THE CONTRIBUTION OF STUDENTS' UNDERSTANDING OF SENTENCE PATTERN TOWARD THEIR READING COMPREHENSION OF RECOUNT TEXT AT THE FIRST YEAR OF STATE ISLAMIC SENIOR HIGH SCHOOL 1 TELUK KUANTAN KUANTAN SINGINGI REGENCY
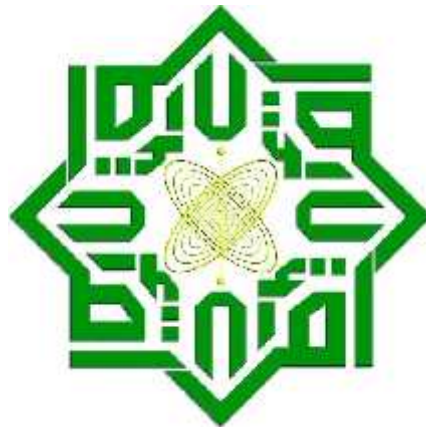
BY

SEPRI
NIM. 10814002579

FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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By

SEPRI

NIM. 10814002579

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

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SUPERVISOR APPROVAL

The thesis entitled *"The Contribution of Students' Understanding of Sentence Pattern toward Their Reading Comprehension of Recount Text at the First Year of State Islamic Senior High School 1 Teluk Kuantan Kuantan Singingi Regency"* is written by Sepri, NIM. 10814002579. It is accepted and approved to be examined by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, <u>Muharram 26, 1434 H.</u>
Desember 10, 2012 M.

Approved by

The Chairperson of Department   Supervisor
of English Education

Dr. Hj. Zulhidah, M.Pd.   Rizki Fiprinita, M.Pd.

ABSTRAK

SEPRI (2013) :   " **Kontribusi Pemahaman Siswa tentang Pola Kalimat terhadap Pemahaman Membaca Mereka tentang Teks Recount di Kelas X pada Madrasah Aliyah Negeri 1 Teluk Kuantan Kabupaten Kuantan Singingi** "

Untuk mengetahui seberapa baik seseorang dalam membaca, faktor terpenting yang perlu diperhatikan adalah pemahaman pembaca tersebut terhadap teks yang dibaca. Ada banyak strategi yang perlu dikuasai dan difahami oleh seorang pembaca untuk mendapatkan pemahaman yang baik dalam membaca sebuah bahan bacaan (teks). Umumnya sebuah teks bacaan apapun jenisnya akan tersusun dari beberapa kalimat di dalamnya. Memahami teks secara lengkap dengan memahami pola setiap kalimat yang terdapat dalam teks tersebut merupakan salah satu strategi yang bisa digunakan untuk meningkatkan atau memperbaiki pemahaman pembaca akan sebuah teks. Dengan kata lain, pemahaman tentang pola kalimat akan dapat mengembangkan keterampilan membaca.

Pertanyaan umum yang harus dijawab oleh penelitian ini adalah : Apakah ada kontribusi yang signifikan dari pemahaman siswa tentang pola kalimat terhadap pemahaman membaca mereka tentang teks recount ? penelitian ini telah dilaksanakan di MAN 1 Teluk Kuantan untuk meyakinkan kontribusi pemahaman siswa tentang pola kalimat terhadap pemahaman membaca mereka tentang teks recount di kelas X pada Madrasah Aliyah Negeri 1 Teluk Kuantan Kabupaten Kuantan Singingi.

Desain penelitian ini adalah *Correlational research design* yang pengolahan datanya menggunakan *statistical regression*. Adapun subjek dalam penelitian ini adalah siswa kelas X pada Madrasah Aliyah Negeri 1 Teluk Kuantan, dengan total sampel berjumlah 34 siswa dan objek penelitian ini adalah kontribusi pemahaman siswa tentang pola kalimat terhadap pemahaman membaca mereka tentang teks recount.

Pengumpulan data dalam penelitian ini dilakukan dengan memberikan tes kepada masing-masing siswa yang dipilih sebagai sampel secara acak. Hasil dari analisa data mengungkapkan bahwa adanya kontribusi dari pemahaman siswa tentang pola kalimat terhadap pemahaman membaca mereka tentang teks recount secara signifikan. Maka, berdasarkan temuan dari penelitian ini, disarankan kepada setiap guru bahasa Inggris untuk mengajarkan atau mengembangkan kemampuan memahami pola kalimat terhadap siswa untuk meningkatkan pemahaman membaca mereka khususnya dalam teks yang ber-*genre* recount.

ABSTRACT

Sepri (2013):   **"The Contribution of Students' Understanding of Sentence Pattern toward Their Reading Comprehension of Recount Text at the First Year of State Islamic Senior High School 1 Teluk Kuantan Kuantan Singinigi Regency"**

To indicate how well the students in reading, the most important factor that should be considered is their reading comprehension. There are many strategies that should be mastered and understood by the students to get a good comprehension in reading a text. Generally all kinds of texts consisted several sentences. Comprehending the text completely by understanding the pattern of each sentence in the text is one of the strategies that can be used to increase or improve the students' comprehension of a text. In other words, understanding sentence pattern can develop reading skill.

The general question to be answered by this research is: Is there any significant contribution of students' understanding of sentence pattern toward their reading comprehension of recount text? This research has been conducted in State Islamic Senior High School 1 Teluk Kuantan to determine the contribution of students' understanding of sentence pattern toward their reading comprehension of recount text at the first year of State Islamic Senior High School 1 Teluk Kuantan Kuantan Singingi Regency.

The design of this research is a correlational research which analyzes the data by using statistical regression. The subject in this research is students in grade X of State Islamic Senior High School 1 Teluk Kuantan Kuantan Singingi Regency, and the total number of the sample is 34 students and objects of this research is students' understanding of sentence pattern toward their reading comprehension of recount text.

The data for this research have been collected by giving tests to every student who has been chosen as the sample by using random sampling. The results of the data analysis revealed that, there is a contribution of students' understanding of sentence pattern toward their reading comprehension of recount text significantly. So, Based on the findings of this research, it is suggested to every English teacher to teach or expand the ability in understanding sentence pattern to the students to increase their reading comprehension especially in the genre of recount text.

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CHAPTER I

INTRODUCTION

A. **Background of the Research**

Reading is an important element in learning. In other words, reading ability plays an essential role in language acquisition. In many parts of the world, reading knowledge of a foreign language is usually significant to academic studies, professional success and personal development. As what Brown[1] states that reading is the most essential skill for success in all educational contexts. It means that reading is an important part of the four necessary language skills for academic success. Furthermore, students will not master English well without good reading ability.

Because of its importance, the teaching of English in the national curriculum is targeted to graduate students who reach certain levels of literacy in which they are expected to be able to read various kinds of genre. According to the national curriculum, students at elementary school are expected to understand very simple pictorial descriptive text[2]. At junior high school, students are expected to be able to understand procedure, descriptive, recount, narrative, and report texts[3]. Then, students at senior high school are expected to be able to understand different kinds of text structure, namely procedure, descriptive, recount, narrative, report, news item,

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[1] H. Doughlas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2004), p.185.

[2] Depdiknas, *SK dan KD Bahasa Inggris SD/MI*, (Jakarta: Puskur, Balitbang Diknas, 2006), p.408.

[3] Depdiknas, *SK dan KD Bahasa Inggris SMP/MTs*, (Jakarta: Puskur, Balitbang Diknas, 2006), p.278.

analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking[4].

Based on the national curriculum (KTSP), the first year students of MAN 1 Teluk Kuantan are expected to understand recount texts, not only about the factual information, main idea, meaning of difficult words, reference and inference of the texts, but they also understand about the generic structure of the texts. However, many students had difficulties in comprehending recount text. They could not identify the main idea of the text. They had lack of vocabulary. They also had difficulties in understanding reference and generic structure of the text.

Recount text, is organized by a certain generic structure. Therefore, when reading recount text, the students should have a fairly clear understanding of structure of the text to help their comprehension. Thus, consequently, teachers must teach more their students to master about the generic structure of recount text. Although the English teachers had taught different kinds of generic structures to the students since they were in Junior High School.

However the researcher also found some students at the first year of State Islamic Senior High School 1 Teluk Kuantan who could be categorized as poor readers. the researcher saw some phenomena such as some of the students were not able to identify the component of the sentences in the texts. They do not know the way how to compose the words in order to make a sentence although they have learnt rule to combine the words to make a sentence since they were in Junior High School.

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[4] Depdiknas, *SK dan KD Bahasa Inggris SMA/MA*, (Jakarta: Puskur, Balitbang Diknas, 2006), p.308.

The students' difficulties in reading influence their learning achievements. Most of the tests for assessing students' learning achievements contain reading comprehension questions. As the result, most of the students did not reach the minimum criteria of achievement. Recently, the English teacher of State Islamic Senior High School 1 Teluk Kuantan showed a result of his students' unit review for recount text to the researcher. The result showed that only eight (22.85%) students who could reach the minimum criteria of achievement which is 65. Thus, 77.14% of the students should follow remedial class.

Many factors can influence students' reading comprehension. Being an educator, the researcher is interested in studying the factors influencing the reading ability of students at senior high school so as to develop suitable means to help boost their reading comprehension of recount text. As a preliminary investigation, the researcher found:

1. Not all students understand the basic components of a sentence (subject, verb, and object).

2. Some students do not have knowledge about sentences patterns (simple sentence, compound sentence, complex sentence, and compound-complex sentence)

3. They do not know the way how to compose the words in order to make a sentence although they have learnt about the grammatical arrangement of words in sentences since they were in Junior High School.

4. Some of the students do not have knowledge about the language features of recount text, although they had learned it in grade VIII at junior high school.

5. All students are expected to understand recount texts, but not all students can read recount text with good comprehension.

6. Some of the students get difficulty to recall the content of the story when they are asked by the teacher.

7. Some of the students get difficulty to analyze the content of the recount text.

Those preliminary findings are the problems that faced by the first year students of State Islamic Senior High School 1 Teluk Kuantan, Kuantan Singingi Regency. The problems impede the students' reading comprehension of recount text. Consequently, the students do not reach the expected achievement that stated in the national curriculum.

The problem above shows that the students need to improve their understanding of sentence pattern. It is because every paragraph in recount text is made up of sentences which use simple past tense (had, visited), specific subject (Mr. John, I, we), action verb (helped, crutched), object, and adverb phrase to indicate when and where (yesterday, after lunch, in the shed, at home, outside)[5]. So, in order to read the recount text with comprehension, the students should be able to

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[5] Achmad Doddy, Ahmad Sugeng, and Effendi, *Developing English Competencies 1: for Senior High School (SMA/MA) Grade X*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p.14.

understand the pattern of those sentences. This idea is in line with McWorther[6], who argues that understanding sentence pattern can influence comprehension. In short, to understand the whole text, the students should have knowledge of sentence patterns. Thus, it is necessary for the students to have reading ability in understanding sentences pattern in order to read with good comprehension.

In conclusion, to enhance students' reading comprehension of recount text, it is important to investigate the students' understanding of sentence pattern as one of the factors that may influence their reading comprehension. For that reason, researcher strives to study the contribution of understanding sentence as factor that influence the reading ability of the first year students in reading recount text at MAN 1 Teluk Kuantan. Therefore, this research is proposed to explain scientifically whether students' understanding of sentence has contribution to their reading comprehension of recount texts. To do that, this research entitled "The Contribution of Students' Understanding of Sentence Pattern toward Their Reading Comprehension of Recount Text at The First Year of State Islamic Senior High School 1 Teluk Kuantan Kuantan Singingi Regency".

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[6] McWorther, Kathleen T., *Guide to College Reading*, (Boston, Toronto: Little, Brown and Company, 1986), p.16.

B. Definition of the Term

1. Contribution

Lewis[7] defines contribution as the part played by something in bringing about a result. In this research, the part played by understanding of sentence pattern.

2. Sentence Pattern

Lewis[8] defines sentence pattern as the grammatical arrangement of words in sentences. In this research, the researcher studies English sentence pattern.

3. Reading Comprehension

According to Guthrie, Wigfield, and Perencevich[9], reading comprehension is process of learning from text where the reader interacts with the printed material to build new meanings. From that definition, the researcher defines reading comprehension in this research as the result of interaction process between a reader and a text in constructing new meanings from the text.

4. Recount Text

Achmad Doddy et al.[10] define recount text as a report or retell of event or activity in the past. It is to inform or to entertain the readers. Based on the curriculum, recount text is learned by the first year students of senior high school.

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[7] Antony Lewis, *Word Web,* (Princeton: Princeton University, 2006)
[8] Ibid.
[9] Guthrie, John T., Wigfield, Allan, and Perencevich, Kathleen C., *Motivating Reading Comprehension: Concept-OrientedReading Instruction,* (New Jersey: Lawrence Erlbaum Associates, Inc., 2004) p.12
[10] Op. Cit. p.24

C. Problem

1. Identification of the Problem

a. Not all students understand the basic components of a sentence (subject, verb, and object).

b. Some students do not have knowledge about sentences patterns (simple sentence, compound sentence, complex sentence, and compound-complex sentence)

c. They do not know the way how to compose the words in order to make a sentence although they have learnt about the grammatical arrangement of words in sentences since they were in Junior High School.

d. Some of the students do not have knowledge about the language features of recount text, although they had learned it in grade VIII at junior high school.

e. All students are expected to understand recount texts, but not all students can read recount text with good comprehension.

f. Some of the students get difficulty to recall the content of the story when they are asked by the teacher.

g. Some of the students get difficulty to analyze the content of the recount text.

2. Limitation of the Problem

Dealing with the identification of the problem above, the researcher needs to limit this research on the contribution of understanding sentence pattern toward

reading comprehension of recount text at the first year students of MAN 1 Teluk Kuantan. Based on the school's curriculum and the syllabus provided by the English teachers, in the first semester, the teachers teach recount, narrative, and procedure texts. While in the second semester, the teachers teach narrative, descriptive and news item texts. For that reason, this research was only conducted in the first semester.

3. **Formulation of the Problem**

The researcher formulates the following research questions:

a. How is the first year students' understanding of sentence pattern at MAN 1 Teluk Kuantan?

b. How is the first year students' reading comprehension of recount texts at MAN 1 Teluk Kuantan?

c. Is there any significant contribution of students' understanding of sentence pattern toward reading comprehension of recount text at the first year students of MAN 1 Teluk Kuantan?

D. **Objective and Significance of the Research**

Related to the above research questions, the researcher proposes some objectives as follows:

a. To find out the first year students' understanding of sentence pattern at MAN 1 Teluk Kuantan.

b. To find out the first year students' reading comprehension of recount texts at MAN 1 Teluk Kuantan.

c. To find out the significant contribution of students' understanding of sentence pattern toward their reading comprehension of recount text at the first year students of MAN 1 Teluk Kuantan.

Thus, practically, the significances of this research is to increase the researcher's knowledge of English and share experiences in researching on the contribution of understanding sentence pattern toward reading comprehension of recount text at the first year students. Besides that, theoretically, the researcher's expectation is the result of this research would be useful information for developing suitable means to help boost students' reading comprehension of recount text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

Ability to read plays an essential role in language acquisition. Reading ability is regarded as the quality of being able to comprehend a written linguistic message. According to Hornby[11], comprehension means the mind's act or power of understanding. It means that, comprehension has the same meaning with understanding. It can be explained that comprehension is capacity to grasp meaning in a text and also the writer's idea. It is not guarantee that students have known the meaning of the words, they can comprehend the text. Therefore, comprehension is regarded as one of important factors that indicate how well people read[12].

According to John T Guthrie et al.[13], reading comprehension is process of learning from text where the reader interacts with the printed material to build new meanings. Therefore, Comprehension has been considered the goal and outcome of reading process[14].

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[11] AS Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Oxford: Oxford University Press, 1990) p.174
[12] Rick Ostrov. *Power Reading*. (San Francisco: Education Press, 2003.) p.1
[13] Op. Cit, p.12
[14] Neil Anderson, Reading. In D. Nunan (ed.), *Practical English Language Teaching*. (New York: McGraw-Hill, 2003) p.67-86

Comprehension is usually measured by comprehension questions from text we have read. Some experts have pointed out indicators to measure readers' comprehension. Zintz[15] outlines some points to indicate someone' reading comprehension as follows:

a. Understanding vocabulary,

b. Remembering and using what one has read,

c. Finding details,

d. Understanding paragraph organization, and

e. Getting meanings from the context through such abilities as finding the main idea, putting ideas in proper sequence to tell a story, or finding pertinent information in paragraphs to answer questions.

Besides that, according to Educational Testing Service (*ETS*)[16], basic comprehension requires the reader to:

a. Understand the general topic or main idea.

b. Understand important facts and details.

c. Understand vocabulary in context.

d. Understand pronoun references.

e. Make inferences about what is implied in a passage.

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[15] Miles V Zintz, *The Reading Process: The Teacher and Learner*. 2nd Edition. (Dubuque, Iowa: WM. C. Brown Company Publishers, 1975) p.269

[16] Educational Testing Service (ETS). *TOEFL Tips: How to Prepare for the Next Generation TOEFL test and Communicate with Confidence*. (Princeton: Educational Testing Service, 2005), p.6

Furthermore, Zainil[17] states that to comprehend a text can be done by understanding the topic, understanding topic sentence, understanding supporting details, understanding transitions (first, then, before, next, etc), and understanding thought patterns (cause-effect, comparison, chronological order, etc.)

From the above theories, it can be concluded that the primary purpose of reading is comprehension. The good readers are readers that can read with good comprehend. There are different kinds of text that can be read by the readers. Consequently, to measure readers' reading comprehension, the indicators should be match with the type of texts that readers read. In short, different kinds of texts have different indicators. It means indicators to comprehend a text depend on the type of text. This research is focused on investigating students' reading comprehension of recount text. Therefore, in the next review, the researcher presents about reading comprehension of recount text.

2. **Reading Comprehension of Recount Text**

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[17] Zainil, *Teacher's Guide for Advanced Students (Intensive and Extensive Reading)*, (Padang: Sukabina Offset, 2008) p.9

According to Joko Priyana et al.[18], recount text is a report or retell of event or activity in the past. It is to inform or to entertain the readers. Besides that, Achmad Doddy et al.[19] state that the purposes of recount text is reconstruct an events, experiences, and achievements from the past in a logical sequence.

There are five types of recount text. They are personal recount, factual recount, imaginative or literary recounts, procedural recount, and biographical recount[20]. According to Achmad Doddy et al.[21], senior high school students are expected to be able to identify meanings and information of a recount text.

Personal recount is retelling an event that the writer was personally involved in. For example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and we) and often to entertain and inform.

Factual recount is concerned with recalling events accurately. It can range from everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the readers gain a complete picture of event, experience or achievement.

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[18] Joko Priyana, Riandi, Anita Prasetyo Mumpuni. *INTERLANGUAGE: English for Senior High School Students X: SMA/MA*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.), p.23
[19] Achmad Doddy, Ahmad Sugeng, and Effendi, *Developing English Competencies 1: for Senior High School (SMA/MA) Grade X*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p.24
[20] Ibid. p.26
[21] Op. Cit.1

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.

A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.

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

Text is organized in different text structures. A recount text has generic structure, namely an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that "rounds off" the sequence of events[22]. Achmad Doddy et al.[23] state that orientation provides the setting and introduces participants; series of events: tell what happened, in what sequence; and re-orientation contains optional closure of events. The following is an example of text structure of the recount text.

Paragraph	Generic Structure
• I had a terrible day yesterday. First, I woke up an hour late because my alarm clock did not go off. (paragraph 1)	• Orientation: provides the setting and introduces participants.

[22] Joko Priyana, Riandi, Anita Prasetyo Mumpuni. 2008. *INTERLANGUAGE: English for Senior High School Students X: SMA/MA Kelas X*. (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p.18

[23] Achmad Doddy, Ahmad Sugeng, and Effendi, *Developing English Competencies 1: for Senior High School (SMA/MA) Grade X*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p.15

• Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I did not have enough money. (paragraph 2)	• Events: tell what happened, in what sequence.
• Finally, I walked three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday. (paragraph 3)	• Re-orientation: optional closure of events.

(Source: *Developing English Competencies 1: for Senior High School (SMA/MA) Grade X*)

It is important for the students to understand the text structure of recount text. It is because; understanding the text structure of recount text can facilitate students' reading comprehension of recount text.

Language features of recount text make this type of text differ with other kinds of texts. The language features of recount text includes the use of simple past tense, a range of conjunction (although, because, while), the use of adverb phrase to indicate time and place (yesterday, last week, at home, outside), the use of action verb (played, visited), the use of adjectives to describe nouns and the use of specific participant (Mr. Sepri, I, we)[24].

Besides that, recount text is also characterized by signal words. In recount text, students find words and phrases used to start, connect a sentence with the next one, and end your composition[25]. Those words and phrases are first, then, after that, finally, etc.

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[24] Op. Cit. p.11
[25] Op. Cit. p.28

In conclusion, first year students of MAN 1 Teluk Kuantan are expected to be able to comprehend recount text. Comprehending recount text requires the students to:

a. Identify the topic,

b. Identify information in structure of recount text (orientation, events, and re-orientation), and

c. Identify the language features of recount text (use of past tense to locate events in relation to writer's time; use of nouns and pronouns to identify people or things involved; use of adverbs and adverbial phrases to indicate place and time; use of conjunction and time connectives to sequence the events; use of action verbs to refer to events; and use of adjectives to describe nouns).

3. Sentence Patterns

A student's comprehension of a recount text might be different with another. It because reading involves of semantic and syntax. Both of them have close relationship because in a text, the reader will find sentence pattern that related to the word order in a sentence. Therefore, the process of comprehend a text can be affected by ability to comprehend sentence pattern.

What is sentence pattern? To define it, it is better to define sentence first. Haryono[26] defines a sentence as group of words that express ideas and has clear meaning. Besides, Leung defines a sentence as a group of words satisfying the grammatical rules of a language as a complete thought[27]. Moreover, Anker[28] defines a sentence as the basic unit of written communication.

According to McWhorter[29], a sentence expresses at least one key idea, which consists of a simple subject and a verb. In addition, Anker explains that a complete sentence in written standard English must have these three elements: a subject, a verb, and a complete though[30]. Here is an example of English sentence that made up of its basic components: "The cat sat."

In detail, The subject of a sentence is the person, place, or thing that primarily acts, experiences, or is described in a sentence. The subject of a sentence can be a noun or a pronoun.

To find the subject, ask yourself, Who or what is performing the action in the sentence?

Person as subject :   Isaac arrived last night.

[*who* is the sentence about? *isaac*]

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[26] Haryono, Rudi. *Complete English Grammar*. (Surabaya: GitaMedia Press, 2002) p. 176.
[27] Antony Lewis, *Word Web,* (Princeton: Princeton University, 2006)
[28] Anker, S. *Real Writing with Reading*. (New York: Bedford, 2010), p. 134
[29] Kathleen T McWorther, *Guide to College Reading*. (Boston, Toronto: Little, Brown and Company, 1986) p.70
[30] Op.Cit. p.313

Thing as subject: The restaurant has closed.

[*what* is the sentence about? the *restaurant*]

Language Note: English sentences always have a subject because the verb does not always have an ending that identifies the subject.

Example: Incorrect: Took the test.

Correct: Jerome took the test.

A compound subject consists of two or more subjects joined by *and*, *or*, or *nor*.

Two subjects: Kelli and Kate love animals of all kinds.

Several subjects: The baby, the cats, and the dog play well together.

A preposition connects a noun, pronoun, or verb with other information about it. A prepositional phrase is a word group that begins with a preposition and ends with a noun or pronoun, called the object of a preposition. The subject of a sentence is *never* in a prepositional phrase.

Example :   Your dinner is in the oven.

Your <u>dinner</u>(Subject) is <u>in</u>(Preposition) the <u>oven</u>(Object of Preposition)

In the oven (Prepositional phrase)

Verbs, every sentence has a main verb, the word or words that tell what the subject does or that link the subject to another word that describes it. Verbs do not always immediately follow the subject: Other words may come

between the subject and the verb. There are three kinds of verbs: action verbs, linking verbs, and helping verbs.

Action Verbs

An action verb tells what action the subject performs. To find the main action verb in a sentence, ask yourself: What action does the subject perform?

Action Verbs: The band <u>played</u> all night.

The alarm <u>rings</u> loudly.

Linking Verbs

A linking verb connects (links) the subject to another word or group of words that describes the subject. Linking verbs show no action. The most common linking verb is *be* (*am*, *is*, *are*, and so on). Other linking verbs, such as *seem* and *become*, can usually be replaced by a form of the verb *be*, and the sentence will still make sense.

To find linking verbs, ask yourself: What word joins the subject and the words that describe the subject?

Linking Verbs: The bus <u>is</u> late.

I <u>feel</u> great today. (I am great today.)

My new shoes <u>look</u> shiny. (My new shoes are shiny.)

The milk <u>tastes</u> sour. (The milk is sour.)

Some words can be used as either action verbs or linking verbs, depending on how the verb is used in a particular sentence.

Action Verb: Justine <u>smelled</u> the flowers.

Linking Verb: The flowers <u>smelled</u> wonderful.

Table II. 1
Common Linking Verbs

Langu

	Forms of Be	Forms of *Seem* and *Become*	Forms of Sense Verbs
N	am	seem, seems,	look, looks, looked
o	are	seemed	appear, appears,
t	is	become,	appeared
e	was	becomes,	smell, smells, smelled
:	were	became	taste, tastes, tasted
T			feel, feels, felt

e verb *be* cannot be left out of sentences in English.

Incorrect: Tonya well now.

Correct: Tonya is well now.

Helping Verbs

A helping verb joins the main verb in a sentence to form the complete verb. The helping verb is often a form of the verbs *be*, *have*, or *do*. A sentence may have more than one helping verb along with the main verb.

Helping verb	+	Main verb	=	Complete verb
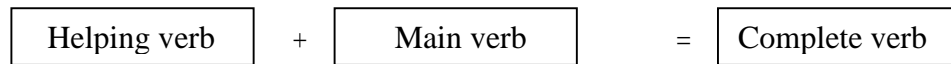
Sharon was listening to the radio as she was studying for the test.

[The helping verb is *was*; the complete verbs are *was listening* and *was studying*.]

Action Verb : Kara graduated last year.

[The verb *graduated* is an action that Kara performed.]

Linking Verb: Kara is a graduate.

[The verb *is* links Kara to the word that describes her: *graduate*. No action is performed.]

Helping Verb : Kara is graduating next spring.

[The helping verb *is* joins the main verb *graduating* to make the complete verb *is graduating*, which tells what action the subject is taking.]

Complete Thoughts

A complete thought is an idea, expressed in a sentence, that makes sense by itself, without other sentences. An incomplete thought leaves readers wondering what's going on.

Incomplete Thought   : because my alarm didn't go off

Complete Thought   : I was late because my alarm didn't go off.

To determine whether a thought is complete, ask yourself: Do I have to ask a question to understand?

Incomplete Thought   : In my wallet

[You would have to ask a question to understand, so this is not a complete thought.]

Complete Thought   : My ticket is in my wallet.

However, English sentences are sometimes made up of basic components and extra information that make the sentence more detailed. The basic components and extra information are subject, verb, and object. For example, "The cat sat on the mat." The object gives extra information about the cat - in this case, about its location.

Explanations above imply that a sentence has pattern so that it can express ideas and has clear meaning. In English, every sentence is a sequence of words, but not every sequence of words is a sentence[31]. The sequence of words can be said as a sentence when they conform to the rules of sentence pattern. Therefore, Lewis[32] defines sentence pattern as the grammatical arrangement of words in sentences. In other words sentence pattern can be

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[31] Fromkin et al. *Introduction to Language.* (New York: Thomson Wadsworth, 2003) p.119
[32] Op. Cit

simply defined as system of rules to compose or combine words in order to make sentence. This definition implies that knowledge of sentence pattern is very important for language learners. It is because, this knowledge helps them to create meaning from the written or spoken communication.

In English, there are many sentence patterns. But, basically there are only six patterns as the basic sentence patterns in English. Anker explains that although there are other patterns, they build on these six[33]. So, we can limit sentence patterns on these six. Anker[34] explains the six basic English sentence patterns as follows:

a. Subject-Verb (S-V). This is the most basic pattern.

S   V
Babies cry.

b. Subject-Linking Verb-Noun (S-LV-N)

S   LV   N
They   are   children.

c. Subject-Linking Verb-Adjective (S-LV-ADJ)

S   LV   ADJ
Parent are   tired.

d. Subject-Verb-Adverb (S-V-ADV)

S   V   ADV
They   sleep poorly.

e. Subject-Verb-Direct Object (S-V-DO). A direct object directly receives the action of the verb.

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[33] Op.Cit. p.320
[34] Op.Cit. p.320

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S           V       DO
Teachers  give    tests.   [The tests are given.]
```

f. Subject-Verb-Direct Object-Indirect Object. An indirect object does not directly receive the action of the verb.

```
S           V       DO     IO
Teachers  give    tests to students. [The tests are given; the students are not]
```

Students' ability to identify the six basic English sentence patterns above indicates their understanding of sentence pattern. In other words, a student can be said understand the sentence patterns, if he/she can identify the six basic English sentence patterns.

In conclusion, understanding sentence patterns requires students to identify the six basic patterns Regarding the understanding of sentence pattern is very important for language learners, these requirements can be used to assess students' understanding of sentence pattern. In other words, students can be tested on identifying the six basic sentence patterns since they are the indicators of understanding sentence patterns.

B. Relevant Research

Some studies have been undertaken focusing on the various aspects of English sentence pattern in different text types. Purwata[35], for example, did a descriptive qualitative research to analyze the sentence patterns used in Westlife

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[35] Purwata, Ichwan. "A Syntactical Analysis on Sentence Patterns used in Westlife's Song Lyrics," *Unpublished thesis.* (Malang: Universitas Islam Negeri Malang) 2008.

song lyrics. His steps in taking and collecting the data are reading the lyrics of the songs, listening to the cassette, and selecting the songs as the samples and writing down the three lyrics of the selected songs. Having analyzed the data, he finally found seventeen kinds of the sentence patterns. The most sentence patterns of the lyrics used as the samples were kernel sentences and transformed sentences. Through the discussion, the researcher also found the substandard English words, such as I've, 'cause, and gonna. The sentence patterns of the Westlife's songs consists of noun phrase plus verb phrase, some sentences consist of conjunction plus noun phrase plus verb phrase, some sentences consist of adverb of place plus noun phrase plus verb phrase.

Then, Fadilah[36] did a descriptive qualitative research to study the type of English sentence of reading text of English course book for junior high school students in grade VII. The results of her study showed that the types of sentence used in reading text book were simple sentence, compound sentence, complex sentence, and compound complex sentence. There were thirty four of simple sentences are found. Then, twelve of compound sentences and nine of complex sentences. And the last, there was just one compound complex sentence is found.

Furthermore, Zaki[37] carried out a research to analyze structures of sentence or sentence patterns used in headline of FourFourTwo Magazine

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[36] Fadilah, Ustadza.. English Sentence Types of Reading Text Book for Junior High School Grade VII. *Unpublished Thesis.* (Malang: State Islamic University of Malang) 2008.
[37] Zaki, Irwan. The Structure of Sentence used in Headlines of FourFourTwo Magazine Website. *Unpublished thesis.* (Malang: Universitas Islam Negeri Malang) 2010.

Website. He found that the sentence pattern in headlines of FourFourTwo magazine website consists of combination of predication and modification; complementation and modification; predication-complementation-modification. There were also several sentences that only consist of structure of modification. In addition, he concluded that the most frequently syntactic structure used in the headlines is combination of structure of predication-complementation and modification.

From the relevant researches above, the researcher concluded that some researchers and professionals had done researches on sentence patterns in different types of text. However, none of them studied on sentence pattern as a factor for predicting students reading comprehension. Therefore, this research is proposed as further study on sentence patterns as factors in predicting students' reading comprehension of recount text at senior high school level.

C. Operational Concept

This research has two variables. The first one is the students' understanding of sentence pattern. Then, the second one is the students' reading comprehension of recount text. The students' understanding of sentence pattern is an independent variable (also called variable X). Furthermore, the students' reading comprehension of recount text is a dependent variable (also called variable Y).

After reviewing the related literatures on the variables of this research, it can be concluded that the indicators as the operational concept for the two variables of this research as follows:

Table II.1
The Indicator Descriptions of The Research Variable

Variable	Indicators	Example of Questions
Understanding of sentence pattern	Students are able to identify the six basic English sentence patterns : 1. Subject – Verb (S-V)	- Consider this sentence: *They moved* Which sentence pattern is true according to the above sentence?
	2. Subject-Linking Verb-Noun (S-LV-N)	- Consider this sentence: *She was seventeen* Which sentence pattern is true according to the above sentence?
	3. Subject- Linking Verb-Adjective (S-LV-ADJ)	- Consider this sentence: *She wasn't happy* Which sentence pattern is true according to the above sentence?
	4. Subject-Verb-Adverb (S-V-ADV)	- Consider this sentence: *He examined carefully* Which sentence pattern is true according to the above sentence?
	5. Subject-Verb-Direct Object (S-V-DO)	- Consider this sentence: *I read an article* Which sentence pattern is true according to the above sentence?
	6. Subject-Verb-Direct	- Consider this sentence: *Dad took Yoko to the doctor* Which sentence pattern is true

	Object- Indirect Object (S-V-DO-IO)	according to the above sentence?
Reading comprehension of recount text	1. Students are able to identify the topic	- What is the text mainly about? - The text tells about?
	2. Students are able to identify the orientation	- What was the name of the teacher? - What did the doctor do?
	3. Students are able to identify the events	
	4. Students are able to identify the reorientation	- What is the closure of the text?
	5. Students are able to identify the language features.	- Which of the following sentences that is written in past tense in the text?

D. Assumption and Hypothesis

1. Assumption

The researcher assumes that the better students' understanding of sentence pattern, the better their reading comprehension of recount text will be.

2. Hypothesis

H_o: There is no a significant contribution of understanding of sentence pattern toward reading comprehension of recount text.

H_a: There is a significant contribution of understanding of sentence pattern toward reading comprehension of recount text.

CHAPTER III

RESEARCH METHOD

A. Research Design

The primary purpose of this research is to find out the contribution of understanding sentence pattern upon reading comprehension of recount text. Thus, the appropriate research design for this research is a correlational research which analyzes the data by using statistical regression. According to Gay and Airisian[38], a correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. Like statistical correlations (product moment correlation coefficient), statistical regression examines the association or relationship between variables[39]. However, the main purpose of statistical regression is prediction or finding the percentage of contribution.

This research has two variables. The two variables of this research are understanding sentence patterns (variable X) and reading comprehension of recount texts (variable Y).

B. Time and Location of the Research

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[38] L.R. Gay and Peter Airisian. *Educational Research: Competencies for Analysis and Application,* (New Jersey: Pearson Education Ltd., 2000) p.311

[39] Geoffrey Marczyk, David DeMatteo, and David Festinger. *Essentials of Research Design and Methodology*, (New Jersey: John Wiley & Sons, Inc., 2005), p.239

This research was conducted at MAN 1 Teluk Kuantan. It was conducted in the first semester of 2012/2013 academic year. It was conducted from November 2012 to January 2013.

C. Subject and Object of the Research

The first year students of MAN 1 Teluk Kuantan participated as the subject of this research. And, the object of this research was the contribution of understanding sentence pattern toward reading comprehension of recount text.

D. Population and Sample of the Research

The first year students of MAN 1 Teluk Kuantan referred to the population of this research. The sampling technique that used in this research was random sampling where all students in the selected population had an equal and independent chance to be selected for the sample. Gay and Airisian[40] state that for a correlational research, "30 participants are generally considered to be a minimally acceptable sample size"[41]. Thus, the researcher did not take less than 30 students of population as research sample. The following table shows the description of population and sample of this research.

Table III.1
Research Sample

No	Students Group	Population			Sample (20%)
		Male	Female	Total	

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[40] L.R. Gay and Peter Airisian. *Educational Research: Competencies for Analysis and Application,* (New Jersey: Pearson Education Ltd., 2000) p.332
[41] *Ibid,* p. 332.

1	Class A	15	19	34	6
2	Class B	16	19	35	7
3	Class C	15	20	35	7
4	Class D	20	16	36	7
5	Class E	21	14	35	7
Total		87	88	175	34

E. Technique of Collecting the Data

The researcher used tests of understanding sentence pattern and reading comprehension of recount text as the technique of collecting the research data. Test of understanding sentence pattern was used to find out the first year students' ability in understanding sentence pattern at MAN 1 Teluk Kuantan. Then, reading comprehension test of recount text was used to find out the first year students' reading comprehension of recount texts at MAN 1 Teluk Kuantan. Both of the tests was made in form of multiple choice test. The data that gained through both of the tests were analyzed to find out the significant contribution of understanding sentence pattern toward reading comprehension of recount text at the first year students of MAN 1 Teluk Kuantan.

Suharsimi Arikunto stated that a good instrument must have two essential requirements: validity and reliability[42]. Therefore, both tests should have validity and reliability. The followings were the procedures of validity and reliability testing of this research.

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[42]Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Jakarta, Rineka Cipta, 2006, p. 168.

1. Testing Validity

    Heaton states that the validity of a test is "the extent to which it measures what it is supposed to measure and nothing else"[43]. In this research, the research questions in the instruments had been formulated based on the indicators of each variable and a review of the related literature. Then, questions to be asked in the instrument were examined by the thesis advisor beforehand to ascertain their validity and appropriateness.

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[43] Heaton, J.B., *Writing English Language Tests,* New York, Longman, 1995, p. 159.

Table III.2

Blue Print of the Test

Variable	Indicators	Number of test items
Understanding of sentence pattern	Students are able to identify the six basic English sentence patterns :	
	1. Subject – Verb (S-V)	1, 12, 14, and 22
	2. Subject-Linking Verb-Noun (S-LV-N)	3, 9, 13, and 19
	3. Subject- Linking Verb-Adjective (S-LV-ADJ)	2, 8,16, and 21
	4. Subject-Verb-Adverb (S-V-ADV)	4,10,15, and 23
	5. Subject-Verb-Direct Object (S-V-DO)	5, 7, 18, 20 and 25
	6. Subject-Verb-Direct Object- Indirect Object (S-V-DO-IO)	6,11,17 and 24
Reading comprehension of recount text	1. Students are able to identify the topic	1, 6, 11, 16, and 21
	2. Students are able to identify the orientation	2, 3, 7, 12, 17, and 18
	3. Students are able to identify the events	8, 9, 13, 22, and 23
	4. Students are able to identify the reorientation	4, 14, 19, and 24

	5. Students are able to identify the language features.	5, 10, 15, 20, and 25

2. Testing Reliability

To test the instrument reliability, the researcher used Hoyt's formula. Arikunto describes the steps of Hoyt's formula analysis as follows[44]:

1. The sum of respondents' square:

$$JK_{(r)} = \frac{\sum X_t^2}{k} - \frac{(\sum X_t)^2}{(k \ \text{x} \ N)}$$

where

$JK_{(r)}$ = the sum of respondent square

k = the sum of items

N = the sum of respondent

X_t = total square of each respondent

2. The sum of the item square:

$$JK_{(b)} = \frac{\sum B^2}{N} - \frac{(\sum B_t)^2}{(k \ \text{x} \ N)}$$

[44]Hoyt, *Op.cit.*, p. 191-195.

where

$JK_{(b)}$ = the sum of item square

$\sum B^2$ = the sum of all correct item square

$(\sum B_t)^2$ = the square of total score

3. The sum of the total square:

$$JK_{(t)} = \frac{(\sum B) \quad (\sum S)}{(\sum B) + (\sum S)}$$

$JK_{(t)}$ = the sum of total square

$\sum B$ = the sum of correct items

$\sum S$ = the sum of wrong items

4. The sum of the rest square:

$$JK_{(s)} = JK_{(t)} - JK_{(r)} - JK_{(b)}$$

5. Using F table to find out the respondent variance and the rest variance. It needs

the formula of d.b. (degree of freedom).

d.b.　　　= The number of N of each variance – 1

$$variance = \frac{the \quad sum \quad of \quad square}{d.b.}$$

d.b. total $\qquad = (k \times N) - 1$

d.b. respondent $\quad = N - 1$

d.b. item $\qquad = k - 1$

d.b. rest $\qquad = $ d.b. total $-$ d.b. respondent $-$ d.b. item

6. Using the Hoyt's formula.

$$r_{11} = 1 - \frac{Vs}{Vr}$$

r_{11} $\quad =$ the reliability of the whole items
Vs $\quad =$ the variance of respondent
Vr $\quad =$ the variance of the test

F. Technique of Data Analysis

In analyzing the data which were collected through tests of the two variables,

the researcher used this formula:

$$\text{Student's score} = \frac{\text{Correct answer}}{\text{Total number of test items}} \times 100$$

Then, to interpret the student's score, the researcher adapted Riduwan's[45] scale as follows:

Table III.2

The Scale of Score and Interpretation of the Score

Scale of scores	Interpretation of the score
81 – 100	Very poor

[45]Riduwan, *Dasar-dasar Statistika*, Bandung, Alfabeta, 2009, p. 36-41

61 – 80	Poor
41 – 60	Fair
21 – 40	Good
0 – 20	Very good

Next, to present the data in the relative frequency (percentage), the researcher used the formula that suggested by Sudijono[46] as follows:

$$p = \frac{f}{N} \times 100\%$$

Where,

f = the frequency of percentage was looking for

N = number of cases

p = percentage

Finally,in order to analyze the data which is going to find out the contribution of understanding sentence pattern (variable X) toward reading comprehension of recount texts (variable Y), the researcher will use simple regression analysis. To do this, the researcher will follow the steps that suggested by Riduwan[47]:

1. Make a table to help the researcher in calculating the correlation value.

2. Input the statistic numbers from table helper to the following formula:

[46]Anas Sudijono, *Pengantar Statistik Pendidikan,*.Jakarta, Rajawali Press, 2009, p.43
[47] Riduwan, *Dasar-dasar Statistika*, Cetakan Ketujuh, (Bandung: Alfabeta), 2009, p. 228-229.

$$r = \frac{n.\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{n.\sum X^2 - \left(\sum X\right)^2\right\}\left\{n.\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$

3. Find out how far is the contribution of variable X toward variable Y by using the following formula:

$$KP = r^2.100\%$$

Where,

KP: the amount of determination coefficient

r^2: correlation coefficient

4. Test its significance by using t_{test} formula:

$$t_{test} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

The rule of testing: If the t-value is the same or less than the critical value in t table, so the null hypothesis is accepted. However, if the value of the t-calculated is bigger than t-table, it means the alternative hypothesis is accepted.

5. Give interpretation to the t-value in which the formula for degrees of freedom is df = n – 2.

6. Make conclusion.

CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

In this chapter, the researcher presents the findings of the study and present the data obtained through the test. They are all about the contribution of students' understanding of sentence pattern toward their reading comprehension of recount text at the first year of state Islamic senior high school 1 Teluk kuantan Kuantan Singingi Regency.

To determine the students' understanding of sentence pattern, it can be seen from the scores gained from the test given to the students. Then, the writer has given two kinds of the test. They are understanding of sentence pattern and reading comprehension of recount text tests.

a. Understanding of sentence pattern

To get the data dealing with the understanding of sentence pattern, the writer provides and give students multiple choice test, which consists of 25 questions.

b. Reading comprehension of recount text.

The writers provides and give students multiple choice tests consists of 25 questions.

1. Results of Students' Understanding of Sentence Pattern

The researcher administered the test of students' understanding of sentence pattern personally to ensure a better response rate as well as to avoid misunderstanding while providing answers. The participating students were also reminded that their answer should only cover their understanding of sentence pattern. A total of sample, 34 students, participated in this test. The test was employed to elicit information regarding kinds of students' understanding of sentence pattern. The followings were research findings from the test.

Table IV. 1
The Categories of Students' Understanding of Sentence Pattern

No	Students	Scores	Categories
1	Student 1	88	Very good
2	Student 2	68	Good
3	Student 3	84	Very Good
4	Student 4	64	Good
5	Student 5	96	Very Good
6	Student 6	80	Good
7	Student 7	76	Good
8	Student 8	100	Very Good
9	Student 9	76	Good
10	Student 10	52	Fair
11	Student 11	84	Very Good
12	Student 12	56	Fair
13	Student 13	60	Fair
14	Student 14	84	Very Good
15	Student 15	52	Fair
16	Student 16	44	Fair
17	Student 17	36	Poor
18	Student 18	84	Very Good
19	Student 19	56	Fair
20	Student 20	76	Good
21	Student 21	40	Poor
22	Student 22	52	Fair
23	Student 23	80	Good
24	Student 24	32	Poor
25	Student 25	72	Good
26	Student 26	68	Good
27	Student 27	80	Good
28	Student 28	44	Fair
29	Student 29	72	Good
30	Student 30	96	Very Good
31	Student 31	68	Good
32	Student 32	36	Poor
33	Student 33	80	Good
34	Student 34	36	Poor
	Total Score	2120	
	Mean Score	62.35	Good

Based on the table IV.1, the researcher concluded that students'
understanding of sentence pattern generally was interpreted as **Good**. It was
because the students' scores on the test in average was 62.35 Based on the criteria
of score interpretation as suggested by Riduwan[48], a score is interpreted as **good** if
it is in scale of 61 – 80.

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[48]Riduwan, *Op.Cit.*, p.41

From table IV.1, the researcher summed up their mastery of text organization as follows:

Table IV.2
Students' Understanding of Sentence Pattern

No	Categories	F	%
1.	Very good	6	17.65
2.	Good	11	32.35
3.	Fair	12	35.29
4.	Poor	5	14.71
5.	Very poor	0	
	Total	34	100

The table above shows how the students' Understanding of Sentence Pattern of MAN 1 Teluk Kuantan Kuantan Singingi Regency. The researcher found 17.65% of the students have very good Understanding of Sentence Pattern, 32.35% of the students have good Understanding of Sentence Pattern, and 35.29% of the students have fair understanding. And 14.71% of the students have poor Understanding of Sentence Pattern. As conclusion, students Understanding of Sentence Pattern is **good** but need to be improved. It means, the teachers should help their students to develop their Understanding of Sentence Pattern.

2. Results of Students' Reading Comprehension of Recount Text

To examine the students' reading comprehension of recount text, the researcher administered the test of comprehending the recount text. Each student was given the test of recount text. A total of sample, 34 students, participated in the test. The result of the test is as follows:

Table IV.3
The Categories of Students' Reading Comprehension of Recount Text

No	Students	Scores	Categories
1	Student 1	88	Very good
2	Student 2	68	Good
3	Student 3	84	Very Good
4	Student 4	64	Good
5	Student 5	96	Very Good
6	Student 6	80	Good
7	Student 7	76	Good
8	Student 8	100	Very Good
9	Student 9	76	Good
10	Student 10	52	Fair
11	Student 11	84	Very Good
12	Student 12	56	Fair
13	Student 13	60	Fair
14	Student 14	84	Very Good
15	Student 15	52	Fair
16	Student 16	44	Fair
17	Student 17	36	Poor
18	Student 18	84	Very Good
19	Student 19	56	Fair
20	Student 20	76	Good
21	Student 21	40	Poor
22	Student 22	52	Fair
23	Student 23	80	Good
24	Student 24	32	Poor
25	Student 25	72	Good
26	Student 26	68	Good
27	Student 27	80	Good
28	Student 28	44	Fair
29	Student 29	72	Good
30	Student 30	96	Very Good
31	Student 31	68	Good
32	Student 32	36	Poor
33	Student 33	80	Good
34	Student 34	36	Poor
	Total Score	2272	
	Mean Score	66.82	Good

Based on the table above, the researcher concluded that the students' reading comprehension of recount text generally was interpreted as **good**. It was obtained because the students' scores on the test in average was 66.82. As mentioned before, Riduwan[49] states that a score is interpreted as **good** if it is in scale of 61 – 80.

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[49]*Ibid.,* p.41

Based on table IV.3, the researcher summed up students' reading comprehension of recount text as follows:

Table IV.4
Students' Reading Comprehension of Recount Text.

No	Categories	F	%
1.	Very good	8	23.53
2.	Good	13	38.23
3.	Fair	8	23.53
4.	Poor	5	14.71
5.	Very poor	0	
	Total	34	100

Table IV.4 shows how the students' reading comprehension of recount text at grade X of Islamic senior high school 1 Teluk Kuantan, Kuantan Singingi regency. The researcher found 23.53% of the students have very good ability in comprehending recount text, 38.23% of the students have good ability in comprehend it, 23.53% of the students have fair ability in comprehending the recount text, and 14.71% of the students have poor ability level. As conclusion, the students' ability in comprehending recount text is **good** but needs to be improved.

B. Data Analysis

1. **Students' Understanding of Sentence Pattern**

To help the researcher in finding out the significant contribution of the students' understanding of sentence pattern and their reading comprehension of recount text, the researcher scored from the test by using this formula:

$$\text{Student's score} = \frac{\text{Correct answer}}{\text{Total number of test items}} \times 100$$

Then, the researcher categorized the students' scores from the test, the students' scores and the categories of the scores as follows:

No	Students	Scores	Categories
1	Student 1	88	Very good
2	Student 2	68	Good
3	Student 3	84	Very Good
4	Student 4	64	Good
5	Student 5	96	Very Good
6	Student 6	80	Good
7	Student 7	76	Good
8	Student 8	100	Very Good
9	Student 9	76	Good
10	Student 10	52	Fair
11	Student 11	84	Very Good
12	Student 12	56	Fair
13	Student 13	60	Fair
14	Student 14	84	Very Good
15	Student 15	52	Fair
16	Student 16	44	Fair
17	Student 17	36	Poor
18	Student 18	84	Very Good
19	Student 19	56	Fair
20	Student 20	76	Good
21	Student 21	40	Poor
22	Student 22	52	Fair
23	Student 23	80	Good
24	Student 24	32	Poor
25	Student 25	72	Good
26	Student 26	68	Good
27	Student 27	80	Good
28	Student 28	44	Fair
29	Student 29	72	Good
30	Student 30	96	Very Good
31	Student 31	68	Good
32	Student 32	36	Poor
33	Student 33	80	Good

34	Student 34	36	Poor
	Total Score	2272	
	Mean Score	66.82	Good

From table above, the researcher summed up their understanding of sentence pattern as follows:

Table IV.5

Students' Understanding of Sentence Pattern

Item of The Test	Categories				
	Very Good	Good	Fair	Poor	Very Poor
Students' understanding of sentence pattern	6 (17.65%)	11 (32.35%)	12 (35.29%)	5 (14.71%)	0 (0%)

The table above shows how the students' understanding of sentence pattern of Islamic senior high 1 Teluk Kuantan, Kuantan Singingi regency. The researcher found 17.65% of the students had very good understanding of sentence pattern, 32.35% of the students had good understanding of sentence pattern, and 35.29% of the students had fair understanding, and 14.71% of the students had poor understanding of sentence pattern. the researcher concluded that students' understanding of sentence pattern generally was interpreted as **Good**. It was because the students' scores on the test in average was 62.35 Based on the criteria of score interpretation as suggested by Riduwan, a score is interpreted as **good** if it is in scale of 61 – 80. That is the answer of the first research question.

2. Students' Reading Comprehension of Recount Text

To find out how is the first year students' reading comprehension of recount text. the researcher scored from the test by using this formula:

$$Student's\ score = \frac{Correct\ answer}{Total\ number\ of\ test\ items} X\,100$$

Then, the researcher categorized the students' scores from the test, the students' scores and the categories of the scores as follows:

No	Students	Scores	Categories
1	Student 1	88	Very good
2	Student 2	68	Good
3	Student 3	84	Very Good
4	Student 4	64	Good
5	Student 5	96	Very Good
6	Student 6	80	Good
7	Student 7	76	Good
8	Student 8	100	Very Good
9	Student 9	76	Good
10	Student 10	52	Fair
11	Student 11	84	Very Good
12	Student 12	56	Fair
13	Student 13	60	Fair
14	Student 14	84	Very Good
15	Student 15	52	Fair
16	Student 16	44	Fair
17	Student 17	36	Poor
18	Student 18	84	Very Good
19	Student 19	56	Fair
20	Student 20	76	Good
21	Student 21	40	Poor
22	Student 22	52	Fair
23	Student 23	80	Good
24	Student 24	32	Poor
25	Student 25	72	Good
26	Student 26	68	Good
27	Student 27	80	Good
28	Student 28	44	Fair
29	Student 29	72	Good
30	Student 30	96	Very Good
31	Student 31	68	Good
32	Student 32	36	Poor
33	Student 33	80	Good
34	Student 34	36	Poor
	Total Score	2272	
	Mean Score	66.82	Good

From table above, the researcher summed up their reading comprehension of recount text as follows:

Table IV.6
Students' Reading Comprehension of Recount Text

No	Categories	F	%
1.	Very good	8	23.53
2.	Good	13	38.23
3.	Fair	8	23.53
4.	Poor	5	14.71
5.	Very poor	0	
	Total	34	100

Table IV.6 shows how the students' reading comprehension of recount text at grade X of Islamic senior high 1 Teluk Kuantan, Kuantan Singingi regency. The researcher found 23.53% of the students had very good ability in comprehending recount text, 38.23% of the students had good ability in comprehend it, 23.53% of the students had fair ability in comprehending the recount text, and 14.71% of the students had poor ability. As conclusion, the students' reading comprehension of recount text generally was interpreted as **good**. It was obtained because the students' scores on the test in average was 66.82. As mentioned before, that a score is interpreted as **good** if it is in scale of 61 – 80. That is the answer of the second research question.

3. Regression Statistics

As mentioned before, In order to analyze the data which is going to find out the contribution of understanding sentence pattern (variable X) toward reading comprehension of recount texts (variable Y), the researcher uses simple regression analysis. To do this, the researcher follows the steps that suggested by Riduwan. The steps to compute the contribution were as follows:

a. Make table to help the researcher in calculating the correlation value

Table IV. 7 Table for Calculating the Correlation Value

No	X	Y	X^2	Y^2	XY
1	60	88	3600	7744	5280
2	64	68	4096	4624	4352
3	76	84	5776	7056	6384
4	72	64	5184	4096	4608
5	92	96	8464	9216	8832
6	84	80	7056	6400	6720
7	68	76	4624	5776	5168
8	76	100	5776	10000	7600
9	80	76	6400	5776	6080
10	44	52	1936	2704	2288
11	76	84	5776	7056	6384
12	60	56	3600	3136	3360
13	52	60	2704	3600	3120
14	64	84	4096	7056	5376
15	48	52	2304	2704	2496
16	56	44	3136	1936	2464
17	40	36	1600	1296	1440
18	68	84	4624	7056	5712
19	52	56	2704	3136	2912
20	48	76	2304	5776	3648
21	36	40	1296	1600	1440
22	56	52	3136	2704	2912
23	44	80	1936	6400	3520
24	36	32	1296	1024	1152
25	88	72	7744	5184	6336
26	64	68	4096	4624	4352
27	84	80	7056	6400	6720
28	48	44	2304	1936	2112
29	76	72	5776	5184	5472
30	96	96	9216	9216	9216
31	56	68	3136	4624	3808
32	32	36	1024	1296	1152
33	84	80	7056	6400	6720
34	40	36	1600	1296	1440
	X= 2120	Y= 2272	X2 =142432	Y2 = 164032	XY = 150576

b. Input the statistic numbers from table helper to the following formula:

$$r = \frac{n \cdot \left(\sum XY\right) - \left(\sum X\right) \cdot \left(\sum Y\right)}{\sqrt{\left\{n \cdot \sum X^2 - \left(\sum X\right)^2\right\} \cdot \left\{n \cdot \sum Y^2 - \left(\sum Y\right)^2\right\}}}$$

$$= \frac{34 \cdot (150576) - (2120) \cdot (2272)}{\sqrt{\left\{(34) \cdot (142432) - (2120)^2\right\} \cdot \left\{(34) \cdot (164032) - (2272)^2\right\}}}$$

$$= \frac{5119584 - 4816640}{\sqrt{\left\{4842688 - 4494400\right\} \cdot \left\{5577088 - 5161984\right\}}}$$

$$= \frac{302944}{\sqrt{\left\{348288\right\} \cdot \left\{415104\right\}}}$$

$$= \frac{302944}{\sqrt{144575741952}}$$

$$= \frac{302944}{380231.17}$$

$$= 0.797$$

As the result, there is a correlation between the students' understanding of sentence pattern and students' reading comprehension of recount text as much as $r = 0.797$.

To interpret the value of r, the researcher consulted it with the table of r's interpretation as follows:

Table IV. 8
Interpretation of Coefficient Correlation *r* Value

Interval of Coefficient	Degree of Correlation
0.00 – 0.199	Very weak
0.20 – 0.399	Weak
0.40 – 0.599	Fair
0.60 – 0.799	Strong
0.80 – 1.000	Very strong

(Adapted from Riduwan, 2009: 228)

From the table above, the researcher could interpret that there was a strong correlation between the students' understanding of sentence pattern and students' reading comprehension of recount text.

    c.   Find out the contribution of variable X toward variable Y by using the following formula:

$$KP = r^2.100\%$$

$$= 0.797^2.100\%$$

$$= 0.635209.100\%$$

$$= 63.52\%$$

It means the contribution of students' understanding of sentence pattern toward their reading comprehension of recount text as much as 63.52% and the rest 36.48% was contributed by other variables.

    d.   Test the significance by using t_{test} formula as follow:

$$t_{test} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0.797\sqrt{34-2}}{\sqrt{1-0.797^2}}$$

$$= \frac{0.797 \cdot 5.65685424949}{\sqrt{1-0.635209}}$$

$$= \frac{4.509}{0.603979}$$

$$= 7.4655$$

According to Riduwan (2009:231), the rules of testing are as follow:

If t_{test} than t_{table}, so it is significant.

If t_{test} than t_{table}, so it is not significant.

Thus, to find out whether there was a significant contribution of students' understanding of sentence pattern toward their reading comprehension of recount text or not; the researcher found out the degree of error $(\propto) = 0.05$ with the degree of freedom: $(df) = n - 2$. It was found that $df = 34 - 2 = 32$. Then, in the t_{table}, it does not have $df = 32$ to be conservative, the researcher used $df = 30$. For $df = 30$ the table value is 1.697. Therefore, the researcher found t_{test} was bigger than t_{table} or 7.4655 >1.697.

In conclusion, the contribution of students' understanding of sentence pattern toward their reading comprehension of recount text at grade X of Islamic Senior High School 1 Teluk Kuantan was significant. Therefore, the researcher confidently states that null hypothesis (H_o) is rejected. Then, H_a is accepted.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting the research, the researcher can infer the findings into some conclusions. In general, there are some important findings from this research. First, after identifying the students' understanding of sentence pattern at grade X of Islamic senior high school 1 Teluk Kuantan, Kuantan Singingi regency, it can be concluded that the students' understanding of sentence pattern generally is categorized as good. Second, based on the results of examination on the students' reading comprehension of recount text, the researcher concludes that their comprehension can be categorized as good. And the last, after testing the correlation by using *Pearson's r* formula, the researcher found that there is a correlation between students' understanding of sentence pattern and their reading comprehension of recount text. The correlation is strong; it is as much as 0.797. while the contribution of Student's understanding of sentence pattern(variable X) toward their reading comprehension of recount text (variable Y) which is counted by using determination coefficient formula(KP) found the percentage of contribution as much as 63.52%. In addition, after testing its significance by using t_{test} formula, the researcher found that the contribution is significant.

B. Suggestions

Finally, after conducting the research, it seems very important for the researcher to give suggestions pertinent to the research findings whether for the English teacher or students in order that they can be successful in teaching and learning English especially for reading comprehension. About the understanding of sentence pattern, it is an ability that can influence the students in comprehending what they read. Therefore, giving more attention about the pattern of the English sentence when the texts given to the students is very necessary that can develop their comprehension about the sentence pattern even their comprehension in reading recount text.

Therefore, it seems very important for the writer to give in such suggestion for the teachers and the students.

Based on the result of the research, the researcher offers some suggestion as follows:

1. English teachers should teach their students by giving some exercises about sentence pattern to improve their comprehension in reading a text.

2. The teacher should motivate the students by giving oral question about sentence pattern and also attention to the students by conducting more discussion about the reading material so that encourage their interest in reading text.

3. The teacher should be creative in arranging and teaching subject material in order to the learning process more fun. It can be done by giving such a quiz or games about the subject material.

4. Schools should provide many English reading materials to increase their comprehension about sentence pattern. Example : books, cards, stickers etc.

5. For further research, it is suggested to the next researchers to investigate whether understanding of sentence pattern improve reading comprehension, speaking skill, and listening skill.

6. In learning process, the students should give more attention to the lesson and study hard or seriously and also try to understand completely the reading material in each lesson.

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