

**TEACHER'S STRATEGIES IN TEACHING READING RECOUNT  
TEXT AT THE FIRST YEAR STUDENTS OF MA AL-ISLAM  
RUMBIO KAMPAR SUBDISTRICT KAMPAR REGENCY**



**By**

**NUR SRI LENI RAHMIATI**

**NIM. 10614003406**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
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## ABSTRAK

**Nur Sri Leni Rahmiati, (2010) : Strategi Guru Dalam Mengajarkan *Reading Recount Text* kepada Siswa Kelas I MA Al-Islam Rumbio Kecamatan Kampar Kabupaten Kampar.**

Penelitian ini bertujuan untuk mengetahui strategi guru dalam mengajarkan reading recount text siswa kelas I MA Al-Islam Rumbio Kecamatan Kampar Kabupaten Kampar. Dalam penelitian ini rumusan masalahnya adalah bagaimanakah strategi guru dalam mengajarkan reading recount text siswa kelas I MA Al-Islam Rumbio Kecamatan Kamapar Kabupaten Kampar?

Penelitian ini merupakan penelitian deskriptif dan dalam penelitian ini Guru kelas I MA Al-Islam Rumbio Kecamatan Kampar Kabupaten Kampar hanya satu orang dan akan dijadikan subjek dalam penelitian ini.

Instrumen yang digunakan dalam penelitian ini adalah observasi. Observasi dilakukan sebanyak 4 (empat) dengan tindakan untuk mengetahui strategi guru dalam mengajarkan reading recount text siswa kelas satu MA Al-Islam Rumbio.

Analisis data dilakukan untuk mengetahui strategi guru dalam mengajar reading recount text siswa kelas I MA Al-Islam Rumbio dengan cara observasi langsung dengan dua alternatif jawaban “yes” dan “no”, sehingga berdasarkan hasil analisis data yang diperoleh dapat disimpulkan bahwa untuk jawaban “yes” 21 item (52.5%) dan untuk jawaban “no” 19 item (47.5%). Oleh karena itu, dengan adanya persentase ini strategi guru dalam mengajar reading recount text siswa kelas I MA AL-Islam Rumbio Kecamatan Kampar Kabupaten Kampar termasuk dalam kategori “KURANG”.

## ABSTRACT

**Nur Sri Leni Rahmiati, (2010) : Teacher's Strategies in Teaching Reading Recount Text at First Year Students of MA Al-Islam Rumbio Kampar Subdistrict Kampar Regency.**

This research intends to know Teacher's Strategies in Teaching Reading Recount Text at the First Year Students of MA Al-Islam Rumbio Kampar Subdistrict Kampar Regency. In this research, formulation of problem is "How are teacher's strategies in teaching reading recount text at the first year students of MA Al-Islam Rumbio Kampar Subdistrict Kampar Regency?"

This research is descriptive method and the subject of this research was English teacher at the first year students of MA Al-Islam Rumbio Kampar Subdistrict Kampar Regency.

The instrument of this research was by using observation. Observation was conducted for four times to find out teacher's teaching strategies on reading recount text at the first year students of MA Al-Islam Rumbio. While, the object of the research was strategies implemented by English teacher at the first year students of MA Al-Islam Rumbio

The data analysis to find out teacher's strategies in teaching reading recount text at the first year students of MA Al-Islam Rumbio was by using direct observation with alternative answer "yes" and "no". It shows that the number of "yes" answer is 21 items (52.5%) and for "no" answer is 19 items (47.5 %). It is found that the percentage of the teacher's teaching strategies is 52.5 %. It means, the teacher had strategy in teaching reading recount text is 52.5 %. Therefore, by having this percentage it is obviously indicated that the teacher's teaching strategies on reading recount text to the first year students of MA Al-Islam Rumbio Kampar Subdistrict Kampar Regency is categorized "LESS".

## ملخص

نور سيري ليني رحمتي(2010): استراتيجية تعليم المدرس في قراءة نص القصة لطلاب الفصل الأول بمدرسة العالية الاسلام رومبيوا بمنطقة كامفار لناحية كامفار.

يهدف هذا البحث لمعرفة استراتيجية المدرس في تعليم قراءة نص القصة لطلاب الفصل الأول بمدرسة العالية الاسلام رومبيوا بمنطقة كامفار لناحية كامفار. ورموز المشكلة في هذا البحث هل باستراتيجية تعلم المدرس في قراءة نص القصة لطلاب الفصل الأول بمدرسة العالية "الاسلام رومبيوا" بمنطقة كامفار لناحية كامفار؟

هذا البحث بحثا وصفيا و في هذا البحث مدرس الفصل الأول بمدرسة العالية الاسلام رومبيوا بمنطقة كامفار لناحية كامفار مدرس واحد فقط الذي سيكون موضوعا في هذا البحث. الأدوات المستخدمة في هذا البحث هي المراقبة. نفذت ملاحظات في 4 (أربعة) مع الإجراءات لمعرفة استراتيجية المدرس في تعليم قراءة نص القصة لطلاب الفصل الأول بمدرسة العالية الاسلام رومبيوا بمنطقة كامفار لناحية كامفار.

تقوم تحليل البيانات لمعرفة استراتيجية المدرس في تعليم قراءة نص القصة لطلاب الفصل الأول بمدرسة العالية الاسلام رومبيوا بطريق الملاحظة المباشرة مع جوابا البديلة "نعم" "لا" ، مستندا في ذلك تحليل البيانات التي تم الحصول عليها يمكن أن يلاحظ أنه من أجل الإجابة ب "نعم" 19 البنود (52.5٪) ، والاجابة ب "لا" 21 البنود (47.5٪). لذلك ، مع هذه المائبة استراتيجية المدرس في تعلم قراءة نص القصة لطلاب الفصل الأول بمدرسة العالية الاسلام رومبيوا بمنطقة كامفار لناحية كامفار في فئة "ناقص".

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## CHAPTER I

### INTRODUCTION

#### A. The Background

Reading is one of the language skills that students should master it in learning English. By reading, the students can spend their time in good way to get information, knowledge, vocabulary, and improvement of structure. The main goal of teaching English in Indonesia is to make the students have knowledge as well as ability to use English actively. This goals is to improve the quality of teaching English, especially in reading. The aim of teaching reading is intended to develop students' ability to read the material, get information and understand about text. The aims of teaching for the reader is to comprehend and to react to what is written (Brown, 1994: 18). Therefore, this skill is not easy to master because the reader should have an ability to comprehend the author's message, the main idea, and etc. The students should be able to read the English text effectively, efficiently in order to get information from reading text.

Nunan (1991) says that there are three activities of reading comprehension. They are: pre-reading, whilst-reading, and post reading. To acquire good reading achievement, these activities should be taught in effective way. The teacher should apply an appropriate strategy for the students to comprehend reading text well. The teacher may develop brightly expected teaching through the appropriate strategies that would be applied in classroom particularly.

The students also deal with many types of reading. They are recount, narrative, procedure, description, and news item.

In order to read well, students should have some competence. Hasibuan and Ansyari (2007: 114-115) say that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. It is an activity characterized by the translation of symbols, or letter into words and sentences as information of communication for readers, so that the problem of reading become an consideration to be discussed by English teachers.

Harmer (1989: 68) defines, reading provide good models for English writing and also opportunities to study language such as vocabulary, grammar, punctuation, and the way the teacher constructs sentence, paragraph, and text. It is clear that reading is one of the language skills that should be mastered by students. Many factors influence students to study language component, such as grammar, vocabulary, and punctuation in teaching and learning process.

The success of learning English, especially reading is influenced by several factors. There are four dominant factors involved in it, namely: Teacher, teaching material, strategy of teaching and students. Eventhough both teacher and students are different role, but they are mutually complemented one another. Sudjana (1988: 12) says that in learning-teaching process, the teacher has role as director, an actor and an instigator of the action. Teaching material and strategies of teaching are the tools in which

both teacher and learner can be integrated and get involved into one situation of classroom, setting-language teaching and learning. Learner are assumed as receivers who must respond the teachers message in appropriate reaction. One of them is role of teaching. As an instigator of the action, the teacher has task and responsibility to plan and implement the learning in the school in order to encourage students in activities of teaching and learning. In other words, the teachers should be able to guide students in their learning in order to get good achievement in English especially in reading recount text.

In addition, the teaching of English reading as a foreign language must create the students to be active and focused in their reading. For this reason, the teacher should apply various strategies and material that are relevant and interesting for the students in comprehending the passage well.

Christina Brett Paulston (1976) states that the objective of teaching reading is self-evident: we read for information and for pleasure in elementary level, however reading serves primarily to introduce basic grammar pattern and vocabulary items in context and rein-force the basic knowledge. Richard, et al (1999: 305) mention that reading perceives a writing text in order to understand its contents, and reader is active in constructing meaning related to his/her previous knowledge.

MA Al-Islam Rumbio is one of the Islamic senior high schools in Kampar regency. As an Islamic senior high school, English is one of the subjects that should be mastered by the students because English is one of subjects taught 2 x 45 minutes twice a week. The curriculum that is used in

MA Al-Islam Rumbio is KTSP (School Based Curriculum) in which school or an institution has authority to implement system in learning and teaching activity for particular lesson or subject. Hartmann, Pamela (1997: 46) point out that there are three steps that the teacher does the improvement of reading as follows:

- a. Pre-reading, there are variety of questions and exercises to help student expend their passive and active knowledge of vocabulary, followed by activities to aid students in acquiring essential skill for academic reading by using dictionary. The comprehension strategies employed by teacher in pre-reading are a set of purpose of reading, skimming, scanning, activating background knowledge.
- b. While in whilst reading, the teacher employs silent reading, reading aloud, vocabulary problem solving, paraphrasing, recognizing the text structure and social affective strategy.
- c. Post-reading is to relate the text to the students' knowledge or views and to consolidate or reflect up on what has been read.

The success of teaching and learning process especially in reading for MA Al-Islam Rumbio is determined by many aspects such as; material of reading, facility, teacher, the students, and the way of English teacher in teaching reading recount text. Based on the writer's preliminary observation at MA Al-Islam Rumbio, the English teacher used English textbook. But unfortunately, the teacher was still reluctant to apply their teaching reading in the classroom, one of the reasons lack of the teacher's creativity and

strategies in teaching reading recount text. It means that the teacher's strategies to improve the students' reading recount text was not running well. Even though the English teacher was from English language education background, her performance is still considered out of the expectation and the tendency of treatment was still partial. It can be seen in the following phenomena as follows:

1. The teacher seldom asks the students about their knowledge before giving a reading passage.
2. Less interaction between the teacher and students.
3. The teacher gives material by using one strategy only.
4. The teacher seldom provides authentic material to the students during teaching reading.
5. The teacher seldom makes the various activities in teaching reading of recount text.
6. The teacher cannot explain skimming and scanning strategy in teaching reading.

Based on the phenomena faced by the English teacher in Islamic senior high school MA Al-Islam Rumbio, the writer would like to have a research in investigating the problem entitled: **“TEACHER’S STRATEGIES IN TEACHING READING RECOUNT TEXT AT THE FIRST YEAR STUDENTS OF MA AL-ISLAM RUMBIO KAMPAR SUBDISTRICT KAMPAR REGENCY”**.

## **B. The Definition of the Term**

To avoid misunderstanding and misinterpretation about this title, it is necessary to explain the terms used in this research; the terms are as follows:

### **1. Strategies**

Strategy is a plan for particular purpose (Hornby, 1995: 1179). In this research, strategy refers to teaching plan of reading recount text that means the way of teacher in teaching reading of recount text.

### **2. Reading**

Reading is process or activity in which readers are expected to seek information from the reading material (Nuttal, 1982: 14). In this study, reading means a skill, which is used by students to understand when reading recount text.

### **3. Recount is a text which retells events or experiences in the past.**

(<http://understandingtext.blogspot.com/2007/12/what-is-recount.html>)

## **C. The Problem**

### **1. Identification of the Problems**

Based on the preliminary observation of this research, some problems are identified as follows:

1. The teacher seldom asks the students about their knowledge before giving a reading passage.
2. Less interaction between the teacher and students.
3. The teacher gives material by using one strategy only.

4. The teacher seldom provides authentic material to the students during teaching reading.
5. The teacher seldom makes the various activities in teaching reading of recount text.
6. The teacher cannot explain skimming and scanning strategy in teaching reading.

## **2. Limitation of the Problems**

Based on the identification of problems above, the writer will not study all the problems: The writer only identifies teacher's strategies in teaching reading of recount text at the first year students of MA Al-Islam Rumbio.

## **3. Formulation of Problems**

Based on limitation of problem above, the writer will formulate the problem as follows: How is teacher's strategies in teaching reading of recount text at first year students of MA Al-Islam Rumbio Kampar Subdistrict Kampar Regency?

## **D. The Reason for Choosing the Problem**

As an English student, the writer realizes that she will be promoted to be an English teacher then. Therefore, the writer should be familiar with the four language skills especially the skill being investigated. Besides, the writer has strong motivation to carry out this research because of some reasons as follows:

1. The problem of the research is very interesting and challenging to be investigated in term of teaching reading of recount text. At this point English teacher needs to improve students' ability in understanding sentence, paragraph of written English.
2. The topic is relevant to the writer as one of the students of the English Education Department. Teacher's strategies in teaching reading of recount text at first year students are an interesting problem to be researched because it can influence the students' achievement.
3. As far as the writer is concerned, this research title has never been investigated by any researcher.

## **E. The Objective and Significance of the Research**

### **1. Objective of the Research**

In general, the objective of the research is to find out and to describe about how is teacher's strategies in teaching reading of recount text at first year students of MA Al-Islam Rumbio. This research intends to give solution toward the problems depicted above. Particularly, this research intends to find out teacher's strategies in teaching reading of recount text at first year students of MA Al-Islam Rumbio.

### **2. Significance of the Research**

The findings of study are expected to be one of the theoretically and practically contribution. Theoretically, the findings are expected to give some valuable inputs to the development of teaching reading o from practice in the classroom developed by the teacher themselves. Thus, the

process of teaching reading can support the existence of other theories provided. In addition, the findings of this study can be utilized as references of the next researchers who are interested in the same topic, and finally it would be a valuable document for MA Al-Islam Rumbio where the research conducted. Practically, this study is expected to be beneficial for English teachers in general that may allow them to apply the findings in the classroom setting. Moreover, this study is also useful to enlarge and enrich English teachers' qualification to have valuable insight to improve their ability to teach English in providing the students with reading skill.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Strategy of Teaching Reading

Strategies are subconsciously applied, as certain learners seem to have a “knack” for language learning that they are not consciously, systematic application of a better of strategies (Brown: 1994: 190).

In implementing the teacher’s role, it is closely related to the language teaching activities where the teacher and their students actually do in the classroom. In this context, the concept of approach, method, technique and strategy has characteristic that describes way of doing things in English language teaching situation. According to Brown (1994: 51), there are some differences among them, as follows:

1. Approach is theoretical positions and beliefs about the nature of language, the nature of language learning and the applicability of both pedagogical settings.
  2. A Method is overall plan for systematic presentation of language based upon a selected approach.
  3. Technique is any of wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objective.
  4. Strategy is a specific method of approaching a problem or task, modes of operation for achieving a particular end, or planned design for controlling and manipulating certain information.
- Kusnadi, et al (2008: 14) strategy is a comprehensive plan about an

activity, which is arranged accurately, either, related to activity or use the of supporting sources to achieve goal.

From statement above, it can be said that strategy refers to capability of teachers in using their power to teach reading of recount texts emphasizing on their capability to various strategy in achieving their purpose on reading of recount text.

According to Brown (1994: 291), the aim of teaching reading is to make students become effective and efficient readers. In order to get the target, the teacher needs to use strategy of reading comprehension. Some strategies are related to bottom-up procedures and others enhance the top-down process. They are as follows:

a. Identify the purpose in reading

Efficient reading consists of clearly identifying purpose in reading something. By doing it, The teachers know what they are looking for and can be potential distracting information. Whenever the teacher is teaching a reading strategy, make sure the students know their purposes of reading something.

b. Use efficient silent reading techniques for relatively rapid comprehension

If the teachers are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. However, intermediate level students do not need to be speed-

readers, but the teachers can help them increase efficiency by teaching a few silent reading rules:

- 1) Try visually more than one word at a time, preferably phrases.
- 2) Unless a word is absolutely crucial to global understanding, skip over it and try its meaning through its context.

c. Skimming

Skimming consists of quickly running one's eyes across a whole text (an essay, article, recount, etc), for example to get the gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. The teacher can train students to skim passage by giving them, 15 minutes to look through a few pages of material, have them close their books, and tell what they learned.

d. Scanning

Scanning is quickly searching for some particular piece or piece of information in a text. It exercises students to look for names or dates, to find a definition of a key concept, or to list certain specific information without reading though the whole text. For academic English, scanning is absolutely essential.

e. Semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping or grouping ideas into

meaningful clusters helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

f. Guessing

The students can use guessing to their advantage to: guess the meaning of a word; guess a grammatical relationship (e.g., a pronoun reference), guess discourse relationship, infer implied meaning (between the lines), guess about a cultural reference. Guess content messages, and guess about a cultural reference and content messages. The teacher can help students to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempt to use whatever clues are available to them.

g. Vocabulary analysis

The teacher recognizes a word is to analyze it in term of what they know about it. Several techniques are useful here: (a). look for prefixes (co, inter, un, etc) that give clues. (b). look for suffixes (-tion, -tive, -ally etc) that indicate what part of speech it is. (c). look for grammatical context that may signal information. (d). look at the semantic context (topic) for clues.

Instruction in reading strategies is not add-on, but rather in integral part of the use of reading activities in the language classroom. Kalayo (2007: 117) clarifies that the teacher can help their students become affective readers by teaching them how to use strategies before, during, and after reading. They are:

- 1) Before reading: Plan for the reading task
  - a) Set a purpose and decide in advance what to read for.
  - b) Decide of more linguistic or background knowledge needed.
  - c) Determine whether to enter the text from top-down (attend to overall meaning) or from the bottom-up (focus on the words and phrases).
- 2) During reading: Monitor comprehension
  - a) Verify prediction and check for inaccurate guesses.
  - b) Decide what is and is not important to understand.
  - c) Reread to check comprehension.
  - d) Ask for help.
- 3) After reading: evaluate comprehension and strategies use
  - a) Evaluate comprehension in particular task or area.
  - b) Evaluate overall progress in reading and particular types of reading task.
  - c) Modify strategies if necessary.

The strategies of teaching reading is of course needed very much in the efforts of encouragement of students to read. Without considering strategy used, reading product cannot be produced in such a well organized performance. Regarding with the strategies for developing reading skills, Alecu Russo (1998) informs that there are a lot of classroom procedures that activate and encourage students to realize that reading can be fun. It can be mentioned in some strategies that can be used by teacher to develop reading comprehension in an affective way. They are:

1. Pre- reading activities

Reading is one of the four skills. Nunan (1990: 33) says that reading is an interactive process between what a reader has already known about the topic or subject and what the writer writes. According to McWhorter (1992: 25) pre- reading is a way of familiarizing yourself quickly with the organization and content of written material before beginning to read.

2. While-reading activities

The teacher explains the procedure in reading activities in reading class, in which the aim are as follows:

- a. Discusses general topic of the text in small group; the students are asked to find general topic of the text that they read. The question can be like : What is the topic of the text? or What do you know about topic?

- b. Discusses the content of each paragraph; the students are asked about the content of each paragraph according to the text. The teacher can ask the question like: What does.....paragrapg talks about?
- c. Discuss the main ideas of each paragraph. The students are asked to find the main idea of each paragaraph. The question can be like; What is main idea of paragraph.....?
- d. Getting some specific information of the text. the groups are asked to discusse and find some specific information of the text. the teacher can ask the students with the question What does.....(paragraph...) means?

### 3. Post-reading activities

This is last activities for reading class, it helps the students go beyond the text and do something with material. Have they read in order to help them to see the relevance of reading and how it is related to their owm lives, which have the aims as follows:

- a. To consolidate or reflect up on what has been read.
- b. To relate the text to the students knowledge interest or views.

Here, the students are still working in small group. By evaluating the task, they can share their idea, knowledge based on the reading text related to their life.

According to Almacroglu (2009) post-reading is how check students' comprehension and then lead students to deeper analysis of

the text. Because the goal of most real world reading is not to memorize an author's point of view or to summarize text content. The strategy can be used by teacher such as: answering the question, deducting information, reading and writing a report/ a letter/ a project, etc.

### **B. Strategies for Developing Reading Skills**

Students often think that ability to read a text (reading recount) is a product of language learning, but reading is also crucial part of the language learning process. Affective language instructors show students how they can adjust their reading behavior to deal with a variety of situation, types input, and reading process. According Bamford and Day (2004: 177) there are some basic reading strategies. They are:

1. Predicting the content of a passage or section of the text.
2. Asking questions while you read and then looking for the answers.
3. Looking for the main ideas to help you comprehend the entire text.
4. Guessing the meanings of unfamiliar word or phrase.
5. Linking what you know in your first language with word in English.
6. Relying on what you already know to improve your comprehension.
7. Picturing scenes in your mind to help you remember and understand your reading.
8. Evaluating what you have learned and how well you are doing to help you focus your reading.

9. Setting goal for yourself to help you improve areas that are important to you.

Besides, Kalayo (2007: 120-121) states that there are some strategies that can help students read more quickly and affectively. They are:

- a. Previewing: reviewing titles, section headings and photo captions to get a sense of the structure and content of a reading selection.
- b. Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary and content.
- c. Skimming and scanning: using a quickly survey of the text to get the main idea, identify text structure, confirm or questions predictions.
- d. Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
- e. Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

According to Kalayo and Fauzan (2007: 121), there are four strategies that can be used by teacher to help students learn when and how to use reading strategies in several ways:

- 1) By modeling the strategies aloud, talking through the process of previewing, predicting, skimming and scanning, paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- 2) By allowing time in class for group and individual's previewing and predicting activities as preparation for in class or out-of class reading. Allocating class time to these activities indicates their importance and value.
- 3) By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
- 4) By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they have actually used. This helps students develop flexibility in their choice of strategies.

### **C. The Role of Teacher in Teaching Reading Reaccount Text**

Reading is one of the most important skills in English; it is a skill that needs more attention from students. Because in reading, the students must have good interaction with the text in order to get the meaning from text. Providing guidance and helping the students to generalize idea of the text.

According to Brown (1994: 160) there are some roles of the teacher in teaching English, they are:

1. The teacher as controller

The teacher is demanded to be able to control what the students do and what language form they should use.

2. The teacher as director

In an interactive classroom, the teacher is like a conductor of an orchestra or a director of a drama. It means that the teacher keeps the learning process running smoothly and efficiently.

3. The teacher as manager

The teacher facilitates the process of learning how to make the easier for students and help them to solve the learning problems.

- 2) The teacher as facilitator

The teacher plans lesson, modules, and course so that the objectives can be achieved.

Silberstein, 1993 (in Aftin, 2006: 16) states that in teaching reading, the teacher must take place himself in good position. The teacher is as a facilitator, it means that she is not only a driver in transferring knowledge. In

this case, she must facilitate his students to be active in class. Teacher is not an arbiter and authority. Furthermore, she states that it becomes the responsibility of the teacher to train students to determine their own goals and strategies for particular reading to encourage students to take risk to ignore their impulse to be always correct.

According to Nuttal (1982: 148) there are some roles in classroom that the teacher must do in developing reading text. These include:

- a. Providing guidance and helping the students to generalize idea of the text.
- b. Providing the suitable text and activities that will focus the student's attention on the text.
- c. Helping the students to generalize their skills and to make sure that they read a lot of practice in using skills with various material

Based on the statement above, it can be concluded that developing the roles of teacher is very crucial. Especially in reading recount text, the teacher's motivation is needed in teaching reading of recount text.

#### **D. The Nature of Reading**

Many experts have shared their own thoughts about the definition of reading text. Harmer (1989: 68) defines, reading provides good models for English writing and also provides opportunities to study language such as vocabulary, grammar, punctuation, and the way the teacher construct sentence, paragraph, and text. Lastly, good reading text can introduce interesting topics,

stimulate discussion, excite imaginative responses, and be the springboard for well-rounded, fascinating lessons. Nunan (1991: 30) defines, reading is an interactive process between what a reader has already known about the topic or subject and what the writer writes. Reading is a complex process. It requires bringing their own knowledge of language to print page and to recognize the print meaning bearing word, sentence, paragraph and finally to author's messages. Micheal F. Graves (1998: 68) defines many things that facilitate further growth in reading comprehension ability such as general knowledge, vocabulary, and syntactic knowledge.

Study of reading is very important for students to find the ideas from recount. According to Brown (2000: ) There are two strategies that can help students in reading recount as follows:

1. The main idea in reading recount

The readers must pay attention to several sentences found at the first paragraph when reading a passage, so that they can find easily the main idea that the author wants to convey to the readers. The use of vocabulary in context can help the reader understand the main ideas. So, understanding contextual meaning word in a passage is much helpful for getting an idea mainly stated in reading passage.

According to Little (1986: 86), a paragraph is a group related to sentence about single topic. It is essential parts such as:

- a. Topic is the one thing that the entire paragraph is about.

- b. Main idea is the most important idea that a writer wants the reader to know about the topic.
- c. Details are facts and ideas that prove or explain the main idea.
- d. Transitions are words and phrases that lead the reader from one idea to another.

2. Scanning and skimming in reading recount.

As Hammer (1998: 69) explains that the teacher probably uses reading strategies called scanning and skimming. Scanning is that searching a text quickly for specific information. This skill means that they do not have to read every word and line; on the contrary, such as approach would stop students scanning successfully. By scanning, the students can find a place, location of reading passage. Skimming is reading text quickly to get general idea, reading for detailed information and reading for pleasure. Finally, read the specific sentence carefully and choose the answer that corresponds to the meaning of the sentence that you have read. Explicit information is information that is clearly stated or found the passage. It can be name of persons, places, and dates etc. they are easily found in the text because the author write them in the passage.

Based on the explanation above, it can be concluded that the reader should use reading strategies, scanning and skimming, to get some important and detailed information from the text quickly without spending much time. By doing it, the reader can get description of the

content, attention, and message presented by the author in reading material.

### **E. The Nature of Recount Text**

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

(<http://understandingtext.blogspot.com/2007/12/what-is-recount.html>).

Generic Structure of Recount:

1. Orientation: Introducing the participants, place and time.
2. Events: Describing series of event that happened in the past.
3. Reorientation: It is optional, stating personal comment of the writer to the story.

Language Feature of Recount:

- a. Introducing personal participant: I, my group, etc.
- b. Using chronological connection: then, first, etc.
- c. Using linking verb: was, were. Saw. Heard, etc.
- d. Using action verb: look, go change, etc.
- e. Using simple past tense.

Besides, according to Sudarwati (2007), recount is telling the reader what happened in the past. There are some characteristics of recount text as follows:

Purpose of recount : to tell the reader what happened in the past though a sequence of events.

Text organization	: personal recount
	Orientation
	(Who were involved in the story, when and where)
	Events
	(Tell what happened in chronological order)
	Evaluation
	(Comment of the writer/speaker about the experience)
	Re-orientation (optimal)
	(The conclusion of the experience)
	Factual recounts
	Orientation
	(Who were involved in the story)
	Events
	(Tell what happened chronological order)
Language Features:	
	The use of nouns and pronouns
	(e.g.: David, we, his)
	The use of action verbs
	(e.g.: went, spent, played)
	The use of past tense
	(e.g.: we went for a trip to the zoo)
	The use time conjunctions

(e.g.: and, but, after, finally)

The use adverbs and adverbs of phrase

(e.g.: in my house, two days ago, slowly, cheerfully)

Adjective (beautiful, sunny)

## F. Reading Recount Text and Past Tense

The best way to show recount and past tense inseparable each other is probably by showing or presenting a true example of recount. Below is an example of recount that hopefully will give rise to deeper understanding of what recount is, how it is structured and what language features from which a recount is usually constructed:

### **Earthquake**

I was driving along the coast road when the car suddenly lurched to one side. At first I *thought* a tire had gone flat but then I *saw* telegraph poles collapsing like matchsticks. The rocks came tumbling across the road and I had to get out of the car. When I *got* back to town, well as I said, there wasn't much left.

(Sudarwati, 2007: 13)

The words printed in Italic indicate the past tense. They show the text built up by a series of past events. All verbs are in the past tense form, so that the text holds together in the same way. So, there would be no recount without past tense. Recounting means using past tense to recall past events or experiences. Recount is bound up with past tense in recounts; “past happenings” are told.

### **G. The Relevant Research**

The writer shows the relevant research in this study: “The implementation of teaching reading activities at the fourth year students of Nurul-hidayah Islamic boarding school Bengkalis” was written by Eka Husaini (2005), this research used a technique of qualitative descriptive that took two English teachers. The writer of this research used observation, interview, and documentation. Based on the research findings, the teachers implementation in teaching reading was still less because the teacher could not play an active role while the students were practicing reading comprehension. It means, the implementation of teaching reading at the four year of students Nurul Hidayah Bengkalis was categorized less. This can be evidenced from the percentage as follows: The item “yes” is 50, 59% and “no” is 49, 40%.

So far the study “teacher’s strategies in teaching reading recount text to the first year students of MA Al-Islam Rumbio”, the writer focuses on teacher’s strategies in teaching reading recount text to the first year students of MA Al-Islam Rumbio Kampar Subdistrict Kampar Regency.

### **H. The Operational Concept**

The operational concept is the concept used to give the limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. This research describes the teacher’s teaching strategies in reading recount with the indicators as follows:

1. The teacher introduces the students title of reading text on the board.

2. The teacher asks the students some questions about the passage.
3. The teacher gives the students opportunities to silent read recount text.
4. Teacher tries to involve the students in any activity by using skimming and scanning
5. The teacher helps the students overcome their problems in reading recount text.
6. The teacher gives guessing the meaning of each word.
7. The teacher teaches the students by using cloze (fill in the blank) exercise to review vocabulary items.
8. The teacher asks the students to look for difficult words in reading reaccount text.
9. The teacher manages the class in follow up activity such as discussion.
10. The teacher teach the students by encouraging students to talk about what strategies they think will help them approach a reading recount text.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

This research was the descriptive method that described about teachers' strategies in teaching reading recount text, because it presented fact and there were no treatments and manipulations.. According to L.R Gay (2000; 275) descriptive method is useful for investigating a variety of educational problems and issues. Besides, Sudjana and Ibrahim 1989 (in Syafii, 2007: 173) state that the descriptive study is an investigation of phenomena, events, and so forth. While Bets (1979; in Syafii, 2007: 173) says that the descriptive method describes and interprets what condition or relationship that exists, opinions held process what is going on, effects that are evident, or trends are developing. It is significant to analyze the teachers' strategies in teaching reading of recount text at first year students of MA Al-Islam Rumbio.

#### **B. Location and Time of the Research**

This research was conducted at the first year students of MA Al-Islam Rumbio. This research was conducted from July until August 2010.

#### **C. Subject and Object of the Research**

The subject of this research was the English teacher who taught the first year students of MA Al-Islam Rumbio. The object of this research was teacher's strategies in teaching reading of recount text to the first year of MA Al-Islam Rumbio.

#### **D. Population and Sample**

The population of this research was the English teacher at the first year students of MA Al-Islam Rumbio. The number population was only one teacher. Because the number of population was relative small, so the sample was taken by using total sampling.

#### **E. The Technique of Data Collection**

To get and collect the data, the writer used observation. This technique was carried out to observe the learning and teaching process dealing with strategies used by the English teacher to the first year students of MA Al-Islam Rumbio in teaching reading of recount text. In this technique, the writer observed directly about the strategies done by English teacher on reading recount text.

#### **F. The Technique of Data Analysis**

Data analysis mean there was analyze the result of research through observation. The writer used the dercriptive technique to analyze the data. Dercriptive technique in this research percentaged, digitated, as quantitative data.

Quantitative data were taken from the result of observation s collected by deviding with all the data and multiplying 100%. In order to find out strategies done by English teacher in teaching reading recount text, the writer present classification of the percentage as follows:

76-100%	Good
51-75%	Fair
40-55%	Less
0-39%	Bad

(Arikunto, 1990: 142)

Based on the data, which the writer collected through observation, quantitative data was analyze by using the formula:

$$P = F/N \times 100\%$$

Note: P = Percentage

F = Frequency of score

N = the total of score

This technique is called descriptive technique with percentage. (Arikunto, 1996: 244).

## CHAPTER IV

### THE DATA PRESENTATION AND ANALYSIS

This chapter discussed data presentation dealing with data that had been obtained from observation. This data described the strategies used by English teacher in teaching reading recount text at first year students of MA Al-Islam Rumbio.

#### A. The Data Presentation

In this data presentation, there was only one instrument used by the writer. The instrument was observation. It had been noticed that the aim of this research was to find out the teachers' strategies in teaching reading of recount text at the first year students of MA Al-Islam Rumbio.

Therefore, to gain the data about the strategies of teaching reading of recount text by the teacher to the first year students of MA Al-Islam Rumbio, the writer used observation technique.

The writer presented the result of observation toward an English teacher teaching the first year students of MA Al-Islam Rumbio. For each class, the writer observed four-time observation. Observation format had two alternative answers "yes" and "no". Firstly, "yes" answer indicated that strategies was implemented well by English teacher. Secondly, "no" answer indicated that strategies was not implemented well by English teacher.

The observation result of English teacher of MA Al-Islam Rumbio, in the following tables:

**TABLE IV.1**  
**The Teacher's Introduces Title of the Reading Text**

No	Observation Item	Observation									
		I		II		III		IV		F	P
		Y	N	Y	N	Y	N	Y	N		
1	The teacher introduces the students title of the reading text on the board.	√	-	-	-	√	-	-	-	2	50%
<b>TOTAL</b>										<b>2</b>	<b>50%</b>

The table above shows that the teacher created the various teaching strategies to avoid boredom among the students in reading text such as teacher wrote the title on whiteboard. From 4 (four) observation, this aspect was only implemented two times; at the first and third meeting, while, at the second and fourth meeting, this aspect was not implemented by the English teacher.

**TABLE IV.2**  
**The Teacher Asks Some Questions about the Passage**

No	Observation Item	Observation									
		I		II		III		IV		F	P
		Y	N	Y	N	Y	N	Y	N		
2	The teacher asks the students some question about the passage.	√	-	√	-	√	-	√	-	4	100%
<b>TOTAL</b>										<b>4</b>	<b>100%</b>

Table above shows that the teacher always asked the students about recount text, here English teacher wanted to know students' ability to understand reading material especially reading recount text. From 4 (four)

times observation, at the first, second, third and fourth meeting, this aspect was implemented by English teacher

**TABLE IV.3**  
**The Teacher Gives Opportunities to Silent Read Recount Text**

No	Observation Item	Observation									
		I		II		III		IV		F	P
		Y	N	Y	N	Y	N	Y	N		
3	The teacher gives the students opportunities to silent read recount text	√	-	√	-	√	-	√	-	4	100%
<b>TOTAL</b>										<b>4</b>	<b>100%</b>

Table above shows that the teacher gave students opportunities for reading recount text. From 4 (four) times observation, in all of the meeting, the aspect was implemented by English teacher.

**TABLE IV.4**  
**Teacher Tries Any Activity by Using Skimming and Scanning**

No	Observation Item	Observation									
		I		II		III		IV		F	P
		Y	N	Y	N	Y	N	Y	N		
4	Teacher tries to involve the students in any activity by using skimming and scanning	-	-	√	-	√	-	-	-	2	50%
<b>TOTAL</b>										<b>2</b>	<b>50%</b>

The table above shows that the teacher asked the students to perform in front of class to read recount text, both in test and reading activities. From 4 (four) observations, this aspect was only implemented 2 times; at the second and third meeting. While, at the first and fourth meeting, it was not implemented by English teacher.

**TABLE IV.5**  
**The Teacher Help the Students Problem in Reading Recount Text**

No	Observation Item	Observation										F	P
		I		II		III		IV					
		Y	N	Y	N	Y	N	Y	N				
5	The teacher helps the students to overcome their problems in reading recount text.	√	-	√	-	-	-	√	-			3	75%
<b>TOTAL</b>											<b>3</b>	<b>75%</b>	

The table above shows that the English teacher always helped students' problems in reading recount text, for example in pronunciation. From 4 (four) times observation, this aspect was implemented three times; at the first, second, and fourth meeting. While, at the third meeting, it was not implemented by English teacher.

**TABLE IV.6**  
**The Teacher Gives Guessing Meaning of Word**

No	Observation Item	Observation										F	P
		I		II		III		IV					
		Y	N	Y	N	Y	N	Y	N				
6	The teacher gives guessing the meaning of each word	-	-	-	-	-	-	√	-			1	25%
<b>TOTAL</b>											<b>1</b>	<b>25%</b>	

The table above shows that the English teacher gave a guessing meaning of each word. From 4 (four) times observation, this aspect was implemented one times; at the fourth meeting. While, at the first, second, and third, meeting, it was not implemented by English teacher.

**TABLE IV.7**  
**The Teacher Teaches by Using Fill in the Blank Exercise**

No	Observation Item	Observation										F	P
		I		II		III		IV					
		Y	N	Y	N	Y	N	Y	N				
7	The teacher teaches the students by using cloze (fill in the blank) exercise to review vocabulary items.	-	-	-	-	√	-	-	-			1	25%
<b>TOTAL</b>											<b>1</b>	<b>25%</b>	

The table above shows that the teacher taught the students by using close (fill in the blank), this helped students learn to guess meaning from text. From 4 times observation, this aspect was only implemented one meeting; at the third meeting. While, at the first, second, and fourth meeting, it was not only implemented by English teacher.

**TABLE IV.8**  
**The Teacher Asks to Look for Difficult Word in Reading Recount Text**

No	Observation Item	Observation										F	P
		I		II		III		IV					
		Y	N	Y	N	Y	N	Y	N				
8	The teacher asks the students to look for difficult words in reading recount text.	-	-	-	-	√	-	√	-			2	50%
<b>TOTAL</b>											<b>2</b>	<b>50%</b>	

The table above shows that the teacher made group discussion in teaching and learning process, especially on reading material. From 4 (four) times, this aspect was implemented two times; at the third and fourth meeting. While, at the first and second meeting, it was not implemented by English teacher.

**TABLE IV.9**  
**The Teacher Manages Class in Following up Activity**

No	Observation Item	Observation									
		I		II		III		IV		F	P
		Y	N	Y	N	Y	N	Y	N		
9	The teacher manages the class in follow up activity such as discussion	√	-	√	-	-	-	-	-	2	50%
<b>TOTAL</b>										<b>2</b>	<b>50%</b>

The table above shows that the teacher asked the students to use dictionary to look for difficult words in reading recount text. From 4 times of observation, this aspect was only implemented two times; at the first and second meeting. While, at the third and fourth meeting, it was not implemented by English teacher.

**TABLE IV.10**  
**The Teacher Teaches by Encouraging Students Strategies They Think Will Help Them in Reading Assigment**

No	Observation Item	Observation									
		I		II		III		IV		F	P
		Y	N	Y	N	Y	N	Y	N		
10	The teacher teach the students by encouraging students to talk about what strategies they think will help them approach a reading assignment.	-	-	-	-	-	-	-	-	0	0%
<b>TOTAL</b>										<b>0</b>	<b>0%</b>

The table above shows that the teacher never used this item. From 4 times of observations. This aspect was not implemented by English teacher in teaching and learning process.

**TABLE IV.11**  
**Observation Recapitulation of the Strategies of English Teacher**  
**in Teaching Reading Recount Text at First Year Students**

No	Observation Items	F	P
1	The teacher introduces the students title of the reading text on the board.	2	50%
2	The teacher asks the students some questions about the passage.	4	100%
3	The teacher gives the students opportunities to silent reading of recount text.	4	100%
4	Teacher tries to involve the students in any activity by using skimming and scanning	2	50%
5	The teacher helps the students overcome their problems in reading recount text.	3	75%
6	The teacher gives guessing the meaning of each word.	1	25%
7	The teacher teaches the students by using cloze (fill in the blank) exercise to review vocabulary items.	1	25%
8	The teacher asks the students to look for difficult words in reading reaccount text.	2	50%
9	The teacher manages the class in follow up activity such as discussion.	2	50%
10	The teacher teaches the students by encouraging students to talk about what strategies they think will help them approach a reading recount text.	0	0%
	<b>TOTAL</b>	21	525%

Based on the result observation above, it is obvious that the English teacher had implemented some aspects such as: firstly, the teacher introducing the information of the recount text on the board is 50%. Secondly, the teacher asking the students some questions about the passage is 100%. Thirdly, the teacher giving the students opportunities to silent read

recount text is 100%. Fourthly, Teacher trying to involve the students in any activity by using skimming and scanning is 50%. Fifthly, the teacher helping the students overcome their problems in reading recount text is 75%. Sixthly, the teacher giving guessing the meaning of each word is 25%. Seventhly, the teacher teaching the students by using cloze (fill in the blank) exercise to review vocabulary items is 25%. Eighthly, the teacher asking the students to look for difficult words in reading recount text is 50%. Ninthly, the teacher manages the class in follow up activity such as discussion is 50%. Tenthly, the teacher teaching the students by encouraging students to talk about what strategies they think will help them approach a reading recount text is 0%.

While, there some strategies were not implement well by the teacher such as: firstly, the teacher gives guessing the meaning of each word is 25%. Secondly, the teacher teaching the students by using cloze (fill in the blank) exercise to review vocabulary items is 25%. Thirdly, the teacher teaching the students by encouraging students to talk about what strategies they think will help them approach a reading assignment is 0%.

## **B. The Data Analysis**

This section dealt with the data analysis. It was consistent with the findings. The analysis focused on the strategies done by english teacher in teaching reading recount text at first year students of MA Al-Islam Rumbio.

Data analysis mean there was to analyze the result of the research through observation. The descriptive technique was used to analyze the data.

Descriptive technique with quantitative data used percentage or digit. Data quantitative was taken from result observation. In addition, quantitative data were acquired by adding data collected dividing with all of data and multiplying 100%.

In order to find out the category of the teacher's strategies in teaching reading recount text, the writer presents classification of the percentage as follows:

Good : 76-100 %

Fair : 56-75 %

Less : 40-55 %

Bad : 0-39 %

To get the data of research formula of method used in this research was as follows: 
$$P = \frac{F}{N} \times 100\%$$

p : percentage

f : frequency

n : total number of the teacher.

After having observation of English teacher of MA Al-Islam Rumbio in Kampar Regency, the writer explained the recapitulation of teaching strategies on reading recount text to the first year students. The total percentage can be seen in the following the table:

**TABLE IV.12**  
**The Recapitulation of the English teachers' strategies in teaching reading**  
**recount text to the first year students at MA Al-Islam Rumbio**

The table of aspects	Yes		No		Number	Percentage (%)
	F	P (%)	F	P (%)		
1	2	50	2	50	4	100%
2	4	100	0	0	4	100%
3	4	100	0	0	4	100%
4	2	50	2	50	4	100%
5	3	75	1	25	4	100%
6	1	25	3	75	4	100%
7	1	25	3	75	4	100%
8	2	50	2	50	4	100%
9	2	50	2	50	4	100%
10	0	0	4	100	4	100%
Total	21	525	19	475	40	100%

From the table (IV.19) above, it can be seen that the English teachers' teaching strategies in four times observation are as follows:

1. The teacher introducing the information of the recount text on the board is 50%.
2. The teacher asking the students some questions about the passage is 100%.
3. The teacher giving the students opportunities to silent reading of recount text is 100%.
4. Teacher trying to involve the students in any activity by using skimming and scanning is 50%.
5. The teacher helping the students overcome their problems in reading recount text is 75%.
6. The teacher giving guessing the meaning of each word is 25%.

7. The teacher teaching the students by using cloze (fill in the blank) exercise to review vocabulary items is 25%.
8. The teacher asking the students to look for difficult words in reading recount text is 50%.
9. The teacher managing the class in follow up activity such as discussion is 50%.
10. The teacher teaching the students by encouraging students to talk about what strategies they think will help them approach a reading recount text is 0%. The teacher introducing to the students about text or the topic of the text is 50%.

From the table (IV.12) above, the writer concluded that there were some teaching strategies, consistently used by English teacher such as:

1. The teacher asking the students some questions about the passage is 100%.
2. The teacher giving the students opportunities to silent read recount text is 100%.
3. The teacher helping the students to overcome their problems in reading recount text is 75%.

While, there were some teaching strategies, not implemented well such as:

1. The teacher giving guessing the meaning of each word is 25%.
2. The teacher teaching the students by using cloze (fill in the blank) exercise to review vocabulary items is 25%.

3. The teacher teaching the students by encouraging students to talk about what strategies they think will help them approach a reading assignment is 0%.

To find out the English teacher's teaching strategies on reading recount text, it can be seen in the following table:

**TABLE IV.13**  
**The Classification of strategies of the English Teacher in Teaching Reading Recount Text at the First Year Students at MA Al-Islam Rumbio**

No	Classification		Frequency		Percentage	
	Score	Level	Yes	No	Yes	No
1	76-100 %	Good	-	-	-	-
2	56-75 %	Fair	-	-	-	-
3	40-55 %	Less	21	19	52.5	47.5
4	0-39 %	Bad	-	-	-	-
<b>Total</b>					<b>100 %</b>	

Based on the recapitulation the table above, it shows that the English teacher's teaching strategies on reading recount text at the first year students of MA Al-Islam Rumbio can be analyzed by using the formula:

$$P = F / N \times 100\%$$

Where,

P = The Percentage

F = The Frequency of Score

N = The Total of Score

$$\text{The Total of "Yes"} = \frac{21}{40} \times 100 = 52.5$$

$$\text{The Total of "no"} = \frac{19}{40} \times 100 = 47.5$$

Based on the recapitulation of the table above, it is clear that the teacher's strategies in teaching reading of recount text at the first year students at MA A-Islam Rumbio can be categorized into "**Less**" because the percentage of teacher's strategies done by the English teacher in teaching reading of recount text was only 52.5%. Otherwise, the percentage of teacher's strategies, not done by the English teacher was 47.5%.

The recapitulation table above shows that the result of the observation recapitulation for teacher from 4 times observation of the 10 aspects. The number of answer "yes" is 21 times or 52.5%. Besides, the total answer of "no" is 19 times or 47.5%, this shows that teaching strategies of teacher on reading recount text done by English teacher can be categories into "**Less**".

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. The Conclusion

This research is a descriptive study on the Teacher's Strategies in Teaching Reading of Recount Text at MA Al-Islam Rumbio in 2010 academic year. The English teacher must have the aim of teaching reading for the students to comprehend and react to what is written. However, this skill is not easy to master because English is not used daily in their environment. Therefore, the teacher also has to know the strategies in teaching reading recount text.

The focus on data finding, the writer concludes that English teacher's strategies in teaching reading recount text to the first year students at MA Al-Islam Rumbio in 2010 academic year is less. It can be seen from percentage (52.5%). While, the some strategies implemented by English teacher well. But, unfortunately, she can not apply yet some strategies in teaching reading of recount text, the teacher giving guessing the meaning of each word is 25%. Secondly, the teacher teaching the students by using cloze (fill in the blank) exercise to review vocabulary items is 25%. Thirdly, the teacher teaching the students by encouraging students to talk about what strategies they think will help them approach a reading assignment is 0. These facts can be seen from observation that the teacher seldom uses these strategies in teaching and learning process, especially on reading material.

## **B. The Suggestion**

From the conclusion above, the writer would like to suggest some points especially for English teachers who are teaching in the Islamic senior high school (MA) Al-Islam Rumbio. To improve student's ability in reading comprehension (especially reading recount text), they have to make good programs that may take students to participate in activity of teaching and learning process. English teachers in this school should provide sufficient English textbook, provide enough time for the students to successful in reading materials, empowering the students with good motivation, support, good teaching strategies, and creative teacher English.

Finally, to the principle, the writer also recommends, the success of teaching and learning English should be supported by any program. Perhaps, they should be exactly concerned with student's, based on students need. Here English teacher can use some strategies to teach reading recount text, so that reading skill, it is targeted would be easily reached.

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## DAFTAR RIWAYAT HIDUP



Penulis lahir di Rumbio Kecamatan Kampar Kabupaten Kampar pada tanggal 01 Desember 1987, anak kesepuluh dari sebelas bersaudara pasangan Mansur (Alm) dan Hj. Nizma (Almh). Pada tahun 1994 penulis memulai pendidikan dasar di SDN 080 Pulau Baru dan tamat tahun 2000, setelah tamat SDN, pada tahun yang sama penulis melanjutkan pendidikan ke Madrasah Tsanawiyah Al-Islam Rumbio dan tamat tahun 2003, kemudian penulis melanjutkan pendidikan ke Madrasah Aliyah Al-Islam Rumbio jurusan IPS dan tamat tahun 2006. Pada tahun yang sama penulis diterima sebagai mahasiswi di jurusan pendidikan bahasa Inggris Fakultas Tarbiyah dan Keguruan pada Universitas Islam Negeri Sultan Syarif Kasim Riau. Pada tahun 2009 penulis melaksanakan KKN di desa Makmur Sejahtera Kecamatan Gunung Sahilan Kabupaten Kampar Kiri dan PPL pada tahun 2010 di Desa Muara Musu Kecamatan Rambah Hilir Kabupaten Rokan Hulu. Penulis melaksanakan penelitian pada bulan Juli 2010 dengan judul penelitian *“Teacher’s Strategies in Teaching Reading Recount Text at the First Year Students of MA Al-Islam Rumbio Kampar Subdistrict Kampar Regency”*.

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