

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Theoretical Framework

#### 1. The Nature of Reading

Reading is one of the skills which must be accomplished by the students.

Nunan in Saputra (2014, p. 87) states that reading is a set of skills that involves making sense and deriving meaning from the printed word. Brown (2001, p. 291) states, "Reading comprehension is primarily a matter of developing efficient comprehension strategies for the majorities of the second language learners who already literate in their native language. "Reading perceives a written text in order to understand its contents. It means that the readers must read the text in order to get meaning and understand what the text is talking about. By reading, students will get the knowledge about how to use a language correctly and can easily catch the idea of a text.

According to Johnson (2008, p. 3), reading is the practice of using text to create meaning. There are two important key words of reading, they are creating and meaning. If there is no meaning being created, there is no reading taking place. Reading is a constantly developing students' language proficiency. Like any skill, reading is getting better by practicing. Moreover, reading integrates visual and nonvisual information. During the act of reading, the visual information found on the page combines with the nonvisual information contained in the head to create meaning. In that way, what is in the head is just as important as what is on the page in the process of creating meaning.

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Reading can be seen as an interactive process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Alyousef (2005, p. 144) proposes six general components for skills and knowledge areas of reading:

1. Automatic recognition skills
2. Vocabulary and structural knowledge
3. Formal discourse structure knowledge
4. Content/world background knowledge
5. Synthesis and evaluation skills/strategies
6. Metacognitive knowledge and skills monitoring

Brown (2003, p. 298) explains five major issues that influence learner's reading as presenting below:

#### a. **Bottom-Up and Top-Down Processing**

In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals. However, in top-down processing, readers draw on their intelligence and experience to understand a text.

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**b. Schema Theory and Background Knowledge**

Brown (2001, p. 299) defines the schema theory in sorts of questions: “How do readers construct meaning? How do they decide what to hold on to and having made that decision? How they infer a writer’s message?” Because the text does not carry meaning itself, so the reader brings the schemata (information, knowledge, emotion, experience, and culture) to the printed word. Content schemata include what we know about people, the world, culture, and the universe, while formal schemata consist of our knowledge about discourse structure.

**c. The Role of Affect and Culture**

Affective factors play major roles in ultimate success. Just as language ego, self-esteem, empathy, and motivation undergird the acquisition of spoken discourse, reading is subject to variability within the affective domain. The “love” of reading has propelled many learners to successful acquisition of reading skills (Brown, 2003, p. 300). In addition, culture plays an active role in motivating and rewarding people for literacy.

**d. The Power of Extensive Reading**

As stated in Brown (2003, p. 301), Krashen and Bamford made the case that extensive reading is a key to student gains in reading ability, linguistic competence, vocabulary, spelling, and writing. Moreover, John Green and Rebecca Oxford in Brown (2003, p. 301) found that reading for pleasure and reading without looking up all the unknown words were both highly correlated with overall language proficiency.

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### e. Adult Literacy Training

Teaching literacy is a specialized field of research and practice that derives insights from a number of psycholinguistic and pedagogical domains of inquiry. In order to become familiar with basic principles and practices at this level, teacher might carefully consult some of the excellent material available.

Not only the five major issues, Brown (2003, p. 302) also explains the others issues or topics that influence learner's reading:

- 1) The role of cognition in reading
- 2) The role of automaticity in word recognition
- 3) The role of conscious strategies in learning to read a second language
- 4) Effective techniques for activating schemata
- 5) Relationships of reading to writing

### 2. The Nature of Reading Comprehension

Reading a text with full understanding draws on the reader's background experience, general knowledge, vocabulary, syntactical awareness and word identification skills is well known as reading comprehension (Westwood, 2008, p. 30). In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words, and be able combine sequential units of meaning into a coherent message. Naturally, the majority of students who are very weak at word recognition will have serious difficulties with comprehension. It is recognized now that some students who develop adequate word-reading ability and fluency still have difficulty understanding what they are reading.

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Westwood as cited from Blanton (2008, p. 31), reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding concepts and information presented in a text. To comprehend, readers must use information they already possess to filter, interpret, organize, and reflect upon the incoming information from the page. McCardle et al. in Westwood (2008, p. 31) suggest that comprehension process draw on many cognitive and linguistic abilities, most notably vocabulary, recalling background knowledge, sentence processing, verbal reasoning, knowledge of print conventions and working memory. Weakness in any of these abilities can impair reading comprehension and can cause a student disengage from the task of interpreting text.

According to Klinger in Saputra (2014, p. 87), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that including word reading, word and world knowledge, and fluency. In reading comprehension, the reader interacts with the message encoded in the text to generate an understanding an author's message. So, reading comprehension is an interaction between the writer and the reader. Since the comprehension means understanding, it can be concluded that comprehension is capacity to grasp meaning in a text and also the writer's idea. Saputra (2014, p. 88) states that it is not guarantee that students have known the meaning of the words, they can comprehend the text. Therefore, readers should have more concentration in reading activity in order to get better understanding.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Irwin in Klinger (2007, p. 8) describes five basic comprehension processes that work together simultaneously and complement one another, they are:

- a. *Microprocesses*, refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary. Selective recall is another aspect of micro-processing. The reader must decide which chunks of text or which details are important to remember. When reading only one sentence, it is relatively easy to recall details, but remembering becomes more difficult after reading a long passage.
- b. *Integrative Processes*, refers to the process of understanding and inferring the relationships among clauses.
- c. *Macroprocesses*, refers to the ability of the reader to organize ideas in a coherent way so that the ideas are better understood and more easily remembered. The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately (i.e., subconsciously or consciously) select the most important information to remember and delete relatively less important details. The skillful reader also uses a structure or organizational pattern to help him or her organize these important ideas. More

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

proficient readers know to use the same organizational pattern provided by the author to organize their ideas (such as a story map that includes characters and setting/problem/solution in a narrative or a compare-and-contrast text structure for an expository passage).

- d. *Elaborative process*, refers to the process of tapping the prior knowledge and making inference beyond points described explicitly in the text. The inferences which are made may or may not correspond with those intended by the author. When making the inference, readers may draw upon information provided earlier in the text or upon their own previous experiences.
- e. *Metacognitive Processes*. Metacognition is the reader's conscious awareness or control cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (like repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

Comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. When individuals read, they apply a range of comprehending strategies to monitor and sustain their meaning. Comprehending involves interpreting and synthesizing ideas in ways that influence the reader's mind. A writer is never sure how his or her words will be taken in the reader's mind because the reader's experiences will determine the significance of the

writer's ideas. Dorn and Soffos (2005, p. 14) divides the mind stores and processes information at two levels of comprehension:

1. *Surface Level*. The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. This retrieval process involves short-term memory; thus, this level of understanding directly relates to the recency of the reading. The desire to think beyond the surface level requires motivation. A reader might possess the strategies to think deeper, yet lack the interest to do so. A steady diet of surface-level reading will inhibit the mind's potential for growth in knowledge.
2. *Deep Level*. The deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view. At this level, the author's message serves as a pivotal point in regulating the reader's deeper thinking. The text becomes reconstructed or tailored in the reader's mind to accommodate the reader's background experience and personal goals. Deep comprehension is the result of the mind's analyzing and synthesizing multiple sources of information, thus lifting a reader's comprehension to new levels of meaning. Discussing a book with others has a significant influence on one's depth of comprehension.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### 3. The Nature of Simple Past Tense

Azar (2002, p. 27) states that the simple past indicates that an activity or situation began and ended at a particular time in the past. Moreover, the simple past tense is also used to show past activities, and habitual actions in the past time (Widjaja, 2013, p. 129). Almost all English sentences contain a subject (**S**) and a verb (**V**). The verb may or may not be followed by an object (**O**) (Azar, 2002, p. A1). In simple past tense, the verb used is in the past form or commonly known as **V<sub>2</sub>**. Therefore, in a past form sentence must have **S + V<sub>2</sub> + O**. For example:

- a. They stopped.  
(S) (V<sub>2</sub>)
- b. My friend enjoyed the party.  
(S) (V<sub>2</sub>) (O)

Here are some common patterns of simple past tense:

#### a. The Regular Verb

- 1) *-d* is added to the verb which is ended by *-e*. For example: freed, agreed. Meanwhile, *-ed* is ended to the other verbs. For example: work – worked, walk – walked.
- 2) If the verb ends in a consonant followed by a *-y*, drop the *-y* and add *-ied*. Example: Study – studied, carry – carried.  
  
In the other hand, if the verb ends in a vowel followed by a *-y*, just add *-ed*. Example: Stay – stayed, pray – prayed, enjoy – enjoyed.
- 3) If one-syllable verb ends in a consonant, double that consonant and add *-ed*. Example: Slip – slipped, stop – stopped.

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

However, one-syllable verb ends in a consonant  $-x$  and  $-w$ , it does not need to double that consonant. Example: Mix – mixed, plow – plowed.

**b. The Irregular Verb**

Irregular verbs form their past tense by making a change within the stem of the verb. It is usually a vowel change, but there can also be a consonant change as well. The irregular verbs must be memorized by the students. Example: Write → Wrote, Become → Became. There also some irregular words which do not make any change when it transform such as Read → Read, Put → Put.

**c. The Verb *Be***

The verb *be* in simple past tense are **was** and **were**. Here is the list of the subject pronoun and the verb *be*:

**Table II.1**  
**The List of the Subject Pronoun and the Verb *Be***

| Subject                                  | Subject Pronoun      | Verb <i>Be</i> |
|------------------------------------------|----------------------|----------------|
| 1 <sup>st</sup> Person Singular          | I                    | Was            |
| 2 <sup>nd</sup> Person Singular          | You                  | Were           |
| 3 <sup>rd</sup> Person Singular, Male    | He / Name of Person  | Was            |
| 3 <sup>rd</sup> Person Singular, Female  | She / Name of Person | Was            |
| 3 <sup>rd</sup> Person Singular, Neutral | It / Thing or Animal | Was            |
| 1 <sup>st</sup> Person Plural            | We                   | Were           |
| 2 <sup>nd</sup> Person Plural            | You                  | Were           |
| 3 <sup>rd</sup> Person Plural            | They                 | Were           |

A sentence with *be* as the main verb has three basic patterns:

- 1) *be* + a noun.

For example: We were students of senior high school 1 Sentajo Raya.

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 2) *be* + an adjective

For example: I was sick yesterday.

- 3) *be* + a prepositional phrase

For example: You were in Korea last month.

#### d. The Negative Sentence

To declare a negative form, the auxiliary **did** must be used, and the past verb is changed to the infinitive verb. Negative sentence is formed by adding **not** after **did**. It can be written as either **did not** or **didn't**.

Example: I did not pass the exam.  
(S) (Inf) (O)

If it uses verb *be*, **not** is added after the verb *be*. It can be written as either **was not** or **wasn't**, and **were not** or **weren't**.

Example: She was not sick yesterday.  
(S) (Adj) (O)

#### e. The Interrogative Sentence

In forming an interrogative sentence, the auxiliary **did** must be used, and the past verb is changed to the infinitive verb. The auxiliary **did** is put in the beginning of the sentence. If it uses verb *be*, the verb *be* is also put in the beginning of the sentence. Do not forget to put a question mark at the end of the sentence. For example:

- 1) Did you go to school yesterday?  
(S) (Inf) (O)
- 2) Was she there when the accident happened?  
(S) (Prepositional Phrase)

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## f. Adverb of Time

The adverb of time which are commonly used in simple past tense are *yesterday, just now, last month, last week, two days ago, tonight, today, this afternoon, this morning, etc.*

### 4. The Nature of Recount Text

According to Anderson and Anderson in Harris et al, (2014, p. 56), "Recount text is a piece of text which retells past events orderly and has a purpose to describe what have already happened". Similarly, Gerot and Wignel in Harris (2014, p. 56) state that recount is retelling past events in order to inform or entertain about what and when it happened. Based on these theories, recounts are generally based on the direct experience of the author but it may also be imaginative or outside the author's experience. In recount text, a writer tells a reader about his/her personal experience or tells others experience to readers. In other words, recount text is a text which retells events or experience in the past.

#### a. The Type of Recount Text

Derewianka in Cholipah (2014, p. 48) divides the types of recount text as follows:

- 1) Personal recount is retelling an event that the writer was personally involved in for example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and We) and often to entertain and to inform.
- 2) Factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, news

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of an event, experience or achievement.

- 3) Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.
- 4) A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.
- 5) A biographical recount tells the story of a person's life using a third person narrator (He, She, and They). In this case, of autobiography, first person narration (I, We) is used.

**b. The Social Function of Recount Text**

- 1) *To retell something happened.* Recount retells past event. Recount begins by telling the reader who was involved, what happened, where this even took place and when it happened.
- 2) *To inform something to the readers.* It informs to the reader about what happened, where this even took place and when it happened.
- 3) *To entertain.* Sometimes, recount retells a funny experience. It has a function to entertain the reader.

**c. The Generic Structure of Recount Text**

Generic structure has same meaning as text organization. According to Derewianka in Azhar (2015, p. 27) generic structure of recount text is as follows:

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1) Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why). In orientation, the writer gives information about what happened, who or what was involved, when and where the events occurred and why.

2) Series of Events

In series of events, the reader reads the events chronologically. It begins from the first event, followed by the second event to the last event. The sums of events depend on the creativity of the writer.

3) Re-orientation

The final section concludes the recount by summarizing outcomes or results, evaluating the topic importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.

**d. The Language Feature of Recount Text**

According to Gerrot and Wignel in Harris et al (2014, p. 56), language features of recount text are focus on specific participant, use of material processes (action verb), circumstances place, and time, use past tense, and focus on temporal sequence. Moreover, Hardy and Klarwein as stated in Harris et al (2014, p. 56) add that language features of recount text are use personal recount, use emotive to describe the events, use action verb and mental verb and use past tense. It can be said that writers will use action verb in past form in writing recount text.

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

In addition, Barwick in Harris et al (2014, p. 56-57) states that there are some language features in recount texts. They are proper noun and pronoun to identify people, animal, or things. Then, the texts are written in past tense to retell past events. Writers can use varied action verb and adjective to show their feeling. Moreover, writers should include adverbs and adverbial phrases sequence events in time and indicate place. Finally, writers have to use conjunction to combine clauses and connectives to sequence events.

Due to the explanation from several experts above, it can be concluded there are some language features of recount texts. They are focus on specific participant, use simple past tense, use action verb, use linking verb, and use chronological conjunction.

### 5. The Use of Simple Past Tense in Recount Text

The relationship between simple past tense in recount text can be seen in the language feature of recount text. Recount text uses simple past tense in every sentence. Example of recount text:

#### Text I : Personal Recount Won the Race

When I was little, I always looked forward to 17<sup>th</sup> August because it was the day of Indonesia's independence. There were a lot of entertainment such as carnivals, competitions and much more. On that day, I had a most memorable experience. } Orientation

When I was still about 8 years old, I participated in various competitions in my village. At that time, all the children in my village followed the race for the prize that had been prepared by the committee. I enthusiastically followed all the races too. However, I could not win. I was disappointed. Due to the race was remained one } Events

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

that was sack race. With a limp, I followed the sack race. When I was getting into the sack, I saw my mother standing in the side of the field cheering. Then suddenly I became spirit. I jumped very high and fast. Though I fell, I stood up and ran because of my mother's voice on the sidelines. Finally I won the last race.

Events

I was so happy and proud. I got a trophy and dedicated it to my mother. Until now the trophy is still sitting in my desk.

Re-orientation

Based the text above, the analysis of the use of simple past tense in the recount text can be seen below:

a. In the orientation:

When I was little, I always looked forward to 17<sup>th</sup> August because it was the..  
(S) (Regular V<sub>2</sub>) (Noun)

There were a lot of entertainment such as carnivals, .....  
(S) (Verb be) (Noun)

On that day, I had a most memorable experience.  
(S) (Irregular V<sub>2</sub>) (O)

b. In the series of events:

When I was still about 8 years old, I participated in various .....  
(S) (Regular V<sub>2</sub>) (O)

At that time, all the children in my village followed the race for ....  
(S) (Regular V<sub>2</sub>) (O)

I saw my mother standing in the side of the field cheering.  
(S) (Irregular V<sub>2</sub>) (O)

Then suddenly I became spirit.  
(S) (Irregular V<sub>2</sub>) (O)

I jumped very high and fast. Though I fell, I stood up and ran because .....  
(S) (Irregular V<sub>2</sub>) (O)

Finally I won the last race.  
(S) (Irregular V<sub>2</sub>) (O)

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**c In the re-orientation:**

I was so happy and proud.

(S) (Verb *be*) (Adj)

I got a trophy and dedicated it to my mother.

(S) (Irregular V<sub>2</sub>) (Regular V<sub>2</sub>) (O)

**Text II: Factual Recount**  
**The Battle on November 10, 1945**

The Battle of Surabaya was a fought between pro-independence Indonesian soldiers and militia against British and British Indian troops as a part of the Indonesian National Revolution.

} Orientation

On 27 October 1945, a British plane from Jakarta dropped leaflets over Surabaya urging all Indonesian troops and militia to surrender their weapons. The leaders of the Indonesian troops and militia were angered, seeing it as a breaking of the agreement reached with Mallaby earlier.

Brigadier A. W. S. Mallaby, the British brigade commander in Surabaya, was travelling about Surabaya to spread the news about the new agreement to his troops. Shortly after that, Mallaby was shot and killed that made Lieutenant General Sir Philip Christison was angered.

} Events

At dawn on 10 November, British troops began a methodical advance through the city under the cover of naval and air bombardment. Fighting was heavy, with British troops clearing buildings room by room.

The battle was the heaviest single battle of the revolution and became a national symbol of Indonesian resistance. Considered a heroic effort by Indonesians, the battle helped galvanize Indonesian and international support for Indonesian independence.

It was a day now commemorated in Indonesia as Heroes' Day.

} Re-orientation

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Based the text above, the analysis of the use of simple past tense in the recount text can be seen below:

**a. In the Orientation:**

The Battle of Surabaya was a fought between pro-independence.....  
(S) (Verb *be*) (Noun)

**b. In the series of events:**

British plane from Jakarta dropped leaflets over Surabaya.....  
(S) (Regular V<sub>2</sub>) (O)

The leaders of the Indonesian troops and militia were angered.....  
(S) (Verb *be*) (Adj)

British troops began a methodical advance through the city.....  
(S) (Irregular V<sub>2</sub>) (O)

Fighting was heavy, ....  
(S) (Verb *be*) (Adj)

..... the battle helped galvanise Indonesian.....  
(S) (Regular V<sub>2</sub>) (O)

**c. In the re-orientation:**

It was a day now commemorated in Indonesia as Heroes' Day.  
(S) (Verb *be*) (Noun)

**Text III: Biography Recount  
R.A Kartini**

In every April 21<sup>st</sup>, people in Indonesia commemorate the Kartini day. It is beautiful day for the woman in celebrating the birth of great lady R.A. Kartini. Everyone knows who Kartini is. She was our national hero and a great lady with bright idea. } Orientation

Kartini was born in 1879 April 21<sup>st</sup> in Mayong, Jepara. Her father was Rama Sosroningrat Wedana (assistant of head of regency) in Mayong. Her mother, Ma Ngasirah was a girl from Teluk Awur village in Jepara as the daughter of a noble family. She felt luck because she got more than the ordinary people got. She got better } Events

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

education than other children. On November 12<sup>th</sup> 1903, she married Adipati Djyodiningrat, the head of Rembang regency. According to Javanese tradition, Kartini had to follow her husband. Then she moved to Rembang.

In September 13<sup>th</sup> 1904, she gave a birth to her son. His name was Singgih. However, after giving birth to a son, her condition was getting worse and she finally passed away on September 17<sup>th</sup> 1904.

R.A Kartini closed her eyes when she was 25 years old. However, her spirit and dream will always be in Indonesian people's heart forever. Nowadays, Indonesian women progress is influenced by Kartini's spirit stated on collection of letter "Habis gelap terbitlah terang" from the dusk to the dawn.

Events

Re-orientation

**Based the text above, the analysis of the use of simple past tense in the recount text can be seen below:**

**a. In the Orientation:**

She *was* our national hero and a great lady with bright idea.

(S) (Verb *be*) (Noun)

**b. In the series of events:**

She *felt* luck because she *got* more than the ordinary people got.

(S) (Irregular V<sub>2</sub>) (O)

She *married* Adipati Djyodiningrat, the head of Rembang regency.

(S) (Irregular V<sub>2</sub>) (O)

Kartini *had* to follow her husband. Then she *moved* to Rembang.

(S) (Irregular V<sub>2</sub>) (O)

She *gave* birth to her son.

(S) (Irregular V<sub>2</sub>) (O)

She *passed* away on September 17<sup>th</sup> 1904.

(S) (Irregular V<sub>2</sub>) (O)

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**c In the re-orientation:**

R.A Kartini closed her eyes when she was 25 years old.

(S) (Irregular V<sub>2</sub>) (O)

## 6. Reading Assessment

### a. The Types of Reading

In order to consider the assessment procedure, there are some types of reading which organize of various assessment tasks (Brown, 2003, p. 189):

- 1) *Perceptive reading task* involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Perceptive implies the bottom-up processing.
- 2) *Selective reading task* is used to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. The stimuli include sentences, brief paragraphs, and simple charts and graphs, and brief responses are intended. A combination of bottom-up and top-down processing may be used.
- 3) *Interactive reading task* includes among interactive reading types like the stretches of language of several paragraphs to one page or more in which the reader must interact with the text in the psycholinguistic sense. That is, reading is a process of negotiating meaning because the reading brings a set of schemata for understanding the text. The focus of an interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of interactive task is to identify relevant features (lexical, symbolic,

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

grammatical, and discourse) within text of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up may be necessary.

- 4) *Extensive reading task* is applied to the texts of more than one page, up to including professional articles, essays, technical reports, short stories and books. The purposes of assessment usually are to tap into learner's global understanding of a text. Top-down processing is assumed for most extensive tasks.

**b. Designing Assessment Task**

**1) Perceptive Reading**

At the beginning level of reading a second language, the set of tasks which are fundamental and basic: recognition of alphabetic symbols, capitalized and lowercase letters, punctuation, words, and grapheme-phoneme correspondences. Brown (2003, p. 190) gives the kinds of reading assessment for perceptive reading:

- a) *Reading Aloud* requires the test-taker to see separate letters, words, or short sentences and to read them aloud, one by one.
- b) *Written Response* requires the test-taker to reproduce the probe in writing, but the same stimuli are presented.
- c) *Multiple-Choice* responses are not only a matter of choosing one of four or five possible answer. Other formats, some of which are especially useful at

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the low levels of reading, include same/different, circle the answer. True/false, choose the letter, and matching.

- d) *Picture-Cued Items* requires the test-takers to show a picture, such as the one on the next page, along with a written text and are given one of a number of possible tasks to perform.

## 2) Selective Reading

Selective reading is used to assess vocabulary and grammar. Brown (2003, p. 194) explains some possible tasks which can be used to assess lexical and grammatical aspects of reading:

- a) *Multiple-Choice* is the most popular form in testing reading knowledge of vocabulary and grammar. Besides, it is also easy to be administered and scored rapidly. One of the types of multiple choice items can have a bit context, but it may provide as grammar and vocabulary check.
- b) *Matching Tasks* requires the students to respond correctly in this task in which they match a correct format. Vocabulary is considered as the most appearing criterion in terms of matching procedure.
- c) *Editing Tasks* is regarded as a test method to assess linguistic competence in reading because it provides editing for grammatical and rhetorical errors.
- d) *Picture-Cued Tasks* includes the pictures and photographs which are widely used to assess ability at the selective level. There are some types of picture-cued method that may be used. First, students should be able to choose one of four pictures or photographs based on the text and passage that they read. Second, students are provided sentences and definitions in which each

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

definition describes a labeled part of a diagram or picture. Students' task is to identify each labeled item.

- e) *Gap-Filling Tasks*, also known as “fill-in-the-blank”, is a test in which students are required to write a word or phrase. In an extent version of this task, students are required to make sentence completion items in which they read part of a sentence and write a phrase to complete the sentence.

### 3) Interactive Reading

Brown (2003, p. 201) states that the tasks have a combination of form-focused and meaning focused objectives but with more emphasis on meaning. The texts are a little longer, from a paragraph to as much as page or so in the case of ordinary prose. Moreover, the charts, graphs, and other graphics may be more complex in their format. Brown presents the type of assessment for interactive reading, they are:

- a) *Cloze Tasks* is an integrative measure not only of reading ability, but also of other language abilities. In written language, a sentence with a word left out should have enough context that a reader can close that gap with a calculated guess using linguistic expectancies (formal schemata), background experience (content schemata), and some strategic competence. Cloze tests are usually a minimum of two paragraphs in length in order to account for discourse expectancies.
- b) *Impromptu Reading plus Comprehension Questions* is commonly applied in specifications for TOEFL reading passages which are derived from research on a variety of abilities good readers' ability.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- c) *Editing (Longer Texts)* requires the error to be detected by the test-takers in longer passages of 200 to 300 words.
- d) *Ordering Tasks* requires the students to arrange a disordered story. Variations on this can serve as an assessment of overall global understanding of a story and of the cohesive devices that signal the order of events or ideas.
- e) *Information Transfer: Reading Charts, Maps, Graphs, Diagrams.* Converting such nonverbal input into comprehensible intake requires not only an understanding of the graphic and verbal conventions of the medium, but also a linguistic ability to interpret that information to someone else.

#### 4) Extensive Reading

Extensive reading involves longer texts such as journal articles, technical reports, longer essays, short stories, and books. Brown (2003, p. 213) explains the kinds of tasks which can be used to assess extensive reading, they are:

- a) *Skimming Tasks.* Skimming is the process of rapid coverage of reading to determine its gist or main idea. Assessment of skimming strategies is usually straightforward that is the test-taker skims a text and answers questions.
- b) *Summarizing and Responding* is one of the most common means of assessing extensive reading by asking the test-taker to write a summary of the text. Both of the tasks should not be confused each other. Summarizing requires a synopsis or overview of the text, while responding asks the test-taker to make own opinion on the text.
- c) *Note-Taking and Outlining.* A reader's comprehension of extensive texts may be assessed through an evaluation of a process of note-taking and/or

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

outlining. Learners gain in retaining information through marginal notes that highlight the key information or organizational outlines that put supporting ideas into a visually manageable framework.

### 7. The Correlation between Understanding of Simple Past Tense and Reading Comprehension

Reading requires considerable knowledge and skill. This knowledge includes recognizing the letters and words of the language, having a large vocabulary and substantial grammatical and textual knowledge, being able to bring knowledge of the world to the reading task, and developing a degree of fluency with the reading skill. Zulkifli (2016, p. 47) states that reading for foreign language learners can be very difficult due to grammatical rules, irregular verbs, and tricky letter combinations. Moreover, “Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the sub-skills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice, vocabulary learning using word cards, and grammar study.” (Saputra, 2014, p. 92). Freebody in Westwood (2008, p. 10) mentions the ‘four roles of the effective reader’, namely *code breaker*. They are using knowledge of phonics, contextual cues, grammar and text structure.

Incomplete knowledge of the syntax and grammar patterns of English may cause reading with no comprehension (Lems, et al, 2010, p. 171). Roberts (1999, p. 37) states that in order to understand any text, it is necessary to be able to recognize the words, to appreciate the significance of their grammatical

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

arrangement and to be familiar with the particular structure to be read. Perera in Roberts (1999, p. 77) shows that many difficulties in reading have their source in the grammatical structure of texts. She argues that reading is likely to be harder when the grammatical structure of a sentence is not easy to predict. Expertise in the interpretation of the phono-graphemic cues will not help a reader to understand the meaning of the sentence if the reader is not using syntactic (grammatical) cues and semantic (meaningful) cues. As the government document suggests, knowledge of these words and familiarity with them in a grammatical context will greatly enhance fluency in reading and also contribute to written composition. Moreover, Dorn and Soffos (2005, p. 58) states, “Language is built on a framework of predictable language conventions. Writers must understand these conventions in order to use them effectively; at the same time, readers must understand how writers use these grammatical functions in order to comprehend the writer’s intentions.”

Taylor and Francis (2009, p. 49) states:

“Reading is a source of learning and a source of enjoyment. It can be a goal in its own right and a way of reaching other goals. As a source of learning, reading can establish previously learned vocabulary and grammar, it can help learners learn new vocabulary and grammar, and through success in language use it can encourage learners to learn more and continue with their language study. As a goal in its own right, reading can be a source of enjoyment and a way of gaining knowledge of the world. As learners gain skill and fluency in reading, their enjoyment can increase.”

Based on the explanation above, it is clear that grammar has an important part in comprehending a text. Since simple past tense is included in grammar, students’ understanding of simple past tense influences students’ reading comprehension.

## B. Relevant Research

In avoiding the plagiarism, the researcher presents some previous researches conducted by other researchers in which they are relevant to the research that researcher conducting.

1. In 2013, a research by Sepri was conducted which had title “The Contribution of Students’ Understanding 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”. It was a correlational research design. He concluded that there is a contribution of students’ understanding sentence pattern toward their reading comprehension of recount text, so he 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.
2. In 2012, a research by Dongbo Zhang entitled “Vocabulary and Grammar Knowledge in Second Language Reading Comprehension: A Structural Equation Modeling Study. He used structural equation modeling analysis to examine the contribution of vocabulary and grammatical knowledge to second language reading comprehension among 190 advanced Chinese English as foreign language learners. He found that vocabulary size and depth were significantly correlated ( $r = .515, p < .001$ ); both measures correlated significantly with reading comprehension sub skills, except for the correlation between vocabulary depth and textual inference. Vocabulary size

### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

and explicit knowledge of grammar correlated significantly, but only weakly,  $r = .191$ ,  $p < .05$ . The correlation between implicit and explicit knowledge of grammar was also weak but significant ( $r = .185$ ,  $p < .05$ ). Implicit grammatical knowledge correlated with all three measures of reading comprehension; explicit knowledge, however, was only significantly correlated with gist. Finally, all the three measures of comprehension correlated significantly with each other.

### C. Operational Concept

The operational concept is a concept as a guidance that is used to avoid misunderstanding used scientifically in this research. There are two variables used in this research, they are variable X refers to students' understanding of simple past tense, and variable Y as reading comprehension of recount text. The researcher used the indicators which given by the English teacher of the school when the researcher did preliminary research.

#### 1. The indicators of variable X are:

- a. Students can identify the using of regular verb in a sentence.
- b. Students can identify the using of irregular verb in a sentence.
- c. Students can identify the using of verb *be* in a sentence.
- d. Students can identify simple past tense in a negative sentence.
- e. Students can identify simple past tense in an interrogative sentence.
- f. Students can identify adverb of time in a simple past tense sentence.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**2. The indicators of variable Y are:**

- a. Students can determine the purpose of recount text.
- b. Students can identify the generic structure of recount text.
- c. Students can identify the details information of the language feature of recount text.
- d. Students can identify the details information of recount text.
- e. Students can identify the implicit information of recount text.

**D. The Assumptions and the Hypothesis of the Research**

**1. Assumption**

Simple past tense is one of well-known tenses which is always taught by the teacher in state senior high school 1 Sentajo Raya, especially in helping the students comprehend a recount text. Moreover, based on the theories that the researcher found, the researcher assumes that there will be a significant correlation between students' understanding of simple past tense and their reading comprehension of recount text.

**2. Hypothesis**

- Ha:** There is significant correlation between students' understanding of simple past tense and reading comprehension of recount text at first grade of state senior high school 1 Sentajo Raya.
- Ho:** There is no significant correlation between students' understanding of simple past tense and reading comprehension of recount text at first grade of state senior high school 1 Sentajo Raya.