A DESCRIPTIVE STUDY ON TEACHING RECOUNT TEXT AT THE EIGHT GRADE OF SMP N 2 JENAWI, KARANGANYAR

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ABSTRACT

This study aims at describing the method used by the teacher in teaching
recount text at the eight year of SMP N 2 Jenawi, Karanganyar and to know
problem faced by the student in understanding reading recount text.

This research is a descriptive qualitative research. The researcher collects
the data by observing the English class and interviewing with the teacher. The
data include field note, interview script, and syllabus. While, the methods of
collecting the data are observation, interview, and document.

The results of the research show that the first, the method used by the
teacher in teaching recount text to the eight grade of SMP N 2 Jenawi,
Karanganyar in teaching-reading. The objective of teaching English at junior high
school is by studying English students are expected to have comprehension in
reading by topics of recount text. The material for teaching reading is recount text.
Recount text is a text which retells events or experiences in the past. The teacher
used the media related with the material. In process of teaching, the teacher gave
the opportunities for the children to participate in activities in the class. So the
objective of teaching English is achieved. In the evaluation, the teacher used the
standardized test and daily test. Standardized test is the test made by the
government to measure achievement at student nationally. The daily test is a test
made by the teacher to measure the student ability. In daily evaluation the teacher
give the daily assignment, homework and the standardized test will be conducted
at the end semester. The problem faced by the students in reading comprehension
can be divided into three; (a) Punctuation problem makes the students’ difficulties
in finding the main idea of recount text. (b) The students have difficulties in
translating the word from English into Indonesian and Indonesian to English. (c)
Most of the students have difficulties in arranging the sentence correctly because
the students get problems arranging words become good sentences.
1. INTRODUCTION

Teaching reading in Junior High School can be done in many ways. The common way usually used by the teacher is reading short story whereas in fact there are other techniques that are more effective. For example, the methods of teaching reading such as short stories, puzzles, advertisement and games. It will make students more active in the classroom. The various activities will avoid monotonous class. It is very useful for increasing student’s interest and motivation in learning English, so the teaching-learning process will run better and faster. As it is found in SMP Negeri 2 Jenawi, the teacher has some problems in teaching learning-process of reading. Most of the students usually get difficulties in understanding the text and the students cannot comprehend well. For example, if students read of recount text, they are very difficult to understand because they have less knowledge in vocabulary so they are very difficult to understand recount text.

Based on the problem statements, the objectives of the study in this research are: to describe the teaching recount text at the eighth grade of SMP Negeri 2 Jenawi, Karanganyar and to describe the problem faced by the student in understanding reading recount text.

The notion reading activity needs a process by which people comprehend what they read. That process happens when they face written symbols, they look at them through their eyes then their mind will process them. Since then, a process of viewing changes into a process of comprehending. Therefore, this process can be called a cognitive process. Reinking and Scheiner (1985:109) as quoted by Kustaryo (1988:21) suggest that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

There are two approaches to teaching reading that are suggested by Nunan (1991:136).

Bottom – up Approach is the basis of the vast majority of reading schemes of many people would recall with the primary distaste with their highly improbable stories which was used to develop early literacy skills.
The central notion behind the bottom up approach is that reading is basically a matter of decoding a series of written symbols into their aural equivalents. Combourne (1987:140) who uses the term ‘outside – in’ rather than bottom – up, provides the following illustration of how the process is supposed to work:

\[ \text{Print} \rightarrow \text{Every letter discriminated} \rightarrow \text{Phonemes and graphemes matched} \rightarrow \text{Blending} \rightarrow \text{Pronunciation} \rightarrow \text{Meaning}. \]

According to this approach, the reader processes each letter as it is encountered. Here, it is assumed that the reader possesses an oral vocabulary that is extensive enough to allow decoding to proceed.

From the previous definition, it can be concluded that bottom-up approach is that reading is basically a matter of decoding a series of written symbols into their visual equivalents.

Top – down Approach of Nunan (1991:65) gives the following schematization of the approach.

\[ \text{Past experience, language intuitions and expectation} \rightarrow \text{Selective aspects of print} \rightarrow \text{Meaning} \rightarrow \text{Sound, pronunciation if necessary}. \]

It can be seen that top-down approach emphasizes the reconstruction of meaning rather than the decoding of form. The interaction of the reader and the text is central to the process and readers bring to this interaction their knowledge of the subject at hand, knowledge of and expectation about language works, motivation interest and attitudes toward the content of the text. One of the short-comings of the top down is that it sometimes fails to distinguish adequately between beginning readers and fluent reader. This approach suggests that reader’s process text by utilizing information provided simultaneously.

From the previous definition, it can be concluded that top-down approach is the reader processes information from reader’s prior knowledge to make predictions about the data from the text.

Recount is a piece text the retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a
description of what occurred and when it occurred. Some examples of recount text type are newspaper report, television interviews, eyewitness accounts, and letters (Anderson, 1994:48). Features of Recount are Orientation: Information about an event, and the setting of the event. It gives details: who, what, when, where, why; Events: A sequence of events that happen in chronological order; and Re-orientation: Conclusion / summary of the events.

The language features in recount texts use the following: Nouns and pronouns instead of persons, animals, or things involved, such as David, the monkey, we, etc; Action verbs such as go, sleep, run, etc; Past tense such as We went to the zoo; She was happy, etc.

There are several activities that can provide knowledge to help learners form the predictions (Fauziati, 2002:142). Advance Organizers is using advance organizer means that before the students are given the actual text, the teacher gives them a similar text with the same topic. Thus, the advance organizer text serves to create the schemata so that the new information from the actual text can be internalized. They can also take the form of a picture, diagram, graph, or other visuals aids. Previewing is before the students read the text, the teacher tells what they are going to read. This activity will familiarize the students with the material, so that they can “establish certain expectancies about it and to develop a cognitive organizational structure of the material before the actual reading begins” (Seliger (1972) in Fauziati (2002:143). Scanning is going over the text quickly while trying to pick out ideas will also provide background knowledge. Such a preview of the content of the reading text will provide the students with knowledge background necessary for comprehension. Prediction is reading texts are usually written in different ways according to the writer’s purposes. Students, therefore, can be taught different types of strategy to read different types of text. Such strategies may include skimming (a quick reading to identify the subject matter or the gist of the text), extensive reading (shorter text and for detail), reading for main ideas, inference reading (to know what is implied) etc. Last but not least, it is necessary also to train students to find out the tone and the purpose of the author in his writing.
Teaching Procedure for Teaching-learning Process of Recount Text. The following elaboration of the teaching and learning cycle is adapted from Paltridge (2001:52). BKOF is the step where the students have to pay attention to the teacher’s explanation about the material that will be studied. This stage can be applied by sharing knowledge, vocabulary building, and grammar focus by discussing the grammatical structure commonly used in the written text.

Modeling of Text is the step that focuses on introducing particular genre through a model of text that deals with the field that the students have already explored in stage of building knowledge of field. Through the model text, the teacher and class work together exploring the cultural context, social function, schematic structure, and linguistic features of the text using spoken language to focus on written text.

JCOT step, the students are asked to do something or work in the group with their friend or teacher. For example, the students find out the generic structure and language features in group (Paltridge, 2001:53).

ICOT step, the students are expected to do something individually. The activities in this step are same as in previous step, those activities must be done individually. For example, they individually prepare the story and perform before the class (Paltridge, 2001:53).

2. RESEARCH METHOD

Type of the Research of research, the writer conducts a descriptive research. Descriptive research is a type of research which does not include any calculation or enumerating (Moleong, 1995:2). In this research, the subject of this research is the English teacher and the students at the eight grade of SMP Negeri 2 Jenawi, Karanganyar. The object of the study in this research is the teaching recount text at the eighth grade of SMP Negeri 2 Jenawi, Karanganyar. Data of this research are the field note, interview script, and syllabus. The data are taken from the result of teaching-learning process. The sources of data in this research are event, informant, and document. Event the teaching and learning of reading in natural setting. All activities in the classroom of SMP Negeri 2 Jenawi, Karanganyar were recorded and no
manipulation. The informant is the teacher of English and students of SMP Negeri 2 Jenawi, Karanganyar. The documents in this research are all of the written information related to the teaching in reading class. The documents are field note, interview script, and syllabus.

Method of Collecting Data of research, the writer uses three techniques in collecting data. Observation is an activity in collecting data by observing object of data to get the data needed. Sutopo (2002:64) describes observation as a technique used to get the data from the source of data as event, place, and things or documents. In observation, the researcher observes the students’ activity during the learning process. Interview is dialogue done by interviewer to get information from interview. It is conducted by asking teacher about English teaching learning process. The researcher interviews the teacher Mr. G, about the process of teaching learning and difficulties in teaching reading of recount text at the eight grade of SMP Negeri 2 Jenawi, Karanganyar. The documents are students’ worksheet, and some syllabus from the teaching reading.

The technique for analyzing data of the research is descriptive qualitative research. The steps are as follows: Collecting the data of the observation and interview, analyzing the data from the result of observation and interview, and concluding the result and giving suggestion.

3. RESEARCH FINDING AND DISCUSSION
   a. Research Finding

To support the process of teaching recount text at the eight grade of SMP Negeri 2 Jenawi, Karanganyar needs two parts. They are the process of teaching reading of recount text and the problem faced by the students.

1. Process of Teaching Reading of Recount Text

Teaching Process of Teaching Reading of Recount Text. 

**Observation 1 (April 30, 2014)** The English teacher (MR G) and researcher entered the class. The teacher greeted the students and the students answered the greeting. The teacher used opening session to focus the students’ attention on the learning aims of the lesson. The
teacher led the students to pray together. Then the teacher introduced the researcher and what he would do in the class. He begun and asked the students about their attendance list. The teaching-learning process was held in VIIIA. BKOF After opening the class, the teacher began the lesson by warming up the students. The teacher asked the students about recount text. The teacher starts in asking questions about notion of recount text to the students.

Based on the observation, the teacher has implemented building knowledge of field in the right way. The teacher used building knowledge of field to introduce the new materials that will be learnt. By providing an explanation of the recount text, with manner to introduce material of easy of recount text to students and anything generic structure. This makes it easy for students to understand the text recount and provide questions to the students so that students can be active in the presence of frequently asked questions. In addition, by way of question and answer students easier and more remember about recount text. So, the teacher can created the teaching-learning process effectively. MOT In this meeting, the teacher began his explanation by building a recount text. Before the teacher explained the material, he distributed a paper containing the material. After that, the teacher read the material loudly with good pronunciation. Then he asked the students to repeat after him or he asked the students to repeat one sentence by one sentence until the end of paragraph.

The students read the material until finished. So, the students can practice their reading ability and their pronunciation by reading the passage under the teachers’ guide.

Based on the observation, the teacher has implemented modeling of text given example in oral form in good way. By giving the example, the students are driven to know well about the teaching
material. The students can practice their reading ability and their pronunciation by reading the passage under the passage under the teachers’ guide. **JCOT** The teacher gave the students assignments to answer the questions based on the text. Teacher asked the students to find the meaning and answer the question from the text. They can be using their dictionary. The teacher gave fifteen minutes to finish their works. When the students were doing their assignment, the teacher also helped the students who got difficulties in understanding anything related to the material. After the students have finished their assignment, the teacher asked the students to write their discussion result on the whiteboard. Because there were no students who want to present their work, the teacher called some students to come forward to write their work.

Based on the observation, the teacher has implemented Join Construction of the text correctly. It can help the student more confident to explore their capability and also more active in the class. The students can solve their problems faced in finishing their task by discussing it together. **ICOT** In the end of session, the teacher asked several students to read a text back individually and the students gave exercises for reading comprehension of recount text. Like the exercises of finding generic structure and the meaning text. In this the teacher have implemented independent construction in not good yet. Should be not only gave assigment but also the teacher gave monitoring to students about reading comprehension of recount text correctly.

**Observation 2 (May, 2 2014)** The teacher used opening session focusing on the students’ attention. The teacher checked the students’ attendance list and asked whether there was any homework or not. **BKOF** First of all, the teacher repeated the material had been in the previous meeting. The teacher asked the students to explain the notion
of recount text. Then the students explained about the notion of recount text, and recount text told about experience. After the students understand about the explanation of recount text, the teacher asks the students to explain the characteristics of generic structure are orientation, events, and reorientation.

From the data above, the teacher has implemented building knowledge of field in the good way. The teacher used building knowledge of field to introduce the new materials that will be learnt. It is done to open the students knowledge about the last material that the teacher gave. Teacher to repeat the material of recount text by asking questions to the students. If the students can answer them, meaning students can understand the teacher's explanation about recount text and teacher can continue the material. MOT The teacher gave a text and the teacher read that text sentence by sentence. The students listened carefully and repeated after the teacher.

Then the teacher identified that text. She explained the generic structure of recount text that consists of orientation, events, and reorientation.

Based on the observation, the students can practice their reading ability and their pronunciation by reading the passage under the teachers’ guide. So, the students are easier in understanding the material. ICOT The teacher listened carefully and corrected the students pronunciation if their pronunciation was still incorrect. The teacher tried to justify their pronunciation mistake until they learned their mistake. Teacher can find their mistake with the way students presented their work but only some students present their work because of the limited time.

Based on the result of the observation, recount text gave opportunity to the students to explore their idea in oral form. Then the
teacher closed the class by saying thank you for your attention and sees you.

**Observation 3 (May, 14 2014)** The teacher used opening session to focus the students attention on the aims of the lesson. The teacher led the students pray together. **BKOF** After opening the lesson, the teacher began the lesson by warming up the students. In this meeting, the teacher gave the new material.

Based on the observation of activity the teacher concludes that the teacher began the class by repeating the material in the previous meeting about notion recount text. Teacher also explained that the language features used recount text to give complete information about recount text. In order for students to understand the easier to recount text, with the teacher explain generic structure and language features. The teacher used building knowledge of field to introduce the new materials that will be learnt. **MOT** Before the teacher explained the material, he distributed a paper containing the material. After that the teacher read the material loudly, slowly, and clearly with good pronunciation. Then he asked the students to repeat one paragraph by one paragraph.

Based on the observation, the students can practice their reading ability and their pronunciation by reading the passage under the teachers’ guide. So, the students are easier in understanding the material. **JCOT** The teacher assigned each student to find out the answer of question. Then, the teacher gave time to the students to learn and discuss with her friends. They must find out the answer of the question and present their answer in front of the class.

The teacher asked student to present the answer of their group in front of the class. And the teacher checked the students’ answer.
Based on the observation, it can help the students discuss their idea with their friends and it can make the students more active in the class. The students also can solve their problems faced in finishing their task by discussing it together. **ICOT** The teacher gave exercises, the example multiple choice and false or true about language features in recount text and the students explore the answering individually in classroom. The teacher observe and corrected, if any wrong of assignment the students. Then the teacher gave value to students printout of answered. In this to measure the ability of students, the extent to which students understand the recount text on language features.

Based on the result of the observation, the student active in the classroom and the teacher to know problem faced by students about reading comprehension of recount text with gave value of assignment students.

**Observation 4 (May, 16 2014)** The teacher greeted the students and the students answered the greeting. The teacher led the students pray together. He begun and asked the students about their attendance list. **BKOF** The teacher repeated the notion of recount text which was telling about the experience. The explanations were continued by generic structures of recount text they are orientation, events, and reorientation. Then the teacher gave explanations about language features, it is past tense which consists subject plus verb two plus objective.

Based on the observation activity the teaching concludes that the teacher began the class by repeating the material in the previous meeting about notion recount text. It is done to open the students’ knowledge about the last material that the teacher gave. **MOT** The teacher gave a text and the teacher asked student read that text about
generic structure. The students listened carefully who will read of her student.

Based on the observation, the students can practice their reading ability and their pronunciation by reading the passage under the teachers’ guide. So, the students are easier in understanding the material.

**JCOT** The teacher gave the students assignments to answer the questions based on the text. They can be using their dictionary. When the students do their assignment, the teacher also helped the students who get difficulties in understanding anything related to the material. After the students have finished their assignment, the teacher asked the students to change for task with her friends. Then student can write their discussion result on the whiteboard.

Based on the observation, the teacher has implemented Join Construction of the text correctly. It can help the student more confident to explore their capability and also more active in class. Then the teacher can see the results of the ability of students in answering the question by friends. The students can solve their problems faced in finishing their task by discussing it together. **ICOT** The teacher gave exercise of assignment like, generic structure, language features, and the meaning of text. The students can explore their idea in written form about content of material. The teacher always gave exercises for make students more than reading comprehension.

Based on the result of the observation, the teacher always gives exercises and monitoring to the students to make it easier to understand the students recount text. Besides it makes the students more active in teaching-learning.
2. **The Problem Faced by the Students**

In learning recount text. Here the writer explains the problems faced by the students of reading recount text in SMP Negeri 2 Jenawi, Karanganyar. The writer has interviewed students and teacher.

*Limited Vocabulary* The problems in vocabulary, the students have difficulties in translating the word from English into Indonesian or Indonesian to English. For example in exercise 1, the students have a difficult word such as “travelling, journey, felt, excited”, so they can’t understand the meaning correctly.

Based on the interviewed with teacher and students, the writer concludes Students have difficulty in vocabulary because of the new words that make students to understand the word or phrase in the recount text. Then the students are always given exercises recount text given new words. So that they have the new words more and more easy to interpret.

*Limited Grammar* The problem in grammar, most of the students have difficulties in arranging the sentence correctly because the students get problems on how to arrange the words become good sentences. For example in exercise 3, third paragraph “I had to go home” (*aku pulang*) but the students interprete (*aku pergi ke rumah*).

Based on the interviewed with teacher and students, the writer concludes students do not care about grammar because they most important can interpret the text correct, although the sentence is not true either. But there is one student who my interviews care the importance of grammar in reading texts recount. In addition, teachers also are not concerned about grammar on student, teacher training and more focused to give guidance to students, in this way the students can solve a problem with grammar.

*Punctuation Problem* Punctuation problem is less attention for the students punctuation such as (.), (,), (“”), (/), (?), etc. It makes the students’ difficulties in finding the main idea of recount text. For example in exercise 3 paragraph 2 , “First, at the morning, I did my presentation assignment
with my partner, she was Nurhidayah.”. The students read “First at the morning I did my presentation assignment with my partner she was Nurhidayah.”

Based on the interviewed with teacher and students, the writer concludes students who do not care about punctuation and they do not know the important function of punctuation. So they only concerned can read recount text fluently. But there are students who are concerned with the punctuation as he read the text recount, because punctuation can help him determine the generic structure. Although students do not have comprehended to read is correct, the teacher always gives training and guidance.

Based on the problems above the teacher should always accompany the students in understanding recount text correctly. Teacher always to give the most important vocabulary, grammar, punctuation and knowledge about reading comprehension with easy exercise to provide students in understanding recount text.

Based on the observation, it can be concluded that students’ difficulties in reading comprehension can be divided into three, there are (1) punctuation, (2) grammar, and (3) vocabulary. There are some types of test used to identify the students’ difficulty in reading. They are essay, multiple choice, true or false, and Matching. To explore the matter further, this study finds out that the students’ difficulties in reading recount text on the second semester student of SMP N 2 JENAWI, KARANGANYAR.

b. Discussion

Based on the research finding above, the writer discusses the finding of the research. The discussion contains of the process of teaching English that involves the curriculum, material, method, media, and evaluation used in teaching English to the eighth grade students of SMP N 2 Jenawi, Karanganyar.
Based on the result of observation, evaluation is very important in teaching-learning activities because it is used to know and to measure the students’ ability in understanding the materials. From the evaluation, it can provide exercises for the students in three areas, they are; reading for comprehension practice, pronunciation practice, and speaking practice, so it can make students more active in teaching-learning process. It also can provide the students’ ability to comprehend the text. The researcher analyzes that most students answered incorrectly because they made some mistakes in answering the answer, because students have some difficulties in reading. They have problem in vocabulary, the student have difficulties in translating the word from English into Indonesian and Indonesian to English. They have problem in grammar; most of the students have difficulties in arranging the sentence correctly because the students get problems at how to arrange words become good sentences. They have punctuations problem is less attention to students punctuation such as (.), (,), (“), (/), (?), etc. It makes the students’ difficulties in finding the main idea of recount text. Based on the observation, it can be concluded that students’ difficulties in reading comprehension can be divided into three they are (1) punctuation, (2) grammar, and (3) vocabulary.

From my previous study by Wantini (UMS, 2008) studying teaching reading entitled A Descriptive Study on the Method Used in Teaching Reading to the Sixth Year Students of SDN 01 Tekaran Wonogiri in 2006/2007 Academic Year. The result of her analysis is the teacher uses Natural Approach (NA). The strength focuses on the communication of the topic of the students, the students can express their ideas and the instructor strives at all times. The weakness is the students do not focus to speak so they are not ready, activities in the classroom are focused at all times on topic and it was difficult to begin the activities. Researcher focus on teaching-learning in the classroom to describe the fun approach and teacher finding limited reading comprehend of students. Teacher chooses the teaching method
compared with other methods because more students can focus on learning, efficient and more active.

In teaching-learning about reading recount text, the teacher always starts the learning process by question, observes, analyzes and communicated to know strengths and weaknesses of students about reading comprehend. According to Paltridge (2001:52), (1) Building Knowledge of Field (BKOF) is the step where the students have to pay attention to the teacher’s explanation about the material that will be studied. This stage can be applied by sharing knowledge, vocabulary building, and grammar focus by discussing the grammatical structure commonly used in the written text. (2) Modeling of Text (MOT) is the step that focuses on introducing particular genre through a model of text that deals with the field that the students have already explored in stage of building knowledge of field. Through the model text, the teacher and class work together exploring the cultural context, social function, schematic structure, and linguistic features of the text using spoken language to focus on written text. (3) Join Construction of Text (JCOT), the students are asked to do something or work in the group with their friend or teacher. For example, the students find out the generic structure and language features in group. (4) Independent Construction of Text (ICOT), the students are expected to do something individually. The activities in this step are same as in previous step, those activities must be done individually. For example, they individually prepare the story and perform before the class.

These teaching-learning make students more active and students easier comprehend of material. So the teacher finding strengths and weaknesses of students about reading comprehend like, problem in vocabulary, problem in grammar, and problem in punctuation. This problem, the teacher has solutions with give exercise and guidance for students.

4. Conclusion

Based on data analysis, the writer draws some conclusions about teaching recount text at the eighth grade of SMP N 2 Jenawi, Karanganyar as follows: There are four steps for classroom activity used in teaching
reading recount text at the eighth grade of SMP N 2 Jenawi, Karanganyar. They are Building Knowledge of Field (BKOF), Modeling of Text (MOT), Join Construction of Text (JCOT), and Independent Construction of Text (ICOT). In Building Knowledge of Field (BKOF), the teacher give students some questions about recount text to remind them about the previous material. Modeling of Text (MOT), the teacher observes by giving example and the students follow or just listen to make students more active. Join Construction of Text (JCOT), the teacher analyze students' abilities by providing training to students to make students more confident in answering exercise. Independent Construction of Text (ICOT), the teacher communicated to students by means of correcting the pronunciation of students and students' answers to make students more confident and active in communicating with the teacher in the classroom.

The objective of teaching English at junior high school is by studying English students are expected to have comprehension in reading by topics of recount text. The material for teaching reading is recount text. Recount text is a text which retells events or experiences in the past. The teacher used the media related with the material. In process of teaching, the teacher gave the opportunities for the children to participate in activities in the class. So the objective of teaching English is achieved. In the evaluation, the teacher used the standardized test and daily test. Standardized test is the test made by the government to measure achievement at student nationally. The daily test is a test made by the teacher to measure the student ability. In daily evaluation the teacher give the daily assignment, homework and the standardized test will be conducted at the end semester.

The problem faced by the students in reading comprehension can be divided into three ; (a) Punctuation problem is less attention to students punctuation such as (.), (,), (¨), (/), (?), etc. It makes the students’ difficulties in finding the main idea of recount text. (b) The problem in vocabulary, the student have difficulties in translating the word from
English into Indonesian and Indonesian to English. (c) The problem in grammar, most of the students have difficulties in arranging the sentence correctly because the students get problems at how to arrange words become good sentences.

**BIBLIOGRAPHY**


