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LAPORAN PENELITIAN



AN ANALYSIS ON STUDENTS' READING COMPREHENSION OF RECOUNT TEXT AT SMAN 1 BANGKINANG

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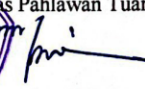
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LAMPIRAN

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is the international language that is used by many people in the world. English is also the mother tongue. Many people use English to communicate every day, at work or in social life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics. For that reason, it is important for people to master English orally and in writing, in order to be able to communicate and socialize with the world community.

In Indonesia, English is the first foreign language taught at every school in Indonesia. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. Based on the concept and function, English has the purpose to develop those four skills and also the language components: vocabulary, structure and pronunciation (in speech) or spelling (in writing) which supports students mastering well. We use it to understand our world through listening and reading and to communicate our feeling, need, and desires through speaking and writing. By having more knowledge about language skill we have much better chance of understanding and being understood and getting what we want and need from these around us.

Reading is one of the skills which have to be learned by the students and has a very important role. The students should comprehend the reading for certain purpose, however it needs a practical and suitable method. Reading becomes an important part of language teaching. Some teachers considered that reading is not favorite activity for most students. Therefore, English teachers should find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand reading text and moreover enjoy reading. Reading can not be separated from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading skill enough.

Reading comprehension is the ability to understand text and get the information. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend. Reading

comprehension can be described as understand a text that is read, or process of constructing meaning from a text .

There are some texts for Senior High School especially at the first grade that should be taught by the teacher. According to the syllabus as the basic stated for first year students is that students are expected to be able to comprehend recount, narrative and procedure. In this research, the writer only focuses on comprehending of the recount text.

In order to master reading comprehension, a teacher as an educator have to use good method in teaching learning process. Method is treated at the level of design in which the roles of teachers, learners and instructional materials are specified. The most often become to complain is the teachers ability in applying appropriate approaches, methods, strategies or techniques in teaching or learning. In reading comprehension at the first grade of SMAN 1 Bangkinang, teachers focused on text that is already available in textbooks. This makes students not interested in learning, because of the available text is too long and uninteresting.

Based on writer's preliminary study observation, it shows that most of the students still have problems and the difficulties in understanding the reading text especially recount text. According to the English teacher, until today, she still finds a lot of students who make mistakes while working on reading questions, the mistakes resulted in their low reading achievement. These mistakes happened probably because they do not understand the content of the text. It means that the students still got many difficulties in

reading activity and comprehended an English text that makes them slower in doing task given by the teacher. Finally they were not able to get Standard Minimal (KKM) that is 78. Their reading comprehension is still far from expectation of the curriculum.

In general, the students had difficulty in comprehending and getting information from the text. Most of the students thought that learning English was difficult and reading considered a boring activity. Besides that, they still got difficulties to determine main idea and answer questions based on the text. Several other factors, such as; text selection is not appealing and an uncomfortable situation for learning. As the result, their reading achievement was below the expectation. To overcome this situation the teacher should generate students' interest by applying the various techniques and selecting the proper text. Interaction between teachers and students also have a significant influence on the students to understand the text.

The lack of ability to understand the recount text, because students do not know to apply some reading skills and they do not have the ability to understand. The most frequent complaints is the ability of teachers to make the learning process becomes interesting. So many students are not interest in reading. They also lazy to read because no variation of the text by the teacher and the text too difficult for them.

Based on the explanation above, it is important to take a study with a tittle an analysis on students' reading comprehension of recount text at the first grade of SMAN 1 Bangkinang.

B. Identification of Problem

In this case, we know that some of the students first grade at SMAN 1 Bangkinang are still having problems in reading comprehension.

1. In reading comprehension at the first grade of SMAN 1 Bangkinang, teachers focused on text that is already available in textbooks.
2. Lack of teachers ability to make the learning process becomes interesting. So many students are not interest in reading.
3. Most of the students thought that learning English was difficult and reading considered a boring activity.
4. Text selection is not appealing and too long.

C. Limitation of the Problem

Based on identification of the problems above, the writer limits this research that only focuses on describing student's reading comprehension of recount text at the first grade of SMAN 1 Bangkinang.

D. Formulation of the Research

Based on the limitation of the problem above, the problems will be formulated in the following questions: " How is the student's Reading comprehension of Recount text at the first grade of SMAN 1 Bangkinang?".

E. The purpose of the Research

The purpose of this research is to describe the students' Reading comprehension of Recount text at the first grade of SMAN 1 Bangkinang.

F. Significant of the Study

The study has two kinds of significance, namely theoretical and practical significance.

1. Theoretical Significance

- a. The result of the research can be useful for the English teacher in giving additional input in English reading class.
- b. The result of this research can be reference for other researcher who will conduct the same object with different perspective.

2. Practical Significance

- a. The research can improve the writer herself in mastering English reading.
- b. The reader can get larger knowledge and information about a descriptive study on reading comprehension of recount text.
- c. For English teachers, the result of the study can help them in teaching reading comprehension of recount text.

G. Definitions of Operational

1. Reading Comprehension is a complex process in which the reader uses his ability to find information, it means that the reader must be able to comprehend the meaning of printed words. We can also define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension entails three elements: the reader

who is doing the comprehending, the text that is to be comprehended and the activity in which comprehension is a part.

2. Recount Text, is a text which retell events or experiences in the past. The purpose is to inform or to entertain the audience.

CHAPTER II

REVIEW OF THE RELATED THEORY

A. Review of the Related Theory

1. Reading

a. The Definition of Reading

There are four skills in English, they are: speaking, listening, writing and reading. All those skill are very important for English learner. Each skill has different function in English. So, it better for English learners to master all of those skills. One of those skills is reading skill.

H. According to Akyol (2006:29) Reading is a dynamic inferring process that makes communication between writer and reader essential. Reading skill means students' reading texts they encounter in their daily lives properly and fluently by using right methods (Özbay, 2006: 5).

Westwood (2001:10) states that "Readers must use information already to acquired to filter, interpret, organise, reflect upon and establish relationships with the new incoming information on the page. Beside that Nunan (2003 : 68) stated, reading is a fluent process of readers combining information from a text and their own background. knowledge to build meaning. The goal of reading is comprehension. According to Nuttal (1982 : 2), reading is understood interpret meaning sense.

According to my opinion as a writer, reading is an active and communicative process between the reader and the text, resulting in comprehension. Through reading, we will know about information of the text, get main idea of the text or get the point of the reading materials.

b. The purpose of Reading

Reading is one of the important skills in life. Through reading we can know and master a variety of things. If the greater the desire to read a person, the higher the person's ability to understand the reading.

According by Grellet (1992: 4), there are two purposes for reading viewed from the reason as follows:

- 1) Reading for pleasure
- 2) Reading for information (in order to find out something or in order to do something with the information the reader get).

Davies (1995: 133-134) adds other purposes for reading, they are namely:

- 1) Reading for pleasure
 - a) To follow a narrative
 - b) To enjoy the 'sound' and rhyme of a literary text
- 2) Reading for a general impression
 - a) To gain an idea of the writer's viewpoint
 - b) To gain an overall impression of the 'tone' of a text

- c) To decide whether or not to read the text
- 3) Reading for organizing reading and study
 - a) To identify the important content of a text
 - b) To answer a specific question(s)
 - c) To decide which selection of a text to start studying
- 4) Reading for learning content or procedures
 - a) To gain an understanding of a new concepts
 - b) To learn certain facts from a text
 - c) To follow instruction
- 5) Reading for learning language
 - a) To translate the text, literally or metaphorically
 - b) To learn new vocabulary
 - c) To identify useful structures or collocation
 - d) To use the text as a model for writing
 - e) To practice pronunciation

Another purpose for reading stated by Carnine, Silbert and Kameenui (1990: 45-46):

- 1) To be able to identify and remember specific facts or a main idea
- 2) To be able to follow instructions to reach a goal
- 3) To enjoy
- 4) To be able to explain the content of a passage to someone else

- 5) To be able to accommodate the content into the reader's schema
- 6) To critique the logic or data presented in a passage
- 7) To edit a passage according to stylistic and organizational criteria
- 8) To study according to an assignment or test requirements.

Briefly, the purpose of reading is varies. The reader has some purposes to achieve it. Based on those purposes, it is necessary to look kinds of reading in which there is a relationship about the kinds of reading.

c. Techniques of Reading

Different readers may have their own ways and technique in reading in accordance with their favor and purpose. Some linguists have proposed many ways of reading, which the mainly used in Francoise Grellet (1998: 40) summarized as follows:

- 1) Skimming: quickly running one's eyes accross a whole text (an essay, article, or chapter) to get the gist of it. The reader goes through the text extremely quickly. The purpose of skimming is simply to see what a text is about. The reader skims in order to satisfy a very general curiosity about a text.
- 2) Scanning: reading quickly going to a text to find a particular piece of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of

information (Williams, 1996: 100). The purpose of scanning is to extract certain specific information without reading the whole text (Brown, 1994: 293)

- 3) Extensive Reading: reading longer text usually for someone's pleasure. This is a fluency activity, mainly involving global understanding
- 4) Intensive Reading: reading short text to extract specific information. This is more on accuracy activity involving reading for detail. In this course, each text is read carefully and thoroughly for maximum comprehension

d. Kinds of Reading Test

To determine the students' reading comprehension, it is necessary to give the test. Weir in Purnomo (2001: 18) state that there are some forms of reading comprehension test: Multiple Choice Questions, Short Answer Questions, Cloze, Selecting Deletion Gap Filling, cloze Elide, and Information Transfer.

According to Hughes in Minarnis (2012), there are some kinds of reading test:

- 1) Multiple Choice. The candidate provides evidence of successful reading by making a mark against one out of a number alternative.
- 2) Unique Answer. There is only one possible correct response.

- 3) Short Answer. When unique answer items are not possible, short answer items may be used.
- 4) Summary Cloze. A reading passage is summarized by the tester, and then gaps are left in the summary for completion by the candidate.
- 5) Information Transfer. Identifying order of events, topics, or arguments.

From the explanation above, the writer used multiple choices test to measure the students' reading comprehension of recount texts. It's because this test allows the students to answer the questions of the test and allows the teachers to check the answers of the students.

2. The Definition of Reading Comprehension

Reading can't be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. Some experts have introduced several interesting views of reading comprehension concepts. They believe that reading comprehension is not only simple decoding process but also rather a very complex process.

According to Howell, et al. (1993:182), reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. While According to Cahyono et

al.(2011:55) reading is means of transferring information between the writer and the reader. Therefore reading comprehension understands a written text means extracting the required information from it as efficiently as possible (Grellet, 1981:3).

Reading comprehension is very importance for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read, so they get nothing from the text. So the teachers have to be more concern about the problem.

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

From the explanation above, the writer defines reading comprehension is an ability to comprehend text to get an idea or meaning from a written text and interpret it with the reader's needs and purpose.

3. Recount Text

a. The Definition of Recount Text

Based on School-Based Curriculum (KTSP), there are some kinds of text that students of senior high school need to learn, one

of them is Recount Text. The writer believes that recount text is the text which is so close to the students' life.

According to Anderson (in Dwi, 2010: 16) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. The aim of the text is retell the past event or to tell someone's experience in chronological order.

Recount text is a text written to retell for information or entertainment (Wikipedia, free encyclopedia, 2010). This type of text is not only used at school but also at other media written and electronic, it's used in many real social contexts. For example is used in diary, blog, letter, biography, travel report, police report, sport report etc.

Furthermore according to Derewianka recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience. Recount is very similar Narrative, so the thing that differentiates both of them is the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events.

According to my opinion as a writer, recount is text that retells events or experiences in the past events, usually to tell someone's

experience in chronological order. Which later events that have an end or conclusion to the events themselves.

b. Types of Recount Text

According Barwick (1999: 4-5) there are different types of recounts with varying levels of language and content according to the audience and purpose.

1) A personal recount

A personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, I and we. Details of who, what, when, where and sometimes why are included but the sequence of recounting may change.

2) Factual Recount Text

A factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. At this stage recounts involve detailed research about unfamiliar topics for which students should be using print and technological resources. Appropriate technical language, precise details of time, place and manner and retelling with appropriate explanations and

justifications assists readers to accurately reconstruct what happened. The focus is on language that shows time sequence (before shifting, while they were, after a number) using evaluative language (importance, significance, influence, achievement) and emphasizing assessment language (amazing, successes influence, achievement). This recount is usually written in third person using pronouns he, she and they. It may be written in the passive voice.

3) Imaginary recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example my diary as a child in space.

4) Procedural Recount

Procedural recounts record, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films and books that explain how things were made. The focus is on the accurate order of

sequence, the selection of the correct language for the topic and the use of time conjunctions. Diagrams and drawings are often included to assist with the clarification of the stages.

5) Critical Recount

A critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. It is generally written in the first or third person using me or we but may be written in the passive voice. For example, a recount of exploration in Antarctica may critically assess the damage caused to the environment and ecosystem by this exploration.

c. Generic Structure of Recount Text

The recount text has three parts:

Table 2.1

Generic Structure of Recount Text

Genre	Social Function	Generic Structure
Recount	To retell events for the purpose of informing or entertaining	1. Orientation: takes in the first paragraph that give background information about who, what, where and when. 2. Events: tells what happened

		<p>and in what sequences. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.</p> <p>3. Re-orientation: optional-closure of events</p>
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d. Language Features of Recount Text

- 1) Introducing personal participant; I, my group, etc
- 2) Using chronological connection; then, first, etc
- 3) Using linking verb; was, were, saw, heard, etc
- 4) Using action verb; look, go, change, etc
- 5) Using simple past tense

4. Assessing Reading Comprehension of Recount Text

Important aspect in assessing reading comprehension is understanding content of the reading text. There are some reading skills in understanding reading text. It is needed finding the main idea, getting information from the text, finding important facts, supporting details, finding opinion from the text and conclusion.

King and Stanly in Minarnis (2012) state that there are five components of reading comprehension that may help the students to read carefully:

a. Finding Factual Information

Factual information requires the students to scan specific details.

Questions that begin with who, when, or where tend to require a factual answer. Factual information is needed to know the details of a particular event, the people who were involved, who a particular person was, or where something took place.

b. Finding Main Idea

The main idea of a paragraph is the author's message about the topic. It is often expressed directly or it can be implied. Finding the main idea of a paragraph can help the students to understand the paragraph on the first reading and also helps them to remember the content later. The main idea of a paragraph develops.

c. Finding the Meaning of the Vocabulary in Context

To find the meaning of vocabulary in context, the reader needs to use or develop the ability to guess the words. Because not all the meanings of words contained in the text can be found by dictionary. Therefore, the reader needs to use or develop the ability to guess the words which are not familiar with him or her by relating the close meaning of unfamiliar words to the text and the topic of the text that is read.

d. Identifying Reference

Every text has a structure. It is not just a random collection of sentences. The parts that make up the text are related in a

meaningful way to each other. Recognising the way in which a text has been organised will help the reader to understand it better. In order to understand the text, it is necessary to understand how the sentences are related. Words like "it", "this", "that", "here", "there" etc.

e. Making Inference

Making inference is often described as making a logical guess or reading between the lines. Making an inference is a lot like the chemical process of forming a chemical compound—when two elements combine and form a new substance. Readers make inferences when they are able to take their own experiences and combine them with information they gather from what they read.

Howatt and Dakin in Minarnis (2012) also state that there are five elements that should be Included in teaching reading comprehension as follows:

- a. Factual information. It states in the text clearly and describes the real situation of fact. Usually no words hope, wish, will, etc.
- b. Main idea. It usually, states at the first sentence or in conclusion forms at the last sentence.
- c. Supporting detail. It usually states after main idea.
- d. Reference. It must be place before the word given.
- e. Word meaning. Finding the synonym of the words or identify the root of the words.

Based on the theories of reading comprehension above, it can be concluded that the indicators of reading comprehension of recount text are in the following table:

Table 2.2

Indicators of Reading Comprehension of Recount Text

No.	The Indicators of Reading Comprehension of Recount Text
1	Finding Main Idea
2	Supporting detail
3	Reference
4	Identifying Word Meaning
5	Making inference

B. Review Of Related Finding

Some researchers have conducted research related student's reading comprehension which are cited briefly below:

First, in 2014, a research was done by Rizka Ulfah alumnus of State Islamic University of Sultan Syarif Kasim Riau entitled ‘ ‘ The Effect of Using Inference Background Evidence In The Text (IBET) Strategy On Students' Reading Comprehension At Senior High School 1 Bangkinang’’. She concluded that the difference on students' reading comprehension between students who are taught by using IBET strategy and those who are taught without using IBET strategy at Senior High School 1 Bangkinang. It proved by finding of t-observe categorized into “Good” with

mean score 71.17. then, without using IBET strategy at Senior High School 1 Bangkinang is categorized into “Enough” with mean score 64.00

Second, in 2013, a research by Aulia Rahman, M.Pd, in her Journal use “Improving Students’ Reading Comprehension of Narrative Text through Directed Reading Thinking Activity Strategy at the Second Grade Of MTSn Kediri 1” It invites the students to read, think, predict, and prove each paragraph in narrative text. It employs collaborative Action Research and subjects of the research are 42 students. The study is conducted in two cycles and each cycle is carried out in three meetings. The criteria of success including: students are active and happy, the students’ reading ability improves, and 80% students can achieve the passing grade of the reading skill in English lesson that is 75. The finding indicates that DRTA Strategy could improve the students’ ability in reading comprehension of narrative text.

Third, in 2013, a research by Widya alumnus of English Education Study Program, and Languages and Arts Education Department, Teacher Training Education Faculty of Tanjungpura University in Pontianak, in her journal use “Improving Reading Comprehension on Narrative Text through Reciprocal Teaching Technique”. This research conducted at the second grade of SMAN 5 Pontianak. The method used is Classroom Action Research. The research was conducted in three cycles. Each of cycle consists of four stages that is planning, acting, observing, and reflecting stage. The data was collected through observation checklist and field note

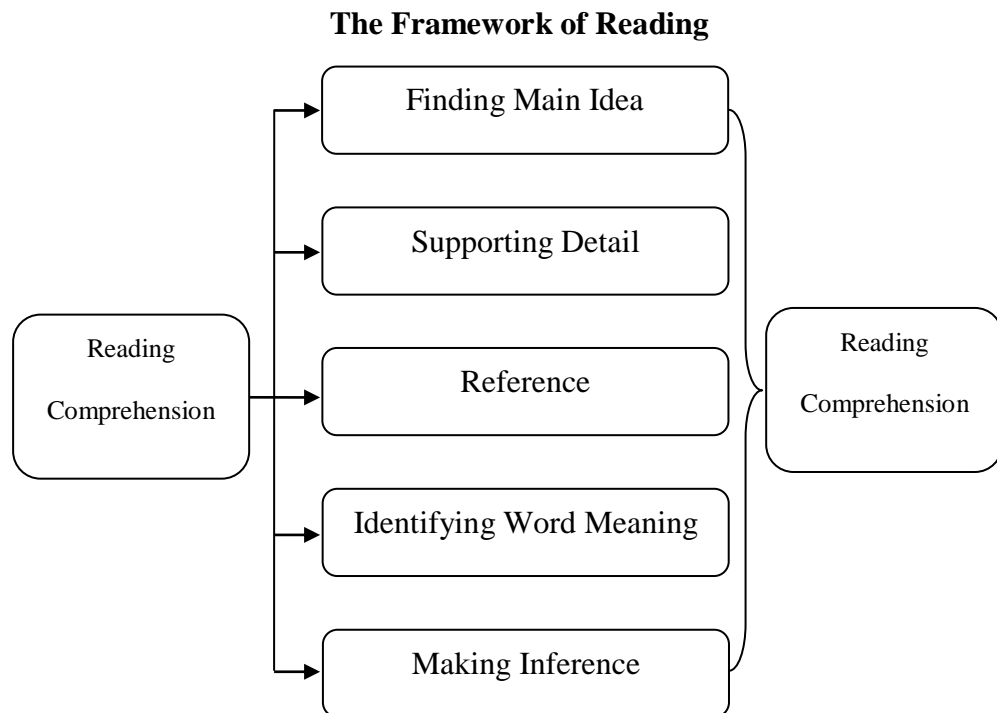
from the students' activity in the teaching learning process, and the students' answer sheets from the test of multiple choice. The subject of this research is 34 students. The result of the data analysis showed that the students' reading comprehension on narrative text improved through reciprocal teaching technique in 3 cycles.

Based on three studies above, the writer find the problem in reading comprehension for students. In reading comprehension, students have many difficulties. They did not know how to get ideas from the text; they did not have opinion to tell information from the text that they read. The technique and media from the teacher should makes all of students become active and brave to share their arguments without being afraid of making mistake.

C. Conceptual Framework

The main of this study is to know more about students' reading comprehension of recount text at the first grade of SMAN 1 Bangkinang.

Picture 2.1



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Time and Location of the Research

Location of the research is at the first grade of SMAN 1 Bangkinang, Bendungan Uwai street, Bangkinang, Kampar, Riau. This research was conducted from April 2016 until April 2017.

Timing of the research can be seen as follows:

Table 3.1

Time Allocation of the Research

No.	Activities	April 2016		October 2016					November 2016				December 2016				January 2017				February 2017				Maret 2017				April 2017			
		2	3	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Filling Title of the Research	√																														
2	Proposal Writing		√	√	√	√	√	√	√	√	√	√	√	√	√																	
3	Seminar Proposal															√																
4	Implementation of the Research																√	√	√													
5	Data Processing and Preparation of the Thesis																			√	√	√	√	√	√	√	√	√	√	√		
6	Thesis Defence																															√

B. The Population and Sample of the Research

1. Population

The population of this research is the students at the first grade of SMAN 1 Bangkinang. It consist of 6 classes and the total number of

students 149 students. There are 74 male students and 75 female students.

The population of the reserach can be seen as follows:

Table 3.2

The Number of the first grade of SMAN 1 Bangkinang

Class	Population		
	Male	Female	Total
X 1	12	12	24
X 2	12	12	24
X 3	12	11	23
X 4	13	13	26
X 5	13	4	27
X 6	12	13	25
Total	74	75	149

2. Sample

After determining the population, the writer obtain a sample, which is obviously important step in conducting a research. According John. W (1981: 8), a sample is a small proportion of a population selectted for observation and analysis. Therefore, from the population of SMAN 1 Bangkinang which consist of 149 students, the writer used cluster random sampling technique. Cluster random sampling technique is a technique selecting sample randomly by the groups not

individuals. In this case, by using lottery X5 was selected as sample of this research which consist of 27 students.

C. Method of the Research

The research used descriptive method. According Moh. Nazir (2005: 54) descriptive method is a method in researching the status of human groups, an object, a set of conditions, a system of thought, or a class of events in the present. So, descriptive as a method for collecting data in research without make comparison and connect with other variable. Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way.

Sugiyono (2005: 21) says that descriptive method is a research used to describe or analyze the results of the study but not used to make broader conclusions. This method is conducted to determine the value of an independent variable, either one or more variables (independent) without making comparisons, or connect with variables.

Based on the experts above, it can be concluded that descriptive research is a method in researching without make comparison which involves observing and describing the behavior of a subject without influencing it in any way. In this research, the writer will describing student's reading comprehension of recount text at the first grade of SMAN 1 Bangkinang.

D. Instruments of the Research

1. Test

According Sukardi (2007: 138) test is systematic procedure in where the individual being tested is represented by a set of stimuli their answers that can demonstrate to the figures. The test is collecting the information is a series of questions or exercises that are used measure skills, knowledge, intelligence, ability or talent owned by an individual or class. This test was used to measure the students' reading comprehension of recount text.

2. Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. A questionnaire containing some questions to respondents related to factors that affect students' reading comprehension of recount text.

E. Technique of Collecting Data

1. Test

Test, it was used to measure the students' reading comprehension of recount text at the first grade of SMAN 1 Bangkinang. This test consisted of 30 items. The tests applied were multiple choices test, each item had four option: a, b, c, d and e. The writer choose multiple choices test because this test allows students to

answer the questions of the test and allows teachers to check the answers of the students.

The test can be seen as follows:

Table 3.3

Blue Print of the Test of Reading Comprehension of Recount text

No	Indicator	Number of Item	Time
1	Finding Main Idea	1, 7, 13, 17, 23, 30, 3, 8, 14, 19, 23, 26	90 Minutes
2	Supporting Detail	2, 8, 11, 18, 25, 26, 1, 7, 11, 16, 25, 28	
3	Reference	3, 10, 15, 19, 22, 27, 2, 6, 15, 20, 24, 27	
4	Identfying Word Meaning	4, 9, 12, 20, 21, 28, 5, 10, 13, 17, 22, 30	
5	Making Inference	5, 6, 14, 16, 24, 29, 4, 9, 12, 18, 21, 29	

2. Questionnaire

Questionnaire, it was contained about some questions for the respondent dealing with the factors that influence the students' reading comprehension of recount text at tge first grade of SMAN 1 Bangkinang. The questionnaire consisted 10 items. Each item had two

option: Yes and No. And the student were asked to wrote the reasons of their answer.

F. Technique of Analyzing Data

The data were analyzed by using descriptive method. The writer wanted to find out how the students' reading comprehension of recount text and the factors that influences the students' reading comprehension of recount text.

The formula used to analyze the data from the sample in this research were:

1. To find the individual score of the students can be calculated by following formula:

$$M = \frac{\sum X}{N} \times 100$$

Where: M = Individual score

X = The number of correct answer

N = The number of Item (Wayan and Sumartana 1986)

2. To find out the sample respondents, level of the students' reading comprehension of recount text, the following classification measurement is used:

Table 3.4

The Classification of the Students' Score

No.	Score / Range	Ability Level
1	80 – 100	Excellent
2	70 – 79	Good
3	60 – 69	Fairly Good
4	50 – 59	Weak
5	0 – 49	Poor

(Hartono, 2004:30)

3. To find the mean score of the students can be calculated by following formula:

$$X = \frac{\sum x}{N}$$

Where: X = The average score

$\sum x$ = Sum of the raw score

N = Number of sample (Hatch and Farhady, 1982: 55)

BAB IV
BIAYA DAN JADWAL PENELITIAN

A. Pembiayaan

Mengacu pada Peraturan Menteri Keuangan Republik Indonesia Nomor 78 /PMK.02/2019 tentang Standar Biaya Masukan, maka rencana anggaran penelitian sebagai berikut:

No	Uraian	Satuan	Volume	Besaran	Volume x Besaran
1.	Honorarium				
	a. Honorarium Koordinator Peneliti/Perekayasa	OB	1	Rp. 400.000	400.000
	b. Pembantu Peneliti/Perekayasa	OK	12	Rp. 20.000	240.000
	c. Honorarium Petugas Survei	OR	30	Rp.10.000	300.000
Subtotal Honorarium					940.000
2	Bahan Penelitian				
	a. ATK 1) Kertas A4 2) Pena 3) Map	Rim Kotak Lusin	1 1 1	50.000 50.000 50.000	50.000 50.000 50.000
	b. Bahan Penelitian Habis Pakai 1) Bahan Pembuatan soal reading 2) Uji Validitas 3) Analisis	OK Sesuai	paket	350.000	350.000

	Praktikalitas 4) Pengurusan Etik Penelitian	item belanja (Bahan penelitian lab, bahan penelitian lapangan dsb,	paket paket paket	800.000 1.000.000 650.000	500.000 1.000.000 650.000
Subtotal Bahan Penelitian					2.650.000
3.	Pengumpulan Data				
	a. Transport	Ok	2	125.000	250.000
	b. Biaya Konsumsi	Ok	2	125.000	250.000
Subtotal biaya pengumpulan data					500.000
4. Pelaporan, Luaran Penelitian					
	a. Foto Copy Proposal dan Laporan, Kuisisioner dsb	OK	200	Rp. 150	30.000
	b. Jilid Laporan	OK	5	Rp. 6000	30.000
	c. Spanduk	OK	1	Rp. 250.000	250.000
	d. Luaran Penelitian 1) Jurnal Nasional Terakreditasi : a) Sinta 6-5	OK	CoN	600.000	600.000
Subtotal biaya Laporan dan Luaran Penelitian					910.000
Total					5.000.000

B. Jadwal Penelitian

No	Jenis Kegiatan	Februari	Maret	April	Mei	Keterangan
1	Penyusunan Proposal					
2	Penyusunan Instrument					
3	Validasi Instrumen					
4	Pelaksanaan Penelitian					
5	Uji Parktikalitas					
6	Penulisan Hasil Penelitan					
7	Sumbite Journal Nasional Teragreditas					

BAB V

RESEARCH FINDING AND DISCUSSION

A. The Description of Data

This research was conducted in SMAN 1 Bangkinang located in Bendungan Uwai street, Bangkinang, Kampar, Riau. The totals of students are 27. They are consist of 13 male and 14 female. The main concern of this study was focused on describing student's reading comprehension of recount text at the first grade of SMAN 1 Bangkinang.

In order to got the data of this research, the researcher used the test and questionnaire. The test was to measure the students' reading comprehension of recount text at the first grade of SMAN 1 Bangkinang. The researcher gave test to the student regard to the indicator of reading comprehension of recount text. Reading comprehension of recount text was divided into five indicators. They were reading comprehension in finding main idea, supporting detail, reference, identifying word meaning, and making inference of recount text. The questionnaire was used to got specific information by the students' responses dealing with the students' reading comprehension of recount text at the first grade of SMAN 1 Bangkinang.

B. The Data Analysis

1. The Students' Reading Comprehension of Recount Text

The writer carried out the research at the first grade of SMAN 1 Bangkinang, the result was analyzed in order to find out the students' reading comprehension of recount text test. In this research, the

researcher took 27 students as the sample in order to find out the students' reading comprehension of recount text and the researcher used the test. In this test, the students were asked to answer the question related to the indicators reading comprehension of recount text. The indicators are finding main idea, supporting detail, reference, identifying word meaning, and making inference of recount text.

In calculating the mean score of the students' reading comprehension of recount text of test 1 and test 2, the researcher calculated the mean score in each indicators, the data follows:

Table 4.1

**The Percentage of the Students' Reading Comprehension of
Recount Text in Finding Main Idea of Test 1**

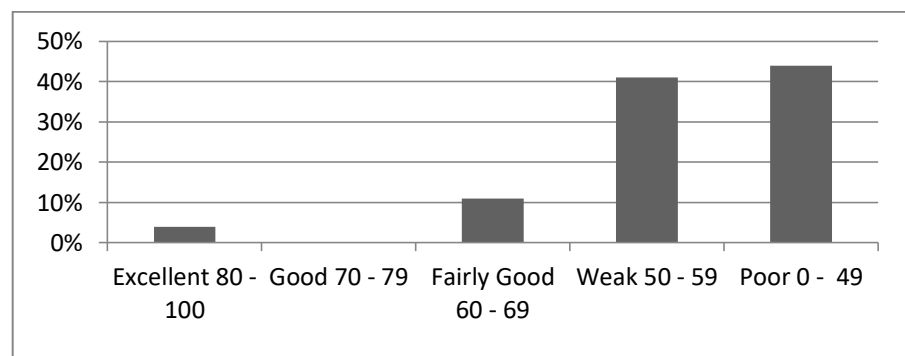
No.	Score / Range	Ability Level	Frequency	Percentage
1	80 – 100	Excellent	20	74 %
2	70 – 79	Good	0	0 %
3	60 – 69	Fairly Good	3	11 %
4	50 – 59	Weak	2	7 %
5	0 – 49	Poor	2	7 %
			27	100 %

Based on the table above, seen that are 20 students (74%) obtained excellent level, 3 students (11%) obtained fairly good level, 2 students (7%) obtained weak level, and 2 students (7%) obtained poor

level. The mean score result of the students' reading comprehension of recount text in finding main idea of test 1 is 81. It mean that the students' reading comprehension of recount text in finding main idea of test 1 is categorized in excellent level.

Picture 4.1

**The Percentage of the Students' Reading Comprehension of
Recount Text in Supporting Detail of Test 1**



Based on the table above, seen that are 1 student (4%) obtained excellent level, 3 students (11%) obtained fairly good level, 11 students (41%) obtained weak level, and 12 students (44%) obtained poor level. The mean score result of the students' reading comprehension of recount text in supporting detail of test 1 is 42. It mean that the students' reading comprehension of recount text in supporting detail of test 1 is categorized in poor level.

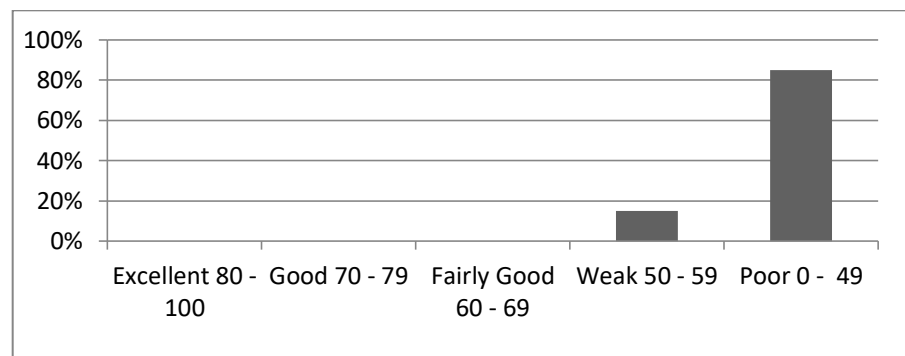
Table 4.2
The Percentage of the Students' Reading Comprehension of
Recount Text in Reference of Test 1

No.	Score / Range	Ability Level	Frequency	Percentage
1	80 – 100	Excellent	4	15 %
2	70 – 79	Good	0	0 %
3	60 – 69	Fairly Good	3	11 %
4	50 – 59	Weak	4	15 %
5	0 – 49	Poor	16	59 %
			27	100 %

Based on the table above, seen that are 4 students (15%) obtained excellent level, 3 students (11%) obtained fairly good level, 4 students (15%) obtained weak level, and 16 students (59%) obtained poor level. The mean score result of the students' reading comprehension of recount text in reference of test 1 is 43. It mean that the students' reading comprehension of recount text in reference of test 1 is categorized in poor level.

Picture 4.2

**The Percentage of the Students' Reading Comprehension of
Recount Text in Identifying Word Meaning of Test 1**



Based on the table above, seen that are 4 students (15%) obtained weak level, and 23 students (85%) obtained poor level. The mean score result of the students' reading comprehension of recount text in identifying word meaning of test 1 is 23. It mean that the students' reading comprehension of recount text in identifying word meaning of test 1 is categorized in poor level.

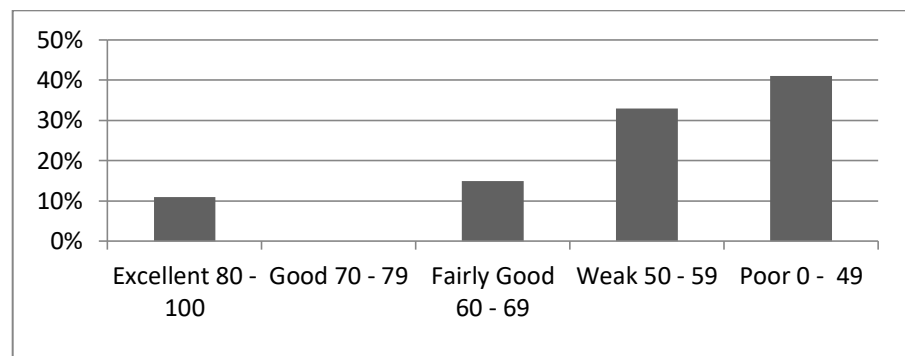
Table 4.3
The Percentage of the Students' Reading Comprehension of
Recount Text in Making Inference of Test 1

No.	Score / Range	Ability Level	Frequency	Percentage
1	80 – 100	Excellent	0	0 %
2	70 – 79	Good	0	0 %
3	60 – 69	Fairly Good	2	7 %
4	50 – 59	Weak	10	37 %
5	0 – 49	Poor	15	56 %
			27	100 %

Based on the table above, seen that are 2 students (7%) obtained fairly good level, 10 students (37%) obtained weak level, and 15 students (56%) obtained poor level. The mean score result of the students' reading comprehension of recount text in making inference of test 1 is 40. It mean that the students' reading comprehension of recount text in making inference of test 1 is categorized in poor level.

Picture 4.3

**The Percentage of the Students' Reading Comprehension of
Recount Text in Finding Main Idea of Test 2**



Based on the table above, seen that are 3 students (11%) obtained excellent level, 4 students (15%) obtained fairly good level, 9 students (33%) obtained weak level, and 11 students (41%) obtained poor level. The mean score result of the students' reading comprehension of recount text in finding main idea of test 2 is 48. It mean that the students' reading comprehension of recount text in finding main idea of test 2 is categorized in poor level.

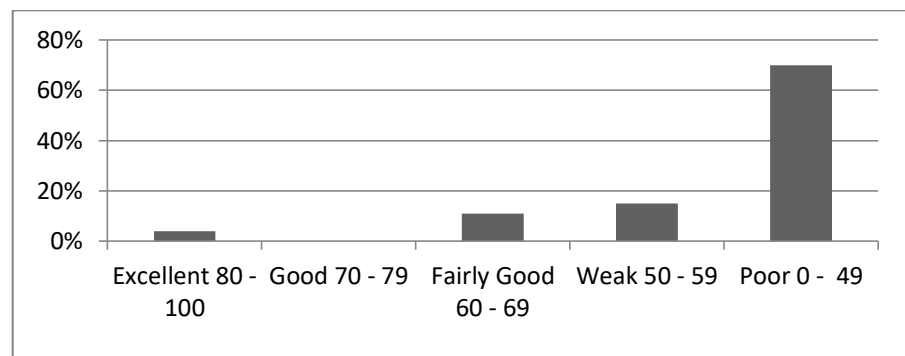
Table 4.4
The Percentage of the Students' Reading Comprehension of
Recount Text in Supporting Detail of Test 2

No.	Score / Range	Ability Level	Frequency	Percentage
1	80 – 100	Excellent	3	11 %
2	70 – 79	Good	0	0 %
3	60 – 69	Fairly Good	4	15 %
4	50 – 59	Weak	4	15 %
5	0 – 49	Poor	16	59 %
			27	100 %

Based on the table above, seen that are 3 students (11%) obtained excellent level, 4 students (15%) obtained fairly good level, 4 students (15%) obtained weak level, and 16 students (59%) obtained poor level. The mean score result of the students' reading comprehension of recount text in supporting detail of test 2 is 41. It mean that the students' reading comprehension of recount text in supporting detail of test 2 is categorized in poor level.

Picture 4.4

**The Percentage of the Students' Reading Comprehension of
Recount Text in Reference of Test 2**



Based on the table above, seen that are 1 student (4%) obtained excellent level, 3 students (11%) obtained fairly good level, 4 students (15%) obtained weak level, and 19 students (70%) obtained poor level. The mean score result of the students' reading comprehension of recount text in reference of test 2 is 36. It mean that the students' reading comprehension of recount text in reference of test 2 is categorized in poor level.

Table 4.5

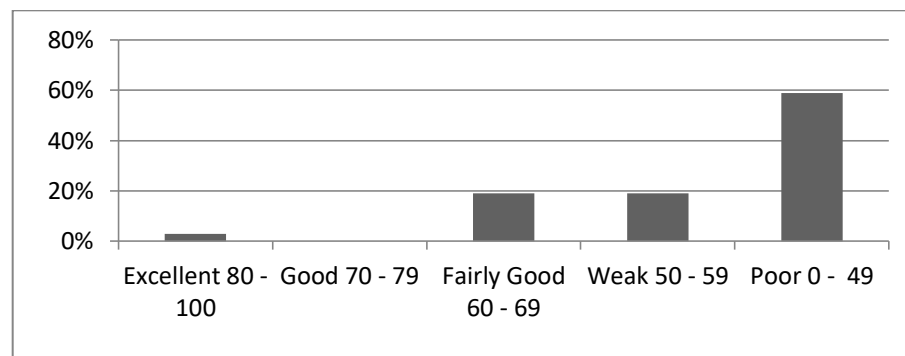
**The Percentage of the Students' Reading Comprehension of
Recount Text in Identifying Word Meaning of Test 2**

No.	Score / Range	Ability Level	Frequency	Percentage
1	80 – 100	Excellent	0	0 %
2	70 – 79	Good	0	0 %
3	60 – 69	Fairly Good	1	3 %
4	50 – 59	Weak	1	3 %
5	0 – 49	Poor	25	94 %
			27	100 %

Based on the table above, seen that are 1 student (3%) obtained fairly good level, 1 student (3%) obtained weak level, and 25 students (94%) obtained poor level. The mean score result of the students' reading comprehension of recount text in identifying word meaning of test 2 is 20. It mean that the students' reading comprehension of recount text in identifying word meaning of test 2 is categorized in poor level.

Picture 4.5

**The Percentage of the Students' Reading Comprehension of
Recount Text in Making Inference of Test 2**



Based on the table above, seen that are 1 student (3%) obtained excellent level, 5 students (19%) obtained fairly good level, 5 students (19%) obtained weak level, and 16 students (59%) obtained poor level. The mean score result of the students' reading comprehension of recount text in making inference of test 2 is 40. It mean that the students' reading comprehension of recount text in making inference of test 2 is categorized in poor level.

Table 4.6

**The Recapitulation of Mean Score of Total Frequency Rang
Ability in Answer Recount Text Test of Test 1**

No.	Indicators of Reading	Frequency	Percentage
	Comprehension of Recount Text		
1	Finding Main Idea	2183	81%
2	Supporting Detail	1133	42%
3	Reference	1167	43%
4	Identifying Word Meaning	617	23%
5	Making Inference	1083	40%
Total		6183	

Based on the table above, the mean score result of total frequency range ability in answering recount text test of test 1 is 46. The mean score of the students' reading comprehension of recount text of test 1 is located at category 0 – 49. So, the categorize of the students' reading comprehension of recount text of test 1 is poor level.

Table 4.7

**The Recapitulation of Mean Score of Total Frequency Rang
Ability in Answer Recount Text Test of Test 2**

No.	Indicators of Reading	Frequency	Percentage
	Comprehension of Recount Text		
1	Finding Main Idea	1283	48%
2	Supporting Detail	1100	41%
3	Reference	983	36%
4	Identifying Word Meaning	533	20%
5	Making Inference	1067	40%
Total		4966	

Based on the table above, the mean score result of total frequency range ability in answering recount text test of test 2 is 37. The mean score of the students' reading comprehension of recount text of test 1 is located at category 0 – 49. So, the categorize of the students' reading comprehension of recount text of test 2 is poor level.

Table 4.8
The Percentage of the Students' Score in Answering Question of
Recount Text in Test 1

No.	Score / Range	Ability Level	Frequency	Percentage
1	80 – 100	Excellent	0	0
2	70 – 79	Good	0	0
3	60 – 69	Fairly Good	3	11
4	50 – 59	Weak	11	41
5	0 – 49	Poor	13	48
			27	100 %

Based on the table above, seen that are 3 students (11%) obtained fairly good level, 11 students (41%) obtained weak level, and 13 students (48%) obtained poor level. The mean score result of the students' individual score in answering question of recount text in test 1 is 49. It can be conclude that the students individual score in answering question of recount text in test 1 is categorized in poor level.

Table 4.9
The Percentage of the Students' Score in Answering Question of
Recount Text in Test 2

No.	Score / Range	Ability Level	Frequency	Percentage
1	80 – 100	Excellent	0	0
2	70 – 79	Good	0	0
3	60 – 69	Fairly Good	2	7
4	50 – 59	Weak	3	11
5	0 – 49	Poor	22	82
			27	100 %

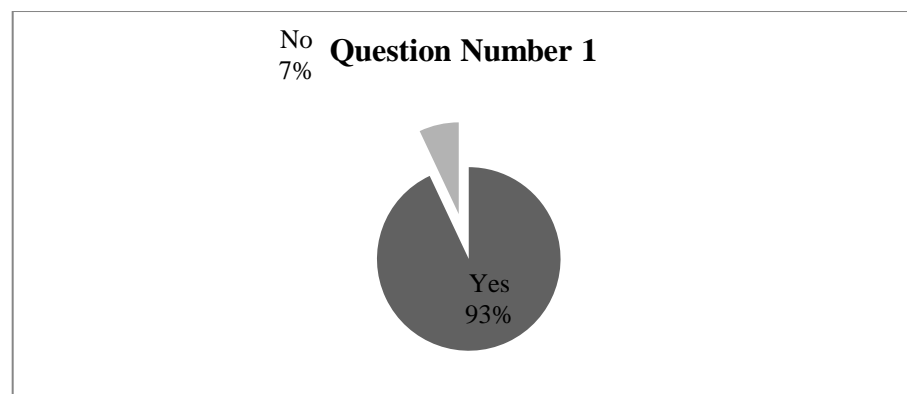
Based on the table above, seen that are 2 students (7%) obtained fairly good level, 3 students (11%) obtained weak level, and 22 students (82%) obtained poor level. The mean score result of the students' individual score in answering question of recount text in test 2 is 37. It can be conclude that the students individual score in answering question of recount text in test 2 is categorized in poor level.

2. The Result of Questionnaire

The result of questionnaire was analyzed to get specific information dealing with students' reading comprehension of recount text at the first grade of SMAN 1 Bangkinang. To make them clear, the researcher analyzed each categorize of the questionnaire as follows:

Picture 4.6

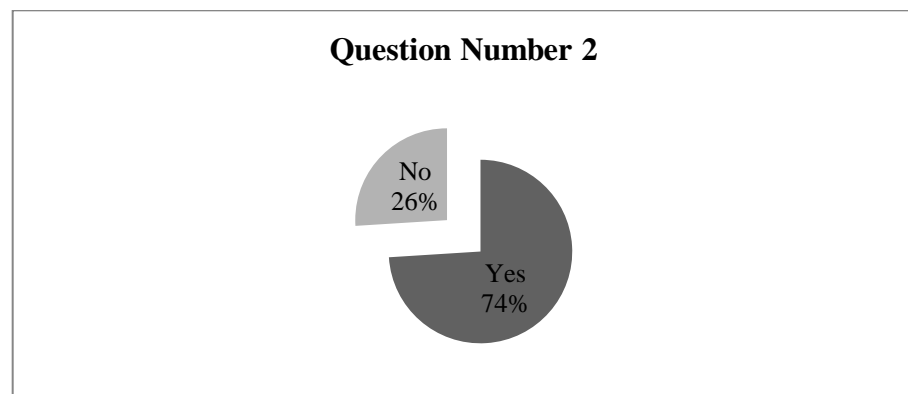
The Students' Response in Using Dictionary for every Difficult Word



Based on the picture of the first question, 25 students or 93% the students always using a dictionary every difficult word. This is caused by most of the students didn't master vocabulary, so that they do not know the meaning of the difficult words. Thus, the dictionary helps them in finding the meaning of the difficult words. Meanwhile, 2 students or 7% did not using a dictionary because they said do not have much time to answer questions in the text if they always using a dictionary when finding difficult words.

Picture 4.7

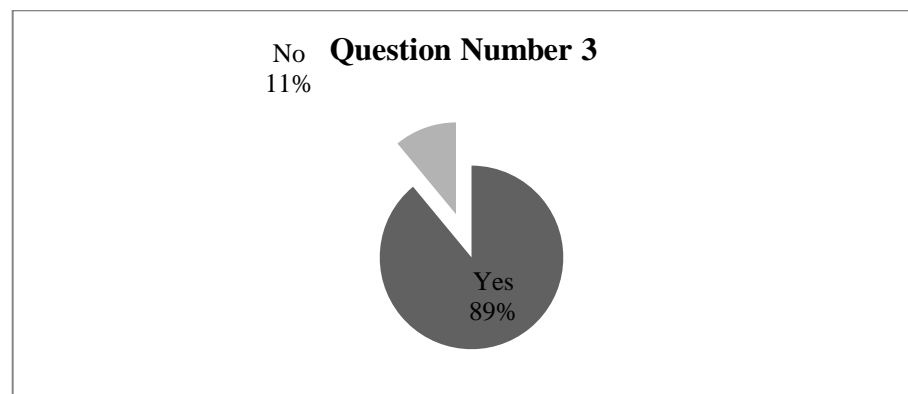
**The Students' Opinion in Finding Difficulties in Reading English
Text**



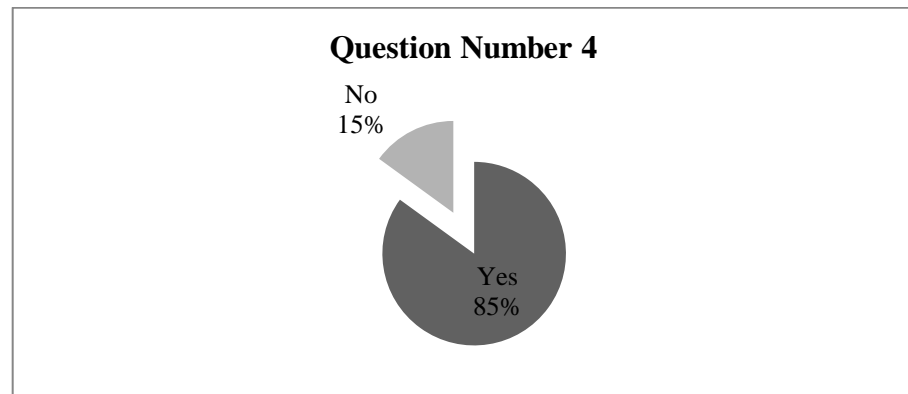
Based on the picture of the second question, 20 or 74% the students find difficulty in understanding reading comprehension. Almost all the students say that they do not understand the text given by the teachers because many difficult words in the text. This is due to the lack of vocabulary. Meanwhile, 7 or 26% the students who do not find difficulties in reading comprehension. This is because the text given by the teacher is very concise and easy to understand.

Picture 4.8

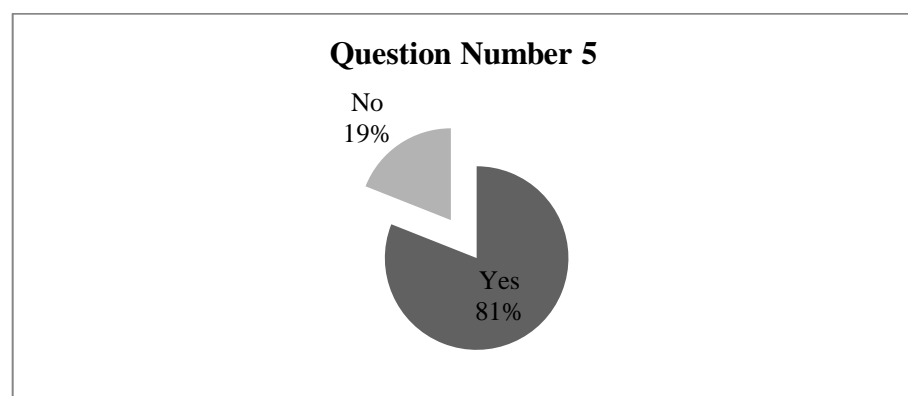
**The Students' Opinion Always Read in Detail to Find Specific
Information in Reading**



Based on the picture of the third questions, 24 or 89% the students always read in detail to find specific information in reading. They say that reading in detail and continuously, they can understand and find important information in the text. Besides that, they just want to make sure that their answers are correct. In addition, 3 or 11% of students do not need to read in detail. They say could spend a lot of time if you read the text details.

Picture 4.9**The Students' Opinion Guess What a Reading Text from the Title**

Based on the picture of the fourth question, 23 or 85% of students can guess what a reading text from the title. They mentioned that the title could describe the contents of the text. Meanwhile, 4 or 15% of the students could not guess what a reading text from the title.

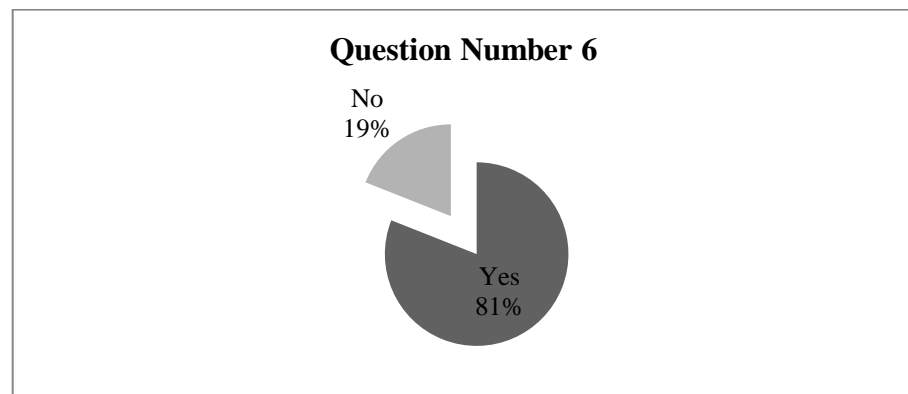
Picture 4.10**The Students' Understand the Main Idea of Text**

Based on the picture of the fifth question, 23 or 85% the students can understand the main idea of text. They said that it can understand the main ideas with ease and always in the first paragraph.

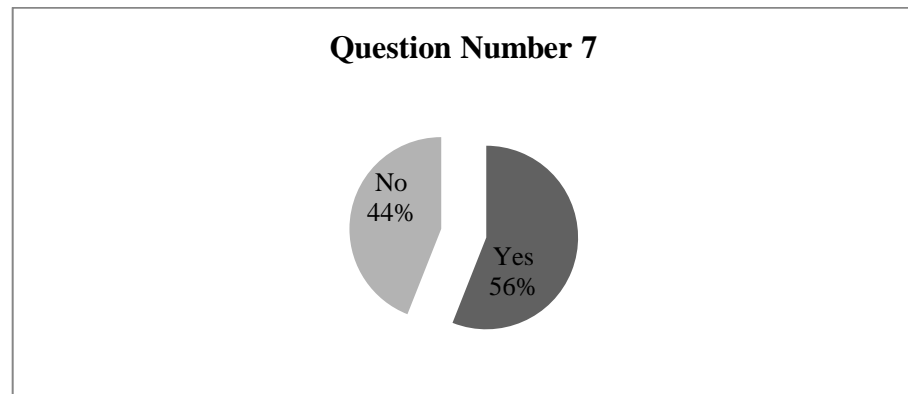
In addition, 5 or 19% of students could not understand the main idea, because they do not understand at all.

Picture 4.11

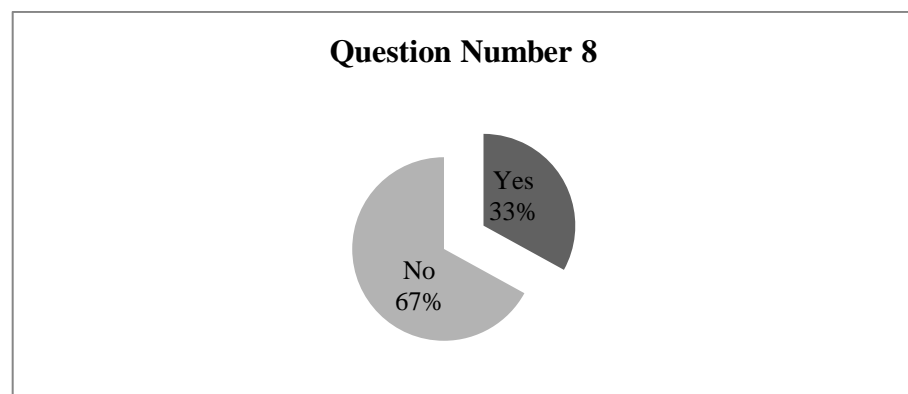
The Students' Understand the Supporting Detail of Text



Based on the picture of the sixth question, 7 or 26% the students can understand the supporting detail of text. They said that it can understand the supporting detail with ease and they said supporting detail are part of the development of the main idea. However, 20 or 74% the students can not understand the supporting detail. Most of them do not understand what it is supporting detail.

Picture 4.12**The Students' can Relate the Ideas in Reading**

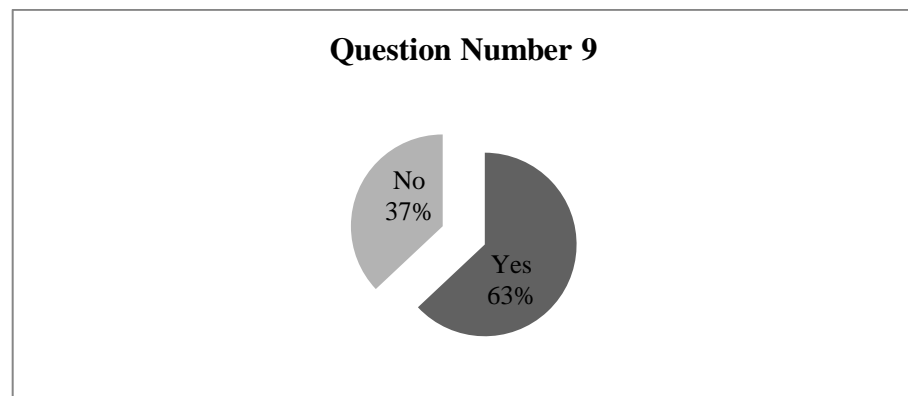
Based on the picture of the seventh question, 15 or 56% the students can relate the ideas in reading. They say that the ideas in the text can be developed if the main idea and supporting details can be understood. Meanwhile, 12 or 44% the students can not relatet the ideas in reading due to the very difficult and they do not understand the text they read.

Picture 4.13**The Students' Opinion Identify Reference in Reading**

Based on the picture of the eighth question, 9 or 33% the students could identify reference, it is because previously they have studied. In addition, 18 or 67% the students are not able to identify reference. Most students do not understand what is reference.

Picture 4.14

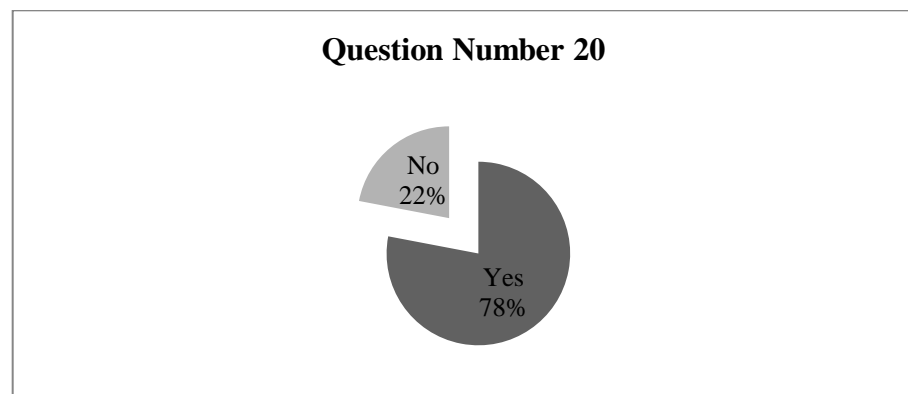
The Students' Response Using to Guess the Word



Based on the picture of the eighth question, 9 or 33% the students are able to use the ability to guess the words. They could not do it because always practice reading. In addition, their teacher gives way how to guess the words. Meanwhile, 10 or 37% of students can not use the ability to guess the word. Because they are not sure.

Picture 4.15

**The Students' Opinion about making Inference Reading after
Their Read it**



Based on the picture of tenth question, 21 or 78% the students can make a conclusion or inference reading. They said that after understanding the contents of the text, so they can make a conclusion on what they have read. Meanwhile, 6 or 22% the students can not make conclusion. This is because they can not understand the text they read.

From the data above, the researcher conclude that 68% or 18 the students answer yes. It means the students could read and understand of recount text. Meanwhile, the student answer no only 9 students or 32%. It is indicate the students did not want learning English especially in learning the reading recount text, beacuse the students couldn't understand of recount text.

C. Discussion

In this discussion of the result of student score and questionnaire of reading comprehension of recount text. The result of test of student was low score the range showed that there was a significant difference between mean score of both test 1 and test 2. The test 1 of the students are categories excellent both poor. It means the level of good is one student or 4%, the level fairly good is two students or 7%, the weak students is eleven or 41% and the last is poor around thirteen students or 48%. Meanwhile, the mean score of test 2 categories are excellent both poor. In level fairly good two students or 7%, the level weak 3 students or 11% and the last level is poor 22 students or 81%.

From the discussion above the level of student in the test one and two are low or poor. It is indicate the student should be learning more depth. The student low score because they did not seriously to study especially in study reading recount text. As we know that some student in the level of english in senior high school is lower that are the did not like learning english.

It is relationship with the result of questionnaire. The researchers saw that the students always use a dictionary, the students find difficulty in reading, the students are always read in detail, the students can guess from the title on what text they read, the students can understand of main idea and supporting details, the students can relate the idea in reading, the students can use the ability of guess the word and finally the students can make

inferences from what they read. Meanwhile, the students can not to identify the reference. It is indicate the students didn't want learning english especially in learning the reading recount text. When the student learn the research found that the students had difficulties in understanding an English text. Many of students said that the writing of the text different with pronunciation. Beside that, the students had low vocabulary. It is make the students more difficult to translated the recount text. And then, the students could not find the important indicators in reading of recount text.

The finding of this research support the result of the other empirical studies on the reading comprehension performance (Baker, 2008). The finding also corroborate the result of other seminar studies. It means that in study reading comprehension is difficult for student.

Instruction (SSBI) Model (Cohen, 1998) and the model proposed by Grenfell and Harris (1999). A learner's knowledge and awareness of these strategies will decide the quality of his or her comprehension, performance and achievement (Guterman, 2003). Griffiths (2004) holds that language learning strategies are teachable and the fact that learners can benefit from coaching in learning strategies provides much of the research in the field.

Based on some expert about the research conclude that in learning reading comprehension is difficult for student, most of the student didn't recognize of the text. The students should improve to english reading skill, despite they are unfamiliar between with this text. As well as student will be learn more of reading english text especially reading comprehension of recount text.

CHAPTER VI

CONCLUSION AND SUGGESTION

A. The Conclusion

This chapter deals with the conclusions concerning the result of the research. This research focused on the students' reading comprehension of Recount text at the first grade of SMAN 1 Bangkinang.

Based on data presentation and analysis in the previous chapter, the researcher gets conclusion from the research. The students' reading comprehension of recount text is categorized into low. The result shows the mean score is 46. It is classified that the students' score in reading comprehension of recount text in test 1 is in poor level. And the result of the students score in test 2 is 37. It is classified that the students' score in reading comprehension of recount text in test 2 is poor level.

The result of questionnaire showed that 18 or 68% the students could read and understand of recount text. Meanwhile, 9 or 32% the students couldn't understand of recount text. It is supported the result of the students' reading comprehension of recount text is still low.

B. The Suggestion

1. Suggestion for the Students

The students should be active in Learning English by doing some more exercises both at school and at home by reading the kind of English books, especially about recount text. It is purpose to practice their ability in reading comprehension.

2. Suggestion for the Teacher

The teacher should using various method and techniques in teaching language especially reading comprehension of recount text and the teacher should be creative in making the class alive and interesting it will make learning become fun.

3. Suggestion for the Further Researcher

The further researcher can use the result of this study as reference to other researchers with different skills or subject.

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LAMPIRAN 1

Biodata Ketua Tim Pelaksana

A. Identitas Diri

1.	Nama Lengkap	Putri Asilestari. M.Pd.
2.	Jenis Kelamin	Perempuan
3.	Jabatan Fungsional	Lektor
4.	NIP	096.542.140
5.	NIDN	10111018901
6.	TempatTanggalLahir	Tanjung, 11 Januari 1989
7.	E-mail	putriasilestari89@gmail.com
8.	No. Telepon/Hp	082316807980
9.	Alamat Kantor	Jl. Tuanku Tambusai No. 23 Bangkinang Kampar-Riau
10.	No. Telepon/Faks	(0762) 21677, Fax (0762) 21677
11.	Lulusan yang Telah Dihasilkan	S1 = 15 orang, S2 = - orang
12.	Mata Kuliah yang Diampu	1. Reading I 2. Reading II

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Indraprasta PGRI	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	
Judul Skripsi/Tesis/Disertas i	The Effects of Teaching Media and Language attitudes on Students' Listening Skill at State	The Effects of Teaching Media and Language Attitudes on Students'Listening Skill at	

	Junior Hight schools in Bekasi, West Java	State Junior High Schools in Bekasi, West Java	
Nama Pembimbing/Promotor	Dra. Betty Sailun, M.Pd. Johari Afrizal, M.Pd	Prof. DR. Sumaryoto Prof. Dr. Supeno	
	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Indraprasta PGRI	

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir
(Bukan Skripsi, Tesis, dan Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2016	An Analysis on Studens' Speaking Skill at the First Grade of Administration Office of SMK YPLP PGRI Bangkinang	Pribadi	9.000.000
2.	2016	Komputer Interaktif sebagai media pengajaran Bahasa Inggris Pada Anak Usia Dini	Pribadi	8000.000
3	2017	Peningkatan Kemampuan Motorik Halus Anak Melalui Kegiatan Bermain Menggambar Dekoratif Pada Anak TK Dwi Karya Kecamatan Koto Kampar Hulu	Pribadi	8000.000
4	2018	Meningkatkan kemampuan Koqnitif anak dengan permainan Ludo		
5	2019	The Effect of Using Social Media:	Dikti	17.400.000

		WhatsApp Toward the Students Speaking Skill		
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D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun

Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Cara Memotivasi Diri Dalam Belajar	Perguruan Tinggi	800.000
2	2017	Pelatihan Komunikasi Lisan Bahasa Inggris Mahasiswi Kebidanan Universitas Pahlawan Tuanku Tambusai	YPTT	2.390.000
3	2018	Konsultasi Pembelajaran Bahasa Inggris Melalui Media Grup WhatsApp Bagi siswa Kelas XII di SMAN 2 Kuok	YPTT	5.200.000
4	2019	Cara Cepat Peningkatan Speaking DI SMAN 3 Siak Hulu	YPTT	2.290.000
5	2020	Pelatihan E-Learning Sebagai Media Pembelajaran dengan Aplokasi Moodle bagi Kelompok Guru di Desa Tanjung Kecamatan Koto Kampar Hulu	YPTT	1.750.000

E. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor /Tahun
1	2015	The Effects of Teaching Media and Language attitudes on Students' Listening Skill at State Junior Hight schools in Bekasi, West Java	Jurnal PGPAUD	Volume. 2, Nomor. 1, Januari 2015
2	2016	The Effect of TPS (Think, Pair,Share) Strategy to Improve Students' Speaking Ability of the Second Year Students' at Ponodk Pesantren Miftahul Muarrif	Jurnal of English Language and Education STKIP Pahlawan Tuanku tambusai	Volume.1, Nomor 1, Februari 2016
3	2016	Komputer Interaktif Sebagai Media Pengajaran bahasa inggris pada Anak Usia Dini	Jurnal PGPAUD	Volume. 3, Nomor. 1, Juni 2016

F. Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5 Tahun

No	Nama Temu Ilmiah/ Seminar	Judul Artikel	Waktu dan Tempat
1	Seminar of Develophment for Foreign Language	The Effects of Teaching Method and Emotional Intelligence Upon Students' Speaking Skill at	12 Oktober 2016, UIN SUSQA

	Teaching	SMAN 1 Koto Kampar Hulu	Pekanbaru

G. Karya Buku dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1	Speak Up	2018		

H.

I. Perolehan HKI dalam 10 Tahun Terakhir

No	Judul/ Tema HKI	Tahun	Jenis	Nomor P/ID
1				

J. Pengalaman Merumuskan Kebijakan Publik/ Rekayasa Sosial Lainnya dalam 10 Tahun Terakhir

No	Judul/Tema/Jenis Rekayasa Sosial Lainnya	Tahun	Tempat Penerapan	Respon Masyarakat
1				

K. Penghargaan dalam 10 Tahun Terakhir (dari Pemerintah, Asosiasi, atau Institusi Lainnya)

No	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun
1			
2			

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila dikemudian hari

ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan penugasan Penelitian Dosen Pemula

Bangkinang, 26 Juli 2022

Ketua Pengusul,

Putri Asilestari, M.Pd