

**AN ANALYSIS ON STUDENTS' ENGLISH READING SKILL
IN RECOUNT TEXT BASED ON BARRETT'S TAXONOMY**

THESIS



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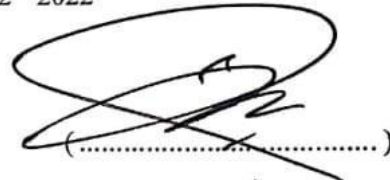
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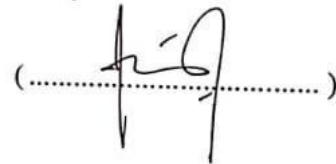
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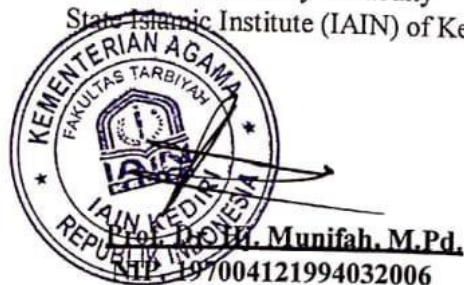
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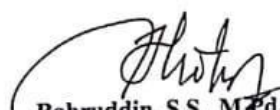
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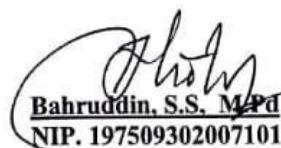
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MOTTO

**MANY OF LIFE'S FAILURES ARE PEOPLE WHO DID NOT REALIZE
HOW CLOSE THEY WERE TO SUCCESS WHEN THEY GAVE UP.**

-Thomas A. Edison-

DEDICATION

Certainly, with strongly thanks to Allah SWT and Rasulullah Muhammad SAW. I dedicate this thesis to:

- My biological mother who lives peacefully down in Allah's heaven, Mrs. Siti Asiyatul Mahmudah who gave me the strength and fortitude to continue to live a better life.
- My beloved family, Mrs. Istiqomah, Mrs. Afrida Nurlaili, M.Pd.I and Mrs. Zuna' Idatul Hasanah S.Km who have given me moral and financial support and always prayed for me in every condition.
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ABSTRACT

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Keywords: Reading Skill, Recount Text, Barrett's Taxonomy

Reading skill is one of the important requirements for students in achieving success and development in learning. Two taxonomies are often used in education, namely Bloom's Taxonomy and Barrett's Taxonomy. Barrett's Taxonomy is more specific and suitable to analyze reading comprehension and skill because it can be represented of comprehension the taxonomy when the teacher develops instructional activities in reading. Therefore, the purpose of this study is to know and describe the level of English reading skill by the students at senior high school, to find out the weakness level of students' reading competence in recount texts and to overcome the weakness level of students' reading competence in recount texts based on Barrett's Taxonomy. This study was conducted at X IPA 1 of SMAN 8 Kediri in academic year 2021/2022.

This study used qualitative descriptive design. The data obtained through document daily English test paper in the recount text material made by the English teacher and interview. The instruments of this study were column checklist and interview guide. The researcher connected the existing data with the theoretical framework in Barrett's Taxonomy to interpret findings in the research data and conclude the final results of the study.

The data analysis on students' daily tests in recount text shows that the criteria of students' classification are high, medium and low. The class average score of students' daily tests in recount text is 81.2 with medium category. High level students have the weakness level of Barrett's Taxonomy at literal recognition and reorganization. Then, medium level students have the weakness level at the reorganization and low level students have the weakness level in the evaluation level. Furthermore, to overcome the weakness level of students' reading competence in recount texts, it can be concluded that the researcher reflects the level of difficulty experienced by each student's classification based on Barrett's Taxonomy. This is also overcome by the teacher's solution with the reading teaching method using jigsaw technique and guessing system when teaching reading skills.

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