**THE STUDY OF THE EIGHTH GRADE STUDENTS' READING
COMPREHENSION ACHIEVEMENT OF RECOUNT TEXT AT SMP
NEGERI 1 BANGSALSARI JEMBER**

THESIS

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LANGUAGE AND ARTS DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF JEMBER

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Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English Education Program of Language and Arts Education Department Faculty of Teacher Training and Education Jember University

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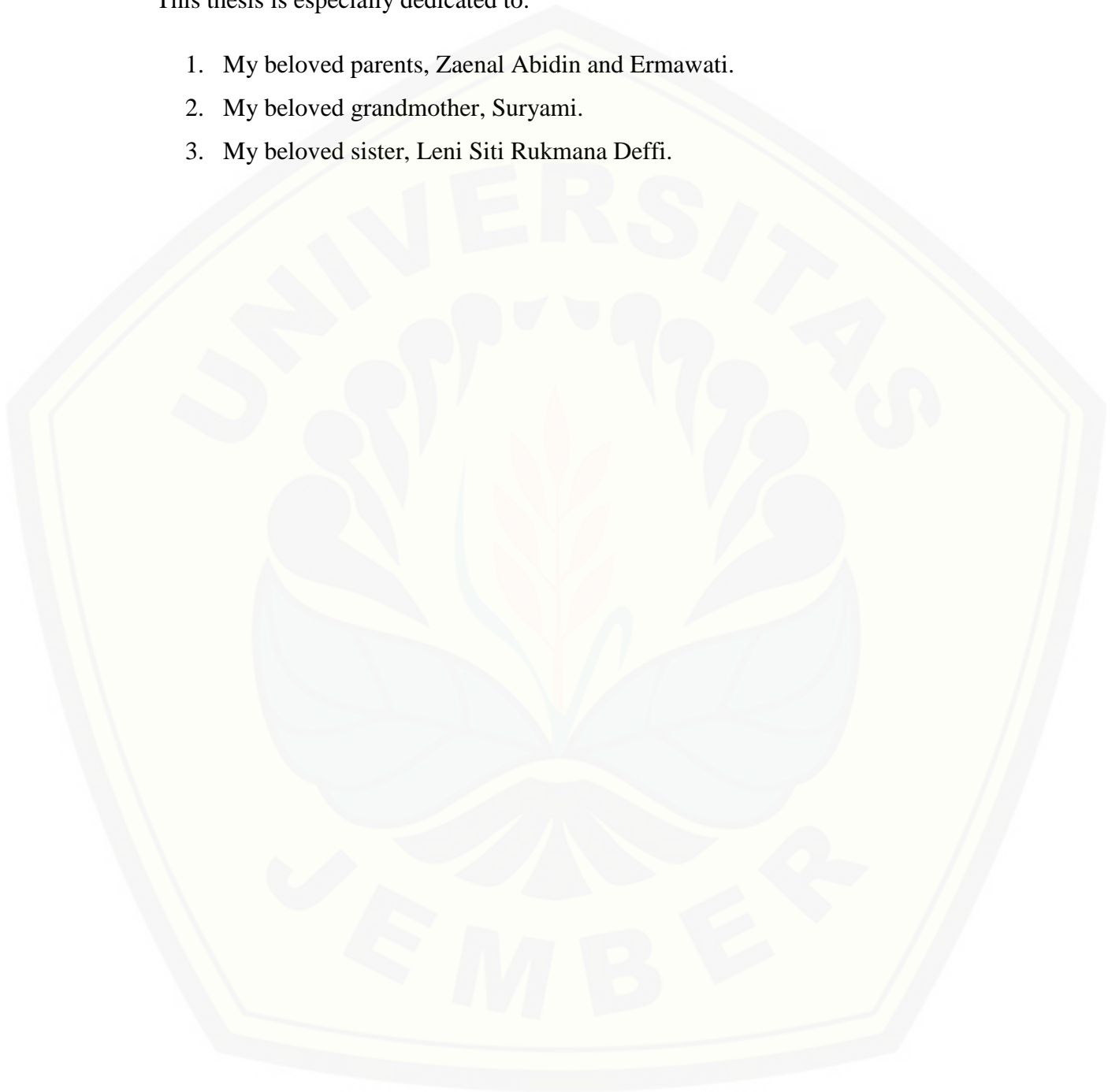
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Date   : June 17th, 2015

DEDICATION

This thesis is especially dedicated to:

1. My beloved parents, Zaenal Abidin and Ermawati.
2. My beloved grandmother, Suryami.
3. My beloved sister, Leni Siti Rukmana Deffi.

MOTTO

"We shouldn't teach great books, we should teach a love of reading"
(B.F Skinner)

Source: *www.goodreads.com*   iii

CONSULTANTS' APPROVAL

THE STUDY OF THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT OF RECOUNT TEXT AT SMP NEGERI 1 BANGSALSARI 1 JEMBER

THESIS

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7. The School Principal of SMPN 1 Bangsalsari Jember, the English teacher and the eighth grade students who helped and participated in this research to obtain the data for the research.

Finally, I expect that this thesis will be useful not only for the researcher but also for the readers. However, I do realize that it is still far from being perfect. Any criticism and suggestion would be appreciated.

Jember, June 2015

The Researcher

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A Study of the Eighth Grade Students' Reading Comprehension Achievement of Recount Text at SMPN 1 Bangsalsari; Lia Fadriatul Jannah, 100210401020; 2015; 92 pages; English Language Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education Department, the Faculty of Teacher Training and Education, Jember University.

Reading is one of important skills for the people in the world, especially to the students in learning English because there are many literatures, books and technology written in English. Besides, students must be able to comprehend what they read. They are able to comprehend the text to get the ideas and make a conclusion about the information from the text as intended by the writer.The design of this research was descriptive qualitative research. The purpose of this research was to describe the eighth grade students' reading comprehension achievement of recount text at SMPN 1 Bangsalsari. More specifically, this research measured students' reading comprehension ability covering comprehending word, comprehending sentence, comprehending paragraph, and comprehending text.

This research was conducted to Grade VIII of SMPN 1 Bangsalsari, as the research subject, which was determined by purposive method and the researcher used proportional random sampling. The number of the respondents were 42 students. The data of this research were in the form of the students' score of reading comprehension ability test and the supporting data were obtained from documentation and interview. Interview was used to know the way of teaching reading taught in the eighth grade students at SMPN 1 Bangsalsari. Meanwhile, documentation was used to get the data about the teachers' lesson plan, the lists of mid-term score class VIII to get the research classes, the English curriculum that used in SMPN 1 Bangsalsari Jember and the names of research respondents.

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Reading comprehension achievement test was aimed at measuring the students' reading comprehension ability about recount text. Before giving the reading test, the researcher conducted the try out to measure the reliability of the test to know the difficulty level of the test items, wether the instruction was clear or not and the time allocation was enough or not. The try out test was given to another class who did not belong to the research respondents.

The result of the students' reading comprehension test of recount text covering word, sentence, paragraph and text comprehension was categorized as "good". In average, the students got 75 up to 90 with the mean score 80.11. The highest percentage of four indicators was "word comprehension" with the percentage of 89.00% which belonged to "good" category. Then, the percentage of the sentence comprehension was 83.80% which belonged to "good" category. The percentage of paragraph comprehension was 80.95% which was classified as "good" category. The lowest percentage of the four indicators was "text comprehension" with the percentage 73.80% that was classified as "fair" category.

In conclusion, it can be concluded that the eighth grade students' reading comprehension achievement at SMPN 1 Bangsalsari was categorized as "good". It means that the students could comprehend the recount text well covering the word, sentence, paragraph, and text comprehension. There were only some students faced difficulty in text comprehension. Thus It can be suggested to give the students more exercise to increase their reading skill, especially in text comprehension. For future researchers, this research results is expected to be a useful reference to conduct a further research with the same topic in different designs.

CHAPTER I

INTRODUCTION

This qualitative research focuse on the description of the students' reading comprehension achievement of recount text at SMP Negeri 1 Bangsalsari Jember which was conducted in the form of qualitative research. Recount text was used as the reading materials in order to measure the students' reading comprehension, because the genre had already been learned by the students. The students investigated were the Grade VIII at SMP Negeri 1 Bangsalsari Jember.

This chapter presents some aspects that underlined the topic of the research including background of the research, the problem of the research, objective of the research, significant of the research, and scope of the research. Each issues is highlighted in the following section respectively.

1.1 Background of the Research

English plays an important role in the world. It is used as a means of global communication. It is proved by Crystal (2003:2) who says that nowadays English is used as communication among people all over the world. English has become a mother tongue or the first language for a dozen nations and millions speakers and it is spoken both as a foreign language and as a second language for about one billion speakers. Based on the fact, English is used as a foreign language in Indonesia because it is an international language and people learn English after they learn Indonesian. It is also taught from the lowest level to the highest level.

In education, English is stated in standard of content (PERMENDIKNAS No 2, 2006) and it states that English is learned by junior and senior high school students for four hours in a week. In the curriculum 2006, English in Junior High School and Senior High School becomes one of the subjects in determining the graduation. Moreover, English can help students to understand the knowledge which is transfered by the teacher especially when they are taught in English

lesson. There are many literatures, books, and technology written in English which are used in teaching. In learning English, students are taught four language skills. Those are listening, speaking, reading, and writing. Thus, students are asked to be able to listen, speak, read, and write English as the target language. Those four skills are taught to students of English as a Foreign Language (EFL) because all of those four skills are important in communication. Those four skills should be taught integratively with teaching skills which cover how the teacher teaches the students during the learning process. Then, listening, speaking, reading, and writing as the language skills should be suitable with the genre or learning topic.

Generally, one of the skills that needs to be taught and learnt is reading. Reading is crucial since it is needed by the students to enable them to read the English textbooks or other English references which are used by the teacher in teaching reading. The students do not only need to read but also to understand all the information written in the text. Dealing with the students'comprehension, it can be defined that reading is a thinking process (Fountas & Pinnell, 2005). It means that in reading process, the text presents letters, words, sentences and paragraphs that encode meaning. Then, the student as a reader uses the knowledge, skill, and strategy to determine what the meaning is.

Reading comprehension is extracting the required information from a written text as efficiently as possible (Grellet, 1996:3). Reading comprehension achievement is represented by students' achievement in understanding words, sentences, paragraphs and the whole text. Every student has different difficulty of understanding a text because the student has different capability in understanding a text. The students should anticipate their problem by expanding their reading time and doing some practice in reading.

Crawley (2000:40) says that the main purpose of reading is to understand or comprehend the communication between the author and the readers. It means that reading comprehension deals with understanding what we read, not only understanding explicit meaning but also implicit meaning. Through reading, the students are able to comprehend the text or the material given. It means that when

the students read the text, they are able to get the message or the information from the text well.

Based on the 2006 Institutional Based Curriculum (KTSP, 2006:278), it is stated that there are some genres taught to the eighth grade of junior high school. They are descriptive, recount and narrative text. However, only descriptive and recount text are taught in the first semester. This research only focused on recount text that had been taught by the English teacher of the Eighth Grade Students at SMPN 1 Bangsalsari Jember in the first semester of 2014/2015 Academic Year.

A preliminary study had been done to get information about the practice of English language teaching at SMPN 1 Bangsalsari Jember. The preliminary study was carried out on 11 June 2014 by interviewing the English teacher (Mrs.Endah). Based on the teacher of Grade VIII of SMPN 1 Bangsalsari Jember, Endah says that this school is applying Institutional-Based Curriculum (KTSP 2006) and using textbook (Practice Your English Competence) and worksheet for teaching learning process.

She informed that she never tested the students' ability based on each skill. However, the teacher tested the English skill integrated with other skill. As a result, the teacher did not know the students' skill especially in reading skill. She also explained that she never measured the students' reading comprehension skill based on four components of reading text, such as word comprehension, sentence comrehension, paragraph comprehension and text comprehension. Based on those reasons, this research was needed to be conducted to give the specific information about the students' skill, dealing with the word, sentence, paragraph and text comprehension.

 The teacher also said that in teaching reading she frequently used Lecturing and Question Answer methods. She started the lesson by giving some leading questions to lead the students to the topic they were going to read. Then, she distributed the reading text and asked the students to read silently. During the activity, the students had to identify the unfamiliar words and check the meaning in dictionary. She explained that by letting the students use the dictionary, it

would help them to understand the meaning of unfamiliar words in the text. Sometimes, the students also have difficulties in getting the main idea and unstated information of the text. She also asked the students to do the exercise in the form of multiple choice related with the text and sometimes asked the students either to work individualy, in pair or in groups based on the material given. She also gave students homework related to the reading text and discussed it in the next meeting.

Further, the researcher conducted the study in this school because of some reasons. A research with the same topic had never been conducted at that school before and based on the English teacher's information, it was informed that she never tests the students' ability based on each aspects of reading comprehension, such as how the sudents comprehend the word, sentence, paragraph or text. As a result, the teacher does not know the students' ability especially the students' reading skills in detail. Based on those reasons, this research needs to be conducted to give the specific information about the students' reading skill to the teacher in order to help the students be more aware of their reading ability.

Based on the result of preliminary study and the background above, the researcher was interested to conduct a descriptive research entitled **"The Study of the Eighth Grade Students' Reading Comprehension Achievement of Recount Text at SMP Negeri 1 Bangsalsari Jember".**

1.2 Problems of the Research

Based on the background of the research described above, the problems to be investigated in this research are divided into general and specific problems.

1.2.1   General problems

How is the eighth grade students' reading comprehension achievement at SMP Negeri 1 Bangsalsari Jember in 2014/2015 Academic Year?

1.2.2   Specific problems

a. How is reading comprehension achievement in finding words meaning from recount text on the eighth grade students at SMP Negeri 1 Bangsalsari Jember in 2014/2015 Academic Year?

b. How is reading comprehension achievement in finding sentences meaning from recount text on the eighth grade students at SMP Negeri 1 Bangsalsari Jember in 2014/2015 Academic Year?

c. How is reading comprehension achievement in finding paragraphs meaning from recount text on the eighth grade students at SMP Negeri 1 Bangsalsari Jember in 2014/2015 Academic Year?

d. How is reading comprehension achievement in finding texts meaning from recount text on the eighth grade students at SMP Negeri 1 Bangsalsari Jember in 2014/2015 Academic Year?

1.3 Objectives of the Research

In relation to the research problems, the objectives of this study are as follows:

1.3.1   General objective :

To describe the eighth grade students' reading comprehension achievement at SMP Negeri 1 Bangsalsari Jember in 2014/2015 Academic Year.

1.3.2   Specific objectives :

a. To describe the students' reading comprehension achievement in finding words meaning from recount text on the eighth grade students at SMP Negeri 1 Bangsalsari Jember in 2014/2015 Academic Year.

b. To describe the students' reading comprehension achievement in finding sentences meaning from recount text of the eighth grade students at SMP Negeri 1 Bangsalsari Jember in 2014/2015 Academic Year.

c. To describe the students' reading comprehension achievement in finding paragraphs meaning from recount text on the eighth grade students at SMP Negeri 1 Bangsalsari Jember in 2014/2015 Academic Year.

d. To describe the students' reading comprehension achievement in finding texts meaning from recount text on the eighth grade students at SMP Negeri 1 Bangsalsari Jember in 2014/2015 Academic Year.

1.4 Significance of the Research

1.4.1 For the English Teacher

The writer expects that this study might give the specific information and description about the eighth grade students' reading comprehension achivement of recount texts on word, sentence, paragraph and text comprehension as the indicator. Further, the English teacher might know the students weaknesses of the four indicators then she could help the students to overcome their weaknesses in reading comprehension.

1.4.2 For Other Researcher

Hopefully, the result of the study may be used as a reference to conduct further research using different research design such as Clasroom Action Research or Experimental Research to different level of students to know their ability reading comprehension on different sense of text.

1.5 Scope of the Research

This research focuses on describing the eighth grade students' reading comprehension achievement of recount text which covers word comprehension, sentence comprehension, paragraph comprehension, and text comprehension at SMP Negeri 1 Bangsalsari Jember in 2014/2015 Academic Year.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter highlight some aspects dealing with the review of the literature, underlined the topic of the research. The theories review cover reading comprehension that involves comprehending words, comprehending sentences, comprehending paragraphs, comprehending text; reading comprehension achievement; previous researches on reading comprehension achievement; the current situation of the teaching reading at SMPN 1 Bangsalsari Jember; reading text, and reading comprehension for SMPN 1 Bangsalsari Jember in 2014/ 2015 academic year. Those aspects are discussed in the following facts.

2.1 Reading Comprehension

There are many definitions of reading comprehension. Some experts have given their opinion about reading comprehension. Reading is an active process. It means that it should be done conscientiously with a questioning and curious mind (Buscemi, 2002:2). The students do not only accept what they have read but also understand what they have read. Gaining students' reading comprehension will need reading comprehension exercises. The teacher considers about reading comprehension exercises through practices, or introduces questions in reading activity that can drill students' reading comprehension. Without comprehension exercises or activities, reading is only tracking symbol for the students when the students turning over the following pages. Thus, the teacher should give reading comprehension exercises to drill students' understanding.

Alyousef (2005:144) says that reading can be seen as an interactive process between a reader and a text which lead to automatically or reading fluency. Pang defines that comprehension as the process of deriving meaning from connected text (Pang, 2003:14). He further says that it involves words

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knowledge as well as thingking and reasoning. From that statement, it can be inferred that through reading comprehension students can absorb new information and experience that are useful in their life. In the classroom situation, good comprehension of the text is the key point for the students to accomplish the task assigned to them. In conclusion, reading comprehension is the essence of reading as reading without comprehension means nothing.

Reading comprehension activities should be related to the texts. These activities cover open questions, multiple-choice questions, right or wrong questions and the others. According to Grellet (1996:8), an important point when devising reading comprehension exercise is that the activity should be flexible and various. The devising of reading comprehension exercise is the key to get more effective reading since it is the active strategies for an active reading process (Fairbairn & Winch: 1996:6). Another important thing in reading comprehension is that exercises should be suitable with students' level.

Dealing with the strategies based on the level of reading comprehension that the readers can do, there are strategies for identifying word comprehension, identifying sentence comprehension, paragraph comprehension, and text comprehension (McWhorter, 1989:106). The first step in reading comprehension is to comprehend words. The students need to understand the meaning of most of the words in each sentence. They combine the words into a sentence then try to understand what a sentence means. The next step, by understanding the sentences in a paragraph, they will be able to understand the paragraph. Finally, they will be able to understand what the text means in a whole text. The following section will discuss about comprehending words, comprehending sentences, comprehending paragraphs and comprehending texts in detail.

2.1.1 Word Comprehension

The first step in reading comprehension is to comprehend word meaning. Students need to comprehend most of the words in each sentence. Afterwards, they combine the words into a sentence and they try to understand the whole

sentence. Then, they will be able to comprehend the paragraph. Finally, they will be able to comprehend the text. The most important aspect of reading comprehension is the ability to deal with unfamiliar words in the text (Scott, 2009:1). It means that comprehending word meaning is very important for the students to understand the text correctly and think deeply on knowing by understanding of something. Grellet (1996:7) states that the students have to use what they know to understand unknown elements, whether these are ideas or simple words. It means that understanding the meaning of the words can help the students to understand the content of a whole text.

The students do not always fully understand what they read when they do not understand the meanings of all the words employed in a sentence (Fairbairn & Winch, 1996:9). It is important for the students to explore the meaning of the words since the words may have multiple meanings which are similar from one to another. Related to this, Adams (2000:35) confirms that words often have more than one meaning. It means that the students should know more than one meaning of the word in text that they read because it can make them more easy to find some meaning of the word.

For example :

While female elephants, even those that play games, are generally friendly and <u>affable</u>...

(Taken from Spears, 2000:98)

In the example above, <u>affable</u> means almost exactly the same thing as friendly. The example of question from this sentence is "the underlined word has the same meaning with.........."

2.1.2 Sentence Comprehension

The readers and especially the students here, sometimes have difficulty in understanding every single word to find the meaning of the text. Therefore, it is better to understand the meaning of some words constructed in a sentence. A

sentence is a group of words that expresses a complete thought or idea (McWhorter, 1989:85).

Wood (1991:151) defines sentence as the smallest unit in the material that we read that expresses a complete idea. Grellet (1996:15) has suggested that it is better to understand the meaning of some words constructed in sentences than to understand the meaning of word by word. Commonly, it is difficult to understand a sentence although each word is known .

McWhorter (1989:85) states that understanding sentences will involve some skills, such as identifying keys ideas, locating details and identifying sentences which combine ideas. The explanation is presented as follows.

1) **Identifying Key Ideas**

According to McWhorther (1989:86) every sentence expresess at least one key idea, or basic message. It consists of two parts, a simple subject and a simple predicate.

For example :

<u>My friend</u>, Ananta, <u>won</u> the speech competition last month.
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In the sentence, the key ideas are "my friend" as subject and "won" is a verb as a predicate.

2) **Locating Details**

The following step in understanding a sentence is to see how the details affect its meaning. Most details either add to or change the meaning of the key idea. Usually they answer such questions about subject or predicate by using what, who, where, when, why, or how.

For example:

Daniel drove his motorcycle to Surabaya last Monday.

Thus, the questions are as follows :

1. Who drove the motorcycle to Surabaya last Monday?

   The answer of the word "who" refers to the Subject of the action, which is "Daniel".

2. What did Daniel drive to Surabaya last Monday?

   The answer of the word "what" refers to the media of the action, which is "motorcycle".

3. Where did Daniel drive his motorcycle last Monday?

   The answer of the word "where" refers to the place of the action, that is "to Surabaya".

4. When did Daniel drive his motorcycle to Surabaya?

   The answer of the word "when" refers to the time of the action, that is "last Monday".

3) Identifying Sentence that Combine Idea

A sentence always expresses an idea, but some sentences may express more than one idea. Two or more complete ideas can be built into one sentence. Two ideas are often combined to explain and emphasize the relationship between them.

For examples :

1. While I was waiting for my friend, I read a novel. **(Expresses time relationship)**

2. Nia has saved 250 thousand billion Rupiah for about ten years*, so he could buy a new house.* **(States purpose or reason)**

2.1.3 Paragraph Comprehension

Langan (1996:9) says that a paragraph is a series of sentences about one main idea, or point. A paragraph typically starts with a point, and the rest of the paragraph provides specific details to support and develop that point. McWhorter

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(1989:101-109) states that in understanding a paragraph the first thing the reader needs to know is what the paragraph is about. It means that to understand and comprehend a paragraph, the readers know what the paragraph tells. Then, he should know and understand each of the sentence in the paragraph, also the relation of each sentence to others. The sentence that explains the main idea is called details. Finally, the readers have to consider what all the sentences mean to understand the main point or the topic of the paragraph.

Further, identifying a topic sentence, supporting details, and concluding sentence are discussed as follows :

1. Identifying the Topic Sentence

The topic tells a reader what a paragraph is about. Topic is also called the subject of the paragraph. It states the main idea of the paragraph. Every sentence in a paragraph discusses or explains the topic. Understanding the topic of what is read is essential in getting the full meaning out of the text.

For example :

Yoga loves to play games. His favorite game is chess because it requires a great deal of thought. Yoga also likes to play less demanding board games that are based mostly on luck. He prefers Monopoly because it requires luck and skill. If he is alone , Yoga likes to play action video games as long as they are not to violent.

(Taken from: http://rhlschool.com/read6n4.htm)

In this example, the topic is "playing games".

2. Identifying the Supporting Details

To make a good paragraph, a topic sentence cannot work alone. It needs supporting details to develop and explain it. According to Wingersky (1999:34), supporting details are sentences that give clear and convincing picture of the main idea. In short, supporting details must include facts, examples, and reason to support the main idea or topic.The most common of supporting details are :

1. Examples; they make ideas and real concepts.

2. Fact or statistics; they may provide evidence that the main idea is correct.

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3. Reasons; a writer may support an idea by giving reasons why main idea is correct.

4. Descriptions; when the topic of a paragraph is a person, object, place or process, the writer may develop the paragraph by describing the object.

5. Step or procedure; when a paragraph is written to explain how to do something, the paragraph details are often lists of steps or procedure to be followed.

For example :

The Best Country in the World
There are three reasons why Canada is one of the best countries in the world.
First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. **Second, Canada has a high standard of education.** Students are taught by well-trained teachers and are encouraged to continue studying at university. **Finally, Canada's cities are clean and efficiently managed.** Canadian cities have many parks and lots of space for people to live.
As a result, Canada is a desirable place to live.

(Sources: http://www2.actden.com)

The second paragraph of that text is supporting details. The sentences in that paragraph gives support the main idea of "There are three reasons why Canada is one of the best countries in the world".

3. Identifying Concluding Sentence

Wong (1999:336) affirms that it is the last sentence in a paragraph which restates the main idea or summarizes the main idea of the paragraph. It means that the sentence repeats the main idea in different words. Smalley and Ruetten (1986:16) state that a concluding sentence is a sentence that repeats the main idea of the topic sentence in different words to end the paragraph. It means that the concluding sentence can be written like the topic sentence but in different words. The concluding sentence is like the topic sentence because both are general statement. However, topic sentence is usually written as the first sentence, a general statement that introduces the topic to be discussed in the paragraph. The

concluding sentence is also a general statement, but it is in the last sentence and ends the paragraph.

For example :

The Best Country in the World
There are three reasons why Canada is one of the best countries in the world.
First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live.
As a result, Canada is a desirable place to live.
(Sources: http://www2.actden.com)

From the example above, a concluding sentence can be found in the end of the paragraphs. **It states that Canada is a desirable place to live.**

2.1.4 Text Comprehension

"Good readers are aware of how well they understand a text while reading" (Pang, 2003:14). This statement explains that in reading, it is a must for the reader to understand a text they read. It is more complicated one to read a whole text and predict what exactly the writer writes in a text because they have to combine the main idea in each paragraph they read and conclude it into text comprehension.

Grellet (1996:4) says that one of the reasons for reading is reading for information (in order to find out something or in order to do something with the information got). McWhorter (1989:131) states that the whole text consists of words, sentences, and paragraphs. From that explanation, it is clear that to understand the content of the text, in order to get the information in the text , the students not only have to comprehend word and sentence, but also paragraph and whole text. It can be said that text comprehension refers to understanding the whole of the text that includes understanding the general and the specific information of the text. The whole text consists of words, sentences, and

paragraphs. Thus, to comprehend the text, in order to get the information in the text, the students should comprehend each parts of the text, they are words, sentences, and paragraphs.

Example of text comprehension

The"Performance Day"

It was Saturday, August 23rd. Our school was holding a special event. It was called the "Performance Day".

At 9 a.m., the event started. Every student was taking part in the event. Some students were joining a chess competition and some others were taking part in face painting. I myself was working with my team. We were doing an experiment with some clay.

The"Performance Day" finished at 2 p.m. We were all happy. We had a good time.

(Adopted from : Practice Your English Competence 2006:45)

From the text above, we can ask a question like "From the story above what was the writer doing in the event?". The appropriate answer is "the writer was doing an experiment with some clay."

2.2 Reading Comprehension Achievement

Comprehension is a goal of reading. A reader reads a text in order to get information. The process of reading until the reader finds the information of certain information is called comprehension. In practice, reading is frequently assessed by using reading test. One of the tests is reading comprehension achievement test. It needs a measurement to know the students' achievement in comprehending the text or materials.

Related to measuring the students' reading achievement, Hughes (2003:13) notes that achievement is related to the test that is done to discover how successful students have achieved the objective of a course. In short, after the students learn something, it needs an achievement as a result whether or not they get the lesson they have learned. In reading comprehension achievement, the

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teachers have to recognize the important elements that the students have to comprehend in reading that cover word, sentence, paragraph and whole text meaning. Thus, the teacher has to make a test covering those important elements to measure the students' reading achievement.

A test according to McMillan (1992:10) is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task. The answer of the question is hoped to represent a cognitive characteristic of the subject which obtain numerical value of the test participant. He also states that all tests measure performance at the time the test is given.

In measuring the students' reading comprehension achievement, the teachers have to define the basic elements of reading comprehension that covers finding word meaning, sentence meaning, paragraph meaning, and whole text meaning (McWhorter, 1989:90). Therefore, in this research the researcher administered a reading test covering word, sentence, paragraph and text comprehension from recount text as the indicators to know the students' reading comprehension achievement.

2.3   Previous Research Findings of Reading Comprehension Achievement

Wafan (2004:30) conducted a research on reading comprehension achievement of class 2B at SLTPN Kencong in 2003/2004 academic year. It was known that in general the eighth grade students' reading comprehension achievement was classified as fair (68.96 %). This result was supported by the mean score of each indicator. The percentage of students' achievement in word comprehension was classified as good (75.23 %). The percentage of students' achievement in sentence comprehension was classified as good (72.92 %). The percentage of students'achievement in paragraph comprehension was classified as poor (49.65 %).

Based on the description above, the research with the same topic about the students' reading comprehension achievement still need to be investigated to know the reading comprehension achievement in other school. Therefore, the

present research was conducted to know the students' reading comprehension achievement covering comprehending words, comprehending sentences, comprehending paragraphs, and comprehending text.

2.4 The Current Situation of the Teaching Reading at SMPN 1 Bangsalsari Jember

In Indonesia, English was taught in every level of school, from Junior high school up to university levels. The main goal of English teaching learning process is to make the students have competencies in communicating using English actively. In this research, SMPN 1 Bangsalsari Jember uses Institutional Based Curriculum of 2006. The following are the reading standard competence of the eighth grade based on 2006 Institutional Based Curriculum:

First Semester:

Standard Competence

Membaca

5 Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Basic Competence

5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

5.3   Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

Second semester:

Standard Competence

Membaca

11   Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Basic Competence

11.1   Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

11.2   Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

11.3   Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative.*

The teaching reading activities of grade VIII at SMPN 1 Bangsalsari Jember in the 2014/2015 Academic Year was done by an English teacher. There are six classes on the eighth grade in SMPN 1 Bangsalsari Jember. Mrs. DE is responsible in teaching those six classes. In SMPN 1 Bangsalsari Jember, English lesson is conducted twice a week for every class with time allocation 2x45 minutes. The instructional materials used by the English teacher are reference books from the school library (Practice Your English Competence and LKS "Prestasi" as the students' workbook. Sometimes, she also takes the material from " English in Focus" book published by Erlangga in 2006 and from the internet.

2.5   Reading Text

In KTSP 2006 (Kurikulum Tingkat Satuan Pendidikan) there are three genres of text that have to be learnt by the students in the eighth grade of Junior High School. They are descriptive text, recount text, and narrative text. In this research it only focuses on recount text, because the students have learnt about recount text at the beginning of the semester.

Recount Text

Wellington (2006), states that a recount text refers to the text telling a past event to the reader. The function is informing or entertaining the readers. It tells the readers what happened, when it happened, where it happened, who was involved, and how it happened.

According to Djuharie (2007:44), the generic structure of a recount text is orientation, series of events, and reorientation. In orientation, the writer at least introduces the main character(s), the location, and the time. While series of event refers to the chronological of events, beginning from the first event followed by the second event to the last event. The last, reorientation deals with the writer's comment or conclusion about the story.

In short, we can conclude that recount text is a written text that deals with past experience / past event. The purpose of recount text is to retell some events that happened in the past for certain purposes; to inform and to entertain the readers.

The generic stucture of recount text are :

1. *Orientation*: It mentions who were involved in the story, what happened, where the events took place, and when it happened.
2. *Events*: Describing series of event that happened in the past.
3. *Reorientation:* It is optional-closure of events and deals with the writer's comment or conclusion about the events.

The language features of recount text are:

a. The : use of noun and pronouns

   Example : I , my , them

b. The use of actions words

   Example : went , brought , read

c. The use of time conjunction

   Example : and , but

d. The use of past tense

   Example : I went to Jakarta last month

e. The use of adverbs and adverbs of phrases of place and time

   Example : last week , in the bus station , slowly

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The example of recount text :

A Beautiful Day in Jogja

Last week, my friends and I went to Jogja. We went to Jogja by bus. We visited some places in Jogja. ⟹ **ORIENTATION**

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home. ⟹ **EVENTS**

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja next time. ⟹ **REORIENTATION**

(Adopted from : Zaida N, Practice Your English Competence 2006:45)

CHAPTER III

RESEARCH METHODOLOGY

The research design in this study is descriptive research, with focuses on describing students' reading achievement. This chapter presents the research method. It consists of research design, research procedures, operational definitions of variables, area determination method, respondent determination method, data collection method, and data analysis method.

3.1 Research Design

The research design used in this research was a kind of qualitative study which was intended to describe the students' reading comprehension achievement at SMP Negeri 1 Bangsalsari Jember. According to Mc Millan (1992:143) descriptive research is non experimental research that essentially describes existing phenomena without changing any condition to affect subjects' responses. He further affirms that the description is usually in the form of statistics such as frequencies or percentages, averages, and sometimes variability. The researcher did not do any treatment or proved a hypothesis but only described the eighth grade students' reading comprehension achievement of SMP Negeri 1 Bangsalsari Jember whether it was poor, fair, or high which covered words comprehension, sentences comprehension, paragraphs comprehension and text comprehension.

3.2 Research Procedures

The detail procedures of this research are as follows :

1. Determining the research area

   The research area was SMPN 1 Bangsalsari Jember which was determined by using purposive method.

2. Conducting preliminary study by interviewing the English teacher of grade VIII of SMP Negeri 1 Bangsalsari Jember to find information concerning the teaching learning of English especially reading skill.

3. Determining the respondent by using proportional random sampling method by doing lottery.

4. Constructing the research instrument

   The research instruments which were used in this research were try out test and reading comprehension test based on the Institutional Based Curriculum or KTSP 2006.

5. Giving tryout to the other eighth grade class who were not determined as the research respondent.

6. Revising the research instrument.

7. Giving reading comprehension test to the respondent.

8. Analyzing the result of reading comprehension test gained.

9. Classifying the result of data analysis based on the calssification of the score level.

10. Drawing the conclusion of the research result to answer the research problems.

3.3 Operational Definitions of the Key Terms

The operational definition of the terms was intended to avoid misunderstanding of the concepts used in this research. The terms needed to be defined operationally were as follows:

3.3.1 A Descriptive Study

In this research, a descriptive study is intended to describe systematically, accurately, and factually the reading comprehension achievement of the eighth grade students at SMP Negeri 1 Bangsalsari Jember in the 2014/2015 academic year.

3.3.2 Reading Comprehension Achievement

Reading comprehension achievement in this research refers to the students ability to comprehend reading text. The students' ability in reading comprehension can be measured by the score that is obtained from the students' reading comprehension test of recount text. This research focused on the students' reading skill, which covered; word comprehension, sentence coprehension, paragraph comprehension and text comprehension. The researcher analyzed the students' reading comprehension which covered four reading components and then classified the students' score with the classification of the score level of SMPN 1 Bangsalsari.

3.3.3 Recount Text

This research used the eighth grade students of Junior High Shool as the respondent. Therefore, the researcher used the reading material that was taught for the eighth grade of junior high school. In this research, the genre of text that was used as reading materials was recount text because it was taught in the first semester of the eighth grade students in SMPN 1 Bangsalsari. The recount texts in this research were taken from the Grade VIII Language text book based on the 2006 Institutional Based Curriculum of Junior High School namely Practice Your English Competence. The researcher provided three texts of recount text with the theme "recreation".

3.4 Area Determination Method

The area determination method is important in conducting a research. The area determination of this research was conducted by using purposive method (Fraenkel and Wallen, 1996:100). It means that a research area was chosen based on certain purpose or condition. According to Arikunto (2010:173), purposive method is employed by researcher to decided the area of the research because of certain purpose. It means that the researcher decided to take the area of the

research based on certain intention. SMP Negeri 1 Bangsalsari was chosen as the research area because of some reasons. They are :

1. It was possible and easy for the researcher to get permission to conduct a research in that school because the headmaster and the English teacher of SMP Negeri 1 Bangsalsari permitted the researcher to conduct the research in this school.
2. It also saved energy and time because the location of hat school was not too far from the researcher.
3. A research with the same topic had never been conducted at the school before.

3.5 Respondent Determination Method

McMillan (1992:69) states that respondents are individuals who participate in a research or people from whom the data are collected. Respondent determination method is used to determine the individual who can be representative as data resources. The respondent of this research was only the eighth grade students of SMP Negeri 1 Bangsalsari Jember in the 2014/2015 academic year. The total number of the population of the eighth grade students of SMP Negeri 1 Bangsalsari Jember was more than 100 students. However, it was not necessary to use all of the population. Arikunto (2010:134) states that if the subject were more than 100 people, we take 10%-15% or 20%-25% of the population as the respondents. The researcher used proportional random sampling by doing lottery. The researcher did the lottery to determine which class was used as the respondent in administering reading try out test and reading test. According to Schreiber (2011:89), the benefit of proportional random sampling is more precise estimate due to lower sampling error. In proportional random sampling, all members of the population have an equal and independent chance of being selected as the sample (McMillan, 1992:71).

The population of this research was only the eighth grade students' in SMPN 1 Bangsalsari Jember in the 2014/2015 academic year. The total number of

the eighth grade students in SMP N 1 Bangsalsari Jember was 221 students. They are distributed into six classes VIII A, VIII B, VIII C, VIII D, VIII E, and VIII F. The total of the students for each class was 36-38 students and 20% of the population was taken as the sample of this research because the mean score of the students' English subject were homogeneous, that was about 72-73. The researcher got the data based on the mean score of the mid term test of English subject that was conducted by the English teacher in this school.This percentage was representative enough to the number of the population and 20% of the population was 42 students. Therefore, the researcher took the sample randomly by using lottery to take the equal number of each class. So, the total number of the respondents was 42 students and the tryout was conducted to 30 students from class VIIIF which were not included as the respondents being observed.

Table 3.1 The Number of the Population and the Samples Taken by Using Proportional Random Sampling by Lottery

No.	Class	Population	Samples
1.	VIII A	36 students	7 students
2.	VIII B	36 students	7 students
3.	VIII C	37 students	7 students
4.	VIII D	38 students	7 students
5.	VIII E	37 students	7 students
6.	VIII F	37 students	7 students
	Total Population	**221 students**	**42 students**

3.6 Data Collection Method

Data collection method is the method used to collect the data needed in this research. There were two kinds of data in this research, the primary and the secondary or supporting data. The students' scores of reading comprehension test (result of the data) was the primary data, and all information concerning the respondents (taken from interview and documentation) was the supporting data.

This research used three methods of collecting data, they were test, interview, and documentation.

3.6.1 Test (Reading Comprehension Test)

In this research, the researcher administered reading comprehension test which was related to measure students' reading comprehension achievement. As stated by Arikunto (2010:200) test is a set of questions or exercises or other instruments which is used to measure skills, knowledge, intelligence and talent of an individual or a group. It means that teacher used the test as the instrument to gain the information about student' competence.

Arikunto (2010:267) states that there were two kinds of test, standardized test and teacher-made test. Standardized test is a test constructed by testing institution and has been evaluated in terms of its validity and reability. Yet, teacher-made test was used by the researcher because the researcher constructed the reading comprehension by herself to know the students' reading comprehension achivement. The test was made by the researcher was based on the 2006 Institutional Based Curriculum that was applied in the eighth grade of SMPN 1 Bangsalsari. Further, the test had been consulted with the English teacher of SMPN 1 Bangsalsari to make sure that it was appropriate to measure the students' reading comprehension achievement.

Based on the scoring procedures, test can be divided into subjective and objective test. Hughes (1996:19) states that if no judgment is required on the part of the score, scoring is objective. On the other hand, if a judgment is called for, the scoring is said to be subjective.

Based on the ideas above, the kind of the test that was applied in this research was the teacher-made test in the form of objective test. It was chosen because it was intended to measure the students' achievement of reading comprehension with the consideration that it could be scored more easily and quickly. Hughes (2003:76) states that most obvious advantage of multiple choice is that scoring can be perfectly reliable, rapid and economical. This test was made

by the researcher and the texts were taken from the English Book called *Practice Your English Competence* and from the internet. The material that was used in this research has never been learned by the students in this school so that the students never read the text given before.

The total number of the test items was 20, consisting of 5 items on word comprehension, 5 items on sentence comprehension, 5 items on paragraph comprehension, and 5 items on text comprehension. There were 3 reading texts given in the test.   The total score of the test was 100 points. The test was administered in 45 minutes.

Tabel 3.2 The Distribution of the Reading Test Items

	Total Items	**Points**	**Total Points**
Word Comprehension	5	5	35
Sentence Comprehension	5	5	20
Paragraph Comprehension	5	5	25
Text Comprehension	5	5	20
	20		100

In conducting a test , it is important to concern about validity and reability. Relating to this, Mc.Millan (1992:100) states that validity refers to appropriateness, meaningfulness, and usefulness of specific inferences made from the test score. In this research, the test focuses on the content validity because the test used was achievement test. Hughes (2003:27) says that a test is said to be valid if it measured accurately what is intended to be measured. The example of instruction of the test for each indicator can be seen on the table.

Table 3.3 The example of test item instruction for each indicator

Indicators	Test Instruction
Word Comprehension	1. What is the opposite meaning of ...? 2. The word "..." refers to ... 3. What word has the same meaning as.....?
Sentence comprehension	4. Where did they go last week ? 5. What did the subject do ? 6. When did they go to Tanah Lot?
Paragraph Comprehension	7. What is the main idea of second paragraph?
Text Comprehension	8. From the story above what the main problem happened to the writer?

Try Out Test

In the try out test, the researcher also gave objective test in the form of multiple choice test which was given to the students in one class which was not the respondents in reading comprehension test. The researcher also did a lottery to determine which class was used in conducting try out test. The researcher added 5 more test items to avoid if there were test items which were too difficult or were too easy. Then, the researcher didn't use the test items which were too difficult or too easy in reading comprehension test. There was 25 items in the form of reading try out test. The test consisted of three texts. It dealt with comprehending word (7 items), comprehending sentence (6 items), and comprehending paragraph (6 items), and comprehending text (6 items). The allocated time for try out test was 45 minutes.

Table 3.4 The Distribution of Reading Comprehension Try Out Test Items

	Total Items	Points	Total Points
Word Comprehension	7	4	28
Sentence Comprehension	6	4	24
Paragraph Comprehension	6	4	24
Text Comprehension	6	4	24
	25		100

1. *Validity*

Fraenkel (2012:113) states that validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes. It means that the test items could be classified as valid if it is appropriate, correct, and useful to be given to the students. Further, Hughes (2003:27) states that the test is valid if it measures accurately what is intended to measure. It means that the researcher should make the test valid in order that the test can measure the students' reading comprehension accurately. In this research, it can be said that the test was valid because the test items of reading comprehension test to know the sudents' reading comprehension achievement constructed by the researcher were based on 2006 Institutional Based Curriculum for the eighth grade of Junior High School. The researcher also consulted the test with the English teacher of SMPN 1 Bangsalsari Jember

2. *Reliability*

Realiability refers to the consistency of the result of the test (Hughes:2003). It means that wherever and whenever the test is given to the students, the result is the same. In order to make sure that the test is realible, the researcher conducted a try out to know whether the test items were realible or not . In this research, it used the split half technique to analyze the reliability of the test (Sudijono, 1996:223). The result of split half technique was calculated by using Spearman Brown formula. The procedures of the try out were as following:

a) Conducting the tryout of the test material and giving score to each item achieved.

b) Splitting the scores into two parts according to odd and even numbers.

c) Giving the sign (X) for the odd number and (Y) for the even numbers.

d) Analyzing the correlation between X and Y by using this formula

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Notes:

rxy   : Reliability Coefficient

$\sum XY$: The total number of odd items and even items

$\sum X$: The total number of odd items

$\sum Y$: The total number of even items

N   : The number of respondents

(Arikunto, 2010:226)

After being calculated by using Split Half Technique, the correlation of the two halves was analyzed by using Spearman Brown as presented below.

e) Estimating the reliability index by using Spearman Brown formula:

$$r11 = \frac{2r^{1/2}{}^{1/2}}{(1 + r^{1/2}{}^{1/2})}$$

Notes:

r11   : Reliability Coefficient for the whole items

r1122 : Realibility Coeficient for the half of test items

(Arikunto, 2010:223)

3. *The Difficulty Index*

In this research, the researcher made reading try out test was also to know the difficulty index. The try out test was given to the students who did not become the respondent of the research. It was conducted before conducting the reading test. It was used to measure whether the test items were suitable for the eighth grade students or not. If the test item was too easy, it did not stimulate the students to raise their effort in answering the test item. Then, if the test is too difficult, the students will feel difficult for answering the test item because they did   not

understand the test given. To know whether the test items were too difficult or too easy, the difficulty index of the test was analyzed by using this formula.

$$FV = \frac{R}{N}$$

FV = the difficulty index

R = the number of the correct answers

N = the number of the students taking the test

(Heaton, 1991:174)

And then, the result of difficulty index was categorized as follows:

<0.30   = difficult
0.30-0.70 = average
>0.70   = easy

(Sudijono, 1998:372)

3.6.2 Interview

Interview is one of the methods for collecting data which gives several questions to the respondent and the informant. It is the process of obtaining information done by having face to face conversation between the interviewer and interviewee (Nazir, 2005:234).

Interview is a form of data collection method in which questions are asked orally and the subjects' response are recorded (McMillan, 1992:132). Arikunto (2010:144) classifies interview into three kinds. They are: (1) unstructured interview, (2) structured interview, (3) semi-structured interview. In unstructured interview, the interviewer carries out the interview with no systematic plan of questions. Meanwhile, structured interview is an interview where the interviewer carries out the interview using a set of questions arranged in advance. Whereas, semi-structured interview is an interview where the interviewer uses a set of questions, which are developed to gain specific information. This research used semi-structured interview, where the interviewer asked certain questions without giving some response options. In this research, interview was used to gain the supporting data dealing with the teaching of reading to the eighth grade students of SMP Negeri 1 Bangsalari Jember.

3.6.3 Documentation

Documentation is a technique used to get the data in the form of notes, transcript, book, newspaper, magazine, and others (Arikunto, 2010:199). In this research, documentation was used to get the supporting data about the curriculum, the names of respondent, the teacher's lesson plan, and the students' English score of midterm test. The document was taken from the teachers, but it was not analyzed. It was used to support the main data. Both the English teacher and the school administration staff provided some documents, they were as follows:

a. The English Curriculum

The school curriculum of English was expected to provide information about the standard competence and basic competence as the English teachers' reference in making lesson plan.

b. The Names of the Respondents

The names of each of grade VIII as research respondents and grade VIII F as the try out respondents students of SMPN 1 Bangsalsari Jember in the 2014/2015 academic year.

c. The Lesson Plan Constructed by the English Teacher

The lesson plan is used to know that recount text had been taught in first semester by the English teacher.

d. The students' English Score of Midterm Test

The students English score was obtained from mid-term test administered by the English teacher of grade eight.

3.7 Data Analysis Method

There were some steps to analyze the students' reading comprehension they are:

1. Scoring the result of the reading test in general by using the following formula:

$$E = \frac{n}{N} \text{ x } 100$$

Notes:

E = the total scores of students' reading comprehension
n = the students' obtained scores of reading comprehension test
N = total scores of test item

(Ali, 1993:186)

2. The researcher score the result of the reading test of each indicator (word, sentence, paragraph and text comprehension) by using the percentage formula as follows:

$$E = \frac{\sum n}{\sum N} \text{ x } 100\%$$

Notes:

E = the scores of students' reading comprehension of each indicator in percentage %
n = the total numbers of the correct answers of each indicator
N = the total numbers of items of each indicator

(Ali, 1993:186)

3. Classifying the students' reading score of each indicator based on the classification of the score levels below:

Table 3.5 The Classification of the Score Level

Range	Category
90 – 100	Very Good
75 – 89	Good
60 – 74	Fair
45 – 59	Poor
0 – 44	Very poor

(Taken from the Classification of the Score Level of SMPN 1 Bangsalsari)

CHAPTER IV
RESEARCH RESULT AND DISCUSSION

This chapter presents all data obtained in this research and the discussion about the research result. The details are presented in the following sections covering the result of interview, the result of documentation, the results of try out test, the primary data and the discussion. The primary data were obtained from the test, while the supporting data were collected from interview and documentation. In addition the discussion is also presented in this chapter.

4.1 The Result of Interview

The interview was conducted on December 1[st,] 2014 with the English teacher at SMP Negeri 1 Bangsalsari (see Appendix 6). It was conducted to get first hand information dealing with the teaching and learning process of reading comprehension. The results of interview were as follows.

There were three English teachers in that school but only Mrs. D who taught in the eighth grade at SMP Negeri 1 Bangsalsari. She usually taught English twice a week. Sometimes, the English teacher used lesson plan when she was teaching. The researcher was given got a lesson plan about reading comprehension of recount text from the English teacher as the document of teaching learning preparation.

The English teacher used 2006 Institutional-Based-Curriculum and she used some techniques in teaching English, such as Lecturing, Questions-Answer, or Think Pair Share. In teaching reading comprehension, the English teacher started the lesson by giving some leading questions to the students which were related to the topic. She gave the materials to the students first and then gave the explanation about what was being discussed. She distributed the reading text and asked the students to read silently. During the activity, the students had to identify and check the words they did not know the meaning in dictionary. After that, she asked the students to do the exercise related to the text, she usually give 25-30 questions in the form of multiple choice and they have to do the test in 45-60 minutes.

She asked the students either to work individually, in pairs or in groups based on the tasks given and finally discussed the correct answer with the whole class. However, the teacher had never measured the students' reading comprehension especially in word, sentence, paragraph and text comprehension. In teaching learning reading, the students found some difficulties such as unfamiliar words, and it was difficult for them to get the main idea and unstated information of the text.

According to the English teacher, English lesson for the eighth grade students took 20x40 minutes. The compulsory book used by the teacher in teaching English is Practice Your English Competence : for Grade VIII Junior High School (SMP/MTS). The supplementary book used is LKS (Lembar Kerja Siswa) "Prestasi" KTSP 2006 by CV. Gema Nusa, Klaten Jawa Tengah.

4.2. The Result of Documentation

The documentation in this research was used to get the supporting data related to the topic of the research about SMPN 1 Bangsalsari Jember. The data were such as the school location , the school facilities, the students' attendance list, the students' English score of mid term test, the school curriculum, the lesson plan of the teacher and the students' text book. The documentation results were presented as follow.

From the documentation it was known that SMP Negeri 1 Bangsalsari Jember was located on Jalan Sukorejo No. 107 Bangsalsari Jember. The school facilities of SMP Negeri 1 Bangsalsari Jember support the teaching learning process of English were classrooms and an English laboratory.

The students' attendance provided information about the number of respondents in this research. There were six classes of the eighth grade at SMPN 1 Bangsalsari Jembe in 2014/2015 academic year; VIII A until VIII F. Each class consisted of 36-38 students, so that the total number of the students was 221 students. The respondents were taken by using proportional random sampling. It

was taken 20% out of from the population. Therefore, 20% of 221 students were 42 students. Based on the data which all the class have almost similar average score of mid-term English, the researcher chose VIII F as the try out respondents which was done by lottery.

The school curriculum, the teachers' lesson plan and the students' book gave information about the English lesson especially on recount text. SMPN 1 Bangsalsari Jember used 2006 Institutional-based Curriculum as the basic of teaching and learning in that school. The standard and basic competences in teaching reading of recount text were taken from that curriculum.

The English teacher lesson plan and students' book provided information about the topic of the reading materials especially recount text. The textbook used by the students was "Practice Your English Competence" and "LKS Prestasi" as the workbook.

4.3. The Result of Try Out

Before the reading comprehension test was administered to the respondents, it was tried out first to the other group of students who had the same level with the respondents. The try out was intended to know the reliability of the test items. Therefore, by administering try out, the reseacher knew whether the test items were too difficult or too easy, the instructions were understandable or not, the allocated time was sufficient or not, and the material in the test was appropriate with the students'level or not.

The try out was administered on December 2nd , 2014 to class VIII F of SMP Negeri 1 Bangsalsari Jember in the 2014/2015 academic year. It was joined by 30 students which were not included as the respondent. This class was chosen because the ability of English Subject of the whole eighth grade in SMPN 1 Bangsalsari was almost the same. It was known from the teacher's information that the students' mean score of each class that was in range of 72-73. The respondents of try out test were taken by using random sampling with lottery. The names and the scores of the students doing the try out test are presented on Appendix (see

Appendix 8) . The try out test was intended to know the reliability of the test material which was given to the eighth grade students of SMP Negeri 1 Bangsalsari Jember. In addition, it was also intended to measure the difficulty level of the test. The analysis is presented in the following sections.

The researcher constructed 25 test items in the form of multiple choice models with four options. The multiple choice model was applied in this research considering on the easy and practicality of scoring. The test items were aimed to measure the students' reading comprehension ability especially on recount text. The students were able to accomplish the reading comprehension ability test for about 45 minutes.

4.3.1. The Analysis of Test Validity

The test items were considered as having content validity. Because they were in line with the basic and standard competences stated in the 2006 institutional-based curriculum. The researcher also consulted the test items to the English teacher of the eighth grade classes and the research consultants to ensure the suitability of the test with students level of comprehension.

4.3.2. The Analysis of Difficulty Index

The Try Out test was in the form of multiple choice consisted of 25 items, in which each item had 4 options. The test was divided into four indicators: 7 items for words comprehension, 6 items for sentences comprehension, 6 items for paragraphs comprehension, and 6 items for texts comprehension. The researcher analyzed the difficulty of item test, and divided into 3; easy, fair and difficult. It was also beneficial to determine the points for scoring. It was analyzed by using the following formula:

$$FV = \frac{R}{N}$$

Notes:

FV   = the index of difficulty (Facility Value)

R   = the number of correct answer

N   = the number of the students taking the test.

             (Heaton, 1991:178)

Table 4.1 The Difficulty Index Level

The Difficulty Index	Category
<0.30	Difficult
0.30-0.70	Average
>0.70	Very Easy

            (Sudijono, 1998:372)

Based on the result of the difficulty index analysis (see Appendix 13), 4 out of 25 items were categorized as very easy items, 1 item was categorized as a difficult item, and the remaining items were categorized as average (20 items). Dealing with the time allocation, the researcher found that the time allocation for the try out was appropriately given because the students were able to do the entire test items within 45 minutes. Thus, it could be concluded that there were 4 items that belonged to too easy and an item was too difficult, so that the researcher eliminated those items until she found 20 items for reading test.

4.3.3. The Analysis of Test Reliability

To know the reliability of the try out test instrument, the researcher used the split half technique in which the items were divided into 2 group numbers of the items. They were odd numbers and even numbers. The odd numbers were signed (X) while the even numbers were signed (Y). The total material items were about 25 items so that *X* division was 13 items and 12 items were for *Y* division.

The correlation between *X* and *Y* was analyzed by using Product moment formula as presented below:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{30x3035 - (300)(300)}{\sqrt{\{(30x3261) - (300)^2\}\{(30x2971) - (295)^2\}}}$$

$$r_{xy} = \frac{91050 - 90000}{\sqrt{\{97830 - 90000\}\{89130 - 87025\}}}$$

$$r_{xy} = \frac{1050}{\sqrt{(7830)(2105)}}$$

$$r_{xy} = \frac{1050}{\sqrt{16482150}}$$

$$r_{xy} = \frac{1050}{4.059,821}$$

$$r_{xy} = 0.258$$

(Sudijono, 1996:223)

Notes:

r_{xy}	= the reliability coefficient of the half test items
XY	= The total number of odd items and even items
N	= the number of respondents
X	= the odd number of the test items
Y	= the even number of the test items

The result of the computation was 0.258 which was the reliability coefficient of the half test. To obtain the value of reliability of the whole test ($r11$), the correlation of the two halves was continued to be analyzed by using Spearman-Brown formula as presented below:

$$r11 = \frac{2r\,^1/_2\,^1/_2}{(1 + r\,^1/_2\,^1/_2)}$$

$$r_{11=} \frac{2\ X\ 0.258}{1+\ 0.258}$$

$$r_{11=} \frac{0.516}{1.258}$$

$$r_{11=} 0.410$$

(Arikunto, 2010:223)

Notes:

$r11$ = the reliability coefficient for the whole items

Rxy   = the reliability coefficient for the half of the test items

In the calculation process (see Appendix 12), the computation counted that the total of X division was 300 then the total of Y division was 300. The multiplying result of both X and Y (XY) showed 3035. The Total Square of both divisions X2 and Y2 were 3261 and 2971. All those data could be used in the calculation to find the split-half reliability coefficient value (*rxy*). Then, the calculation used *rxy* value to have the whole test reliability value (*r11*).

The result of correlation showed that the reliability of the total test items was 0.410. According to Saukah et.al (1997:210) "teacher-made test for classroom purposes is considered adequate if it has a reliability coefficient of 0.50". It means that the test items were not realible because 0.410<0.50. The result (see Appendix 13) showed that there were test items which categorized as average, difficult, and easy. The researcher omitted 4 items (9, 10, 19 and 25) that were categorized as easy because the index difficulty reached 0.93 point. Based on the range of difficulty 0.93 > 0.70 which means that most of the students could answer the questions and those test items were catgorized as easy. Besides, the researcher ommited 1 test item (1) that had index difficulty 0.26 which was classified as difficult than the other number. As a result, the test items which were very easy and difficult had to be eliminated.

4.4 The Result of the Reading Comprehension Achievement Test

The data of the eighth grade student's reading comprehension achievement at SMP Negeri 1 Bangsalsari Jember were obtained by conducting reading comprehension test on Friday, December 5th, 2014. It was because there were extracurricular activities in SMPN 1 Bangsalsari done on Friday, one of them English communication. The researcher used that time to have reading test to avoid the problem in managing the time because the respondents were from different classes. The place was in the school library, and the time allocation was 40 minutes. The respondents were determined by using proportional random sampling and 7 students were chosen from each class with lottery randomly. The total respondents taken from class VIII A-VIII F was 42 students. Based on the result of the try out, the researcher eliminated 5 items (see Appendix 13) into 20 questions in the form of multiple choice items. Because there are four items which were too easy and an item was too difficult. The scores were taken from the total score of the correct numbers. Each correct answer was scored 5 points, that was taken from 100 (the maximum score) devided by 20 (total items) so that the result was 5. Further, there were 5 items of word comprehension, 5 items of sentence comprehension, 5 items of paragraph comprehensionand 5 items of text comprehension.

The materials to test the students' reading comprehension achievement were taken from the English Book for the eighth grade students of Junior High School namely "Practice Your English Competence". The researcher had consulted the reading materials in the test to the English teacher of the eighth grade in SMPN 1 Bangsalsari to make sure that the materials had never been learnt by the eighth grade students in 2014/2015 academic year. The time to do this test was 40 minutes.

The following table shows presentage students' score in reading comprehension.

Table 4.2 The Students' Reading Comprehension Achievement

No	WC			SC			PC			TC			∑n	∑N	RCA	Category
	n	N	∑WC (%)	n	N	∑SC (%)	n	N	∑PC (%)	n	N	∑TC (%)				
1	5	5	100	5	5	100	4	5	80	4	5	80	18	20	90	Very Good
2	4	5	80	5	5	100	4	5	80	4	5	80	17	20	85	Good
3	5	5	100	5	5	100	5	5	100	3	5	60	18	20	90	Very Good
4	5	5	100	5	5	100	3	5	60	4	5	80	17	20	85	Good
5	5	5	100	3	5	60	5	5	100	2	5	40	15	20	75	Good
6	5	5	100	5	5	100	5	5	100	5	5	100	20	20	100	Very Good
7	5	5	100	4	5	80	4	5	80	5	5	100	18	20	90	Very Good
8	5	5	100	5	5	100	4	5	80	3	5	60	17	20	85	Good
9	5	5	100	5	5	100	5	5	100	4	5	80	20	20	100	Very Good
10	4	5	80	3	5	60	5	5	100	5	5	100	17	20	85	Good
11	5	5	100	5	5	100	5	5	100	5	5	100	20	20	100	Very Good
12	4	5	80	5	5	100	4	5	80	4	5	80	17	20	85	Good
13	4	5	80	4	5	80	4	5	80	3	5	60	15	20	75	Good
14	4	5	80	5	5	100	4	5	80	4	5	80	17	20	85	Good
15	5	5	100	5	5	100	4	5	80	4	5	80	18	20	90	Very Good
16	4	5	80	4	5	80	2	5	20	4	5	80	14	20	70	Good
17	5	5	100	3	5	60	4	5	80	5	5	100	17	20	85	Good
18	5	5	100	4	5	80	5	5	100	4	5	80	18	20	90	Very Good
19	4	5	80	4	5	80	4	5	80	5	5	100	17	20	85	Good
20	5	5	100	4	5	80	5	5	100	2	5	40	16	20	80	Good
21	3	5	60	4	5	80	5	5	100	5	5	100	17	20	85	Good
22	5	5	100	5	5	100	4	5	80	4	5	80	18	20	90	Very Good
23	4	5	80	5	5	100	5	5	100	5	5	100	19	20	95	Very Good
24	4	5	80	5	5	100	3	5	60	3	5	60	15	20	75	Good
25	3	5	60	5	5	100	5	5	100	5	5	100	18	20	90	Very Good
26	5	5	100	4	5	80	4	5	80	3	5	60	16	20	80	Good
27	5	5	100	5	5	100	4	5	80	4	5	80	18	20	90	Very Good
28	4	5	80	4	5	80	4	5	80	5	5	100	17	20	85	Good
29	4	5	80	2	5	40	2	5	60	4	5	80	12	20	60	Fair
30	3	5	60	3	5	60	3	5	60	2	5	40	11	20	55	Poor
31	5	5	100	4	5	40	4	5	80	4	5	80	17	20	85	Good
32	5	5	100	3	5	60	4	5	80	5	5	100	17	20	85	Good
33	4	5	80	4	5	80	4	5	80	3	5	60	15	20	75	Good
34	5	5	100	3	5	60	5	5	100	5	5	100	18	20	90	Very Good
35	4	5	80	3	5	60	4	5	80	3	5	60	14	20	70	Good
36	3	5	60	4	5	80	4	5	80	4	5	80	15	20	75	Good
37	4	5	80	4	5	80	5	5	100	3	5	60	16	20	80	Good
38	4	5	80	5	5	100	3	5	60	3	5	60	17	20	85	Good
39	5	5	100	4	5	80	3	5	100	2	5	40	14	20	70	Good
40	5	5	100	3	5	60	2	5	40	4	5	80	14	20	70	Good
41	5	5	100	4	5	80	2	5	40	5	5	100	16	20	80	Good
42	5	5	100	5	5	100	4	5	80	5	5	100	19	20	95	Very Good
T	187	210		176	210		170	210		155	210		699	840	3365	
M	89.00%			83.80%			80.95%			73.80%			83.21%		80.11	

Notes :

WC   : Word Comprehension

SC   : Sentence Comprehension

PC   : Paragraph Comprehension

WTC   : Whole Text Comprehension

n   : The Correct Answers of Each Indicator

N   : The Total Items of Each Indicator

Σn   : The Total Numbers of The Correct Answers of Each Indicator

ΣN   : The Total Numbers of Items Of Each Indicator

T   : Total

M   : The Mean Score of students'achievement (%)

ΣWC(%)   : The Correct Answers Percentage of Word Comprehension

ΣSC(%)   : The Correct Answers Percentage of Sentence Comprehension

ΣPC(%)   : The Correct Answers Percentage of Paragraph Comprehension

ΣTC(%)   : The Correct Answers Percentage of Text Comprehension

In the reading test coloumn, it can be seen that the total scores of the students' reading comprehension achievement was 3365 with the mean score 80.11. It was calculated by using the following formula :

$$E = \frac{n}{N} = \frac{3365}{42} = 80.11$$

Based on the analysis of the students' scores of reading comprehension achievement of recount text above, the researcher classified the students' achievement in the following table.

Table 4.3 The Classification of the Students' Reading Comprehension Achievement Test

Students' Achievement (%)	Category
90 – 100	Very Good
75 – 89	Good
60 – 74	Fair
45 – 59	Poor
0 _ 44	Very poor

(Taken from the Classification of the Score Level of SMPN 1 Bangsalsari)

Based on the Table 4.2 it can be concluded that the students' mean score was categorized as "good" because 80.11 was in the range of 75-89.

The specific information about the students' score in reading comprehension achievement was presented in the following table:

Table 4.4 The Students' Category of Reading Comprehension Achievement Test

No.	Students' Scores	Frequency	%	Category
1	90-100	14	33.33	Very Good
2	75-89	22	52.38	Good
3	60-74	5	11.90	Fair
4	45-59	1	2.38	Poor
5	0-44	0	0	Very Poor
	Total	42	100	

(Taken from the Classification of the Score Level of SMPN 1 Bangsalsari, 2014)

The precentage of score was gotten from the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

n = the frequency of the students

N = the total number of the students taking the test

Based on Table 4.4 above, it was revealed that the number of the students who took the reading comprehension achievement test was 42 students. The result showed us that only 33.33% got the scores between 90-100 that were categorized was "very good". Meanwhile, 52.38% of 42 students gained the scores between 75-89 that were included in "good" category. Then, 5 students out of 42 students (11.90%) the scores between 60-74 that were categorized "fair". There was only one students out of 42 students (2.38%) who obtained the scores between 45-59 which was categorized "poor". The last category showed that there was no student (0%) got the scores between 0-44 that was categorized as "very poor". Finally, it can be concluded that most students of grade VIII from each class got the percentage of 52.38% the scores between 75-89 which was categorized as "good" based on the students' category of reading comprehension achievement test above.

The Table 4.2 showed the total correct answer and mean score of each indicator. The following part explains the percentage of students' reading comprehension of each indicator.

1. The students' word comprehension achievement:

$$\Sigma WC = \frac{\Sigma n}{\Sigma N} \times 100\%$$

$$= \frac{187}{210} \times 100\%$$

$$\Sigma WC = 89.00\%$$

2. The students' sentence comprehension achievement:

$$\Sigma SC = \frac{\Sigma n}{\Sigma N} \times 100\%$$

$$= \frac{176}{210} \times 100\%$$

$$\Sigma SC = 83.80\%$$

3. The students' paragraph comprehension achievement:

$$\Sigma PC = \frac{\Sigma n}{\Sigma N} \times 100\%$$

$$= \frac{170}{210} \times 100\%$$

$$\Sigma PC = 80.59\%$$

4. The students' text comprehension ahievement:

$$\Sigma WTC = \frac{\Sigma n}{\Sigma N} \times 100\%$$

$$= \frac{155}{210} \times 100\%$$

$$\Sigma WTC = 73.80\%$$

The next step was classifying the students' reading comprehension of each indicator with the classification of score level of SMPN 1 Bangsalsari. It was presented in the following table.

Table 4.5 The Students' Reading Comprehension Achievement of Each Indicator

No	Indicators	The percentage of students' achievement	Category	Interval (%)
1.	Word Comprehension	89.00%	Good	75-89
2.	Sentence Comprehension	83.80%	Good	75-89
3.	Paragraph Comprehension	80.95%	Good	75-89
4.	Text Comprehension	73.80%	Fair	60-74
	Recount Text Reading Comprehension Achievement	80.11%	Good	75-89

The table above presented the percentage of the students' test in reading comprehension achievement of recount text covering word comprehension, sentence comprehension, paragraph comprehension and text comprehension. The highest percentage of four indicators was word comprehension with the percentage of 89.00% which belonged to the "good" category. It meant that 89.00% the students got the scores between 75-89. Then, the percentage of the sentence comprehension was 83.80% which was included as "good" category. It can be said that 83.80% the students obtained the scores between 75-89. The percentage of paragraph comprehension was 80.95% which was categorized "good" category. It meant that 80.90% the students achieved the scores in range 75-89. The last was text comprehension with the percentage 73.80% which was classified as "fair" category. It meant that the students got the scores between 60-74 in percentage 73.80%. From the four indicators, it can be stated that the highest percentage was

word comprehension with percentage 89.00% and the lowest percentage was text comprehension with percentage 73.80% that was classified in "fair" category.

From the expalanations above, it can be concluded that the students of grade VIII from each class (VIIIA-VIIIF) in SMPN 1 Bangsalsari Jember has ability in reading comprehension of recount text because the average of four indicators were classified as "good" category with percentage 80.11% which belonged to interval 75-89.

4.5 Discussion

As explained previously, this research was conducted to the eighth grade students of SMP Negeri 1 Bangsalsari Jember. The purpose of this research was to describe the students' reading comprehension achievement of English Recount Text. In accordance with the data analysis done during this research, the researcher found that the students' reading comprehension achievement in recount text was categorized as "good" level. Because the total scores of the students was 3365, divided by the total number of the students then it found out that mean score which was 80.11. The students' reading comprehension test of recount text consisted each aspect of reading which became the indicators of this research. They were discussed in the following parts.

4.5.1 The Students' Reading Comprehension Achievement in Word Comprehension

The students' achievement in comprehending the word was categorized as "good" with the percentage of 89.00%. There are some reasons why the students achieved good score in comprehending the words. First, most of the eighth grade students in this school could comprehend the words in the text and had good vocabulary knowledge. Mikulecky (2008) states that reading comprehension depends on vocabulary knowledge and vice versa. It means that the students were able understand well about the reading materials if they had more vocabularies in their mind, for example (see Appendix 14) the most of the students could answer the questions of word comprehension correctly, it meant that the students had

good vocabulary. Second, related to the interview with the English teacher, she informed that when the students got difficulties to understand the unfamiliar words, the teacher asked the students to read again the text and underlined the unfamiliar word, then they related with the other words and guessed the meaning as using context clues. Sometimes, the teacher asked them to check it in the dictionary or they might discuss with their friends. It helped them to enrich their vocabulary in their mind, so in this research the students' good comprehension in word meaning may be affected by their vocabulary knowledge and it can be seen the most of the students could answer the questions of word comprehension correctly (see Appendix 14). Yet, there were 4 students (students number 21,25,30,36) got score in the range of 60-74 with category level "fair". It meant that some of the students still had difficulties in comprehending the word. The example of the problem was that the students could not find the synonym of the word given on the test (see Appendix 4).

4.5.2 The Students' Reading Comprehension Achievement in Sentence Comprehension

The students' reading comprehension achievement of sentence comprehension was categorized as "good". It was because the percentage of the students' sentence comprehension achievement was 83.80% and the students got score in range 75-89. As it was explained before, the students' good comprehension was affected by their vocabulary knowledge. Automatically, the students could also comprehend the sentence because they have more vocabulary in their mind and the students were acustomed to discussing the unfamiliar words to find the appropriate meaning based on the context in the sentence. Besides, in reading text test items, there are some questions about sentence comprehension which consisted of familiar words that makes the students easier to understand and answer the questions well. The students' good comprehension can be seen from the students' sentence comprehension that most of the students could answer the questions correctly (see Appendix 14). Yet, there was only one student (student number 29) who was

categorized as poor. It meant that the students still had difficulties in comprehending the sentence.

4.5.3 The Students' Reading Comprehension Achivement in Paragraph Comprehension

The result of the paragraph comprehension was in "good" category level with the percentage 80.95% in range 75-89. It means that most of the students could comprehend the paragraph well. Although 80.95% of the students were able to comprehend the paragraph questions, there was a problem that the researcher found during the analysis. As many as 19.05% students got lower comprehension in this category. The students got difficulties in finding main idea in each paragraph and when the students faced a question related to the paragraph comprehension, they got difficulties in understanding the questions, so that they couldn't answer the questions of paragraph comprehension correctly.

4.5.4 The Students' Reading Comprehension Achivement in Text Comprehension

The percentage of the students' comprehension in comprehending the text was 73.80%. The students got score in range 60-74 which were categorized as "Fair". It means that the ability of the students in comprehending text was fair. It might happen because most of the words in the text are familiar for the students, but the students could not relate the information given in each paragraph and conclude them into one conclusion, so they were not able to answer the questions correctly. Although the result of the test showed that the students' text reading comprehension was the lowest than the other indicators, there were more than 70% students able to answer the questions correctly (see Appendix 14). It might happen because the students are familiar, not only with the words in the text but also the topic and theme of the text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the research conclusion and suggestions. The suggestions are proposed to the English teacher and the future researchers.

5.1 Conclusion

Based on the results of data analysis and the discussion, the conclusions can be drawn as to follows:

1.General Conclusion

In general, based on the results of the reading comprehension test, the eighth grade students' English reading comprehension achievement of recount text at SMPN 1 Bangsalsari Jember was in "good" category with the percentage 80.11%.

2.Specific Conclusion

The result of students' reading comprehension achievement covering comprehending word, comprehending sentence, comprehending paragraph and comprehending text, showed that :

a. The percentage of word comprehension was 89.00% which belongs to " good" category.

b. The percentage of sentence comprehension was 83.80% which belongs to the "good" category.

c. The percentage of paragraph comprehension was 80.95% which was categorized "good" category.

d. The percentage of text comprehension was 73.80% which belongs to the "fair" category.

From the four indicators, it can be stated that the highest percentage was word comprehension with percentage 89.00% and the lowest percentage was text comprehension with percentage 73.80% that was classified in "fair" category.

5.2 Suggestion

It is necessary to give suggestion based on the description of the research conclusion. There are considerations that can be concerned by the following people.

1. The English Teacher

   The English teacher was suggested to give more attention in teaching text comprehension more intensively because based on the result of the test the lowest score category on the eighth grade level students of SMPN 1 Bangsalsari Jember was text comprehension.

2. The Students

   The eighth grade students at SMPN 1 Bangsalsari face the most difficulty in text comprehension. It means that they have to practice reading and do exercise to increase their reading skill, especially in text comprehension.

3. The Other Researcher

   It is suggested that the result of this research may be used as a reference and information for future researchers to conduct further research by applying different text, design, and method using the same topic but to different level of students.

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Appendix 1

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
The Study on the Eighth Grade Students' Reading Comprehension Achievement of Recount Text at SMP Negeri 1 Bangsalsari Jember	**General Problem :** How is the eighth grade students' reading comprehension achievement at SMP Negeri 1 Bangsalsari Jember 2014/2015 Academic Year? **Specific problems :** 1. How is reading comprehension achievement in finding words meaning from recount text of eighth grade students at SMP Negeri s1 Bangsalsari Jember 2014/2015 Academic Year? 2. How is reading comprehension achievement in finding sentences meaning from recount text of eighth grade students at SMP Negeri 1 Bangsalsari Jember 2014/2015 Academic Year? 3. How is reading comprehension achievement in finding	Reading Comprehension Achievement of Recount Text	1. Comprehending of words meaning 2. Comprehending of sentences meaning 3. Comprehending of paragraphs meaning 4. Comprehending of texts meaning	**1. Participants :** The Eighth Grade Students of SMPN 1 Bangsalsari Jember in the 2014/2015 Academic Year **2. Informant** The English teacher of the Eighth Grade Students of SMPN 1 Bangsalsari Jember in the 2014/2015 Academic Year **3. Documents:** a. Teacher lesson plan b. The names of the participants c. The students' mid-term score of grade VIII	**1. Research Design :** Descriptive Qualitative Research **2. Area Determination Method:** Purposive method **3. Respondent Determination Method:** Proportional Random Sampling **4. Data Collection Methods:** Primary Data : - Reading test Supporting Data: - Interview - Documentations **5. Data Analysis Method :** E = n/N X 100 Notes: E : Total scores of students' reading comprehension of each indicator.

	paragraphs meaning from recount text of eighth grade students at SMP Negeri 1 Bangsalsari Jember 2014/2015 Academic Year? 4. How is reading comprehension achievement in finding texts meaning from recount text of eighth grade students at SMP Negeri 1 Bangsalsari Jember 2014/2015 Academic Year?				n : the students' obtained scores of reading comprehension test. N : total scores of test items of each indicator (adapted from Ali, 1987:186)

Appendix 2

Students' Worksheet of Try Out Test

Subject	: English/Reading	Name :	
Grade	: VIII	Class :	
Time	: 45 minutes		

Read the text carefully **and choose the correct answer based on the text by crossing** *(X) a, b, c, or d!*

Text 1

The text is for questions number 1-9

(*line 1*)   On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted,"It's two minutes past twelve! The clock has stopped!"

(*line 7*)   I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

(http://www.luweixmu.com/ecorpus/nce/new%20concept%20english.txt1.asp)

1.   When did the clock stop?

a. at 5.12   b. at 11.55

c. at 12.00   d. at 12.02

2.   Why did the people gather under the Town Hall clock?

a. To welcome the New Year   b. To see the newly bought clock

c. To strike the laughing people   d. To stop people who shouted

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3. Based on the text, where was the writer?

    a. at the center of the town

    b. at home

    c. at the beach

    d. at the market

4. When did the event happen?

    a. in the middle of the year

    b. the end of the year

    c. Christmas celebration

    d. at the weekend as usual

5. Which of the following is **NOT TRUE** according to the text?

    a. the writer was waiting to celebrate the New Year.

    b. the writer brought a watch.

    c. the writer was very happy.

    d. The writer celebrated the New Year with his family.

6. What probably happened when someone shouted that the clock stopped?

    a. Everybody directly celebrated the New Year

    b. Everybody sang and laugh.

    c. Everybody looked for a watch.

    d. Everybody shouted too.

7. "**It** would strike twelve in twenty minutes' time."

    The underlined word refers to ….

    a. the clock

    b. Author's watch

    c. the town

    d. the place

Appendix 2

8.   It was the last day of the year and a **<u>large</u>** crowd of people had gathered under the Town Hall clock.

The underlined word "large" means ....

a. mass

b. big

c. many

d. lots of

9. "The big clock **<u>refused</u>** to welcome the New Year"

The underlined word "refused" means ….

a. rejected

b. accepted

c. admitted

d. hated

Text 2

The text is for questions number 10-17

(*line 1*)   Last month, the eighth year students of SMP 1 Tuban visited Yogyakarta Palace. There were five buses taking them to Yogyakarta.

(*line 3*)   Early in the morning, they gathered at the school yard. Each student brought some snacks and drink. After a small ceremony, at seven o'clock they left for Yogyakarta.

(*line 6*)   At nine thirty the buses arrived in Magelang. They went to Borobudur temple. There, the students enjoyed the scene of the temple. They were there until lunch time and they had their lunch in a restaurant nearby. After lunch they continued the trip and arrived at Yogyakarta Palace at 2 p.m.

(*line 10*)   In Yogyakarta Palace the students studied many things related to the Palace. They learned the history of Yogyakarta Palace and also some ceremonies conducted in the palace.

Appendix 2

(*line 13*)　　　At 4 in the afternoon the buses left Yogyakarta. Then the buses stopped at Secang, a little town in the north of Magelang. The students bought some souvenirs there. The buses arrived back at school at 7 p.m. The students were tired but very happy.

(http://dc299.4shared.com/doc/-vVGcmsq/preview.html)

10. What is the main idea of the third paragraph?

a. The students studied many thing in Yogyakarta Palace.

b. The Eight Year Students arrived in Magelang.

c. The students bought some souveniers.

d. The students left for Yogyakarta.

11. "Early in the morning, **they** gathered at the school yard"

The underlined word refers to....

a. Five buses   c. The eighth year students of SMP 1

b. The school yard   d. Yogyakarta Palace

12 ."After lunch they continued the **trip** and arrived at Yogyakarta Palace at 2 p.m."

The synonym of the underlined word is .....

a. Journey   c. Recreation

b. Picnic   d. Study Tour

13. When did the story happen?

a. Early in the morning   c. at 2 p.m

b. Last month   d. at seven o'clock

14. What did the students do in Borobudur Temple?

a. They ate in a restaurant

b. They bought some souvenirs

c. They brought some foods and drinks

d. They enjoyed the scene of the temple

Appendix 2

15. What is the purpose of the text above?

 a. to describe Borobudur and Yogyakarta Palace

 b. to tell the experience of the students in Yogyakarta

 c. to tell how to go to Yogyakarta

 d. to entertain the readers

16. Which statement is **NOT TRUE** based on the text?

 a. The students had lunch in a restaurant near the temple

 b. Yogyakarta Palace conducted ceremonies in the palace

 c. The students brought some snacks and drinks

 d. The buses arrived back at school late at night

17. The students visited the following travelling side, **except** ....

a. Secang   c. Magelang

b. Borobudur Temple   d. Yogyakarta Palace

Text 3

The text is for questions number 18-25

(line 1)   On Thursday 24 April we went to the Botanical Gardens. We walked down and boarded the bus.

(line 3)   After we arrived at the garden, we walked down to the Education Centre. The third grade students went to have a look around. First, we went to the first farm and Mrs. James read us some information. Then, we looked at all the lovely plants. After that we went down to a little spot in the Botanical Garden and had a morning tea break.

(line 8)   Next, we did sketching and then we met the fourth grade students at the Education Centre to have lunch. Soon after that, it is time for us to go and make our terrariums while the fourth year students went to have a walk.

Appendix 2

(line 11)   A lady took us into a special room and introduced herself, then she explained what we were going to do. Next, she took us to a pyramid terrarium. It was really interesting.

(line 14)   After we had finished, we met the fourth grade students outside the gardens. Then we reboarded the bus and returned to school.

(Adopted from : Practice Your English Competence for Grade VIII

Junior High School (Zaida,2006:65)

18. "**It** was really interesting.(line 12)" The underlined word refers to ......

    a. A pyramid terrarium   c. Education centre

    b. A specific room   d. First farm

19. "Next, **she** took us to a pyramid terrarium. It was really interesting.(line 12)" The underlined word refers to......

    a. Mrs.James   c. First farm

    b. A lady   d. The fourth year students

20. The writer of the text is….

    a. a fourth grade students   c. a third grade student

    b. a school teacher   d. Mr. And Mrs.James

21. What was the second activity of the writer in the Botanical Garden?

    a. Gathering at the Education Centre   c. Looking at the lovely plants

    b. Going to a small garden   d. Visiting a beautiful lady

22.What did the fourth grade students do after lunch?

    a. They had a walk   c. They returned to school

    b. They made their terrarium   d. They went to a pyramid terrarium

23. Most events mentioned in the text happened ......

    a. at the education center   c. on the bus to Botanical Garden

    b. in the botanical garden   d. outside the school

Appendix 2

24. Which statement is **TRUE** based on the text ?

    a. Mr. James read the information about the farm

    b. They had a morning tea break in Education Center

    c. They did sketching in the Garden

    d. They met the fourth grade students in Education Center

25. The students visited some places in Botanical Garden, **except** ....

    a. A Pyramid Terrarium   c. A Specific room

    b. Education Centre   d. Yogyakarta Palace

The Distribution of the Try Out Test Items

Indicators	Test Items
Comprehending Words	7,8,9,11,12,18,19
Comprehending Sentences	1,3, 4,13,14,22
Comprehending Paragraphs	2,6,10,17,21,23,
Comprehending Whole Text	5,15,16,20,24,25

Answer Key (Try Out Test)

1. B	16. D
2. A	17. C
3. A	18. A
4. B	19. B
5. D	20. C
6. C	21. C
7. A	22. A
8. A	23. B
9. A	24. D
10. B	25. D
11. C	
12.A	
13.B	
14.D	
15.B	

Appendix 4

Students' Worksheet of Reading Comprehension Test

Subject   : English/Reading   **Name :**
Grade   : VIII   **Class :**
Time   : 45 minutes

Read the text carefully **and choose the correct answer based on the text by crossing** *(X) a, b, c, or d!*

Text 1
The text is for questions number 1-7

(*line 1*)   On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted,"It's two minutes past twelve! The clock has stopped!"

(*line 7*)   I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

(http://www.luweixmu.com/ecorpus/nce/new%20concept%20english.txt1.asp)

1.   Why did the people gather under the Town Hall clock?
     a. To welcome the New Year   b. To see the newly bought clock
     c. To strike the laughing people   d. To stop people who shouted

2.   Based on the text, where was the writer?
     a. at the center of the town
     b. at home
     c. at the beach
     d. at the market

3.   When did the event happen?
     a. in the middle of the year
     b. the end of the year
     c. Christmas celebration
     d. at the weekend as usual

4. Which of the following is **NOT TRUE** according to the text?
    a. the writer was waiting to celebrate the New Year.
    b. the writer brought a watch.
    c. the writer was very happy.
    d. The writer celebrated the New Year with his family.

5. What probably happened when someone shouted that the clock stopped?
    a. Everybody directly celebrated the New Year
    b. Everybody sang and laugh.
    c. Everybody looked for a watch.
    d. Everybody shouted too.

6. " **It** would strike twelve in twenty minutes' time."
    The underlined word refers to ….
    a. the clock
    b. Author's watch
    c. the town
    d. the place

7. It was the last day of the year and a **large** crowd of people had gathered under the Town Hall clock.
    The underlined word "large" means ....
    a. mass
    b. big
    c. many
    d. lots of

Text 2

The text is for questions number 8-14

(*line 1*)   Last month, the eighth year students of SMP 1 Tuban visited Yogyakarta Palace. There were five buses taking them to Yogyakarta.

(*line 3*)   Early in the morning, they gathered at the school yard. Each student brought some snacks and drink. After a small ceremony, at seven o'clock they left for Yogyakarta.

(*line 6*)   At nine thirty the buses arrived in Magelang. They went to Borobudur temple. There, the students enjoyed the scene of the temple. They were there until lunch time and they had their lunch in a restaurant nearby. After lunch they continued the trip and arrived at Yogyakarta Palace at 2 p.m.

Appendix 4

(*line 10)*   In Yogyakarta Palace the students studied many things related to the Palace. They learned the history of Yogyakarta Palace and also some ceremonies conducted in the palace.

(*line 13)*   At 4 in the afternoon the buses left Yogyakarta. Then the buses stopped at Secang, a little town in the north of Magelang. The students bought some souvenirs there. The buses arrived back at school at 7 p.m. The students were tired but very happy.

(http://dc299.4shared.com/doc/-vVGcmsq/preview.html)

8. "Early in the morning, **they** gathered at the school yard"

The underlined word refers to.................

a. Five buses
c. The eighth year students of SMP 1
b. The school yard
d. Yogyakarta Palace

9. "After lunch they continued the **trip** and arrived at Yogyakarta Palace at 2 p.m."

The synonym of the underlined word is ....

a. Journey
c. Recreation
b. Picnic
d. Study Tour

10. When did the story happen?

a. Early in the morning
c. at 2 p.m
b. Last month
d. at seven o'clock

11. What did the students do in Borobudur Temple?

a. They ate in a restaurant
b. They bought some souvenirs
c. They brought some foods and drinks
d. They enjoyed the scene of the temple

12. What is the purpose of the text above?

a. to describe Borobudur and Yogyakarta Palace
b. to tell the experience of the students in Yogyakarta
c. to tell how to go to Yogyakarta
d. to entertain the readers

13. Which statement is **NOT TRUE** based on the text?

a. The students had lunch in a restaurant near the temple
b. Yogyakarta Palace conducted ceremonies in the palace

c. The students brought some snacks and drinks

d. The buses arrived back at school late at night

14. The students visited the following travelling side, **except** ....

a. Secang   c. Magelang

b. Borobudur Temple   d. Yogyakarta Palace

Text 3

The text is for questions number 15-20

(line 1)   On Thursday 24 April we went to the Botanical Gardens. We walked down and boarded the bus.

(line 3)   After we arrived at the garden, we walked down to the Education Centre. The third grade students went to have a look around. First, we went to the first farm and Mrs. James read us some information. Then, we looked at all the lovely plants. After that we went down to a little spot in the Botanical Garden and had a morning tea break.

(line 8)   Next, we did sketching and then we met the fourth grade students at the Education Centre to have lunch. Soon after that, it is time for us to go and make our terrariums while the fourth year students went to have a walk.

(line 11)   A lady took us into a special room and introduced herself, then she explained what we were going to do. Next, she took us to a pyramid terrarium. It was really interesting.

(line 14)   After we had finished, we met the fourth grade students outside the gardens. Then we reboarded the bus and returned to school.

(Adopted from : Practice Your English Competence for Grade VIII Junior

High School (Zaida,2006:65)

15. "**It** was really interesting.(line 12)" the underlined word refers to ....

a. A pyramid terrarium   c. Education centre

b. A specific room   d. First farm

16. The writer of the text is….

a. a fourth grade students   c. a third grade student

b. a school teacher   d. Mr. And Mrs.James

17. What was the second activity of the writer in the Botanical Garden?

a. Gathering at the Education Centre   c. Looking at the lovely plants

b. Going to a small garden   d. Visiting a beautiful lady

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18. What did the fourth grade students do after lunch?
    a. They had a walk
    b. They made their terrarium
    c. They returned to school
    d. They went to a pyramid terrarium

19. Most events mentioned in the text happened ....
    a. at the education center
    b. in the botanical garden
    c. on the bus to Botanical Garden
    d. outside the school

20. Which statement is **TRUE** based on the text ?
    a. Mr. James read the information about the farm
    b. They had a morning tea break in Education Center
    c. They did sketching in the Garden
    d. They met the fourth grade students in Education Center

The Distribution of the Test Items

Indicators	Test Items
Comprehending Words	6,7,8,9,15
Comprehending Sentences	2,3,10,11,18
Comprehending Paragraphs	1,5,14,17,19
Comprehending Whole Text	4,12,13,16,20

Answer Key

(Reading Comprehension Achievement)

1. A	11. D
2. A	12. B
3. B	13. D
4. D	14. C
5. C	15. A
6. A	16. C
7. A	17. C
8. C	18. A
9. A	19. B
10. B	20. D

Appendix 6

The Data Instrument (Interview Guide and Documentation Guide)

1. Interview Guide

Interviewer	: Lia Fadriatul Jannah
Interviewee	: Dany Endah S.Pd
Date	: Wednesday, June 11th 2014

Interview Guide

No	The Questions	Answer
1	What curriculum is applied in this school?	1. This school applies 2006 Institutional Level Curriculum.
2	What class do you teach?	2. I teach class VIII-A, VIII-B, VIII-C, VIII-D, VIII-E and VIII-F.
3	What English textbooks do you use in teaching English now?	3. I use Practice Your English Competence Eighth Grade Junior High School.
4	Is there any worksheet book for the students?	4. Yes, there is. (LKS "Prestasi")
5	How many times is English taught in a week?	5. Twice in a week
6	What techniques do you usually use in teaching reading comprehension?	6. I usually use Lecturing and Questions-Answers teaching technique, sometime I also use other techniques such as Think-Pair-Share.
7	How do you teach reading skill to your students?	7. When teaching reading skill, I usually give some leading questions to lead the students to the topic they were going to read. Then, I distribute the reading text

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Appendix 6

No	The Questions	Answer
		and ask them to read silently. I also ask them to find the unfamiliar words and check it in dictionary. Then, I also explain about the material given.
8	What difficulties are faced by the students in reading comprehension?	8. Some of the students usually find some difficult words, so it makes them difficult in comprehending the text. Sometimes, it is difficult for them to get the main idea and unstated information in the text.
9	How do you overcome the problems?	9. I usually ask them to underline the unfamiliar words, then they can try to relate with the other word and gues the meaning. Sometimes, I ask them to check it in dictionary or they can discuss with their friends.
10	How do you administer reading test to the students?	10. I usually give them some texts with the task based on the text given, then I ask them to answer the questions correctly. I usually ask them either to work individually, in pair or in groups. Finally, they discuss the correct answer with the whole class.
11	How many test items and time allocation that you usually give to the students in reading test?	11. I usually give 25-30 questions in the form of multiple choice and they have to do the test in 45-60 minutes.
12	Hav you ever measured the students' reading comprehension achievement	12. No, I have not. I just test their reading skill in general

Appendix 6

No	The Questions	Answer
	specifically in words, sentence, paragraph and text comprehension?	

2. Documentation Guide

No	Documents	Sources of Data
1.	Lesson plan	Teacher's lesson plan
2.	Students' attendance list	Students' name
3.	The students' reading score obtained from the English teacher	The list of students'mid term test

Lesson Plan Constructed by the English Teacher

Subject	: English
School Level	:SMP
Grade, Semester	: VIII, 1
Time Allocation	: 2 x 40 minutes
Skill	: Reading
Text Type	: Recount

I   Standard Competence

Membaca

5   Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

II Basic Competence

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

III Indicators

Identifying the general information of recount text given

1. Identifying the generic structure of the text
2. Arranging a jumble paragraph into a good text in pair
3. Students are able to show enthusiasm while in the class.
4. Students are able to show cooperative with their partner during the class.

IV Learning Objectives

1.   Students are able to identify the generic structure of recount text
2.   Students are able to arrange jumble paragraph into a good text
3.   Students are able to show enthusiasm while in the class
4.   Students are able to show cooperative with their partner during the class

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Appendix 7

IV. Material

     Materials are enclosed

V. Teaching Learning Strategy

    Approach   : Cooperative Language Learning

    Method   : Think, pair, share

VI. Teaching and Learning Activity

NO	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	TIME
1	Set induction 1.1 Greeting to the students 1.2 Checking the students' attendance 1.3 Asking leading questions 1.4 Stating the objectives	Responding Answering Answering leading questions Paying attention	15'
2	Main activities 2.1 Explaining about the materials and giving some examples. 2.2 Distributing a recount text 2.3 Asking the students to mention the general information of the text 2.4 Asking the students to make a group in pair 2.3 Giving an exercise 2.4 Asking the students to do the exercise 2.5 Discussing the answer with the class	Paying attention. Paying attention Answering Making a group in pair Receiving the exercise Doing the exercise Discussing the answer with the class	50'
3	Closure 3.1. Guiding the students to make a conclusion 3.3 Parting	Mentioning the conclusion Parting	15'

VII. Media and Sources

Media :

- Pictures
- Reading text
- Students worksheet
- Whiteboard

Sources:

- http://www.rizkythea.net/2013/03/contoh-recount-text-teks-experiences.html

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- Ernawati, Ayu, Yuliani, Marta. 2013. *Bahasa Inggris PR untuk SMP/MTs.* Klaten.Intan Pariwara

VIII. EVALUATION

A. Process Evaluation.

Process evaluation is conducted during teaching and learning process.

Indicators evaluated:

1. The students' activities in answering the teacher's questions.
2. The students' activities in paying attention to the explanation.
3. The students' activities in doing the exercise in group work.

B. Product Evaluation.

NO.	NAMES	1	2	3	4	ACTIVE	PASSIVE

NOTE:

1. The students' activities in answering the teacher's questions.
2. The students' activities in paying attention to the explanation.
3. The students' activities in doing the exercises in group work.

Jember, 5 February 2014
Teacher

Dany Endah S.Pd

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Appendix 7

Main Material

1. SET INDUCTION

Leading Questions

- Have you ever went to some places, such as zoo, beach or another places?
- Did you tell to someone about your vacation?
- So, what kind of tenses do you use if you retell the past event to someone else?
- Do you know what we are going to learn today?

2. EXPLANATION:

- **Recount** is a text which retells events or experiences in the past.
- **The function** is to retell some events that happened in the past for certain purposes; to inform and to entertain the readers.

- **Generic Structure of Recount**
  1. Orientation: tells who was involved, what happened, where the events took place, and when it happened
  2. Events: Describing series of event that happened in the past.
  3. Reorientation: It is optional. Stating personal comment of the writer to the story.

Example :

A Beautiful Day in Jogja

Last week, my friends and I went to Jogja. We went to Jogja by bus. We visited some places in Jogja.

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day. we really enjoyed it, and I hope I could visit Jogja next time.

Arrange this jumble paragraphs into a good text !

A	The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.
B	When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation
C	In the evening, we had to check out from the hotel. We went back home and brought so many amazing memories of Bali. I was very happy.
D	First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.
E	Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

Answer the question based on the text !
1. Who are the participant based on the text?
2. Where did the event happen?
3. Where did they go on the second day?
4. How long they went to Bali?

Key answer :

My Holiday in Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home brought so many amazing memories of Bali. I was very happy.

(B – D – E – C – A)

1. The writer and his friends
2. In Bali island
3. They went to tanjung benoa, penyu island, and kuta beach.
4. Three days.

The Names of the VIII F Grade students of SMPN 1 Bangsalsari Taking

Try Out Test

No	Students' Number	Name	Class
		Students' Identity	
1	6171	ACHMAD RIFKI ISAROH	VIII F
2	6172	ADAMA JOVI DZUHRICO	VIII F
3	6174	AFRIL ADITYA PRATAMA	VIII F
4	6175	AHMAD FAHRUL FIRDAN F	VIII F
5	6176	AMALDA CITRA SAKINA	VIII F
6	6177	ANDRE PUJIANTO	VIII F
7	6178	BAGUS ARDI SETIAWAN	VIII F
8	6179	BELIA RIZKI NUR AINI	VIII F
9	6181	DIMAS PRASETYO AINUR RIZKY	VIII F
10	6182	DINA AYU SAFITRI	VIII F
11	6184	FIRDA AYU SELINA	VIII F
12	6185	FITRIA	VIII F
13	6186	HAIRU TAMIMI	VIII F
14	6187	HERMAN SETYO BUDI	VIII F
15	6188	IKE RIZQITA CAHYANI	VIII F
16	6189	MARDIYANI	VIII F
17	6190	MARISA NUR IZZA AFKARINA	VIII F
18	6193	MOHAMMAD RIZAL S	VIII F
19	6194	MUAWALATUL HIKMA	VIII F
20	6195	MUHARROM APRILIANTO	VIII F
21	6196	NIKO FRANSISKA	VIII F
22	6197	NOVAL MAULANA	VIII F
23	6199	RIZQI NURMAYUNITA	VIII F
24	6200	SEVIA ISMI MARETTA	VIII F
25	6201	TRIA AYU AGUSTIN	VIII F
26	6203	WAHYU AGUNG	VIII F
27	6205	WIKE FEBRIAN YULISTIAN	VIII F
28	6206	YUSUF MANTOFANI	VIII F
29	6207	YUSUF SUGIK AROHMAN	VIII F
30	6208	ZEINURI R	VIII F

The Names of the VIII Grade students of SMPN 1 Bangsalsari Taking
Reading Comprehension Achievement Test

Students' Identity			Class
No	Students' Number	Name	
1	5990	Achmad Sobri	VIII A
2	6137	Ach.Abd.Ghofur	VIII E
3	6137	Adby Muhammad	VIII F
4	6063	Ahmad Hutama	VIII C
5	6098	Ajeng P	VIII D
6	6139	Amira	VIII E
7	6142	Angga Dwi	VIII E
8	6180	Danang	VIII F
9	6146	Dede Hermansyah	VIII E
10	6068	Defi Elmi	VIII C
11	6034	Dimas A	VIII B
12	6071	Dimas M Lutfi	VIII C
13	6035	Dwi Putri	VIII B
14	6150	Elbes W	VIII E
15	6036	Faiqotul M	VIII B
16	6113	Ferdiansyah	VIII D
17	6110	Fiki Efendi	VIII B
18	6039	Firman Aris	VIII B
19	6116	Intan B	VIII B
20	6119	Labisatul M	VIII B
21	6003	Lutfi Asiska	VIII A
22	6191	Megawati	VIII F
23	6121	Mike	VIII D
24	6077	M Alfian	VIII C
25	6051	M Bagus	VIII B
26	6154	M Bima	VIII E
27	6047	M Fendi	VIII B
28	6192	M Feri W	VIII F
29	6006	M Rizki W	VIII A
30	6123	M Sobri	VIII D
31	6014	Novi Indriyani	VIII A
32	6084	Novika	VIII C
33	6162	Nurhalimatus	VIII E
34	6198	Nuri hidayati	VIII F
35	6085	Putri A	VIII C
36	6015	Renita	VIII A
37	6702	Vella M	VIII F
38	6060	Virla	VIII B
39	6023	Wahyu Virman	VIII A
40	6204	Wahyu Indayati	VIII F
41	6096	Yuana	VIII C
42	6025	Zaenatul	VIII A

Appendix 9

Appendix 10

The Odd Number Scores of Each Item in Try Out Class (VIII F)

No	Number													Total
	1	3	5	7	9	11	13	15	17	19	21	23	25	
1	0	1	1	1	1	1	0	1	0	1	0	1	1	8
2	1	1	1	1	1	1	0	1	0	1	1	1	1	11
3	0	1	1	1	1	0	1	1	1	1	1	1	0	10
4	1	1	1	0	1	1	1	1	1	1	0	0	1	10
5	1	1	0	1	1	1	1	0	1	0	1	1	1	10
6	1	1	1	1	0	1	1	1	1	1	1	1	0	11
7	1	0	1	1	1	1	1	1	1	1	1	1	1	12
8	1	1	1	1	1	1	0	1	1	1	1	0	1	11
9	1	0	1	0	1	1	1	1	0	1	1	1	1	10
10	0	1	1	1	1	1	1	1	1	1	1	1	1	12
11	0	1	1	1	1	1	0	1	1	1	1	1	1	11
12	1	1	0	1	1	0	1	0	1	1	0	0	1	7
13	0	1	1	1	1	1	1	1	1	1	1	1	1	12
14	0	1	1	0	1	1	1	0	1	1	1	1	1	10
15	0	1	1	1	1	1	1	1	1	1	0	1	1	12
16	0	1	0	1	1	1	1	1	1	0	1	1	1	10
17	0	1	1	1	1	1	1	1	0	1	1	0	1	11
18	0	1	1	1	1	0	1	1	1	1	1	0	1	10
19	1	0	1	1	1	0	1	1	1	0	1	0	1	9
20	0	1	0	1	0	1	0	1	1	1	1	1	1	9
21	0	1	1	1	1	0	0	0	0	1	1	1	1	10
22	0	1	1	0	1	1	0	1	1	1	1	1	1	11
23	0	1	1	1	1	0	1	1	0	1	1	1	1	11
24	0	0	11	1	1	1	0	1	0	1	1	1	1	10
25	0	0	1	0	1	1	1	1	1	1	1	1	1	10
26	0	0	0	1	1	1	1	1	1	1	0	1	1	9
27	0	1	1	1	1	1	1	1	1	1	1	1	1	12
28	0	1	1	1	1	1	0	1	1	1	1	1	1	11
29	0	0	0	1	1	1	1	1	1	1	1	1	1	10
30	0	0	0	1	1	1	1	1	1	1	1	0	1	10
	8	20	20	21	28	18	17	21	18	27	21	19	28	266

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Appendix 11

The Even Number Scores of Each Item in Try Out Class (VIII F)

No	Number												Total
	2	4	6	8	10	12	14	16	18	20	22	24	
1	1	0	0	1	0	1	1	1	1	1	0	1	8
2	0	1	1	1	1	1	1	1	1	1	1	1	11
3	1	0	0	1	0	1	1	0	1	0	1	0	8
4	1	1	1	1	1	1	1	1	1	1	1	1	12
5	0	1	1	1	1	1	1	1	1	1	1	0	10
6	1	0	0	0	1	1	1	1	1	1	1	0	8
7	1	0	0	1	1	1	1	1	1	0	1	0	9
8	0	1	0	0	1	1	1	0	1	1	1	0	8
9	1	1	1	0	1	1	1	1	1	0	1	1	11
10	0	1	1	1	1	1	1	1	1	1	1	0	10
11	0	1	0	0	1	1	1	1	1	1	1	0	8
12	1	1	1	1	1	1	1	1	1	1	1	1	12
13	0	1	1	1	1	1	1	1	1	1	1	0	10
14	1	1	1	1	1	1	1	1	1	1	0	0	12
15	0	1	1	1	1	1	1	1	1	1	1	0	10
16	0	1	1	1	1	1	1	1	1	1	1	1	11
17	0	0	1	1	1	1	1	1	1	0	1	1	9
18	0	0	0	1	1	1	1	1	1	0	1	0	7
19	0	1	1	1	1	1	1	1	1	0	1	1	10
20	1	0	1	1	1	1	1	1	1	1	1	1	11
21	0	1	1	1	1	1	1	1	1	1	1	1	11
22	0	1	1	1	1	1	1	1	1	0	1	1	10
23	0	0	1	0	1	1	1	1	1	0	1	1	9
24	1	0	0	1	1	1	1	1	0	0	1	0	8
25	0	0	1	1	1	1	1	1	1	1	1	1	10
26	0	1	1	1	1	1	1	1	1	1	1	1	11
27	0	0	1	0	1	1	1	1	1	0	1	0	8
28	0	0	1	1	1	1	1	1	1	1	1	1	10
29	1	0	1	1	1	1	1	1	1	1	1	1	11
30	0	1	1	1	1	1	1	1	0	1	1	1	10
	10	16	21	20	28	21	21	20	16	21	21	18	233

The Devision of Odd Even Number in Try Out Class (VIII F)

No	Name	Odd (X)	Even (Y)	X²	Y²	XY
1	Ahmad Rifki Isaroh	8	8	64	64	64
2	Adama Jofi D	11	11	121	121	121
3	Afril Aditya	10	8	100	64	64
4	Ahmad Fahrul Firdan	10	12	100	144	120
5	Amalda Citra	10	10	100	100	100
6	Andre Pujianto	11	8	121	64	88
7	Bagus Ardi Setyawan	12	9	144	81	108
8	Belia Riski N	11	8	121	64	88
9	Dimas Prasetyo A.R	10	11	100	121	110
10	Dina Ayu S	12	10	144	100	120
11	Firda Ayu S	11	8	121	64	88
12	Fitriya	7	12	49	144	98
13	Hairul Tamimi	12	10	244	100	120
14	Herman Setyo Budi	10	12	100	144	120
15	Ike Risqita C	12	10	144	100	120
16	Mardiyani	10	11	100	121	110
17	Merisa Nur I.O	11	9	121	9	99
18	Muhammad Rizal S	10	7	100	7	70
19	Muawalatul Hikmah	9	10	81	10	90
20	Muharrom A	9	11	81	121	99
21	Niko Fransiska	10	11	100	121	110
22	Noval Maulana	11	10	121	100	110
23	Risqi Nurmayunita	11	9	121	81	99
24	Sefia Ismi M	10	8	100	64	80
25	Tria Ayu Agustin	10	10	100	100	100
26	Wahyu Agung	9	11	81	121	99
27	Wike Febrian	12	8	144	64	96
28	Yuanda Timbul S	11	10	121	100	110
29	Yusuf Mantofani	10	11	100	121	110
30	Yusuf Sugik A	10	10	100	100	100
	SUM	300	300	3261	2971	3035

The Difficulty Index of Each Test Item and Its Interpretation

in Try Out Class (VIII F)

Item Number	N	R	F.V	Criteria
1.	30	8	0.26	Difficult
2.	30	10	0.33	Average
3.	30	20	0.66	Average
4.	30	16	0.53	Average
5.	30	20	0.66	Average
6.	30	21	0.70	Average
7.	30	21	0.70	Average
8.	30	20	0.66	Average
9.	30	28	0.93	Easy
10.	30	28	0.93	Easy
11.	30	18	0.60	Average
12.	30	21	0.70	Average
13.	30	17	0.56	Average
14.	30	21	0.70	Average
15.	30	21	0.70	Average
16.	30	20	0.66	Average
17.	30	18	0.60	Average
18	30	16	0.53	Average
19.	30	27	0.90	Easy
20.	30	21	0.70	Average
21.	30	21	0.70	Average
22.	30	21	0.70	Average
23.	30	19	0.63	Average
24.	30	18	0.60	Average
25.	30	28	0.93	Easy

Appendix 14

Table 4.2 The Students' Reading Comprehension Achievement

No	WC			SC			PC			TC			∑n	∑N	RCA	Category
	n	N	∑WC (%)	n	N	∑SC (%)	n	N	∑PC (%)	n	N	∑TC (%)				
1	5	5	100	5	5	100	4	5	80	4	5	80	18	20	90	Very Good
2	4	5	80	5	5	100	4	5	80	4	5	80	17	20	85	Good
3	5	5	100	5	5	100	5	5	100	3	5	60	18	20	90	Very Good
4	5	5	100	5	5	100	3	5	60	4	5	80	17	20	85	Good
5	5	5	100	3	5	60	5	5	100	2	5	40	15	20	75	Good
6	5	5	100	5	5	100	5	5	100	5	5	100	20	20	100	Very Good
7	5	5	100	4	5	80	4	5	80	5	5	100	18	20	90	Very Good
8	5	5	100	5	5	100	4	5	80	3	5	60	17	20	85	Good
9	5	5	100	5	5	100	5	5	100	4	5	80	20	20	100	Very Good
10	4	5	80	3	5	60	5	5	100	5	5	100	17	20	85	Good
11	5	5	100	5	5	100	5	5	100	5	5	100	20	20	100	Very Good
12	4	5	80	5	5	100	4	5	80	4	5	80	17	20	85	Good
13	4	5	80	4	5	80	4	5	80	3	5	60	15	20	75	Good
14	4	5	80	5	5	100	4	5	80	4	5	80	17	20	85	Good
15	5	5	100	5	5	100	4	5	80	4	5	80	18	20	90	Very Good
16	4	5	80	4	5	80	2	5	20	4	5	80	14	20	70	Good
17	5	5	100	3	5	60	4	5	80	5	5	100	17	20	85	Good
18	5	5	100	4	5	80	5	5	100	4	5	80	18	20	90	Very Good
19	4	5	80	4	5	80	4	5	80	5	5	100	17	20	85	Good
20	5	5	100	4	5	80	5	5	100	2	5	40	16	20	80	Good
21	3	5	60	4	5	80	5	5	100	5	5	100	17	20	85	Good
22	5	5	100	5	5	100	4	5	80	4	5	80	18	20	90	Very Good
23	4	5	80	5	5	100	5	5	100	5	5	100	19	20	95	Very Good
24	4	5	80	5	5	100	3	5	60	3	5	60	15	20	75	Good
25	3	5	60	5	5	100	5	5	100	5	5	100	18	20	90	Very Good
26	5	5	100	4	5	80	4	5	80	3	5	60	16	20	80	Good
27	5	5	100	5	5	100	4	5	80	4	5	80	18	20	90	Very Good
28	4	5	80	4	5	80	4	5	80	5	5	100	17	20	85	Good
29	4	5	80	2	5	40	2	5	60	4	5	80	12	20	60	Fair
30	3	5	60	3	5	60	3	5	60	2	5	40	11	20	55	Poor
31	5	5	100	4	5	40	4	5	80	4	5	80	17	20	85	Good
32	5	5	100	3	5	60	4	5	80	5	5	100	17	20	85	Good
33	4	5	80	4	5	80	4	5	80	3	5	60	15	20	75	Good
34	5	5	100	3	5	60	5	5	100	5	5	100	18	20	90	Very Good
35	4	5	80	3	5	60	4	5	80	3	5	60	14	20	70	Good
36	3	5	60	4	5	80	4	5	80	4	5	80	15	20	75	Good
37	4	5	80	4	5	80	5	5	100	3	5	60	16	20	80	Good
38	4	5	80	5	5	100	3	5	60	3	5	60	17	20	85	Good
39	5	5	100	4	5	80	3	5	100	2	5	40	14	20	70	Good
40	5	5	100	3	5	60	2	5	40	4	5	80	14	20	70	Good
41	5	5	100	4	5	80	2	5	40	5	5	100	16	20	80	Good
42	5	5	100	5	5	100	4	5	80	5	5	100	19	20	95	Very Good
T	187	210		176	210		170	210		155	210		699	840	3365	
M	89.00%			83.80%			80.95%			73.80%			83.21%		80.11	

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Appendix 14

Notes :
WC : Word Comprehension
SC : Sentence Comprehension
PC : Paragraph Comprehension
WTC : Whole Text Comprehension
n : The Correct Answers of Each Indicator
N : The Total Items of Each Indicator
Σn : The Total Numbers of The Correct Answers of Each Indicator
ΣN : The Total Numbers of Items Of Each Indicator
T : Total
M : The Mean Score of Ability (%)
ΣWC(%) : The Correct Answers Percentage of Word Comprehension
ΣSC(%) : The Correct Answers Percentage of Sentence Comprehension
ΣPC(%) : The Correct Answers Percentage of Paragraph Comprehension
ΣTC(%) : The Correct Answers Percentage of Text Comprehension

The Scoring of Reading Comprehension Achievement Test

Indicators	Test Items	Σ Items	Points per Item
Word Comprehension	6,7,8,9,15	5	5
Sentence Comprehension	2,7,13,18	5	5
Paragraph Comprehension	3,14,15,19,20	5	5
Whole Text Comprehension	4,5,8,9	5	5
		Total	100

Appendix 16

The Englith Score Obtained from Mid-Term Test of Eighth Grade in the 2014/2015 Academic Year

No.	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F
1.	75	70	90	80	70	60
2.	76	65	60	76	66	80
3.	55	80	80	60	75	65
4.	70	80	75	75	70	76
5.	80	85	70	80	55	90
6.	90	80	85	75	76	85
7.	70	75	75	80	55	70
8.	80	68	90	55	76	76
9.	85	60	80	70	75	80
10.	85	70	55	55	80	70
11.	70	75	80	90	76	85
12.	70	76	70	70	90	70
13.	80	70	55	90	75	90
14.	65	76	75	76	76	55
15.	90	80	76	85	85	76
16.	85	76	70	75	90	80
17.	60	90	90	80	70	60
18.	76	55	80	76	55	70
19.	70	85	65	65	90	85
20.	80	85	60	80	75	65
21.	76	60	76	76	55	75
22.	90	75	65	75	70	76
23.	65	90	80	80	75	80
24.	75	85	90	76	75	70
25.	70	80	75	85	90	78
26.	85	80	80	65	80	90
27.	70	76	60	88	65	65
28.	65	60	55	65	70	76
29.	55	80	60	80	70	50
30.	65	75	65	75	76	66
31.	85	55	55	76	80	70
32.	60	70	76	65	70	75
33.	55	76	90	90	76	60
34.	80	80	70	85	80	60
35.	70	55	65	60	60	76
36.	85	80	85	75	70	70
37.			76	65	75	70
38.				80		
	2653	**2620**	**2704**	**2783**	**2685**	**2670**
	73.69	**72.77**	**73.08**	**73.23**	**72.56**	**72.16**

Source : The English Teacher of Grade VIII at SMPN 1 Bangsalsari Jember

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