

2.1.1. The Nature of Reading

Reading can be enjoyable activity when it is carried out efficiently. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. So, a person reads the reading materials depend on her or his goal.

Many experts have given their definition about what reading really means. According to **Harmer (1991:90)**, reading is an exercise dominated by the eyes and the brain. Then, **Ahuja and Ahuja (2001:5)** also state that reading is both a sensory and mental process. It involves use of the eye and the mind. The eyes receive messages and the brain has to work out the significance of this messages. It requires the students to read for meaning. It means that they not only read the text but also understand the meaning of written text being read.

Burnes and Page (1985:45) define reading as an interactive process in which the readers engage an exchange of ideas with an author via text. In other words, readers' understanding of the text is a kind of exchange ideas with the author. It is the process of expression and reception of meaning as the primary goal of both parties. Then, **Kustaryo (1988:2)** states that reading is the meaningful interpretation of printed or written symbols. He also states that combination of words recognition; intellect and emotion interrelated with prior knowledge in order to understand the message communicated. **Nuttal (1982:14)** defines reading as

the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills, and the knowledge of the world. In this process, the reader tries to create meanings intended by writer.

Latham as quoted by Burnes and Page (1985:25) states that reading is the art of reconstructing from the printed page the writer's idea, feelings, moods and sensory impressions. It means that the reader will try to construct the writer's idea, feelings and imagine the visual images during reading the text in understanding the meaning of the text.

Based on definitions above, it can be concluded that reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. In reading actively a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

2.1.2. The Nature of Reading Comprehension

The major goal of reading for high school students is comprehension. Readers' ability to understand the author's message is influenced by their background knowledge to the topic given in the text. It is stated by **Burnes and**

Page (1985:46) state that comprehension is the process where background knowledge or the world knowledge of the reader interacts with the message encoded in the text to generate an understanding of an author's message. Then, **Neufeld (2005:302)** states that comprehension is the process of constructing a supportable understanding of a text. He added comprehension involves two important features: being actively involved with the text and using appropriate background knowledge to interpret the text. It is also supported by **Ahuja and Ahuja (2001:10)**, she states that comprehension is the product of reconstructing the facts within the nervous system of the reader. It means that the reader will reconstruct her or his background knowledge in understanding the text.

Devine (1987:7) argues that reading comprehension is a process of activating the prior knowledge of the reader which cooperates with his appropriate cognitive skills and reasoning ability to find out the concept from a printed text. In these words, the reader must be able to understand, to interpret and to select actual information from text. According to **Van Den Broek et. al (2000)**, reading comprehension can be defined as constructing a mental representation of textual information and its interpretation or in other words extracting meaning from written words, sentences and texts. It means that the reader will use their mental images in reading and interpreting the meaning of the text.

Gibbons (1993:51) states that reading is the process of getting meaning from print. It means that reading is an activity to get information from written text. In this activity, there is interaction between the author and the writer because the writer delivers her/his idea to the readers through the texts. The reader can also

improve their understanding through reading activity. In this case, reading is very useful activity that should be done as a habit for everybody because reading will enlarge their knowledge about something. **Burnes and Page (1991:45)** state that reading comprehends written discourse. The readers also need to understand about the materials that they read because it is one of the purposes of reading activity. In other word, the readers have to be able to comprehend the written discourse that they read. If they can understand the text, it means that they can comprehend the text.

Burnes and Page in Piaget (1991) also point out that to understand or remember what is read, the child must be able to relate new information to the previous knowledge. It means that the knowledge that was had by the readers influence the ability of the readers in comprehending what they read. The readers have to be able to use their prior knowledge in order to help them to comprehend the texts that they read. If they do not have background knowledge or information about the materials that they read, they will face some difficulties in understanding the texts or they have to work hard to understand it. It is also as **Gibbons (1993:52)** states that readers bring their own background knowledge of the 'field', or topic, and their understanding of language system itself. On the other word, the prior knowledge had by the readers is an important tool that can help the readers in comprehending the reading materials. It will guide them to have better understanding about something, so that reading activity can improve their knowledge because reading can give many advantages. The more people read, the more they will get.

Burnes and Page (1991:46) state that reading comprehension is a reading, thinking activity and as such relies for its success upon the level of intelligence of the reader, his or her speed of thinking ability and relationship. It means that in reading comprehension, the readers have to involve their intelligence because it can influence their ability in comprehending what they read. In addition, **Diptodadi (1992:85)** states that comprehension can be defined as an active integrative process in which readers try to relate what they read with what they already know about the topic. This definition means that the information from the text becomes integrated with the readers' comprehension process. There is also a relationship between the knowledge that students have and their ability in comprehending the text. The readers can use their prior knowledge to guess about the materials that they will read, so it will give contribution to the readers' achievement in reading. At least, it can give a general description about something on the texts or reading materials.

Furthermore, **Burnes and Page (1991:52)** states that there are several levels of comprehension:

1. Four linguistic levels of analysis

It includes comprehension at the word level, at the sentence level, at the paragraph level and at the whole text level.

2. Traditional levels of comprehension

The best known description of the traditional levels of comprehension is probably the taxonomy of reading comprehension proposed **Barrett as quoted by Burnes and Page (1991:53)**

- a. Literal : Literal comprehension requires the recognition or recall of ideas, information and happenings that are explicitly stated in the materials read.
- b. Inference : Inferential comprehension is demonstrated by students when they use a synthesis of the literal content of a selection, their personal knowledge, intuition and imagination as a basis for conjectures or hypotheses.
- c. Evaluation : Evaluation is demonstrated by students when they make judgments about the content of a reading selection by comparing it with external criteria, for example, information provided by the teacher on the subject, authorities on the subject or by accredited written sources on the subject; or with internal criteria, for example, the reader's experiences, knowledge, or values related to the subject under consideration.
- d. Appreciation : Appreciation has to do with students' awareness of the literary techniques, forms, styles and structures employed by authors to stimulate emotional responses in their readers.

In comprehending the texts, the readers need to prepare themselves by knowing some skills that they can apply while they are reading so that the goal of

reading can be achieved. **Mc Neil D. John, et. al (1980:130)** explains about some specific comprehension skills that can help the reader in reading activity, they are: understanding sequence, interpreting sentence, interpreting meaning through punctuation, recognizing main idea in the paragraph, drawing logical conclusion and obtaining meaning of words through text.

1. Understanding Sequence

By understanding the sequence will help the reader to understand the text easier because there are many advantages that they can get by understanding it. One of them is to help them and determining which events come first and last, so that they can understand the text well.

2. Interpreting Sentence Structure: Semantic and Syntax

Reading involves of semantic and syntax. Both of them have close relationship because in a text, the reader will find sentence structure which related to the word order in a sentence.

3. Interpreting Meaning through Punctuation

Punctuation in a text has crucial roles because it can influence the meaning of the sentence. It is also a key to the interpretation of meaning.

4. Recognizing Main Idea in the Paragraphs

The main idea is the most important statement about the topic, so that the reader should recognize it well in order to comprehend the text easier.

5. Drawing Logical Conclusion

The readers need to know how to draw logical conclusion in comprehending reading text. They can draw conclusion from their reading is to sensitize them to words serve as support or signals to the ideas that are to be presented.

6. Obtaining Meaning of Words through Context.

The readers should infer the meaning of an unfamiliar word by using context clues. It includes the new word is defined by using the sentence itself, comprehend an unknown word that is linked to a familiar term and understand an unknown word because they know the opposite.

King and Stanly in Darlis (2004:8) state that reading has five components contained in reading texts, which are appropriate with the junior high school curriculum. They are:

1. Finding factual information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of questions; reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

2. Finding main ideas.

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps

you to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. An efficient reader understand not only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas as super ordinate while other subordinate.

3. Finding the meaning of vocabulary in context

It means that the reader could develop his or her guessing ability to the word which is 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. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

4. Identifying references

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

5. Making inferences

Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make accurate prediction.

Mc Neil (1980:144) also states that to comprehend well, one must have schematic or cognitive patterns that can be filled in with specific content and embedded upon each other. It means that the schema theory in reading comprehension suggests that good readers have a set of scenarios in their head, so that they can relate the information to a single concept, idea or symbol. Actually, the relating information to the schema is the basis for understanding.

Reading comprehension as discussed above indicates that it is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author. In conclusion, comprehension will occur if the textual information activates expectation about what is in the text and the interactive process will continue until the reader is satisfied with the match between background knowledge. Comprehension of written text is at the very heart of the reading process. Background knowledge of the reader, the reader's purpose for reading and the text itself all interact to ensure that reading is a meaning getting activity. Based on the School-Based Curriculum, Junior High School students are expected to understand descriptive and recount texts, not only about the factual information, main idea, meaning of difficult words, reference and inference of the texts, but they also about the social function and generic structure

of the texts. In conclusions, the students should comprehend both of the texts well in order to improve their ability in English especially on reading skill.

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2.1. The Nature of Reading

Reading is an activity with a purpose. People may read in order to get information or enrich their knowledge and sometimes to critique a writer's idea or writing style. People also read for pleasure or enhance knowledge of the language being read. Getting those as the consideration, the purposes for reading guide the reader's select better texts to read.

Many experts have shared their own definitions about the definition of reading. According to Eskey (1970:40) reading is exactly the most important of the four skills in a second language, especially in English as a second or foreign language around the world. Furthermore, reading is the main reason why students learn the language. Without reading, the learners never know about anything. This is supported by Goodman (1967) in Carrel (1996:4) states that reading is not passive, but rather than active process. In learning English as a second language, reading is an active cognitive process of interacting with print and monitoring comprehension to build up meaning.

English is still a foreign language for Indonesian students. It is certainly not easy to interpret the meaning an idea from written texts. To understand a reading text, the student must have a good competence in knowing the meaning of words, sentences, content and the most important is to know about the writer's idea. Goodman and Smith (1978) in Burnes (1985:29) said that reading process print in order to reconstruct the writer's meaning. It means while the students read a text, they not only know the meaning word by word but also the writer's idea in the text.

According to Burnes (1985:45) defines that reading is comprehend written discourse. It is an interactive process in which the readers engage in an exchange idea with the author via the text. In other words, the readers catch the author's idea from the text is kind of exchange idea with the author. It is the process of giving and accepting of meaning in both side between the readers and author. Meanwhile, Goodman (1982) in Burnes (1985: 26) states that readers interact or transact with author through the text. It means that what the readers bring to the text in terms of knowledge, values, experiences, and belief is as important as what the author brought to the creation of the text.

Based on definition above, the writer concludes that reading is the process of grasp meaning of the content and the writer's idea about the topic. Furthermore, grasp means comprehending the reading materials. Reading comprehension is the ability to understand the idea and information in the reading texts.

2.2. The Nature of Reading Comprehension

According to Hornby (1999:235) comprehension means and excessive aimed at improving or testing one's understands of a language whether written or spoken. Besides that, comprehension has the same meaning with understanding. It can be explained that comprehension is capacity to grasp meaning in a text and also the writer's idea. It is not guarantee that students have known the meaning of the words, they can comprehend the text. Therefore, readers should have more concentration in reading activity in order to get better understanding.

In addition, Brooks et al (1977) in Burnes (1985:47) point out that comprehension is not separate skill but involves the relationship of the student's knowledge and organization of that knowledge as it relates suggested by Piaget, a process involving combination of information onto student's existing knowledge. Therefore, the student's prior knowledge is important in comprehending a reading text.

Moreover, efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending a text is an interactive process between the reader's background knowledge and the text. Comprehending words, sentences, and entire texts involves more than just relying on one's linguistic knowledge. As quoted from Anderson et al (1977) in Carrel (1996:76) every act of comprehension involve one's knowledge of the world as well.

From the explanation above, it is clear that comprehending text is not easy to do because English is still a foreign language. It needs some special skill and knowledge. Many readers cannot able to catch the author's idea because of the limitation of thinking and analyzing the meaning of words and sentences. Besides that, the readers should know about lexical, grammatical, cultural meaning, text organization and connection between sentences. Therefore, comprehension needs fully attention and concentration in reading activity.

2.3. Reading Competences and Reading Components

In English curriculum for Junior High School, the basic competence of reading is students are able to response the meaning and rhetorical steps in short simple essay accurately, fluently and acceptable in descriptive and recount text.

From that competence, there are several indicators for Junior High School grade 2. They are:

1. Students understand about textual meaning from descriptive and recount text.
2. Students understand about rhetorical steps from descriptive and recount text.
3. Students understand about communicative purposes from descriptive and recount text.
4. Students understand about language features of descriptive and recount text.

The components of reading according to King and Stanley (1989:330) are:

1. Finding main idea.

Main idea is the main topic that is being discussed in a paragraph. Finding main idea is not always in the first sentence, it can be in the middle or in the last sentence of the paragraph. Main idea will help students to guess what the paragraph is about.

2. Finding factual information.

Factual information requires students to scan specific detail of the text. The factual information questions are generally prepared for Junior and Senior High School students. It usually appears with question word.

3. Guessing vocabulary in context.

It means that the students could develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of the unfamiliar words in the text that is read.

4. Reference

Reference word is repeating the same word or phrase several times, after it has been used, students can usually refer to *it* rather than repeat it. Reference words will help students to understand the reading text. Reference words are usually short and very frequently pronouns, such as *she, he, it, they, this, her/him*, and many others.

5. Inference

Understanding is the most important in reading comprehension whether is explicit or implicit messages from the text. Therefore, the students are expected to make accurate prediction. Prediction can be made by correctly interpreting the indications a writer's gives.

Widdowson (1979) in Carrel (1996:16) he said that reading is process of combining textual information with a reader brings to a text. In this view, the reading process is not simply a matter of extracting information from the text. Rather, it is one in

which the reading activates a range of knowledge in the reader's mind that he or she uses, may be refined and extended by the new information supplied by the text. Readers also get something from reading experience such new vocabularies, information, pleasure and knowledge. Moreover, Goodman introduces the idea that reading, far from being passive, is an active process with emphasis on both active and process.

2.4. Recount Text

According to Hartono (2005:6) define recount text is a report or retell of event or activity in the past. It is to inform or to entertain the readers.

2.4.1. Purposes of recount text

According to Sue Stubbs and K. Wood (<http://books.google.co.id>) the purposes of recount text is reconstruct an events, experiences, and achievements from the past in a logical sequence. Some recount will be purely informative and some others will aim to both inform and entertain.

2.4.2. Types of recount text

According to Sue Stubbs and K. Wood (<http://books.google.co.id>) there are five types of recount:

1. Personal recount is retelling an event that the writer was personally involved in.
For example: personal experience, personal letter, diary, entries, journal,

anecdotes, and postcard. Personal recount are usually written in the first person (I and we) and often to entertain and inform.

2. Factual recount is concerned with recalling events accurately. It can range from everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the readers gains a complete picture of event, experience or achievement.
3. Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.
4. A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.
5. A biographical recount tells the story of a persons' life using a third person narrator (he, she, and they). In this case of autobiography, first person narration (I, we) is used.

2.4.3. Structure of recount text

a. Orientation

The orientation provides all the necessary background information to make sense of the text. To ensure that the orientation is detailed and thorough, it uses 5w (who, what, where, when, and why). The author needs to give information about what happened, who or what was involved, when and where the events occurred and why.

b. Series of events

Events should be selected carefully to add the readers' understanding of the topic. Students should be prepared to discard unimportant or uninteresting events and details. Events are usually sequenced chronologically, but students should be encouraged to experiment with arranging events in order of importance. Unity between paragraph is created through the use of time connectors (before, throughout, finally) so that the separate events form part of coherent text.

c. Re-orientation

This final section concludes the recount summarizing result, evaluating the topic, or offering personal comments.

2.4.4. Language feature of recount text

1. Using simple past tense in most recounts. But present tense may be used in diary or journal. Future tense is sometimes used in conclusion of an imaginative or biographical recount to predict what might happen in the future.
2. Specific descriptive words (adjectives) help the readers visualize or imagine events. For example: the butterfly spread out its limp, and set wings to dry. In a factual recount or accident report, adjectives provide necessary detail for an accurate recount.
3. A range of conjunctions (because, although, while) is used to link clauses within sentences.

4. Time connectives (firstly, next, finally, after) are used to link separate events or paragraphs into a coherent whole text.
5. Adverb and adverb of phrases to indicate specific times and places. Example: yesterday, last week, at home, and outside.
6. Specific participant (nouns and pronouns, such as Mr. John, William Wallace) to provide detail and credibility.
7. Use of action verbs to indicate an event or action. Example: stayed, went, killed, etc.

According to Derewianka (1990) in Departemen Pendidikan Nasional (2005:33) every type of recount has different significant lexicogrammatical features/language feature. They are as in the following:

Personal recount

- a. Use of first person pronouns (I, we).
- b. Personal responses to the events can be included, particularly at the end.
- c. Details are often chosen to add interest or humor.

Factual recount

- a. Use of third person pronouns (she, he, it, they).
- b. Details are usually selected to help the reader reconstruct the activity or incident accurately.
- c. Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- d. Mention of personal feelings is probably not appropriate.

- e. Details of time, place and manner may need to be precisely stated (e.g. at 4.30 *pm*, between *Johnson St* and *Park Rd*, the man drove at the speed of *80kph*).
- f. Descriptive details may be required to provide precise information (e.g. a man *with a red shirt, black shoes, and long hair, weighing 65 kilos* and approximately *185 cm* tall).
- g. Use passive voice (e.g. the beaker was filled with water).
- h. It may be appropriate to include explanation and justifications.

Imaginative recount

- a. Usually written in the first person.
- b. It may be appropriate to include personal reaction.

Biographical recount

- a. Usually written in third person narrator.
- b. Detailed are usually selected to help the readers more understand about person's life.
- c. The comment on the contribution of the person's achievements.

In this research, the writer focuses on personal and biographical recount because these kind of recount are easier than others and it also use for second year students at Junior High School. Therefore, the students are able to learn this kind of recount.

2.4.5. Recount text based on curriculum for Junior High School for second year students

Recount text is learned for second year students at Junior High School in semester 2. Based competence in learning recount text for reading is students are able to respond the meaning and structure accurately and fluently. According to text book for second year students at SMPN 1 Kampar (Departemen Pendidikan Nasional), the kind of recount which they study are personal and biographical recount. Personal recount is retelling an event that the writer was personally involved in. For example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount are usually written in the first person (I and we) and often to entertain and inform. Whereas, biographical recount is tells the readers about the person's life with third person narrator (he, she, and they).

Subject matters in learning recount are:

1. Textual meaning of recount text.
2. Structures of recount text are title, orientation, series of event and orientation.
3. The purposes of recount text are to inform and entertain the readers.
4. Language feature of recount text are using simple past tense, a range of conjunction (although, because, while), use time connective (firstly, next, finally), using adverb phrase to indicate

time and place (yesterday, last week, at home, outside), using action verb (played, visited) and using specific participant (Mr. John, I, we)

Example of recount

This sample recount is labeled to show you the structure and language features of a recount text.

Title

A visit to a sheep property

Orientation

Last holidays I visited a sheep property. I helped in the shearing sheds and in the yards.

Language features

Past tense

Action verb

Time

sequence of events	<p>On the first day the Merino weathers were crutched. I helped by sweeping up after the roustabouts picked up the wool pieces. Shearers start early (at 7.30 am).</p> <p>After lunch, we started shearing the lambs. There were more than 400 so we didn't finish until the next day. Once again I was sweeping and picking up dags.</p> <p>I was tired by the end of the day in the shed but our work wasn't finished. We all had to help to get the weathers and lambs back into the paddocks. As well, we had to get a mob of ewes and their lambs into the yards for shearing the next day. Then it was time for tea (that's what my nana calls dinner).</p>
Reorientation	<p>This was a very long day but I enjoyed it a lot.</p>

(<http://text type Recount example.htm>)

2.5. The Strategy of Teaching Reading

The aim of teaching reading is to make students become an effective and efficient reader. In order to achieve it, the teacher needs to use comprehension strategy lesson. There are many teaching models and strategies can be used in teaching reading comprehension such as Directed Reading Activity, questioning strategy, Collaborative Strategic Reading, discussion group and many others.

It is teacher job to choose and use the effective model or strategy for the classroom. Jenkinson (1972) in Burnes (1985:22) states that teachers and their students can gain much from the systematic organization of new information that comprises a good model. Besides providing a teacher with an explanation of the processes involved and educational model provides knowledge into how students learn and how teacher can best facilitate in teaching and learning process. A good model gives a teacher a sound for making decision about which strategy to use, select reading materials, and which procedures will provide for the students to learn. Good theory leads to good practice and good strategy make the teacher and students are able to achieve the goal in teaching and learning process.

2.6. Teaching Reading Comprehension through Directed Reading Activity Strategy

Diller (1978) in Stern (1986: 458) confirms the direct method as a valid approach to language teaching. It means that direct method has good concept to apply in teaching reading comprehension. The direct method was the first of the method in which the motivation come both from inventiveness of a few practitioners and from

critical and theoretical thought about the nature of language and language teaching. Stern (1985:459).

According to Bets (www.nea.org/app/directedreading.html) DRA is a basic reading lesson, which strategy provides students with instructional support before, during, and after reading. DRA is kind of cooperative learning process in classroom. Therefore, it requires students working together in their group. Mc Kenna and Robinson (1993) in Eanes (1997:112) defines that DRA's main assumption is that comprehension can be increased by building background knowledge, setting the specific purpose for reading, discussing and extending understanding after reading.

The component of DRA strategy is divided into three phases:

1. The preparation phase

The first phase of DRA prepares the students for reading has several components. First component of reading assignment is introduced by relating it directly to the students own lives, background knowledge and experiences. The role of the teacher in this phase is to model the process for generating interest in the topic.

The second component involves introducing new vocabulary. The teacher selects between five and ten key words especially those that are content specific.

2. The directed silent reading phase

In this phase students should read silently because silent reading increases comprehension and encourage students to practice applying study strategies independently. During this phase, the teacher should walk around the classroom, closely monitoring the students' reading.

3. The follow-up phase

The third phase of DRA is the follow up done after reading.

The first component of this phase is done immediately after reading, is to ensure that purposes have been met. Using this component, the teacher guides students through a process of assessing their own comprehension.

The second component is to guide the students in a review and reflect of the content. Question should be formulated carefully to require students to think critically about what they have just read. During this phase, students should be encouraged to discuss the content, particularly in term of their personal reaction to it based on their personal lives, experiences and opinions.

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The Nature of Reading

Reading is an activity with a purpose. Reading can be enjoyable activity when it is carried out efficiently. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. So, a person reads the reading materials depend on her or his goal.

Many experts have given their definition about what reading really means. According to **Ahuja and Ahuja (2001: 5)**, reading is both a sensory and mental process. It involves use of the eye and the mind. The eyes receive messages and the

brain has to work out the significance of this messages. It requires the students to read for meaning. It means that they not only read the text but also understand the meaning of written text being read.

Burnes and Page (1985:45) define reading as an interactive process in which the readers engage an exchange of ideas with an author via text. In other words, readers' understanding of the text is a kind of exchange ideas with the author. It is the process of expression and reception of meaning as the primary goal of both parties.

Nuttal (1982:14) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills, and the knowledge of the world. In this process, the reader tries to create meanings intended by writer.

Latham as quoted by Burnes and Page (1985: 25) states that reading is the art of reconstructing from the printed page the writer's idea, feelings, moods and sensory impressions. It means that the reader will try to construct the writer's idea, feelings and imagine the visual images during reading the text in understanding the meaning of the text. On the other hands, reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. In reading actively a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

2.1.2. The Nature of Reading Comprehension

The major goal of reading for high school students is comprehension. Readers' ability to understand the author's message is influenced by their background knowledge to the topic given in the text. **Pearson, et al (1992:114)** Comprehension is emphasized much more after students are able to read more words and longer texts. **Burnes and Page (1985:46)** state that comprehension is the process where background knowledge or the world knowledge of the reader interacts with the message encoded in the text to generate an understanding of an author's message. It is also **supported by Ahuja and Ahuja (2001:10)**, she states that comprehension is the product of reconstructing the facts within the nervous system of the reader. It means that the reader will reconstruct her or his background knowledge in understanding the text.

Gibbons (1993: 51) states that reading is the process of getting meaning from print. It means that reading is in activity to get information from written text. In this activity, there is interaction between the author and the writer because the writer delivers her/his idea to the readers through the texts. The reader can also improve their understanding through reading activity. In this case, reading is very useful activity that should be done as a habit for everybody because reading will enlarge their knowledge about something. **Burnes and Page (1991:45)** state that reading comprehends written discourse. The readers also need to understand about the materials that they read because it is one of the purposes of reading activity. In other word, the readers have to be able to comprehend the written discourse that they read. If they can understand the text, it means that they can comprehend the text.

Burnes and Page in Piaget (1991:46) also point out that to understand or remember what is read, the child must be able to relate new information to the previous

knowledge. It means that the knowledge that was had by the readers influence the ability of the readers in comprehending what they read. The readers have to be able to use their prior knowledge in order to help them to comprehend the texts that they read. If they do not have background knowledge or information about the materials that they read, they will face some difficulties in understanding, the texts or they have to work hard to understand it. It is also as **Gibbons (1993:52)** states that readers bring their own background knowledge of the `field', or topic, and their understanding of language system itself. On the other word, the prior knowledge had by the readers is an important tool that can help the readers in comprehending the reading materials. It will guide them to have better understanding about something, so that reading activity can improve their knowledge because reading can give many advantages. The more people read, the more they will get.

Specific comprehension skill cannot be completely isolated because they are so interrelated that one skill depends to some degree on another skill. But in a broader sense comprehension could be divided into three levels of skill (1) Literal, (2) Inferential, (3) Critical.

Literal reading refers to the ideas and facts that are directly stated to printed page. In fact, literal ideas and facts are usually so clearly stated that one could go back in the passage and underline the information desired. The literal level of comprehension is fundamental is to all reading skill at any level because a reader must first understand what the teacher said before the teacher can draw an inference or making evaluation. The literal level is considered to the easiest level of reading comprehension because a reader is not required to go beyond what the teacher actually said.

To get influences, or implied meanings, from the reading material one must read between lines. Inferences are ideas a reader receives when he or she goes beneath the surface to sense the relationship, puts facts and ideas together to draw conclusions and make generalization, and detects the mood of the material. Making inferences requires more thinking on one's part because one must depend less on the teacher and more on personal insight.

Critical reading requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active, creative looking for false statements. It means questioning, comparing, and evaluating.

In order to read with a degree of comprehension necessary to succeed in academic work, a student must be proficient in each of the reading levels. As in most skills, each reading skill depends on another. Evaluate what the teacher stated unless he or she fully understands the facts and concepts stated in reading material.

One of the most important comprehension skills is finding the main ideas. This could be a literal skill if the idea is directly stated, or an inferential skill if it is not directly stated. The main idea is the essence of the paragraph, or what the teacher is trying to get across to the reader. There are some definitions of reading given by the experts. Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning **(Reinking and Scheiner.1985:2)**.

According to **Goodman, et al (1970: 2)**, reading is the instantaneous recognition of various written symbol, simultaneous association of these symbol with existing knowledge, and comprehension of the information and ideas communicated. When a reader interacts with print, his prior knowledge combined with the print and the visual (written) information results in his comprehending the message.

According to **Brown (1994:292)**, there are some strategies of reading comprehension :

a. Identify the purpose in reading

Efficient reading consists of identifying the purposes in reading something so that we know what we are looking and we can weed out potential distracting information.

b. Use graphic rules and patterns to aid and bottom-up decoding (for beginning level learners).

c. Use efficient silent reading technique for relatively rapid comprehension (for intermediate to advance levels).

To provide these necessities some reading technique will be discussed. And a schema of comprehension process is presented to describe the relationship among the elements of reading skill. They are: language competence, reading technique, reading skill, and good comprehension.

In comprehending the texts, the readers need to prepare themselves by knowing some skills that they can apply while they are reading so that the goal of reading can be achieved.

King and Stanley (1998: 330) state that reading has five components contained in reading texts, which are appropriate with the junior high school curriculum. They are:

1. Finding Factual Information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WI-I question word. There are many types of questions; reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

2. Finding Main Ideas

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. An efficient reader understand not only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas as super ordinate while other subordinate.

3. Finding the Meaning of Vocabulary in Context

It means that the reader could develop his or her guessing ability to the word which is 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. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

4. Identifying References

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

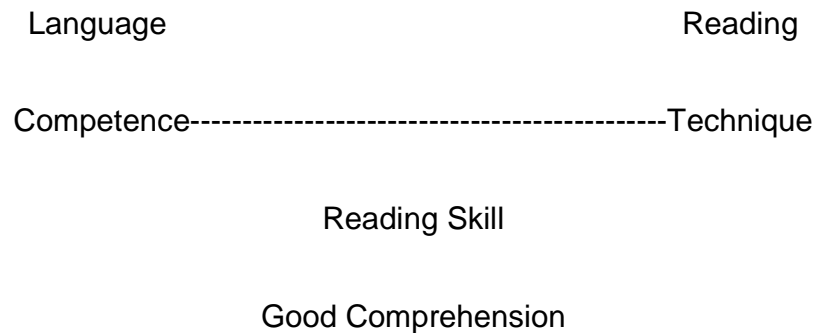
5. Making Inferences

Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make accurate prediction.

Reading comprehension as discussed above indicates that it is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author. In conclusion, comprehension will occur if the textual information actives expectation about what is in the text and the interactive process will continue until the reader is satisfied with the match between background knowledge. Comprehension of written text is at the very heart of the reading process. Background knowledge of the reader, the reader's purpose for reading and the text itself all interact to ensure that reading is a meaning getting activity. Based on the **School-Based Curriculum, Junior High School Students** are expected to understand recount texts, not only about the factual information, main idea, meaning of difficult words, reference and inference of the texts,

but they also about the social function and generic structure of the texts. In conclusions, the students should comprehend both of the texts well in order to improve their ability in English especially on reading skills.

The Comprehension Process



2.1.3 The Nature of Recount Text

Every language in the world has its own text. We can communicate to others via text. Actually, what is the text it self? Texts are made of words. Words are all around us – in front of our eyes on signs, computer screens, on the pages of books, etc. words bombard our ears, coming from radios, TVs, other people’s mouths, etc. when word are used to make meaning, a text is created.

Additionally, each text type has certain typical characteristics. These characteristics can divide into three areas (**Hartono, 2005: 3**).

- The first area is the purpose of the text type. In other words, why we write or speak a text of this type. We create text in the instructions text type in order to tell others about how to do something.
- The second characteristic we need to look at to understand and identify a text type concern the organizational structure of the text type.

- The third characteristic of the text type concerns their language features. By language features, we mean such thing as the grammar, vocabulary and the connectors that we use.

In English, based on the Competence Based Curriculum 2004 for SLTPN, there are 5 kinds of text. They are procedure – to tell or record in sequential order the steps taken to do or make something, descriptive – to describe or give information, narrative – to tell an event in the past which has complicity problem and resolution, recount to tell a series of events happening one after another, report – to document or organize factual information.

A recount text is normally presented in the past tense and temporally sequenced. A summary of the characteristics of recount is presented in the following table. It is important to note that ‘orientation’ and ‘reorientation’ are also called ‘introduction’ and ‘conclusion’ respectively. Recounts may be in the form of biographies, autobiographies, newspaper reports of events, histories, letters, diaries, journals, eye-witness accounts of incidents, accounts of accidents submitted for insurance claims.

The purpose of recount text is to tell a series of events happening one after another. A recount starts with on orientation which introduces participants (who) and provides the setting (where and when)/following the orientation, a series of events are recorded. Finally, a reorientations, which usually a reason, concludes recount (**Hartono, 2005: 3**).

Table 2.1.

Detail Information of Recount Text

Text type	Purpose	Generic Structure	Main Grammatical Features
• Recount text	• To tell a series of events happening one after another	• Orientation (who, where, when) • Records of events • Reorientation	• Past tense • Temporal sequence

2.1.3.1. Type of Recount

There are different types of recounts:

1. **Personal recounts** recounting an experience in which the author has been directly involved.
2. **Factual recounts** retelling an event or incident such as a newspaper report, an accident report.
3. **Imaginative recounts** taking on a fictitious role and relating imaginary events, e.g. a day in the life of a new puppy.

In this research, the researcher chose recount text as specific text. Moreover, she focuses on personal recount text because it can attract the students' understanding the material.

2.1.3.2. Characteristics of Recount Text

a. Generic (Schematic) Structure

Wardiman, A. et al (2006: 34) state that generic structures of recount text are:

1. Orientation tells who was involved, what happened, where the events took place, and when it happened.

Example: Last night, I read an article about adolescence in a magazine.

2. Events tell what happened and in what sequence.

Example: After I finished reading the article, I remembered my own adolescence; To divert my emotion, I took many extracurricular activities.

3. Reorientation consists of optional-closure of events/ending.

Example: I was able to control my emotion and to have a place where I could express my creativity in positive ways.

b. Significant Lexicogrammatical Features

Hartono (2005: 3) explains about significant lexicogrammatical features as follows:

- Specific participants (Mrs. Brady, our dog, the shopkeeper)
- Used of simple past tense (she smiled, it barked, he pointed)
- Use of action verbs [material processes] (went, climbed, etc)
- Use of linking items to do with time (On Wednesday, then, at the same time, next, later, before)
- Details irrelevant to the purpose of the next should be avoided

Example of recount text

Text 1

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I

Orientation

Events

Reorientation

2.1.4. Group Work Technique

Student learn best when they are actively involved in the process, student working in small group tend to learn more is what and retain it longer than when he same content is presented in other instructional formats. Student who work in collaborative learning, circle, study groups, and group work. (**Backman, et al., 1991:1**).

According to **Johnson and Smith, (1991: 1)**, there is three general type of group work:

1. Informal learning groups

Informal learning groups are adding temporary clustering of student within a single class session. Informal learning groups can be initiated, for example, by asking the student and spent five-minute a discussing a question. The teacher can also form group three or five to solve a problem or pose question. The teacher can organize informal groups at any in a class of any size to check on student's understanding of the material, to give the student an opportunity to apply what there are learning, or to provide a change of pace.

2. Formal learning groups

Formal learning groups are teams established to complete a specific task. Such as: perform a lab experiment, write a report, carry out a project, or prepare a position paper. These groups may complete their work in a single class session or over several weeks. Typically, students work together until the task is finished, and their project is graded.

3. Study team

Study teams are long-term groups (usually existing over the course of a semester) with stable membership whose primary responsibility is to provide member with support, encouragements, and assistance in completing course requirements as assignment. Study also informs their member about lectures, and assignment when someone has missed a session. The larger the class and the more complex the subject matter, the more valuable study team can be.

Johnson and Smith (1991: 5), there are two to evaluating group work:

1. Ensure that individual student's performance is assessed and that the groups know how their members are doing. Group need to know who needs to know they cannot let others do all the work while they sit back. Ways to ensure that the student are held accountable include giving spot quizzes to be completed individually and calling on individual student's to present their group's progress.
2. Give student opportunity to evaluate the effectiveness of their group. Once twice during the group work task, ask group members to discuss two questions: what action has each member taken that was helpful for the group what action could each member taken to make group even better? At the end of the project, ask to the student to complete a brief evaluation from the effectiveness of the group and its member. The form could include items about the group's overall accomplishment, the student's own role, and suggestion for changes in future group work **(Rau and Heyl, 1990:7)**.

The actively of teaching and learning in the classroom is done in various ways. It can be done individually, in pairs, or in groups, depending on the characteristic of the given tasks. An easy task can be done in group or in groups work. Group work provides many positive things for language classroom interaction, namely:

1. The student is able to decrease sleepiness when they study alone.
2. It is to excite to motivation to study
3. Group work provides the student with an access to use negotiation in the classroom (Because not all the student in the class are quick, some of them are slow, etc).

The success of the group work depends on some extent to the surrounding social climate, and how habituated the class is to use it.

According to (**Nunan D, 1998: 1**), there are at least five pedagogical arguments for the use of the group work in second language learning, namely:

1. Group work increase language practice opportunities
2. Group work improves the quality of the student's talk
3. Group work helps individualize instruction
4. Group work promotes a positive effective climate
5. Group work motivates learning

According to **Brown (1994: 173-174)**, four advantages of using group work in term of teaching learning activities in the following:

1. Group work generates interactive language

Through group work, each student as the member of a group will not alone. They will work collaboration with other students as the members their group. The students have move partners to change the idea, for practice in negotiation of meaning.

2. Group work offers an embracing effective climate

During teaching learning activities climate as well as atmosphere is really important. This means that the students can understand the lesson easily if they are in good climate or atmosphere. Therefore, the teacher should be able to make the climate or atmosphere of teaching learning activities interesting, calm, cool, and friendly. In this situation, group work seems to be kind of teaching

technique that is very suitable to produce affective climate. This really means that they are so motivated to speak, listen, write, or read the message being discussed in their group. In short, the student as a whole in the classroom will pay their attention to the lesson or task being discussed.

3. Group work promotes learner responsibility and autonomy

Responsibility and autonomy are two things that are expected to be owned by the students during teaching activities. To make them to have these two points, the teacher is suggested to apply group work in any teaching learning activities. By conducting group work in any teaching activities, the student will have higher responsibility at the same time, learning autonomy will occur in their way of learning. By having responsibility and autonomy, every time they are asked to do the task or find out the solution of a problem will be no problem at all. The reason to say like this is that during group work activities, the student will have more activities to practice while the teacher functions only as a facilitator.

4. Group work is a step toward individualizing instruction

The word instruction in this point may be defined as learning activities that are focused on the lesson as well as the task by himself or herself will be habits of the students. The student will do any given task by themselves. They do not like to ask of helps from other people including their classmates. This is because of they have good learning habits that from time to time will be very beneficial to them. In conclusion, by the application of group work in any teaching learning activities, each of students will be much higher.

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