

## USING READING IN DETAIL TECHNIQUE TO IMPROVE STUDENTS' SKILL IN READING RECOUNT TEXT

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### **Abstract**

In this research, the researcher found the students' problem in reading comprehension of recount text. The problem was the students still had difficulties to determine generic structure (Orientation, Event, Re-Orientation), social function and language features when they read recount text and did the random text of recount text. The purpose of this research was to improve students' reading comprehension of recount text at class VIII of MTs Ummi Fatimah Pekanbaru and what factors influence it. This research was Classroom Action Research (CAR). The number of participants were 19 students. The researcher used test, observation sheets, field notes, and interview to collect the data. The result of this research showed that the students' average in based score was 71,05, in cycle I was 82,63. The average in cycle I could achieve the passing grade score is 75. It was found that some factors that influence the students' improvement in reading comprehension on recount text by using Reading in Detail Technique were Reading in Detail Technique facilitating students to know, understand and determine generic structure, and language features of recount text when they applied it with their discussion group. And also the interesting materials of recount text helped students understand better like experience, event, etc. In conclusion the use of Reading in Detail Technique can improve reading comprehension of recount text at class VIII of MTs Ummi Fatimah Pekanbaru.

**Keywords:** Reading in Detail Technique, Reading Comprehension, Recount Text

## MENGGUNAKAN READING IN DETAIL TECHNIQUE UNTUK MENINGKATKAN KEMAMPUAN MEMBACA SISWA DALAM MEMBACA TEKS RECOUNT

### **Abstrak**

Pada penelitian ini, peneliti menemukan masalah siswa pada pemahaman membaca tesk recount. Masalahnya adalah siswa masih kesulitan untuk menentukan *generic structure*, dan *language featuares* ketika mereka membaca teks recount dan mengerjakan soal teks recount. Sehubungan dengan masalah diatas, peniliti tertarik melakukan penelitian ini adalah untuk meningkatkan pemahaman membaca siswa pada teks recount di kelas VIII of MTs Ummi Fatimah Pekanbaru. Factor apa yang mempengaruhi hal tersebut. Jumlah siswa adalah 19 orang siswa. Peniliti ini

dibantu oleh seorang kolaborator. Peneliti menggunakan tes, lembar observasi, catatan lapangan, dan wawancara untuk mengumpulkan data. Hasil penelitian ini menunjukkan bahwa nilai rata-rata pada base score adalah 71,05 dan siklus 1 adalah 82,63. Hasil nilai rata-rata siklus 1 adalah melebihi nilai criteria ketuntasan minimum yaitu 75. Adapun factor-faktor yang mempengaruhi *Reading in Detail Technique* tersebut adalah: *Reading in Detail Technique* memudahkan siswa untuk mengetahui dan memahami serta menentukan *generic structure*, and *language features* dari sebuah teks recount ketika mengaplikasikannya dengan cara diskusi kelompok. Dan juga materi teks recountnya berupa, pengalaman, kejadian dan lain-lain yang menarik dan para siswa juga sudah familiar dengan cerita tersebut. Kesimpulannya, penggunaan *Reading in Detail Technique* dapat meningkatkan pemahaman membaca siswa pada teks recount di kelas VIII of MTs Ummi Fatimah Pekanbaru.

**Kata Kunci:** Reading in Detail Technique, Pemahaman Membaca, Teks Recount

## 1. INTRODUCTION

Prasetyo and Abbas (2017) state that reading is a process to get meaning from words, phrases, clauses, sentences and text. Reading is one of crucial skill that should be mastered by the students in learning English after listening, speaking, and writing. It connects the writer or author to the reader. It builds a communication between the reader and writer in understanding a printed material or text. Through reading, readers can get many knowledges and information.

According to *Kurikulum Tingkat Satuan Pendidikan* (KTSP) 2006, the students second years of junior high school students required to be able to comprehend two kinds of genres, they are: narrative text and recount text. Narrative text is an imaginative story to entertain people. And recount text is a text which retells about past event or some experiences. The focus of this study is recount text. And the main goal of reading is to get some comprehension by finding the meaning of what the students have read and answer the question based on the reading text.

In fact, based on the interview with English teacher namely Nurhasanah, S.Pd of MTs Ummi Fatimah Pekanbaru on January 17<sup>th</sup>, 2018. The teacher stated that the students' reading comprehension is still low.

The Problem in reading comprehension which faced the students assumed because most of the students have less in vocabulary, students hard to identify the elements of texts, especially element of recount text like: generic structure, sosial function and also language features. In generic structure, the students have difficulties to find orientation which tell about who, when and where of the event occurred. That problem made the students felt difficult to answer well if the teacher gave question about recount text to the students.

Based on situation above, English teacher had a big responsibility to make the students successful in their study. It needed their creativity to choose the best technique that should be applied in teaching reading comprehension in order that the students can easily comprehend their lesson. Technique is one thing that can determine the success of teaching learning process. And, in this research, the researcher will use Reading in Detail Technique.

To solve the problem of the students above, the researcher tried to use a technique. It is namely Reading in Detail Technique. Reading in Detail Technique used in the classroom since it helps the students in comprehending a text by reading

a word by word carefully until having good understanding to the content of recount texts and also read the text more than once. Reading in Detail Technique requires the students to read the text repeatedly. The purpose is to learn the text in detail, recall the content and precise, specific information and nuances.

The researcher choses this technique based on the advantages of Reading in Detail Technique. Reading in Detail Tecnique has some advantages, namely:

First, it made the readres become accurately in their reading. Secound, it made the readers creative to construct the explicit and implicit meaning in the reading texts. Third, it can guide the readers to find the important message in the reading text. Fourth, it made the readers become autonomous in doing everything in their daily life and the last teacher and students are partners in searching the good comprehension in the reading texts.

Therefore, in this research the researcher used the comprehension question to test the students' reading comprehension. To make easier for them to understand the content of text, the researcher ordered them to repeat more and more in reading the text from the first until the end of text.

## 2. METHOD

This research was Classroom Action Research (CAR) According to Nugent (2012:4) action research is known by many names, including participatory research, collaborative inquiry, emancipatory research, action learning, and contextualaction research, but put simply, Action research is "learning by doing" a group of people identifying a problem, and doing something to resolve it, evaluating their efforts, and if not satisfied, trying again. Action Research is examining one's own practices through collaborative inquiry,

reflections, and dialogue. Clearly, the research was aimed to improve the quality of teaching-learning process. So, by doing the research, teachers were hoped to achieve the goal of curriculum in a school.

In the research, the researcher used Reading in Detail Technique to improve the reading comprehension ability of the students especially in recount text to achieve literal level at the Eight Grade MTs Ummi Fatimah Pekanbaru. To observe the activities of the researcher and the students during teaching and learning processes, the researcher needed a teacher-collaborator since Classroom Action Researcher was a collaborative action. The researcher chose the English teacher of the Eight Grade MTs Ummi Fatimah Pekanbaru as his teacher-collaborator. The researcher hoped that by having the collaboration with the teacher-collaborator, the activities of the researcher and the students during teaching and learning processes could be observed well.

### 2.1 Participants

The participants of this research were students at MTs Ummi Fatimah Pekanbaru, and the research took the students of eight grade. It consisted of 19 students.

### 2.2 Data Collection

In collecting the data, the researcher used some instuments to collect the data, such as test, observation, field note, and interview.

#### a. Test

The first step to gather the data was test. A test was very useful to know the students achievement in understanding material. The test used to know the students' reading skill in recount text after reading in detail had been taught. It was taken from

English text books and internet. Type of the tests was multiple choices item. It covered options A, B, C, and D. The researcher gave 10 multiple choice questions. Each correct answer scored 10 point. The test asking about based on the indicators of Recount text at the second grade.

#### **b. Observation**

This instrument used the researcher with another English teacher during the action research. The result of observation was used to know the implementation of teaching reading by using Reading in Detail and students' skill in learning Recount text.

#### **c. Field Note**

This was the one of qualitative data instruments that used by researcher to know the improvement while using the technique and also got some information when the research conducted.

#### **d. Interview**

The researcher used interview to ask about students' problem in reading Recount text and about impression after applying Reading in Detail Technique in teaching reading. It was open-end interview.

### **2.3 Data Analysis Technique**

There were two ways in analyzing the data :

#### **a. Quantitative Data**

The researcher used test to find out the quantitative data because the test procedure the number of percentage. The test used in order to know the difficulty level. After doing the difficulty level of the test, then the writer rewashed some items. The passing grade (KKM) was 75. To find out the data, the researcher used the theory that was proposed by sudijono (2008:38) as follows:

Where:

$M_x$  : Mean that will be found

$\sum X$  : amount of the score

$N$  : number of participants

#### **b. Qualitative Data**

Qualitative data got from observation checklist and field note. In analyzing the qualitative data, it used the following four steps, they were reading, describing what was going on in the setting, classifying, and interpreting research data.

### **3. FINDINGS AND DISCUSSION**

#### **3.1 Findings**

This part showed the recount of data analysis. There were two research questions that would be answered in this chapter. Firstly "To what extent can Reading in Detail Technique improve students' reading comprehension in recount text at the eight grade students of MTs Ummi Fatimah Pekanbaru?" and secondly "what factors influence the changing of students' reading comprehension in recount text by using Reading in Detail Technique at the eight grade students of MTs Ummi Fatimah Pekanbaru?". Both of these questions would be answered based on the data obtained from the test, observation checklist, field note, and the interview.

This research was conducted within one cycle that applied the Reading in Detail Technique. This technique was applied in order to improve the students' reading comprehension in recount text. Furthermore, there was one cycle that consisted of five meeting in each cycle. Four meetings were for conducting and the fifth meeting was the test time to assess students' reading score. The duration of each meeting was 2 x 40 minutes.

In this classroom action research consisted of four steps: planning, acting, observing, and reflecting. After employing

these four steps, then the researcher analyzed the result. After analyzing both quantitative and qualitative data, the teacher examined that Reading in Detail Technique could improve the students' reading comprehension. The result was explained below:

**Table 1. The Result of Cycle 1**

<b>Name of Score</b>	<b>Average</b>	<b>Category</b>
Based Score	71,05	Failed
Cycle 1	82,63	Passed

**Table 2. The Increasing Point of the Students' in Cycle 1**

<b>The Name of Score</b>	<b>The Average Score</b>
Based Score	72, 05
Cycle 1	82, 63
<b>Increasing Point 10, 58</b>	

Referring to the result of the first cycle, it could be summarized that comparison that score of the students' reading by using Reading in Detail Technique was increased from the based score cycle 1. The researcher and the collaborator found that the score in cycle 1 was higher than based score. In based score, that mean score was 72.05 and in reading test cycle 1 was 82.63, with the increased point 10.58. So the collaborator and the researcher could better improving the students reading comprehension in recount

text. Thus, the researcher accomplished the research.

### **3.2 Discussion**

It was discussed by the collaborator and the researcher had strongness and weakness. The strongness of conducting research. First, students' motivation in reading. Second, Reading in Detail Technique became a very helpful aid to comprehend the text. The last students' became more easily to understand the text. And the weakness of conducting research. First, school facilities that were incomplete for conducting this research. Second, one student could not pass the passing grade because during the learning process he was absent three times.

It was explained before that this research was conducted on five meetings in one cycle, four meetings on cycle 1 and one day including for the test. This research had been done since February 2018. It was carried out at the eight grade students of MTs Ummi Fatimah Pekanbaru. It had 19 participants. Their reading was low. To solve the problem, the researcher applied using Reading in Detail Technique in teaching English for MTs in order to increasing their reading. The purpose of this research were to find out the extent of using Reading in Detail Technique can improve students' reading and the factors influenced the students' Reading in Detail Technique by using recount text. Referring to the data analysis which done during one cycle the researcher found that using Reading in Detail Technique brought improvement to the students' reading in recount text. It was supported by the result of the students' test in cycle, observation checklist, and field notes.

Based on the research findings, Reading in Detail Technique was considered as the suitable technique to improve students reading comprehension in recount text at the

eight grade students of MTs Ummi Fatimah Pekanbaru. Reading in Detail Technique was not only improved their reading comprehension but also their learning process. There were some factors influenced their improvement as discussed below.

The first, material that were contextual or always seen by them made them easy to reading. As presented in the lesson plan, they were Travelling Around the World, Very Tired Day, Watching Movie and turtle and Meeting a Star. All of those were considered familiar by the students because they always saw it. Furthermore, they were able to imagine and think about what they would read.

The second was class management. Their improvement of reading comprehension and its learning process was led by the researcher as the teacher managing the class. Managing the class was about how the teacher controlled the class and the students. In the case, the teacher always tried to persuade and prevent the noisy students during having the class. Furthermore, the teacher paid attention to the students who did not focus on participant the class. This was considered the influenced factor.

The third, students' interest toward Reading in Detail Technique could help to improve their reading comprehension and its learning process. This was recognized from the interview that had been done. From the question was addressed most students showed their positive response white learning with Reading in Detail Technique. In fact, when students showed their interest in learning, it could help them to understand the lesson

The fourth was the contextual text. As discussed in the previous, the material was closed to them such Travelling Around the World, Very Tired Day, Watching Movie and turtle and Meeting a Star. That

made them easy to read. Eventually, they could directly imagine and see the real condition of what they would read. This very contributed for the students' reading process.

The result of this research was supported by the expert and the previous researcher. The first, it was Waruwu (2006) studied about the effect of Reading Tecnique in the English reading comprehension of the second year students of SMA Negri 1 Gido in 2005/2006. The conclusion about the research is Reading Tecnique is suitable for the students in the classroom to know their ability in comprehending a reading text and there is the effect of Reading Tecnique in reading comprehension for the students. In addition, it could increase the effectiveness of its learning. The last, was Farmer (2008) researched about how to use news articles effectivellyin the EFL classroom with Reading in Detail Technique. These activities serve to build reading skills and the article should be read two or more times. As in the listening activities, it is best to move from extensive to more intensive tasks. This means the students will gain a deeper understanding with each successive read.

Based on the experts above, the result of the researches related to this research because had similaritis to comprehend text and could increase the effectiveness of learning. As well as Reading in Detail Technique to improve reading comprehension.

#### **4. Conclusion**

Based on the result of the research findings about the use of Reading in Detail Technique to improve the students reading comprehension in recount text of the eight grade students of MTs Ummi Fatimah Pekanbaru, also from test, observation checklist, field notes and interview, the

researcher concluded this research into some conclusions as follows: first, Reading in Detail Technique could better improve the reading comprehension of eight grade of MTs Ummi Fatimah Pekanbaru. It could be seen from the achievement of students where the score of cycle 1 was higher than the based score (71,05 in based score and 82,63 in cycle 1). Second There were some factors that influence the improvement of students reading comprehension in recount text by using Reading in Detail Technique such as: The students were active in involving the class, active in responding the teachers question. Therefore, the students were very interested toward the Reading in Detail Technique in learning reading comprehension in recount text. The students were motivated to study reading, because they felt easy to comprehend the text.

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