognized. In micro skill, grammatical must be recognized well, and in macro skill techniques to read must be recognize well. In macro skill, students will find some information that can develop their reading skill.

### **c. Techniques of Reading**

Reading techniques play an importance role in understanding reading material. They facilitate students who want to read efficiently. A student who has determined what he expects to gain from reading should select a reading technique which best suits his particular purpose, (Kustaryo, 1988: 68). According to (Risdianto, 2012: 1) said that there are four techniques of reading, they are:

#### **1) Skimming**

Skimming is a technique that uses rapid eyes movement in order to get general overview of the material. Skimming tells students what general information is within in section. It is like snorkeling. The goal of skimming is bird's eye. Skimming is useful as a preview to a more detailed reading or when reviewing a selection heavy in context. Use skimming to overview textbook chapters or to review for a test. Skimming is also useful for finding out the general idea quickly from a long selection or trying to find source material for a research paper.

#### **2) Scanning**

Scanning is technique that uses rapid eyes movement and keyword to move quickly through text in order to find specific facts for slightly different purpose. Scanning helps students locate a particular fact. Scanning is more like pearl diving. Scanning is used to discover required information to complete a given task

such as making a decision about what to watch on TV, or which museum to visit while visiting foreign city.

### 3) Extensive Reading

Extensive reading is slow, careful reading of small amount of difficult text. Based on (Brown, 2000: 212) stated that extensive reading is carried out to achieve general understanding of a usually somewhat longer text (book, long article, or essay, etc). Free voluntary reading refers to using extensive reading in like and are allowed to read it at their own pace. The aim of free voluntary reading program is to help students to enjoy reading, so assessment is usually minimized or eliminated entirely. The ideas behind extensive reading is that a lot of reading of interesting material that is slightly below, at or barely above the full comprehension level of the reader will foster improved language skill. Most extensive reading is performed outside of class time.

### 4) Intensive Reading

Intensive reading is a mode of reading in which readers focus on a fairly comprehensive understanding of a given text. Intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence, (Nation, 2009). Assuming vocabulary is supplied for students, the most efficient way to do this kind of reading is to first drill students-selves on

the new vocabularies for an hour or so, and then read the text. A diligent student will be able to use the reading to learn ten or may be even twenty vocabulary words within a couple of hours. Students probably be reading word by word rather than taking in the language phrase at a time as they would reading in their native language. Intensive reading has two key advantages. The first is for low level readers, intensive reading is possibly the fastest way to build and to improve vocabulary. Some students of foreign language are able to successful add ten or more comprehension words per day. The second is reading difficult. It material forces the students to develop strategies for dealing with texts that are too hard to read comfortably.

Based on the theories above, it can be concluded that there are four techniques of reading. They are skimming, scanning, extensive and intensive reading. They use to get more information. Extensive and intensive reading use to get more information form long text like short story.

#### **d. Genre of Reading Text**

According to Pardiyo (2007: 5) said that there are eleven genres of reading texts, they are:

##### 1) Descriptive Text

It is a text that describes or explains about living things (animals, person) or non living things (place, things).

## 2) Recount Text

Recount text is one of text that has purpose to give information about past events

## 3) Narrative Text

Narrative is a text used to amuse or entertain and also give moral value for readers.

## 4) Procedure Text

Procedure text is a text which gives instruction about steps that should be done so that an activity or work can be finished well.

This text usually explains about how to make, to operate, to use something.

## 5) Explanatory Text

The kind of this text is to describe how an object works and to describe the process involved in the formation or working of an object or phenomenon. For example, explain about the process of pregnancy, the damage of heart caused smoke.

## 6) Genre of Discussion

This text is to share ideas, opinions or arguments and suggestion about nature or social phenomenon that is happened in societies in two points of view; (1) arguments for supporting and (2) arguments for refusing. In the end of the text, the writer gives his or her own arguments.

#### 7) Genre of Exposition

Exposition is similar with argumentative text. In this text, the writer can argue that something is the case and something should be or ought to be.

#### 8) Genre of News Item

News item is a text that gives information to people by newspaper or article.

#### 9) Genre of Information Report

Information report is text that gives explanation about nature or non-nature phenomenon and gives scientific information and knowledge improving to readers.

#### 10) Genre of Anecdote

Anecdote text is a text that retells unusual and funny incidents in the fact or imagination.

#### 11) Genre of Review

Review text has purpose to give criticism, evaluate about an event, activity or something in society like; book, film, concert, hand phone, TV program, etc.

Based on the theories, it can be concluded that there are eleven genre of text. They are descriptive text, recount text, narrative text, procedure text, explanatory text, genre of discussion text, genre of exposition text, genre of news item, genre of information report, genre of anecdote, genre of review.

## **2. Review on Teaching Reading**

### **a. Definition Teaching Reading**

Teaching is guiding and facilitating learning, enabling the learner, setting the condition for learning. It is mean that teaching provides assistant and facilities to the students in order to the students can learn well (Brown, 2007: 7). Leo (2013: 27) stated that teaching is an activity that has purpose to make student be brave, confident, motivated to learn; involve students' knowledge, attitude, and skill; give students a solution and bring students to positive impacts or energies and be able to change a hard problem of students to become challenge by.

Teaching reading is one of the language skills which needed be taught in language classroom. (Nuttal, 1982: 97) said that teaching reading can help students improve their background knowledge and change their inefficient habit such as reading word by word and relying heavily on dictionary. Students' background knowledge is important to help students in understanding a text. Teaching method means using balance approach with several methods to, include phonics, working out sound or letter correspondences to develop word attack skill, it helps students to chunk phrases and predict what might come next in sentence/story/text, have expectations about literary events, (Browster, Ellies and Girrad, 2002: 43).

Based on the two theories (Nuttal and Browster and friends) can be concluded that teaching reading is using balance approaches with several methods to help students in improving students' skill and background knowledge.

#### **b. Elements of Teaching**

Based on (Gulo in Iskandarwassid and Sunendar, 2013: 66) said that there are seven elements of teaching:

##### 1) Purpose of teaching

Purpose of teaching is factor that must be considered in choosing learning strategy. In teaching learning process there are two purposes of teaching. They are instructional effect and nurturant effect. Instructional effect is stated explicitly in teaching programs, but nurturant effect is depended on teaching in planning strategies. Nurturant effect is acquired if learners are in teaching process by teaching performance, performance of teacher, and situation that is created by the teacher in managing lesson.

##### 2) Teacher

The teacher's role in learning activities is not only run in the learning process is technically mechanically according to the existing provisions. He is the person responsible in performing their duties. Every teacher is required to master various abilities as a teaching professional in his field. The differences of



strategies in teaching are caused the difference of their experiences, knowledge, skill, teaching style, life opinion, and concepts.

### 3) Learner

The differences of learners background, like; social, culture, economy condition, learning style, and intelligence are the important things to choose and determine strategy to teach.

### 4) Material

Material is distinguished be two materials; formal material and informal material. Formal material is content of lesson that is in textbook from school. Informal material is from environment, it is needed to make teaching more actual.

### 5) Method

There are many kinds of methods of teaching that is needed to consider in teaching strategy. It is because method will influence teaching strategy.

### 6) Media

Success of teaching program is nod depend on good or bad media that is used. It is depend on determination and effectiveness of media used by the teacher. Available media will influence in choosing teaching strategy.

## 7) Administrative and Financial Factors

Tools and infrastructure should be supporting that have good function during teaching learning process like; schedule, good room. The success of teaching process is often depended on financial factor.

It can be concluded that in teaching reading proces, there are some important elements that suppot process of teaching learning. They are purpose of teaching, teacher, learner, material, medthod, media and administrative financial factors.

### c. The Goals of Teaching Reading

According to Sadoski (2004: 40) said that the goals of teaching reading will be balanced between effective domain and cognitive domain, so that there are four goals of teaching reading:

#### 1) Developing Positive Attitudes toward Reading

The development of positive attitudes toward reading means progressing confident in students own ability as readers. Ideally, students should experience success regularly and approach reading confidently, with a “can do” spirit, rather than avoiding it because it is painful and frustrating. Readers who experienced difficulty in reading and who were banished to the lowest reading group in school attest to the negative attitude such as; failure, insecurity, frustration, stigmatization and shame. Readers who can develop positive attitude

toward reading, they will be success, confident, satisfaction, acceptance, and self-esteem.

## 2) Developing Personal Interests and Tastes in Reading

Having an interest in reading, it means that have the motivation to read and to respond affectively, to seek, to enlarge our self-understanding and our sense of self-worth through reading. Beyond the development of interest is the development of discriminating value judgment, or taste. The terms *discriminating* and *taste* are not used in any elitist sense. They refer to the tendency of interested readers to make value choices and judgment about what they chose to read and to develop their own critical standards.

## 3) Developing the Use of Reading as a Tool of Solve Problem

Reading helps to solve a broad array of personal of social problem in complex, literary word. Reading is way to navigate in a literary realm. It helps to get from point A o point B, whether these points are as close as connected websites on the internet or as far as the journey from ignorant obscurity to educated influence. Reading is a way to deal with everyday problems where printed language is a feasible requisite solution. Such problem embrace a broad array of everyday tasks and materials from reading food packing for the proper setting for microwaving a frozen meal to completing a job applications and income tax forms. There are two aspects of using reading as a tool. One aspect is educational reading. One mission of

education is to transmit the knowledge base of civilization to new generations along with the capability to increase that knowledge base and improve life. The second aspect is emancipation. Literacy is a means to liberate the mind and the spirit. Reading can free individuals or societies from oppression and dogma.

#### 4) Developing the Fundamental Competencies of Reading at Succeedingly Higher Levels of Independences

This goal provides the means to the other ends. When the fundamental competencies of reading have been taught and learned, the reader is equipped to pursue reading as a continuing, lifelong endeavor. The goal of independence in reading is more than academic. This goal is critical to the growth of a democratic society with a citizenry that can become informed for themselves rather than depending on press releases or canned commentary.

Based on the theories above, it can be concluded that there are four goals of teaching reading. They are developing positive attitudes toward reading, developing personal interests and tastes in reading, developing the use of reading as a tool of solve problem, developing the fundamental competencies of reading at succeedingly higher levels of independences.

#### **d. The principles of Teaching Reading**

According to Harmer (1998: 70), there are some principles of teaching reading, they are:

1) Reading is Not a passive skill

If students want to success in reading, students have to understand what the meaning of words. Students also have to understand the content of the text. If students do not understand them, they will forget the meaning of the text quickly.

2) Students need to be engaged with what they are reading

When student fire up by the topic of reading text, they will get much more from what is in front of them. But when they are not engaged with the reading text, they will be less likely to benefit from.

3) Students should be encouraged to respond to the content of a reading text, not just to the language

Knowing the message of the text is important. A teacher must give students a chance to respond to the message in some ways. In teaching reading, it is important to allow student to express their feeling about the topic of the text that had read it provokes personal engagement with it and the language.

4) Prediction is a major factors in reading

Before reading a book, students will look the cover, because the cover of book hints what is in the book. Photographs and headlines also hint what are article about. Students can predict what they will read from them. Expectation is set up and the active process of reading is ready to begin. Teachers should give students

hints, so that they can predict what is coming too. It will make them better and more engaged to read.

5) Match the task to the topic

Teachers need to choose good reading text. To make reading more interesting, teachers can give the right kind of questions, engaging and useful puzzle that is matching with the topic of reading text. For example, teacher asks students to mention the verb from the text, or the character in the text, if the text is narrative text or descriptive text. The most interesting text can be undermined by asking boring and inappropriate questions. The most commonplace passage can be made rally exciting with imaginative and challenging task.

6) Good teachers exploit reading text to full

There are many reading text that is full of words, sentences, ideas, descriptions etc. Good teachers will exploit them to integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later Activation.

Based on the theories, it can be concluded that teaching reading has six principles. They are (1) reading is not a passive skill, (2) students need to be engaged with what they are reading, (3) students should be encouraged to respond to the content of a reading text, not just to the language, (4) Prediction is a major factors in reading, (5)

match the task to the topic, and (6) good teachers exploit reading text to full.

#### **e. Method in Teaching Reading**

Method can influence teaching strategy and technique. Method is an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon, the selected approach, (Richards and Rodgers, 2001: 8). Strategy is plan of activity included using method and utilizing variety of trick and strength in teaching (Iskandarwassid and Sunendar, 2013: 26). Technique is implementation that which actually take place in a classroom. It is particular trick, strategies or contrivance used to accomplish, (Richards and Rodgers, 2001). Here are methods that are used in teaching reading and can influence strategies and techniques:

##### 1) Grammar Translation methods

Grammar translation method is a traditional method used in nineteenth century. GTM was also called classical method, since it was used to teach classical languages Latin and Greek. In this method, textbook usually considered of abstract grammar rules, list of vocabulary, and sentences for translation. In this method speaking was not the goal. Vocabulary and grammar are emphasized. Reading and writing are the primary skills the students work on. The students translate a reading passage from the target language into their native language. Students answer question in the target language based on

their understanding of the reading passage. The teacher gives students topic to write down and sometimes students are asked to prepare summary. Oral practices are used in reading sentences that they had translated.

## 2) Cognitive Code Learning

Cognitive code learning can be called cognitive approach. This approach gives emphasis on studying grammatical in learning language, especially learning foreign language, but it can be taught deductively. Listening, speaking, writing and reading are important. The four skills are presented at the same time. Classroom based on the Cognitive code learning emphasize understanding. The teacher's task is to facilitate student acquisition, organization, and storage knowledge. The goal of the teacher is to expand the students' ability to create meaning full replies. To get it in teaching learning process, students are asked to read the material to build their knowledge and what the students already know. Then, the teacher guides the students to relate new material to themselves, their life experience, and their previous knowledge. In cognitive learning, students also can use graphic and schematic procedures. Teacher also utilizes both written and spoken language in order to appeal to as many senses as possible. Vocabulary is also important, especially for intermediate and advanced levels. This method is similar with grammar



translation method, but it is more modern than grammar translation method.

### 3) Silent Way

Silent way is language teaching method developed by Dr. Caleb Gattegno from Alexandria, an Egypt who dedicated his life to education. Silent way can be used for mathematic, reading and language teaching. Silence can raise the learner's awareness, concentration, and mental organization. The materials used in the silent way consist of a set of colored rods, color-coded pronunciation, and vocabulary wall charts. The materials are designed for manipulation by the teacher and the students to promote language learning. The basic role of the teacher is to create an environment that encourages students to take a risk that facilitates learning.

### 4) Suggestopedia

Suggestopedia is teaching method that is developed by Georgi Lozanov, a Bulgarian psychiatrist educator in the 1970s. It is also known as desuggestopia. It is a specific set of learning recommendation derived from suggestology, which Lozanov describing as a "science concerned with the systematic study of the non-rational and/or non-conscious influences" that human beings are constantly responding to (Stevick in Richards and Rodgers, 2001). This method integrates and applies suggestion and pedagogy in

teaching learning process. In explicative reading, teaching reading can be molded by the music as the intonation and volume rise and fall with the music. The teacher also comments on the meaning of words, pronunciation, grammar, or whatever she anticipates may cause the students difficulties. Students follow along on their hangouts without repeating, though they are free to ask questions. The students have copies of the text in target language and their mother tongue and refer to it as the teacher is reading. Teacher gives suggestion for learner to learn language in good situation. Teacher also gives direct instruction to students and direct translation if it is needed.

##### 5) Communicative Language Teaching

Communicative language teaching (CLT) began in Britain in the 1960s as a replacement of traditional methods like audiolingual method and situational language teaching. The purpose of the method is to develop communicative language competence of learners. In this method four competences that must be able in grammatical, sociolinguistic, discourse and strategy. In this method, there are some techniques that can be used. They are authentic material, scrambled sentences, language games, picture strip story, and role play. In Indonesia, CLT emphasize on the development of reading skill. The order of priorities of the language skills to develop is reading, listening, writing, and speaking.

#### 6) Task Based Language Teaching

Tasked based language teaching is also known as task based language learning. It is approach based on the use of task as the core unit planning and instruction in language teaching (Richards and Rodgers, 223 in Fauziati). In this approach, teacher gives real example that has related with learners' life, so it will be easy for learners in learning language. Based on TBLT, in teaching learning process, the task has purpose to communicate with target language. For example, students are given task and students have to identify it. Then, students are given project for producing like poster, brochures, pamphlets, oral presentation, radio plays, video, website, and drama performance. To get good product, student have to read and analyze well.

#### 7) Genre Based Approach

Genre based approach is an approach that use genre of text in teaching material in teaching learning process. In this approach language learning focus to understand and produce text based on the genre. In developing reading skill, students followed joint construction in writing text, and finally they write the text independently. Students read a short functional text like procedural text, and then they write text similar to what they have read. In this way, the integration of the four skills is created by communication

purposes of text. Students speak what they have heard, read what they have talked about, and write what they have read.

#### 8) Scientific Approach

Scientific approach is an approach of teaching which is designed with the same rigor as science at its best; students make observation, develop hypothesis about phenomena, devise, test to investigate their hypothesis, and communicate their findings to other students. Scientific approach as a teaching method could encourage students to improve their skills (listening, speaking, reading, and writing), improve their oral communication, students' critical thinking. In Indonesia, scientific approach has been implemented for primary and secondary education with enactment of curriculum 2013.

Based on the theories above, there are some methods that can be used by the teacher in teaching reading that can make it easier in sharing materials to students. The methods are (1) Grammar Translation Method, (2) Cognitive Code Learning, (3) Silent Way, (4) Suggestopedia, (5) Communicative Language Teaching, (6) Task Based Language Teaching, (7) Genre Based Approach, and (8) Scientific Approach.

#### **f. Teaching Reading Activities**

According to Fauziati (2010: 40) said that three phases of teaching reading activities:

### 1) Pre-reading Activities

Pre-reading activities are used to prepare students for reading. The purposes of pre-reading activities are: (1) to assess students' background knowledge of the topic and linguistic content of the text; (2) to give students the background knowledge necessary for comprehension of the text or activate the existing knowledge that students possess; (3) to clarify any cultural information which may be necessary to comprehend the passage; (4) to make students aware of the topic of the text that they will be reading and the purpose of reading; and (5) to provide opportunities for group or collaborative work and for class discussion activities.

### 2) While-reading Activities

In while-reading, students check their comprehension as they read.

The purpose for reading determines the appropriate type and level of comprehension. Activities in while-reading are as follows:

- a) The teacher shows how the text is structured to achieve its genre
- b) Students read the text. This activity helps students to activate their background knowledge and relate it to the new information, and confirm their understanding of the text.
- c) Students make summaries, predict and clarify the text.
- d) Students find the main ideas of the text to distinguish the important and less important information.

e) Teacher asks students to identify key words to distinguish the important words from less important words in the text.

### 3) Post-reading Activities

Post-reading activities function as closing mark for reading class.

Advisable activities for post reading are followings:

- a) Answering questions to show comprehension of message to multiple choices of true/false questions.
- b) Students are given several possible summary-sentences and asked to say which of them fits to the text.
- c) Writing as a follow up to reading activities related to passage such as write a summary with several guided questions,
- d) Speaking as follow up to reading activities, for example; debate, interview, discussion, role-paly, etc., associated with the passage they have read.

Based on the theory of Fauziati (2010: 40), there are three main activities in teaching reading that can help students in developing their reading skill. They are pre-reading activities, while-reading activities, and post-reading activities.

### **g. Problem in Teaching Reading**

Based on (Kennedy, 1981: 141) stated that there are some problems in teaching. The problems are followings:

a) Classroom Management

There are some teachers who are not good enough in managing class in teaching learning process, especially in teaching reading. It is caused by some factors. They are from the condition of class, time, students or even the teacher. When the class has many students, it means that the class is not an effective class to teach. Thus, the teacher will find difficulties related to manage the class.

b) Knowledge

Knowledge is an essential to comprehension without an appreciation of the meaning of words, they can be no comprehension. Moving beyond the meaning of individual word, domain knowledge is also considered crucial for comprehension. Appreciation of the domain that is being referred to in a text allows the reader to move from a word of propositional level representation of the text to one which integrates this knowledge with a broader body of background knowledge, thus allowing the reader to build a potentially inference-rich mental models of the situation or event. Prior knowledge about a text predicts comprehension of it (Spilrch, Vesonder, Chresi, and Voss 1979: 99), and it is plan that complete lack of knowledge will result in a complete of comprehension. Poor comprehenders have relative weakness in expressive and receptive vocabulary, (Nation Etal, 2004: 87), indicative lack of knowledge at the word level. Although it seems likely that lack of vocabulary

knowledge may contribute to impaired comprehension. It is unlikely to be the whole story: comprehension weakness is still apparent when core is taken to include vocabulary. That is familiar, and when domain knowledge is to some extent controlled by teaching.

c) Vocabulary Difficulties

An excessive vocabulary burden forces the reader to rely on dictionary or to by passing many important words. When many appreciable numbers of words is left out, understanding must suffer.

d) Lack of Pupil Interest

It is difficult for many readers but the most thoroughly disciplined readers to concentrate on material, they dislike or that is not related to their personal interest without thoughtful attention to content. Comprehension of such materials will be negligible lack of interest causes the mind to wander eliminates any desire to excel, encourage dislike for the task and reduce consciousness effort.

Based on the theory above, there are four problems that are faced in teaching reading process that can make the teaching reading slower and more difficult. They are classroom management, limited vocabulary, lack of pupil interest, and knowledge.

## **h. Reading Evaluation**

Based on Brown (2004: 190) said that there four evaluations involved in reading evaluation:



### 1) Perceptive

Perceptive is reading task involve attending to components of large stretches of discourse; letters, words, punctuation, and other grapheme symbols. Bottom-up processing is implied.

### 2) Selective

Selective is largely an artifact of assessment are used picture cued task, matching, true false, multiple choice, etc. Stimuli include sentence, brief responses are method as well. A combination bottom-up and top-down processing may be used.

### 3) Interactive reading

Interactive reading is a process of negotiating meaning the reader brings to the text a set of schemata for understanding it, and intake is the product of the interaction. Typical genres of interactive reading are recount text, memos, questionnaire, announcement, direction, and the like. The focus of this type is to identify relevant features (lexical, symbolic, grammatical, and discourse) with texts of moderately shorts length with objective of retaining the information that is processed. Top-down processing is typical such task, although same instances of bottom-up performance may be necessary.

#### 4) Extensive

Extensive applies to text of more than one page, up to and include profession articles, essays, technical report, short stories and books. Top-down processing is assumed most extensive task.

To know, the students' outcome, there are some evaluations that can be done based on the theory above. They are perceptive, selective, interactive and extensive.

### 3. Review on Recount Text

Djiwandono (2001: 67) said that recount text is text to tell what happened by using simple past tense and simple present tense for special cases. According to Pardiyono (2007: 74) said that recount text is a text to tell about past events, for example; holiday, seminar, activity in weekend.

Based on the theories, it can be concluded that recount text is a text that tells about past event or unforgettable experience such as; holiday or another activity in the past.

In recount text, there is generic structure that must be recognized. The generic structures of recount text are (1) orientation, (2) record of event, and (3) re-orientation. Orientation has function (1) to interest the readers, (2) to show the readers the topic of past activity or event that will be told. (3) interesting the readers to know the detail information, and (4) to introduce characters, place and time of events.

The second generic structure of recount text is record of events. In record of events give detail information about events or activities happened chronologically. The last is re-orientation. In re-orientation give explanation about the writer's expression during the events or activities. It also gives conclusion for all events or activities that have written.

In writing recount text, there are some language features that must be recognized by students, so they can write recount text well. The language features are (1) using simple past tense, past perfect tense, past continuous tense, (2) using verb of doing like; went, took, saw. Got, left, visited, looked, wanted, etc., (3) using sequence markers to tell the activity or event chronologically and sequentially, like; first, second, third, or next, after that, finally.

Recount text also has social function that must be known by students. There are two social function of recount text. The first is to retell past activities or events to readers. The second is to entertain the readers.

## **B. Previous Studies**

There are some studies that using the almost similar title to this research. The first is a research entitled Teaching Method on Reading Comprehension at the Third Semester in English Education Department of the State Islamic institute of Surakarta in 2014/2015 Academic Year conducted by Dyah Susmawati from IAIN Surakarta. This research aims at

describing the method used by the teacher in teaching reading comprehension at the third semester in English Education department, to know the strategies implemented by the teacher. The research is a descriptive research. The researcher collects the data by observing the English class and interviewing the lecturer and the students. Based on the research finding and discussion first the method done by the lecturer in teaching reading comprehension is three phase Techniques. Second the problem that are found in teaching reading (1) students' vocabulary master, (2) students' knowledge, (3) students' interest and motivation, (4) students' behavior in class.

Based on the research above, the similarity of this research and Dyah's research are describing about method for teaching reading and the research design. The different of Dyah's research with this research is objects of research, in the research the objects are students of university. The research studies on method for teaching reading comprehension.

The second is a research entitled A Comparative Study Between Buzz Group Method and Direct Instruction Method in Teaching Reading (an experimental Study at the 12<sup>th</sup> Grade of SMA 1 Muhammadiyah 1 Karanganyar in Academic Year 2014/2015) conducted by Rahma Fawzia Wijayadi from Sebelas Maret University. This research aims to explained the difference of Buzz Group Method and Direct Instruction in teaching reading. This research is an experimental research. There are two classes as sample of this research, experimental class group and control group. The experimental group was taught by Buzz Group Method and the control group was Direct

Instruction Method. The researcher used test as instrument to collect the data and t-test formula to analyze the data. Based on the research finding and discussion, Buzz Group Method is more effective method used in teaching reading than Direct Instruction Method.

According to the research above the similarity with this research is describing about teaching reading method. Rahma's research gives specific information about the method that are used in teaching reading. The different of Rahma's research with this research are subject and research design. The subject is students of SMA 1 Muhammadiyah Karanganyar. The research is experimental research with comparing two methods. They are Buzz Group Method for experiment class and Direct Instruction Method for control class that is used for teaching reading.

The third is a journal entitled Method of Teaching Reading Skill to EFL Learners: A Case Study. The research is conducted by Dedy Sanjaya from Medan University 2014. The research aims to describe method used for teaching reading. The subject of this research is College of Arts and Science who join English Course in Utara Malaysia University. The research design of this research is qualitative research. The researcher observes English class that started at 09.300 a.m and finished at 11.30 a.m. based on the research finding, there are five methods that used in teaching reading skill. They are Grammar Translation Method, Direct Method, Communicative Language Teaching, Audio Lingual Method, and Silent Way. The researcher combined

the fifth methods in teaching reading skill and the dominant method is Direct Method.

According to the research above, the similarity of this research with Dedy's research are describing about teaching reading method in a class and the research design. The different of Dedy's research with this research are objects and instrument of the research. The subject is collages of Arts and Science who join English Course in Utara Malaysia University. The researcher only uses observation as the instrument for collecting the data.

The last journal is entitled Developing Student' Reading Comprehension through Cognitive Reading Strategies of the First Year Students of SMAN 16 Makasar in academic year 2011/2012. The research is conducted by Eny Syatriana from Makasar University. The research uses experimental method. The population of this research is the first year students of SMAN 16 Makasar in academic year 2011/2012 and the subjects are thirty students. The data collected through test quantitatively. The test is given before and after given treatment. The researcher involves prediction strategy, decoding strategy, paraphrasing strategy inference strategy in cognitive reading strategy as a method. After giving twice treatment and test, cognitive reading strategy influences the students reading comprehension development. The result progress of students' development is percentage formula is 22.5%.

Based on the research above, the similarity of this research with Eny's research is describing about method that is used for teaching reading. In eny's research, the researcher gives specific method that is used for reading. The

different of Eny's research with this research are the objects of research and the research design. The research objects are the first year students of SMAN 16 Makasar in academic year 2011/2012. The research gives treatment for students so that students can develop reading comprehension by using cognitive reading strategy.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

Research is the formal, systematic application of the scientific method to the study of problem. In this research, the researcher uses qualitative research in form of case study. Qualitative research is method that concerns with understanding human behavior from the actor's own frame of reference naturalistic and uncontrolled observation (Nunan, 1992: 10). It means that qualitative research studies in natural setting, attempting to make sense of or interpret phenomena in term of the meanings people bring to them.

The researcher used descriptive qualitative study since the method that analyzes, collects and classifies the data in the form of words and sentences to draw and explain the result and conclusion. The data was in the form of words that would be analyzed descriptively based on teaching reading process, the method of teaching reading and the outcome of learning reading recount text that was conducted in SMK Negeri 1 Miri, Sragen students of tenth grade, especially tenth grade of Multimedia<sup>3</sup>.

#### **B. Setting of Research**

##### **1. Place**

The researcher was conducted in SMK Negeri 1 Miri which located in Tanjung Sari, Jeruk, Miri, Sragen or Jalan Gemolong-Karang Gede 2Kms. The researcher collected the data from teaching learning



process, especially in teaching learning reading for recount text of the tenth grade of Multimedia class at the Academic year 2016/2017.

Collecting data was held in teacher office and classroom of X Multimed

3. The subjects were the English teacher and students of X Multimedia 3.

## 2. Time

The research was conducted in even semester at the Academic year 2016/2017. The researcher collected the data in April 2017. The researcher observed the process of teaching reading recount text in the class of X Multimedia 3 for two to four times.

## C. Data and Source the Data

According to the form of study, data and the source data were descriptive or word and events. Data were all of facts and numbers that could be materials to arrange information. Source data is data in a research that is acquired from subject, (Ulfatin, 2015: 78).

The source data were informant and event. In this research, the researcher interviewed the students and teachers about teaching learning reading in curriculum 2013 at the tenth grade of Multimedia class at the Academic year 2016/2017 in SMK Negeri 1 Miri.

### 1. Informant

Informant is a person who tells information or explains about something that other people do not know or do not understand. Based on (Meleong, 2007) stated that informant is a person who used to tell

information about the situation and condition of research background. In this research, the researcher had two informants, they were teacher and students at the class of X Multimedia 3 class in SMK Negeri 1 Miri at the Academic year 2016/2017. There were thirty two students. The researcher used purposive sampling in collecting the data. From the thirty two students, the researcher took ten students as informant.

## 2. Events

The events of the research were from teaching learning activities in the classroom, especially in teaching reading. It was conducted at the the class of Multimedia<sup>3</sup> in SMK Negeri 1 Miri at the Academic Year 2016/2017. I was on 11<sup>th</sup> April to 25<sup>th</sup> April 2017.

### **D. Technique of Collecting the Data**

In a research, collecting the data needs a method. Method of collecting data is an action and an away of the researcher to find some data that is needed in research. The researcher uses three methods to collect the data, they are:

#### 1. Observation

Observation is an activity where a researcher find the answers by focusing and taking participant in an event or activity. Observation is observation and recording systematically about phenomena that are investigated either directly or indirectly, (Hadi, 1982: 136). In this research, the researcher was as passive participant to get the data. The researcher observed the teaching learning process, especially in teaching

reading. The researcher observed teacher's method in teaching reading for recount text and students' activities in teaching reading. The researcher recorded during the teaching reading activities to get the data.

## 2. Interview

Interview is an instrument that is used to find some data by asking the source. Interview is a form of conversation, the art of asking question, and hearing as a tool to obtain the data from specific interaction episodes, (Denzin and Lincoln, 2009). In this research, the researcher interviewed the teacher about teacher's preparation before teaching recount text, method that was used by the teacher in teaching reading. The researcher also interviewed some students about their learning and learning outcomes in teaching learning English, especially in teaching reading recount text.

## 3. Document

Document is an instrument that is used to find data or complete data by analyzing some notes, journal, and the others. Document is an instrument that can add information or understanding of the research, in the form of periodic reports, field notes, teaching materials, school files, note values, journals teacher, student journals, annual reports, memos, information brochures and the other, (Emzir, 2012: 61). In this research, the researcher used document like; journal of teaching learning to complete the teacher information. The researcher also collected students' task, students' score to complete the students' information about their learning outcome.

### **E. Trustworthiness of the Data**

The data that had been found, was collected, noted, recorded and grouped to the research activity to find the validity. Validity is another word for truth, (Silverman, 2005: 204). Validity means something that makes the researcher sure and steady about the conclusion of the research. To increase the validity of data in the research, the researcher used triangulation technique. Triangulation is the process of strengthening the evidence from different individuals (eg. a school principle with a student), the type of the data (eg. field notes of observation and interview), in the description and themes of qualitative research, (Emzir, 2012). Based on (Silverman, 2005: 220) said that Triangulation refers to the attempt to get a true fix on a situation by combining different ways of looking at it or different finding.

According to Meleong (2007: 189), triangulation is a technique of examining the trustworthiness of data by using something including the data to check or to compare the data. There are four types of triangulation. They are; triangulation by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theories. The explanation is followings:

1. Triangulation by using the sources means that the researcher will compare and check the credibility of information found in the observation with the data of interview and compare with the related document.

2. Triangulation by using method means that the researcher will check the credibility of the research and the data source by using several data collection techniques and analyze the some method.
3. The meaning of triangulation by using investigator is that the researcher will recheck the credibility of the data by the own research or other researches.
4. Triangulation by using theories means that it is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get valid evidence of the research result.

In this research, the researcher used triangulation of method and triangulation of source. It was by comparing the data taken from observation that was hold during teaching reading process and the data from interview in which had the same method. In validating the data, the researcher observed the problems appeared; the researcher did the crosschecking by comparing them to the data of interviews. The researcher also compared the data from interview and observation with document.

#### **F. Technique of Analyzing the Data**

Data analysis is a systematic process to find and organize transcripts of interview, field notes, and other materials to find out what is the important and to be reported to other people as findings of research, (Ulfatin,

2015: 126). The researcher collected the data and analyzed the data based on the following steps:

1. Reduction of the data

Reduction of data was one analysis form that exacerbates, chooses, focuses, exiles, and arranges the data in a way where the final research could be described and verified. The first step in reduction of the data was identify the data acquired (transcript of interview, field note from observation, document and other source data that is needed). The second was giving choose the data that is choose and focus on needed data. The last was summarizing of the data. Reduction of the data was carried out continuously until the research ends.

2. Data display

After reducing the data, the researcher displayed the data by combining the data, and arranging the data became information arranged systematically. Data display of this research was narrative text. It meant that the data was drawn and explained in the form of words, sentences and paragraphs.

3. Conclusion and Verification

The third steps were conclusion and verification the data. The data that had been displayed was made be a conclusion. Writing all of the data in summarized data and valid.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher presents research finding and discussion related to answer the research problems as mentioned in chapter 1. This chapter includes process of teaching reading recount text, problem faced by students in reading recount text, and the students' learning outcome of reading recount text.

#### **A. Research Findings**

The research findings consists of the description of data found, it includes the description of teaching method and activities during teaching reading recount text in X Multimedia 3. The teaching activities will be described in to several points, such as: (1) the procedure of teaching reading activities, (2) the implementation of teaching method and technique, (3) the teacher's role, (4) problems faced by the students in process of teaching reading recount text, (5) students' learning outcome of reading recount text.

##### **1. The Procedures of Teaching Reading Recount Text**

Based on the observation, there are three steps in teaching reading recount text. They are preparation, action and evaluation. The first is preparation. This activity is done by the teacher to prepare material, media, method and evaluation for the students. Based on data found from teacher's syllabus and lesson plan, there are four meetings for teaching reading recount text activities. Every meeting has five steps during the process of teaching learning recount text based on 2013 curriculum. The

activities are observing, questioning, associating, experimenting, and communicating.

In preparing the material, the teacher chooses the material based on the material that has been written in syllabus and lesson plan. In syllabus and lesson plan, the material that will be explained is about recount text, students' experiences and historical stories. Thus, the teacher prepares some materials related to the topic such as; structure of recount text, past tense, conjunction, adverbial and other material about recount text. The book that is used by the teacher as a module or main book in teaching learning English is "English Learning Material for SMK/MK based on Curriculum 2013". The teacher enriches the material from others sources, like from internet, newspaper/magazine, and other books like; Schramber, Betty, and Understanding Grammar.

The teacher also prepares the media that will be used during the teaching reading recount text. The media that will be used during the teaching reading process are mentioned in lesson plan. They are audio CD/VCD/DVD, teacher's voice, book, LCD. The teacher also prepares some evaluations for students. There are two methods of evaluation applied in the teaching reading process of recount text. The first is evaluation during the process of reading by observing students' activities in learning recount text and the second is by giving exercises likes oral analysis text, oral test, written test.



The second step is action. In the action, there are three activities. They are opening activity, main activity, and the last is closing activity. In the opening activity, the teacher gives apperception for students. The teacher gives some stories that motivate for students to have spirit and more interested in learning English.

In the main activity, there are differences between first meeting and second meeting. In the first meeting, the steps are done sequentially, because in the first meeting is to facilitate students knowing more the material about recount text. The activity is begun by asking students to observe their own works and a text from the teacher. The teacher guide students to give the students question about the material. In associating, the students find the structure, language, social function of recount text from their own text and text from the teacher and correct the grammatical with teacher's guiding.

In the experiment activity, the teacher gives one text for students that must be identified without teacher's guiding. The students have to identify the generic structure, language feature and social function of recount text. The last is communicating, in this section the teacher asks students to answer the question. The teacher points some students randomly.

In the second meeting, the activities are not done sequentially. In the second meeting the activities are to know students' skill and comprehend in reading recount text. The teacher uses different technique

in implement the five steps during the process of teaching reading recount text. The step is begun from asking, the teacher asking the students about the previous material and some questions that can involve student's critical. The second step is analyzing. In analyzing and experiment activities, the teacher makes a group to discuss the text. The discussion is hold because it has purpose to train the students in working team and giving opinion. There are eight groups. Every group consists of four until five students. Every group has to analyze and identify text that given by the teacher with the same title. In communicating, every group has to present their result of discussion in front of class. Every group is divided in to two groups again to present the two texts that have been discussed by every group. They consist of two or three students. The presentation is begun from the first group. After finishing the presentation, there are question and answer session. Thus, students who do not present in front of class, they can give question to group standing in front of class.

The material can be finished in two meetings. , the teacher has some tasks for students to evaluate students' comprehension in reading recount text. The teacher gives some exercises for students. The forms of the test are multiple choices, fulfill, and essay. The third meeting is the last meeting for teaching reading recount text.

In closing activity, the teacher closes the teaching reading by giving conclusion for every material in every meeting with students. Then,

the teacher also gives motivation for students to always study well and have good attitude.

To reassure the materials are comprehended by the students, the students are given evaluation from the teacher. There are two ways to evaluate the students given by the teacher. They are evaluation during the process of teaching reading recount text and evaluating the result of teaching reading recount text. Evaluating the teaching reading process is by observing students' activeness and students' attitude. Thus, the teacher observes students' activities and attitudes during the teaching reading process. The teacher gives question to students randomly. The teacher also gives quiz for the students. The students who can answer the question correctly they will get score from the teacher. The students who cannot answer correctly they also get score from the teacher because they are active in teaching learning process. The teacher also evaluates students' active and team work during discussion in the second meeting by observing students' attitude, how students work in group, how students' active in group, and how students' contribution and participation in group.

The second evaluation is evaluating the result of teaching reading recount text. In evaluating the result of teaching reading recount text, the teacher has three ways to evaluate the students' comprehend. The teacher applies the genre by asking the students to write down their experience during their holiday in previous meeting. In the first meeting of teaching reading recount text, the teacher evaluates the students' works while the

teacher also explains about recount text and identifies one example of recount text.

Oral test is also used to evaluate the result of teaching learning recount text. The teacher gives oral test after discussion the text. Oral test has purpose to share discussion result, besides to know students' confidence and how students' ability in pronouncing word in English. Every group comes forward to present their result of discussion. Each student in a group has to speak up in front of the class. After presenting the result, there is also question and answer session.

To know students' comprehend, skill in reading recount text and students' vocabulary and grammar, there is written test in the third meeting. The teacher asks the students to do exercise. The teacher gives question and asks students to identify some text. The students have to do the exercise individually.

## **2. The Implementation of Method and Technique in Teaching Reading Recount Text**

In teaching learning, there is a method that is used by a teacher to help him in sharing material. Based on the observation from lesson plan, the teacher uses discussion, communicative and giving an assignment.

Based on the observation during the process of teaching reading recount text, the teacher uses communicative language teaching as the method in teaching learning.

In implementing the method, teacher uses different techniques in every meeting. They are the implementation of teacher's method

1) The first meeting

Based on the observation, the activities in the first meeting is , The first meeting has purpose to give explanation about recount text. The teacher is as a facilitator for students. Besides, the teacher uses the main module, the teacher also uses internet and other books in sharing material about recount text to enrich material. In the first meeting consists of three activities. They are opening, main activities, and closing activities.

The first step is opening. In the opening the teacher gives greeting to the students, and asks students condition. Before beginning the lesson, the students are given motivation to make the situation of the class be better, because the students are enough crowded when the teacher comes to the class. The teacher also reviews on the material before.

The second step is main activities. The activities are begun by telling students' experiences in past time. In previous meeting, the students are asked to write their experiences about their holiday. Before the material explained by the teacher, the students are asked to observe their written. The activities are used to help students in predicting what they will learn. In observation, on 11<sup>th</sup> April 2017.

Students are asked by the teacher what the kind of the text that they have written. There are some students who answer that the text is narrative text, and there are some who students answer that the text is recount text. When the teacher asks the reason, there are some students who just move their head side to side and talk to the others. There are some students who answer that it uses past tense. The teacher begins to explain the material to give more knowledge about recount text to students. The explanation is begun from the definition, generic structure, language features, social function, and some note in writing recount text.

The students are guided to ask to the teacher some questions like the different recount text and narrative text, example of recount text. The teacher repeats the explanation. The students are given more examples, like story about students' daily activity, students' experience, so it is easily to be understood by the students. The students' written is also used as example, because the content is about students' experiences. In the middle of lesson, the teacher also gives some jokes to make the situation fresh and not tight.

To reassure students' comprehension about recount text, the students are asked to analyze the both text, from the teacher and their own text. The texts given by the teacher are "Vacation to Indrayanti Beach". They have to find the structure, the information, the main ide of their text. By employing students' works, the

teacher also corrects the grammatical. The students are asked to check their grammar by guiding of the teacher. It is in observation on Tuesday, 11<sup>th</sup> April 2017. The teacher gives question for students. The students who know the answer they can raise their hand and answer the question.

The students are given text again “Going to Sanur Beach” and the students are asked to analyze the text, the text is discussed together. The teacher asks the generic structure, language features, social function. The teacher also asks the students to mention some words that they do not know the meaning in Indonesia, and find the meaning with the dictionary. Then, the teacher asks students randomly about the text that has been analyzed.

In the end of meeting, the students are guided to review materials that have been explained and guided to conclude the material. Because there are some students who do not speak in reviewing and concluding the material, the teacher also gives a little motivation for students with a daily story. Thus, students who do not understand yet about recount text, they want to learn it again.

To make easier the teaching reading recount text, the teacher uses Laptop and LCD as media in teaching reading recount text. The teacher types the material in his laptop with the other example from students. The texts that are for example and exercise

are also typed in laptop. And in the process of teaching reading recount text, the material and the text for example and exercise are shown using LCD in front of the class. It is supported in interview on Tuesday, 10<sup>th</sup> April 2017.

## 2) The Second Meeting

Based on the observation, activities in the second meeting is appropriate with the procedure of teaching reading recount text. It has purpose to know students' skill in reading recount text. The teacher is as guiding in this section. In the second meeting, the activities consists of opening, main activities, and closing. In observation on Tuesday, 18<sup>th</sup> April 2017.

The first step is opening. Opening is begun by greeting. The teacher gives greeting to the teacher. Reviewing the previous material in the first meeting is also done by the teacher. Students are guided to remember about recount material in the first meeting. Students are given some question about definition of recount text, generic structure of recount text, language features of recount text, and social function of recount text.

The second step is main activities. The activities are started by mind mapping. Mind mapping is used to help students brainstorm and organize students' idea before start to discussion. The students are directed to analyze about story told by the teacher. The teacher uses story about students' daily activity. They are



asked to identify the orientation, the chronological events, and the re-orientation.

Before beginning the discussion activity, the teacher divide students be eight groups. Every group has 4 - 5 students. There are two texts given to every group. The texts are arranged by the teacher. The text that are given to students, are “Holiday in Sepanjang Beach” and “The Flood”

The teacher gives the first text each group. In this section, the students are asked to identify the generic structure of the text with the title “Holiday in Sepanjang Beach”. The students are also asked to mention the action verb from the text. In the next section, students are given text again with the title “The Flood”. In this section, students are asked to identify the generic structure and the chronological connection of the text. The students also give some question to the teacher when they do not understand the meaning of the text or the question.

In the last section, every group is asked to present their works in front of the class. Every group has to present two texts. Presentation is used to practice students’ public speaking and confidence. Presentation is also used to check students’ pronunciation.

Every group is divided be two groups. The first group presents “Holiday in Sepanjang Beach” and the second group

presents “The Flood”. To train students’ critical the teacher gives session answer and question. The groups that do not present they give answer from the presenting group in front of the class. The presenting group has to answer the question, if the group cannot answer the question, the other group can help to answer the question. The presenting group gives conclusion from what they have been presented and what they have answered in answer question session.

In the closing activities of second meeting, teacher reviews what the students had presented in front of the teacher. The teacher also prepares the students for the last meeting for teaching recount text by giving more explanation and example about recount text.

In the second meeting, the students and teacher uses book and dictionary as their media. The teacher gives a paper for every text, and students can answer the question in answer paper. And then, the students communicate in front of the class with their own group.

### **3. Students’ Response in Process of Teaching Reading Recount Text**

Based on the observation, in process of teaching reading recount text most of students are active. That can be seen from the students’ activities during the process of teaching reading recount text.

**a. Students' Response to the Teacher**

Teachers are important in learning process. They will help students in learning. Teacher' performance, teacher's ways in delivering material influence students' response during the process of teaching learning. Based on the observation, students have good response to the teacher's performance. The teacher has good performance. The teacher has more knowledge about recount text.

Teacher's skill in sharing the sharing the material is good, the students can understand the material well. The material is arranged well. The teacher uses familiar words and easy language. The teacher can manage the class well. There are many students who listen him well. The students can also answer well when the teacher give question to the students.

**b. Students' response to the Material**

Material is important in teaching learning. It will share to students. The content of material also influences students' response during process of teaching reading. Based on the observation, the students can response the material well. Most of students can understand well the material. There are two materials given to the students. They are formal material and informal material. Formal material is content of lesson that is from book, it is a theory. The material that are from the module are enrich from other sources. They are presented by power point.

To make the teaching be more clearly, the teacher clarifies the material with informal material. Informal material is material that is from environment. The students are given some example of recount text based on students' daily activities. By daily activities, the students can understand the material easily. Thus, the students can receive the material well. Besides, an example of recount text from students' history can also be entertainment for students. Thus, it can make process of teaching reading pleasure.

**c. Students' Response to the Method**

Method used in teaching reading recount text is influence strategy. How teacher implemented the method, strategy is influence students' response during the process of teaching reading recount text. Based on the observation, the method used by the teacher to teach reading recount text can interest the students. Most of students are enthusiastic during the process of teaching reading recount text. The student can enjoy their study in learning recount text. The strategies are not monotone. Besides, the students and the teacher learn recount text, the students are also asked to review the previous material, so the students.

In delivering the material the teacher uses presentation. The teacher presents the material. The students have good response for teacher strategy in teaching reading recount text. In presenting the material, the teacher uses simple words that are familiar for students, so

the students can understand the material well. The students who do not know the meaning, are asked to find the meaning in dictionary and write in a book. These activities can help students in increasing students' vocabularies, (in interview, on Tuesday, 25<sup>th</sup> April 2017).

The teacher also uses discussion to teach reading recount text. The students receive it well. They are enthusiastic in discussing. It help students who do not understand yet about recount text and they are afraid to ask the teacher. The students can study comfortably with their friends. The students also can delivery their own idea with their friends.

**d. Students' response to the Media**

Teaching learning is also supported by media. The success of teaching reading is also depended on implementation and effectiveness of media used by the teacher. Media can also influence student's response during the process of teaching learning. LCD is chosen by the teacher to help the teacher in delivering the material. Material is written in power point and shown it by LCD. Besides using LCD, whiteboard are also used in teaching reading recount text. Material that is not understood yet by the students, it will be explained again and the material is clarified by writing on the whiteboard. Thus, the using media can interst students to always attend the teacher. To enrich the material, book is also used in teaching reading recount text. The students use module to get more material about recount text.

Based on the observation, the teacher can apply the media well. The teacher can employ all media that is available in the classroom. The students give good response to the media used by the teacher. Media used in teaching reading recount helps students in learning recount. Most of students are great with the media used.

**e. Students' Response to the Facilities**

In teaching learning process, the students also need facilities. There are two kinds of facilities. They are individual facilities and school facilities. Based on the observation, only some students who have problem with individual facilities, like there is student who does not has dictionary. For school facilities is enough good. The students have good response to the school facilities. School provides comfortable classroom. There is LCD in the classroom. There is also WIFI. Thus, the students can study in classroom comfortably and quietly. Students are allowed to borrow dictionary in library and bring to class during the teaching learning.

**4. Problems Faced by the Teacher and Students in Teaching Reading Process**

Every activity in teaching leaning process has problems. In this case, the researcher finds some problems in teaching learning process faced by the teacher and students during process of teaching reading recount text in class of X Multimedia 3. The following are problems faced by the teacher and students in teaching reading recount text:

## **1) Problems Faced by The Teacher**

### **a) Preparing the Material**

Based on the interview with the teacher on Monday, 10<sup>th</sup> April 2017, the teacher has problem in preparing the material. In preparing the material, he has to search more material to enrich the material for book given from government. The teacher submits more material from internet, from other source books. He has to arrange the material to make easier the teacher in explaining to the students in the class.

### **b) Media for Teaching Reading**

Media is one of seconder in teaching language process. It can make easier the teaching language process. The teacher has to prepare the media to help the teacher in delivering the material to students. Media that is used is adjusted with the material that will be shared to students. Before teaching language process, the teacher has to check the condition of LCD in the class. If the LCD is good, the teacher does not need to look for another LCD. Sometime, the problem is in a laptop, so the teacher has to borrow from students or another teacher. If the LCD is not good, the teacher has to find another class that has good LCD.

### **c) Classroom Management**

X Multimedia 3 is a big class. It consists of 33 students. There are seven boys and 26 girls. The teacher gets little difficulties in managing the class. Based on the schedule, the class is begun in the first time of lesson. Before starting the lesson, the students are asked line up in front of the classroom. All of students have to sing national song and pray before starting the lesson. In the beginning of lesson, the condition is uncontrollable well, because there are some students who come late to class. The students who come late, go into the class one by one. Thus, it disturbs the class, the teacher has to repeat the explanation.

### **2) Problems Faced by the Students**

Based on the observation, there are some problems that are faced by the students during the process of teaching reading recount text. Those are the problems faced by the students of X Multimedia 3 in the process of teaching reading recount text:

#### **a) Vocabulary Difficulty**

Based on the observation, students get difficulties in vocabulary. It is in line with one student's statement in an interview, on Wednesday, 26<sup>th</sup> April 2017. Based on the statement above, some students have a problem with vocabulary mastery. When the teacher presents the material and gives students some text, there



are some words that are not known by the students. The students are guided to find the meaning one by one and write down on their note book.

Lack vocabulary influences students in teaching learning process. The students will be slow response in receiving material. Students will need more time to understand material when the teacher explains the material. Students also will need more times when the teacher gives some exercise for them.

**b) Lack of Students' interest**

Students' interest is important in teaching learning process especially in teaching reading recount text. Based on the observation, the students who have good interest in English they will active in following English teaching learning. It is also in line with the one of student's statement on interview, on Wednesday, 26<sup>th</sup> April 2017.

Based on the statement above, students' interest is related with students' active in class. If students have good interest in English, they will active in teaching learning. When they have good interest, they will receive the material easily too.

**c) Pronunciation**

In teaching reading, pronunciation is also important for students. Based on the observation, there are some students who are confused when they are asked to read a text. The students

also feel shy when they present their work because of their pronunciation. The students cannot pronounce well the word. They pronounce the words seem like the written word. It is also in line one of students' statements on interview, on Wednesday, 26<sup>th</sup> April 2017.

Based on the statement above, almost of students have problem in pronunciation. It also influences students in teaching learning. When students are asked to read or speak up in front of the class, the students need long time to read or speak. They have to remember how to pronounce the word and when they know words that never read before they will read or speak like the written.

#### **d) Grammatical**

Grammar is important in every skill of English. In reading the grammar must be recognized well by the students. It can help students in writing activity. Based on the observation, there are many students who have problem in grammar. It is also supported in interview with the students, on Wednesday, 26<sup>th</sup> April 2017.

Based on the statement above, grammatical influences students learning in teaching reading recount text. When the students cannot write text grammatically, it can change the meaning of the text that has been written. The written are not neat.

## **B. Discussion**

Based on the research finding, the researcher discusses of the research finding. The contains of discussion are process of teaching reading recount text, method and technique of teaching reading recount text, students' response in teaching reading recount text, problem faced by teacher and students in teaching reading.

### **1. Method and Technique of Teaching Reading Recount Text**

Method and techniques are important in teaching learning process. Based on research finding, teaching reading recount text in X Multimedia 3 has three steps activities. They are pre-reading activities in the first meeting to prepare students' background knowledge, while-reading activities in the second meeting to check students' comprehension, and post-reading activities in the third meeting to evaluate students' understanding. The result of observation, the activities during the process of teaching reading recount text are based on the theory that there are three activities in the teaching reading. They are pre reading activities, while reading activities, and post reading activities, (Fauziati: 2010).

The three activities in teaching reading can increase students' communicative competence and should be oriented and build up their reading ability. Thus, there are always the three activities in teaching reading.

In the previous meeting, the teacher asks the students to write students' experience during their holiday. In the first meeting of reading

recount text, the students are asked to observe and analyze the text before the teacher explain the material. They do not know what they will learn. They analyze the general structure, the language feature used in their text made. The activities in the opening of the first meeting of teaching reading recount text is scientific approach (in observation, Tuesday, 11<sup>th</sup> April 2017). In interview, the teacher also says that in reading activities there are three steps. They are pre reading, while reading and post reading. The three activities are done in three meetings. The pre reading activities are done in the first meeting,. The while reading activities are done in the second meeting. The post reading activities are done in the last meeting, (in interview, on Monday 10<sup>th</sup> April 2017).

Based on the research finding, in the first meeting, the teacher give some question about the text that has written by the students and text that is shown in screen. Then, the teacher delivers about the identification of recount text, general structure of recount text, language feature of recount text, and social function of recount text to build students' knowledge in learning recount text. Then, the teacher asks the students to identify their own text and text from the teacher. The teacher also asks students to make a group in second to discuss the exercise. The teacher also uses this case to correct students' grammar by asking the students to check their grammar, and correct with the language general structure of recount, language feature of recount text. This session is also used to build students' knowledge. After that the teacher also gives question for students. The

students who know the answer they can raise their hand and answer the question.

After finishing the explanation and giving example, the teacher asks the students to identify text with their partner. And then the teacher gives question for students randomly

In the second meeting, the teacher uses discussion. The teacher divides students in eight groups. Every group consists of four to five students. In discussion the teacher also asks students to identify two texts and asks the students to translate the texts. After finishing the discussion, the teacher asks the students to present the result. They are not only increasing students' reading skill, but also listening skill, speaking skill and writing skill.

Based on the discussion above, it can be concluded that method that is used in teaching reading recount text is Communicative Language Teaching (CLT). The activities are appropriate with a theory that students are expected to interact with other people, either in flesh, through pair and group work, ( Finocchiaro and Brumfit's (1983) in Fauziati; 2009)

Teaching reading recount activities are begun by writing students' experiences during their holiday. In every learning activity, writing and reading are always used to involve students' knowledge. The activities writing and reading during the process of teaching reading recount text is

appropriate with theory that in communicative language teaching, reading and writing can start from the first day of lesson, (Fauziati: 2009).

Based on the research finding during the observation and discussion above, the teacher uses genre based approaches. Genre Based Approach is an approach that uses genre of text in teaching the material in teaching learning process. The teacher uses communicative language teaching as a method in teaching reading recount text. In the activities of teaching learning, the teacher uses strategy teacher center to explain the material. To reassure students' comprehend, the teacher uses discussion to analyze text and present it. The teacher also asks the students to translate words or sentences to facilitate students' learning and to help students' in involving students' vocabularies.

Based on the activities above, the teacher uses genre based approach in teaching reading recount text. It is also appropriate with theory about genre based approach that in using genre based approach, the teacher can use some ingredients from various teaching method or technique in foreign language teaching methodology such as; Grammar Translation Method, Direct Method, Reading Method, Situational Language Teaching, Communicative Language Teaching, and other types of action collaboration learning, (Silberman (1999) in Fauziati: 2009).

## **2. Students' Response and Evaluation**

Based on the research finding, students' response in process of teaching reading is good. The students can follow the teaching reading

process well. They can also answer when the teacher gives them some question. Although some students are passive during the process of teaching reading process, (in observation, on 11<sup>th</sup> and 18<sup>th</sup> April 2017).

In giving score, the teacher also gives more score for students who are active but when they answer the question they cannot answer well. Thus, to know response of passive students, the teacher points passive students to answer the question. And they can answer well and fluently, (in observation, on Tuesday 11<sup>th</sup> April 2017). The teacher also gives more points for students who are active during the process of teaching reading recount text, (in interview, on Wednesday 26<sup>th</sup> April 2017).

Based on the research finding, the teacher uses two ways to evaluate students. They are evaluation during the process of teaching teaching recount text and the result of teaching reading recount text. The teacher guides the students in checking and correcting the letters, words, and grammar. The teacher also asks the students to have interaction with their friends to check and correct them and discuss the teacher's questions, (in observation, on Tuesday 11<sup>th</sup> April 2017).

In the second meeting, the teacher uses teacher uses discussion to evaluate students' skill and comprehend in reading recount text. The students present their discussion result in front of class. The other group are asked to give question to the presenting group. The activities can make students communicating well. Teacher also gives question to students directly by pointing one of students. The teacher also evaluates students by

writing test. The teacher gives written test in the third meeting. In written test, there are multiple choice, fulfill, essay. The students are also asked to identify and analyze some text.

Based on the discussion, there are three ways in evaluating students' skill and comprehend in reading recount text. They are perceptive, selective and interactive. The activities are appropriate with they that there are four evaluations involved in reading evaluation. They are perceptive, selective, interactive, and extensive, (Brown, 2004).

Based on the research finding above, students' learning outcome are good enough. There are many students who are active in teaching learning process. Almost of them understand and comprehend about the material and text that given to students as exercise. They can translate words that they do not know well by using dictionary. Almost of them can remember material well so they can do the exercise well.

### **3. Problem Faced by Teacher and Students in Teaching Reading**

#### **Recount Text**

Based on the research finding, in every teaching learning process, teacher and student have problem. Here are problem faced by teacher and students of X Multimedia 3:

#### **a. Problem Faced by the Teacher**

Based on the research finding, problems faced by the teacher in teaching reading recount text in X Multimedia 3, they are classroom management, preparing the material and media.



In managing the class, the teacher has difficulty in control students' coming. There are some students who need longer time to go to school, because their home is far enough from school. When the students come late, students are given punishment in longer time. Thus, it makes the students coming late into class. It can make the class be crowded and it also disturbs the teaching learning process. The teacher has to repeat the explanation from the first, (in observation, on Tueaday 11<sup>th</sup> and 18<sup>th</sup> April 2017).

In teaching learning activities, there are some students who are active in the class. And there are some students who are not active in the class. It can be problem by the teacher. When the students are active in teacher learning, the teacher will not worry about the students' understanding about recount text material. When the students are passive, in teaching learning, sometime the teacher has to ask the students directly, they understand or not about the material that has been explained.

The teacher gives question for students who are passive by pointing them directly to answer the question. When almost students are passive, it makes the teaching learning not effective and it is be teacher's problem in managing the class activity. The teacher has to more creative to make all students active in teaching learning English,.

Preparing the material is the second problem faced by the teacher. The teacher has to search more material to enrich the material

from book that is given from government. The teacher submits more material from internet, from other source books. He has to arrange the material to make easier him in explaining to the students in the class.

The next problem is media. The teacher has to preparing the media to help him delivering the material to students. Media that is used is adjusted with the material that will be delivered to students. When the media is not appropriate with the material and the condition of the class, the teaching learning will not effective. The facilities from the school and students own facilities are not too support students' leaning activities. The teacher has to enrich thematerial from other sources, (in interview, on Tuesday 25<sup>th</sup> April 2017).

Based on the discussion above, the main problem faced by the teacher is during the process of teaching reading recount text. The teacher has to manage the class, the material and media well to get effective teaching language process.

#### **b. Problem Faced by the Students**

Based on the research finding, problem faced by the students of X Multimedia 3 in process of teaching reading recount text, they are knowledge, vocabulary difficulty, students' interest and pronunciation.

Students' knowledge becomes a problem for students because it will make the students need more time to understand the material. When the students do not know the language features of recount text, the students just write down the text without recognizing the

grammatical. In the beginning of lesson, when the teacher asks the kind of the text, many students keep silent, and there are some students who answer that it is narrative text, but there are also some students who give right answer.

When there are words that are not known by the students, it is also influences students' knowledge. Limited vocabulary can make the students feeling difficult in learning recount text and write down the text. Limited vocabulary also can make students needing more times in understanding material and doing exercises. They have to search one by one word from Indonesia to English, (in interview, on Tuesday 25<sup>th</sup> April 2017).

Students' interest also influence how students' response during teaching reading process. The students who have good interest, they will be active in teaching reading recount text. They will answer teacher's question automatically. The students who have bad interest in English, they will be passive during teaching reading process. They will more silent and do not want to speak up. If the teacher do not ask question, they will not speak more (in interview, on Tuesday 25<sup>th</sup> April 2017).

Based on discussion above, it can be concluded that there are some problem that are faced by the teacher and students during process of teaching reading recount text. The teacher has problem in preapring

material, media, and managing the class, (in observation, on Tuesday 11<sup>th</sup>, 18<sup>th</sup> April 2017).

Based on the observation and interview, the main problem is in vocabulary. If the students know the vocabulary well, it will make the students easy in arranging the sentences grammatically. They can also pronounce the words well. By knowing the vocab students can improve their interest in do their English task. Some students do not want to do their English task because they do not know the vocabulary well. Having more vocabularies can help student in evolving students; knowledge. The problem faced by the students are appropriate with theory that in teaching learning process, there are four problem faced; classroom management, knowledge, vocabulary difficulty, and lack students' interest, (kennedy; 1981: 141).

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The conclusion of this research deals with the answer of the research problem based on the research findings and discussion in the chapter IV. In this section, the researcher draws the answer about research problem related the implementation of teaching method used by the teacher in teaching reading recount text in X Multimedia 3 of SMK Negeri 1 Miri at the Academic year 2016/2017. In this research, the methods used by the teacher include choosing the strategy, teaching media, the sources of teaching material, classroom management, and evaluation in teaching reading recount text. The teacher uses Communicative Language Teaching. In using the method, the teacher also uses two approaches. They are scientific approach and genre based approach in teaching reading recount text.

During the process of teaching reading recount text, the students have good response. They can understand what the teacher delivers in teaching reading recount text. The students have good response to teacher's knowledge, skill. The students can understand the material given by the teacher well. The media used in process of teaching reading recount text also give good effect for students and the students have good response. The media can help the students in learning recount text. Most of students are also enthusiastic

during the teaching reading process. The teacher's methods and strategies are received well. When the teacher gives question, they can answer well.

The teacher evaluates the students by observing the students during teaching reading process and evaluating the students' outcome from studying reading recount text. The teacher observes students' active and attitude in teaching reading recount text. The teacher gives exercise individually and in group. The teacher also gives oral and spoken test. Oral and speaking test are done during teaching reading process by giving question to students and point the students to answer and by presenting the result of students' discussion with their own group. In the third meeting, the teacher gives written test to the students. The teacher gives three types of test; (1) multiple choices, (2) fulfill, and (3) essay.

In teaching reading, there are some problems faced by the teacher and students. Problems faced by the teacher are (1) class management, the teacher feels difficulty in managing the students in the begining lesson, because some students borrow dictionary in library and some others come other. (2) Material, the teacher has to enrich the material from other sources. (3) Media, the teacher has to have others media, when the media that is in the class is not function. Meanwhile, problems faced by students are (1) knowledge, some students do not understanding about recount text, the langauge. Social function, generic structure of recount text. (2) Vocabulary difficulty, some students do not know and have more vocabularies. (3) students' interest, some students are not interest with English, they think that English is difficult. (4)

Pronunciation, when students are asked to read and speak they are not confident, because they can pronounce English well, some students pronounce seems like the written words.

## **B. Suggestion**

After the researcher draws the conclusion of English teaching learning process in X Multimedia 3 of SMK Negeri 1 Miri, the researcher would like to give some suggestion for some parties as follow:

1. For the teacher
  - a. The teacher should be able to make the student learn actively, especially in practicing reading comprehension
  - b. The teacher should try using target language in presenting the material
  - c. The teacher must be more creative and attractive to teach, especially more creative in choosing the materials and teaching method.
2. For Institution
  - a. Emphasize the teachers to use an interesting method in teaching learning process
  - b. Make a training program for teachers to create a new method
  - c. Encourage the teacher to use the facilities in the school in order to make various teaching method.
  - d. Give an extra time for teacher to teach English, it can be on the outside of the school

### 3. To other researcher

This research can use as a reference to the other researches. The researcher knows that this research paper can only give little contribution in English teaching process. This research hopefully can be developed by other researcher in conducting the same research. The researcher realizes that this research paper is not perfect. There are many weaknesses because of the limited skill of the writer. Hopefully, this research can be used as the reference for other researchers who want complete the research in different point.



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### List of Students' Name of X Multimedia 3

No	Names of Students
1	Anisa Raka Rini
2	Anjar Tri Prasetyo
3	Arviani Utami
4	Ayudya Sihangga Wardhani
5	Bara Aditama
6	Camila Ria Kinanthi
7	Dani Wuryati
8	Della Ayu Febriana
9	Edi Ariyanto
10	Eka Yunianti
11	Intan Bela Nurhasanah
12	Ita Alfiana
13	Khoirunisa
14	Lisaaviana Mar'atus Sholeka
15	M Galih kurnia Mukti
16	Ninuk Subekti
17	Nur Endang Rahayu
18	Nurhuda Faturrahman
19	Priska Patricia Damayanti
20	Ratna Ayu Setianingsih
21	Rika Ristanti
22	Rini Putri Sholekah
23	Riski Saputra
24	Rita Armina
25	Sani Ratna Amelia
26	Seliya Dwi Yuliana
27	Sholiq Bintang Permadi
28	Sri Puji Lestari
29	Triana Anas Tasya Kristina
30	Winda Wulandari
31	Yuwantika Siwi Pramudia
32	Zida Sulis Rahmawati

### Classroom Observation

Day/date : Tuesday, 11<sup>th</sup> April 2017

Time : 07.00-09.00

Place : X Multimedia 3

Teacher : Mr. Dhani Arif Setiawan, SS

Researcher : Nanis Diah Yuliaprianti

Material : Recount Text

No	Time	Activity	Description of activity
1	07.00	Introduction activity	<p>When the bell was sound, first the students made line in front of their class. They prayed and sang national song “Indonesia Raya”. Then, they were given some suggestion from counseling teacher.</p> <p>Then after fifteen minutes, they entered to class. And the teacher, Mr. Dhani Aris Setiawan followed them to class. Some students were borrowing dictionary in the library, because the teacher always asked students to borrow or brought dictionary in process of teaching learning English.</p> <p>While waiting for students who came late, the teacher opened the lesson by saying “Assalamualaikum Warohmatullahi Wabarakatuh”. The teacher also asked students’ condition in the day. The teacher told to students that there will be a researcher who will examine the teaching learning process. He asked the researcher to come forward to introduce herself. She told her name, address, and university. Then, the teacher began to open the teaching learning process.</p>
2	7.30	Opening Activity	<p>The teacher, Mr. Dhani gave motivation for students with giving short story that related with their daily activity, so that the students will more discipline time and study. The teacher always gave punishment for students who came late. The students are asked to sing a song in front of the class.</p>
3	7.40	Main Activity	<p>In main activity, the first is the teacher</p>

		<p>asking the students to take out their work in writing students' experiences in holiday. The teacher also gave a text in screen in front of the class. The teacher asked to the students what kind of the text.</p> <p>Teacher : Ini contoh text apa?</p> <p>Students : Narrative pak!</p> <p>Students : Recount text pak!</p> <p>Teacher : kok bisa narrative kenapa? Bisa recount kenapa?</p> <p>Students : kan itu sudah berlalu pak, masa lalu, masa lampau pak</p> <p>Teacher : Perhatikan baik-baik stuktur textnya!</p> <p>Students were asked to observe the text. Then the teacher told the answer.</p> <p>Teacher : Siapa tadi yang jawab recount? Nah text semacam ini namanya recount text. Kenapa? Salah satunya karena megunakan past tense.</p> <p>Then the teacher explained the generic structure, language feature, social function of recount text.</p> <p>After that, the teacher asked the students to analyze and identify students' works.</p> <p>Teacher : Pehatikan teks yang sudah kalian buat! Apa sudah sesuai dengan generic structure nya, terus grammare, penggunaan tensesnya. Diidentifikasi juga dibeneri kata kalimat yang salah. Gak tau Tanya, gak Cuma meneng! Setelah dibetulkan identifikasi teks yang kalian buat sendiri dan yang ada dilayar!</p> <p>While the teacher waited the student in correcting and identifying their work, the teacher walked around and helped students who needed helping.</p> <p>After students finished, the teacher gave question to students about the generic structure, language feature, social function and about grammar.</p> <p>Teacher : Siapa yang bisa menunjukkan orientasi, events, re-orientasinya.</p> <p>Some students snatched to answer.</p> <p>Student : saya pak!</p> <p>Teacher : Ya, kamu</p>
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			<p>Then, student who was chosen by the teacher answered the question, she read from what they had write in her book.</p> <p>The teacher also gave other questions for students.</p> <p>Teacher : Social function, language feature dari teks dilayar, apa saja satu-satu yang jawab!</p> <p>And some students snatched to answer again;</p> <p>some students answer the both question.</p> <p>The teacher also asked the students to find action verb, conjunction form the text</p> <p>Then, the teacher gave one text again. The students had to identify the text and find unknown words with their partner.</p> <p>After the students finished, the teacher pointed one of students to answer the question. The teacher pointed some students one by one.</p> <p>Teacher : Yang paling belakang pojok selatan, sebutkan generic structurnya text dilayar.</p> <p>Then, students who had pointed by the teacher,answered the question, she mentioned one by one the generic structure and showed the part of generic structure of the text.</p> <p>After that, the teacher pointed the second student to answer the question</p> <p>Teacher : sekarang yang belakang pojok utara, social function dari text itu?</p> <p>The student answered the question based on his written in the book and he read the answer.</p> <p>The teacher gave the third question</p> <p>Teacher : sebutkan action vert atau kata kerja yang ada dala teks itu?</p> <p>The student who had been pointed by the teacher, answered and mentioned one by one the verb that had been found.</p>
4		Closing activity	<p>In the closing, the teacher guided the students to make a conclusion</p> <p>Teacher : Apa yang kita pelajari hari ini?</p> <p>Students : recount text, pak</p> <p>Teacher : Sudah paham semuanya? Ada</p>

			<p>yang masih bingung atau belum paham tentang recount text?</p> <p>And then, there was one of students who gave question to the teacher.</p> <p>Student : Pak, berarti kalau recount text itu kisah nyata ya pak? Pengalamannya kita, terus cerita cerita kita yang lalu, kalau sejarah masuk recount tidak pak?</p> <p>Teacher : Ya, sejarah juga bisa masuk recount text. Intinya, kalau recount itu nyata, kalau narrative itu fantasi, imajinasi, paham? Generic structure, language feature, social, inking verb, conjunction paham juga?</p> <p>Students : paham pak.</p> <p>The teacher also gave some motivation and jokes for students.</p>
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### Classroom Observation

Day/date : Tuesday, 18<sup>th</sup> April 2017

Time : 07.00-09.00

Place : X Multimedia 3

Teacher : Mr. Dhani Arif Setiawan, SS

Researcher : Nanis Diah Yuliaprianti

Material : Recount Text

No	Time	Activity	Description of activity
1	7.15	Opening Activity	The teacher, Mr. Dhani gave motivation for students with giving short story that related with their daily activity, so that the students will more discipline time and study. The teacher also reviewed the previous material. The teacher always gave punishment for students who came late. The students are asked to sing a song in front of the class.
3	7.40	Main Activity	In main activity, the first teacher told what they would do in the second meeting of teaching reading recount text. The teacher told that they would make a group Teacher : Ya, hari ini kita akan membuat grup, 8 grup setiap grup terdiri dari 4 sampai 5 siswa. Students : iya pak. Teacher : Mulai buat grup nanti setelah semua dapat grup baru tak jelasin tugas kalian ngapain aja. Students : enggeh pak After every student got their own group, the teacher explained what they would do. The students would be given two text with different title, then they had to analyze and identify the text based on the teacher's question. Teacher : sudah dapat kelompok semua? Students : sudahhh pak Teacher : saya akan kasih kalian dua text yang berbeda tapi topiknya masih tentang recount text. nanti kalian jawab pertanyaan yang sudah ada di kertas dilembar jawab.

			<p>Kemudian nanti setelah selesai, setiap kelompok harus mempresentasikan hasil diskusi kalian didepan kelas.</p> <p>Students : yahhhh, baik pak.</p> <p>Then, the students began to do their work. Every group has their own business. When there was students who did not know the meaning of the command or question, they asked to their other friends or the teacher. After all of group had finished the task, the teacher asked the students to prepare themselves to present the result of discussion.</p> <p>Teacher : sudah selesai?</p> <p>Students : sudah pak</p> <p>Teacher : Sekarang, bagi kelompok kalian menjadi dua, kalau 1 kelompok anggotanya 4 jadi dua orang 1 kelompok, kalau lima jadi dua atau tiga orang perkelompok. satu untuk mempresentasikan “the flood” dan satu m</p> <p>“Holiday in Sepanjang Beach”. 1 kelompok majunya bareng, gentian yang mempresentasikan, boleh “the flood” dulu boleh “Holiday in Sepanjang Beach” dulu. Mengerti?</p> <p>Students : mengertiii.</p> <p>The presentation was begun from the first group. The teacher called sequentially from the first group until the last group. The eighth group.</p>
4		Closing activity	<p>In the closing, the teacher guided the students to make a conclusion</p> <p>Teacher : Apa yang kita pelajari hari ini?</p> <p>Students : recount text, pak</p> <p>Teacher : Sudah paham semuanya? Ada yang masih bingung atau belum paham tentang recount text?</p> <p>And then, there was one of students who gave question to the teacher.</p> <p>Student : Pak, berarti kalau recount text itu kisah nyata ya pak? Pengalamannya kita, terus cerita cerita kita yang lalu, kalau sejarah masuk recount tidak pak?</p> <p>Teacher : Ya, sejarah juga bisa masuk recount text. Intinya, kalau recount itu</p>

			<p>nyata, kalau narrative itu fantasi, imajinasi, paham? Generic structure, language feature, social, inking verb, conjunction paham juga?</p> <p>Students : paham pak.</p> <p>The teacher also gave some motivation and jokes for students.</p>
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### **List of Interview with the Teacher**

**Time** : Monday, 10<sup>th</sup> April 2017

**Place** : Teacher's Office

**Informant** : Dhani Setiawan, S. S

**Researcher** : Nanis Diah Yuliaprianti

Researcher : Maaf pak mengganggu, langsung saja untuk pertanyaan pertama. Bagaimana cara Pak Dhani memulai pelajarannya?

Teacher : Saya mulai dengan sala, kemudian menanyakan kabar siswa, mengecek tempat duduk siswa, siswa yang ramai disebelah mana yang pendiam disebalag mana dan mengecek kelengkapan siswa, sudah masuk semua atau belum, ada yang absen atau tidak. Kebersihan, kelasnya sudah bersih belum, ada sampah yang berserakan atau tidak. memberikan motivasi, dan memberikan paparan singkat tentang materi yang akan dibahas.

Researcher : Bagaimana cara bapak menarik perhatian siswa-siswa agar memperhatikan pelajaran bapak?

Teacher : Saya memberikan contoh-contoh yang berhubungan dengan kehidupan sehari-hari, yang sesuai dengan aktivitas-aktivitas siswa-siswa. Salah satu siswa dijadikan contohnya, jadi biar mereka tertarik dan cepat paham.

Researcher : Bagaimana cara bapak menyampaikan materi kepada siswa? Khususnya reading.

Teacher : Pertama diberi conotohnya dulu, ditanyakan kesiswa tahu atau tidak materi yang sedang dibahas. Kemudian dijelaskan materinya, diberi contoh lagi disertai candaan-candaan yang berhubungan dengan materi. Diberikan latihan.

Researcher : Media apa yang bapak gunakan untuk menyampaikan materi pelajaran Bahasa Inggris?

- Teacher : Untuk media biasanya saya menggunakan papan tulis, kertas digunakan saat latihan atau ulangan, selain papan tulis LCD biasanya saya gunakan sebagai alat bantu untuk menjelaskan materi, modul, print out materi-materi dari internet untuk menunjang materi yang dari modul.
- Researcher : Bagaimana cara Bapak berkomunikasi dengan siswa-siswa saat kegiatan belajar mengajar?
- Teacher : Selama mengajar saya menggunakan dua bahasa, bahasa Inggris dulu terus saya artikan ke bahasa Indonesia, jadi biar anak-anak gak kebingungan dan saya biasakan mendengarkan bahasa asing.

### Field Note of Interview with the Teacher

**Time** : Tuesday, 25<sup>th</sup> April 2017

**Place** : Teacher's Office

**Teacher** : Dhani Setiawan, S. S

**Researcher** : Nanis Diah Yuliaprilianti

Researcher : Apakah siswa aktif dalam setiap proses pembelajaran Bahasa Inggris?

Teacher : Yahh, ada yang aktif ada yang gak mbak. Kalau yang aktif ya anaknya itu-itu aa, karena memang anaknya aktif. Kalau yang gak aktif ya harus dipancing dulu, kasih pertanyaan dulu biar berani ngomong.

Researcher : Bagaimana respon siswa terhadap cara pengajaran bapak?

Teacher : Responnya positif, seneng. Kalau dikasih pertanyaan ya bayak yang bisa menjawab mbak, walaupun yang jawab cuma anak itu-itu saja. Tapi kalau yang lain dikasih pertanyaan juga bisa menjawab. Memang tidak semua bisa menjawab dengan baik tapi antusias untuk menjawab, ada yang pelan-pelan gak percaya diri, ragu-ragu takut salah ternyata jawabannya benar.

Researcher : Bagaimana respon siswa terhadap mata pelajaran Bahasa Inggris?

Teacher : kalau respon siswa terhadap mata pelajaran bahasa inggrisnya sendiri, baik sih mbak. Bisa ditebak yang sangat antusia itu yang suka sama bahasa inggris, yang kurang ya yang gak begitu suka. Ada yang suka bahasa inggris tapi anaknya pendiam juga ada.

Researcher : Apakah siswa dapat memahami teks yang telah dibaca dengan baik?

Teacher : ada yang paham, ada yang gak paham. Yang gak paham biasanya mereka yang kurang membuka dan membaca kamus. Jadi kosakatanya kurang mbak.

- Researcher : Apa kesulitan yang dialami siswa dalam menerjemahkan teks dari Bahasa Inggris ke Bahasa Indonesia dan atau sebaliknya?
- Teacher : Kesulitan anak-anak saat menerjemahkan itu pada kosakata yang kurang, jadi agak lama kalau menerjemahkan, buka kamus nyari-nyari dulu. Terus fasilitas kamus yang ada diperpustakaan juga kurang. Satu untuk dua orang, dan yang buka Cuma salah satu. Terus minat mereka dalam mengembangkan dirinya juga kurang.
- Researcher : Kesulitan apa saja yang Bapak alami selama pengajaran reading recount text?
- Teacher : kesulitannya itu, karena kita pelajaran bahasa inggisnya dijam petama dan terpotong 15 menitan untuk pembinaan belum lagi kalau ada siswa yang terlambat, kadang membuat kelas jadi semakin ramai agak sulit mengaturnya, nunggu dulu, kalau gak siswa yang terlambat ditinggal tapi nanti harus diulangi lagi penjelasannya, terus dikemampuan pronunciation nya, harus diulang-ulang terus kalau diajari. Terus sulit pada mengenal dan maknai kalimat secara konstektual. Keinginan untuk mengembangkan diri dan motivasi belajarnya kurang sehingga ketertarikannya dalam mempelajari bahasa inggisnya juga kurang.
- Researcher : Bagaimana cara bapak memberi nilai siswa untuk setiap materi yang telah diajarkan?
- Teacher : Selama pelajaran saya melakukan pengamatan, mana siswa yang aktif, mana yang pasif. Terus bagaimana tingkah laku mereka selama dikelas, bagaimana mereka bekerja sama dengan teman-temannya, bagaimana keaktifannya dalam grupnya. Berdasarkan latihan latihan yang diberikan, ada yang kelompok ada yang yang individu. Kalau yang kelompok itu dinilai dari kerjasamaya dengan kelompok, keaktifannya dalam berdiskusi dengan kelompok, ada nilai oralnya juga, karena presentasi didepan kelas bersama dengan kelompoknya. Kalau nilai individu itu latihan-latihan, dibaut tertulis.

### Field Note of Interview with the Student

**Time** : 25<sup>th</sup> April 2017

**Place** : Classroom of X Multimedia 3

**Student** : Della Ayu Febriana

**Researcher** : Nanis Diah Yuliaprilianti

Researcher : Maaf mengganggu waktu istirahatnya sebentar, ada beberapa hal yang ingin saya tanyakan mengenai proses belajar recount text tadi, yang pertama bagaimana cara guru memulai pelajarannya?

Student : Pak Dhani memulai pelajarannya biasanya, yang pertama memberikan salam “Assalamualaikum Wr. Wb.” Kemudian menanyakan kabar murid-muridnya. Setelah itu Tanya kemarin pas pelajaran bahasa inggris materinya sampe apa, biasanya sih gitu mbak.

Researcher : Bagaimana cara guru menarik perhatian agar kamu dan siswa lainnya mau memperhatikan pelajaran?

Student : hmmm, caranya mbak? Biasanya ya, pak Dhani itu suka ngasih cerita dulu sebelum mulai pelajaran, sering guyon,

Researcher : Bagaimana cara guru menyampaikan materinya kepada siswa? Khususnya reading.

Student : Dengan Tanya jawab mbk, terus dijelasne materinya apa dikasih contohnya, habis itu surah ngerjain, Tanya jawab lagi, siapa yang biasa jawab, atau kadang juga ditunjuk, kamu yang sebelah sana, kamu ini jawabannya apa, yah gitulah mbak.

Researcher : Media apa yang guru gunakan untuk menyampaikan materi pelajaran Bahasa Inggris?

Student : Yang paling sering dipake medianya ya papan tulis, buku, kamus, LCD, terus print out an dari Pak Dhani sendiri, LKS kadang.



- Researcher : Apakah kamu dan siswa lainnya aktif dalam setiap proses pembelajaran Bahasa Inggris?
- Student : Kalau aku ya mbak, gak terlalu aktif mbak, kalau yang lainnya ya ada yang aktif ada yang gak. Ada yang rame sendiri.
- Researcher : Nah, kalau responmu terhadap cara pengajaran Pak Dhani, gimana?
- Student : Ya kadang seneng mbak, soalnya Pak Dhani banyak ceritanya
- Researcher : Kalau responmu terhadap mata pelajaran Bahasa Inggris terutama past belajar tentang recount text, gimana?
- Student : Kadang paham, kadang gak, mbak. Kalau Pak Dhani pas serius bisa paham materinya apa.
- Researcher : Sama Pak Dhani kan dikasih teks-teks, kamu bisa memahami teks yang telah dibaca dengan baik?
- Student : gak terlalu paham, soalnya gak tau artinya mbak.
- Researcher : Sama Pak Dhani kan disuruh menerjemahkan kata-kata yang sulit, terus menerjemahkan teksnya juga kan, nah dalam menerjemahkan teks dari Bahasa Inggris ke Bahasa Indonesia dan atau sebaliknya, kesulitannya apa aja?
- Student : Sulitnya itu, kalau kata yang kita cari gak ada dikamus mbak, terus kadang gak nyambung kalau digabung.
- Researcher : Kesulitan apa saja yang kamu alami selama proses belajar recount text?
- Student : Memahami materi sama teksnya soalnya kosakatanya kurang, mikir lama mbak, kadang udah males duluan mbak suruh baca teks gitu, pengene langsung dijawab. Terus kalau pas presentasi didepan bareng kelompok susah ngomonge, gak tau cara bacane, biasanya dibaca sama kaya tulisannya.
- Researcher : Bagaimana cara guru memberi nilai siswa untuk setiap materi yang telah diajarkan?
- Student : Dikasih ulangan kalau sudah selesai, terus kelompok juga ada suruh diskusi, selesai diskusi disuruh maju kedepan membacakan

hasil kerja kelompoknya mbak. Kadang ada Tanya jawabnya gitu juga.

### **Field Note of Interview with the Student**

**Time** : 25<sup>th</sup> April 2017

**Place** : Classroom of X Multimedia 3

**Student** : Risky Saputra

**Researcher** : Nanis Diah Yuliaprianti

Researcher : Maaf mengganggu waktu istirahatnya sebentar, ada beberapa hal yang ingin saya tanyakan mengenai proses belajar recount text tadi, yang pertama bagaimana cara guru memulai pelajarannya?

Student : Pak Dhani memulai pelajarannya biasanya, yang pertama memberikan salam “Assalamualaikum Wr. Wb.” Kemudian menanyakan kabar murid-muridnya. Setelah itu Tanya kemarin pas pelajaran bahasa inggris materinya sampe apa, biasanya sih gitu mbak.

Researcher : Bagaimana cara guru menarik perhatian agar kamu dan siswa lainnya mau memperhatikan pelajaran?

Student : hmmm, caranya mbak? Biasanya ya, pak Dhani itu suka ngasih cerita dulu sebelum mulai pelajaran, sering guyon,

Researcher : Bagaimana cara guru menyampaikan materinya kepada siswa? Khususnya reading.

Student : Dengan Tanya jawab mbk, terus dijelasne materinya apa dikasih contohnya, habis itu surah ngerjain, Tanya jawab lagi, siapa yang biasa jawab, atau kadang juga ditunjuk, kamu yang sebelah sana, kamu ini jawabannya apa, yah gitulah mbak.

Researcher : Media apa yang guru gunakan untuk menyampaikan materi pelajaran Bahasa Inggris?

Student : Yang paling sering dipake medianya ya papan tulis, buku, kamus, LCD, terus print out an dari Pak Dhani sendiri, LKS kadang.

- Researcher : Apakah kamu dan siswa lainnya aktif dalam setiap proses pembelajaran Bahasa Inggris?
- Student : Kalau aku ya mbak, gak terlalu aktif mbak, kalau yang lainnya ya ada yang aktif ada yang gak. Ada yang rame sendiri.
- Researcher : Nah, kalau responmu terhadap cara pengajaran Pak Dhani, gimana?
- Student : Ya kadang seneng mbak, soalnya Pak Dhani banyak ceritanya
- Researcher : Kalau responmu terhadap mata pelajaran Bahasa Inggris terutama past belajar tentang recount text, gimana?
- Student : Kadang paham, kadang gak, mbak. Kalau Pak Dhani pas serius bisa paham materinya apa.
- Researcher : Sama Pak Dhani kan dikasih teks-teks, kamu bisa memahami teks yang telah dibaca dengan baik?
- Student : gak terlalu paham, soalnya gak tau artinya mbak.
- Researcher : Sama Pak Dhani kan disuruh menerjemahkan kata-kata yang sulit, terus menerjemahkan teksnya juga kan, nah dalam menerjemahkan teks dari Bahasa Inggris ke Bahasa Indonesia dan atau sebaliknya, kesulitannya apa aja?
- Student : Sulitnya itu, kalau kata yang kita cari gak ada dikamus mbak, terus kadang gak nyambung kalau digabung.
- Researcher : Kesulitan apa saja yang kamu alami selama proses belajar recount text?
- Student : Memahami materi sama teksnya soalnya kosakatanya kurang, mikir lama mbak, kadang udah males duluan mbak suruh baca teks gitu, pengene langsung dijawab. Terus kalau pas presentasi didepan bareng kelompok susah ngomonge, gak tau cara bacane, biasanya dibaca sama kaya tulisannya.
- Researcher : Bagaimana cara guru memberi nilai siswa untuk setiap materi yang telah diajarkan?
- Student : Dikasih ulangan kalau sudah selesai, terus kelompok juga ada suruh diskusi, selesai diskusi disuruh maju kedepan membacakan

hasil kerja kelompoknya mbak. Kadang ada Tanya jawabnya gitu juga.

### **Field Note of Interview with the Student**

**Time** : 25<sup>th</sup> April 2017  
**Place** : Classroom of X Multimedia 3  
**Student** : Camila Ria Kinanti  
**Researcher** : Nanis Diah Yuliaprianti

Researcher : Maaf mengganggu waktu istirahatnya sebentar, ada beberapa hal yang ingin saya tanyakan mengenai proses belajar recount text tadi, yang pertama bagaimana cara guru memulai pelajarannya?

Student : Awal-awal pelajaran biasanya Pak Dhani mengucapkan salam “Assalamualaikum Wr. Wb.”, yang pertama itu mbak. Menyapa murid-muridnya. Terus menanyakan materi yang terakhir dipelajari apa.

Researcher : Bagaimana cara guru menarik perhatian agar kamu dan siswa lainnya mau memperhatikan pelajaran?

Student : Biar murid-muridnya memperhatikan biasanya Pak Dhani menyampaikannya dengan cerita, terus dikasih komedi-komedi gitu, murid-muridnya jadi ketawa terus memperhatikan.

Researcher : Bagaimana cara guru menyampaikan materinya kepada siswa? Khususnya reading recount text.

Student : Yang pas pertemuan pertama itu mbak, kan ditanya dulu pelajarannya sampe mana, pr nya udah dikerjakan belum suruh nulis pengalaman pribadinya selama liburan, terus habis itu ditanya itu yang ditulis termasuk jenis teks apa, sama dikasih contoh disuruh nebak, kenapa disebut itu ini. Kalau sudah ada beberapa anak yang jawab baru dijelaskan materinya, bla bla bla.... Setelah dijelaskan suruh ngerjain, ditanya lagi siapa yang bisa jawab, kalau gak ditunjuk satu-satu. Ada diskusi juga, dibuat kelompok, setiap kelompok mendiskusikan soal dari Pak Dhani, dikerjakan bareng

habis itu kalau udah selesai suruh maju presentasi setiap kelompoknya mbak.

Researcher : Media apa yang guru gunakan untuk menyampaikan materi pelajaran Bahasa Inggris?

Student : Ya buku mbak, papan tulis, terus kadang juga pake LCD, Laptop, LKS, kadang juga dikasih lembaran kertas soal atau teks dari Pak Dhani.

Researcher : Apakah kamu dan siswa lainnya aktif dalam setiap proses pembelajaran Bahasa Inggris?

Student : Tidak terlalu aktif sih mbak kalau aku, biasa aja, disuruh jawab ya jawab, kalau gak ya gak mbak.

Researcher : Nah, kalau responmu terhadap cara pengajaran Pak Dhani, gimana?

Student : Gak terlalu seneng sih mbak, kadang ya bosan, kebanyakan cerita Pak Dhaninya.

Researcher : Kalau responmu terhadap mata pelajaran Bahasa Inggris terutama past belajar tentang recount text, gimana?

Student : Ada yang paham ada yang gak paham mbak, tapi ya cukup memahami buktinya bisa jawab juga, hhhaaa. Soalnya kadang Pak Dhani kebanyakan cerita gak ada materi yang disampaikan itu yang buat bingung mbak.

Researcher : Sama Pak Dhani kan dikasih teks-teks, kamu bisa memahami teks yang telah dibaca dengan baik?

Student : Kalau cuma baca bisa mbak, cuma baca luu ya hhee, kalau ngerti artine ya bisa mbak, kalau gak ngerti ya gak bisa hheee.

Researcher : Sama Pak Dhani kan disuruh menerjemahkan kata-kata yang sulit, terus menerjemahkan teksnya juga kan, nah dalam menerjemahkan teks dari Bahasa Inggris ke Bahasa Indonesia dan atau sebaliknya, kesulitannya apa aja?

Student : Susahe mbak, gak mudeng artine, gak tau kata-katane, kosakatane kurang, hheee

Researcher : Kesulitan apa saja yang kamu alami selama proses belajar recount text?

Student : Ngartikannya mbak, soale banyak yang gak tau artinya, kalau disuruh baca apa jawab pake inggris gak tau cari ngomongnya, dibaca aja sama persis tulisannya, gak begitu suka mbak kalau suruh baca, kadang gak paham maksudnya materi itu apa, kalau suruh buat kalimat dalam bahasa inggris masih bingung ini gimana nulisnya, susunannya gimana.

Researcher : Bagaimana cara guru memberi nilai siswa untuk setiap materi yang telah diajarkan?

Student : Diawal-awal gitu biasanya dikasih tau, siapa yang bisa jawab dapet tambahan nilai gitu mbak, terus ada nilai kelompok ada nilai sendiri-sendiri, yang kelompok ya diskusi itu, terus presentasi, kalau nilai sendiri ya dari PR, ulangan harian.



### **Field Note of Interview with the Student**

**Time** : 25<sup>th</sup> April 2017

**Place** : Classroom of X Multimedia 3

**Student** : M Galih Kurnia Mukti

**Researcher** : Nanis Diah Yuliaprilianti

Researcher : Maaf mengganggu waktu istirahatnya sebentar, ada beberapa hal yang ingin saya tanyakan mengenai proses belajar recount text tadi, yang pertama bagaimana cara guru memulai pelajarannya?

Student : Pertama mengucapkan salam dulu, Tanya-tanya kabar pake bahasa inggris, terus menyampaikan materi, mbak.

Researcher : Bagaimana cara guru menarik perhatian agar kamu dan siswa lainnya mau memperhatikan pelajaran?

Student : Dibuat becanda sama Pak Dhani, tapi sambil bahas materi yang disampaikan, jadi tidak membosankan.

Researcher : Bagaimana cara guru menyampaikan materinya kepada siswa? Khususnya reading.

Student : Dengan Tanya jawab mbk, menjelaskan materinya dengan bahasa indonesia, terus sedikit-sedikit diartikan ke Bahasa Inggris. Dikasih contoh, dikasih soal. Ada diskusinya juga, terus disuruh presentasi didepan kelas.

Researcher : Media apa yang guru gunakan untuk menyampaikan materi pelajaran Bahasa Inggris?

Student : LCD, buku, laptop, papan tulis, kamus, LKS, kadang juga dikasih materi sendiri dari Pak Dhani, ya itu paling mbak yang sering dipake.

Researcher : Apakah kamu dan siswa lainnya aktif dalam setiap proses pembelajaran Bahasa Inggris?

Student : Gak terlalu aktif, mbak.

- Researcher : Nah, kalau responmu terhadap cara pengajaran Pak Dhani, gimana?
- Student : Seneng mbak kalau yang ngajar Pak Dhani, gak galak, menyampaikan materinya juga enak. Kalau jam kosong sedih mbak, mending diajar daripada dikasih tugas.
- Researcher : Kalau responmu terhadap mata pelajaran Bahasa Inggris terutama past belajar tentang recount text, gimana?
- Student : Hmmmm, ya banyak yang paham mbak, jadi tau perbedaannya antara narrative sama recount text itu gimana.
- Researcher : Sama Pak Dhani kan dikasih teks-teks, kamu bisa memahami teks yang telah dibaca dengan baik?
- Student : kalau gak ngerti artinya gak paham mbak, gak tau rumusnya juga mbak.
- Researcher : Sama Pak Dhani kan disuruh menerjemahkan kata-kata yang sulit, terus menerjemahkan teksnya juga kan, nah dalam menerjemahkan teks dari Bahasa Inggris ke Bahasa Indonesia dan atau sebaliknya, kesulitannya apa aja?
- Student : Kalau kata-kata yang dicari gak ada dikamus, mbak.
- Researcher : Kesulitan apa saja yang kamu alami selama proses belajar recount text?
- Student : Menerjemahkannya, kosakatanya gak banyak, kalau baca masih banyak yang salah sering dibaca sama kaya tulisan, pengetahuan tentang Bahasa Inggris kurang, gak bisa menyusun kalimat dalam Bahasa Inggris.
- Researcher : Bagaimana cara guru memberi nilai siswa untuk setiap materi yang telah diajarkan?
- Student : Ada ulangan harian, ada penilaian dari PR juga, terus ada tanya jawab juga mbak.

### Field Note of Interview with the Student

**Time** : 25<sup>th</sup> April 2017

**Place** : Classroom of X Multimedia 3

**Student** : Eka Yuniarti

**Researcher** : Nanis Diah Yuliaprianti

Researcher : Maaf mengganggu waktu istirahatnya sebentar, ada beberapa hal yang ingin saya tanyakan mengenai proses belajar recount text tadi, yang pertama bagaimana cara guru memulai pelajarannya?

Student : Masuk, mengucapkan salam “Assalamualaikum Wr. Wb”. Menanyakan kabar, kadang diisi cerita, dikasih motivasi biar semangat belajarnya, terus juga menanyakan materi sebelumnya, mbak.

Researcher : Bagaimana cara guru menarik perhatian agar kamu dan siswa lainnya mau memperhatikan pelajaran?

Student : Dikasih motivasi dan cerita-cerita yang berhubungan dengan materi yang akan dipelajari, mbak.

Researcher : Bagaimana cara guru menyampaikan materinya kepada siswa? Khususnya reading.

Student : Tanya jawab bersifat serius tapi santai diawal pelajaran, terus dikasih penjelasan materinya, dikasih contoh suruh mengerjakan. Dibuat kelompok, diskusi berkelompok, ada presentasinya juga.

Researcher : Media apa yang guru gunakan untuk menyampaikan materi pelajaran Bahasa Inggris?

Student : Medianya ya papan tulis, buku, kamus, LKS, LCD, laptop terus print out an dari Pak Dhani sendiri kadang-kadang

Researcher : Apakah kamu dan siswa lainnya aktif dalam setiap proses pembelajaran Bahasa Inggris?

Student : Gak terlalu aktif sih mbak, hhheee

- Researcher : Nah, kalau responmu terhadap cara pengajaran Pak Dhani, gimana?
- Student : Kadang seneng kadang gak mbak, sedeng lah mbak. Sukanya pas Pak Dhani serius, gak sukanya kalau Pak Dhani nyindir-nyindir gitu, kurang efektif sih mbak ngajare.
- Researcher : Kalau responmu terhadap mata pelajaran Bahasa Inggris terutama past belajar tentang recount text, gimana?
- Student : Kadang bisa memahami materinya mbak, kalau pas memperhatikan sungguh-sungguh.
- Researcher : Sama Pak Dhani kan dikasih teks-teks, kamu bisa memahami teks yang telah dibaca dengan baik?
- Student : Kalau ngerjainnya sungguh-sungguh, tenanan gitu mbak ya bisa paham, tapi harus sabar soalnya banyak kata yang gak tau.
- Researcher : Sama Pak Dhani kan disuruh menerjemahkan kata-kata yang sulit, terus menerjemahkan teksnya juga kan, nah dalam menerjemahkan teks dari Bahasa Inggris ke Bahasa Indonesia dan atau sebaliknya, kesulitannya apa aja?
- Student : Sulitnya itu, banyak yang gak tau artinya, kalau kata yang kita cari gak ada dikamus mbak, terus kadang bingung nyambungin kata-katanya.
- Researcher : Kesulitan apa saja yang kamu alami selama proses belajar recount text?
- Student : Kadang sulit memahami materinya, soalnya, teksnya mbak, pas diskusi gitu sulitnya sama temen yang gak bisa diajak kerja sama, kalau suruh baca, presentasi didepan suka bingung ngomong inggrisnya, takut salah, ngomongnya banyak yang mirip beda tulisan, sering baca apa adanya mbak, sak isohe, hhheee.
- Researcher : Bagaimana cara guru memberi nilai siswa untuk setiap materi yang telah diajarkan?
- Student : Dari ulangan, tanya jawab, presentasi, kelompokan gitu mbak, nilainya nilai murni mbak.

### **Field Note of Interview with the Student**

**Time** : 25<sup>th</sup> April 2017

**Place** : Classroom of X Multimedia 3

**Student** : Priska

**Researcher** : Nanis Diah Yuliaprianti

Researcher : Maaf mengganggu waktu istirahatnya sebentar, ada beberapa hal yang ingin saya tanyakan mengenai proses belajar recount text tadi, yang pertama bagaimana cara guru memulai pelajarannya?

Student : Memulaine dengan salam, senyum, sapa mbak, “Apa kabar anak-anak”

Researcher : Bagaimana cara guru menarik perhatian agar kamu dan siswa lainnya mau memperhatikan pelajaran?

Student : Ben gatekne mbak, dikasih stand up mbak, serius tapi santai mbak, motivasi juga.

Researcher : Bagaimana cara guru menyampaikan materinya kepada siswa? Khususnya reading.

Student : Diterangkan pake LCD, papan tulis, dikasih tanya jawab, kasih contoh. Dibikin kelompok diskusi, diskusi bareng temen-temen. Pake presentasi juga didepan kelas menyampaikan hasil musyawarah bersama teman.

Researcher : Media apa yang guru gunakan untuk menyampaikan materi pelajaran Bahasa Inggris?

Student : Ya itu mbak, LCD, papan tulis pasti ada, buku, LKS, kamus, laptop, kadang dikasih materi sama Pak Dhani.

Researcher : Apakah kamu dan siswa lainnya aktif dalam setiap proses pembelajaran Bahasa Inggris?

Student : Kalau aku ya aktif dong mbak,

- Researcher : Nah, kalau responmu terhadap cara pengajaran Pak Dhani, gimana?
- Student : Seneng, mbak diceritain, guyon, kasih motivasi.
- Researcher : Kalau responmu terhadap mata pelajaran Bahasa Inggris terutama past belajar tentang recount text, gimana?
- Student : Seneng mbak, berusaha memahami materinya.
- Researcher : Sama Pak Dhani kan dikasih teks-teks, kamu bisa memahami teks yang telah dibaca dengan baik?
- Student : Kadang paham, kadang ya gak paham mbak.
- Researcher : Sulitnya menerjemahkan itu pas menyusun kata-katanya mbak.
- Student : Sulitnya itu, kalau kata yang kita cari gak ada dikamus mbak, terus kadang gak nyambung kalau digabung.
- Researcher : Kesulitan apa saja yang kamu alami selama proses belajar recount text?
- Student : Memahami materi apalagi kalau materinya ditulis pake Bahasa Inggris, kalau pas baca ngomong didepan ngeja katanya yang sulit mbak. Kata-katanya gitu ada yang gak tau artinya.
- Researcher : Bagaimana cara guru memberi nilai siswa untuk setiap materi yang telah diajarkan?
- Student : Berdasarkan sikap, ulangan harian, aktif tidaknya murid kayanya gitu mbak.

### Field Note of Interview with the Student

**Time** : 25<sup>th</sup> April 2017

**Place** : Classroom of X Multimedia 3

**Student** : Ita Alfiana

**Researcher** : Nanis Diah Yuliaprianti

Researcher : Maaf mengganggu waktu istirahatnya sebentar, ada beberapa hal yang ingin saya tanyakan mengenai proses belajar recount text tadi, yang pertama bagaimana cara guru memulai pelajarannya?

Student : Pas masuk kelas, menyapa murid-muridnya dengan salam mbak, "Assalamualaikum W. Wb"

Researcher : Bagaimana cara guru menarik perhatian agar kamu dan siswa lainnya mau memperhatikan pelajaran?

Student : Diceritakan, dikasih motivasi biar muridnya seneng, termotivasi

Researcher : Bagaimana cara guru menyampaikan materinya kepada siswa? Khususnya reaccount text?

Student : Hhmm, dengan menjelaskan materi yang ada diLCD, kadang ya dijelaskan sambil dituliskan dipapan tulis, ada tanya jawabnya juga, tapi sebelumnya dikasih PR suruh nulis pengalaman certianya sendiri-sendiri selama liburan. Dibuak kelopak juga, suruh diskusi, setelah itu suruh maju kedepan presentasi, membacakan hasil hasil diskusi.

Researcher : Media apa yang guru gunakan untuk menyampaikan materi pelajaran Bahasa Inggris?

Student : Yang sering digunakan ya, papan tulis, buku, kamus, LCD, laptop. Tapi kadang-kadang juga dikasih materi yang dibuat sendiri sama Pak Dhani.

Researcher : Apakah kamu dan siswa lainnya aktif dalam setiap proses pembelajaran Bahasa Inggris?

- Student : Yah kalau saya sendiri ya aktif mbak. Tapi kalau temen-temen ada yang aktif ada juga yanggak aktif mbak.
- Researcher : Nah, kalau responmu terhadap cara pengajaran Pak Dhani, gimana?
- Student : Baik, cara mengajarnya enak, materinya mudah dipahami, pas kasih materi di slide show kata-katanya gak terlalu rumit, gak susah juga dicari dikamus, diselengi ketawa jadi tidak membosankan.
- Researcher : Kalau responmu terhadap mata pelajaran Bahasa Inggris terutama past belajar tentang recount text, gimana?
- Student : Cukup menyenangkan. Kalau pas ada becanda-becandanya gitu nyenengin mbak, tapi kalau pas tegang gitu gak bisa konsen belajar bahasa inggrisnya.
- Researcher : Sama Pak Dhani kan dikasih teks-teks, kamu bisa memahami teks yang telah dibaca dengan baik?
- Student : Kadang-kadang ya bisa mbak. Kalau pas tau artinya ya langsung nyantol, nek gak tau artinya ya mikirnya agak lama mbak.
- Researcher : Sama Pak Dhani kan disuruh menerjrmahkan kata-kata yang sulit, terus menerjemahkan teksnya juga kan, nah dalam menerjemahkan teks dari Bahasa Inggris ke Bahasa Indonesia dan atau sebaliknya, kesulitannya apa aja?
- Student : Biasanya kalau cari artinya dan ada banyak artinya mbak, nah itu bingung kata mana yang mau dipakai, terus susahny lagi kalau nyusun kata-katanya gitu mbak.
- Researcher : Kesulitan apa saja yang kamu alami selama proses belajar recount text?
- Student : Kesulitannya, memahami materi pas ada kata-kata yang asing gak pernah tau sebelumnya, terus kalau disuruh identifikasi, analisa gitu masih ada bingungnya orientasi dan reorientasi. Kalau suruh baca cara bacanya, ejaannya susah.
- Researcher : Bagaimana cara guru memberi nilai siswa untuk setiap materi yang telah diajarkan?



Student : Hhhmmmm biasanya ada nilai plus untuk siswa yang aktif-aktif gitu mbak. Terus ada tanya jawabnya, ada diskusi lalu mempresentasikan hasil diskusi didepan kelas, ada tanya jawabnya juga. Pak Dhani juga menilai dari tingkah laku siswanya selama mengikuti pelajarannya Pak Dhani juga mbak.

### **Field Note of Interview with the Student**

**Time** : 25<sup>th</sup> April 2017

**Place** : Classroom of X Multimedia 3

**Student** : Sani Ratna Amelia

**Researcher** : Nanis Diah Yuliaprianti

Researcher : Maaf mengganggu waktu istirahatnya sebentar, ada beberapa hal yang ingin saya tanyakan mengenai proses belajar recount text tadi, yang pertama bagaimana cara guru memulai pelajarannya?

Student : Pas masuk Pak Dhani memberi salam dulu “Assalamualaikum, good morning students”. Setelah itu Pak Dhani juga menyakan kabar dengan Bahasa Inggris. Biasanya sih gitu mbak.

Researcher : Bagaimana cara guru menarik perhatian agar kamu dan siswa lainnya mau memperhatikan pelajaran?

Student : Biar murid-murid memperhatikan, biasanya diawali dengan cerita, Pak Dhani curhat gitu mbak, kadang juga Pak Dhani stand up comedy mbak, cerita-cerita ya kadang dongeng, pengalamannya atau apalah gitu mbak. Kalau dipikir-pikir ceritanya biasanya nyambung sama pelajaran, Cuma kitanya yang gak paham mbak, setelah pelajaran baru sadar.

Researcher : Bagaimana cara guru menyampaikan materinya kepada siswa? Khususnya reading.

Student : Dikasih pertanyaan dulu, kemudian dikasih materi, dijelaskan sampai sejelas-jelasnya mbak. Kalau ada yang belum paham belum ngerti, dikasih perumpamaan, diajak tanya jawab, dituliskan lagi materinya dipapan tulis sambil dijelaskan gitu mbak. Terus pas sesi tanya jawab yang gak paham-paham biasanya siswa yang kurang aktif, nahh itu ditunjuk dikasih pertanyaan sama Pak Dhani.

- Researcher : Media apa yang guru gunakan untuk menyampaikan materi pelajaran Bahasa Inggris?
- Student : Pake LCD mbak, pake papan tulis juga, ada LKS, terus suruh pinjam kamus dipergustakaan juga, sebelum pelajaran bahasa Inggris dimulai, satu meja harus ada satu kamus, jadi yang gak bawa kamu pinjam ke perpustakaan dulu.
- Researcher : Apakah kamu dan siswa lainnya aktif dalam setiap proses pembelajaran Bahasa Inggris?
- Student : Kalau menurut ku ya mbak, aku termasuk siswa yang aktif. Pas ada sesi tanya jawab gitu juga sering jawab, walau kadang salah.
- Researcher : Nah, kalau responmu terhadap cara pengajaran Pak Dhani, gimana?
- Student : Seneng mbak sama Pak Dhani, asyik ngajarnya, dijelasin sampai jelas juga. Kalau tanya juga dijawab sama Pak Dhani. Dibuat kelompok suruh presentasi, mengerjakan tugas, jadi gak bosan mbak. Gak melulu mendengarkan terus mengerjakan.
- Researcher : Kalau responmu terhadap mata pelajaran Bahasa Inggris terutama past belajar tentang recount text, gimana?
- Student : yahh, lumayan sulit sih mbak
- Researcher : Sama Pak Dhani kan dikasih teks-teks, kamu bisa memahami teks yang telah dibaca dengan baik?
- Student : Ya kalau pas paham ya paham mbak, tapi kalau gak paham ya gak paham. Biasanya mbak kalau tau artinya aku paham mbak.
- Researcher : Sama Pak Dhani kan disuruh menerjemahkan kata-kata yang sulit, terus menerjemahkan teksnya juga kan, nah dalam menerjemahkan teks dari Bahasa Inggris ke Bahasa Indonesia dan atau sebaliknya, kesulitannya apa aja?
- Student : Susahnya mengartikan mbak, nyari artinya, habis itu merangkai katanya mbak, kadang to mbak udah dicari satu-satu taori jadinya wagu artine.

Researcher : Kesulitan apa saja yang kamu alami selama proses belajar recount text?

Student : Terkadang tidak paham dengan materi yang disampaikan Pak Dhani mbak, jadi harus benar-benar memperhatikan pas Pak Dhani menjelaskan materi, trus mbak susahny lagi kalau Pak Dhani menjelaskan dengan Bahasa Inggris. Trus mbak yang bikin bingung juga membedakan urutan-tata bahasanya itu mbak, kaya pembukaannya yang gimana, urutan-urutan kejadiannya mbak.

Researcher : Bagaimana cara guru memberi nilai siswa untuk setiap materi yang telah diajarkan?

Student : Kalau nilai ya mbak, ada nilai hariannya ada nilai ulangannya juga mbak. Disisuruh presentasi juga mbak sama Pak Dhani, yang sebelumnya diskusi dulu. Terus dinilai kerja samanya, keberaniaannya. Terus ulangannya juga dinilai.

### Field Note of Interview with the Student

**Time** : 25<sup>th</sup> April 2017

**Place** : Classroom of X Multimedia 3

**Student** : Ninuk Subekti

**Researcher** : Nanis Diah Yuliaprilianti

Researcher : Maaf mengganggu waktu istirahatnya sebentar, ada beberapa hal yang ingin saya tanyakan mengenai proses belajar recount text tadi, yang pertama bagaimana cara guru memulai pelajarannya?

Student : Pertama sebelum memulai pelajaran Pak Dhani mengucapkan salam dulu mbak "Assalamualaikum Wr. Wb". Menyapa murid-muridnya "Good Morning", tanya tentang bagaimana kabarnya kita "How are you".

Researcher : Bagaimana cara guru menarik perhatian agar kamu dan siswa lainnya mau memperhatikan pelajaran?

Student : Dikasih guyonan dulu mbak. Pak Dhani ngasih cerita ke kita tentang sesuatu gitu. Terus kadang juga dikasih nasehat gitu sama Pak Dhani.

Researcher : Bagaimana cara guru menyampaikan materinya kepada siswa? Khususnya reading.

Student : Dikasih materi, terus dijelaskan pengertiannya dan lain-lainnya mbak. Kalau ada yang tidak paham boleh tanya, dijelaskan lagi sama Pak Dhani. Pak Dhani juga memberikan contoh-contoh yang mudah dipahami sama kita, murid-muridnya. Contohnya itu berhubungan dengan kegiatan kita sehari-hari.

Researcher : Media apa yang guru gunakan untuk menyampaikan materi pelajaran Bahasa Inggris?

Student : Kalau untuk media yang digunakan selama belajar mbak, ada LCD, laptop, papan tulis, buku tulis, terus murid-muridnya

disuruh bawa kamus, yang gak bawa boleh pinjam ke perpustakaan.

Researcher : Apakah kamu dan siswa lainnya aktif dalam setiap proses pembelajaran Bahasa Inggris?

Student : Aktif sih mbak kalau saya. Disaat saya tidak bisa saya akan bertanya ke Pak Dhani atau ke temen saya dulu. Dikasih pertanyaan juga banyak yang bisa jawab mbaak.

Researcher : Nah, kalau responmu terhadap cara pengajaran Pak Dhani, gimana?

Student : Menyenangkan mbak, pas mau pelajaran dibikin seneng dulu biar gak tegang, pelajarannya juga tidak melulu ke soal materi tapi juga pelajaran yang menyangkut kehidupan sehari-hari gitu buat contohnya, jadi cepet pahamnya. Gak cepet pahamnya kalau Pak Dhani ngomongnya pake inggris terus mbak.

Researcher : Kalau responmu terhadap mata pelajaran Bahasa Inggris terutama past belajar tentang recount text, gimana?

Student : Lumayan susah mbak, susahnya itu bedain urut-urutannya itu mbak, yang antara orientasi sama re-orientasi itu, nah terus tambah lagi bahasanya yang dipake Pak Dhani yang dimateri power point kan Bahasa Inggris jadi itu bikin tambah sulit, terus cara mnegucapkannya juga susah mbak, kayanya udah tak baca bener sama Pak Dhani sama dibenerin lagi.

Researcher : Sama Pak Dhani kan dikasih teks-teks, kamu bisa memahami teks yang telah dibaca dengan baik?

Student: Ya paham gak paham mbak, kadang paham kadang enggak mbak, tapi kalau udah dijelasin maksud dari teksnya apa pake Bahasa Indonesia sama Pak Dhani, saya baca dan cari-cari artinya biasanya langsung paham mbak.

Researcher : Sama Pak Dhani kan disuruh menerjrmahkan kata-kata yang sulit, terus menerjemahkan teksnya juga kan, nah dalam menerjemahkan

teks dari Bahasa Inggris ke Bahasa Indonesia dan atau sebaliknya, kesulitannya apa aja?

Student : Susahnya nyari kata-katanya satu-satu dikamus mbak, belum lagi disusun gitu. Kadang bingung sendiri pas nyusun, ini maksudnya apa.

Researcher : Kesulitan apa saja yang kamu alami selama proses belajar recount text?

Student : Memahami materi sama teksnya soalnya kosakatanya kurang, mikir lama mbak, kadang udah males duluan mbak suruh baca teks gitu, pengene langsung dijawab. Terus kalau pas presentasi didepan bareng kelompok susah ngomonge, gak tau cara bacane, biasanya dibaca sama kaya tulisannya.

Researcher : Bagaimana cara guru memberi nilai siswa untuk setiap materi yang telah diajarkan?

Student : Penilaiannya itu ya mbak, kadang ada siswa yang ditunjuk suruh jawab gitu, terus ada ulangan gitu dikasih soal ulangan, ada kerja kelompok terus habis itu disuruh maju kedepan presentasi hasil diskusinya.

### Field Note of Interview with the Student

**Time** : 25<sup>th</sup> April 2017  
**Place** : Classroom of X Multimedia 3  
**Student** : Yuwantika  
**Researcher** : Nanis Diah Yuliaprianti

Researcher : Maaf mengganggu waktu istirahatnya sebentar, ada beberapa hal yang ingin saya tanyakan mengenai proses belajar recount text tadi, yang pertama bagaimana cara guru memulai pelajarannya?

Student : Setelah masu kelas, Pak Dhani mengucapkan salam terlebih dahulu “Assalamualaikum Wr. Wb”, kemudian Pak Dhani menyapa murid-muridnya pake Bahasa Inggris “Good Morning” dan menanyakan kabar “How are you?”. Disertai dengan becandaan, dan menanyakan yang belum dateng siapa, yang gak masuk siapa aja, mbak.

Researcher : Bagaimana cara guru menarik perhatian agar kamu dan siswa lainnya mau memperhatikan pelajaran?

Student : Sebelum memulai pelajaran, Pak Dhani memberikan cerita-cerita yang ternyata ada hubungannya dengan materi yang akan dipelajari kita, contoh ceritanya biasanya itu sama berhubungan dengan kegiatan sehari-hari para murid. Contoh-contoh namanya juga nama-nama anak-anak yang ada dikelas.

Researcher : Bagaimana cara guru menyampaikan materinya kepada siswa? Khususnya reading.

Student : Dengan menjelaskan materinya terlebih dahulu yang ditampilkan di power point, dan juga materi yang ada dibuku. Dikasih contoh-contohnya juga mbak. Setelah itu ditanya-tanya sudah paham atau belum, seperti itulah mbak.



- Researcher : Media apa yang guru gunakan untuk menyampaikan materi pelajaran Bahasa Inggris?
- Student : untuk membantu pelajaran, media yang digunakan biasanya ada LCD, Laptop, papan tulis, buku, spidol, ada kamus juga untuk mencari kata-kata yang tidak tahu artinya.
- Researcher : Apakah kamu dan siswa lainnya aktif dalam setiap proses pembelajaran Bahasa Inggris?
- Student : Yahh, aktif sih mbak. Kalau dijelaskan ya memperhatikan, kalau ditanya ya menjawab walau kadang ada salahnya.
- Researcher : Nah, kalau responmu terhadap cara pengajaran Pak Dhani, gimana?
- Student : Seneng mbak, asyik kok sama Pak Dhani, gak terlalu tegang juga kalau sama Pak Dhani.
- Researcher : Kalau responmu terhadap mata pelajaran Bahasa Inggris terutama past belajar tentang recount text, gimana?
- Student : Ya Paham mbak pada akhirnya, tapi pas dijelaskan pertam-tama gak paham mbak, lama-lama ya paham, kalau sudah dijelaskan materinya pake Bahasa Indonesianya, susah digrammarnya itu mbak, masih bingung harusnya kalau ini gimana gitu mbak pake s/es atau gak, terus dikasih bantuan apa.
- Researcher : Sama Pak Dhani kan dikasih teks-teks, kamu bisa memahami teks yang telah dibaca dengan baik?
- Student : Ya lama-lama paham mbak, kalau dibaca, terus dicari artinya kalau gak tau ya tanya temennya, kalau temennya gak tau tanya Pak Dhani yang ini maksudnya gimana, yang sperti ini bagaimana.
- Researcher : Sama Pak Dhani kan disuruh menerjrmahkan kata-kata yang sulit, terus menerjemahkan teksnya juga kan, nah dalam menerjemahkan teks dari Bahasa Inggris ke Bahasa Indonesia dan atau sebaliknya, kesulitannya apa aja?
- Student : Susahnya mengubah dari inggris ke indonnesia ya itu mbak kata-katanya mbak, kadang udah dicari ternyata masih salah, kan ada to

mbak 1 kata dalam bahasa inggris tapi arti indonesianya ada banyak, terus sayanya salah pilih kata, menyusun kalimatnya juga kadang kaya gak pas gitu mbak, waguu.

Researcher : Kesulitan apa saja yang kamu alami selama proses belajar recount text?

Student : Memahami materiya mbak, terus kalau disuruh baca atau pas maju kedepan presentasi gitu sulit mengucapkannya sulit ngejanya, banyak kata-kata yang gak tau artinya mbak, terus menyusun kalimatnya juga masih suka bingung, ini tambahi es/s gak, pake am is apa gak.

Researcher : Bagaimana cara guru memberi nilai siswa untuk setiap materi yang telah diajarkan?

Student : Dikasih pertanyaan, ditunjuk langsung orangnya, kasih soal rebutan siapa yang bisa jawab duluan, kasih teks ada soalnya suruh jawab, suruh diskusi sama kelompoknya terus dipresentasikan hasil diskusinya, terus ada ulangnya juga kalau sudah selesai materinya.

List of X Multimedia Activities during Process of Teaching Reading  
Recount Text

1. The teacher explain the material





## 2. Students' activities



