



**ENHANCING THE EIGHTH GRADE STUDENTS' RECOUNT TEXT
READING COMPREHENSION ACHIEVEMENT BY USING
SNOWBALL THROWING TECHNIQUE
AT SMPN 7 JEMBER**

THESIS

By
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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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2016**

DEDICATION

This thesis is honorably dedicated to :

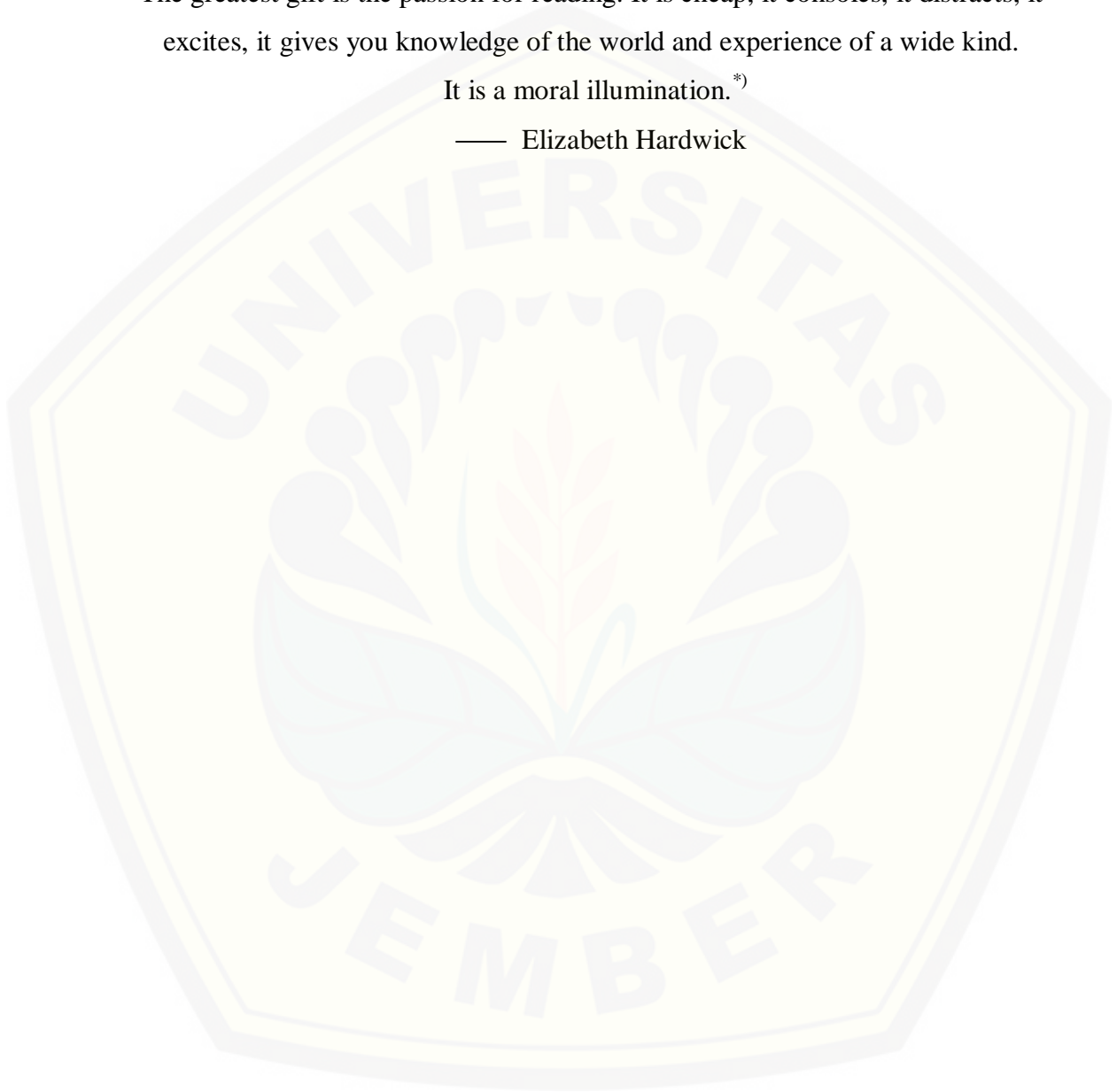
1. My beloved father, Drs. H. Moch. Nashor and my beloved mother Dra. Hj. Siti Juwariyah, M. Pd.
2. My beloved grandmother, Hj. Hindun.
3. My lovely younger sisters, Aida Fitria, Izzatul Laili, Nabila Vannia Putri and my brother M. Risya Irsyadillah.
4. My beloved fiancé, dr. Muhammad Taufiq Shidqi.

MOTTO

The greatest gift is the passion for reading. It is cheap, it consoles, it distracts, it excites, it gives you knowledge of the world and experience of a wide kind.

It is a moral illumination.*)

— Elizabeth Hardwick



*) <http://winningspirit.com/quotes-about-speed-reading-reading-and-books/> [June 2nd, 2016]

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, Mei 2016

The Writer

Firda Amilia

NIM 120210401112

CONSULTANT APPROVAL

**Enhancing the Eighth Grade Students' Recount Text Reading Comprehension
Achievement by Using Snowball Throwing Technique
at SMPN 7 Jember**

THESIS

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Thanks to Allah the Almighty who gives me guidance and blessings, that I can finish this thesis entitled “Enhancing the eighth grade students’ recount text reading comprehension achievement by using snowball technique at SMPN 7 Jember”.

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1. The Dean of the faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the Language & Arts Education Department,
3. The Chairperson of the English Education Program,
4. My first consultant, Drs. Sugeng Ariyanto, M. A. and my second consultant, Asih Santihastuti,S.Pd., M.Pd., for their guidance, advice and motivation in accomplishing this thesis. Their valuable counseling and contribution to the writing of this thesis are highly appreciated.
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6. My Academic Consultant, Asih Santihastuti,S.Pd., M.Pd. for her endless guidance during my study time,
7. The principle, the English teacher, and the students of class VIII G of SMPN 7 Jember in the 2015/2016 academic year who willingly had helped me to involve in this research,

Finally, constructive suggestion and revised correction are really needed for this work. However, the writer hopes that this thesis can be used by everyone who concerns to improve the English teaching learning process in the future time.

The Writer

SUMMARY

Enhancing the Eighth Grade Students' Recount Text Reading Comprehension Achievement by Using Snowball Throwing Technique at SMPN 7 Jember; Firda Amilia, 120210401112; 2016: 56 pages; English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This research was intended to improve the class VIII G students' reading comprehension achievement and to improve their participation in reading classes at SMPN 7 Jember in the 2015/2016 academic year. In line with this purpose, the appropriate design was classroom action research.

Based on a preliminary study conducted by observing the English teacher at SMPN 7 Jember, in learning English especially reading comprehension, it was found that the students only read the passage without knowing the meaning of the words. It's shown from the result of reading comprehension task given by the teacher. The mean score of the Students' final examination in the first semester was 57.3 with 23 students (52.3%) who achieved it. However, the teacher said that this mean score was very low because the ideal mean score was 75 and achieved by at least 70% of the total students. Nevertheless, eighth G students' mean score was the lowest among other eighth grade classes. Besides, the students were lazy to read even when they were given a task, they just did it by cheating other students' answer because they experience difficulties in comprehending the text. Therefore, when they were given assignments, their score could not achieve the English minimum requirement standard score of 75. Besides, the English teacher always used English to Explain the English lesson without Indonesian at all and the way how to the teacher spoke was unclear. As the results, most students did not understand about what was being explained by the teacher. When the researcher asked to the students' about their English teacher, they said that they often felt strained to join the English class, so it could impede their language input and production. Meanwhile, the students often felt

bored during the teaching and learning process of reading class because according to the teacher's information, she mostly used lecturing technique in teaching reading and asking students to translate the text into Indonesian then answer the questions based on the text. Moreover, their participation in the reading class was still low. From the result of the interview with the English teacher, it was known that there were only about 24 students who actively participated in reading activities or about 55.8% of the total students in class.

This classroom action research consisted of one Cycle which covered the stages of planning of the action, implementation of the action, classroom observation and reflection of the action. Then the Cycle was conducted in three meeting including the reading test. The data about the students' reading comprehension achievement were collected through reading comprehension test. Observation was used to monitor the students' active participation in the teaching learning process by using Snowball Throwing technique.

From the results of classroom observation in Cycle 1, it was known that in the first meeting there were 32 out of 42 students (76.2 %) who actively involved in the teaching and learning process of reading. While in the second meeting, there were 37 out of 41 students (90.2%) who actively involved in the teaching and learning process of reading, so that the average of the students' participation from the first and the second meeting was 83.2%. If it was compared with the students' participation before the actions, it had improved as many as 27.4 %. It means that process evaluation has already achieved at least 70% students participated in the reading activities. Moreover, In this research, the Cycle was considered to be successful if the mean score of the students' reading comprehension through Snowball Throwing technique was at least 75 and it was achieved by at least 70% of 43 students. Based on the students' reading comprehension scores in Appendix E page 91, it was found that the mean score of the students' reading comprehension test in the Cycle was 83.8 and it was achieved by 26 out of 43 students (60.5%). While the teacher expected to improve the students' mean score at least 75. This means that it was leftover 8.8

points from the target mean score. Furthermore, there were 33 students or 76.7% of 43 students who got score 75 or higher. It means that the target percentage of the students who got score 75 or higher in the reading comprehension test had been achieved. Thus, the actions in Cycle 1 were successful and the actions were stopped.

Based on the results above, it can be concluded that the use of Snowball Throwing technique can improve the class VIII G students' reading comprehension achievement and participation at SMPN 7 Jember. Then, it is suggested to the English teacher to use Cooperative learning method by using Snowball Throwing technique in teaching reading comprehension not only for Recount text, but also other genres. Besides, it can be used as an alternative technique to motivate the students to be more active in learning reading. The English teacher is also supposed to try to teach some English skills and language components by using this technique.

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CHAPTER 1. INTRODUCTION

This chapter presents some aspects related to the topic of the study. They are background of the research, the problems of the research, the objectives of the research, and the significance of the research.

1.1 Background of The Research

English is as an International language which is used and learned widely in many countries around the world. More people from various countries use English to communicate in international meetings (Richards and Rodgers, 2001:3). In the educational field, English has a great contribution because almost all text books in various disciplines are written in English. Some textbooks in Indonesia are written in English too.

The role of English is as a foreign language in Indonesia. In other words English is not used in daily communication but it is intended to be learned at school. One of the objectives of teaching English as stated in the Institutional Level Curriculum for Junior High School, Kurikulum Tingkat Satuan Pendidikan (KTSP) (BSNP, 2006) is to develop the students' communicative competence both in spoken and written forms to accomplish the functional literacy. This means that in learning English, students should master all of the English skills and components. The skills consist of reading, listening, speaking, and writing. Furthermore, there are also language components which consist of pronunciation, vocabulary, and grammar which support the development of four skills.

Related to those skills, reading is one of four skills for EFL learners that is important to be mastered. Riswanto, et al. (2014) state that reading is one of the most important academic skills for a language learner because the central role of successful teaching and learning process at all education stages is reading. In order to be successful in the process of learning, a student must acquire good reading skill.

The aim of teaching reading based on the syllabus of *KTSP curriculum2006* for eighth grade of Junior High School in the second semester is understanding the meaning of written functional text and simple short essay in recount and narrative relating to the environment. This statement means that there are two types of short nonfunctional texts which are taught in the second semester. They are recount text and narrative text. In this case, the researcher focuses only in the recount text because it retells past event which intends to entertain or inform others what happened and when it happened.

Based on a preliminary study conducted by observing and interviewing the English teacher at SMPN 7 Jember, in learning English especially reading comprehension, it was found that the students only read the passage without knowing the meaning of the words. It was shown from the result of reading comprehension task given by the teacher. The mean score of the Students' final examination in the first semester was 57.3 with 23 students (52.3%) who achieved it. However, the teacher said that this mean score was very low because the ideal mean score was 75 and achieved by at least 70% of the total students. Nevertheless, eighth G students' mean score was the lowest among other eighth grade classes. Besides, the students were lazy to read even when they were given a task, they just did it by cheating other students' answer because they experience difficulties in comprehending the text. Therefore, when they were given assignments individually, their score could not achieve the English minimum requirement standard score and ideal students' mean score of 75. Besides, the English teacher always used English to Explain the English lesson without Indonesian at all and the way how to the teacher spoke was unclear. As the results, most students did not understand about what was being explained by the teacher. When the researcher asked to the students' about their English teacher, they said that they often felt strained to join the English class, so it could impede their language input and production.

This condition affected their English achievement which many of the English tests always have reading texts in it. Besides, the students often felt bored during the teaching and learning process of reading class because according to the teacher's information, she mostly used lecturing technique in teaching reading and asking students to translate the text into Indonesian then answer the questions based on the text. From the result of the interview with the English teacher, it was known that there were only about 24 students who actively participated in reading activities or about 55.8% of the total students in class. In solving the students' boredom, the teacher should be more creative in creating effective atmosphere for learning that is comfortable and attractive for the students.

To gain the effectiveness of teaching and learning reading, it needs an appropriate learning method and technique. Nowadays, many learning techniques are very attractive, and many of these techniques are created to make the students more active in learning. One of the appropriate learning methods is cooperative learning. According to Dooly (2008) the task in cooperative learning ensures that every group member has learnt something then they will be responsible for explaining it to other member. Therefore, by conducting cooperative learning method, students will have a chance to share knowledge or information from the text they read and discuss it with their friends in a group.

One of the techniques in cooperative learning method is Snowball Throwing technique. This technique can assist students' comprehension in reading because students will help each other by answering others' questions about the reading text and discuss together in cooperative way. Mukhtari (2010) explains that snowball throwing technique is a technique that allows students to make question by themselves that is formed like a ball then throw it to their friends. Each student must answer question of the balls obtained. This model is amusing the students. So, it makes the students actively participate in the class and improve the students' reading comprehension at the same time.

The researcher chose to use a technique of snowball throwing to improve students' reading comprehension because this model has some advantages. Safitri (2011) states that one of the advantages of Snowball Throwing technique is to help students to understand deeply the subject matter being learned. This is because the students receive an explanation from their friends who are specifically prepared by teacher.

In addition, there was a relevant research in the same topic. For example, Nuryati, et al (2015) from Pasir Pangairan University in Riau conducted a Classroom Action Research entitled Improving Students' Reading Comprehension in Recount Text by Using Snowball Throwing at Grade VIII SMPN Pagaran Tapah Darussalam Provinsi Riau. The result of their study proved that snowball throwing technique could improve the second year students' reading achievement. The average of pretest score was 61 with no student (0 %) reached 65 (Passing grade) in the pretest, then it increased into average score 71 in the posttest in cycle I and in post test 2 it increased into 81.

From the previous research finding, it was known that snowball throwing technique could improve students' reading comprehension at grade VIII in understanding recount text.

In this research, snowball throwing was used as the technique for teaching reading comprehension in understanding recount text to solve the problems faced by the students. It used recount text because it was stated in the syllabus of 2006 curriculum in the second semester. The writer adapted the procedure of teaching reading comprehension by using snowball technique from the previous research. The procedures were: First, teacher introduced the objective of the learning material. Second, the teacher formed groups and called the chairmen of the groups to explain the material. Third, the chairmen of the groups came back to each group then explained the material presented by teacher to their friend. Fourth, each student in a group had to write one question concerning the material from the explanation of his chairman of the group. Fifth, the paper questions were formed like a ball thrown from

one student to another student in groups for 15 minutes. Sixth, the students who received the question paper had to answer it in the spherical paper interchangeably, and the last was evaluation. In this research, the fifth procedure was changed into asking students to throw the question paper to other groups. Then the sixth procedure was also changed into the students answered the question from other groups and the teacher would give a prize for the best groups' score. These two steps were considered to give better activity in incorporating group competition in teaching and learning process. Tauer and Harackiewicz (2004) state that the combination of cooperative and competitive group learning can improve the students' intrinsic motivation consistently. Furthermore, it facilitates enjoyment and performance of students.

Based on the explanation above, the writer gave the title of this research "Enhancing the eighth grade students' recount text reading comprehension achievement by using snowball throwing technique at SMPN 7 Jember".

1.2 Problems of the Research

Based on the background of the research above, the problems of this research are formulated as follows:

1. Can the use of snowball throwing technique improve the eighth grade students' recount text reading achievement at SMPN 7 Jember in the academic year of 2015/2016?
2. Can the use of snowball throwing technique improve the eighth grade students' participation at SMPN 7 Jember in the academic year of 2015/2016?

1.3 Objectives of the Research

Based on the problems above, the objectives of this research are formulated as follows:

1. To improve Eighth grade students' reading comprehension achievement on recount text by using snowball throwing technique at SMPN 7 Jemberin the academic year of 2015/2016.
2. To improve Eighth grade students' participation in the teaching learning process by using snowball throwing technique at SMPN 7 Jemberin the academic year of 2015/2016.

1.4 Significance of the Research

The result of this research is expected to give some significances as follow:

a. The English Teacher

The result of this research is expected to be useful for the English teachers. It will give more understanding about the use of snowball throwing technique in teaching reading recount text. They will know snowball throwing technique not only good for teaching reading recount but also good for students' participation.

b. The Students

The result of this research can motivate the students to learn reading comprehension well, engage students to learn in groups, increase responsibility to deliver the material to other member of a group. In addition, this technique improves students' knowledge in reading skill.

c. Future Researchers

The results of the research is expected to be used as the references for other researchers to conduct a further research dealing with the improvement of reading achievement in other text genres by using different research design. The future

researcher is also suggested to conduct a research which is intended to improve not only reading, but also other skills of English or even a certain language component.



CHAPTER 2. THE REVIEW OF RELATED LITERATURE

This chapter presents the review of the literature related to the topic of the research. They are: the definition of reading comprehension skill, reading comprehension achievement, recount text, the snowball throwing technique, the procedure of teaching reading comprehension at SMPN 7 Jember by using snowball throwing technique, and research hypothesis.

2.1 The Definition of Reading

Reading is one of language skills that has a complex process. This statement means that reading needs some elements which need to work together to reach comprehension. Horowitz (2014) assumes that comprehension involves a complex cognitive process which synchronizes a number of ingredients that work together automatically. For example to have good comprehension, the reader should understand the vocabulary, monitor the words meaning while reading, and use reading comprehension strategies. In line with this idea, Konza (2011) conceptualizes that reading is a complex process because this builds on oral language facility, include phonemic and decoding strategies, and the use the comprehension strategies.

In reading activity, the role of words and letters in the text affect to the understanding. In other words the letters and words are such as vehicles required for understanding because the act of comprehension does not take place on the page, but in the brain, how the brain can catch the meaning well (Scharer, 2012). In line with this idea, Schoenbach, et al. (1999) state that reading is not only taking the words off the page but it is a complex process of problem solving. This means that the reader must understand the meaning not only from the words and sentences on the pages but also the idea, memories and knowledge which the sentences possess. Furthermore, Astuti (2014) states that reading does not mean to pronounce and explain the words but it is about understanding the writer's intention.

However this skill is important to be learnt by language learners. The reason is because when language learners read, they will enrich their knowledge about vocabulary, spelling, later on, they will be able to write. Harmer states “Reading is useful for language acquisition. Reading also has a positive effect on students’ vocabulary knowledge, on their spelling and on their writing”(Harmer, 2007). Therefore reading is an important activity because learners will not only understand about the content what they read but also increase their English skill. Moreover, reading is important skill for language acquisition. As stated by Mart (2012), it is difficult for language acquisition without reading because reading will facilitate how to comprehend the new language well.

2.2 Reading Comprehension

Reading comprehension means reading for understanding what the text about. This statement is supported by Wooley (2011) who says that reading comprehension is a kind of process that is making meaning the text read. This process has the goal to obtain the whole understanding of the writer’s idea that is described in the text rather than only understand the meaning of some words or sentences. Moreover, Reutzel & Cooter (1996) conceptualize that the reader has an active role to use some information within their brain to organize, interpret, and integrate with the incoming information then construct meaning.

The comprehension is not a simple process. In other words, this process requires a lot of work of reader’s effort to construct the prior knowledge of language. According to Anderson (2003) reading comprehension is a process that needs the reader’s construction about prior knowledge of language to comprehend the writer’s message while understanding the writer’s message is the purpose of comprehension. Crawley and Merrit (1999:40) conceptualize that reading has the main purpose to understand or comprehend the communication between the writer and the reader. In line to this idea Fitrawati (2009) says that reading comprehension is as a process of discussing, interacting between the reader and the writer. Therefore a reader who has

good reading comprehension will be able to catch the writer's meaning and idea because of the reader's relation between the previous knowledge and present reading.

2.3 Reading Comprehension Achievement

In this research, reading comprehension achievement refers to the eighth grade students' scores of reading comprehension test. According to Hughes (2007) the term achievement relates to the test which measures the successful of the students in obtaining the objective of a course of a study. This means that reading comprehension achievement is the result of understanding what the students read and how far they comprehend it. Furthermore Heaton (1991) conceptualizes that the way to assess the comprehending process of the students is by conducting achievement test which measures the understanding of the student about the gist and specific information of the text.

In assessing the students' reading comprehension achievement, the teacher should determine firstly the specific elements of reading comprehension achievement they want to assess. While assessing the students' performance in achieving reading comprehension is by using scores. The scores represent the students' performance in comprehending word, sentence, paragraph, and text.

To know the students' reading comprehension achievement, a reading comprehension achievement test will be given after the action of using snowball throwing technique in teaching reading in this research. The basic units of comprehension will be discussed in detail in the following sections. They are word comprehension, sentence comprehension, paragraph comprehension and whole text comprehension.

2.3.1 Word Comprehension

Comprehending word meaning is the basic step and important for the reader. Fairbain and Winch (2011) agree that the reader will not fully understand what they read if they do not understand the words in the sentence. In other words

comprehending word meaning and how they are put together in language is the key success for guiding to the whole sentence comprehension. In line with this idea, Grellet (1996 :15) says that inability to understand the meaning of unknown elements such as words or sentence structures may cause students' fear or discomfort when they are faced by a reading text. That is why in order to understand a reading text successfully students must know the meaning of the words when they read.

Here is the example :

4. As it is used in the passage, the underlined word fabricated most nearly means:
- A. woven.
 - B. falsely stated.
 - C. fully clothed.
 - D. manufactured.
 - E. unwrapped.

(taken from <http://www.act.org/compass/sample/pdf/reading.pdf>)

To sum up, to understand the content of the text the student have to comprehend the word meaning because many English words have more than one meaning. Besides, it is essential to know the meaning of every single word or at least the key word so that the readers can put them all together into their language and understand the whole meaning.

2.3.2 Sentence Comprehension

Comprehending sentence is also the basic step and essential part in comprehending a reading text. According to Wood (1991) a sentence is a group of words that express a complete thought or idea. It means that a sentence plays an important role in delivering meaning from passage or text. The reader should understand the sentence before he or she comprehend the paragraph, since a paragraph is made up of sentences that are related to each other and it is a unit built one idea or thought.

Here is the example :

11. Read the sentence from paragraph 20 in the box below.

Hot, glowing rock oozed from the earth like toothpaste out of a cracked tube.

In the sentence, the lava is compared to toothpaste to show ...

- A. how hot the lava feels to the touch.
- B. how clean the lava looks on the ground.
- C. how sticky the lava looks against the rocks.
- D. how slowly the lava flows from the ground.

(taken from <http://www.doe.mass.edu/mcas/2012/release/g4ela.pdf>)

Andersen (2014) mentions there are four types of sentences. They are simple sentence, compound sentence, complex sentence, and compound - complex sentence.

Simple sentence only contains one subject, one predicate, and one complete thought. For example, "Johnny rode his bike to school". In this sentence, the words "Johnny" is as a subject and the word "rode" is as a predicate. More over it contains only one thought. It is about how Johnny went to school by bike.

Next, a compound sentence is a sentence that is made up of two or more simple sentences. Besides, a coordinating conjunction (for, and, nor, but, or, yet, so) often links the two simple sentences and is preceded by a comma. For example : "I like apples, **but** my sister loves bananas". This compound sentence consists of two simple sentences. The first is "I like apples" and another one is "My sister loves bananas". Moreover the word "I" is a subject in the first simple sentence and "like" is the predicate. While the word "My sister" is a subject in the second simple sentence and "loves" is the predicate. This compound sentence is linked by a coordinating conjunction "But".

The third type of sentence is a complex sentence. A complex sentence is a sentence which contains simple sentences or independent clause and one or more dependent clauses. A complex sentence will include at least one subordinating conjunction. For example : "While I enjoy classical music, I prefer rock and roll

because I play the drums”. a simple sentence or independent clause in this sentence is “I prefer rock and roll” . besides, this sentence contains two dependent clauses, they are “While I enjoy classical music” and “Because I play the drums”. subordinating conjunctions of this sentence is “While” and “Because”.

The last sentence type is a compound-complex sentence. A compound-complex sentence combines complex sentence and compound sentence forms. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses. For example “Although she felt guilty for missing her friend’s birthday, she took her out to dinner the next day, and they had a great time”.

Understanding the meaning of word is necessary since words construct sentences. Grellet (1996) conceptualizes that it is important for the reader to understand words within the sentences than understand word by word. In other words, the readers do not need to understand word by word because words meaning can change according to the contextual meaning of the sentences. They have to put the words together with the sentences in order they can understand the whole sentences meaning.

To sum up, sentence comprehension is the understanding of what the sentence tells about. The readers should not only understand the words meaning in separate way, but also the whole words with the contextual sentence to express a complete thought.

2.3.3 Paragraph Comprehension

Paragraph comprehension is the next stage of comprehending after word and sentence meaning comprehension. McWorther (2011:102) states A paragraph consists of some sentences that relate each other and contain a single topic. Therefore it is important for the students to have good understanding on sentences first before they can understand a paragraph.

A paragraph comprehension is the third stage that the readers should learn in order they are able to understanding the text. Wood (1991:125) states that the readers must understand the smaller part of comprehension before stepping to the whole text comprehension, it is paragraph comprehension.

Here is the example :

3. According to paragraph 19, why did the helicopter turn?
- A. to visit a different volcano
 - B. to find another landing spot
 - C. to help the passengers see better
 - D. to keep the passengers in their seats

(taken from <http://www.doe.mass.edu/mcas/2012/release/g4ela.pdf>)

Paragraph comprehension requires the students to understand the main idea within group of sentences. According to Wingersky et al. (1999) a group of related sentences build a good paragraph which supports one main idea. Dealing with comprehending a paragraph, students need to know three essential of paragraph, they are topic sentence, supporting details and concluding sentence which are described in the next part.

a. Topic sentence

The capable to identify the topic sentence of paragraph will assist the students to understand the idea expressed within the paragraph. Thus, understanding the topic sentence becomes an important part of paragraph comprehension. According to Wong (1999) the topic sentence is the sentence in a paragraph that states the main idea. A topic sentence usually comes at the beginning or at the end of paragraph. Here is the example :

Borobudur is Hindu – Budhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

(adapted from <http://freeenglishcourse.info/borobudur-temple-a-recount-text/>)

In this example, the underlined sentence is the topic sentence which is located in the beginning of the paragraph. It is about the Borobudur temple.

b. Supporting Details

Supporting details in a paragraph must support the main idea of the paragraph. Thus, the reader should understand the supporting details in order they can understand what the paragraph talks about. In addition, Wingersky (1999) explains that supporting details are sentences that prove the facts or the details of the topic sentence to the readers. Furthermore, Wong (1999) states that the explanation of supporting details can be a form facts, examples, definitions, and some other details that support the main idea. Here is the examples:

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.

(taken from : <http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html>)

In this paragraph, the first sentence is the main idea of the paragraph. While the second sentence until the last sentence are the supporting details which tell the writer's and his friends' activity did in Parangtritis beach. They felt the wind blew, saw a lot of people, sellers and birds in the sky.

c. Concluding sentence

Concluding sentence can assist the students to know the important point what the text about. Wingersky (1999) states that concluding sentence is a sentence that sum up the main points which still relates to the idea in the sentence. Here is the example :

Hi, every body. My name is Yoona. Let me tell you something. Last night I went to my neighbor's wedding party with my family. You know, it was the wedding party of my dad's boss' son. We went there at 19.00 by a car.

Well, in the party I had *rawon* and *sate madura*. It's really nice to have them in a traditional wedding like this one. Then I had, you know what, some *dawet ayu*. After that, I sang for the happy couple. At about 21.15 we went home. We arrived home rather late. I felt really very happy.

(Taken from : Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama kelas VIII Edisi 4)

From the paragraph above, the concluding sentence is located in the last sentence of the second paragraph. "I felt really very happy". This concluding sentence states that Yoona the writer felt happy about attending her neighbor's wedding party last night. This concluding sentence still related to the main Idea, it is attending a wedding party.

2.3.4 Whole text comprehension

The purpose of reading is to know the messages of the text. McWhorter (2011) states that a whole text consists of words, sentences, and paragraph and also the understanding of the smaller units. This means that to comprehend the whole composition, the students should comprehend words, sentences, and paragraph. In other word, to get better understanding in reading comprehension, it is better for the students to know the comprehension not only on comprehending words, sentences, and paragraph but also on comprehending of the whole text. Here is the example :

5. This passage is mainly about the relationship between:
- A. Andy and his father.
 - B. Andy and Tim.
 - C. Andy's father and Tim.
 - D. Jennifer and Tim.
 - E. Jennifer and Andy.

(taken from <http://www.act.org/compass/sample/pdf/reading.pdf>)

2.4 The Definition of Recount Text

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. (Wardiman, et al. : 2008). Additionally, Nurjannah (2014) states that recount text is a text that retell about a story, experience, and other that happens in the past which uses simple past tense or past perfect tense in its phrase. Based on the statements above, it can be said that recount text is a text retells the reader about past experience or something that happens in the past time. The aim of the text is retell the past event or to tell someone's experience in chronological order.

2.4.1 Types of Recount Text

According to Barwick (1999), there are five types of recount text namely personal recount, factual recount, imaginary recount, procedural recount, and critical recount. Personal recount is a text that retells an activity or event that the writer or speaker has experienced personally. Second, factual recount is a document which has a series of events sequentially such as a historical recount, science experiment, traffic report, sport report or in film, television and video. Thus, when someone writes a factual recount he/ she tries to record as accurately and factually as possible. Third, imaginary recount is an unreal story or events happened in daily life. In other words this kind of recount is used to tell what happened in an imaginative way in order to entertain. Fourth, procedural recount is written after the completion of a procedure. Procedural recounts are found in information books, television, films and books that explain how things were made. The last is critical recount. This recount looks at an issue and comments and evaluates negative and positive aspects. For example, a recount of exploration in Antarctica may critically assess the damage caused to the environment and ecosystem by this exploration.

This research is founded on imaginative recount. The researcher chooses this kind of recount because imaginative recount is appropriate with the standard competence and basic competence in the English subject for junior high schools

(2006) which states that the students should have a recount text reading skill in order to interact with other people. Besides, most reading materials of recount text in English book are imaginative recounts.

2.4.2 The Generic Structure of Recount Text

Recount text has three general structures, they are orientation, events and reorientation. Wardiman, et. al. (2008) state that the generic structure of recount text into three parts, they are :

1. Orientation

Orientation is the part of paragraph that tells who was involved, what happened, where the events took place, and when it happened.

2. Events

In this part, the reader will know the series of events that happened in the past, ordered in a chronological sequence.

3. Reorientation

This part consists of optional-closure of events/ ending. The reader will read a personal comment about the events happened in the end.

Here is the example :

Text	Structure
Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.	Orientation
In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.'	Events
We were tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting. (Taken from Scaffolding English for Junior High School Students Grade VIII)	Reorientation

2.4.3 The Language Features of Recount Text

Crown (2009) conceptualizes that there are four language features of recount text; (1) using simple past tense. For example “Last week I went to Mount Bromo. I stayed at my friend’s house in Probolinggo, East Java”. (2) using temporal sequence words which link events in time such as next, later, when, then, after, before, first, at the same time, as soon as. For example “Then, we went to get a closer look at the mountain”. (3) using action verbs. For Example “We rode on horseback” (4) using personal pronouns. For example “my friend and I saw Mount Batok” In conclusion the language features of recount text are using personal pronouns, action verbs, temporal sequence words, moreover all is written by using past tense.

2.5 The Definition of Snowball Throwing Technique

Snowball throwing technique is one of teaching techniques in cooperative learning. This technique is the way to present the lesson begins with formation groups that led by the chairman who gets a task / learning material from the teacher. The chairman must deliver the material to the group members then each member must make a question that formed like a ball and throw it to another students. Each student must answer question of balls obtained (Mukhtari:2010). Furthermore, Widodo (2009) says the advantage of this technique is to train students to be more responsible for receiving some questions from other friends in a question paper that they form like a ball, then they deliver the question to their friends in a group. Moreover, Hamid (2011) agrees that Snowball throwing technique is very interesting to be applied in a classroom because it is challenging, pleasing, and it can encourage the responsible of the students to answer questions. Farhan (2011) adds that this technique can be used for delivering the concept of difficult material comprehension to the students. Besides it can be used for measuring the students’ knowledge and competency in mastering the material. In addition, Sembiring (2012) describes that the activity of throwing question paper make the groups dynamic because students are not only thinking,

asking, writing, and speaking but also doing physical activity like rolling the paper then throw it to their friends.

From the explanation above it can be concluded that Snowball Throwing technique is cooperative learning that sets out the students' active participation to attain the goal of the groups. Each group member should write a question in a sheet of paper then form it like a ball after that the students throw the paper to the other group members. For those who get the paper question must give the answer. This learning technique is able to train the students' readiness, assist the students to understand a difficult material concept, create the pleasure atmosphere, motivate the students in learning, enhance the group work then create an active learning process.

2.5.1 The Strength and Weaknesses of Snowball Throwing Technique

Snowball throwing technique has its strengths and weaknesses. The strengths are found in the procedure of the technique. According to Arifin (2013) the strengths include ; first, snowball throwing technique is to train the readiness of students, second, to encourage students' audacity, then to lessen students' anxiety in asking questions to their friend or teacher, the last is to increase students' self-responsibility and competent. Meanwhile, Asrori (2010:3) mentions the strengths of snowball throwing technique are to improve students' learning activeness, to cultivate the intellectual social potential and emotional of students, to train students to express their ideas and feelings intelligently and creatively. Another opinion comes from Suprijono (2009) who states that this technique trains the student's discipline and shares and exchanges knowledge. Furthermore, according to Safitri (2011: 19) the strength of snowball throwing technique are it can built the students' courage in asking questions to other friends and teachers, train students to answer question properly raised by their friends, stimulate students raising questions according to the topic being discussed in the lesson, built students' understanding about the meaning of cooperation in solving the problem, moreover students will be able to accept diversity or heterogeneity of ethnic, social, cultural, talent and intelligence.

In addition, Patmawati (2012) adds some weaknesses of snowball throwing technique. They are first, if the chairman in group cannot explain well the material from the teacher, the group members will not understand well. So it needs more times. This can be solved by allowing the teacher to present the material which will be demonstrated earlier briefly with its application and optimizing the time allocation. Second, there is not individual quiz or prize for groups. So they are less motivated to work. However this can be solved by giving some additional quizzes and prizes for groups. Third, the naughty students tend to make some noise. So, the teacher should give a punishment for the naughty students. The last weakness is that the class tends to be crowded cause of the group chosen by the students. This can be solved by dividing groups that is managed by the teacher so it can lessen the noise.

2.6 The Procedure of Teaching Reading Comprehension by Using Snowball Throwing Technique

The steps to be taken in implementing the learning snowball throwing method as stated by Hamid (2011 : 230-231) are as follows: first, the teacher delivers the material to be presented. Second, the teacher forms groups and call each group chairman to provide an explanation of the learning materials. Third, each chairman back to the group, and then explain the material presented by the teacher to the group members. Fourth, each student is given a sheet of paper to write down some questions concerning the material that has been described by the chairman of the group. Then the paper is made like a ball and thrown from one student to other students for approximately 15 minutes. After each student gets one ball or a question, they are given the opportunity to answer questions that are written in the paper alternately. Next, the teacher and students learning concluded the matter they have learned. After that, the teacher provides an evaluation as assessment materials for student understanding about learning materials that have been presented. The last, the teacher closes learning by concluding the material.

In this research, the procedure of snowball throwing technique is modified into : First, the teacher divides the students into nine groups of five. Second, the teacher delivers the material to be presented. Third, the teacher calls each group leader to provide an explanation of the clues from reading materials, the rules of snowball throwing technique, and gives the learning stuffs. Fourth, each leader backs to the group, and then explains the clues and rules of snowball throwing presented by the teacher to the group members. Fourth, each student is given a sheet of paper to write down some questions based on the clues that has been described by the leaders of the groups. Then all the question sheets in a group are folded and put into a plastic ball and thrown from one group to other groups for approximately 30 seconds. After each group gets one ball with five questions, they are given the opportunity to answer questions that are written in the answer sheets. Next, the teacher and students discuss and score the answer together. After that, the teacher provides a reading task to do individually with 10 multiple choice items to check students' understanding about learning materials that have been learned. The last, the teacher closes learning by concluding the material.

Reading activity needs interaction with the text. Wallace (1992) conceptualizes that second language reader needs access to content as well as context. He continues that reading has schema theory because it is a kind of understanding or comprehension process that consists of three stages. They are pre – reading, whilst – reading, and post – reading. In line to this idea, Ajideh (2006) agrees that the language readers need to use schematic knowledge in order they can interpret the text well. These activities are called the teaching procedures of reading skills. In this research, the procedure of teaching reading by using snowball throwing technique is adapted as follows :

1. Pre - reading activities

Tarshaei and Karbalaei (2015) confirm that pre- reading activities may be designed to stimulate students' prior knowledge such as concepts and vocabulary,

motivate students' interest, introduce comprehension of cause and effect, compare main idea, and others. The pre- reading activities in this research include asking leading question giving picture related to the topic, predicting what the text about, introducing the text type that would be learned and giving glossary words.

2. Whilst – reading activities

Whilst – reading activities are used to make the students focus on content and language of the text such as asking students to use the strategy of underlining, questioning and organizing information to understand the text then analyzing character, the setting, and focusing on the use of words (Varaprasad (1997). In these activities, the students make a group works with round table model, the researcher distributes the reading text and form groups then call each group chairman to provide an explanation of the learning materials. Then the researcher asks the students to read the material given by the researcher, find unfamiliar words, comprehend about the material, then each group member must write one question in a piece of paper based on the reading text and fold the paper into the plastic ball from the teacher. So each group has five questions. After that, each group throws the question ball to other groups and they must answer the question they obtain.

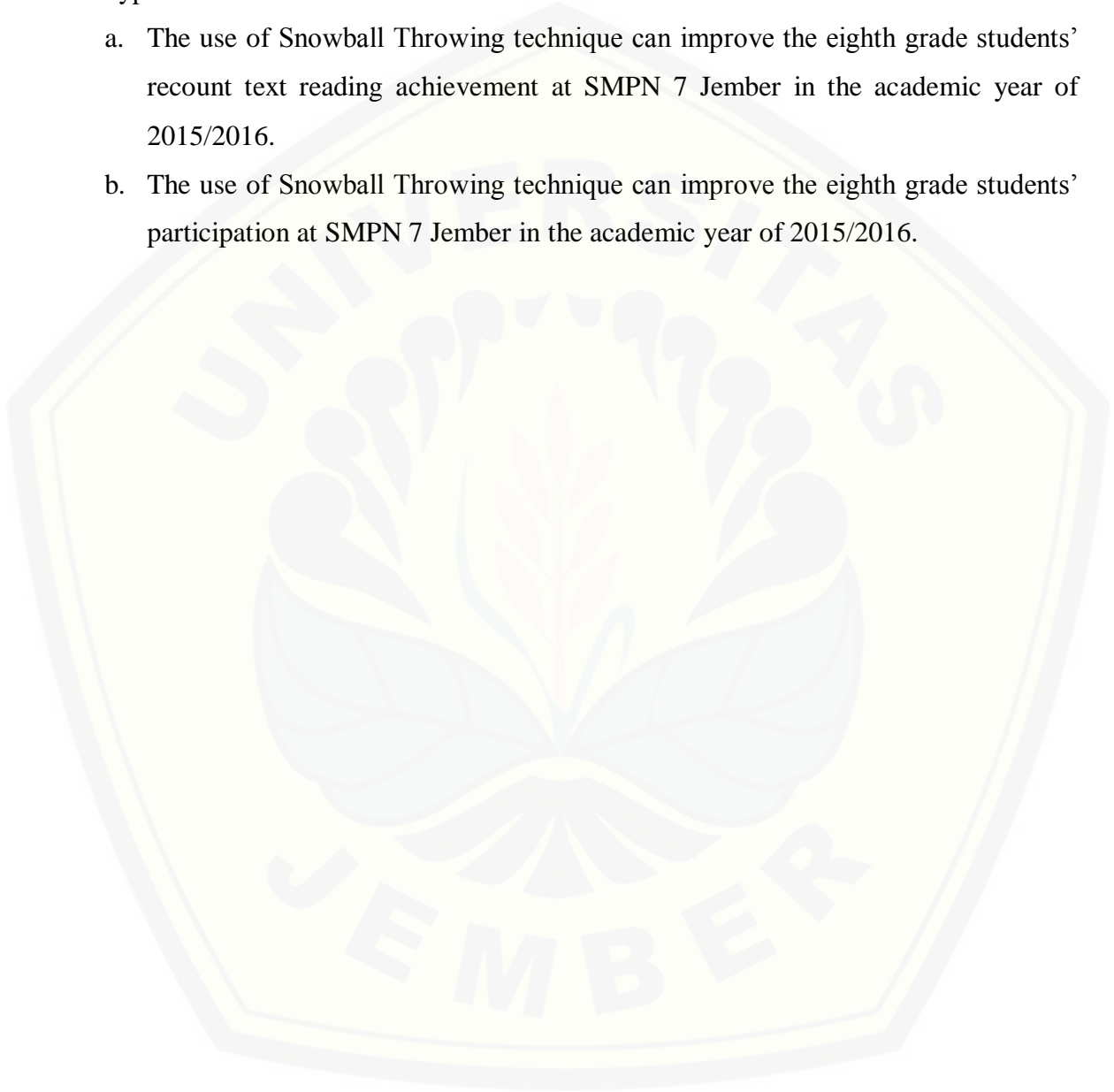
3. Post-reading activities

Post reading activities are used to check how far the students comprehend and achieve the information from the text. Saricoban (2002) says that post reading activity may include the readers' reaction to the text such as give comment and evaluation. This activity includes evaluating the students to comprehend the text by answering the question that is written on a piece of paper by the group members. Then the researcher asks the students to come back to their seats, gives them exercises to be answered individually, and asks them to make a conclusion.

2.7 Research Hypothesis

Based on the research problems and the review of related literature, the research hypotheses are formulated as follows:

- a. The use of Snowball Throwing technique can improve the eighth grade students' recount text reading achievement at SMPN 7 Jember in the academic year of 2015/2016.
- b. The use of Snowball Throwing technique can improve the eighth grade students' participation at SMPN 7 Jember in the academic year of 2015/2016.



CHAPTER 3. RESEARCH METHOD

3.1 Research Design

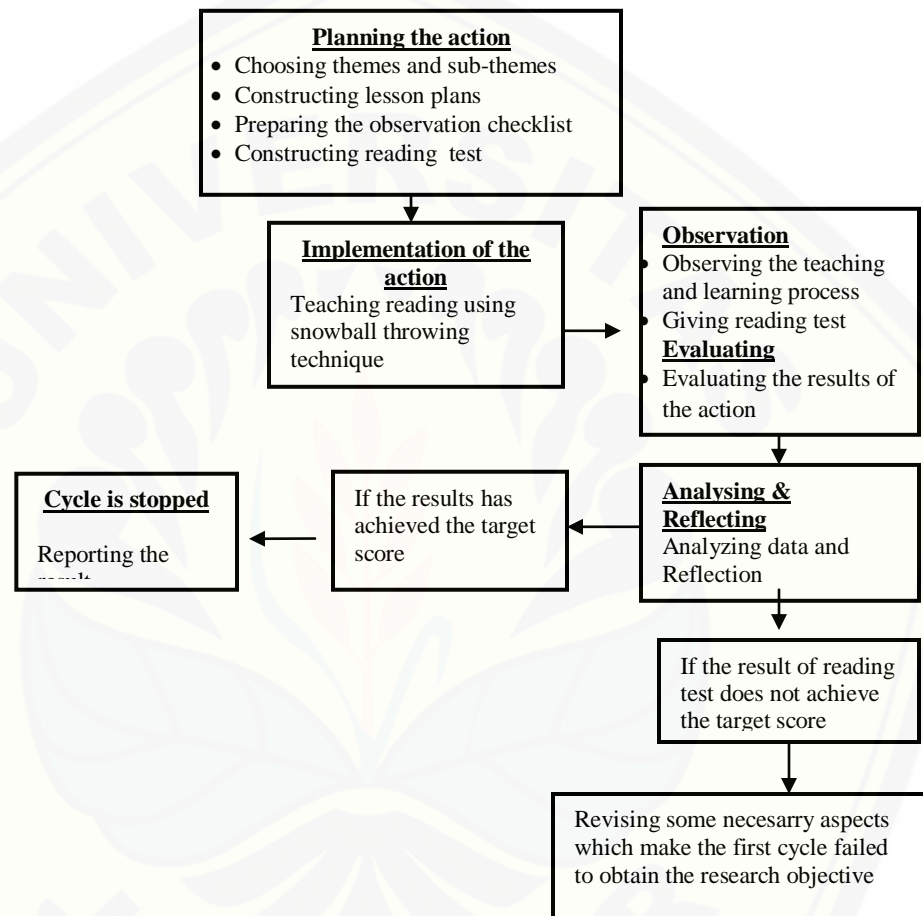
This research was intended to improve the eighth grade students' achievement in reading comprehension using Snowball Throwing technique at SMPN 7 Jember in the academic year 2015/2016. In line with this purpose, the appropriate design was classroom action research. According to Elliott (1991) action research is "The study of a social situation with a view to improving the quality of action within it". Furthermore, according to Fraenkel and Wallen (2009 : 589) action research is conducted to solve some problems or obtain information in order to inform local practice. This kind of research is able to be done by one individual or more or groups. Thus, a classroom action research is intended to solve the students' problem that happens in a classroom. The reason why used classroom action research (CAR) was it was because the result of this research was expected to bring an improvement for students' achievement, so it measured the students' reading achievement after the action of snowball throwing used as a teaching and learning technique.

The researcher in this research was not the English teacher in SMPN 7 Jember. However, the classroom action research was conducted collaboratively with the English teacher of the eighth grade students at SMPN 7 Jember in carrying out the actions and doing reflection to improve the students' reading comprehension achievement by using snowball throwing technique.

This classroom action research was conducted in Cycles. According to Kemmis and Mc Taggart (1988) here the procedure how to conduct the CAR, the activity in one Cycle consisting of : 1. Planning the action. 2. Implementing the action. 3. Conducting observation to monitor the teaching learning process followed by evaluating the results of the action. 4. Analyzing the results followed by doing reflection : a) if Cycle 1 fails to achieve the research objectives, the action is proceed to the second Cycle, b) if Cycle 1 succeeds in achieving the research objectives, the action is stopped, c) if the result achieves the research objectives in Cycle 1, if the

researcher wants to know the consistency of the results, the actions can be continued to Cycle 2.

The design of this classroom action research is illustrated in the following diagram :



Adapted from Kemmis and Mc Taggart (1988 : 14)

This classroom action research was conducted based on the procedures above which consisted of planning the action, implementing the action, then observing and evaluating during teaching and learning process, next analyzing data and Reflecting. If the result of reading comprehension test did not achieve the target score, the action was continued to the second Cycle. But if Cycle 1 succeeded in achieving the research objectives, the action was stopped.

3.2 Area Determination Method

Area determination method is a way to determine the area or the place where the research is conducted. This research was conducted at SMPN 7 Jember. This area was chosen purposively with the consideration that this school could provide the data that was relevant to this research. It was suggested by (Arikunto, 2010) that purposive method is used to choose a research area based on the certain purposes or conditions.

In addition, this area was chosen based on academic and technical reasons. The academic reasons were the English teacher has taught reading recount text to the students and the research dealing with using snowball throwing technique to teach reading comprehension was not conducted at this school, these reasons were known from the interview with the English teacher. While, the technical reasons of this research was that the researcher has done the teaching practice program in SMPN 7 Jember and the headmaster had already given permission to the researcher to conduct the research at the school.

3.3 Subject Determination Method

Research subject is the people with the means to take systematic action in an effort to resolve specific problems (Fraenkel and Wallen, 2009; 591). The subjects of this research were the eighth grade students of SMPN 7 Jember in the 2015-2016 academic year. This subject was chosen as the consideration of the students' reading problem that the researcher found. The school has 8 classes of eighth grade students. Each class consists of 44 students but VIII G only consists of 43 students. The researcher chose VIII G class in that school because that class had the lowest score. It was known from the students' mean score of English test that was 57.3. This mean score was taken from the data of reading comprehension test given by English teacher. Furthermore, no student got the English minimum requirement standard score of 75.

3.4 Data Collection Method

There were two kinds of data in this classroom action research: the primary data and supporting data. The primary data was collected by using reading comprehension test and observation, whereas supporting data was collected by using interview and documentation. The data collection method used in this research was explained in detail in the following parts.

3.4.1 Primary Data

3.4.1.1 Reading Comprehension Test

According to McMillan (1992), a test is an instrument that presents to each subjects a standard set of questions that requires the completion of a cognitive task. In line with this idea, Hughes (2007) classified four kinds of tests they are proficiency test, achievement test, diagnostic test, and placement test. The test which was applied in this research was an achievement test. Achievement test is a test which measures someone's ability in using a language based on the object after involving in the language course. This test was used in this research in order to measure the students' reading comprehension achievement after the students had been taught reading by using snowball throwing technique.

A test is said as a good test if the test fulfills two requirements, they have validity and reliability (Fraenkel & Wallen, 2009:147). Validity refers to appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes. It means that the test is considered to be valid if it measures what is intended to be measured. In addition, Hughes (2007) said that a test had content validity if it showed representative sample from the domain to be tested. Hence, the reading comprehension test should be valid based on the curriculum objectives. In this research, the reading comprehension test material was constructed based on institutional based curriculum (KTSP 2006) for English junior high school. Furthermore Hughes (2007) also added that test reliability referred to consistency of scores or answers from one administration of an instrument to another, and from one

test rater to another. It can be concluded, a test can be considered reliable if the test can give consistent result.

Hughes (2007) also mentioned two kinds of test based on the scoring method. They were objective and subjective test. If the scorer did not involve his/ her judgment, then the scoring was objective. If judgment was called for, the scoring was said to be subjective. An objective test was more practical and easier to do in terms of scoring (Djiwandono, 1996). Furthermore, he also stated that objective test could avoid subjective scoring. Hence, the objective test was applied in this research.

The researcher used teacher-made test in this research. A reading comprehension test was given at the end of each cycle. The test that was administered in this research was an objective test in the form of multiple choices. The total number of the test items in this research was 25 numbers which consisted of four reading texts. Two of them had titles while the others were not. It was because two test items asked about what the suitable title was. The distribution of reading comprehension test items were arranged as listed below :

Table 3.1 The distribution of reading comprehension test items

No.	Indicators	Numbers	Total Items	Score each item	Total score
1.	Word Comprehension	1,5,9,13,17, and 21	6	4	24
2.	Sentence Comprehension	2,6,10,14,18 22, and 25	7	4	28
3.	Paragraph Comprehension	3,7 ,11,15,19, and 23	6	4	24
4.	Text Comprehension	4,8,12,16,20, and 24	6	4	24
Total			25		100

The test materials were consulted to the English teacher and the consultants. Dealing with the scoring, each correct answer of the item was scored 4 points. Therefore, the total score was 100. Wrong answers were scored zero. The time allocation for each meeting was 2x40 minutes and the time given for doing the test

was 75 minutes. Each item took three minutes to do while the rest five minutes was used to collect the students' work sheet and close the lesson. The test was done in the last of the Cycle after the action was given.

3.4.1.2 Observation

Observation is used as the primary data collection method to measure the students' active participations during the teaching and learning process. Observation in this research was conducted to record the students' activities and responses in teaching and learning process. The observation of this research used a checklist containing the students' participation in the teaching and learning process of reading recount text by using snowball throwing technique. In line with this, Arikunto (2010) claimed that the most effective way in observation was by using a blank or checklist as the instrument.

The checklist was used in collecting the data to observe whether they are active or passive during the teaching learning activities. The students were categorized active if at least three at the four indicators of active student were fulfilled. This research would be successful if most of the students (about 70% the students) were actively involved in the teaching learning process of reading comprehension on recount text. On the other hand, the students were categorized passive if the students did not fulfill at least three of the four indicators measure. The form of the observation checklist could be seen in Table 3.2 below.

Table 3.2 Observation checklist for students' participation

No.	Name	Indicators				Active	Passive
		1	2	3	4		
1.							
2. etc							

The indicators were as follows :

1. Making the hidden questions in snowball
2. Answering the hidden questions from friends/ groups

3. Doing the task based on the paragraph or the text given
4. Asking questions to the teacher

3.4.2 Supporting data

3.4.2.1 Interview

Interview is a form of data collection in which questions are asked orally and the subject's responses are recorded (McMillan, 1992). The interview was conducted in the preliminary study on September 7th, 2015 with two English teachers. One of them taught class 8A and 8B, while another one taught class 8C, 8D, 8E, 8F, 8G, and 8H. The purpose of the interview was to obtain the supporting data about the students' problem, the techniques used in the classroom and the materials used by the teacher in teaching reading. The type of interview used by the researcher was semi structured interview. In this kind of interview, the researcher prepared the possible questions in advance then developed it during the interview to get the information needed, (see p. 65).

3.4.2.2 Documentation

Documentation technique was used in this research. This technique aimed to obtain the secondary data about the names of the participant, and the previous score of the students' reading comprehension achievement.

3.5 Research Procedures

This classroom action research was intended to improve the students' reading comprehension achievement by using snowball throwing technique. It consisted of two Cycles in which each Cycle covers four activities as follows; the first was planning the actions. The second was implementing the actions. The next was observing and evaluating the class, and the last was analyzing and reflecting the results of the actions (Kemmis and Mc Taggart, 1988). Those four steps were discussed in detail in the following parts:

3.5.1 The Planning of the Action

Before the action was conducted, the following activities were doing as the preparation of the action: the first was selecting the topic and sub topic which were suitable for the eighth grade students. The second was constructing the lesson plans that would be used to teach recount text with the English teacher collaboratively for each Cycle. The third was preparing the media and the students' worksheets dealing with reading comprehension exercises for each Cycle. The next was constructing observation guide in the form of checklist containing the indicators of students' participation for each meeting on each Cycle, and the last was constructing the reading test for the first Cycle.

3.5.2 Implementation of the Action

The actions of the Cycles were implemented during the School hours based on the schedule of the English subject of the eighth grade of SMPN 7 Jember. In this action stage, the researcher taught reading recount text using snowball throwing technique. While the researcher taught, the English teacher observed the researcher during the actions.

The implementation of the action was done in Cycle model. The first Cycle was conducted in three meetings. The first and the second meetings were done for the actions, while the third meeting was done for the reading test. The second Cycle was conducted if the result of the first Cycle was not achieved the target mean score of the students' reading comprehension achievement. It means that, if the result of the test done in the first Cycle did not achieve the target mean score, the second Cycle would be conducted to increase the students' mean score in the good category. If the result of the test in Cycle 1 achieved the target score in good category ≥ 75 , the first Cycle was stopped.

3.5.3 Observation and evaluation

The class observation was conducted by the researcher during the teaching reading comprehension on recount text by using snowball throwing technique in the first and the second meeting in each Cycle. The observation focused on the students' active and passive participation in the teaching process. The researcher was helped by three observers including two friends and the English teacher, so that there were four observers including the researchers.

Besides, evaluation was also carried out in this research. The types of evaluation used were process and product evaluation. The process evaluation was intended to evaluate the students' participation during the teaching and learning process by observing them. The product evaluation was intended to evaluate the students' reading comprehension achievement in each Cycle. They were conducted to know whether the use of snowball throwing technique could improve the students' reading comprehension achievement and participation or not.

3.5.4 Data Analysis and Reflection

3.5.4.1 Analysis

The students' reading comprehension achievement in each cycle and the result of observation to know the percentage of the students' participation could be seen by using the following formula :

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

(Adapted from Ali, 1993:186)

Notes:

E = the percentage of the students who reach the class mean score of ≥ 75 / the percentage of the students who actively participate in the teaching learning process.

n = the total number of the students who reach the class mean score of ≥ 75 / the total number of the students who are categorized as active students

N = the number of the students (the research subjects)

The criteria of success are as follows:

1. If 70% of the students reach the class mean score of ≥ 75 and 70% of them were active, the second Cycle would not be done. It means that the research would be stopped.
2. If less than 70% the students reach the class mean score of ≥ 75 and less than 70% of the students were active, the research would be continued to the second Cycle.

3.5.4.2 Reflection

Reflection was conducted after the researcher and the English teacher analyzed the data obtained from each Cycle. The reflection was done to know whether the action given in each Cycle was successful or not. If the actions in the first Cycle were not successful, it means that there were some weaknesses that could be drawn and they were revised before continuing to the second Cycle.

3.6 Operational Definition of the Research Variables

The variables of this research were students' reading comprehension achievement, active participation, and snowball throwing technique. In order to avoid misunderstanding, they were operational definition as follows:

3.6.1 Reading Comprehension Achievement

In this research, reading comprehension achievement was a dependent variable that meant the quality of the reading achievement depends on the

implementation of another variable, namely snowball throwing technique. Reading comprehension achievement referred to the result of the students' reading comprehension test. The reading comprehension test was constructed with the aspect of words comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

3.6.2 Snowball Throwing Technique

Snowball throwing technique was one of teaching techniques in cooperative learning that sets out the students' active participation to attain the goal of the groups. The advantage of this technique was to train students to be more ready to create question and responsible for receiving some questions from other friends in a question paper that they formed like a ball, then they delivered the question to their friends in a group.

3.6.3 Recount Text

Recount text is a text retells the reader about past experience or something that happens in the past time. The aim of the text is retell the past event or to tell someone's experience in chronological order. There are five types of recount text namely personal recount, factual recount, imaginary recount, procedural recount, and critical recount. This research focused on imaginary recount.

CHAPTER 5. CONCLUSION

Based on the results of the research that have been discussed in the previous chapter, it can be concluded that the use of Cooperative Learning method with Snowball Throwing technique can improve the students' reading comprehension achievement with 26.5 improvement points. The improvement can be seen from the result of the reading comprehension achievement test in the cycle and compared with the students' English score before the actions were implemented. The students' mean score before the action was only 57.3 and it was achieved only by 23 students out of 44 students. The mean score then improved to 83.8 with 26 students out of 43 students who achieved it after the actions were implemented. In fact, 33 students out of 43 or 76.7% students got score more than 75. Besides dealing with the students' participation, Snowball Throwing technique can improve the VIII G students' active participation during the teaching and learning process of recount text reading. The improvement is indicated by the percentage of students who were actively participated after being given the actions. The result of the observation showed that the average of the students' participation from the first and the second meeting was 83.2% from 55.8% before the action implemented so, it improved 27.4%. The student actively shared and discussed the knowledge to their friends, wrote and answered questions, and asked questions to the teacher.

From the analysis of the result of the students' reading comprehension achievement and the students' participation during teaching and learning process of reading, it can be concluded that the results achieved the target. This means that the application of Cooperative in teaching reading, that is the students were given a chance to cooperate in reading process by using Snowball Throwing technique could improve the students' reading comprehension achievement and the students' participation in teaching and learning process of reading at VIII G of SMPN 7 Jember in 2015/2016 academic year.

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RESEARCH MATRIX

TITLE	RESEARCH PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
Enhancing the Eighth Grade Students' Recount Text Reading Comprehension Achievement by Using Snowball Throwing Technique at SMPN 7 Jember	<p>1. Can the use of snowball throwing technique improve the eighth grade students' recount text reading achievement at SMPN 7 Jember in the academic year of 2015-2016?</p> <p>2. Can the use of Snowball Throwing technique improve the eighth grade students' participation at SMPN 7</p>	<p><u>Independent Variable</u></p> <p>1. The use of snowball throwing technique in teaching reading recount text</p> <p><u>Dependent variable</u></p> <p>1. Students' reading comprehension achievement</p> <p>2. Students' participation</p>	<p>The use of snowball throwing technique in :</p> <ul style="list-style-type: none"> • Pre reading (previewing activities) • While reading • Post reading (discussing activities) • Finding general information from the text • Finding specific information from the text 	<p>1. Respondent: The eighth grade students of SMPN 7 Jember</p> <p>2. Informant: The English Teacher of eighth grade of SMPN 7 Jember</p> <p>3. Document:</p> <p>a. The names of respondents</p> <p>b. The previous score of English lesson</p>	<p>1. Research Design: Classroom Action Research The stages of each cycle are:</p> <p>1. The planning of the action</p> <p>2. The implementation of the action</p> <p>3. Classroom observation and evaluation</p> <p>4. Analysis and the reflection of the action</p> <p>2. Area Determination Method: Purposive Method</p> <p>3. Research Subject Determination Method:</p>	<p>ACTION HYPOTHESIS</p> <p>a. The use of snowball throwing technique can improve the eighth grade students' recount text reading comprehension achievement at SMPN 7 Jember in the academic year of 2015-2016?</p> <p>b. The use of snowball throwing technique can</p>

	<p>Jember in the academic year of 2015-2016?</p>				<p>Purposive method</p> <p>4. Data Collection Method:</p> <p>a. Main data: Reading test</p> <p>b. Supporting data:</p> <ol style="list-style-type: none"> 1. Interview 2. Documentation <p>5. Data Analysis:</p> <p>To analyze the results of the students' reading comprehension test, the formula used is presented below:</p> $E = \frac{n}{N} \times 100\%$ <p>E = The percentage of the students who achieved ≥ 75 as the standard score</p> <p>n = The total number of the students who achieved ≥ 75 as the standard score</p> <p>N = The total number of the students.</p> <p>Ali (1993 : 186)</p>	<p>improve the eighth grade students' participation at SMPN 7 Jember in the academic year of 2015-2016?</p>
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Guide of Supporting Data Instrument

1. Interview Guide

Data Resources: The eighth grade English teacher at SMPN 7 Jember.

No	The Interview questions	The Teacher's Answers/ Responses
1.	What curriculum do you use in teaching English at SMPN 7 Jember	KTSP 2006
2.	How many eight grade classes in this school?	It has 8 classes. English subject is taught by two teachers.
3.	How many classes do you teach a week?	Six classes. They are 8C – 8H, While another teacher teaches two classes they are 8A and 8B.
4.	How do you teach reading comprehension?	As usual, asking them to read aloud together, then ask them to translate the texts to Indonesian from their English book in their task book. After that the questions are also translated with the answers.
5.	Do the eighth grade students have difficulties in learning English?	Yes they do. They are often confused with the meaning of the text. they always open dictionary. When they are asked to do some exercises, they do

		not do it by themselves but by seeing their friend's answer. So when they are asked to do daily test individually, most of them have low scores.
6.	What is the standard score of English subject?	75
7.	What do you expect from the research that I will conduct for the eighth grade students in G class?	I do hope that the result of the research can increase the students' mean score until 75 because this class has very low mean score among other classes.
8.	How did you solve the students' difficulties in learning reading comprehension?	Asking the students to understand the meaning of the text word by word in details. Translate all the text with the question and answer.
9.	Have you ever used snowball throwing technique in teaching reading comprehension?	No, I have not.
10.	What method and technique do you usually use in teaching English? Did they all the students participate well?	I use lecturing method, and group discussion. I think it is about 24 students or half of the whole students who participated actively.
11.	How was the students' reading comprehension score?	Some students have low score from the standard score. Therefore I give them many tasks to do to raise their scores.

12.	What kinds of textbooks do you usually use in teaching reading comprehension?	I use English book Mandiri published by Erlangga, and students' work sheet.
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2. Documentation Guide

Data resources: school documents, the eighth grade English teacher at SMPN 7 Jember.

No	The supporting data required	Sources
1.	The students' English previous score	English teacher of the eighth grade students at SMPN 7Jember
2.	The English course outline for junior high school	School document
3.	The name of research respondent	School document

LESSON PLAN
(Meeting 1 Cycle 1)

Subject	: English
School	: SMPN 7 JEMBER
Grade/Semester	: VIII/2
Language Skill	: Reading
Genre	: Recount text
Time Allocation	: 2x40 minutes

I. Standard Competence

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

II. Basic Competence

- 5.3 Merespon makna dan langkah retorika dalam essai pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

III. Indicators

Cognitive

a. Product

- 5.3.1 Finding the word meaning of a recount text by selecting the best answer of multiple choice test items

5.3.2 Finding the sentence meaning of a recount text by selecting the best answer of multiple choice test items

5.3.3 Finding the paragraph meaning of a recount text by selecting the best answer of multiple choice test items

5.3.4 Finding the text meaning of a recount text by selecting the best answer of multiple choice test items

b. Process

5.3.5 Identifying the word meaning of a recount text based on the questions hidden in the snowball properly

5.3.6 Identifying the sentence meaning of a recount text based on the questions hidden in the snowball properly

5.3.7 Identifying the paragraph meaning of a recount text based on the questions hidden in the snowball properly

5.3.8 Identifying the text meaning of a recount text based on the questions hidden in the snowball properly

IV. Learning Objectives

Cognitive

a. Product

5.3.9 Students are able to find the word meaning of a recount text by selecting the best answer of multiple choice test items correctly.

5.3.10 Students are able to find the sentence meaning of a recount text by selecting the best answer of multiple choice test items correctly.

5.3.11 Students are able to find the paragraph meaning of a recount text by selecting the best answer of multiple choice test items correctly.

5.3.12 Students are able to find the text meaning of a recount text by selecting the best answer of multiple choice test items correctly.

a. Process

Cognitive

5.3.13 Students are able to identify the word meaning of a recount text based on the questions hidden in the snowball properly.

5.3.14 Students are able to identify the sentence meaning of a recount text based on the questions hidden in the snowball properly.

5.3.15 Students are able to identify the paragraph meaning of a recount texts based on the questions hidden in the snowball properly.

5.3.16 Students are able to identify the text meaning of a recount text based on the questions hidden in the snowball properly.

V. Learning material : Enclosed

VI. Approach and method

Approach : Cooperative Language Teaching

Method : Cooperative learning

Technique : Snowball Throwing

VII. Teaching and Learning Activities

No.	Teacher' activity	Students' activity	Time
I.	Set Induction:		5'
	Greeting the students	Responding to greeting	
	Checking students' attendance	Responding to teacher's calling	
	(Pre-reading Activities)		
	Asking some leading questions related to upcoming topic	Answering the leading questions	
	Showing a picture related to the material	Looking at the picture	
	Stating the learning objectives	Taking notes	
II.	Main Activities:		70'
	Asking students to make groups of five	Making groups of five	5'
	Explaining recount text	Taking notes based on teacher's explanation	
	Giving the example of recount text	Taking notes	
	Whilst - reading		
	Asking students to work in groups of five	Working in groups of five	

	Asking the chairman of the group to listen and taking notes to the teacher's explanation about the clues from reading material and the rules of snowball throwing activities	Taking notes to the teacher's explanation	4'
	Asking the chairman of the group to explain the clues and the rules of snowball throwing activities from the teacher to the group members	Explaining the material to the group's members	5'
	Asking the students to read the text then making 5 questions (what, where, why, who, how) in a piece of paper based on the story with their groups.	Reading the text and making questions by using what, where, why, who and how questions.	10'
	Asking the students to fold the question paper then put it into the ball	Folding the question paper and put it into the ball	1'
	Asking the students to throw the ball around the groups start from group A to I	Throwing the ball	
	Asking the students to answer the questions from other groups	Answering the questions	10
	Post - reading		

	Asking the students to discuss the answer together with the class.	Discussing the answer together with the class	25'
	Asking students to back to their seats	Sitting on their own seats	
	Asking students to do task 2 individually	Doing task 2 individually	10'
III.	Closure		
	Guiding the students to make a conclusion	Drawing conclusion	5'
	Parting the students	Parting the teacher	

VIII. Media and Sources

Media:

1. LCD Projector
2. A picture
3. Slides PPT
4. Whiteboard
5. A board- maker
6. Students' work sheet
7. Ball

Sources:

1. Priyana, j., et al. 2008. Scaffolding English for Junior High School Students Grade VIII. Jakarta : Pusat Perbukuan Departemen Pendidikan Nasional
2. <http://freeenglishcourse.info/what-is-recount-text/>

IX. Evaluation

1. Process Evaluation (doing during the teaching and learning process)

- a. Instrument : Observation checklist

The guideline of observation checklist of students' character

No.	Students' name	Indicators				Active	Passive
		1	2	3	4		
1.							
2.							
3.							
4.							
5.							
etc.							

Indicators :

1. Making the hidden questions in snowball
2. Answering the hidden questions from friends/ groups
3. Doing the task based on the paragraph or the text given
4. Asking questions to the teacher

Active : if the student performs at least three indicators
 Passive : if the student performs less than three indicators

2. Product Evaluation (doing after teaching and learning process)

- a. Instrument : written test in the form of multiple choice with four options
- b. Scoring guide : Each correct item is scored 10

- c. The successful criteria : Students can gain the students’ mean score of 75 or higher

English Teacher,


Jember, January 14th2016
Researcher,

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120210401112

X. Enclosure

A. PRE INSTRUCTIONAL ACTIVITIES

Giving leading questions to attract students’ attention.	Showing a picture
<ul style="list-style-type: none"> • It is a kind of hobby • This hobby needs some patience • We have to prepare the equipments like a long stick, with a long string and a hook. Don’t forget to bring some baits. • What is that? 	

B. INSTRUCTIONAL MATERIALS

1. The Explanation of recount text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative

Generic Structure:

1. Orientation: Introducing the participants, place and time
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

Language Features:

1. Introducing personal participant; I, my group, etc
2. Using temporal sequence words; then, first, etc
3. Using action verb; look, go, change, etc
4. Using simple past tense

2. The Example of Recount Text**My Holiday**

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.'

We were tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

(Taken from Scaffolding English for Junior High School Students Grade VIII)

- b. the writer’s uncle
 - d. the writer’s neighbor
2. Where did they go fishing?
 - a. in the lake
 - c. in the river
 - b. in the sea
 - d. in the pool
 3. “Therefore he taught me how to do it very well.” (line 4)
The underlined word refers to
 - a. catching
 - c. reading
 - b. fishing
 - d. swimming
 4. Where did they put their lunch box?
 - a. in the basket
 - c. inside their bag
 - b. on the carpet
 - d. on the mat
 5. What time did the writer and his uncle go fishing?
 - a. at 09:00 in the night
 - c. at 07:00 in the morning
 - b. at 07:00 in the night
 - d. at 09:00 in the morning
 6. The statements below are true based on paragraph 3 ,
EXCEPT
 - a. They got some fishes.
 - b. The writer could not pull his heavy hook.
 - c. The writer fell down into the river.
 - d. The writer’s uncle helped him to reach the ground.
 7. “I could not pull it until I slipped and fell in to the river” (line 11).
The opposite meaning of the underlined word is
 - a. lift
 - c. push
 - b. throw
 - d. swing
 8. What does the last paragraph tell about?
 - a. The writer’s uncle helped him
 - b. The writer slipped and fell into the river
 - c. The writer’s feeling

- d. The writer felt sorry
9. What is the purpose of the text above?
- a. To persuade the readers
 - b. To describe people
 - c. To inform the procedure of doing something
 - d. To retell the writer's experience
10. From the text, the writer tells us that fishing is activity which trains.....
- a. greed
 - b. carelessness
 - c. patience
 - d. Braveness

D. ANSWER KEY

Task 1

- 1. Who went fishing?
- 2. When did they go fishing?
- 3. Where did they put their lunch box?
- 4. How did uncle help the writer when he fell?
- 5. What time did they leave for fishing?

Task 2

- 1. B (WC)
- 2. C (SC)
- 3. B (WC)
- 4. D (SC)
- 5. D (SC)
- 6. A (PC)
- 7. C (WC)
- 8. C (PC)
- 9. D (TC)
- 10. C (TC)

The Distribution of Exercise Items

No.	Indicators	Numbers	Total Items	Score each item	Total score
1.	Word Comprehension	1, 3, 7	3	10	30
2.	Sentence Comprehension	2, 4, 5	3	10	30
3.	Paragraph Comprehension	6, 8	2	10	20
4.	Text Comprehension	9,10	2	10	20
Total			10		100



LESSON PLAN
(Meeting 2 Cycle 1)

Subject	: English
School	: SMPN 7 JEMBER
Grade/Semester	: VIII/2
Language Skill	: Reading
Genre	: Recount text
Time Allocation	: 2x40 minutes

I. Standard Competence

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

II. Basic Competence

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

III. Indicators

Cognitive

a. Product

- 5.3.1 Finding the word meaning of a recount text by selecting the best answer of multiple choice test items

5.3.2 Finding the sentence meaning of a recount text by selecting the best answer of multiple choice test items

5.3.3 Finding the paragraph meaning of a recount text by selecting the best answer of multiple choice test items

5.3.4 Finding the text meaning of a recount text by selecting the best answer of multiple choice test items

b. Process

5.3.5 Identifying the word meaning of a recount text based on the questions hidden in the snowball properly

5.3.6 Identifying the sentence meaning of a recount text based on the questions hidden in the snowball properly

5.3.7 Identifying the paragraph meaning of a recount text based on the questions hidden in the snowball properly

5.3.8 Identifying the text meaning of a recount text based on the questions hidden in the snowball properly

IV. Learning Objectives

Cognitive

a. Product

5.3.9 Students are able to find the word meaning of a recount text by selecting the best answer of multiple choice test items correctly.

5.3.10 Students are able to find the sentence meaning of a recount text by selecting the best answer of multiple choice test items correctly.

5.3.11 Students are able to find the paragraph meaning of a recount text by selecting the best answer of multiple choice test items correctly.

5.3.12 Students are able to find the text meaning of a recount text by selecting the best answer of multiple choice test items correctly.

a. Process

Cognitive

5.3.13 Students are able to identify the word meaning of a recount text based on the questions hidden in the snowball properly.

5.3.14 Students are able to identify the sentence meaning of a recount text based on the questions hidden in the snowball properly.

5.3.15 Students are able to identify the paragraph meaning of a recount texts based on the questions hidden in the snowball properly.

5.3.16 Students are able to identify the text meaning of a recount text based on the questions hidden in the snowball properly.

V. Learning material : Enclosed

VI. Approach and method

Approach : Cooperative Language Teaching

Method : Cooperative learning

Technique : Snowball Throwing

VII. Teaching and Learning Activities

No.	Teacher' activity	Students' activity	Time
I.	Set Induction:		5'
	Greeting the students	Responding to greeting	
	Checking students' attendance	Responding to teacher's calling	
	(Pre-reading Activities)		
	Asking some leading questions related to upcoming topic	Answering the leading questions	
	Showing a picture related to the material	Looking at the picture	
	Stating the learning objectives	Taking notes	
II.	Main Activities:		70'
	Whilst - reading		4'
	Asking students to work in groups of five	Working in groups of five	
	Asking the chairman of the group to listen and taking notes to the teacher's explanation about the clues from reading material	Taking notes to the teacher's explanation	
	Explaining the rules of snowball throwing technique to the whole	Taking notes to the	

	students	teacher's explanation	
	Asking the students to read the text then making 5 questions (what, where, why, who, how) in a piece of paper based on the story with their groups.	Reading the text and making questions by using what, where, why, who and how questions.	20'
	Asking the students to fold the question paper then put it into the ball	Folding the question paper and put it into the ball	1'
	Asking the students to throw the ball around the groups start from group A to I	Throwing the ball	
	Asking the students to answer the questions from other groups	Answering the questions	10
	Post - reading		
	Asking the students to discuss the answer together with the class.	Discussing the answer together with the class	25'
	Giving the students a prize for a group with the highest score	Receiving the prize	
	Asking students to back to their seats	Sitting on their own seats	

	Asking students to do task 2 individually	Doing task 2 individually	10'
III.	Closure		5'
	Guiding the students to make a conclusion	Drawing conclusion	
	Parting the students	Parting the teacher	

VIII. Media and Sources

Media:

1. LCD Projector
2. A picture
3. Slides PPT
4. Whiteboard
5. A board- maker
6. Students' work sheet
7. Ball

Sources:

1. Contextual Teaching and Learning
Bahasa Inggris Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VIII Edisi 4

IX. Evaluation

1. Process Evaluation (doing during the teaching and learning process)

- a. Instrument : Observation checklist

The guideline of observation checklist of students' character

No.	Students' name	Indicators				Active	Passive
		1	2	3	4		
1.							
2.							
3.							
4.							
5.							
etc.							

b. Indicators :

1. Making the hidden questions in snowball
2. Answering the hidden questions from friends/ groups
3. Doing the task based on the paragraph or the text given
4. Asking questions to the teacher

Active : if the student performs at least three indicators

Passive : if the student performs less than three indicators

2. Product Evaluation (doing after teaching and learning process)

- a. Instrument : written test in the form of multiple choice with four options
- b. Scoring guide : Each correct item is scored 10
- c. The successful criteria : Students can gain the students' mean score of 75 or higher

Jember, January 14th2016
 Researcher,

English Teacher,

RuliDorowanti, S.Pd
 NIP.19600 1311 981 01 2002

FirdaAmilia
 120210401112

X. Enclosure

A. PRE INSTRUCTIONAL ACTIVITIES

Giving leading questions to attract students' attention	Showing a picture
<ol style="list-style-type: none"> 1. It is a kind of disease. 2. The symptoms usually are fever with high temperature, cough, and vomit. 3. This disease is caused by a mosquito which is called as Anopheles. 4. What is it? 	

B. INSTRUCTIONAL MATERIALS

1. The Explanation of recount text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative

Generic Structure:

1. Orientation: Introducing the participants, place and time
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

Language Features:

1. Introducing personal participant; I, my group, etc
2. Using temporal sequence words; then, first, etc
3. Using action verb; look, go, change, etc
4. Using simple past tense

C. STUDENTS' WORK SHEET

Group :

Class :

Task 1

Read the text carefully then make 5 questions based on the text!

Line	
1	Two days ago Sandra Dewi was sick in the middle of the English lesson.
5	When all the students did reading tasks, suddenly Sandra Dewi vomited. All other students stopped writing. Mrs. Lidia helped <u>her</u> immediately. The chairman of the class sent for the school doctor.
	In five minutes the doctor came. He <u>examined</u> her eyes carefully. He felt her stomach and listened to her heart beat. He measured her blood pressure. Then he took her temperature.
10	“I’m afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough, too. I’ll give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs a week rest”, said the doctor. (taken from :Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VIII Edisi 4, page 31-32)

Task 2

Read the text carefully and answer the questions by crossing a,b,c, or d as the best answer !

1. “Mrs. Lidia helped her immediately’ (line 4). The underlined word refers to...
 - a. the teacher
 - b. the chairman
 - c. Sandra Dewi
 - d. the student

2. When was Sandra Dewi sick?
 - a. In the beginning of the lesson
 - b. As soon as after she came into classroom
 - c. In the middle of the English lesson
 - d. In the last of the English class
3. The following sentences are TRUE based on the second paragraph, EXCEPT...
 - a. The students stopped writing when Sandra Dewi vomited
 - b. The chairman call the doctor
 - c. The English teacher helped Sandra Dewi when she vomited
 - d. Sandra Dewi was suddenly unconscious
4. What is the suitable title for the text?
 - a. Malaria disease
 - b. My exhausting day
 - c. Sandra Dewi was sick
 - d. A boring English class
5. “He examined her eyes carefully” (line 6). The underlined word has similar meaning to...
 - a. checked
 - b. tried
 - c. touched
 - d. looked
6. What did the students do in a classroom when Sandra Dewi was sick?
 - a. They took a note
 - b. They did reading tasks
 - c. They wrote a paper
 - d. They spoke to their friends
7. What is the main idea of the third paragraph?
 - a. Sandra Dewi should take some pills
 - b. Doctor asked Sandra to go to hospital immediately
 - c. Sandra Dewi’s blood pressure and body temperature was high
 - d. The school’s doctor came and examined Sandra Dewi
8. What does the text tell about?
 - a. The writer’s experience about malaria
 - b. The writer’s friend who was sick in the English class
 - c. The school’s doctor who came into class
 - d. The English teacher named Mrs. Lidia

9. “I will give her some pills for her malaria,...” (line 10). The underlined word refers to...
- the school doctor
 - the English teacher
 - the chairman of the class
 - the student
10. What did the doctor recommend?
- Sandra should take a rest for a week
 - Sandra should go to hospital soon
 - Sandra should not drink cold water
 - Sandra should sleep earlier

ANSWER KEY

Task 1

- Who fell sick?
- When did Sandra vomit?
- What is the English teacher’s name?
- What did Sandra drink?
- How did the doctor examine Sandra?

Task 2

- C (WC) 6. B (SC)**
- C (SC) 7. D (PC)**
- D (PC) 8. B (TC)**
- C (TC) 9. A (WC)**
- A (WC) 10. A (SC)**

The Distribution of Exercise Items

No.	Indicators	Numbers	Total Items	Score each item	Total score
1.	Word Comprehension (WC)	1, 5, 9	3	10	30
2.	Sentence Comprehension (SC)	2, 6, 10	3	10	30
3.	Paragraph Comprehension (PC)	3, 7	2	10	20
4.	Text Comprehension (TC)	4,8	2	10	20
Total			10		100

READING COMPREHENSION TEST

Subject : English
 Class/ Semester : VIII/ 2
 School : SMPN 7 JEMBER
 Language Skill : Reading
 Time : 75 minutes

Choose the best answer among the options given by crossing(x) a, b, c, or d!

Line	
	<p>Birthday Party</p>
1	<p>It was my grandpa’s birthday last Sunday. On Friday, my sister and <u>I</u> went shopping at the mall. We bought a nice shirt. Then, we wrapped it in a blue paper. Blue is my grandpa’s favorite color.</p>
5	<p>On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful birthday cake. I wrote ‘Happy Birthday’ on <u>it</u>. After that, we put some chocolate and a candle on the top of the cake.</p>
10	<p>On Sunday evening, my uncle and my aunt came to my house. They brought several bottles of soft-drink, and flowers for grandpa. Then, we sat together in the living room. Finally, grandpa blew the candle and cut the cake while we were singing a ‘Happy Birthday’ song for him. After giving each of us a piece of cake, he opened the present. He told us that he liked the present, and he was very happy.</p> <p>(taken from : Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama kelas VIII Edisi 4, page 22-23)</p>

1. “On Friday, my sister and I went shopping at the mall” (line 1) . The underlined word refers to.....
 - a. neighbor
 - b. family
 - c. the writer
 - d. the reader
2. What did the writer do last Friday?
 - a. went to the farewell party
 - b. bought a nice shirt at mall
 - c. went to the birthday party
 - d. bought a birthday cake
3. What is the main idea of the first paragraph?
 - a. The writer went to birthday party
 - b. All the family sat in the living room
 - c. The writer made a birthday cake
 - d. The writer’s grandpa had a birthday last Sunday
4. From the text, how does the writer’s grandpa feel about the party?
 - a. Happy
 - b. Upset
 - c. disappointed
 - d. satisfied
5. “I wrote ‘Happy Birthday’ on it “(line 7).
What does the underlined word refer to?
 - a. a candle
 - b. a nice shirt
 - c. a big and beautiful birthday cake
 - d. the big gift
6. Who brought several bottles of soft-drink and flowers in the birthday party?
 - a. grandma
 - b. the writer and sister
 - c. mother and father
 - d. the writer’s uncle and aunt
7. Which is the CORRECT statement based on paragraph 3?
 - a. Grandpa sang a birthday song and blew the candle
 - b. The birthday party was on Sunday evening
 - c. Uncle and aunt brought a gift for grandpa
 - d. The birthday party was held in the dining room

Line	
1	<p>Last week, my friends and I went to Yogyakarta. We visited many places.</p>
5	<p>First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to <u>us</u>. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many <u>sellers</u> who sold many kinds of souvenirs.</p>
10	<p>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.</p>
	<p>For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Yogyakarta again.</p> <p>(taken from : http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html)</p>

8. What is the suitable title of the text?
- A beautiful day at Yogyakarta
 - My favorite tourism
 - Going to Loka zoo
 - My holiday in Paragtritis
9. “We felt the wind blew across to us”. (line 4) the underlined word refers to....
- the writer’s friend
 - the writer and friends
 - the writer
 - the writer and teachers
10. The writer saw many kinds of animals, such as....
- Monkeys, eagles, crocodiles, and kangaroos
 - Tigers, a giraffe, an elephant, and birds
 - Crocodiles, tigers, monkeys, and snakes

- d. Snakes, a giraffe, and elephants.
11. The statements below are true based on the second paragraph, EXCEPT ...
- They saw a lot of people in Parangtritis beach.
 - The sun shone brightly and the scenery was very beautiful in Parangtritis beach.
 - There were not sellers who sold souvenirs in Parangtritis beach.
 - They saw many birds flew in the sky
12. The followings are what the writer DID in Yogyakarta, EXCEPT ...
- They saw many people in Parangtritis beach
 - They went to restaurant to have lunch
 - They did not visit zoo at all
 - They took pictures of some animals
13. “Also, there were many sellers who sold many kinds of souvenirs” (line 6)
The underlined word has the opposite meaning to ...
- brokers
 - robbers
 - porters
 - buyers

Line	
	My Holiday at the Beach
1	On Sunday morning, my friend and I went to the beach. It was a holiday and we had no activities at home. We planned to spend the day to enjoy the beach. We brought a bag with a camera, some biscuits, some drink, and binoculars.
6	When we arrived at the beach, a lot of people had been there. Some people were swimming and some people were sailing. Grown up people were lying on the sand. Old people were sitting; <u>they</u> enjoyed the view of the sea.
10	Children were playing ball and chess. I took pictures and Roni used binoculars to see the foreign tourist enjoying sailing and surfing.
15	The sun shone brightly at the day. The weather was hot. So that children drank their drinks. We bought two glasses of iced young coconut because we were thirsty. We sat under the trees on the white sand.
	In fact we wanted to sail. But we realized that we were too young to do it. We just played a ball in the water

	with other visitors. I looked at my watch it was four o'clock. I asked my friend to go home together. We went home by bus. We felt tired, but we were greatly happy and satisfied.
--	--

(Taken from : Scaffolding English for grade VIII Students, page 88)

14. Why did the writer and friend go to the beach?
 - a. Because they would do some homework in the beach
 - b. Because they did not have anything to do at home during holiday
 - c. Because they wanted to meet up with their friends
 - d. Because they were looking for job in the beach
15. The following statements are CORRECT based on paragraph 1, EXCEPT...
 - a. The writer and his/her friend went to the beach
 - b. The writer and his/her friend did not have activities at home
 - c. They brought a bag with a camera, some biscuits, some drink, and binoculars
 - d. They went to the beach on Sunday afternoon
16. From the text, we know that ...
 - a. the writer felt happy and satisfied about the holiday at the beach
 - b. the writer did not enjoy the scenery of the sea
 - c. the writer and his friend drank a lemon tea when thirsty
 - d. the writer went home at five in the evening
17. "Old people were sitting; they enjoyed the view of the sea" (line 9). The underlined word refers to ...
 - a. old people
 - b. the visitors
 - c. the foreign tourists
 - d. children
18. What did Roni see by using binocular?
 - a. some children who were playing chess
 - b. people who were sitting
 - c. some foreign tourists who were surfing and sailing
 - d. some children playing volley ball

19. What is the main idea of paragraph 2 ?
- Children played chess there
 - There were many people in the beach when the writer arrived there
 - Some people were sailing and surfing
 - Old people were sitting and drinking iced young coconut

Line	
1	Dear Diary, I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party.
5	I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, “why are they looking at me?”
10	I didn’t think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. <u>They</u> were pointing at my face. I felt very <u>embarrassed</u> so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band
	(Taken from : English in Focus for Grade VIII Junior High School, page 69)

20. What is the suitable title of the text?
- My terrific night
 - My bad experience
 - My interesting birthday party
 - My awesome day at school
21. “ I felt very embarrassed so I ran to the rest room” (line 11). What is the similar meaning of the underlined word?
- Happy

- b. Glad
 - c. Shy
 - d. Annoyed
22. Why did the writer's friends laugh at him?
- a. Because he had a birthday party
 - b. Because he woke up so late
 - c. Because there was a red pimple on his forehead
 - d. Because he did not wear a uniform
23. The following statements are CORRECT based on the third paragraph, EXCEPT...
- a. The writer's friends were laughing then pointing at his face
 - b. The writer felt shy very much
 - c. The writer went to rest room
 - d. The writer was not surprised to see the big red pimple
24. From the text, we may conclude that the writer is years old.
- a. thirteen
 - b. fourteen
 - c. fifteen
 - d. sixteen
25. Where did the writer go to see his face?
- a. to the bathroom
 - b. to the office
 - c. to the canteen
 - d. to the restroom

ANSWER KEY

- | | | |
|------------|------------|------------|
| 1. C (WC) | 11. C (PC) | 21. C (WC) |
| 2. B (SC) | 12. C (TC) | 22. C (SC) |
| 3. D (PC) | 13. D (WC) | 23. D (PC) |
| 4. A (TC) | 14. B (SC) | 24. C(TC) |
| 5. C (WC) | 15. D (PC) | 25. D(SC) |
| 6. D (SC) | 16. A (TC) | |
| 7. B (PC) | 17. A (WC) | |
| 8. A (TC) | 18. C (SC) | |
| 9. B (WC) | 19. B (PC) | |
| 10. C (SC) | 20. B (TC) | |

Classification of the test items

No.	Indicators	Numbers	Total Items	Score each item	Total score
1.	Word Comprehension	1,5,9,13,17, and 21	6	4	24
2.	Sentence Comprehension	2,6,10,14,18 22, and 25	7	4	28
3.	Paragraph Comprehension	3,7 ,11,15,19, and 23	6	4	24
4.	Text Comprehension	4,8,12,16,20, and 24	6	4	24
Total			25		100

The Result of The Observation in Meeting 1

No.	Students' name (GROUP A)	Indicators				Active	Passive
		1	2	3	4		
1.	ANNISA REGINA INDRIA P. (Leader)	√	√	√	√	√	
2.	ANDRE IRAWAN	-	-	√	√		√
3.	ZIMAMUL WAF AFDILLAH	-	√	√	√	√	
4.	ARYA TRI YUDHA RAMADHAN	√	√	√	√	√	
5.	EGA ANDIAN PUTRI	√	√	√	√	√	

No.	Students' name (GROUP B)	Indicators				Active	Passive
		1	2	3	4		
1.	ASKIA SALSABILA FALINA (Leader)	-	-	-	-		√
2.	ANNISA FARAH DITA	-	-	-	-		√
3.	VICKY ANGGA LEH WUNGGAL	√	√	√		√	
4.	ACTRICIA MEISY WANDANI	√	√	√		√	
5.	ERDIN FIRMANSYAH	-	-	√			√

No.	Students' name (GROUP C)	Indicators				Active	Passive
		1	2	3	4		
1.	<u>DARUS MOHAMMAD HUSNI</u> (Leader)	√	√	√	-	√	
2.	FIRDATUS SHOLEHAH	√	-	√	-		√
3.	DEWI WAHYU SEPTIA PUTRI	√	√	√	-	√	
4.	ALVIN PRASETYO	√		√	-		√
5.	IRVAN FARHAMSYAH	√	-	√	-		√

No.	Students' name (GROUP D)	Indicators				Active	Passive
		1	2	3	4		
1.	<u>DHIMAS TONY HIRMAWAN F (Leader)</u>	A	A	A	A		
2.	FITRIYA NOFIYANTI	√	√	√	√	√	
3.	GUSTI MUCHAMAD FADJRIANSYAH	-	-	-	-		√
4.	ANANDA RISQI YULIANTO	√	√	√		√	
5.	PUTRI AYU PATRISIA	√	√	√		√	

No.	Students' name (GROUP E)	Indicators				Active	Passive
		1	2	3	4		
1.	<u>DIMAS ARI DENATA (Leader)</u>	√	√	√	-	√	
2.	LODI PRAKOSO HENRY SYAH	√	√	√	-	√	
3.	MUHAMMAD FAHRIYAN	√	√	√	-	√	
4.	ADINDA NUR RISDIYANTI F.	√	√	√	√	√	
5.	RENA AYU CAHYANI	√	√	√	√	√	

No.	Students' name (GROUP F)	Indicators				Active	Passive
		1	2	3	4		
1.	LUSY ANGGRAINI (leader)	√	√	√	√	√	
2.	NIKEN VANISHA AULIYA	√	√	√	-	√	
3.	BINTANG HADI BEGAWAN	√	√	√	-	√	
4.	RENALDI AGUNG P.	√	√	√	-	√	

No.	Students' name (GROUP G)	Indicators				Active	Passive
		1	2	3	4		
1.	<u>MAYLINDA RAHMAWATI (Leader)</u>	√	√	√		√	
2.	MUHAMAD FAHRIAN J.C	√	√	√		√	
3.	ANDINATA FITROH R.	-	-	-	-		√
4.	EDO PRIYANTO	√	√	√	√	√	
5.	SITI MUNAWAROH	√	√	√		√	

No.	Students' name (GROUP H)	Indicators				Active	Passive
		1	2	3	4		
1.	<u>RINDY DWITA AYU LESTARI</u> (Leader)	✓	✓	✓	-	✓	
2.	RAFIKA CATUR LESTARI	✓	-	✓	-		✓
3.	RIKO RACMAN FIRMANSYAH	✓	✓	✓	-	✓	
4.	RIZKY RAMADHAN	✓	✓	✓	-	✓	
5.	YULIO NANTA P.H.	✓	✓	✓	-	✓	

No.	Students' name (GROUP I)	Indicators				Active	Passive
		1	2	3	4		
1.	DWIKI NURSEPTA ALDIANSYAH (Leader)	✓	✓	✓		✓	
2.	REZA ARGA FAHREZI	✓	✓	✓		✓	
3.	REJILA JEPATRIKA G.	✓	✓	✓		✓	
4.	YENNE ZENUFA ARIFAH	✓	✓	✓		✓	

1. Making the hidden questions in snowball
2. Answering the hidden questions from friends/ groups
3. Doing the task based on the paragraph or the text given
4. Asking questions to the teacher

Active : if the student performs three indicators

Passive : if the student performs less than three indicators

The Result of The Observation in Meeting 2

No.	Students' name (GROUP A)	Indicators				Active	Passive
		1	2	3	4		
1.	ANNISA REGINA INDRIA P. (Leader)	√	√	√	√	√	
2.	ANDRE IRAWAN	-	√	√	-		√
3.	ZIMAMUL WAF AFDILLAH	√	√	√		√	
4.	ARYA TRI YUDHA RAMADHAN	√	√	√		√	
5.	EGA ANDIAN PUTRI	-	√	√	-		√

No.	Students' name (GROUP B)	Indicators				Active	Passive
		1	2	3	4		
1.	ASKIA SALSABILA FALINA (Leader)	√	√	√		√	
2.	ANNISA FARAH DITA	√	√	√		√	
3.	VICKY ANGGA LEH WUNGGAL	√	√	√		√	
4.	ACTRICIA MEISY WANDANI	√	√	√		√	
5.	ERDIN FIRMANSYAH	√	-	√			√

No.	Students' name (GROUP C)	Indicators				Active	Passive
		1	2	3	4		
1.	<u>DARUS MOHAMMAD HUSNI</u> (Leader)	√	√	√	√	√	
2.	FIRDATUS SHOLEHAH	√	√	√	-	√	
3.	DEWI WAHYU SEPTIA PUTRI	√	-	√	√	√	
4.	ALVIN PRASETYO	√	√	√	√	√	
5.	IRVAN FARHAMSIAH	√	√	√	√	√	

No.	Students' name (GROUP D)	Indicators				Active	Passive
		1	2	3	4		
1.	<u>DHIMAS TONY HIRMAWAN F (Leader)</u>	√	√	√	-	√	
2.	FITRIYA NOFIYANTI	√	√	√	√	√	
3.	GUSTI MUCHAMAD FADJRIANSYAH	A	A	A	A		
4.	ANANDA RISQI YULIANTO	√	√	√	-	√	
5.	PUTRI AYU PATRISIA	√	√	√	√	√	

No.	Students' name (GROUP E)	Indicators				Active	Passive
		1	2	3	4		
1.	<u>DIMAS ARI DENATA (Leader)</u>	√	√	√	√	√	
2.	LODI PRAKOSO HENRY SYAH	√	√	√		√	
3.	MUHAMMAD FAHRIYAN	√	√	√		√	
4.	ADINDA NUR RISDIYANTI F.	√	√	√		√	
5.	RENA AYU CAHYANI	S	S	S	S		

No.	Students' name (GROUP F)	Indicators				Active	Passive
		1	2	3	4		
1.	LUSY ANGGRAINI (leader)	√	√	√	√	√	
2.	NIKEN VANISHA AULIYA	√	√	√	√	√	
3.	BINTANG HADI BEGAWAN	√	√	√		√	
4.	RENALDI AGUNG P.	√	√	√		√	

No.	Students' name (GROUP G)	Indicators				Active	Passive
		1	2	3	4		
1.	<u>MAYLINDA RAHMAWATI (Leader)</u>	√	√	√		√	
2.	MUHAMAD FAHRIAN J.C	√	√	√		√	
3.	ANDINATA FITROH R.	√	-	√			√
4.	EDO PRIYANTO	√	√	√	√	√	
5.	SITI MUNAWAROH	√	√	√		√	

No.	Students' name (GROUP H)	Indicators				Active	Passive
		1	2	3	4		
1.	<u>RINDY DWITA AYU LESTARI</u> (Leader)	✓	✓	✓	✓	✓	
2.	RAFIKA CATUR LESTARI	✓	✓	✓	-	✓	
3.	RIKO RACMAN FIRMANSYAH	✓	✓	✓	-	✓	
4.	RIZKY RAMADHAN	✓	✓	✓	-	✓	
5.	YULIO NANTA P.H.	✓	✓	✓	-	✓	

No.	Students' name (GROUP I)	Indicators				Active	Passive
		1	2	3	4		
1.	DWIKI NURSEPTA ALDIANSYAH (Leader)	✓	✓	✓	✓	✓	
2.	REZA ARGA FAHREZI	✓	✓	✓		✓	
3.	REJILA JEPATRIKA G.	✓	✓	✓		✓	
4.	YENNE ZENUFA ARIFAH	✓	✓	✓		✓	

1. Making the hidden questions in snowball
2. Answering the hidden questions from friends/ groups
3. Doing the task based on the paragraph or the text given
4. Asking questions to the teacher

Active : if the student performs three indicators

Passive : if the student performs less than three indicators

The Result of Students' Reading Comprehension Test

No.	NAME	SCORE				Total Score	Score <75	Score ≥ 75	Achievement	
		WC	SC	PC	TC				Not Achieved	Achieved
1.	AMW	24	24	20	24	92		√		√
2.	ANRF	20	24	24	24	92		√		√
3.	AP	24	28	20	24	96		√		√
4.	ARY	24	20	24	20	88		√		√
5.	AFR	20	24	16	24	84		√		√
6.	AI	20	24	24	20	88		√		√
7.	AFD	20	20	20	16	76		√		√
8.	ARIP	16	24	8	20	68		√		√
9.	ATYR	24	24	24	20	92		√		√
10.	ASF	20	28	24	24	96		√		√
11.	BHB	24	28	16	20	88		√		√
12.	DMH	16	24	20	12	72	√		√	
13.	DWSP	24	24	20	20	88		√		√
14.	DTHF	20	12	16	24	72	√		√	
15.	DAD	16	20	12	16	64	√		√	
16.	DNA	24	28	24	24	100		√		√
17.	EP	16	28	20	24	88		√		√
18.	EAP	12	28	20	16	76		√		√
19.	EF	16	20	12	20	68	√		√	
20.	FS	24	16	20	24	84		√		√
21.	FN	16	20	20	20	76		√		√
22.	GMF	24	28	24	24	100		√		√
23.	IF	16	20	12	20	68	√		√	

24.	LPHS	24	24	16	24	88		√		√
25.	LA	20	24	20	20	84		√		√
26.	MRS	20	20	16	20	76		√		√
27.	MFKH	24	24	20	24	92		√		√
28.	MFJC	24	28	20	24	96		√		√
29.	NVA	20	24	24	24	92		√		√
30.	PAP	20	20	15	16	68	√		√	
31.	RCL	12	28	8	20	68	√		√	
32.	RJG	20	20	20	20	80		√		√
33.	RAC	20	16	12	24	72	√		√	
34.	RAP	20	28	20	20	88		√		√
35.	RAF	24	28	24	24	100		√		√
36.	RRF	24	28	16	20	88		√		√
37.	RDAL	24	28	20	24	96		√		√
38.										
39.	SM	20	20	12	20	72	√		√	
40.	VALW	24	24	24	24	96		√		√
41.	YZA	24	24	12	20	80		√		√
42.	YNPH	20	24	20	24	88		√		√
43.	ZWA	20	28	24	24	96		√		√
44.	RR	20	12	12	24	68	√		√	
Σ						3604			10	33
Percentage %									23.2 %	76.7 %
Mean Score						3604/43 = 83.8				

READING COMPREHENSION TEST I

School : SMPN 7 JEMBER
 Name/No : ~~VI. 01. 000000 d~~
 Class/Semester : VIII G /2

Time : 75 minutes

Score : 100

Choose the best answer among the options given by crossing(s) a, b, c, or d!

1.	A	B	X	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D

13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

READING COMPREHENSION TEST I

School : SMPN 7 JEMBER
 Name/No : ~~NIKEN V.A.~~ / 20
 Class/Semester : VIII G / 2

Time : 75 minutes

Score : ... 92

Choose the best answer among the options given by crossing(x) a, b, c, or d!

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D

13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

23
 1
 ———
 92

READING COMPREHENSION TEST I

School : SMPN 7 JEMBER
Name/No : BUNDA, hodi. B / 11
Class/Semester : VIII G / 2

Time : 75 minutes

Score : 88

Choose the best answer among the options given by crossing(x) a, b, c, or d!

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D

13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

READING COMPREHENSION TEST I

School : SMPN 7 JEMBER
 Name/No : DRUMPS TONY MF/14
 Class/Semester : VIII G/2

Time : 75 minutes

Score : 72

Choose the best answer among the options given by crossing(x) a, b, c, or d!

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D

13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

18 3
 $\frac{4}{72}$

READING COMPREHENSION TEST I

School : SMPN 7 JEMBER
 Name/No : DIMAS ARI D.P / 15
 Class/Semester : VIII G/2

Time : 75 minutes
 Score : 64

Choose the best answer among the options given by crossing(x) a, b, c, or d!

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D

13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

16 2
 4
 64

DAFTAR NILAI PESERTA DIDIK SMP NEGERI 7 JEMBER

TAHUN PELAJARAN 2015/2016

KELAS 8 G

NO	NIS	NAMA SISWA	NILAI	NO	NIS	NAMA SISWA	NILAI
1.	6834	ACTRICIA MEISY WANDANI	50	23.	7010	IRVAN FARHAMSyah	48
2.	6991	ADINDA NUR RISDIYANTI F.	56	24.	7012	LODI PRAKOSO HENRY SYAH	60
3.	7074	ALVIN PRASETYO	54	25.	7051	LUSY ANGGRAINI	64
4.	7147	ANANDA RISQI YULIANTO	42	26.	6972	MAYLINDA RAHMAWATI	66
5.	6915	ANDINATA FITROH R.	56	27.	7056	MUHAMMAD FAHRIYAN	56
6.	7034	ANDRE IRAWAN	60	28.	7095	MUHAMAD FAHRIAN J.C	62
7.	7076	ANNISA FARAH DITA	62	29.	7018	NIKEN VANISHA AULIYA	58
8.	6954	ANNISA REGINA INDRIA P.	66	30.	7175	PUTRI AYU PATRISIA	48
9.	6841	ARYA TRI YUDHA RAMADHAN	50	31.	6900	RAFIKA CATUR LESTARI	64
10.	7146	ASKIA SALSABILA FALINA	66	32.	7060	REJILA JEPATRIKA G.	58
11.	6999	BINTANG HADI BEGAWAN	54	33.	7131	RENA AYU CAHYANI	38
12.	7038	DARUS MOHAMMAD HUSNI	74	34.	7100	RENALDI AGUNG P.	38
13.	7040	DEWI WAHYU SEPTIA PUTRI	58	35.	7061	REZA ARGA FAHREZI	62
14.	7153	DHIMAS TONY HIRMAWAN F	68	36.	6982	RIKO RACMAN FIRMANSYAH	56
15.	7004	DIMAS ARI DENATA	66	37.	6902	RINDY DWITA AYU LESTARI	70
16.	7154	DWIKI NURSEPTA ALDIANSYAH	74	38.	7134	RIZKI HIDAYATULLOH	68
17.	6884	EDO PRIYANTO	46	39.	7065	SITI MUNAWAROH	48
18.	7161	EGA ANDIAN PUTRI	46	40.	6845	VICKY ANGGA LEH WUNGGAL	58
19.	7087	ERDIN FIRMANSYAH	48	41.	7104	YENNE ZENUFA ARIFAH	56
20.	7115	FIRDATUS SHOLEHAH	64	42.	7179	YULIO NANTA P.H.	46
21.	6847	FITRIYA NOFIYANTI	60	43.	7178	ZIMAMUL WAF AFDILLAH	64
22.	6968	GUSTI MUCHAMAD FADJRIANSYAH	56	44.		RIZKY RAMADHAN	56

NILAI RATA – RATA KELAS : $\frac{2520}{44} = 57,3$

THE DISTRIBUTION OF THE GROUP

<p style="text-align: center;">GROUP A</p> <ol style="list-style-type: none"> 1. <u>ANNISA REGINA INDRIA P.</u> (Leader) 2. ANDRE IRAWAN 3. ZIMAMUL Wafa AFDILLAH 4. ARYA TRI YUDHA RAMADHAN 5. EGA ANDIAN PUTRI 	<p style="text-align: center;">GROUP B</p> <ol style="list-style-type: none"> 1. <u>ASKIA SALSABILA FALINA</u> (Leader) 2. ANNISA FARAH DITA 3. VICKY ANGGA LEH WUNGGAL 4. ACTRICIA MEISY WANDANI 5. ERDIN FIRMANSYAH 	<p style="text-align: center;">GROUP C</p> <ol style="list-style-type: none"> 1. <u>DARUS MOHAMMAD HUSNI</u> (Leader) 2. FIRDATUS SHOLEHAH 3. DEWI WAHYU SEPTIA PUTRI 4. ALVIN PRASETYO 5. IRVAN FARHAMSYAH
<p style="text-align: center;">GROUP D</p> <ol style="list-style-type: none"> 1. <u>DHIMAS TONY HIRMAWAN F</u> (Leader) 2. FITRIYA NOFIYANTI 3. GUSTI MUCHAMAD FADJRIANSYAH 4. ANANDA RISQI YULIANTO 5. PUTRI AYU PATRISIA 	<p style="text-align: center;">GROUP E</p> <ol style="list-style-type: none"> 1. <u>DIMAS ARI DENATA</u> (Leader) 2. LODI PRAKOSO HENRY SYAH 3. MUHAMMAD FAHRIYAN 4. ADINDA NUR RISDIYANTI F. 5. RENA AYU CAHYANI 	<p style="text-align: center;">GROUP F</p> <ol style="list-style-type: none"> 1. LUSY ANGGRAINI (Leader) 2. NIKEN VANISHA AULIYA 3. BINTANG HADI BEGAWAN 4. RENALDI AGUNG P.
<p style="text-align: center;">GROUP G</p> <ol style="list-style-type: none"> 1. <u>MAYLINDA RAHMAWATI</u> (Leader) 2. MUHAMAD FAHRIAN J.C 3. ANDINATA FITROH R. 4. EDO PRIYANTO 5. SITI MUNAWAROH 	<p style="text-align: center;">GROUP H</p> <ol style="list-style-type: none"> 1. <u>RINDY DWITA AYU LESTARI</u> (Leader) 2. RAFIKA CATUR LESTARI 3. RIKO RACMAN FIRMANSYAH 4. RIZKY RAMADHAN 5. YULIO NANTA P.H. 	<p style="text-align: center;">GROUP I</p> <ol style="list-style-type: none"> 1. <u>DWIKI NURSEPTA</u> <u>ALDIANSYAH</u> (Leader) 2. REZA ARG A FAHREZI 3. REJILA JEPATRIKA G. 4. YENNE ZENUFA ARIFAH

THE STUDENTS' QUESTIONS IN MEETING 2

No.	Students' name (GROUP A)	Question
1.	ANNISA REGINA INDRIA P. (Leader)	Why did the writer feel very excited?
2.	ANDRE IRAWAN	What did they bring for fishing?
3.	ZIMAMUL Wafa AFDILLAH	Was the place so slippery?
4.	ARYA TRI YUDHA RAMADHAN	Who invited to go fishing?
5.	EGA ANDIAN PUTRI	When did they go fishing?
No.	Students' name (GROUP B)	Question
1.	ASKIA SALSABILA FALINA (Leader)	-
2.	ANNISA FARAH DITA	-
3.	VICKY ANGGA LEH WUNGGAL	Who went fishing?
4.	ACTRICIA MEISY WANDANI	Why did the writer slip?
5.	ERDIN FIRMANSYAH	Was the writer excited?
No.	Students' name (GROUP C)	Question
1.	<u>DARUS MOHAMMAD HUSNI</u> (Leader)	Where did they go fishing?
2.	FIRDATUS SHOLEHAH	When did they go fishing?
3.	DEWI WAHYU SEPTIA PUTRI	Who taught for fishing?
4.	ALVIN PRASETYO	How was the scenery in the river?
5.	IRVAN FARHAMSyah	Why was the writer very excited?
No.	Students' name (GROUP D)	Question
1.	<u>DHIMAS TONY HIRMAWAN F</u> (Leader)	What time did they go fishing?
2.	FITRIYA NOFIYANTI	What is the main idea of paragraph 1?
3.	GUSTI MUCHAMAD FADJRIANSYAH	Where did they go fishing?
4.	ANANDA RISQI YULIANTO	When did they go to the river?
5.	PUTRI AYU PATRISIA	Who went fishing?

No.	Students' name (GROUP E)	Question
1.	<u>DIMAS ARI DENATA (Leader)</u>	Where did the writer go fishing?
2.	LODI PRAKOSO HENRY SYAH	How was the scenery there?
3.	MUHAMMAD FAHRIYAN	Why did the writer fall in to the river?
4.	ADINDA NUR RISDIYANTI F.	What did uncle do last week?
5.	RENA AYU CAHYANI	What did the writer feel when fell into the river?
No.	Students' name (GROUP F)	Question
1.	LUSY ANGGRAINI (leader)	What did the writer feel when he slipped?
2.	NIKEN VANISHA AULIYA	What did they bring?
3.	BINTANG HADI BEGAWAN	Where did they go fishing?
4.	RENALDI AGUNG P.	Who taught the writer how to fishing?
No.	Students' name (GROUP G)	Question
1.	<u>MAYLINDA RAHMAWATI (Leader)</u>	When did the writer and his uncle go fishing?
2.	MUHAMAD FAHRIAN J.C	Who taught you fishing?
3.	ANDINATA FITROH R.	How did the writer feel?
4.	EDO PRIYANTO	Where did they go fishing?
5.	SITI MUNAWAROH	Did the writer feel that the grass was so slippery?
No.	Students' name (GROUP H)	Question
1.	<u>RINDY DWITA AYU LESTARI (Leader)</u>	What did they put on the mat?
2.	RAFIKA CATUR LESTARI	When did my uncle ask me to go fishing?
3.	RIKO RACMAN FIRMANSYAH	Where did they go fishing?
4.	RIZKY RAMADHAN	Why were you very excited to go fishing?
5.	YULIO NANTA P.H.	Who asked you to go fishing?
No.	Students' name (GROUP I)	Question
1.	DWIKI NURSEPTA ALDIANSYAH (Leader)	Why did he slip in the river?
2.	REZA ARGA FAHREZI	Where did they go fishing last week?
3.	REJILA JEPATRIKA G.	When did they go fishing?
4.	YENNE ZENUFA ARIFAH	Why was he very excited?

THE STUDENTS' QUESTIONS IN MEETING 2

No.	Students' name (GROUP A)	Question
1.	ANNISA REGINA INDRIA P. (Leader)	Who was Mrs. Lidia?
2.	ANDRE IRAWAN	How was Sandra's temperature?
3.	ZIMAMUL WAFA AFDILLAH	What was Sandra Dewi's disease?
4.	ARYA TRI YUDHA RAMADHAN	How long did the doctor come to the class?
5.	EGA ANDIAN PUTRI	What is the main idea of paragraph 3?
No.	Students' name (GROUP B)	Question
1.	ASKIA SALSABILA FALINA (Leader)	Who called the doctor?
2.	ANNISA FARAH DITA	When was Sandra Dewi sick?
3.	VICKY ANGGA LEH WUNGGAL	Who was sick?
4.	ACTRICIA MEISY WANDANI	What did the doctor do?
5.	ERDIN FIRMANSYAH	How was Sandra Dewi's temperature?
No.	Students' name (GROUP C)	Question
1.	<u>DARUS MOHAMMAD HUSNI</u> (Leader)	What happened to Sandra Dewi that she vomited?
2.	FIRDATUS SHOLEHAH	How was the temperature of Sandra Dewi?
3.	DEWI WAHYU SEPTIA PUTRI	What the doctor do to examine Sandra Dewi?
4.	ALVIN PRASETYO	What did the chairman do?
5.	IRVAN FARHAMSYAH	Who helped Sandra Dewi?
No.	Students' name (GROUP D)	Question
1.	<u>DHIMAS TONY HIRMAWAN F</u> (Leader)	Why did she vomit?
2.	FITRIYA NOFIYANTI	What did doctor examine?
3.	GUSTI MUCHAMAD FADJRIANSYAH	Who helped Sandra Dewi?
4.	ANANDA RISQI YULIANTO	How long did the doctor come?
5.	PUTRI AYU PATRISIA	When did Sandra Dewi vomit?

No.	Students' name (GROUP E)	Question
1.	<u>DIMAS ARI DENATA (Leader)</u>	Where was Sandra Dewi sick?
2.	LODI PRAKOSO HENRY SYAH	What did the doctor give to Sandra Dewi?
3.	MUHAMMAD FAHRIYAN	Was Sandra's blood pressure normal?
4.	ADINDA NUR RISDIYANTI F.	How was Sandra's temperature?
5.	RENA AYU CAHYANI	. S
No.	Students' name (GROUP F)	Question
1.	LUSY ANGGRAINI (leader)	When was Sandra Dewi sick?
2.	NIKEN VANISHA AULIYA	What did the doctor examine for Sandra Dewi?
3.	BINTANG HADI BEGAWAN	What did Sandra Dewi suffer from?
4.	RENALDI AGUNG P.	What medicine did the doctor give?
5.		Who called the school doctor?
No.	Students' name (GROUP G)	Question
1.	<u>MAYLINDA RAHMAWATI (Leader)</u>	What medicine did the doctor give for Sandra Dewi?
2.	MUHAMAD FAHRIAN J.C	What did the doctor examine Sandra Dewi?
3.	ANDINATA FITROH R.	Who suddenly stopped writing?
4.	EDO PRIYANTO	Who sent for the school doctor?
5.	SITI MUNAWAROH	What did Sandra Dewi suffer from?
No.	Students' name (GROUP H)	Question
1.	<u>RINDY DWITA AYU LESTARI (Leader)</u>	What did the doctor give to Sandra for her disease?
2.	RAFIKA CATUR LESTARI	When was Sandra sick in the middle of The English lesson?
3.	RIKO RACMAN FIRMANSYAH	Who suddenly stopped writing?
4.	RIZKY RAMADHAN	Why did the students stop writing?
5.	YULIO NANTA P.H.	Who examined Sandra Dewi?
No.	Students' name (GROUP I)	Question
1.	DWIKI NURSEPTA ALDIANSYAH (Leader)	What did the doctor give to Sandra?
2.	REZA ARGA FAHREZI	When was Sandra Dewi sick?
3.	REJILA JEPATRIKA G.	Who examined Sandra Dewi?
4.	YENNE ZENUFA ARIFAH	Where did Sandra Dewi vomit?
5.		Why did she vomit?

DAFTAR NILAI PESERTA DIDIK SMP NEGERI 7 JEMBER

TAHUN PELAJARAN 2015/2016

KELAS 8 A

NO	NIS	NAMA SISWA	NILAI	NO	NIS	NAMA SISWA	NILAI
1.	6992	ACHMAD SYADIDUL IDQON	77	23.	7098	MAISI MAULIDA	75
2.	7069	ADIL GUYUP SEPTRIATAMA	74	24.	6852	MOCH. WILLYAN WAHUFU	75
3.	7072	AHMAD FIKRIAN ZUHDI	78	25.	7172	MOH. IBNU SABIL	76
4.	7031	AJENG FEBRI SRIREKSO	80	26.	7015	MOH. IQBAL SAFFA L	75
5.	7073	AKBAR RISQI FIRMANSYAH	74	27.	6854	MUHAMAD ADAM ARISTO PUTRA A	75
6.	7148	ANDIKA KRISNA W	76	28.	6856	MUHAMMAD BAGUS SETIAWAN	83
7.	7151	AULIA CHOIRUN NISA	76	29.	6979	NOVIA TRI APRILIA	75
8.	6998	BAHTIAR NUR FIRMNSYAH	73	30.	6940	PANCA RAMADANI	75
9.	7041	DICKY YOGA APRILIYANTO	74	31.	7174	PUTRI AIZAH FAJRIH F	75
10.	7042	DINA CITRA	76	32.	6860	RADHIKA HELMI BUDI SUTRISNO	76
11.	6924	DONIE NUGRAHA PUTRA H FAJAR RAHMATULLAH ADITYAS	76	33.	6861	RADIT CAHYA ADI	75
12.	7007	FAJRUL ALMAJIDU	74	34.	6862	RAISKA OMAR REZA	76
13.	6963	FARAH ISROFILAH	76	35.	6983	RISA UMAMI	75
14.	7114	FERA ANDIKA SARI	75	36.	7063	SALMA AFIVAH	75
15.	6885	HANNA ALIFIA PRATIWI	77	37.	6908	SEIYA NUR ALFAN	74
16.	6970	HAZKI MULTAZAM	78	38.	6944	SEKTIYAN ANANDITO SISWOYO	75
17.	6849	HERLIANA TRI ATMAJA	74	39.	7064	SILFIA DESTI FARA DELLA	85
18.	6929	INTAN PERMATA SARI	75	40.	6987	SILVIA HANDAYANI	75
19.	7049	IQBAL TRI PAMUNGKAS	75	41.	6910	SOLEHAH	75
20.	7050	JAYA HARTONO	76	42.	6868	SULIS SUSANTI	75
21.	6971	LINDA KURROTUL AIZAH	77	43.	6871	VALENIA KUSUMA MAHARANI	77
22.	6931		76	44.	7029	YULIYA ANGRAINI	75

NILAI RATA – RATA KELAS : $\frac{3339}{44} = 75,9$

DAFTAR NILAI PESERTA DIDIK SMP NEGERI 7 JEMBER

TAHUN PELAJARAN 2015/2016

KELAS 8 B

NO	NIS	NAMA SISWA	NILAI	NO	NIS	NAMA SISWA	NILAI
1.	6951	ACHMAD FERDIANSYAH	77	23.	7048	FITRIATUL HASANAH	75
2.	6993	AKHFIN PUTRA PRATAMA	76	24.	6926	GIAN CARLO FIRMANSYAH	75
3.	6913	ALFAN TRI ROMANDON	73	25.	6886	HELMI JULIAWAN LEWENUSSA	76
4.	7033	ALNALIA FADILAH	77	26.	7164	IFANA YULIA ROHMAWATI	75
5.	7145	AMANDA SYAFA ARAF B	77	27.	7091	IKA PUTRI WAHYUNINGTYAS	75
6.	6994	ANDI PRANATA	76	28.	7092	IMAS FARIKA	83
7.	6996	ANGGI NUR AGUSTIN	76	29.	6888	KEVIN VITO RAJABBI	75
8.	6840	ANNISA PALUPI	80	30.	7094	LILA MULIANA	75
9.	7035	AQSAL HENDRAWAN JANAREKA	76	31.	6976	M RISWANDA IMANWAN	75
10.	6875	ARTANTIKA ROKHMATUL ULA	77	32.	6938	MOHAMMAD FARRAS WIRAWAN	76
11.	6842	ATIKA FIRMANDA AKMALIA	80	33.	7127	NAZARIO E PRASETYA	75
12.	6956	AULIA IMILDA RAHMADITA	75	34.	7022	RICA CHRISTY FEBRIANA	76
13.	7078	AYU SHAFIRA PRAYITNO	76	35.	6904	RIZKI AMELIYA	75
14.	6877	BAGUS MAULANA	74	36.	6943	ROSELLA AJI CAHYANI	75
15.	7000	BISMA TIAR RIZKI MARDANI	74	37.	7133	RYAN WICAKSANA	74
16.	7113	BRIAN DAVID AFANDI	75	38.	7135	SEPTYAN PERMADI	75
17.	6958	DANAR BAGUS ERIANTO	74	39.	6865	SHERLY EKA DAMAYANTI	85
18.	7002	DELIA NURCAHYANI	77	40.	7136	SHERLYTA DINDA PRATIWI	75
19.	7083	DENY ARI SANDY	75	41.	6946	SITI AISAH	75
20.	6882	DISMA DWI PRAYOGA	74	42.	7141	VIOLINA ADHA	75
21.	7045	DWI HADI PRASETYO	75	43.	6949	YUNI HANDAYANI	77
22.	6964	FENANDA DWI MAULANDARI	75				

NILAI RATA – RATA KELAS : $\frac{3280}{43} = 76,3$

DAFTAR NILAI PESERTA DIDIK SMP NEGERI 7 JEMBER

TAHUN PELAJARAN 2015/2016

KELAS 8 C

NO	NIS	NAMA SISWA	NILAI	NO	NIS	NAMA SISWA	NILAI
1.	6990	ADINDA AYU SEPTANIA	70	23.	7096	MAMLUATUL HASANAH	58
2.	6836	AMALIYA SANTIKA	74	24.	6936	MOCH DUTA SETIAWAN	58
3.	6838	ANASTYA SHEVA ROSE	74	25.	6975	MOCH IKHWAN MAULANA F	70
4.	6839	ANDINI NURBADIYAH S	72	26.	6978	MUHAMMAD AINUL YAQIN	68
5.	7075	ANGELICA AYU PUTRI PARZITA	80	27.	7016	MUHAMMAD DEVRA ANGGARA F	52
6.	6874	ANNISA ARULIA	68	28.	6928	MUHAMMAD HASAN M.	56
7.	6919	ASSYIFA AMANDA VIRAMADANI	78	29.	6892	MUHAMMAD IHYAK HASANUDIN	44
8.	6876	BACHTIAR DWI JULIANTO	56	30.	6893	MUHAMMAD PUTRA KUMALA	56
9.	7036	BAYU AGIL SETIAWAN	56	31.	6858	NOVA IDA SRIMULYANI RAMADAN	56
10.	7152	BAYU SENO NUGROHO	48	32.	6898	NUR FULLAH FARADANI	58
11.	6921	CHANTIKA FANI RAHMA SARI	62	33.	7099	PRADANA TAUFIQURRAHMAN	62
12.	7001	CINDY WULANSARI	54	34.	6859	PUTRI LESTARI	54
13.	7082	DEKA BIMA ANGGARA PUTRA	50	35.	7020	PUTRI NURFADILA FEBRIYANTI	56
14.	7085	DICKY AHMAD FAHRIZI	58	36.	7058	RAFI RAJENDRA PUTRA	60
15.	6925	ETMA KLISA YUNIAR	66	37.	7062	ROSITA SARI	56
16.	7118	INDRA KUSUMA BEKTI	48	38.	7025	VEGHA SUGMA AKBAR	66
17.	6930	INTAN TANTRIYANA	60	39.	7140	VIKI FIRMAN WAHYUDI	58
18.	7011	JUMADI ARIFIN	56	40.	6948	WANDA ARVANIYAH	54
19.	6889	LAILATUN NASIFA	70	41.	7067	WILDAN HASNI H.	68
20.	6890	LUNISKA MIRANDA	70	42.	7028	YARIS CASTELINI D.A.	70
21.	6855	M. AKBAR RAYYAN AL.FATH	80	43.	6872	YOFAN GILANG SENDYAWAN	66
22.	6937	M. ELDIANSYAH PUTRA P.	76	44.	6950	ZANUBA AISYAH RAHMAWATI	66

NILAI RATA – RATA KELAS : $\frac{2738}{44} = 62,2$

DAFTAR NILAI PESERTA DIDIK SMP NEGERI 7 JEMBER

TAHUN PELAJARAN 2015/2016

KELAS 8 D

NO	NIS	NAMA SISWA	NILAI	NO	NIS	NAMA SISWA	NILAI
1.	7105	ADYATMA SAGA AUGUSTA	78	23.	6933	MAHROBI ANSYAH	46
2.	6873	ANDI FAISAL NUGRAHA	62	24.	7121	MARETA DWI LESTARI	60
3.	6953	ANDRE OCTAVIAN ANISTYA	68	25.	7166	MACHRUS ALI SAPUTRA	72
4.	6997	AUDY CECILIA WIJAYANTI	66	26.	7054	MEILINDA RIZKY AMRI	50
5.	6878	BIMA JIAN RISKI PRATAMA	56	27.	7122	MELINA EKA PRIMASTI	58
6.	7037	CAHYO SUTEJO	56	28.	7169	MIRANDA DESWITA ARDWIANTI	62
7.	7081	CYNTIA YOLANDA PUTRI	56	29.	6853	MOCHAMMAD DARUL YAQIN	62
8.	6879	DENIS DARMAWAN	58	30.	6973	MOECHAMMAD MULTAZAM	54
9.	7084	DESTILIA INDAH FITRIANI	60	31.	6977	MOH. TSABBIT IMANI	52
10.	6843	DEWI SINTA WATI	60	32.	7055	MUHAMMAD ALIF SYAFIQ PRASETYO	52
11.	6880	DIAH AYU NITAMI	70	33.	7124	MUTIARA APRILLIANI	60
12.	7043	DINDA DIAH LESTARI	68	34.	6857	NABILA HUMAIROH	62
13.	6883	DITANIA ZETTY MAULIDA	52	35.	7126	NAUVALDA MUTTIAH SEPTA DEWI	62
14.	6844	DWIKY RIFAL RAKHMANSYAH	58	36.	6980	NOVIANTI PUSPITA NINGRUM	66
15.	7086	ELSA DWITA NINGTIYAS	56	37.	7057	RAFI ATHA EFENDI	56
16.	6966	FILİYATUS SHOLEHAH	52	38.	6903	RIO FERDIYANSAH	50
17.	6927	GRICELDA AZARINE	70	39.	6905	ROBY KURNIAWAN	66
18.	6969	HAERUL YAKIN ANANDA ROMADHON	58	40.	6869	SAHRUL NURYUSRONI	66
19.	7165	IVATUL LATIFAH	64	41.	7180	SYAFIRA EKA FITRAHANA	70
20.	7119	LAILI NURJANAH	50	42.	7103	TIARA ZULFAN AISYAH	74
21.	7013	M RIFAN JANUAR FIRDAUS	64	43.	6870	TYORIFKI DWI SYAHPUTRA	76
22.	7163	M. DINO BAGAS SAPUTRA	72	44.	6989	YUSUF KURNIANTO	78

NILAI RATA – RATA KELAS : $\frac{2708}{44} = 61,5$

DAFTAR NILAI PESERTA DIDIK SMP NEGERI 7 JEMBER

TAHUN PELAJARAN 2015/2016

KELAS 8 E

NO	NIS	NAMA SISWA	NILAI	NO	NIS	NAMA SISWA	NILAI
1.	7068	ADI FIKRI RAMADHAN	62	23.	7157	IMAN KURNIAWAN	74
2.	7071	AFRIN MAULIDITA SALSABILA	46	24.	7093	INTAN FATMAWATI	64
3.	7032	ALDI YASKI KURNIA AKBAR	70	25.		M. REYHAN RAMADHAN	60
4.	6952	ALFIA SABRINA W	68	26.	7053	M. RIZAL EKA PRASETYO	58
5.	6916	ANDINI DWI MAULIDA	58	27.	7017	NABILA NUR HASANAH	56
6.	7108	ANDRIANTO	42	28.	7170	NOVIA MANGGARAI HIDAYAH	60
7.	6917	ANGGIA WAFIQ ALIZAH	52	29.	7171	PERMATA AINISALSABIL DIMULYO	52
8.	7150	ASMAUL HUSNAH	56	30.	7059	RAKHA HIBATULLAH	62
9.	7144	ATMANUR MAKARYM	74	31.	7021	RATNADUHITA CANDRA NINGTYAS	68
10.	7077	AUFA FADIANSYAH	70	32.	7101	RICKY SANDI ABDILAH	68
11.	7112	BAGAS MAULANA SAPUTRA	68	33.	6941	RIZKY FEBRIANTI	56
12.	6920	BAYU RAMADHAN	72	34.	6907	RYANDANA HANGGARA WIBOWO	64
13.	6957	CAKRA DUTA SOWAN JATYA	66	35.	6984	SADDAM KHAFI HIDAYATULLOH	64
14.	7160	DESY ERLY YULIA	58	36.	6945	SEPTIA DEWI SARTIKA	50
15.	7003	DIAH PUJI ANI	48	37.	7176	SHELIKAH INTANI MUKAROMAH	68
16.	6960	DWI FANI IQBAL MAULANA	62	38.	6867	SINTA CATUR PRIHASTUSI	68
17.	6961	ELVARA RATU RAYA	74	39.	7023	SITI KARIMATUL AZIZAH	74
18.	7088	FATUR RAHMAN NAFILA	68	40.	6947	SULTAN MARSY AL HABSY	50
19.	7047	FIKRI KAMAL FASHAH	72	41.	7181	TAMARA AISA ROHMA	68
20.	7009	FIRDA OKTAFIA	64	42.	7139	TEGUH SULIYANTA	74
21.	7128	FRANSISCO NEDVED	66	43.	7027	WAHYU DWI PAMUNGKAS	64
22.	6848	GINGGA SHEREN ALREMUR	66	44.	6911	WINNY CINTA PERMATA PUTRI	42

$$\text{NILAI RATA - RATA KELAS : } \frac{2746}{44} = 62,4$$

DAFTAR NILAI PESERTA DIDIK SMP NEGERI 7 JEMBER

TAHUN PELAJARAN 2015/2016

KELAS 8 F

NO	NIS	NAMA SISWA	NILAI	NO	NIS	NAMA SISWA	NILAI
1.	6914	A. A ISTRI SINTA DEA VALENTIN	64	23.	7052	LUTFI SETIAWAN	56
2.	6833	ACHMAD NAFIS AFKARI	44	24.	6932	MAFTUH FACRU ROZI	50
3.	6912	ADHANIA INEZ PRATIWI	68	25.	6851	MAYSITA STEVIA ANGELINA	58
4.	7143	ADITYA ANANTA KUSUMA	76	26.	7162	MOCH AKBAR HARIS	58
5.	7106	ADRIAN ROLLANDO RENYAAN	64	27.	6891	MOCH. YUNUS	38
6.	6835	AKHMAL FATTAH AUNILLAH	72	28.	7014	MOCHAMMAD FAUZI	60
7.	6837	ANANTA PRADIPTA ESA	70	29.	7167	MOH ALGHOSIYAH FRANKY A	78
8.	7149	ANDIKA REZA PRATAMA	64	30.	6850	MUHAMMAD FATTAHUL ULUM	76
9.	6918	ANGGITA DONA PRAMESTI	44	31.	7125	NABILA PUTRI	78
10.	7109	ANGRIAWAN	48	32.	6896	NONA FIRDAUSYI	76
11.	7110	ANISA FIRDAUS	62	33.	7019	OKTAVIAN ADAM ARIFIN	76
12.	7079	BIMA MAULANA	66	34.	6981	RENY DWIKARTIKA	78
13.	7156	DANES SOFIA	64	35.	6906	ROCHMA SETYOWATI	78
14.	7039	DELIA FARDATUS SAFITRI	62	36.	6863	SAIFUL ARIFIN	40
15.	7005	DIYAH WINARTI	58	37.	6985	SATRIO AGUNG WIBOWO	72
16.	7006	DYFAN NANDATAMA PUTRA	50	38.	6864	SHAFIRA RAUDATUL JANNAH	52
17.	7008	FATHYA QURROTA A"YUN MAULANI	60	39.	6909	SILVIA FARHATUL M	64
18.	6967	FINI SALSABILAH AD'HANI	60	40.	7137	SITI NUR ASIZAH	62
19.	6846	FITRI DIANATUS SHOLEHA	60	41.	6988	SRI WAHYUNINGSIH	50
20.	7117	HILAL YANUARI ABROR	62	42.	7066	SRI WULANDARI	62
21.	7158	IVAN ACHMAD HARISZONA	50	43.	7026	VIERELLA OKSANA DANES	64
22.	7168	LIVIA ANGGRAENI	42	44.	7177	YULIUS DWI PURNOMO	70

NILAI RATA – RATA KELAS : $\frac{2706}{44} = 61,5$

DAFTAR NILAI PESERTA DIDIK SMP NEGERI 7 JEMBER

TAHUN PELAJARAN 2015/2016

KELAS 8 G

NO	NIS	NAMA SISWA	NILAI	NO	NIS	NAMA SISWA	NILAI
1.	6834	ACTRICA MEISY WANDANI	50	23.	7010	IRVAN FARHAMSYAH	48
2.	6991	ADINDA NUR RISDIYANTI F.	56	24.	7012	LODI PRAKOSO HENRY SYAH	60
3.	7074	ALVIN PRASETYO	54	25.	7051	LUSY ANGGRAINI	64
4.	7147	ANANDA RISQI YULIANTO	42	26.	6972	MAYLINDA RAHMAWATI	66
5.	6915	ANDINATA FITROH R.	56	27.	7056	MUHAMMAD FAHRIYAN	56
6.	7034	ANDRE IRAWAN	60	28.	7095	MUHAMAD FAHRIAN J.C	62
7.	7076	ANNISA FARAH DITA	62	29.	7018	NIKEN VANISHA AULIYA	58
8.	6954	ANNISA REGINA INDRIA P.	66	30.	7175	PUTRI AYU PATRISIA	48
9.	6841	ARYA TRI YUDHA RAMADHAN	50	31.	6900	RAFIKA CATUR LESTARI	64
10.	7146	ASKIA SALSABILA FALINA	66	32.	7060	REJILA JEPATRIKA G.	58
11.	6999	BINTANG HADI BEGAWAN	54	33.	7131	RENA AYU CAHYANI	38
12.	7038	DARUS MOHAMMAD HUSNI	74	34.	7100	RENALDI AGUNG P.	38
13.	7040	DEWI WAHYU SEPTIA PUTRI	58	35.	7061	REZA ARGA FAHREZI	62
14.	7153	DHIMAS TONY HIRMAWAN F	68	36.	6982	RIKO RACMAN FIRMANSYAH	56
15.	7004	DIMAS ARI DENATA	66	37.	6902	RINDY DWITA AYU LESTARI	70
16.	7154	DWIKI NURSEPTA ALDIANSYAH	74	38.	7134	RIZKI HIDAYATULLOH	68
17.	6884	EDO PRIYANTO	46	39.	7065	SITI MUNAWAROH	48
18.	7161	EGA ANDIAN PUTRI	46	40.	6845	VICKY ANGGA LEH WUNGGAL	58
19.	7087	ERDIN FIRMANSYAH	48	41.	7104	YENNE ZENUFA ARIFAH	56
20.	7115	FIRDATUS SHOLEHAH	64	42.	7179	YULIO NANTA P.H.	46
21.	6847	FITRIYA NOFIYANTI	60	43.	7178	ZIMAMUL WAFA AFDILLAH	64
22.	6968	GUSTI MUCHAMAD FADJRIANSYAH	56	44.		RIZKY RAMADHAN	56

NILAI RATA – RATA KELAS : $\frac{2520}{44} = 57,3$

Notes: The students of class VIII-G got the lowest mean score compared with the other classes.

DAFTAR NILAI PESERTA DIDIK SMP NEGERI 7 JEMBER

TAHUN PELAJARAN 2015/2016

KELAS 8 H

NO	NIS	NAMA SISWA	NILAI	NO	NIS	NAMA SISWA	NILAI
1.	7030	ACHMAD ABDILLAH YAHYA	68	23.	7159	LUKY PRASETYO	36
2.	7070	ADITYA FIRMANSYAH	66	24.	7097	MAULI FATUL HOFI	70
3.		AFIFA PRICILIA DAMAYANTI	78	25.	7123	MIRZA FIRMAN MAULANA	64
4.	6995	ANDI PUTRA KUSHARIYANTO	62	26.	6934	MOCH. SADDAM	68
5.	7107	ANDINI DWI YANTI	74	27.	6935	MOH RIZKI ARIZONA	68
6.	6955	ARNING RUMAGUTAWAN	58	28.	6974	MOHAMMAD AFIF	56
7.	7111	AZURA QORI ISTIDAMA	56	29.	6894	MUHAMMAD SYAFI'I MUKHTAAR	66
8.	7155	CANCER AYOMI TEGAR WICAKSONO	68	30.	6895	NADIA PUTRI PRAMESTI	58
9.	7080	CHICO ARSYO FIRDAUSO	68	31.	6939	NAUFAL BINTANG DERMAWAN	56
10.	6922	CINDY FETIKASARI	44	32.	6897	NOVI SAFIRA	54
11.	6881	DIAN BINTANG PRATIWI	58	33.	7129	NUR HIDAYAT	68
12.	6959	DINI MAGHFIRAH	64	34.	6899	OKI HIDAYATTULLAH	66
13.	7044	DIRGA AYU NURDIYAH	68	35.	6901	RAGA MULYA PRATAMA PUTRA	66
14.	6962	ERVINA DWI NOVITASARI	56	36.	7130	RATNA HIKMA WATI	70
15.	7046	FATMA NUR LAILI	72	37.	7132	RINI AGUSTIN	60
16.	6965	FENI ANGGRAINI PUTRI	56	38.	6942	ROFI EKA MULWANA	68
17.		FITRIA NIRMALA INDRASARI	48	39.	6986	SIFA SITI WULANDARI	66
18.	7089	FRIENDY DIVANSYAH PRATAMA	66	40.	6866	SIGIT PRASETYO HADI	66
19.	7116	HANIFFARID MAHENDRA	70	41.	7102	SONY SURYA IRAWAN	68
20.	7090	IFTITAH UMMIL KHOIROH	76	42.	7138	SYAHIDA AHMAD PUTRA LEUNARD	62
21.	6887	INTAN FAIZ ANGGINI	64	43.	7142	WOLUIS SOFIAN ANDREANTO	66
22.	7120	IOLA HARDIANTI UZLAH	60				

NILAI RATA – RATA KELAS : $\frac{2722}{43} = 63,3$

The Research Permission Letter from The Faculty



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
 Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
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11 JAN 2016

Nomor : 0175 / UN25.1.5 / LT / 2016
 Lampiran : -
 Perihal : Permohonan Izin Penelitian

Yth. Kepala SMPN 7 Jember
 Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Firda Amilia
 NIM : 120210401112
 Jurusan : Pendidikan Bahasa dan Seni
 Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Enhancing the Eighth Grade Students' Recount Text Reading Comprehension Achievement by Using Snowball Throwing Technique at SMPN 7 Jember".

Schubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.



Dr. Sukatman, M.Pd.
 NIP. 19640123 199512 1 001

The Statement Letter of Accomplishing The Research from The Principal of SMPN 7 Jember

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 7 JEMBER
 Alamat : Jalan Candrawasih No. 22 Telp. 486475 Fax : 0331- 428867 Jember 68116
 Email : smp7jember@gmail.com

SURAT KETERANGAN
 No : 422/177/413.01.205.23892/2016

Yang bertanda tangan di bawah ini :

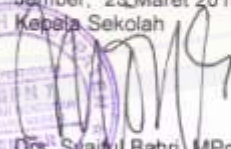
N a m a	: Drs. Syaiful Bahri, MPd
N I P	: 1964010191985011002
Pangkat/Golongan	: Pembina Tk.I/IVb
Jabatan	: Kepala SMP Negeri 7 Jember

Menerangkan dengan sebenarnya bahwa :

N a m a	: Firda Amilia
N I M	: 120210401112
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Bahasa Inggris
Fakultas	: FKIP
Institusi	: UNEJ

Judul :**Enhancing the Eighth Grade Students' Recount Text Reading Comprehension Achievement by Using Snowball Throwing Technique SMPN 7 Jember"**

Yang bersangkutan benar-benar telah melaksanakan penelitian tanggal 14 Januari s.d. 21 Januari 2016 di SMP Negeri 7 Jember.
 Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 23_Maret 2016
 Kepala Sekolah

 Drs. Syaiful Bahri, MPd.
 NIP. 196401091985011002

