



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

THESIS

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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF JEMBER

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Program of Language and Arts Education Department Faculty of Teacher Training and Education
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STATEMENT OF THESIS AUTHENTICITY

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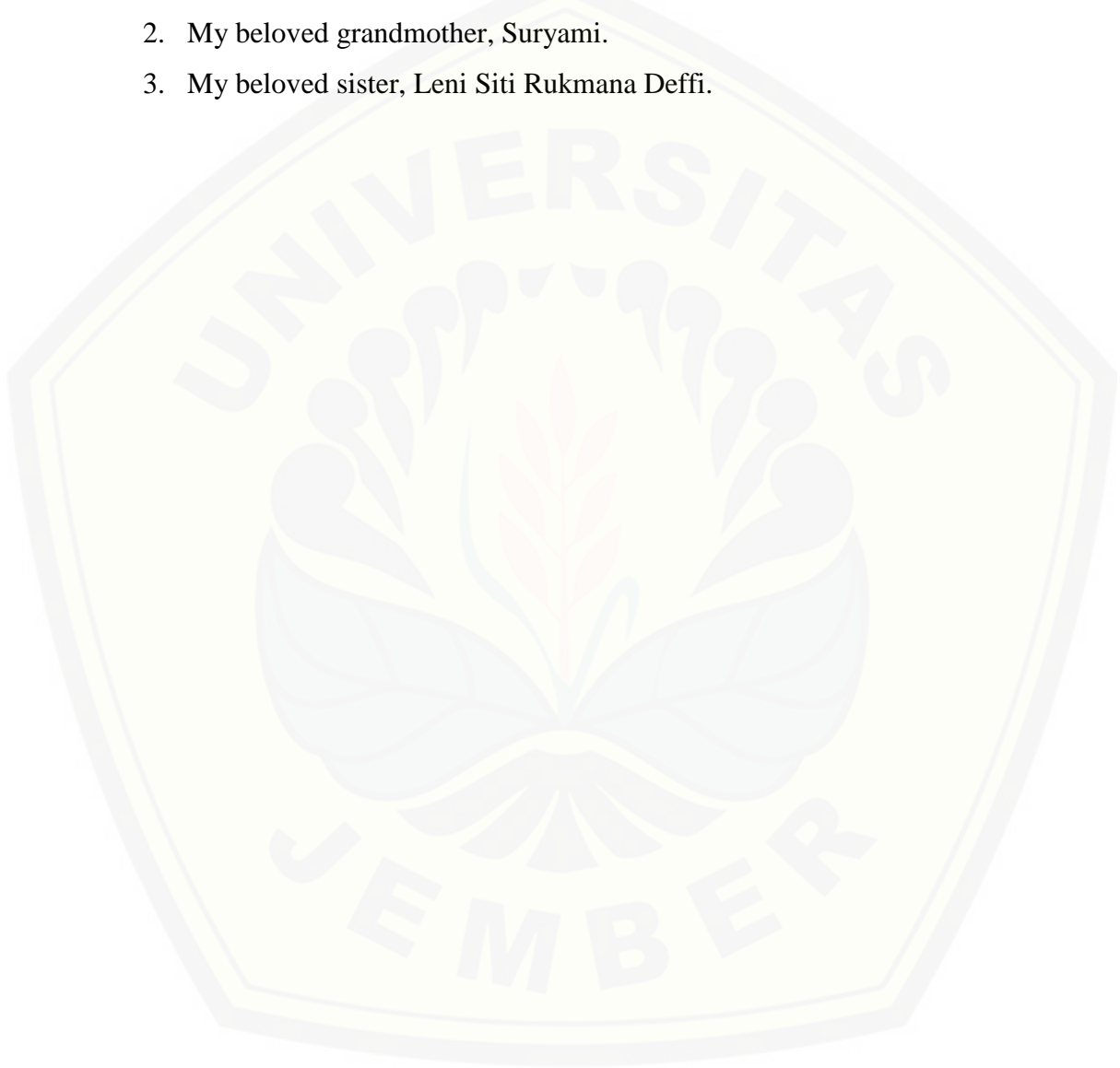
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Date : June 17th, 2015

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)



CONSULTANTS' APPROVAL

**THE STUDY OF THE EIGHTH GRADE STUDENTS' READING
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NEGERI 1 BANGSALSARI 1 JEMBER**

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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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SUMMARY

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.

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, whether 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 focuses 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 issue 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 of 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 transferred 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 comprehension, 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 individually, 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 students 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 achievement 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 Classroom 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

knowledge as well as thinking 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 affable...

(Taken from Spears, 2000:98)

In the example above, affable 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

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

(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.

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

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 Djumarie (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 structure 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

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. \longrightarrow **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. \longrightarrow **EVENTS**

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja next time. \longrightarrow **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 classification 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 comprehension, 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 School 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 decide 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 that 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 VIII F 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 achievement. 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 reliability. 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	<ol style="list-style-type: none"> 1. What is the opposite meaning of ...? 2. The word “...” refers to ... 3. What word has the same meaning as.....?
Sentence comprehension	<ol style="list-style-type: none"> 4. Where did they go last week ? 5. What did the subject do ? 6. When did they go to Tanah Lot?
Paragraph Comprehension	<ol style="list-style-type: none"> 7. What is the main idea of second paragraph?
Text Comprehension	<ol style="list-style-type: none"> 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 students' 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*

Reliability 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 reliable, the researcher conducted a try out to know whether the test items were reliable 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:

r_{xy} : 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:

$$r_{11} = \frac{2r_{1/2 \ 1/2}}{(1 + r_{1/2 \ 1/2})}$$

Notes:

r_{11} : Reliability Coefficient for the whole items

$r_{1/2 \ 1/2}$: Reliability Coefficient 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:

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

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:

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

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)