

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents and discuss about the background of the problem, setting of the problem, limitation of the problem, formulation of the problem, purpose of the research, importance of the research, and definition of the key terms. In this chapter, the researcher explained about the correlation study between students' understanding of reading comprehension and generic structure mastery of text.

#### **A. Background of the Problem.**

English is an international language used in countries throughout the world including Indonesia. As an international language, English is used by most people in the world. English becomes the first foreign language and has an important role in the development of Indonesia. It is used as a means of communication whenever Indonesia wants to make agreements with other countries.

As a subject, English have been taught to the students up elementary school to senior high school and also as the part of subject in university in Indonesia. Therefore, it is very important for the students to be able to master English. There are four components in English skill that must be mastered, such as: writing, speaking, reading and listening. Reading can make everybody know everything and what is going on in the world.

By reading many sources such as books, magazines, newspapers, etc, people can gain knowledge and enrich their experiences. Many people can hold the world by reading. Park in Abdorrahimzadeh & Sorahi, M.A. (2014) state that reading is a kind of interaction between the reader and the text which implies a degree of knowledge of the world, topics and target language. In addition, reading is one of the fundamental skills for academic success. Reading aids learners to learn, acquire knowledge and experience world. It is the skill of coordinating and constructing meaning through complex process of encompassing language, word reading, word knowledge and fluency.

Another skill should be mastered by the students while they study English at any level of education is reading comprehension. Reading comprehension is an active reading process to get information and to create meaning from reading materials by integrating what to be read into what has already known. Reading comprehension is important in language learning, including in senior high school level. It can be seen from the fact that reading comprehension is one of the skills to be tested in the National Examination that determines the students' graduation. Furthermore, according to Widiasih in Fidalia (2014), reading comprehension questions also take a big portion in the National Examination that comprises 75% of all questions.

On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students. Writing is one of the important skill in English. Because in leaner need to as essential component not

only for their academic practice but also letter in their professional life. In writing, students should be able to express ideas. In writing needs vocabulary and also ideas in writing. In order they can make good essay. Writing is one of language skill that used to communicate. Someone can express ideas, feeling, or information. The researcher can deliver it if someone can write well.

In fact, writing in English language is more difficult from writing in Indonesian language. English as state above is a foreign language for Indonesian student. English is a new language they learn. One of the reasons is the characteristics of English itself. For example, tenses, regular and irregular verb are not found in Indonesia.

On contrary, Indonesia is a language which the students have got earlier basically, we believe that students of junior high school have enough knowledge of it and have known to use it well and correctly. So, it is possible that Indonesian, though it is a school language for most of them, can regard as the student's mother tongue. Students use Indonesian language more frequently with their friends and teachers. Moreover, Indonesian language is very close to them, to their speaking or writing habits. This is one thing that invites problems when the student writes the sentences composition in English. Writing skills as one way of the four language skills, have an important role in human life.

According to Dahlan (2013) in article, there are some types of text. They are report, analytical exposition, narrative, procedure, recount, spoof, anecdote, discussion, description, explanation, review, hortatory exposition, news item. So, text is a sequence of paragraphs that represents an extended unit of speech. Every

type of text has its own generic structure. It should be mastered by the students in order to make a good writing. For example, the generic structure of narrative text is different with the generic structure of descriptive text. So, students are required to master the generic structure of every type of the text if they want to make a good writing.

Based on the researcher's observation to the eighth grade students of SMPN 5 Rambah Samo, Writing is one of the skills that quite difficult for them, moreover for the eighth grade, although they had studied about recount text and descriptive text during in the seventh grade. Both recount text and descriptive text have different generic structure. Students must be able to master those generic structures of the text to produce the good writing. Teacher have taught those kinds of text and explained the steps in making the correct generic structure of the text but there were some students who still get difficulty in constructing the correct generic structure of the text in descriptive or recount text.

Another problem is about students' reading comprehension skill, some of the students in the eighth grade of SMPN 5 Rambah Samo have the difficulties in comprehending the contents of the text. They cannot pronounce, spell, identify, and understand all words in any kind of text. They do not know what the text tells about, and then there are many unfamiliar words, difficulties in finding the main idea, the meaning of word phrases and sentences in the text, also determining kind of texts. Based on the finding above, the researcher is interested in conducting a correlative study or research entitled **“The Correlation Between**

## **Generic Structure Mastery of the Text and Students' Reading Comprehension at the Eighth Grade of SMPN 5 Rambah Samo"**

### **B. Setting of the Problem**

Based on the background of the problem above, it can be seen that writing is one of the skills that quite difficult for the eighth grade students of SMPN 5 Rambah Samo although they had studied about recount text and descriptive text during in the seventh grade. Both recount text and descriptive text have different generic structure. Students must be able to master those generic structures of the text to produce the good writing. Teacher have taught those kinds of text and explained the steps in making the correct generic structure of the text but there were some students who still get difficulty in constructing the correct generic structure of the text in descriptive and recount text.

Another problem is about students' reading comprehension skill, some of the seventh grade student in the eighth grade of SMPN 5 Rambah Samo have the difficulties in comprehending the contents of the text. They cannot pronounce, spell, identify, and understand all words in any kind of text. They do not know what the text tells about, and then there are many unfamiliar words, difficulties in finding the main idea, the meaning of word phrases and sentences in the text, also determining kind of texts.

### **C. Limitation of the Problem**

In this research, the researcher found several problems related to the students' skill in using English. However, to avoid the misinterpretation of the purpose of this research the researcher only limited the problem to the correlation between generic structure mastery of the text and students' reading comprehension at the eighth grade of SMPN 5 Rambah Samo. In this research, the researcher will only focus on recount text and descriptive text as the type of the text that will be measured.

### **D. Formulation of the Problem**

The problem of this research can be formulated as the following questions: "Is there any correlation between the generic structure mastery of the text and students' reading comprehension at the eighth grade of SMPN 5 Rambah Samo?"

### **E. Purpose of the Research**

Concerning to the previous problem about the generic structure understanding in recount text and reading comprehension, the purpose of this research is to find out the correlation between the generic structure mastery of the text and students' reading comprehension at the eighth grade of SMPN 5 Rambah Samo.

### **F. Significance of the Research**

The significance of this research is aimed for the students and the teacher. Those can be stated as follows:

1. For the students : This research hopefully may help the students to know their ability in reading comprehension skill and their mastery in generic structure of text.
2. For the teachers: this research hopefully can give information to the teachers about the students' understanding in the generic structure mastery of text and its correlation with their reading comprehension.

### **G. The Definition of the Key Terms**

To avoid the misunderstanding of some word in the research, it is important to give some explanation.

**1. Generic Structure of Text :** The way in which elements of a text are arranged to match its purpose. This structure can be observed by readers, and writers will use this knowledge to structure their writing, depending on their purpose. I think that generic structure most important before the writer will write the text. Have orientation, even and re orientation`

**2. Reading Comprehension:** According to Moreillon (2007), reading refers to an active process that requires a great deal of practice of using text to create meaning and conceptual knowledge or skill. Meanwhile, comprehension skill means readers' ability to get information and construct meaning from text by cognition and motivation. From the previous statement the researcher can conclude that reading comprehension is an ability to find and understand the information found from the text. So my

opinion Reading is ability to comprehend text is influenced by reader's skills and their ability to process information.



## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

In this chapter researcher discusses about the first review of related theories, where the researcher puts the opinions from the experts about the related theories of the research. Second is review of related findings, the third is conceptual framework that used researcher as literature review. The researcher puts some experts' theories related to the title of this research to support the strength of this research.

#### **A. Review of Related Theories**

##### **A.1. General Concept of Reading**

Brown (1982: 18) said that reading is not easy to master because the reader should have an ability to comprehend the author's message, etc. The students should be able to read the English text effectively and efficiently to get information from the reading text. The aim of teaching reading is to help students develop their ability, so they can read and understand the English text effectively and efficiently and even they can interpret what they read. Besides that, by reading we will get science, experience, insight and many others that we do not know before.

Ur (1993: 20) stated that when someone needs a success in reading, he or she must know well about characteristics of efficient reading. They are as follows:

1. Language. The language of the text is comprehensible to the learners.

2. Content. The content of the text is acceptable to the learners in order that they know it enough.
3. Speed. The reading progress is fairly fast, because the reader has automatically known the recognition of common combination and the reader does not waste time to work out each word of group of the words to learn.
4. Attention. The reader concerns rates on the significant bits and skims, the rest may even skip parts, so he or she knows insignificant thing.
5. In comprehensible vocabulary. The reader takes incomprehensible vocabulary in his or her stride to guess its meaning from the surrounding text or to ignore it and to manage not to use a dictionary only when these strategies are insufficient.
6. Prediction. The reader thinks a head hypothesis and predicts it.
7. Background of information. The reader is motivated to read an interesting content or a challenging task.
8. Purpose. The reader is aware of a clear purpose in reading.
9. Strategies. The reader uses different strategies for different kinds of reading.

According to Johan (2002:1) there are some skills of understanding reading text:

1. Deciding the meaning of words from context by analyzing the words and phrases in the texts.
2. Understanding the form and the meaning of non idiomatic phrases of noun phrase, gerund phrases, predictive verb phrases, and infinitive phrases.

3. Understanding meaning through syntactical structure: this theory is affliction of the grammar understanding.
4. Recognizing and understanding rhetorical structure as framework of context related to the topic, written as the purpose of the writer and the reader. Rhetorical structure includes functional word, phrase discourse mark.
5. Understanding the critical reading skill
6. Understanding the purpose of view and type of the writer.
7. Making generalization and conclusion
8. Understanding the writers' resources.
9. Understanding the writer's type and language of the writer.

According to Eugene in Nurhasanah, (2002:9) some ways in understanding a foreign language, they are as follows:

1. Phrase for memorizing and drill
2. Reading aloud and listening to reading
3. Speaking the language
4. Criticism of pronunciation
5. Supplementary vocabulary
6. Associating with native speaker
7. Writing down all new words
8. Listening to the radio
9. Going to the lecturers and public entertainment
10. Writing the language

## 11. Keeping up the language

Based on all of the theories about understanding reading text above, the researcher can conclude that understanding reading text is the ability to know about reading text and to know what to do after reading. Related to understanding reading text can be proved by answering the questions available about the reading text. Texts are made of words. Words are around us. When words are used to make meaning the text is created. According to Hartono (2007), text is a unit of meaning which is coherent and appropriate for its context. Text has several particular types, called by "Genre". Hartono also defines that genre is used to refer to particular text-type, not to traditional varieties of literature. In English, based on the Competence Based Curriculum 2006 for SLTP, there are 5 kinds of text. They are procedure – to tell or record in sequential order the steps taken to do or make something, descriptive – to describe or give information, narrative – to tell an event in the past which has complicity problem and resolution, recount to - tell a series of events happening one after another, report – to document or organize factual information.

### **A.2. Reading Purpose**

Reading is a skill that must be developed, and can only be developed, by means of extensive and continual practice. Students learn to read by reading. Their reading will tend to be effective when they have a purpose and a motivation to learn first. "A student who does not read because of lack of motivation does not get the practice he needs in reading skills" (Stepherd inSimanjuntak,1988:2).

Having a purpose for reading is a part of effective motivation. According to Carnine, Silbert, and Kameenui (1990:45), a reader's purpose determines the way in which he treats a passage and which a comprehension skills he uses. It is also pointed out that there are some different purposes for reading:

- 1) to be able to identify and remember a main idea.
- 2) to be able to follow instruction to reach a goal.
- 3) to be able to explain the content of a passage to someone else.
- 4) to enjoy.
- 5) to be able to accommodate the content into the reader's schema.
- 6) to critique the logic or data presented in a passage.
- 7) to edit a passage according to stylistic and organizational criteria.
- 8) to study according to an assignment to test requirements.

Stepherd, as quoted by Simanjuntak (1988:2) also says that when a student does not have and know his purpose in reading, any instruction he may get in the skills of reading will be useless to him, and it makes him unsuccessful in the text. From the statement above, I conclude that knowledge about what students read a text for will lead a teacher to be able in determining and choosing a material to be read.

### **A.3. Reading Comprehension**

Reading skills involve decoding and comprehension. According to Carnine, Silbert, and Kameenui (1990:34), decoding is translating printed words into a representation similar to oral language. Understanding the representation is

comprehension. Successful reading requires competency in both decoding and comprehension. Because comprehension is a kind of mental activity, it is rather difficult to observe. In order to give the description of what comprehension is, there are some definitions of comprehensions. Below are some statements about comprehension:

1) Reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read (Simanjuntak, 1988:4).

2) Comprehension involves almost every type of “understanding” or “thinking” (Carnine, Silbert, and Kameenui, 1990: 40).

3) Reading comprehension is a set of generalized knowledge acquisition skills, which permits people to acquire and exhibit information gained as a consequence of reading printed language (Harris and Sipay, 1980:479).

Since comprehension is an important element in reading, Harris and Sipay (1980:479) also would like to give the techniques of reading comprehension. Some techniques of reading comprehension are:

1) Scanning, quickly going through a text to find a particular piece of information. For instance, when a person wants to get a name, date, or year in a history book, it is not important for him or her to read the whole content.

2) Skimming, quickly running ones’ eyes over a text to get the gist of it.

For example, in order to decide whether a book is relevant to one’s work or to keep oneself always informed about a part of a book that is not important for

him usually before reading it, a reader looks at the table of contents and chooses which parts are important and relevant to what he or she needs.

3) Extensive reading, reading a longer text, usually for one's own pleasure. It is a fluency activity. A reader who wants to read quickly, to enrich vocabulary, usually reads a longer text such as articles.

4) Intensive reading, reading a shorter text, to extract specific information. This is more accuracy activity involving reading for detail.

Some definitions above imply that comprehension relates to the understanding and thinking process to get the meaning of reading materials.

#### **A.4. Factors Influencing Reading Comprehension**

Reading is one of the basic communicative skills, but it is a very complex process. In the process of reading, there are some factors, which influence reading comprehension. According to Harris and Smith (1997:27) some factors influencing reading comprehension are background experience, language abilities, thinking abilities, reading purposes, and affection (motivation, interest, attitude, belief, and feeling).

##### **1) Background experience**

The knowledge backgrounds and the past experiences of the students are very important in reading in order to anticipate the author's message. The ability to reconstruct meaning from printed page, including various kinds of skills and style the writer has, is based on the reader's previous experience with a topic, his familiarity with key concepts, and his knowledge of how language works. In

summary, readers must have ability to relate the text to their own background knowledge efficiently.

#### 2) Language abilities

Reading and language are two things that cannot be separated because reading is one of the skills in learning a language. As a means of communication the expresses ideas, thought, opinions, and feelings. Language abilities refer to the abilities of students in using a language. It includes the ability to understand the structure underlying the passage and the vocabulary of the language.

#### 3) Thinking abilities

Thinking abilities refer to the students' ability to link their new experience with their previous one. In this case, readers should think the act of recognizing words, whereas, teachers give the appropriate questions to help the students develop their thinking abilities.

#### 4) Reading purposes

The purposes for reading are reading for information and reading for pleasure. It is important to judge the purpose of reading because it will influence us in choosing the technique.

#### 5) Affection

Motivation, interest, belief, and feelings belong to affection. They may have improved the influence on students' reading comprehension.

Moreover, Alexander (1988:161-162) states that the following factors influence reading comprehension; they are the reading materials, the total



program of reading instruction, and the child's own personality. From the explanation above, the writer assumes that motivation is one of the important factors towards reading comprehension.

#### **A.5. The Assessment of Reading Comprehension**

The purpose of reading assessment is to measure the student's ability in reading comprehension. The nature of the assessment of reading in classroom context should be directly and intimately related to the nature of the instruction. Many instructions is indeed assessment anyway, sometimes quit explicitly. So, as when homework assignments are marked and grades are recorded in some form of continues assessment. Much instruction may be assessment like, but learners may not be being directly evaluated on their performance, but rather a performance is being elicited in order to help learners understand or improve their understanding of text.

King and Stanley (2004:8) explain that there are five aspects of processing of reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making inferences." The theory above can be described as follows:

*a) Finding main idea.* The main idea is the core of a text. To understand a text, a reader must also able to find the main ideas of the text effectively.

*b) Finding detail information of the text.* Readers must be able to find the factual information by scanning the specific details. There are many types of question of factual information can be found in the text such as; question

type of reason, purpose, result, comparison, means, identify, time, and amount.

*c) Guessing the meaning of vocabulary.* The readers should develop their ability in guessing some unfamiliar words. They also need to understand the context of the words or sentence.

*d) Identifying references.* Word references are known as pronouns, such as she, he, it, this, those. By knowing the main subject of the text, the questions are easily can be answered. Readers need to identify the word reference as a substitution of pronouns.

*e) Making an inference.* The result of reading is comprehends to what the writer wrote. The Reader is expected to get the messages of the text. In other words, a good reader is able to draw inference logically and make accurate predictions.

In conclusion, to understand a text material readers need to find the factual information by scanning the specific details, identify the main idea of a text, find the meaning of vocabulary in the context by developing their abilities in guessing some unfamiliar words, identifying the word reference, and able to make inferences where the students are able take some messages in a text material.

According to Zainil (2005), to understand paragraph involves the process in identifying the paragraph elements such as; topic, main idea, details of paragraph and references, paragraph developments such as coherence and cohesion in between and among the paragraph. From this opinion, it can be described that; topic, it is the word or phrase as the subject of the paragraph and

answer of the question “what is the whole paragraph about”, and main idea, it is the sentence that states the topic of the paragraph. It is the answer of the question “what does the author say about the topic of paragraph”. In short, when the students have the abilities in identifying the elements of the passage, it means the students find the essential information in the text.

Based on experts’ opinion above, it can be inferred that reading comprehensions are one’s ability in comprehending the message of the English reading materials. It is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain messages between the writer and the reader. It involves the process, identifying the text elements such as; finding main idea, details, the meaning of vocabulary in context, identifying reference, and making reference. Then, those become indicators for reading comprehension of this research.

#### **A.6. The Concept of Descriptive Text**

The researcher chooses descriptive text because it describes a piece of a person, place, thing, or idea using concrete and also vivid details. Furthermore, According to Zumakhsin (2005), descriptive text is to describe what we see.

Meanwhile Pardiyo (2007:33-34) states that description is a type of written text which has the specific function to give description about an object (human or non human). In conclusion, from all theories of descriptive text the writer make conclusion that descriptive text is a text to retell about person, thing, and place.

According to Kane in Alawi (2011), the generic structures of Descriptive text is identification and description. Moreover, Seyler in Alawi (2011) states that descriptive text has some characteristics as follow:

**Table 1. Characteristics of Descriptive Text**

| <b>No</b> | <b>Characteristic of Descriptive Text</b>                    | <b>Meaning</b>  |
|-----------|--|---|
| 1         | Generic structure consists of identification and description | in descriptive text, the object that want to be told to the readers must be identified at the early paragraph and then described in the following paragraph |
| 2         | Focus in a specific participant                              | A topic that discusses in a descriptive text writing should be not change from the opening paragraph to the closing paragraph                               |
| 3         | Use attributive and identifying processes                    | In descriptive text, the writer try to inform the content of the text to the readers through describing all aspect of the content of the topic.             |
| 4         | Frequent use of epithets and classifiers in nominal groups   | the object or things described in descriptive text sometimes replaced by the epithets by the writer   |
| 5         | Use of simple present tense                                  | Descriptive text mostly use simple present tense.   |

***Example of descriptive text:***

**The Eiffel Tower**

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair.

The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants. The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

*ASource : Wikipedia*

#### **A.7. The Generic Structure of Descriptive Text**

Pardiyono (2007: 34) states that in descriptive text there are generic structures such as:

- a. Identification is identifying phenomenon to be described (person, thing, object, or place). It means that the writer usually to recognize things to describe and explain clearly in his writing
- b. Description is describing parts, qualities, characteristics, etc. it means that the description is a part where the reader can get the deeper information about the thing written on the text.

Based on explanation above, the writer concludes that descriptive text consists of two generic structures. They are identification and description. Descriptive text uses present tense as the grammatical pattern.

#### **A.8. The Definition of Recount Text**

Recount as one of the factual texts can be said as the simple text type because it even can be about familiar and everyday things or events. However, it can be more demanding if it is used on formal contexts such as report of a science experiment, police report, news report, historical account, etc.

According to Pardiyono in Mulyadi (2011), Recount is a text telling the reader what happened. It retells a past event. It begins by telling the reader about who was involved, what happened, where the event took place, and when it happened.

Based on Curriculum 2006 in Karani (2008), Recount text unfolds with a series of events (ordered in chronological sequences). At various stages, there may be some personal comments on the event which is called reorientation.

According to Anderson (1997:48) recount is a piece of text that retells past events, which are usually told in order in which they happened.

Meanwhile Derewianka (1990: 14) states that in a recount the writer reconstruct past experience. A Recount is the unfolding of a sequence of events over time. Learners are using language to keep the past alive and help the readers to interpret experience”.

According to Hartono (2005: 3) recount text is normally presented in the past tense and temporally sequenced. A summary of the characteristics of recount

is presented in the following table. It is important to note that ‘orientation’ and ‘reorientation’ are also called ‘introduction’ and ‘conclusion’ respectively. Recounts may be in the form of biographies, autobiographies, newspaper reports of events, histories, letters, diaries, journals, eye-witness accounts of incidents, accounts of accidents submitted for insurance claims. The purpose of recount text is to tell a series of events happening one after another. A recount starts with an orientation which introduces participants (who) and provides the setting (where and when)/following the orientation, a series of events are recorded. Finally, a reorientations, which usually a reason, concludes recount.

In addition, in order to achieve its purpose to tell what happened, recount will move through some stages. The first stage, which is usually called orientation, is the step in which the writer presents the background information that is needed to understand the text. It is the starting point or the introduction in which the writer introduces the participants involved in the event, where and when it happened, etc. the next step is the presentation of the event in details in the order of the happening. Everything happened in the event is presented one after another in a chronological sequence. This stage is actually the main point of a recount.

As the closing, usually a personal comment regarding the event is presented. However, it is optional. So, it is up to the writer to add it or not. Beside a personal comment, a recount is usually ended by stating what finally happened.

On the basis of the structure of a recount, we can at least guess what language features which are usually found in are count. To indicate the

participants involved in the text, the use of proper nouns is common. Besides, as the purpose of the text is to tell what happened, descriptive words giving details about who, what, when, and how the event took place are usually used. Again, referring back to the purpose of the text, i.e. telling past events, past tense must be utilized. Furthermore, words showing the order of events such as first, next, then, afterwards, finally, etc. are commonly included.

### **A.9. Constructing in Written Recount Text**

Boardman (2008:287) stated that the steps for constructing of written recount text are: The First paragraph that give background information about who, what, where and when. It is called orientation. A record of events usually recounted in chronological order, named; event 1, event 2, event 3. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation. A reorientation which “rounds off “the sequences of events or retell about what happened in the end.

According to Boardman (2008:287), the language features usually found in a recount is use of nouns and pronouns to identify people, animals or things involved. It is also use of past action verbs to refer the events, use of past tense to located events in relation to speaker`s or researcher`s time, use conjunctions and time connectives to sequence the event, use of adverb and adverbial phrases to indicate place and time, use of adjectives to describe nouns.

In Addition, Boardman (2008:287) states that in making of functional grammar, the significant common grammatical patterns of recount include



focus on specific participant, use of material process or action verb, circumstance of time and place, use past tense and focus on temporal sequences.

**Table 2. Components of Recount Text**

| No | Components of Recount Text                 | Explanation   |
|----|--|---|
| 1  | <b>Language Features of Recount Text</b>   | <ul style="list-style-type: none"> <li>a. Use of nouns and pronouns to identify people, animals or things involved.</li> <li>b. Use of past action verbs to refer the events.</li> <li>c. Use of past tense to located events in relation to speaker`s or researcher`s time.</li> <li>d. Use conjunctions and time connectives to sequence the event.</li> <li>e. Use of adverb and adverbial phrases to indicate place and time.</li> <li>f. Use of adjectives to describe nouns.</li> </ul> |
| 2  | <b>Grammatical Pattern of Recount Text</b> | <ul style="list-style-type: none"> <li>a. Focus on specific participant.</li> <li>b. Use of material process or action verb.</li> <li>c. Circumstance of time and place.</li> <li>d. Use past tense and focus on temporal sequences.</li> </ul>   |
| 3  | <b>Steps in Constructing Recount text</b>  | <ul style="list-style-type: none"> <li>a. The First paragraph that give background information about who, what, where and when. It is called on orientation.</li> <li>b. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.</li> </ul>  |

|  |  |   |
|--|--|---|
|  |  | <p><b>c.</b> A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.</p> <p><b>d.</b> An reorientation which “rounds off “the sequences of event or retell about what happened in the end.</p> |
|--|--|---|

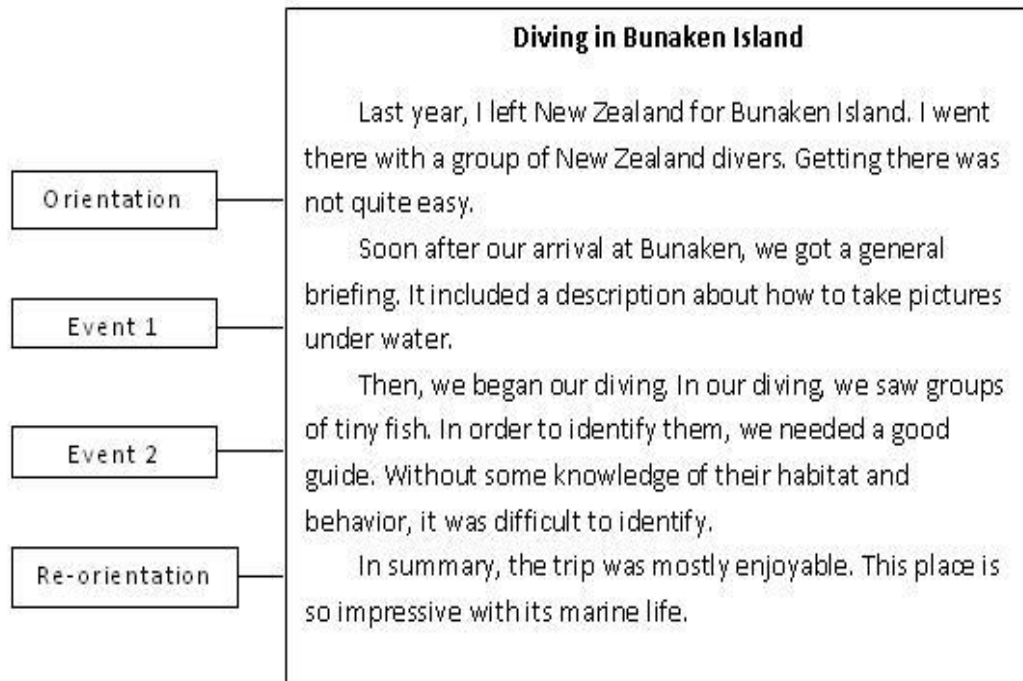
Boardman (2008:287)

To give more clear explanation about the recount text to the reader, the researcher put one of the examples of recount text below.

*Example of recount text:*

|   |
|---|
| <p><b>My Day</b></p> <p>I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.</p> <p>Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.</p> <p>Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.</p> <p><i>Source : <a href="http://www.englishquick.co.id">http://www.englishquick.co.id</a></i></p> |
|---|

*Another example of recount text:*



From the text above, it can be seen that the language feature of recount text is use past tense. That is the common problem made by the students where they usually wrote the incorrect past verbs in writing recount text. Students sometimes make mistake in writing the nominal or verbal sentence in past tense.

#### **A.10. Purposes of Recount Text**

According to Sue Stubbs and K. Wood (<http://books.google.co.id>) the purposes of recount text is reconstruct an events, experiences, and achievements from the past in a logical sequence. Some recount will be purely informative and some others will aim to both inform and entertain. According to Hartono (2005:3) the purpose of recount text is to tell a series of events happening one after another.

A recount starts with an orientation which introduces participants (who) and provides the setting (where and when)/following the orientation, a series of events are recorded. Finally, a reorientation, which usually a reason, concludes recount.

### **A.11. Types of Recount Text**

According to Sue Stubbs and K. Wood (<http://books.google.co.id>) there are five types of recount:

1. *Personal recount* is retelling an event that the writer was personally involved in. For example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recounts are usually written in the first person (I and we) and often to entertain and inform.
2. *Factual recount* is concerned with recalling events accurately. It can range from everyday tasks such as accidents, structured research, science, news recording and police reports. The emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of event, experience or achievement.
3. *Imaginative or literary recounts* entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.
4. A *procedural recount* records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.

5. A *biographical recount* tells the story of a persons' life using a third person narrator (he, she, and they). In this case of autobiography, first person narration (I, we) is used.

#### **A.12. Generic Structure of Recount Text**

*a. Orientation.* The orientation provides all the necessary background information to make sense of the text. To ensure that the orientation is detailed and thorough, it uses 5w (who, what, where, when, and why). The author needs to give information about what happened, who or what was involved, when and where the events occurred and why.

*b. Series of events.* Events should be selected carefully to add the readers' understanding of the topic. Students should be prepared to discard unimportant or uninteresting events and details. Events are usually sequenced chronologically, but students should be encouraged to experiment with arranging events in order of importance. Unity between paragraph is created through the use of time connectors (before, throughout, finally) so that the separate events form part of coherent text.

*c. Re-orientation.* This final section concludes the recount summarizing result, evaluating the topic, or offering personal comments.

#### **A.13. Language Features of Recount Text**

1. Using simple past tense in most recounts. But present tense may be used in diary or journal. Future tense is sometimes used in conclusion of an

imaginative or biographical recount to predict what might happen in the future.

2. Specific descriptive words (adjectives) help the readers visualize or imagine events. For example: the butterfly spread out its limp, and set wings to dry. In a factual recount or accident report, adjectives provide necessary detail for an accurate recount.

3. A range of conjunctions (because, although, while) is used to link clauses within sentences.

4. Time connectives (firstly, next, finally, after) are used to link separate events or paragraphs into a coherent whole text.

5. Adverb and adverb of phrases to indicate specific times and places. Example: yesterday, last week, at home, and outside.

6. Specific participant (nouns and pronouns, such as Mr. John, William Wallace) to provide detail and credibility.

7. Use of action verbs to indicate an event or action. Example: stayed, went, killed, etc.

According to Derewianka (1990) in Departemen Pendidikan Nasional (2005:33) every type of recount has different significant lexicogrammatical features/language feature. They are as in the following:

### ***1. Personal Recount***

a. Use of first person pronouns (I, we).

b. Personal responses to the events can be included, particularly at the end.

c. Details are often chosen to add interest or humor.

## **2. Factual Recount**

- a. Use of third person pronouns (she, he, it, they).
- b. Details are usually selected to help the reader reconstruct the activity or incident accurately.
- c. Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- d. Mention of personal feelings is probably not appropriate.
- e. Details of time, place and manner may need to be precisely stated (e.g. at 4.30 pm, between *Johnson St* and *Park Rd*, the man drove at the speed of 80kph).
- f. Descriptive details may be required to provide precise information (e.g. a man *with a red shirt, black shoes, and long hair, weighing 65 kilos* and approximately 185 cm tall).
- g. Use passive voice (e.g. the beaker was filled with water).
- h. It may be appropriate to include explanation and justifications.

## **3. Imaginative Recount**

- a. Usually written in the first person.
- b. It may be appropriate to include personal reaction.

## **4. Biographical Recount**

- a. Usually written in third person narrator.
- b. Detailed are usually selected to help the readers more understand about person's life.

c. The comment on the contribution of the person's achievements. In this research, the writer focuses on personal and biographical recount because this kind of recount are easier than others and it also use for the eighth grade students at Senior High School. Therefore, the students are able to learn this kind of recount.

## **B. Review of The Related Findings**

The research is focused on students' understanding of reading comprehension and generic structure mastery of text, in this research, the researcher focuses to the recount text as the type of text. From the previous researches, the researcher gets the idea to do a further research about the correlation between students' understanding of generic structure of recount text and reading comprehension.. Those related researches are explained as follow:

Hidayah (2007) on her research entitle "A Correlation Between Students' Mastery of Past Tense and Their Achievement in Writing Recount" found that students' mastery of past tense influences their achievement in writing recount. In other words, there is an influence of students' mastery of past tense towards their achievement in writing recount. However, the result of the index of determination also indicates that the students' mastery of past tense is not the only factor that influences their achievement in writing recount. There are other relevant factors such as the students' motivation, their interest in learning writing, their health or frame of mind on the day they took the test, the frequency of practice, their writing habit, etc that affect their achievement in



writing recount. Those factors, however, are not involved in the regression model of this study.

Astuti (2014) on her research title “The Correlation Between Students’ Remarkable Experiences and Their Ability in Recount Text Writing of Grade Eight of SMPN 20 Bandar Lampung” found that From the data which had been collected and analyzed, the writer concluded that there was a correlation between the students’ remarkable experience and their ability in writing recount text of grade eight of SMPN 20 Bandar Lampung. The conclusion was taken based on three considerations. The considerations were the average score of the students’ remarkable experiences, the average score of the students’ recount text writing ability, the statistic analysis of the correlation between the students’ remarkable experiences and their ability in writing recount text which was applied to the sample. Based on the result of the study, the writer has some recommendations for English teachers, students and further researcher. There are three recommendations given for English teachers. First, it is essential for English teachers to know that one of the factors of students’ recount text ability is students’ remarkable experience. Second, they should motivate their students to learn from their own experience to improve their ability to write recount text. Third, it is important for the English teacher to motivate their students to pay more attention on teaching and learning process, therefore they are able to take benefits from their experience on it. To improve students’ recount text writing ability, the writer gives two recommendations for them. First, they should practice their writing everyday by retelling past events or their experience to improve their

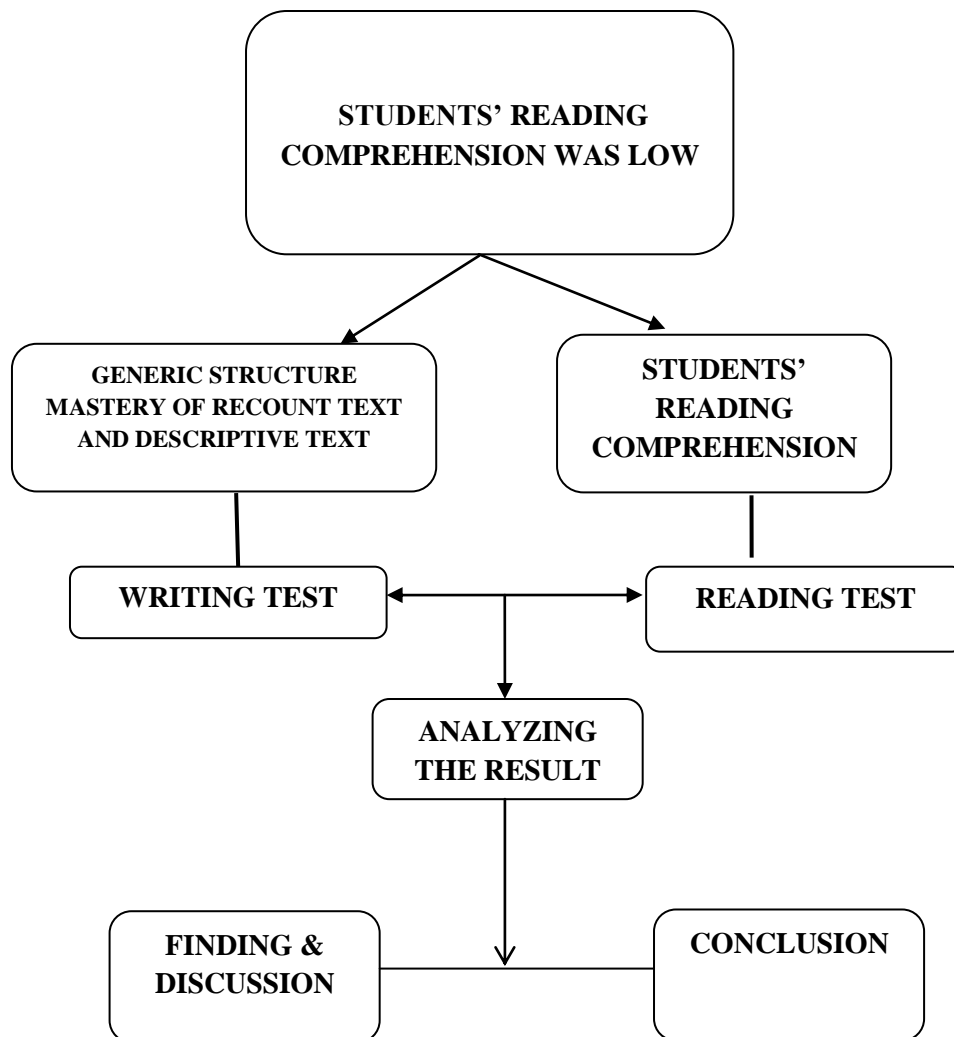
ability in recount text writing. Second, they may practice recount text writing at school and home, or they may use social media to improve their ability in writing.

Fitriah (2010) on his research entitle “The Relationship Between Students’ Understanding On Recount Text And Their Ability To Retell The Text At The First Year Of Man Dumai” found that based on the research finding, the result can be concluded that there is no significant relationship of students’ understanding on recount text to their ability to retell the text as shown by the following explanation: Level of correlation coefficient students’ understanding on recount text and their ability to retell the text is 0.089. It means that  $H_0$  is accepted which indicates that there is no correlation. Level of significant is 0.516. It is bigger than 0.05. It means that  $H_0$  is accepted. It means that there is no relationship between students’ understanding on recount text and their ability to retell the text. In the other word, there is no influence of students’ understanding on recount text to their ability to retell the text.

### **C. Conceptual Framework**

In this research, there are two variables; they are students’ understanding on recount text and reading comprehension. To ease the readers in analyzing the concept of this research, the researcher describes the conceptual framework of thi research in the following figure:

**Figure 1. Conceptual Framework of the Research**



The researcher wants to analyze students' understanding in reading comprehension and its correlation their mastery in generic structure of recount text. The researcher will make a concept of the research to measure student's skill in writing the recount text by giving them a writing test and to measure their reading comprehension the researcher will give them a reading test. The result of writing test and reading test will be analyzed to find out its correlation between both of them.

## **A. Hypothesis**

Hypothesis is a supposition or explanation (theory) that is provisionally accepted in order to interpret certain events or phenomena, and to provide guidance for further research. A hypothesis may be proven correct or wrong, and must be capable of refutation. The hypothesis of this research can be stated as follows:

Ha : There is a correlation between the generic structure mastery of the text and students' reading comprehension at the eighth grade of SMPN 5 Rambah Samo.

Ho2 : There is no any correlation between the generic structure mastery of the text and students' reading comprehension at the eighth grade of SMPN 5 Rambah Samo.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explains about the design of the research includes the place will be taken for doing the research, the population and sample of the research, and also the technique in collecting and analyzing the data will be taken to the eighth grade students of SMPN 5 Rambah Samo . This chapter explains about the direction of this research and also the procedure will be taken by the researcher in collecting data.

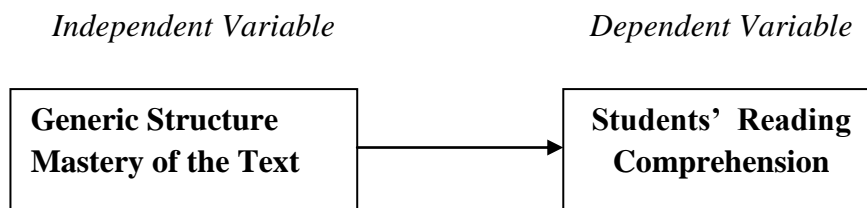
#### **A. Research Design**

Defining the research design in advance is the most essential part of conducting a research since the research design determined the statistical decision being made. As the topic indicates, the primary aim of the study is to reveal the correlation between the generic structure mastery of recount text and descriptive text and students' reading comprehension. So, this research identified the possible relationship between the two variables. In other words, this study is a correlation research.

According to Gall and Borg (2003:320), correlation research refers to studies in which the purpose is to discover relationship between variables through the use of correlation statistics. For further, it explained that the basic design of correlation research was very simple, involving nothing more than collecting data on two or more variables for each individual in a sample and computing a

correlation coefficient.

In this research, there were two kinds of research variables. According to Arikunto (2002), research variables are the specific points or the certain objects of the research want to notify by the researcher. Those variables are the generic structure understanding of recount text and students' reading comprehension



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

This research was conducted at SMPN 5 Rambah Samo. It is located at Diponegoro Street, Rambah Samo Sub District of Rokan Hulu Regency. The research will be conducted in May 2019. The participants of this research was the eighth grade students of year academic 2018/2019.

## **C. Population and Sample**

### **1. Population.**

According to Arikunto (2006:130) population is whole the subject in the research. The population in this research is all the eighth grade students of SMPN 5 Rambah Samo. The number of population was 26 students.

**Table 3. Total Population of the Research**

| No           | Class         | Number of students |
|--------------|---------------|--------------------|
| 1            | The 8th Grade | 26                 |
| <b>Total</b> |               | <b>26</b>          |

## 2. Sample

Arikunto(2006:131) states that sample is partially or represent the populations are going to be researched. The technique will be used to determine the sample is total sampling technique, which means, researcher will use this technique is very appropriate with researcher's consideration until it can represent populations.

Sugiono (2011:62) states "sample is a lot of quantities and characteristics in the population. If populations is big and the researcher is impossible for learning all of there in the population because limitedness donation, energy and time but conclusion is sample that taken from population have to represented. So, in taking the sample of the research, the researcher used the total sampling method, it is caused by the number of the participants is less than 100 students.

## **D. Instrumentation of the Research**

According to Arikunto (2002:136), research instrument is a device used by the researcher while collecting data to make his work become easier and get a better result, complete and systematic in order to make the data easy to be processed.

Because there are two variables that the researcher wants to observe they are the generic structure understanding of recount text and students' reading comprehension, reading test was used in this research. It is purposed to measure students' reading comprehension. In this test, the researcher gave students a reading comprehension test which consist of 20 questions related to the information of the text based on the indicator of reading comprehension (see appendix 1). In measuring students' mastery in generic structure of the text, the researcher will ask the students to determine the generic structure of the texts given during the reading comprehension test. The test taken from LKS in students book.

**Table 4. Blueprint of Reading Comprehension Test**

| No | Indicators                                    | Test Items     |
|----|---|----------------|
| 1  | Finding the Main Idea                         | 1,6,11,16,20   |
| 2  | Finding the Detail Information From the Texts | 2,7,12,17,19   |
| 3  | Guessing the Meaning of Words                 | 3,5,8,13,18    |
| 4  | Making an Inference                           | 4,9,10, 14,15, |

From the table above, it can be seen that the researcher used 4 indicators to measure students' reading comprehension skill. First, in finding the main idea, the researcher put them in the test item number 1,6,11,16,20. Second, in finding the detail information from the text, the researcher put it in the test item number



2,7,12,17. Third, in guessing the meaning of words, the researcher put them in the test item number 3,5,8,13,18,19. Fourth, in making an inference the researcher put in the test item number 4,9,10,14,s15.

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

The data collecting is the successive step to conduct. The researcher wanted to know about the generic structure understanding of recount text and students' reading comprehension to prove whether there is a significant correlation between those two variables.

### **1. Generic Structure Mastery of Recount Text and Descriptive Text**

As the researcher wants to know about the students' understanding in writing the generic structure of recount text. The researcher collected this data through a reading test as well. Students were asked to determine the generic structure of the texts. Both recount text and descriptive text which are used to test students' reading comprehension were used to measure students' generic structure mastery of those texts

### **2. Reading Comprehension**

As stated in the previous section, the reading test was given to measure students' reading comprehension skill. In this research, the researcher gave a reading test which consists of several questions related to the text given.

## **F. Procedure of the Research**

In conducting the research to the eighth grade students of SMPN 5 Rambah Samo the researcher conducted some procedures to follow in order to

make it order such as the following steps:

- 1 . The researcher came to the class 8 of SMPN 5 Rambah Samo to get the permit of doing this research from the Headmaster.
- 2 . At the first meeting, the researcher gave a reading test to find out the students' reading comprehension skill
- 3 . At the second meeting, the researcher collected the sample to give them a reading test to find out their understanding to the generic structure of recount text and descriptive text.
- 4 . The researcher analyzed the result both students' mastery in recount and descriptive text and reading comprehension test result.

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

In order to answer the research problems, the data that was gathered and analyzed and interpreted with regard to the research design. The data was numerical form, statistical analysis was applied by using SPSS application to ease the researcher in computing the result of the test.

### **a. Analyzing the Students' Understanding of Reading Comprehension**

As the instrument used as the tool of research in this study are in the form of objective test to measure their reading comprehension. The reading test will be consist of 20 test items. Thus, the researcher scored 1 for each correct and 0 for the wrong answer. To get the real score of the reading comprehension test for each student, the formula based on Harahap (1998).

$$M = X/N \times 100.$$

Where :

M = student's score

X = Total of correct answer

N = Total of items.

#### **b. Analyzing the generic structure mastery of Recount Text**

In analyzing the data of generic structure understanding of recount text, the researcher gave recount text and descriptive text in the test. Then, the researcher asked the students to determine the generic structure of each text given. The numbers of the text consisted of 2 recount texts and 2 descriptive texts or it could be said that the texts given are the same texts which used to measure students' understanding in reading comprehension.

To find out whether or not there is a relationship between generic structure understanding of recount text and students' reading comprehension, the correlation coefficient showing the degree as well as the direction of the relationship between the two variables was computed. As the data is in the form of interval scale because there were always a possibility that the result of the study will show no relationship between the variables, the researcher used SPSS Application program to calculate result of the students' test in both variables or in manual way the formula of correlation the researcher used the Pearson correlation coefficient. The formula can be seen on the following way.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where :

N = number of pairs scores

$\sum xy$  = sum of the product of paired scores

$\sum x$  = sum of x scores

$\sum y$  = sum of y scores

$\sum x^2$  = sum of squared x scores

$\sum y^2$  = sum of squared y scores

Based on the result of the calculation of coefficient correlation ( $r_{xy}$ ) above, the researcher found that the correlation degree between two variables in this research, they are generic structure mastery (X) and students' reading comprehension (Y). After the coefficient correlation degree is found, the researcher will interpret the index of correlation data found based on the  $r$  product moment table. The interpretation of index of correlation can be seen from the following table:

**Table 5. List of Index of Correlation**

| <b>Score of <math>r</math> Product Moment</b> | <b>Interpretation</b>  |
|---|------------------------|
| 0,00 – 0,20                                   | Very Low Correlation   |
| 0,20 – 0,40                                   | Low Correlation        |
| 0,40 – 0,70                                   | Fair Correlation       |
| 0,70 – 0,90                                   | Sufficient Correlation |
| 0,90 – 1,00                                   | High Correlation       |