

The Study of The Eighth Grade Students' Reading Comprehension Achievement of Recount Text at SMP Negeri 1 Bangsalsari Jember

Lia Fadriatul Jannah, Made Adi Andayani T, Eka Wahjuningsih.

Language and Arts Education Program, The Faculty of Teacher Training and Education, Jember University
Jln. Kalimantan 37, Jember 68121
E-mail: *Rossyllia_keyz@yahoo.com*

Abstract

Reading is very important for the students in learning English, especially for the students. The students are able to comprehend what they read to get the ideas and make a conclusion about the information from the text as intended by the writer. The design of this research was descriptive qualitative research. This research was intended to know about the condition of the eighth grade students in their reading comprehension achievement of recount text at SMPN 1 Bangsalsari Jember. This research began by conducting a preliminary study by interviewing the English teacher of the eighth grade students of SMPN 1 Bangsalsari Jember. The data of this research were collected from the students' of reading comprehension achievement test that was analyzed by using the formula. The result of the students' reading comprehension achievement of recount texts covering word comprehension, sentence comprehension, paragraph comprehension and text comprehension that showed the highest percentage of four indicators was word comprehension with the percentage 89.00% which belonged to the good category and the lowest percentage was the text comprehension with the percentage 73.80% that was classified as fair category.

Keywords: *Descriptive Research, Recount Text, Reading Comprehension Achievement*

Introduction

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

In learning English, students are taught four language skills. Those are listening, speaking, reading, and writing. One of the skills that needs to be taught and learnt is reading. Reading is crucial since it is needed by the students to enable them to read the English textbooks or other English references which are used by the teacher in teaching reading. The students do not only need to read but also need to understand all the information written in the text. Dealing with the students' comprehension, it can be defined that reading is a thinking process. (Fountas & Pinnell, 2005).

Alyousef (2005:144) says that reading can be seen as an interactive process between a reader and a text which lead to automatically or reading fluency. Pang (2003:14) defines that comprehension as the process of deriving meaning from connected text (Pang, 2003:14). He further says that it involves words knowledge as well as thinking and reasoning. From that statement, it can be inferred that through reading comprehension students can absorb new information and experience that are useful in their life. In the classroom situation, good comprehension of the text is the key point for the students to accomplish the task assigned to them. In conclusion, reading comprehension is the essence of reading as reading without comprehension means nothing. Reading comprehension activities should be related to the texts. These activities cover open questions, multiple-choice questions, right or wrong questions and the others. According to Grellet (1996:8), an important point when devising reading comprehension exercise is that the activity should be flexible and various. The devising of reading comprehension exercise is the key to get more effective reading since it is the active strategies for an active reading process (Fairbairn & Winch: 1996:6). Another important thing in reading comprehension is that exercises should be suitable with students' level.

Reading comprehension is extracting the required information from a written text as efficiently as possible

(Grellet, 1996:3). Reading comprehension achievement is represented by students' achievement in understanding words, sentences, paragraphs and the whole text.

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

Related to measuring the students' reading achievement, Hughes (2003:13) notes that achievement is related to the test that is done to discover how successful students have achieved the objective of a course. In short, after the students learn something, it needs an achievement as a result whether or not they get the lesson they have learned. In reading comprehension achievement, the teachers have to recognize the important elements that the students have to comprehend in reading that covering word, sentence, paragraph and whole text meaning. Thus, the teacher has to make a test covering those important elements to measure the students' reading achievement. A test according to McMillan (1992:10) is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task. The answer of the question is hoped to represent a cognitive characteristic of the subject which obtain numerical value of the test participant. He also states that all tests measure performance at the time the test is given.

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

The first step in reading comprehension is to comprehend word meaning. Students need to comprehend most of the words in each sentence. Afterwards, they combine the words into a sentence and they try to understand the whole sentence. Then, they will be able to comprehend the paragraph. Finally, they will be able to comprehend the text. The most important aspect of reading comprehension is the ability to deal with unfamiliar words in the text (Scott, 2009:1). It means that comprehending word meaning is very important for the students to understand the text correctly and think deeply on knowing

by understanding of something. Grellet (1996:7) states that the students have to use what they know to understand unknown elements, whether these are ideas or simple words. It means that understanding the meaning of the words can help the students to understand the content of a whole text. The students do not always fully understand what they read when they do not understand the meanings of all the words employed in a sentence (Fairbairn & Winch, 1996:9). It is important for the students to explore the meaning of the words since the words may have multiple meanings which are similar from one to another. Related to this, Adams (2000:35) confirms that words often have more than one meaning. It means that the students should know more than one meaning of the word in text that they read because it can make them more easy to find some meaning of the word.

The readers, especially the students, sometimes have difficulty in understanding every single word to find the meaning of the text. Therefore, it is better to understand the meaning of some words constructed in a sentence. A sentence is a group of words that expresses a complete thought or idea (McWhorter, 1989:85). Wood (1991:151) defines sentence as the smallest unit in the material that we read that expresses a complete idea. Grellet (1996:15) has suggested that it is better to understand the meaning of some words constructed in sentences than to understand the meaning of word by word. Commonly, it is difficult to understand a sentence although each word is known.

Langan (1996:9) says that a paragraph is a series of sentences about one main idea, or point. A paragraph typically starts with a point, and the rest of the paragraph provides specific details to support and develop that point. McWhorter (1989:101-109) states that in understanding a paragraph the first thing the reader needs to know is what the paragraph is about. It means that to understand and comprehend a paragraph, the readers know what the paragraph tells. Then, he should know and understand each of the sentence in the paragraph, also the relation of each sentence to others. The sentence that explains the main idea is called details. Finally, the readers have to consider what all the sentences mean to understand the main point or the topic of the paragraph.

"Good readers are aware of how well they understand a text while reading" (Pang, 2003:14). This statement explains that in reading, it is a must for the reader to understand a text they read. It is more complicated one to read a whole text and predict what exactly the writer writes in a text because they have to combine the main idea in each paragraph they read and conclude it into text comprehension. Grellet (1996:4) says that one of the reasons for reading is reading for information (in order to find out something or in order to do something with the information got). McWhorter (1989:131) states that the whole text consists of words, sentences, and paragraphs. From that explanation, it is clear that to understand the content of the text, in order to get the information in the text, the students not only have

to comprehend word and sentence, but also paragraph and whole text. It can be said that text comprehension refers to understanding the whole of the text that includes understanding the general and the specific information of the text. The whole text consists of words, sentences, and paragraphs. Thus, to comprehend the text, in order to get the information in the text, the students should comprehend each parts of the text, they are words, sentences, and paragraphs.

Based on the 2006 Institutional Based Curriculum (KTSP, 2006:278), it is stated that there are some genres taught to the eighth grade of junior high school. They are descriptive, recount and narrative text. However, only descriptive and recount text are taught in the first semester. Wellington (2006), states that a recount text refers to the text telling a past event to the reader. The function is informing or entertaining the readers. It tells the readers what happened, when it happened, where it happened, who was involved, and how it happened. According to Djuharie (2007:44), the generic structure of a recount text is orientation, series of events, and reorientation. In orientation, the writer at least introduces the main character(s), the location, and the time. While series of event refers to the chronological of events, beginning from the first event followed by the second event to the last event. The last, reorientation deals with the writer's comment or conclusion about the story. In short, we can conclude that recount text is a written text that deals with past experience / past event. The purpose of recount text is to retell some events that happened in the past for certain purposes; to inform and to entertain the readers.

A preliminary study had been done to get information about the practice of English language teaching at SMPN 1 Bangsalsari Jember. The preliminary study was carried out on 11 June 2014 by interviewing the English teacher. Based on the teacher of Grade VIII of SMPN 1 Bangsalsari Jember, it was said that this school was applying Institutional-Based Curriculum (KTSP 2006) and using textbook (Practice Your English Competence) and worksheet for teaching learning process. She informed that she never tested the students' ability based on each skill. However, the teacher tested the English skill integrated with other skill. As a result, the teacher did not know the students' skill especially in reading skill. She also explained that she never measured the students' reading comprehension skill based on four components of reading text, such as word comprehension, sentence comprehension, paragraph comprehension and text comprehension. Based on those reasons, this research was needed to be conducted to give the specific information about the students' skill, dealing with the word, sentence, paragraph and text comprehension.

The teacher also said that in teaching reading she frequently used Lecturing and Question Answer methods. She started the lesson by giving some leading questions to lead the students to the topic they were going to read. Then, she distributed the reading text and asked the students to

read silently. During the activity, the students had to identify the unfamiliar words and check the meaning in dictionary. She explained that by letting the students use the dictionary, it would help them understand the meaning of unfamiliar words in the text. Sometimes, the students also have difficulties in getting the main idea and unstated information of the text. She also asked the students to do the exercise in the form of multiple choice related with the text and sometimes asked the students either to work individually, in pair or in groups based on the material given. She also gave students homework related to the reading text and discussed it in the next meeting.

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

Considering the background of the research above, the researcher intended to conduct a research entitled "The Study of the Eighth Grade Students' Reading Comprehension Achievement of Recount Text at SMP Negeri 1 Bangsalsari Jember" with the intention to know how the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Bangsalsari Jember was.

Research Method

The research design used in this research was descriptive qualitative research. The purpose of this research was to describe the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Bangsalsari Jember. More specifically, this research was to measure students' reading comprehension achievement covering comprehending word, comprehending sentence, comprehending paragraph, and comprehending text. This descriptive study describes a given state of affairs as fully and carefully as possible. The description of phenomena is a starting point for all research endeavors. This descriptive study was proposed to describe systematically, accurately, and factually the students' reading comprehension ability of the eighth grade students in the 2013/2014 academic year at SMPN 1 Bangsalsari Jember.

Reading comprehension achievement in this research refers to the students ability to comprehend reading text. The students' ability in reading comprehension can be measured by the score that is obtained from the students' reading comprehension test of

recount text. This research focused on the students' reading skill, which covered word comprehension, sentence comprehension, paragraph comprehension and text comprehension. The researcher analyzed the students' reading comprehension which covered four reading components and then classified the students' score with the classification of the score level of SMPN 1 Bangsalsari.

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

The area determination method is important in conducting a research. The area determination of this research was conducted by using purposive method (Fraenkel and Wallen, 1996:100). It means that a research area was chosen based on a certain purpose or condition. According to Arikunto (2010:173), purposive method is employed by researcher to decide the area of the research because of a certain purpose. It means that the researcher decided to take the area of the research based on certain intention. SMP Negeri 1 Bangsalsari was chosen as the research area because of some reasons. First, it was possible and easy for the researcher to get permission to conduct a research in that school because the headmaster and the English teacher of SMP Negeri 1 Bangsalsari permitted the researcher to conduct the research in this school. Second, it also saved energy and time because the location of that school was not too far from the researcher. The last, a research with the same topic had never been conducted at the school before.

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

independent chance of being selected as the sample (McMillan, 1992:71). The population of this research was only the eighth grade students' in SMPN1 BangsalsariJember in the 2014/2015academic year. The total number of the eighth grade students in SMP N 1 BangsalsariJemberwas221 students. They are distributed into six classes VIII A, VIII B, VIII C, VIII D, VIII E, and VIII F. The total of the students for each class was 36-38 students and 20% of the population was taken as the sample of this research because the mean score of the students' English subject were homogeneous, that was about 72-73. The researcher got the data based on the mean score of the mid term test of English subject that was conducted by the English teacher in this school. This percentage was representative enough to the number of the population and 20% of the population was 42 students. Therefore, the researcher took the sample randomly by using lottery to take the equal number of each class. Thus, the number of the respondents was 42 students and the tryout was conducted to 30 students from class VIII F which were not included as the respondents being observed.

The methods that were used by the researcher in collecting the data were reading comprehension achievement test and document as the data. Meanwhile, documentation was used as the research data. Test is an instrument that presents to each subject a standard set of questions that required the completion of a cognitive task. Test in this research was used to measure the eighth grade students' reading comprehension achievement covering word comprehension, sentence comprehension, paragraph comprehension and text comprehension. As stated by Arikunto (2010:200) test is a set of questions or exercises or other instruments which is used to measure skills, knowledge, intelligence and talent of an individual or a group. It means that teacher used the test as the instrument to gain the information about student' competence.

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

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

Based on the ideas above, the kind of the test that was applied in this research was the teacher-made test in

the form of objective test. It was chosen because it was intended to measure the students' achievement of reading comprehension with the consideration that it could be scored more easily and quickly. Hughes (2003:76) states that most obvious advantage of multiple choice is that scoring can be perfectly reliable, rapid and economical. This test was made by the researcher and the texts were taken from the English Book called *Practice Your English Competence* and from the internet. The material that was used in this research has never been learned by the students in this school so that the students never read the text given before.

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

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

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

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

In this research, the researcher made reading try out test was also to know the difficulty index. The try out

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

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

Research Results

In this research there are two kinds of data, they are the primary data and the supporting data. The primary data were obtained from the test, while the supporting data were collected from interview and documentation.

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

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

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

in the form of multiple choice and they have to do the test in 45-60 minutes.

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

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

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

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

The students' attendance provided information about the number of respondents in this research. There were six classes of the eighth grade at SMPN 1 Bangsalsari Jember in 2014/2015 academic year; VIII A until VIII F. Each class consisted of 36-38 students, so that the total number of the students was 221 students. The respondents were taken by using proportional random sampling. It was taken 20% out of from the population. Therefore, 20% of 221 students were 42 students. Based on the data which all the class have almost similar average score of mid-term English, the researcher chose VIII F as the tryout respondents which was done by lottery.

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

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

The try out was intended to know the reliability of the test items. Therefore, by administering try out, the

researcher knew whether the test items were difficult or easy for the students, the instructions were understandable or not, the time allocation was enough or not, and the material in the test was appropriate with the students' level or not. The Try Out test was in the form of multiple choice.

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

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

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

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

The materials to test the students' reading comprehension achievement were taken from the English Book for the eighth grade students of Junior High School namely "Practice Your English Competence". The researcher had consulted the reading materials in the test to the English teacher of the eighth grade in SMPN 1 Bangsalsari to make sure that the materials had never been learnt by the eighth grade students in 2014/2015 academic year. The time to do this test was 45 minutes

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

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

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

Discussion

This research was conducted to the eighth grade students of SMP Negeri 1 Bangsalsari Jember. The purpose

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

The students' achievement in comprehending the word was categorized as "good" with the percentage of 89.00%. There are some reasons why the students achieved good score in comprehending the words. First, most of the eighth grade students in this school could comprehend the words in the text and had good vocabulary knowledge. Mikulecky(2008) states that reading comprehension depends on vocabulary knowledge and vice versa. It means that the students were able understand well about the reading materials if they had more vocabularies in their mind, for example the most of the students could answer the questions of word comprehension correctly, it meant that the students had good vocabulary. Second, related to the interview with the English teacher, she informed that when the students got difficulties to understand the unfamiliar words, the teacher asked the students to read again the text and underlined the unfamiliar word, then they related with the other words and guessed the meaning as using context clues. Sometimes, the teacher asked them to check it in the dictionary or they might discuss with their friends. It helped them to enrich their vocabulary in their mind, so in this research the students' good comprehension in word meaning may be affected by their vocabulary knowledge and it can be seen the most of the students could answer the questions of word comprehension correctly. Yet, there were 4 students (students number 21,25,30,36) got score in the range of 60-74 with category level "fair". It meant that some of the students still had difficulties in comprehending the word. The example of the problem was that the students could not find the synonym of the word given on the test. Third, the researcher also related the result of the students' reading comprehension achievement with the documentation (the score of students' mid term test that was given by the English teacher), the result can be said that the students' score of reading comprehension achievement and student's previous score was almost in balance, because the scores between 75-89 that were categorized as "good". So, it can be concluded that the students' previous score affected their result in reading comprehension achievement.

The students' reading comprehension achievement of sentence comprehension was categorized as "good". It was because the percentage of the students' sentence comprehension achievement was 83.80% and the students got score in range 75-89. As it was explained before, the students' good comprehension was affected by

their vocabulary knowledge. Automatically, the students could also comprehend the sentence because they have more vocabulary in their mind and the students were accustomed to discussing the unfamiliar words to find the appropriate meaning based on the context in the sentence. Besides, in reading text test items, there are some questions about sentence comprehension which consisted of familiar words that makes the students easier to understand and answer the questions well. The students' good comprehension can be seen from the students' sentence comprehension that most of the students could answer the questions correctly. Yet, there was only one student (student number 29) who was categorized as poor. It meant that the students still had difficulties in comprehending the sentence.

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

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

Conclusion and Suggestion

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

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

The result of students' reading comprehension achievement covering comprehending word, comprehending sentence, comprehending paragraph and comprehending text, showed that word comprehension with the percentage of 89.00% which belongs to the "good"

category. Then, for percentage of the sentence comprehension is 83.80% which was included "good" category. The percentage of paragraph comprehension was 80.95% which was categorized "good" category. The last is text comprehension with the percentage 73.80% which was included to "fair" category.

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

Considering the results of this research, the completion of this research study warrants several suggestion. The English teacher was suggested to give more attention in teaching text comprehension more intensively because based on the result of the test the lowest score category on the eighth grade level students of SMPN 1 Bangsalsari Jember was text comprehension. Furthermore, for the future researcher suggested that the result of this research may be used as a reference and information for future researchers to conduct further research by applying different text, design, and method using the same topic but to different level of students.

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