CHAPTER II
LITERATURE REVIEW

In this section the researcher want to show the theoretical basis of the research related to the title the researcher wants to research. This section consist of reading (Definition of Reading, Purpose of Reading, Types of Reading, Definition of Reading Comprehension, Level of Reading Comprehension, Components of Reading Comprehension, Strategy of Reading Comprehension, Factor causing student difficulties in Understanding English Text), Genre of Text (Genre of Reading Text, Definition of Recount Text, Language Features of Recount Text, Generic Structure of Recount Text, Types of Recount Text, and Previous Study.

A. Theoretical Review

1. Reading

a. Definition of Reading

Reading is the process of interpreting written symbols that are quickly linked to previous knowledge. Understanding the message is formed from a combination of past knowledge with visual information, readers must be able to recognize the letters and words contained in the text. After that, the next step is to connect these elements with the appropriate sounds and understand their meaning. Furthermore, readers are also expected to be able to draw relevant and in-depth conclusions regarding the meaning or objective of the reading they are facing.

Thus, reading is not just a mechanical activity, but a process that involves a deep understanding of the content and meaning of the text.

According to Anderson, (1991), highlights that reading is not just a mechanical activity, but reading is a process that aims to understand the meaning of writing. According to him, reading ability cannot be seen as a simple skill, but rather is a complex skill that involves cooperation between a number of abilities. In this context, reading does not only involve recognizing letters and words, but also requires the ability to relate information to the knowledge the reader already has. According to Anderson, a person cannot read effectively without the ability to use the knowledge he already has. When reading a text, readers need to apply the knowledge they have to understand and respond to the content of the writing better. Therefore, reading is not only limited to recognizing written symbols, but also involves an interpretation process that involves previous knowledge. Thus, Anderson emphasizes that reading is an activity that involves various aspects of ability, and to read well, a person needs to combine recognition of written symbols with the application of the knowledge he already has.

The concept of reading, according to the General Indonesian Dictionary, refers to the act of seeing writing and being able to understand or convey the contents of the text being read. In Akbayar's perspective (1991: 22), reading is not just a mechanical activity, but an integrated and complex unit of activity. The reading process involves several essential steps which include the ability to recognize letters and words, relate them to their sounds and meanings, and be able to draw conclusions about the meaning of the reading at hand. Ak Prize highlighted that reading does not only rely on technical skills in recognizing

written symbols, but also requires the ability to relate this information to the knowledge the reader already has. In his view, reading is not just spelling words, but a comprehensive process that involves a deep understanding of the meaning and purpose of the text. So, reading is not only related to recognizing letters and words, but also involves interpretive and reflective aspects in linking information with previous knowledge. Thus, this view emphasizes the importance of reading as a complex skill that involves various aspects in an effort to understand and respond well to written content.

Based on several definitions that have been presented previously, researchers can conclude that reading is an action carried out by individuals with the aim of obtaining data or information contained in a text. The ability to read, as explained, involves a series of complex activities, including recognizing letters and words, associating them with sounds and their meanings, and the ability to draw conclusions about the meaning of reading. It is important to note that reading is not just a mechanical process, but an activity that requires deep understanding and contextual interpretation. In this context, readers are also expected to be able to apply previous knowledge in understanding and responding to written content.

b. Purpose of Reading

In certain societies, reading is considered a routine daily activity and is considered equal to basic needs such as eating and drinking. Typically, this environment is associated with educated individuals such as scholars, government

officials, big businessmen, teachers, journalists, students, and writers. They make reading an essential habit in everyday life.

The purpose of reading in this context varies greatly and depends on the situation and condition of the reader. Ak Prize (1991) identifies several general purposes of reading: 1) Obtaining Information: One of the purposes of reading is to obtain information. Readers can access new knowledge or in-depth understanding of a topic ; 2) Improve Self-Image: Some people read with the aim of improving self-image. They may read the works of famous authors not only out of interest in the work, but also to gain positive recognition from others ; 3) Escape from Reality: There are times when people read to escape from reality, especially when feeling bored, sad, or hopeless ; 4) Recreation and Entertainment: Reading can also be done for recreation and entertainment purposes, similar to watching movies or traveling. The selected reading may be a light story, an adventure, or a topic that the reader likes ; 5) For fun or without a specific goal: It is possible that people read without a specific goal, just to fill their time without clear direction ; 6) Seeking Beauty Values and Aesthetic Experiences: High reading goals may include seeking beauty values, aesthetic experiences, and deep understanding of life values.

According to Rachman (2018), reading is a language skill, and the purpose of reading can be described as follows: 1) Reading with the aim of obtaining information about the behavior carried out by the perpetrator in a particular discourse ; 2) Reading with the aim of finding out the main impressions experienced by the perpetrator during the journey to a certain destination; 3) Read to find out the purpose and plot of the story from the beginning to the end of the

reading; 4) Reading with the aim of finding conclusions regarding changes in behavior shown by the author through reading ; 5) Reading to group the stories presented by the author ; 6) Reading with the aim of assessing the lives of the main actors being told ; 7) Reading to compare the lives of the characters in the reading with the lives of the readers of the reading.

Apart from the reading objectives described above, according to Waples (Tarigan 1994:13) the reading objectives include: 1) Reading aims to get something practical; 2) Reading with the aim of gaining a sense of greater knowledge compared to other people in their social environment; 3) Strengthen personal values or beliefs. ; 4) Replacing outdated aesthetic experiences. ; 5) Reading to avoid certain difficulties, fears or illnesses.

In the context explained by several experts above, it can be concluded that the purpose of reading can be considered as the main foundation of reading activities. Clearly defined goals have the potential to provide internal motivation or encouragement that comes from within a person. Individuals who have full awareness of the purpose of reading will be able to direct their focus on critical thinking in processing reading material, which in turn can provide personal satisfaction in carrying out reading activities.

c. Types of Reading

According to Kholifatun (2016) there are two types of reading that can be identified, namely: 1) Reading Aloud: Reading aloud is a reading activity in which individuals make sounds or pronounce symbols of language sounds aloud. This activity involves clear verbal expression, with the words spoken aloud.

Reading aloud is often used in various contexts, such as when reading a text to a group or when familiarizing yourself with the correct pronunciation of words. 2). Silent Reading (inwardly): Silent reading, on the other hand, is the activity of reading without making a sound. This is done without movement of the lips or head, without making any noise. In silent reading, the reader understands the content of the reading silently or silently. Eye speed in reading is emphasized here, measured by the ability to read about three words per second. In addition, readers are able to enjoy reading material internally, maintain calm, and can adjust their reading speed to the level of difficulty that may be contained in the reading material.

Based on the explanation from Mukhlis (2023), there are three types of reading that can be identified, namely: 1). Reading Aloud: Reading aloud is a reading process in which the reader pronounces a piece of writing by paying attention to sound, intonation and stress appropriately. In this activity, the importance of understanding the meaning of reading by readers is the main focus. Through paying attention to pronunciation, readers can better understand the essence of the text they read. 2). Extensive Reading: Extensive reading refers to a reading process that is carried out extensively, where a variety of reading materials on a variety of topics can be accessed in a quick and short time. In this type of reading, the main focus is to immerse yourself in the reading as a whole without having to go too deep into every detail. 3). Intensive Reading: Intensive reading, on the other hand, is a reading activity that is carried out carefully and aims to understand the reading in detail. In this case, the reader pays attention to

every aspect and detail of the text being read to gain a deep understanding of the material.

Based on the explanations from the two experts that have been described, several conclusions can be drawn regarding types of reading. By combining these two perspectives, it can be concluded that reading is a complex activity that involves various approaches and goals. Reading aloud and silent reading reflect the expressive and internal aspects of the reading process, while extensive reading and intensive reading highlight variability in the depth of comprehension and scope of reading material. In conclusion, reading methods can vary depending on the context, needs and goals of the reader.

d. Definition of Reading Comprehension

Reading comprehension is an activity where individuals not only recognize written words and symbols but also strive to grasp and interpret the meaning of the text. According to Ayuningrum (2022), reading comprehension involves understanding literary standards or norms, critical reviews, drama scripts, and fictional patterns. This process requires a deep engagement with literary elements, critical analysis, dramatic texts, and intricate narrative structures. Ultimately, the goal of reading comprehension is to achieve a profound understanding of the literary norms, critical assessments, dramatic works, and fictional components present in the material being read.

Sundari (2019) noted that reading comprehension represents an advanced reading skill. It involves more than merely recognizing words; it requires a deep cognitive engagement with the text. Readers must not only identify words but also

understand and interpret the information presented. Effective reading comprehension necessitates thorough analysis and absorption of each element within the text, leading to a more profound and nuanced understanding.

According to Rubin, as cited by Somadayo (2011:7), reading comprehension is a multifaceted intellectual process. It encompasses two primary abilities: grasping the meaning of words and the capacity for conceptual thinking. Thus, reading comprehension involves not just word recognition but also a deeper cognitive process related to the verbal concepts in the text. Mastering both word meanings and conceptual thinking is crucial for constructing the meaning of a text.

In summary, based on expert insights, reading comprehension transcends simple word recognition. It entails a comprehensive process of understanding, critical analysis, and conceptual thinking across various text types. The ultimate goal is to gain a thorough understanding of literary standards, critical reviews, dramatic works, and fictional elements. This process involves a deep engagement with literary components, critical analysis, and intricate narrative structures, making reading comprehension a higher-level skill that requires both understanding and interpretation of text information.

e. Level of Reading Comprehension

Reading comprehension is an interactive process that incorporates various elements, such as prior knowledge and effective strategies, to achieve specific objectives. This process can lead to different levels of reading comprehension among students. According to Madya (2018), reading comprehension can be

divided into four levels based on its goals : 1) Literal Comprehension: This level involves understanding, remembering, or recalling information that is explicitly stated in the text. Students aim to extract general information and retain specific details from the text, 2) Inferential Comprehension:At this level, readers seek information that is implied but not directly stated. They use their experience and intuition to draw conclusions, which helps them understand longer passages, 3) Critical Comprehension or Evaluation:This level involves comparing the information in the text with the reader's own knowledge and values. Students are required to critically assess the text, integrating their personal knowledge and values with the information provided, 4) Affective Comprehension: This level focuses on eliciting an emotional or rewarding response from the text. Students engage with the text on an emotional level, which contrasts with the previous levels that emphasize understanding textual information.

From this explanation, it is clear that there are four levels of reading comprehension: literal, inferential, critical or evaluative, and appreciative. Students may reach different levels of comprehension, and in this study, students generally displayed understanding at both the literal and inferential levels.

f. Components of Reading Comprehension

According to Nuttal (2000), there are five key aspects of reading comprehension that students need to master to fully understand a text: determining the main idea, locating references, understanding vocabulary, making inferences, and comprehending detailed information. These aspects can serve as steps or strategies for enhancing reading comprehension. 1) Determining the Main

Idea: The main idea represents the core point of the topic being discussed. Longan (2002) states that identifying the main idea is crucial for understanding a paragraph or short passage. Typically, the main idea is found in the first sentence, but it can also appear in the middle or at the end of the paragraph (Vener, 2002). This aspect is a fundamental strategy that helps students grasp the text more effectively, 2) Locating References: This involves identifying the antecedent of a pronoun, which refers back to a word or phrase mentioned earlier in the text (Sharpe, 2005). Students need to understand how pronouns are used to refer to people, places, or situations in sentences to correctly identify references, 3) Understanding Vocabulary: Vocabulary comprehension is essential for understanding the meaning of the text. Students must be able to grasp the meanings of words and phrases used in the passage to accurately interpret the information presented. Students' background knowledge, especially in mastering vocabulary, plays a crucial role in comprehending texts. For instance, guessing or deducing the meaning of an unfamiliar word from context helps students make general predictions about the text's content. Context aids in forming broad predictions about meanings (Sharpe, 2005). Consequently, making predictions enables students to understand the text more effectively and efficiently, 4) Making Inferences:Students should be able to thoroughly comprehend the text to draw conclusions from the statements in each paragraph. Kopitski (2007) suggests that to make inferences, readers must practice combining textual clues with their prior knowledge. These clues help students develop assumptions that lead to conclusions, 5) Detail Information:Reading tests often include questions designed to evaluate students' understanding of the material. These questions assess

students' ability to comprehend the text. In summary, reading comprehension involves a complex process of active reading activities that integrate background knowledge, critical thinking, and the purposes of reading the text.

Based on the aforementioned statement, students need to grasp five key components of reading: finding detailed information, identifying the main idea, understanding vocabulary meaning, locating references, and making inferences. Mastery of these components is essential for students to effectively extract information from a text.

g. Strategy of Reading Comprehension

Pearson et al. (2017) isolates seven strategies used by successful readers. The seven strategies are Pearson identified seven key strategies used by successful readers. 1) successful readers use the knowledge they already have to understand new information in the text. 2) they are able to draw conclusions from what they read, which helps them understand the text more deeply. 3) successful readers constantly monitor their own comprehension throughout the reading process to ensure they understand the text correctly. 4) if they find that the meaning of the text is damaged or unclear, they use various repair strategies to improve it. 5) they can determine important parts of the text that need attention. 6) they are able to synthesize the information they read to create new thoughts. 7) all of these strategies are applied consistently by successful readers to improve their overall comprehension and learning.

Brown & Abeywickrama` (2010: 127) outline a taxonomy of strategies for reading comprehension as follows: 1) Identifying the purpose of reading; 2)

Applying spelling rules and conventions for bottom-up decoding; 3) Utilizing lexical analysis, such as prefixes, roots, and suffixes, to determine meaning; 4) Using visual aids like pictures, charts, and marginal notes to grasp information; 5) Inferring meaning from context; and 6) Employing discourse markers.

According to this classification, reading comprehension involves readers employing a range of strategies and integrating them with their existing knowledge to understand and interpret text. Students need to recognize which strategies and skills are most effective for different types of texts and how to apply them correctly to achieve their reading goals and enhance their understanding.

h. Factors Causing Students' Difficulties in Understanding English Text

According to Westwood (2001), students' difficulties in understanding texts stem from their backgrounds, teaching techniques, and their environment. 1) Learner's Background:Background knowledge is crucial for reading comprehension as it significantly influences text understanding. Its absence can impede comprehension. Hudson (2007) states that a student's background includes their interests, motivations, and attitudes towards reading. 2) Teaching Methods:Teachers play a vital role in enhancing student achievement. Westwood (2001) emphasizes that teachers are responsible for imparting knowledge and determining students' reading proficiency. Teachers need to carefully choose appropriate teaching techniques, as unsuitable methods can exacerbate students' difficulties. 3) Student Environment:Environmental factors also impact students' ability to learn and master English. A reading-friendly environment indirectly

supports learning. Practicing and using English outside school aids in better comprehension.

Westwood (2008) identifies several factors contributing to poor comprehension: 1) Limited Vocabulary Knowledge: Vocabulary is essential for creating meaning since texts are composed of words. If students struggle with comprehension, it may be due to a mismatch between their vocabulary knowledge and the words used in the text. 2) Lack of Fluency: Some students struggle because they do not read well. Reading too slowly can limit cognitive capacity to low-level processing of letters and words, while reading too quickly can lead to overlooking important details. 3) Lack of Familiarity with the Subject Matter: Teachers often introduce new material directly from textbooks, but it can be more effective to use other resources like videos, posters, or mini-lectures first. Directly starting with textbooks can hinder comprehension. 4) Difficulty Level of the Text:The complexity of the text in terms of concepts, vocabulary, sentence length, and structure affects readability. Students should read materials suited to their level. For instance, narrative texts are taught in both eighth and ninth grades, but the difficulty level varies. 5) Inadequate Use of Effective Reading Strategies: Ineffective reading strategies often lead to comprehension difficulties during the teaching and learning process. Students need a variety of strategies from their teachers, who act as facilitators and managers in the classroom. Effective reading strategies are essential for improving comprehension.

Unfortunately, evidence suggests that reading is often not taught as a thinking activity, and many teachers do not spend sufficient time instructing students in the use of comprehension strategies. 6) Weak Verbal Reasoning: This

issue arises when students struggle to connect new information with their existing knowledge, which depends on their reasoning abilities during reading and is influenced by their intelligence levels. 7) Problems with Processing Information:Working memory capacity varies among individuals. During reading, a reader must have enough memory to receive and process messages. To maintain the meaning of the text as sentences and paragraphs accumulate, a reader must keep relevant information in working memory and connect ideas. Slow readers should be encouraged to re-read material multiple times if necessary to process the information successfully. 8) Problems with Retaining Information after Reading: Recall depends on students paying adequate attention to reading tasks and understanding the importance of remembering details. Students often struggle with attention while reading, leading to difficulties in comprehension. Recall is strongest when students connect new information to their prior knowledge and experiences, and when they rehearse key points from the text. Using mind maps or graphic organizers can help students recall information from the texts.

From the expert opinion above, it can be concluded that students' difficulties in understanding reading texts can be caused by various interrelated factors, including student background, teaching methods, and learning environment. Students' backgrounds, which include knowledge, interests, motivation, and attitudes towards reading, greatly influence text comprehension. Inappropriate teaching methods can exacerbate students' difficulties, so it is important for teachers to choose the right techniques to improve students' reading abilities. A supportive environment, both at school and outside, also plays an important role in strengthening reading skills. Specific factors such as limited

vocabulary knowledge, lack of fluency, inability to relate new information to existing knowledge, and problems processing and remembering information also contribute to reading comprehension difficulties. All of these factors emphasize the need for a comprehensive and integrated approach to teaching reading to overcome the various barriers students face.

2. Genre of Text

a. Genre of Reading Text

According to Mark and Kathy (1997), the different genres of texts are categorized as follows:

1) Descriptive Text:This genre aims to describe specific people, places, or things, fulfilling a social function.

2) Recount Text:This type of genre reinterprets events to inform or entertain, serving a social role.

3) Narrative Text:This genre engages, entertains, and addresses real-life experiences in a unique manner, serving a social function.

4) Discussion Text: This genre presents multiple viewpoints on a topic, fulfilling the purpose of discussion.

5) Analytic Exposition Text: This genre aims to convince the reader or audience of the truth of a particular statement.

6) Hortatory Exposition Text:This genre persuades the reader or listener to believe that something is true.

7) Report Text: This genre describes various man-made, natural, and social phenomena as they exist in the environment.

8) Anecdotal Text: This genre retells an event with a humorous twist, serving a social function.

9) Review Text:This genre criticizes people, places, or things, serving a social role.

10) Procedure Text:This genre explains how something is accomplished through a series of actions or steps.

11) Explanatory Text: This genre explains the processes involved in the formation or operation of natural or socio-cultural phenomena, serving an explanatory function.

b. Definition of Recount Text

Pardiyono (2007) explains that recount text is a type of text designed to retell events or experiences that have occurred in the past. This text functions to provide information or entertainment to the audience by presenting details of past events chronologically. The main purpose of recount text is to help readers or listeners understand and imagine events that have occurred clearly. In this way, recount text does not just retell events, but also provides additional insight and context regarding these events, so that readers can experience experiences similar to those experienced by the author.

Anderson (1997) also believes that regarding recount text, recount text is a form of text that focuses on retelling past events, with these events being the center of the narrative. The purpose of this recount text is to remind readers or listeners about past events, as well as provide additional explanations that help them understand the context and meaning of these events. Anderson emphasizes

that recounts are not just about retelling events, but also about reconstructing the atmosphere and details that can help the audience relive the experience in their minds. Thus, recount text functions as a tool to connect the past with present understanding and experiences.

Apart from Pardiyono and Anderson, Wardiman, as quoted by Melalolin (2020), describes recount text as a narrative that aims to inform readers about a story, action or activity that has occurred in the past. Recount text functions to convey information about past events, with the main aim of providing information or entertaining readers through stories of these experiences. Recount texts usually include key elements such as orientation, which provides background and context; events, which tell details of events sequentially; and reorientation, which provides a final conclusion or reflection regarding the incident. With this structure, recount text helps readers to follow the story line easily and gain a comprehensive understanding of the events being told.

From the expert opinion above, it can be seen that recount text is a text that emphasizes the importance of presenting details of events chronologically to help readers understand and relive the experience. Apart from providing information about past events, recount text also functions to remind and provide additional context, so that readers can understand the meaning and background of events better. Elements such as orientation, events, and reorientation become key structures in recount texts, which help convey the story clearly and organizedly, and connect past experiences with the reader's understanding in the present.

c. Language Features of Recount Text

According to Framana (2019) The language features of recount text are: Focus on Individual Participants or Groups, the text focuses on the experiences of a person or group of people involved in an activity or event. This text can be written from a first-person or third-person perspective, 1) First Person : Experiences told by people who directly experienced the event, using first person pronouns such as "I" or "we". Example: "I went to the park and spent time walking around the park", 2) Third Person : Events narrated by an observer who is not directly involved in the event, using third person pronouns such as "he", "they", or mentioning the names of the people involved. Example: "Vera went to the park, she saw a pond near the park and sat on a bench enjoying the view." Thus, recount text can provide a clear picture of personal or group experiences, both from the perspective of the person experiencing it directly and from the perspective of an observer.

Meanwhile According to Derewianka (1990) , recount texts generally use several linguistic characteristics, including: 1). Specific participants or nouns that describe who is involved in the story ; 2). Descriptive words that provide details about people, place, time, setting, and storyline; 3). Use of simple past tense to show actions that occurred in the past ; 4). Words that indicate a sequence of events, such as first, second, then, and so on.

According to Cavanagh in the Country Areas Program (1998: 11), recount text has several important language features, namely the use of descriptive words to build a clear picture of the setting of the place where the event occurred. In addition, recount texts usually use the past tense to connect the events being told,

creating a structured storyline. These events are linked to each other through time references such as "later," "day," "once," and "after," which help provide clear order and context in the narrative.

The conclusion from the language features of recount text is that this text uses certain linguistic elements to tell past events clearly and structured. These characteristics include the use of specific participants or nouns that explain who is involved, descriptive words to provide details about people, place, time, setting, and storyline, use of simple past tense to indicate actions that occurred in the past, as well as words that indicate the sequence of events such as first, second, then, and so on. These characteristics make it easier for readers to understand the context, details and chronology of the events being told.

d. Generic Structure of Recount Text

Western Australian Ministry in Firmala Sari (2018;15) said that the general structure of a recount text includes three main parts: 1). Setting or Introduction: This section provides background information that helps readers understand the context of the story. Details about who was involved, where the event occurred, when it occurred, what happened, why the event occurred, and how the event occurred are explained in this section ; 2). Event: This section describes important events which are usually arranged chronologically. Each event is explained in detail so that readers can follow the story line clearly ; 3). Closing Statement: This concluding section is tailored to the purpose and audience of the text. A closing statement can be a conclusion, reflection, or comment on the events being told, providing resolution or closure to the story being told.

Meanwhile, Hardy and Klarwein in Wachidah (2004) said that the generic structure of recount text consists of three main parts: 1). Orientation: This section introduces the participants, place, and time of the event and provides background information by answering the 5W questions (what, who, when, where, and why) ; 2). Sequence of Events: This section describes the events chronologically, telling what happened in sequence ; 3). Reorientation: This closing section contains the author's personal comments on the story that has been told.

According to Derewianka (1990) as stated by Miranti (2008:16), the generic structure of recount text consists of three main parts. First, orientation, which provides complete background so that readers can understand the text thoroughly by including information about who, what, when, where, and why the event occurred. Second, a series of events, where events are arranged chronologically from first to last, with the author selecting relevant and interesting events to support the reader's understanding. Finally, reorientation, which is optional, closes the text by summarizing the results, evaluating the importance of the topic, offering personal comments, or speculating about the future. This section is not always present in every recount text, depending on the author's purpose and context.

It can be conclude, general structure of recount text consists of an orientation that provides basic information such as who was involved, where and when the incident occurred, and why it happened. The second part is a sequence of events which explains the chronology of events sequentially. The final section, reorientation, functions as a conclusion by providing the author's personal conclusion or comment on the story that has been told, often including a reflection

or evaluation of the events being told. Thus, this structure helps readers understand the context, details, and sequence of events in recount text.

e. Types of Recount Text

According to Barwick in Aston (2015), there are several different types of recount text, which are adapted to the level of language and content according to the audience and communicative purpose: 1). Personal Recount : This type recounts activities experienced by the writer or speaker based on personal experience. These texts often include personal comments, emotional anecdotes, and may take the form of oral stories, letters, or diary entries ; 2). Factual Recount Text : This type documents a series of events sequentially and evaluates their significance. Examples include historical storytelling, scientific experiments, traffic reports, sports reports, as well as their use in media such as film, television, and video. Factual recount texts often involve detailed research on a specific topic by utilizing print resources and technology ; 3). Imaginary Recount ; This text creates imaginative details from literature or stories, placed in a realistic context. The main focus is the narrator's character development and emotional response to the events ; 4). Procedural Recount : This type outlines the steps required in a procedure, either orally or in writing. Examples of applications include information books, television programs, films, and books that explain how to make or do something. The focus is on accurate sequence of steps, selection of appropriate language for the topic being discussed, and use of time conjunctions. ; 5). Critical Recount : This type evaluates a particular issue by presenting comments and assessments of its positive and negative aspects. The details chosen

are tailored to the arguments presented, although not always in chronological order. Generally written in the first or third person using "I" or "we", but can also use the passive voice.

Meanwhile, the types of recount text according to Anderson in Mcnamara (2019) are : 1). Personal Recount: Personal Recount is a type of recount text that tells the author's personal experiences in the past, such as tourist trips, memorable playing moments, or unforgettable memories ; 2). Factual Recount: Factual Recount is a recount text that is used to convey reports about events that actually happened or real facts. Examples of use include reports on the results of scientific experiments, stories in news reports, historical records, or police reports ; 3).Imaginary Recount: Imaginary Recount is a type of recount text that tells a story based on the author's imagination. Even though it is told in the past tense, this story can be a fantasy story or a fictional story that uses created settings and characters.

Therefore, it can be concluded that each type of recount text has unique characteristics and different communicative purposes. The appropriate use of each type of recount text really depends on the audience you want to reach and the purpose of the story or information you want to convey. By understanding this difference, writers can be more effective in compiling and communicating experiences or information through recount text, whether to entertain, provide knowledge, or put forward certain arguments.

B. Previous Related Studies

Table 2.1. List of Previous Studies

No	Writer's Research Title	Previous Research Title	Reseacher Name	Similarities	Differences
1.	Model of Resolving Students' Difficulties in Understanding Narrarive Text Reading : a Single Case Study of Secong Grade Student a SMA Negeri 4 Blitar	Case Study on Students Difficulties in Comprehending Narrative Text at SMPN 1Siman Ponorogo	Rika Susanti (2018)	The research design and class is the same	The material of research is different, and in my research there is innovation from previous research
2.	Model of Resolving Students' Difficulties in Understanding Narrarive Text Reading : a Single Case Study of Secong Grade Student a SMA Negeri 4 Blitar	Student Difficulties in Reading Comprehension at the first grade of SMAN 1 Darussalam Aceh Besar	Dasrul Hidayati (2018)	The focus is the same as Reading Comprehension	The research subject is different if this researcher uses the first class of high school while I use the subject of class VIII junior school, and the research methods used are different.
3.	Model of Resolving Students' Difficulties in Understanding Narrarive Text Reading : a Single Case Study of Secong Grade Student a SMA Negeri 4 Blitar	An Analysis of Student Difficulties in Comprehending Reading Reading Text of the Third Grade Student at SMAN 10 Pekanbaru	Fifin Afilia Fadhila (2019)	The research design is the same	The research subject is different, and in my research there is innovation from previous research

No	Title		Researcher	Similarities	Differences
4	Model of Resolving Students' Difficulties in Understanding Narrarive Text Reading : a Single Case Study of Secong Grade Student a SMA Negeri 4 Blitar	Student difficulties in Reading Comprehension at Junior High School 1 Rumbio Jaya.	Eka Fimanita (2021)	The object of research both focuses on students, apart from that, another similarity is the phenomenon of both internal difficulties comprehension of reading texts and factors causing students' difficulties in understanding English reading texts	The methods used are different, previous research used quantitative descriptive research for research. Apart from that, the place where the research was carried out was different, the research subject was different, and the research focus was also different.
5	Model of Resolving Students' Difficulties in Understanding Narrarive Text Reading : a Single Case Study of Secong Grade Student a SMA Negeri 4 Blitar	An Analysis of the Student in Reading Comprehension of the Second Grade at the MTS Abu Darda in Academic year 2022	Manjung Lensa Putri (2023)	The object of research both focuses on students, apart from that, another similarity is the phenomenon of both internal difficulties comprehension of reading texts and factors causing students' difficulties in understanding English reading texts	The differences are in the research design

Here's a more detailed information:

The first study by Rika Susanti (2018) was titled "Case Study on Students' Difficulties in Comprehending Narrative Text at SMPN 1 Siman Ponorogo." This qualitative research aimed to provide an in-depth understanding of the experiences and perceptions of students and English teachers at SMPN 1 Siman Ponorogo. Utilizing a descriptive case study approach, the research focused on the VIII grade class. Data collection was done through observations, interviews, and

questionnaires. Findings indicated that students struggled with understanding narrative texts due to factors such as inadequate grasp of the material, unfamiliarity with narrative text features, limited vocabulary, and lack of attention. Contributing factors included insufficient study time, reluctance to use dictionaries, overly complex sentences, and student disengagement. Teachers addressed these challenges by assigning individual tasks, using the snowball throwing technique, and facilitating small group discussions.

The second research conducted by Dasrul Hidayati (2018) with the title "Students' Difficulties in First Class Reading Comprehension at SMAN 1 Darussalam Aceh Besar" is a quantitative descriptive study which aims to evaluate the challenges faced by students in reading comprehension. This research uses a combination of tests and questionnaires consisting of 20 questions divided into several categories such as main ideas, detailed information, conclusions, references and vocabulary. For data analysis, this study measured the level of difficulty and percentage of success of students in answering each type of question. The research results show that first grade students face various difficulties, especially in answering questions related to the main idea, making appropriate conclusions, and finding and understanding relevant references. These findings provide insight into areas where students need additional support to improve their reading comprehension skill.

The third research conducted by Fifin Fadillah (2019) entitled "Analysis of Students' Difficulties in Understanding Reading Texts at SMAN 10 Pekanbaru" used a qualitative approach with descriptive methods to explore the challenges faced by students in understanding reading texts. This study involved class III

students at SMAN 10 Pekanbaru and collected data through a questionnaire consisting of 15 statements regarding difficulties in understanding reading texts and 20 statements regarding strategies applied to overcome these difficulties. By using a Likert scale in its analysis, this study found that 75% of students had quite strong reading comprehension abilities, while 5.6% of students showed very strong comprehension abilities. These findings provide an overview of students' level of reading comprehension and the effectiveness of the strategies used to improve this ability.

The fourth research conducted by Eka Firmanita (2021), entitled "Students' Difficulties in Reading Comprehension at SMP 1 Rumbio Jaya," focused on class VIII students at SMPN 1 Rumbio Jaya. In this research, Eka used a descriptive quantitative approach to identify various indicators that contributed to students' difficulties in understanding reading. Some of the indicators analyzed include students' ability to find specific information, understand the general structure of text, and recognize linguistic characteristics. The results of the research show that factors that influence reading comprehension include environmental factors around students, their interests and motivation, and speed in recognizing words. These findings provide a deeper understanding of the elements that may influence students' reading abilities and identify areas that require more attention to improve their reading skills.

The latest research conducted by Manjung Lensa (2023) with the title "Analysis of Second Grade Students' Reading Comprehension at MTS Abu Darda for the 2022 Academic Year" used a qualitative descriptive design to evaluate students' reading abilities. Researchers collected data from 25 class 8B students

through various methods, including questionnaires, interviews, observation, and documentation. This study found that the two main factors that influence reading comprehension are difficulties with vocabulary and problems with text structure. Difficulty in understanding the vocabulary used in reading and challenges in following complex text structures are significant obstacles for students in mastering reading. Based on the results of this study, the researcher concluded that vocabulary development is a very important element in improving students' reading comprehension. An emphasis on expanding vocabulary was identified as a key strategy to help students understand text content better and improve overall reading skills. These findings indicate the need for interventions that focus on increasing vocabulary as part of efforts to support students' reading abilities.

This research aims to identify various difficulties faced by class VIII students at SMPN 4 Blitar in understanding recount text material and evaluate the strategies implemented by teachers to overcome these problems. The final aim of this research is to develop an effective strategy model to overcome students' problems in understanding recount text. This research uses a qualitative approach with a case study method, and data is collected through interviews, observation and documentation.

The research results show several difficulties faced by students, such as: 1) Difficulty in dealing with new vocabulary, 2) Difficulty in understanding long sentences separated by commas, 3) Difficulty in understanding the general structure of recount text, and 4) Difficulty related to words. words that have affixes.

To overcome these difficulties, English teachers apply several strategies, namely: 1) Ask students to use a dictionary and look for the meaning of new vocabulary independently, 2) Help students break down long sentences separated by commas into small parts, then interpret and combining them according to the context of the story, 3) Providing a more in-depth explanation of the structure of recount text when students experience difficulties, and 4) Re-explaining vocabulary that has affixes by providing clear examples. Implementation of this strategy results in increased student grades, increases interaction between students and teachers in the classroom, and creates a more active and enjoyable learning atmosphere.