USING CLT METHOD IN TEACHING READING OF RECOUNT TEXT

THESIS

Submitted in Partial Fulfillment of the Requirement for
Gaining the Bachelor Degree of Education
in English Language Education

By:
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ABSTRACT

Title : USING CLT METHOD IN TEACHING READING OF RECOUNT TEXT

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Reading activity is often considered easy by students. Sometimes, they can not understand and interpret the reading properly. Therefore, CLT method is used to motivate and carry out the students' reading skill. The aims of the study were to explain the implementation of using CLT method and students' respond in teaching reading of recount text at the Tenth Grades of MA Raden Fatah Kabupaten Tegal in the Academic Year of 2019/2020. In this research, the researcher used form of qualitative method. The data were presented in the form of description. The researcher collected the data by using observation, interview, and documentation. In this research, the researcher used data reduction, data display and conclusion in analyzing the data. The research showed the process of teaching reading recount text, the implementation of teacher's method is using CLT method. The teacher used Communicative Language Teaching as method and Scientific Approach and Genre Based Approach as approach in teaching recount text for students at tenth grade. The teacher provided the teaching reading of recount text by students easily to be understood. The students were interested and enthusistic in learning reading of recount text by using CLT method. The media learning that used by teacher is power point with the examples of recount text. Learning source that used to teach the students was English module and internet. Then, the technique of assessment learning used written test to get the students' achivement. 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, pronounciation. Furthemore, the next objective of the research was the students' response of implementing the CLT method in teaching reading of recount text. 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; observation and written test. By using CLT method students are able to interpret and understand the reading of recount text. The difficulty of reading skill that can be solved the students while the teacher taught by using CLT method.

Keywords: *Communicative Language Teaching Method, Teaching Reading, Recount Text*

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Finally, the researcher realizes that this thesis is far from being perfect. Therefore, the researcher will happily accept the constructive criticism in order to make it better. The researcher hopes this thesis would be useful for everyone. *Aamiin.*

Semarang, 18th of December 2020

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MOTTO

These are they who have exchanged guidence for error: But their trade is profitless, and they have lost true (right) direction!

(Q.S. Al-Baqarah 2:16)[1]

[1] Syed Vickar Ahmed, *English Translation of The Meaning of The Quran*, (Malaysia: Book of Sign Foundation 2005), p. 2

CHAPTER I

INTRODUCTION

This chapter consists of the background of study, questions of the research, objective of the research, and significance of the research.

A. BACKGROUND OF RESEARCH

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 phoethic and structural analysis of knowledge and skill (Joyce, Well and Calboun, 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.

As states in verse 1-5 of surah Al-„Alaq that reading becomes an important thing because it was the first commandment all at once, the first divine revelation to Prophet Muhammad SAW[2].

ٱقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ﴿١﴾ خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ ﴿٢﴾ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ﴿٣﴾

ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ﴿٤﴾ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ﴿٥﴾

"Proclaim! [or read!] in the name of your Lord and Cherisher, Who created- Created man, out of a [mere] clot of congealed blood: Proclaim! And thy Lord is Most Bountiful,- He Who taught [the use of] the pen,- Taught man that which he knew not." (QS.Al-„Alaq 1-5)[3]

These verses show that Islam gives high attention to reading. It explains about how reading can be a first step of teaching learning process. Reading in Islamic perspective is not only dealing with the understanding, but also interpreting and extracting. The information from the text than relate it to the real phenomenon readers have.

So reading can not separate from daily activity. Almost people get information from reading. People read many kinds of reading text. Such as newspaper, magazine, novel, article, academic book etc. Therefore, reading activity can bring great advantages for readers.

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[2]Kementrian Agama RI, *Syaamil Al-Qur'an Miracle the Reference*, (Bandung: PT. Sygma Examedia Arkanleema, 2010), p. 597

[3]Abdullah Yusuf Ali, *the Holy Quran (Koran)*, (Riyadh: King Fahd Holy Quran Printing Complex, 1987), p. 320

Johnson (2008:7) states 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 book, newspapers, articles or other medias, 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 experince. Without considering these aspects, teacher and students will face difficulties in teaching reading process. Beacause the five aspects 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.

In the same case there are some factors that hampering students' achievments in reading, specifically in reading comprehension. Setiarini (2016) explains that the students reading comprehension improvement can be seen when they read the text in reading activities in the cycle one which also can be drawn up by the noticeable score of the first summary writing in the cycle one. Nowadays, the students may not have such motivation to read because the text is not interesting and sometime the text is too long. The students are also unfamiliar with the word used in the text or they lacking of vocabularies. But the main factor that caused students' bored in reading is the strategy of teaching reading that is used to teach them is not appropriate to their need.

Sometimes teachers assume that the students' reading comprehension will develop naturally without any teaching strategies. But in fact, based on my experience during conducting practice teaching in teaching internship difficulty, it was found that many students will find reading difficult although they have done it for several years. They do not know how to comprehend an English text and get the message from it. Consequently, the students become bored and lazy. Irfan Effendi, Ahdi Riyono (2017) concludes when students recognized their learning styles, they can apply good learning

styles according to their learning styles, so students can maximize academic and non-academic achievment. In the same line, Nafi Annury (2016) says, learning is a process undertaken by teacher who has been programmed in order learning students to achieve the purpose of learning as specified in accordance with instructions the curriculum prevailing.

Based on the previous research has been conducted by Agussalim, he used communicative language teaching to improve students reading skill. The result is there was significant improvement of students' reading skills by using communicative language teaching. It can be seen in cycle 1 and cycle 2. There was found that students still had poor ability to understand the lesson. Meanwhile, in this research, the researcher found that students still not good and their attention was also still low. Therefore, the researcher suggests that the teacher should use group work to the students in order to enhance students' motivation.

Based on condition above, the teacher should make variations and suitable method in teaching reading in order to increase the students' ability in reading. Meanwhile, to know how teaching reading by CLT (Communicative Language Teaching) method especially on recount text at Tenth Grade Students' of MA Raden Fatah is effective, the researcher focusedon analysis how the teacher implementation CLT method in teaching reading, process of reading activities and learning outcome of students. 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.

B. QUESTION OF THE RESEACH

The problem of this research focused on:

1. How is implementation of CLT method in teaching reading on Recount Text to the Tenth Grade Students' of MA Raden Fatah Kabupaten Tegal in the Academic Year of 2019/2020?
2. What are the students' response of the implementation of CLT method in teaching reading of Recount Text at the Tenth Grade of MA Raden Fatah Kabupaten Tegal in the Academic Year of 2019/2020?

C. OBJECTIVE OF THE RESEARCH

1. To describe students' reading comprehension towards the implementation of CLT method in teaching reading of Recount Text to the Tenth Grade of MA Raden Fatah Kabupaten Tegal in the Academic Year of 2019/2020.

2. To explain the students' response of the implementation of CLT method in teaching reading of Recount Text to the Tenth Grade of MA Raden Fatah Kabupaten Tegal in the Academic Year of 2019/2020.

D. SIGNIFICANCE OF THE RESEARCH

The research about the effect of implementation of CLT (Communicative, Language Teaching) Method Towards Students' Reading Comprehension to Tenth Grade of MA Raden Fatah Kabupaten Tegal, hopefully will give contribution to English learning, they are:

1. Theoretical Significance

   The writer expects that this research can give input in English language teaching. Besides of that, it also will give psychological understanding to the teachers in their efforts of creating enjoyable activity in teaching learning and process in the classroom especially in teaching reading. The writer also hopes that this research will hopefully be useful and can be a reference, information for the research which has connection with using a strategy toward students' reading comprehension.

2. Practical Significance

   a. For Student

      The result of the research helps student more active and enjoyable in reading skill.

   b. For Teacher

      The result of this research hopefully helps the teacher to develop their ability in teaching English, especially in reading skill.

   c. For School

      The result of this research will be a new strategy that can be applied to other students at anytime at school.

   d. For The Researcher

      The result of this research will help researcher to get some experience and knowledge about her study and it is useful for the future research.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter describesthe previous research and literature review

A. PREVIOUS RESEARCH

The previous researches are:

The research entitled Teaching Method on Reading Comprehension at the Third Semester in English Education Department of the State Islamic Institute of Surakarta in Academic Year of 2014/2015 conducted by Dyah Susmawati from IAIN Surakarta.[4]The aims of this research to describe the method used by the lecturer in teaching reading comprehension at the third semester in English Education Department, to know how the strategies are implemented by the lecturer. The researcher collects the data by observing the English class and interviewing from the lecturer and the students. Based on the research finding and discussion, the lecturer started the class with applying three phase techniques as a method in teaching reading comprehension. Subsequently, the problems that are found in teaching reading; students' vocabulary master, students' knowledge, students' interest and motivation and stusents' behaviour in class.

The study entitled Method of Teaching Reading Skill to EFL Learners: A Case Study. Conducted by Dedy Sanjaya from Medan University 2014.[5]The aims of the research is to describe method for teaching reading. The subject is studens of Arts and Science who join English Course in Utara Malaysia University. By the qualitative research design, the researcher observes the class and finding five methods that used in teaching reading skill. They are, Grammar Translation Method, Direct Method, CLT, Audio Lingual Method, and Silent Way. The problems that are found in this case are students' awareness, a lot of students ignore how the importants of reading.

The next previous research is a study Agussalim which aimed that the the findings from the implementation of CLT method for teaching-learning of reading was positive. The cycle 1 showed that the learning process is not successful. Then, the cycle 2 showed that the teaching-learning of reading process is successful. It means that the similarity of this research and his research is using CLT method.

[4]Dyah Susmawati, "Teaching Method on Reading Comprehension at the Third Semester in English Education Department of the State Islamic Institute of Surakarta in Academic Year of 2014/2015", *Thesis* (Surakarta: English Education Department State Islamic Institute Surakarta,2015)

[5] Dedy Sanjaya, "Method of Teaching Reading Skill to EFL Learners: A Case Study", *Thesis* (Medan, Englis Education Department Medan University, 2015)

The difference are using quanitative and questioannaire, while his research is using qualitative with analyzing the result of interview and observation.

The study Mohammad Adil which aimed to investigate the preception off language teachers and their experience regarding the use of translation as a language teaching approach in Saudi Arabia. The study adopted a cross-sectional qualitative design to investigate the role of translation as a communicative apporach in language teaching.[6] The similarities of the research are using qualitative design and interview. The different of the research is the design of implementing teaching method in high school, this research is in university while his research is in the high school.

The last previous research is the study Mohammad Mosiur Rahman and et all, which aimed that investigated and compared the stated beliefs and observed classroom practices relating to Communicative Language Teaching (CLT). the findings of the study revealed that both the teachers hold similar complex beliefs that mostly contradict the philosophy of CLT.[7] The similarities between this research and his research are using interview and observation. The different between this research and his research is the teacher preceptions in CLT and learning process in CLT method.

The differences of this research with the previous research above are the researcher tried found the effect of using CLT (Communicative Language Teaching) method in teaching reading, then the object of this research is students at senior high school. And the similarities of this research with the previous research are the researcher found the data from the observation following by interview.

B. LITERATURE REVIEW

1. General Concept of Reading

a. The Nature of Reading

Reading is a language skill that plays important role in our lives. Reading refers to the skill needed to recognize words, decode words and sentences, and make meaning out of sentences and passages so the information can be understood and used. According to Collins that Reading is the practice of using text to create meaning. Based on definition, it can be described that in reading activity, the readers use the text to create meaning,

[6] Mohammad adil, "Exploring The Role of Translation in Communicative Language Teaching or the Communicatve Approach", *Journal Internation SAGE Original Research*, (Vol. 10 April 2020), p. 1

[7] Mohammad Mosiur Rahman, et all, "Exploring ESL Teacher Beliefs and Classroom Practices of CLT: A Case Study", *International Journal of Instruction*, (Vol 11 January 2018), p. 295

the readers learn from words contained in full sentences and paragraphs. Reading fundamentally involves comprehending what we read, in other words reading is an activity to find or create the meaning. If there is no meaning being created, there is no reading taking place. Without creating the meaning, reading is a useless thing to do.

According to Grabe and Stoller state that reading is a recording and decoding process. It means that the reading activity plays several relating skills and processes. The first is decoding skills. Decoding skill is a skill to recognize words quickly and efficiently. The second is fluency skill. The readers who have fluency skill will be able to read with good expression, and intonation. The third is about comprehension skill. This skill means that the readers understand and remember what they read. They can summarize and discuss about the material, and demonstrate comprehension of the text. Finally, they can analyze and evaluate what is being read, and make interpretations or conclusion relate to the content of the material. Reading plays several reading skill and processing, so everyone who wants to be a good or effective reader should try to master those skills first.

According to Duffy said that Reading is information processing, transforming print to speech, or print to meaning.[8] Reading here means the process of the readers in trying to understand about something printed in order to find out the information.

Based on those theories, Reading can be defined as the process of contructing meaning from written texts. Reading means to understand the meaning of printed words written symbols. Reading is activated by print so the readers must be able translate the written words into meaningful language in order to get the information and use it in the future.

b. The Purpose of Reading

Reading is one of the complex ways in learning something. Readers get many advantages through reading. So, readers surely have many purposes for reading. Some of them are to comprehend the writer's idea or the way the writer communicates with the readers by way f the written or printed words. Another readers do reading for entertaining themselves.

[8] H Brown Gouglas, *Teaching by Principles An Interactive Approaches to Language Pedagogy Second Edition*, (New York: Longman, 2006), p. 6

Based on the Grabe and Stoller book, they state that there are some purposes of reading:

1) Reading for Pleasure

   Reading for pleasure can be done by following a narrative and enjoy others literature text more.

2) Reading for A General Impression

   Reading for a general impression is used when the reader wants to gain an idea of the writer's viewpoint.

3) Reading for Orgnizing Reading and Study

   Reading here is used to identify the important content of a text, to answer a spesific question and to decide which selection of a text to a start studying.

4) Reading for Learning Content or Procedure

   Reading here is used to gain an understanding of a new concept, to learn certain facts from a text and to follow instruction.

5) Reading for Learning Language

   Learning language involves learn to translate the text, learn new vocabulary, identify useful structures or collaboration, use the text as model for writing, practice pronounciation.

As we know, there are many purposes for reading activity. Such as, they do reading for pleasure or to get knowledge for their test. Based on the explanation above, the writer concludes that the general purpose of reading is to find information in the literature. Meanwhile, the spesific purpose of reading depends on the situations and conditions of the reader. Whatever purpose of reading activities, reading is very important skill for people.

c. Reading Comprehension

The first point to be made about the reading process is reading comprehension. In reading comprehenion, readers must be able to get the main idea of the text. Klinger has pointed out that reading comprehension is at once unitary process and a set of discrete process. While Grabe and Stoller state that reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension seemingly effortless and enjoyable activity to fluent readers. Another words, reading comprehension is an achievement to use many abilities to comprehend or understand text eaily.

Reading comprehension involves more knowledge of structure and vocabulary. For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. From the statements, it is clearly that reading comprehension is important thing in reading. It can also be concluded that reading is the first step for someone to get the meaning of the text. While the second step is comprehension, which requires more effort of the reader to interpret and get deeper understanding.

d. Previous of Reading

Reading is a complex activities. It must have many types. Each types of reading has its own set of rules or points. Reader must be able to anticipate those points in order to process meaning efficiently. There are some types of reading comprehension which is explained by Patel and Jain :[9]

1) Intensive Reading

Intensive reading is text or passage reading. In this reading the learners read the text to knowledge or analysis. The goal of this reading is to read shorter text. This reading was done to carry out get spesific information. Intensive reading does not allow the students to find a topic they like. The topic is given by teacher. Usually, all of the answer are available on the text, so that the students only rewrite it.

In intensive reading, students have to find difficult words while they are reading. The frequency of using dictionary is often because in intensive reading, a text will be used to answer some question, so the students have to know the meaning of all words in the text in order to make them easy to answer the questions.

2) Extensive Reading

Extensive reading is the reading for pleasure. Extensive reading involves the students reading long text or large quantities for general understanding, with the intention of enjoying the text. It means that students are given freedom to choose their own topic which they think are interested to be discussed. In this case, the students also have to find supported articles related to the topic in order to give them background knowledge, so that they know more about the topic they have chosen.

[9] David Nunan, *Research Methodology in a Language Learning*, (USA: Cambridge University, 2008), p. 117-123

In Extensive Reading the students' activity is more complex than in Intensive Reading. The students in Extensive Reading class usually are asked to write a summary after reading an article or passage. As we know, writing summary is not an easy thing to do. It includes grammar and vocabulary that must be used in order to write summary. The students also will do a short presentation on what they have read.

3) Reading Aloud

Reading Aloud also plays important role in teaching of English. Teacher should know that the training of Reading Aloud must be given at primary level because it is the best of words pronounciation. Because reading aloud must be given at primary school, the teacher should work hard to make that activity interisting.

4) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among the learners. Silent reading is done to acquire a lot of information. The teacher has to make them read silently as and they are able to read without any difficulties. Teaching reading is very important skill because this is the stage where are knowledge of learners starts to flight. The selection of reading material should be authentic.

e. Reading Skills

Reading a variety of skills. Miculecky stated that reading skills area scanning. Vocabulary, summarizing, and reference. The explanation is as follows:

1) Scanning

Scanning is very high speed reading. Here the readers do not read every word of the text but they just read the words that answer their question, the readers will skip unimportant words so they will be able to read faster, scanning is the skill that we often use in our daily life. Scanning will help us to get the information that we need in a short time, for example we can scan the list of name in phone directory in order to find out the telephone number quickly.

So, it can be concluded that scanning is a way of understanding a specific it of information without readng the entire text. How to scan:

a. Keep in the mind at all time what it is we are looking for.
b. Anticipate in what form the information is likely to appear, such as number.
c. Analyze the organization to the content before starting to scan.
d. Lets our eyes run rapidly over several lines of print at a time.
e. When we find the sentence that has information we seek, read the entire sentence.

2) Vocabulary

Vocabulary is the most important in reading. We should understand what the words means in order to understand the meaning of the text. In reading activity, we may find unknown vocabulaires and the best way that we can do to get the meaning is trying to guess what it means. This strategy will build our vocabularies because we are more likely to remember the words, so it will be help us to comprehend the text easily without any interuption in our reading activity.

Vocabulary here can be defined as reading skill that must be mastered in order to be a good reader. Vocabulary here includes the skill how the reader can find the synonim and antonym of the word. Mastering vocabulary will help us to understand the text meaning easily without doing something that need a long time.

3) Summarizing

Summarizing is a skill to retell the important parts of passsage in a shorter form. Summarizing is used to make sure the readers have understood something, to explain the sense of a passage to someone else and to review texts for an examination.

f. How to Teach Reading

Remembering that reading a fundamental thing in our education because all of learning activities is depended on reading activity, it is a must for all English teachers to understand how to teach reading well.

According to Klinger stated that the main thing that the teachers should docreating the conditions for learning to read.[10] Here are some suggestions for the teacher in creating the conditions for learning to read:

[10] H Brown Gouglas, *Principles of Language Learning and Teaching Fifth Edition,* (New York: Pearson Education, Inc, 2007), p. 11

a) Help the students fall in love with books.

Reading is a pleasurable act to teachers should be able to make the students fall in love with book first. It can be done by providing wonderfull stories such as magic, adventure, romance, comedy, or tragedy which contains interesting thing. Meanwhile the teachers provide the material relate to something or wonderful thing, the material depending on the syllabus.

b) Allow Students to make choices about their reading material.

Choice is a important in helping readers grow. Reading is more pleasurable when the students are able to make choices about what they read. They can go to the library and select any book they want. The students need to be able to make the same kinds of choices about their reading material not all the time but much of the time. Here, choice doesn't mean total choice all the time.

The most important thing that should be noticed is the material that will be chosen by the student should appropriate with their reading material, for example when the teacher is going to teach narrative text, he or she will ask to the students what the story they want to know is.

c) Include talk and an other forms of social interaction.

The students need to talk to each other about what they are reading and share their ideas and insights with others, in this way, the stories come to life, students gain insight and ideas from others, and language learning is enhanced.

d) 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 competence 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 emphasizes on the development of reading skill. The order of priorities of the language skills to develop is reading, listening, writing, and speaking.[11]

[11]Richards and Rodgers, *Approaches and Method in Language Teaching Second Edition*,(New York: Cambridge University Press. 2001), p.8

g. Teaching Reading in Senior High School

In learning English there are four levels literacy involves in the learning process. They are performative, functional, informational, and epistemic level. In the Senior High School, students are expected to reach functional level which involve emphasizes based the communicating with spoken and written language relating with the daily life. To achive the functional level, the students have to concern about those skills (spoken and written). Based on the syllabus in the curriculum of K13, the Senior High School students are studying about some genres includes descriptive and narrative text in learning English. In the standard of competence in reading lesson, the studens are experienced to comprehend the word meaning and functional text relating the daily life wich forms in different genre. The basic competence expects the students are able to read the text fluently and analyze the social function, grammatical features and generic structure in each type of text (genres).

2. Reading Material for Senior High School

Based on the syllabus of tenth grade students of senior high school, it has some standard of competence in reading especially in first semester. It is learning the meaning simple short essay in recount form to interact with surrounding. So the writer applied this research focus on teaching recount text.

1) Recount Text

a. Definiton of Recount Text

Recount text is text which retells experience or past event.[12] Recount text is text to retell past event or experience that the researchers have. Usually, recount text retells their experiences such as holiday, daily activity, etc. The purpose of recount text is to inform and to entertain the past event for readers.

b. Types of Recount Text

Recount text is spoken or written text which retells past event. Recount text is used to relate experiences or retell events for entertain or inform the readers. There are some types of recount test, they are:[13]

1) Personal Recount

[12]http://thinkquantum.wordpress.com/2009/11/11recount-text/, retrieved on Friday, November 15, 2018

[13]Department for education and Child Development Journal,, *Engaging in an Exploring Recount Writing.* (Department fo Education Child Development Journal: Australia, 2012), p.1

Personal recount is retelling an activity that the researcher has been personally involved in and may be used to build the relationship between the researcher and the reader. e.g: anecdote, diary journal, personal letter.

2) Factual Recount

Factual recount is reporting the factual of an incident by reconstructing factual information. Usually, factual recount is biography, autobiography and history.

3) Imaginative Recount

Applying factual knowledge to an imaginary role in order to interpret and recount events. Imaginative recount is imaginative of person mindset to imagine their life.

4) Procedural Recount

Procedural recount is recording the steps in an investigation or experiment there by providing the basis for reported results or findings.

5) Literary Recount

Literary recount is to retell a series of events for the purposess of entertaining.

c. Language Features of Recount text

Recount text is one of the kind texts which retell past events. There are language features of recount text:

1) The recount text has a little which summarized the text.
2) The recount text has specific participants
3) The basic recount text consistsof three parts:

   Orientation, events in chronological order, concluding comments expressing a personal opinion regarding the events described.
4) Events are described using past tense and adverbs to add more detail to the verbs.

d. Generic Structure of Recount text

Genre can be recognized from three rhetorical structures. They are social function, schematic structure, and language features. Genre differs in terms of their social purposes for which a cultural interacted. They also differ with respect to the stages or schematic structures through the social processes are achieved.

The social function of recount text is to retell past events or experiences. There are generic structures of recount text:

1) Orientation

   Provide the setting and produce participants. It provides information about 'who', 'where', and 'when'

2) Events

   Telling what happened, present events in temporal sequence. It is usually recounted in chronological order. Personal comments and evaluative remarks, which are interspersed through out the record of events.

3) Re-Orientation

   Opstional-closure of events. It rounds off the sequence of events.

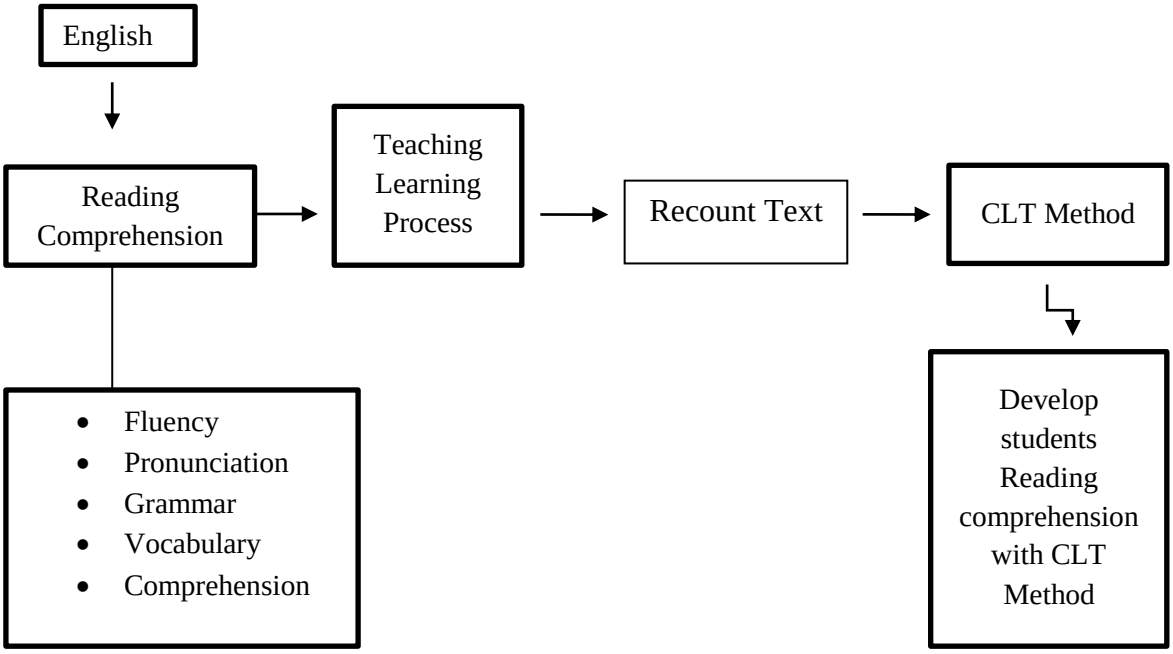
There are many reasons why getting students to read English text is an important part of the teacher's job. Teaching reading provides that students more or less understand what they read, the more they read, the better they get it.[14] Therefore, students has positive effect to develop their vocabulary knowledge. It is also using the good assessment in teaching reading properly. The teacher can assess the perfomance students when they get reading in front the class by assessing their vocabulary, pronounciation, comprehending and fluency. It can not be easily, but the CLT method gives the students more responsive and communicative in the teaching reading of recount text.

2. CONCEPTUAL FRAMEWORK

Siti Mariam (2015:73) states that reading is one of the main four language skills that a learner needs to master in order to ensure success in learning English. The researcher concludes that the reader should be able constructing the meaning internally from interacing with the material that is read. So for students, they are expected not only be able to read the text but rather than reading with comprehension. Then, CLT (Communicative Language Teaching) method will help students to be active in reading comprehension. There are reading aspects that must be mastered by students, they are fluency, pronounciation, grammar, vocabulary, and comprehension. With using this method, students are able to reach these aspects, therefore the researcher observed the learning process in teaching reading on recount text by using CLT (Communicative Language Teaching) method. The media used a power point to show the example of recount text and the material. The assesment of teaching reading used some of aspects in reading skill above. The written test and perfomance students are assessed. By using CLT

[14] Jeremy Harmer, *How to Teach English*, (USA: Pearson, 2007), p. 99

method, the students hoped studying happily, motivated in learning of recount text, becoming brave and active in learning, and also helpful in doing tasks.



CHAPTER III

RESEARCH METHOD

This chapter addresses the methodologies that had to conduct research. This chapter consists of research design, time and setting of the research, source of the data, data collection technique, data validity and data analysis technique.

A. RESEARCH DESIGN

Research is the formal, systematic application of the specific, method to the study of problem. In this research, the researcher used qualitative research in from of case study .

Qualitative research is method that concerns with understanding human behaviour from the actor's own frame of reference naturalistic and uncontrolled observation.[15] 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 CLT (Communicative Language Teaching) method that analyzes, collects, and classifies the data in the form of words and sentences to draw and explain to result and conclusion. The data was in the form of words that was analyzed descriptively based on teaching reading process, the CLT (Communicative Language Teaching) method of teaching reading and the outcome of learning reading on recount text that was conducted at Tenth Grade Students' MA Raden Fatah in Academic Year of 2019/2020.

B. TIME AND SETTING OF THE RESEARCH

1) Place of the Research

The researcher conducted in MA Raden Fatah which located in Pangkah, Kab. Tegal. The researcher collected the data from teaching learning process, especially in teaching learning of reading for recount text of the tenth grade students' MA Raden Fatah at the academic year of 2019/2020.

2) Time of the Research

The research was conducted in even semester at academic year 2019/2020. The researcher collected the data in july 2020. The researcher observed the process of teaching reading recount text in the class of X for two to four times.

C. SOURCE OF DATA

The research was conducted at MA Raden Fatah kabupaten Tegal. The source of this research is student tenth grade of MA Raden Fatah Kabupaten Tegal in academic year of 2019/2020.

[15] David Nunan, *Research Methodology in a Language Learning,* (USA: Cambridge University 2008), p. 10

D. DATA COLLECTION TECHNIQUE

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, three methods to collect the data, they are;

1. Observation

   According to Siti Mariam (2016:73) states that the observation is the activity of giving total concern to research object of the sense, In this research, the researcher was a passive participant to get the data. The researcher observed the teaching learning process, especially in teaching raeading. The researcher observe teachers' 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 conversation, the art of asking question, and hearing as a tool to obtain the data from specific interaction episodes, (Denzin and Licoln, 2009). In this research, the researcher interviewed to the the students about their learning process in teaching CLT method used, especially in teaching reading of recount text. The interview carried out after the teacher finished teaching to the students.

3. Documentation

   Documentation is an instrument that is used to find data or complete data by analyzing some notes, journal, and the others. Documentation is an instrument that can add information or understanding of the research, in the form or periodic reports, field notes, teaching materials, school files, note value, journal teacher, students' journal, annual reports, memos, information brochures, and the other, (Emzir, 2012:6). In this research, the researcher used document like ; students' list, and students' tasks .

E. DATA VALIDITY

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 (between teacher and students), 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. 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 observered 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 observed with document.

F. DATA ANALYSIS TECHNIQUE

Data analysis is an attempt by researcher to summarize the data that have been collected in a dependable, accurate, reliable, and correct manner (Mariam, 2016).[16]

The researcher collected the data and analyzed the data based on the following steps:

[1616]Siti Mariam, *Improving Students' Skimming and Scanning in Reading Skill by Applying Metacognitive Strategy*,(*Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature)*,(Mojokerto, Islamic Institute of Uluwiyah Mojokerto, 2016), p. 74

1. Reduction of Data

   Reduction of data was one analysis from that exacerbates, chooses, focuses, exiles, and arranges the data in a way where the final research could be described an verified. The first step in reduction of the acquired data was to identify the data acquired (transcript of interview, field note from observation,document and other source data that is needed). The second choose the data 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 and arranging the data systematically. Data display of this research was recount text. It meant that the data was drawn and explained in the form of words, sentences and paragraphs.

3. Conclusion and Verificaion

   The third steps were conclusion an verification the data. The data that had been displayed was made should be conclusion. Writng 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.

A. RESEARCH FINDINGS

Siti Mariam (2016:75) states that the findings of the research are students' improvements and student's interaction during the study. The research findings consists of the description of data, which includes the description of teaching method and activities during teaching reading on recount text at the tenth grades. The teaching activities were described 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) problem faced by the students in process of teaching reading recount text, (5) students' learning outcome of reading recount text.

1. The Implementation of CLT Method in Teaching Reading of Recount Text

   Based on the observation, there are three steps given by the teacher. They are preparation, action, and evaluation. The first step is preparation, in this part supported by the teacher with preparing material, media, method and evaluation for the students. Based on data from the teacher's syllabus and lesson plan, there are four meetings for teaching reading on 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 based on the material that has been written in syllabus and lesson plan. It was explained 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, conjuction, adverbal and other material about recount text. The book that is the teacher used as a module or main book in teaching learning English is " English Learning Material for SMK/SMA based on Curriculum 2013". The teacher enriches the material from other sources; internet, newspaper, and other books; Schramber, Betty, and Understanding Grammar.

   The teacher also prepares the media during the teaching reading on recount text are mentioned in lesson plan. They are CD/VCD/DVD and LCD. Than, the teacher prepares an evaluations for students. Ther are two methods of evaluation apllied in teaching reading process on recount text. The first is evaluation during the process of reading by observing students' activities and the second is giving an exercise likes oral analysis, oral test, written test.

The second step is action. In the action, there are three activities; opening activity, main activity, and closing activity. In the opening activity, the teacher gives apperception for students such as motivate for students to have 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 facilitate the students knowing more the materials about recount text. The main activity is begun by asking students to observe their own knowledge about recount text. Than, the teacher guides students to give question about the material of recount text are given by the teacher. In associating, the students find the structure, language, social function of recount text from their own text with the teacher to correct the grammatical.

For the experiment activity the teacher gives a text for students and identify the generic structure, language features, and social function of recount text that must be identified without teacher's guiding. The last is communicating, in this section the teacher asks students to answer the question.

In the second meeting, the activities are not done sequentially. In the second meeting the activities are to know students' skill and comprehend of reading on recount text. The teacher uses different technique with in implement five steps during the process of teaching reading on recount text. The step is begun from the asking, the teacher asked the students about the previous material and some question that can involve student's critical. Than the step of 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 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 Teaching Method and Technique in Teaching Reading of 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:

e. 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 closingactivities.

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 11th July 2020..

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 notes 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' writing 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 nottight.

To reassure students' comprehension about recount text, the students are asked to analyze the both of texts, from the teacher and their own text. The texts was "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 Saturday, 11th July 2020. 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 on recount text, the material and the text for example and exercise are shown by using LCD in front of the class. It is supported in

interview on Friday, 10th July 2020.

f. 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 Saturday, 18th July 2020.

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 chronogical events, and the re-orientation.

Before beginning the discussion activity, the teacher divides students in 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 recounttext.

In the second meeting, the students and teacher used 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 owngroup.

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 students’ activities during the process of teaching reading recount text.

a. Students’ Response to The Teacher

Teacheris an important part in learning process, teacher 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 given question to thestudents.

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 materials that are from the module enriches from other sources. They are presented by powerpoint.

c. Students' Response to The Method

The teacher's ways of implemented the method, strategy influences 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 is interesting 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 Saturday, 25th July 2020).

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 be influenced students to always attend the teacher. To enrich the material, book is also used in teaching reading on 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 has no dictionary. For school facilities have good enough. 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. Problem Faced by The Teacher and Students in Teaching Reading Process

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 Engish is difficult. (4) Pronounciation, when students are asked to read and tell they are still not confident, because they pronounce seems like the written words. The following are problems faced by the teacher and students in teaching reading on recount text:

1) Problem Faced by The Teacher

a. Preparing The Material

Based on the interview with the teacher on Frday, 10th July 2020, 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 second 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 theLCD is not good, the teacher has to find another class that has goodLCD.

c. Classroom Management

For the tenth grade 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) Problem Faced by Students

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

a. Vocabulary Difficulty

Based on the observation, students get difficulties in vocabulary. It is in line one student's statement in interview, on Monday, 27th July 2020. Based on the statement above, some students have problem is 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 book.

Lack of 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 be active in following English teaching learning. It is also in line with the one of student's statement on interview, on Monday, 27th July 2020.

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

c. Pronounciation

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 Monday, 27th April 2020.

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 recognize well by the students. It can help students in writing activity. Based on the observation, there are many students

whohave problems in grammar. It is also supported in interview with the students, on Monday, 27th July 2020.

Based on the statement above, grammatical is 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 written. The written is not neat.

B. DISCUSSION

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

1) Method and Technique of Teaching Reading on Recount Text

Method and techniques are important in teaching learning process. Based on research finding, teaching reading recount text in tenth grade has three steps activities. They are pre-reading activities in the first meeting to prepare students' background of 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).[17]

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 holyday. In the first meeting of reading on recount text, the students asked to observe and analyze the text before the teacher explains 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, Saturday, 11th July 2020).

In interview process, the teacher also says that in reading activies there are three steps. They are pre reading, while reading and post reading. The three

[17]Fauziati Endang, *Teaching Reading as a Foreign Language*,(Surakarta: PT. Ela Pustaka Utama. 2010), p.30

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 Saturday, 10th July 2020).

Based on the research finding, in the first meeting, the teacher gives 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 by raising their hands and answer the question.

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 namely Communicative Language Teaching (CLT) method. The activities are appropriate with a theory that students expected to interact with other people, either in flesh, through pair and group work, (Finocchiaro and Brumfit's (1983) in Fauziati;2009).[18]

Teaching reading recount activities are begun by writing students' experiences during their holiday. In every learning activity, writing and reading are always used to envolve students' knowledge. The activities writing and reading during the process of teaching reading on recount text is appropriate with theory that in communicative language teaching, reading and writing can start from the

[18] Fauziati Endang, *Teaching of English as a Foreign Language,*(Surakarta: PT. Ela Pustaka Utama. 2009), p.44

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 centeredlearning 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 santence 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 of using genre based approach, the teacher can uses some ingredients from various teaching method 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, (Silbermen (1999) in Fauziati: 2009).[19]

2) Students' Response and Evaluation

Based on the research finding, students' response in process of teaching reading are good. The students can follow the teaching reading process well. They can also answer when the teacher gives them some questions. Altough some students are passive during the process of teaching reading process, (in observation, on 11th and 18th July 2020).

For the scoring process, 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 Saturday 11th July 2020). The teacher also gives more points for students who are active during the process of teaching reading recount text, (in interview, on Monday 27th July 2020).

The teacher also uses two ways to evaluate students. They are evaluation during the process of teaching recount text and the result of teaching reading recount text. The teacher guides the students in checking and correcting the letters,

[19]Fauziati Endang, *Teaching of English as a Foreign Language*,(Surakarta: PT. Ela Pustaka Utama. 2009), p.24

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 Saturday 11^{1h} July 2020).

In the second meeting, the teacher usesdiscussion 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 written test. The teacher gives written test in the third meeting. In written test, there are multiple choice and essay. The students are also asked to identify and analyze the 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: 22).

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 exercisewell.

3) Problem Faced by The Teacher and Students of Teaching Reading on Recount Text

Based on the research finding, in every teaching learning process, teacher and students have a problem. Here are problem faced by teacher and students of tenth grades:

a. Problem Faced by The Teacher

Problem faced by the teacher in teaching reading on recount text of tenth grade 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 Saturday 11th and 18th July2020).

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 becomes 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 the books are given by 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 was delivered to students. When the media is not appropriate with the material and the condition of the class, the teaching learning is not effective. The school facilities and students own facilities are not too support students' leaning activities. The teacher has to enrich thematerial from other sources, (in interview, on Monday 27th July 2020).

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 tenth grade 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 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 need more times in understanding material and doing exercises. They have to search one by one word from Indonesia to English, (in interview, on Monday 27th July2020).

Based on discussion above, it can be concluded that there are some problems that are faced by the teacher and students during process of teaching reading recount text. The teacher has problem in preparing material, media, and managing the class, (in observation, on Saturday 11th and 18th July2020).

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 involving students' knowledge. The problem faced by the students are approriate 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

This chapter is the final part of the study. This chapter is divided into two parts: conclusion and suggestion. Eachis explained as follows:

1. CONCLUSION

Based on the research findings and the preceding discussion, the implementation of CLT method in teaching reading of descriptive text was successful done. It can be seen while the teacher's perfomance and the student's perfomance improved during the learning-teaching in the reading class. Therefore, both the teacher and students were able to improve on their own weaknesses. The total of the students' responses was very good and strongly agreed with the use of CLT method for improving their reading skill. the CLT method has changed the reading class atmosphere to be better than before.

Furthemore, the researcher draws the answer about research problem related the implementation of teaching method used by the teacher in teaching reading of recount text to thetenth grades of MA Raden Fatah Kabupaten Tegal in the Academic year of 2019/2020. In this research, the methods used by the teacher includes choosing the strategy, teaching media, the sources of teaching material, classroom management, and evaluation 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 reacount text also gives good effect for studenst 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 it well.

2. SUGGESTION

The researcher gives some suggestions for some parties as follow:

1. For the teacher
    a. The teacher should be able to make the students 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 a extra time for teacher to teach English, it can be on the outside of the school.
3. For 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 the weaknesses such as the time is limited, and also less maximum in analyzing the research properly. Hopefully, this research can be used as the reference for other researchers who want complete the research in different point.

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APPENDIX I

LIST STUDENTS' NAME OF TENTH GRADE

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

APPENDIX II

CLASSROOM OBSERVATION

First Meeting

Day/date : Saturday, 11th July 2020

Time : 07.00-09.00

Place : Class X

Teacher : Agus Salim, S.Pd

Researcher : Ana Marchatun Sholecha

Material : RecountText

No	Time	Activity	Description of activity
1	07.00	Introduction activity	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. Then after fifteen minutes, they entered to class. And the teacher, Mr.Agus Salim 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. While waiting for students who came late, the teacher opened the lesson by saying *"Assalamualaikum.."* The teacher also asked students' condition in the day. The teacher told to students that there is a researcher who will examines 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 too pen the teaching learning process.

2	7.30	Opening Activity	The teacher, Mr. Agus gave motivation for students with giving short story that related with their daily activity, so that the students will be 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.
3	7.40	Main Activity	In main activity, the first is the teacher 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. Teacher : *Ini contoh text apa?* Students : Narrative *pak*! Students : Recount text, *pak*! Teacher : *Kok bisa* narrative *kenapa*? *Bisa* recount *kenapa*? Students : *Kan itu sudah berlalu pak, masa lalu, masa lampau pak* Teacher : *Perhatikan baik-baik stuktur textnya!* Students were asked to observe the text. Then the teacher told the answer. Teacher : *Siapa tadi yang jawab recount? Nah text semacam ini namanya recount text. Kenapa? Salah satunya karena megunakan* past tense. Then the teacher explained the generic structure, language feature, social function of recount text. After that, the teacher asked the students to analyze and identify students' works. Teacher : *Perhatikan 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! While the teacher waited for the student in correcting and identifying their work, the teacher walked around and helped students who needed helping. After students finished, the teacher gave question to students about the generic structure, language feature, social function and about grammar. Teacher : *Siapa yang bisa menunjukkan orientasi, events, re-orientasinya.* Some students snatched to answer. Student : *saya pak!* Teacher : *Ya, kamu* Then, student who was chosen by the teacher answered the question, she read from what they had write in her book. The teacher also gave other questions forstudents. Teacher : *Social function, language feature dari teks dilayar, apa saja satu-satu yang jawab!* And some students snatched to answer again; Some students answer the both question. The teacher also asked the students to find action verb, conjunction form the text Then, the teacher gave one text again. The students had to identify the text and find unknown words with their partner.

			After the students finished, the teacher pointed one of students to answer the question. The teacher pointed some students one by one. Teacher : *Yang paling belakang pojok selatan, sebutkan generic structure nya text dilayar.* 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. After that, the teacher pointed the second student to answer the question Teacher : *Sekarang yang belakang pojok utara, social function dari text itu?* The student answered the question based on his written in the book and he read the answer. The teacher gave the third question Teacher : *Sebutkan action verb atau kata kerja yang ada dalam teks itu?* The student who had been pointed by the teacher, answered and mentioned one by one the verb that had been found. Then, student who was chosen by the teacher answered the question, she read from what they had writen in her book. The teacher also gave other questions forstudents. Teacher : *Social function, language feature dari teks dilayar, apa saja satu-satu yang jawab!* And some students snatched to answer again;

			some students answer the both question.

			The teacher also asked the students to find action verb, conjunction form the text Then, the teacher gave one text again. The students had to identify the text and find unknown words with their partner.
4		Closing activity	In the closing, the teacher guided the students to make a conclusion Teacher : *Apa yang kita pelajari hari ini?* Students : *Recount text, pak* Teacher : *Sudah paham semuanya? Ada yang masih bingung atau belum paham tentang recount text?* And then, there was one of students who gave question to the teacher. 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?* Teacher : *Ya, sejarah juga bisa masuk recount text. Intinya, kalau recount itu nyata, kalau narrative itu fantasi, imajinasi, paham? Generic structure, language feature, social, verb, conjunction paham juga?* Students : *Paham pak.* The teacher also gave some motivation and jokes for students.

Second Meeting

Day/date : Saturday, 18th July 2020

Time : 07.00-09.00

Place : Class X

Teacher : Agus Salim, S.Pd

Researcher : Ana Marchatun Sholecha

Material : Recount Text

No	Time	Activity	Description of activity
1	7.15	Opening Activity	The teacher, Mr. Agus gave motivation for students with giving short story that related with their daily activity, so that the students 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 5siswa.* Students :*Iya pak.* Teacher : *Mulai buat grup nanti setalah semua dapet 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 masihtentang recount text. nanti kalian jawab pertanyaan yang sudah ada dikertas dilembar jawab. Kemudian nanti setelah selesai, setiap kelompok harus memprsentasikan hasil diskusi kalian didepan kelas.* Students : *Yahhhh, baik pak.* 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. Teacher:*Sudah selesai?* Students : *Sudah pak* 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* "Holiday in Sepanjang Beach*". 1 kelompok majunya bareng, gentian yang mempresentasikan, boleh "*The Flood*" dulu boleh* "Holiday in Sepanjang Beach" *dulu. Mengerti?* Students : *Mengertiii.* The presentation was begun from the first group. The teacher called sequentially from the first group until the last group.

4		Closing Activity	In the closing, the teacher guided the students to make a conclusion Teacher : *Apa yang kita pelajari hari ini?* Students : *Recount text, pak* Teacher : *Sudah paham semuanya? Ada yang masih bingung atau belum paham tentang recount text?* And then, there was one of students who gave question to the teacher. 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?* Teacher : *Ya, sejarah juga bisa masuk recount text. Intinya, kalau recount itu nyata, kalau narrative itu fantasi, imajinasi, paham? Generic structure, language feature, social, verb, conjunction paham juga?* Students : *Paham pak.* The teacher also gave some motivation and jokes for students.

APPENDIX III

FIELD NOTE OF INTERVIEW WITH THE TEACHER

Time : Monday, 10th April 2017

Place : Teacher's Office

Teacher : Agus Salim, S.Pd

Researcher : Ana Marchatun Sholecha

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

Teacher : *Saya mulai dengan salam, kemudian menanyakan kabar siswa, mengecek tempat duduk siswa, siswa yang ramai diseblah 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 contohnya 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 kebahasa Indonesia, jadi biar anak-anak gak kebingungan dan saya biasakan mendengarkan bahasa asing.*

Researcher : *Baik Pak, trimakasih atas kebijakan dan ketersediaan waktunya untu penelitian saya di MA Raden Fatah ini, semoga lain kesempatan bisa bertemu kembali.*

APPENDIX 1V

FIELD NOTE OF INTERVIEW WITH THE TEACHER

Time : Monday, 27th July 2020

Place : Teacher's Office

Teacher : Agus Salim, S.Pd

Researcher : Ana Marchatun Sholecha

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 saja, 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 pertnyaan ya bayak yang bisa menjawab mbak, walaupun yang jawab cuma anak itu- itu saja. Tapi kalau yang lain dikasih petanyaan 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 pelajaranBahasaInggris?*

Teacher : *Kalau respon siswa terhadap mata pelajaran bahasa Inggrisnya sendiri, baik sih mbak. Bisa ditebak yang sangat antusias 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 kurangmbak.*

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 anak, dan yang antusias buka cumasatu anak, terus minat mereka dalam mengembangkan dirinya jugakurang.*

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 pronounciation 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. Berdasakan latihan latihan yang diberikan, ada yang kelompok ada yang yang individu. Kalau yang kelompok itu dnilai 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, dibuat tertulis*.

APPENDIX V

FIELD NOTE OF INTERVIEW WITH THE STUDENT

First Student

Time : Monday, 27th July 2020

Place : Classroom

Student : Della Ayu F

Researcher : Ana Marchatun Sholecha

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 Agus 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 : *Hhmmm, caranya mbak? Biasanya ya, pak Agus itu suka ngasih cerita dulu sebelum mulai pelajaran, sering guyon mbak.*

Researcher : *Bagaimana cara guru menyampaikan materi reading kepada siswa?*

Student : *Dengan tanya jawab mbak, terus dijelasne materinya apa dikasih contohnya, habis itu suruh 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 digunakan oleh guru saat penyampaian materi bahasa Inggris?*

Student : *Yang paling sering dipake medianya ya papan tulis, buku, kamus, LCD, terus print out an dari Pak Agus 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 Agus, gimana?*

Student : *Menyenangkan kalau diselingi cerita.*

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

Student : *Kadang paham, kadang gak, mbak. Kalau Pak Agus pas serius bisa paham materinya apa.*

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

Student : *Sulit memahami karna tidak tau artinya.*

Researcher : *Terjemahan ya?Bagian mana yang sulit?*

Student : *Sulitnya kalau tidak ada kata dalam kamus dan penggabungan terjemahannya.*

Researcher : *Selain kesulitan tersebut, ada lagi?*

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.*

Researcher : *Baik, terimkasih atas waktunya, semangat belajar ya Della.*

Second Student

Time : Monday, 27th July 2020

Place : Classroom

Student : Risky Saputra

Researcher : Ana Marchatun Sholecha

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 Agus 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 : *Awali dengan cerita dan canda*

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

Student : *Dengan Tanya jawab mbak, 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 gitulahmbak.*

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

Student : *Paling pakai LCD, LKS, dokumen dari pak Agus sendiri.*

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 Agus, gimana?*

Student : *Ya kadang seneng mbak, soalnya Pak Agus banyak ceritanya*

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

Student : *Kadang paham, kadang gak, mbak.Kalau Pak Agus pas serius bisa paham materinya apa.*

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

Student : *Gak terlalu paham, soalnya susah artinya mbak.*

Researcher : *Sama Pak Agus 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 kalaudigabung.*

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 disiruh maju kedepan membcakan hasil kerja kelompoknya mbak. Kadang ada tanya jawabnya gitu juga.*

Researcher : *Baik, terimakasih atas waktunya.*

APPENDIX VI

TENTH GRADE ACTIVITIES DURING PROCESS OF TEACHING READING ON RECOUNT TEXT

1. The Teacher Explained The Material: Recount Text

2. Students' Activities: Learning Reading On Recount Text