



**THE STUDY OF THE NINTH GRADE STUDENTS' REPORT TEXT
READING COMPREHENSION ACHIEVEMENT AT SMPN 1 JEMBER**

THESIS

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LANGUAGE AND ARTS DEPARTMENT
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JEMBER UNIVERSITY**

2015



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Language Education Study Program, Language and Arts Education Department,
The Faculty of Teacher Training and Education, Jember University

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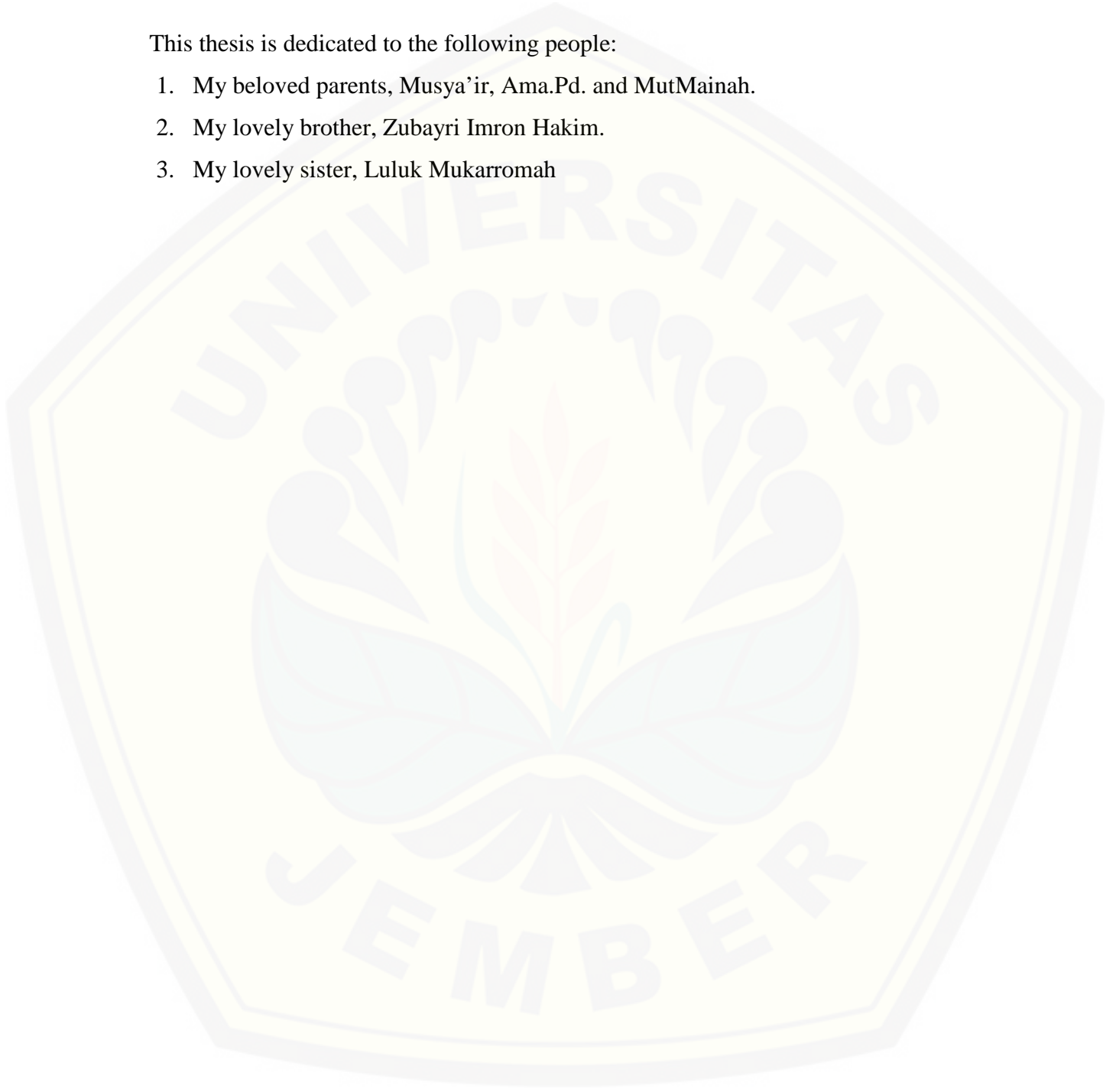
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2015

DEDICATION

This thesis is dedicated to the following people:

1. My beloved parents, Musya'ir, Ama.Pd. and MutMainah.
2. My lovely brother, Zubayri Imron Hakim.
3. My lovely sister, Luluk Mukarromah



MOTTO

“A reader lives a thousand lives before he dies, said Jojen. The man who never reads
lives only once.”

(George R.R. Martin, *A Dance with Dragons*)

Source: <http://www.goodreads.com/quotes/tag/reading>

APPROVAL SHEET

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LETTER OF STATEMENT

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

I certify that this 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 quality award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Praise be to God for the blessing so that I am able to finish the thesis entitled “The Study of the Ninth Grade Students’ Report Text Reading Comprehension Achievement at SMPN 1 Jember”

I do realize that this thesis would not be finished without the people who gave me a great deal of support, motivation and suggestion. I would like to express my deepest appreciation and sincerest thanks to the following people:

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5. The first and second consultant, Drs.Sugeng Ariyanto, M.A., and Asih Santihastuti, S.Pd. M.Pd. I do thank for your time, guidance, valuable advice, patience, and motivation that had led me compile and finish my thesis;
6. The Principal, the English teacher and the Ninth Grade Students of SMP N 1 Jember in the 2014/2015 academic year who helped me obtain the research data;

Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive critics and suggestions will be fully appreciated.

Jember, March 2015

The Writer

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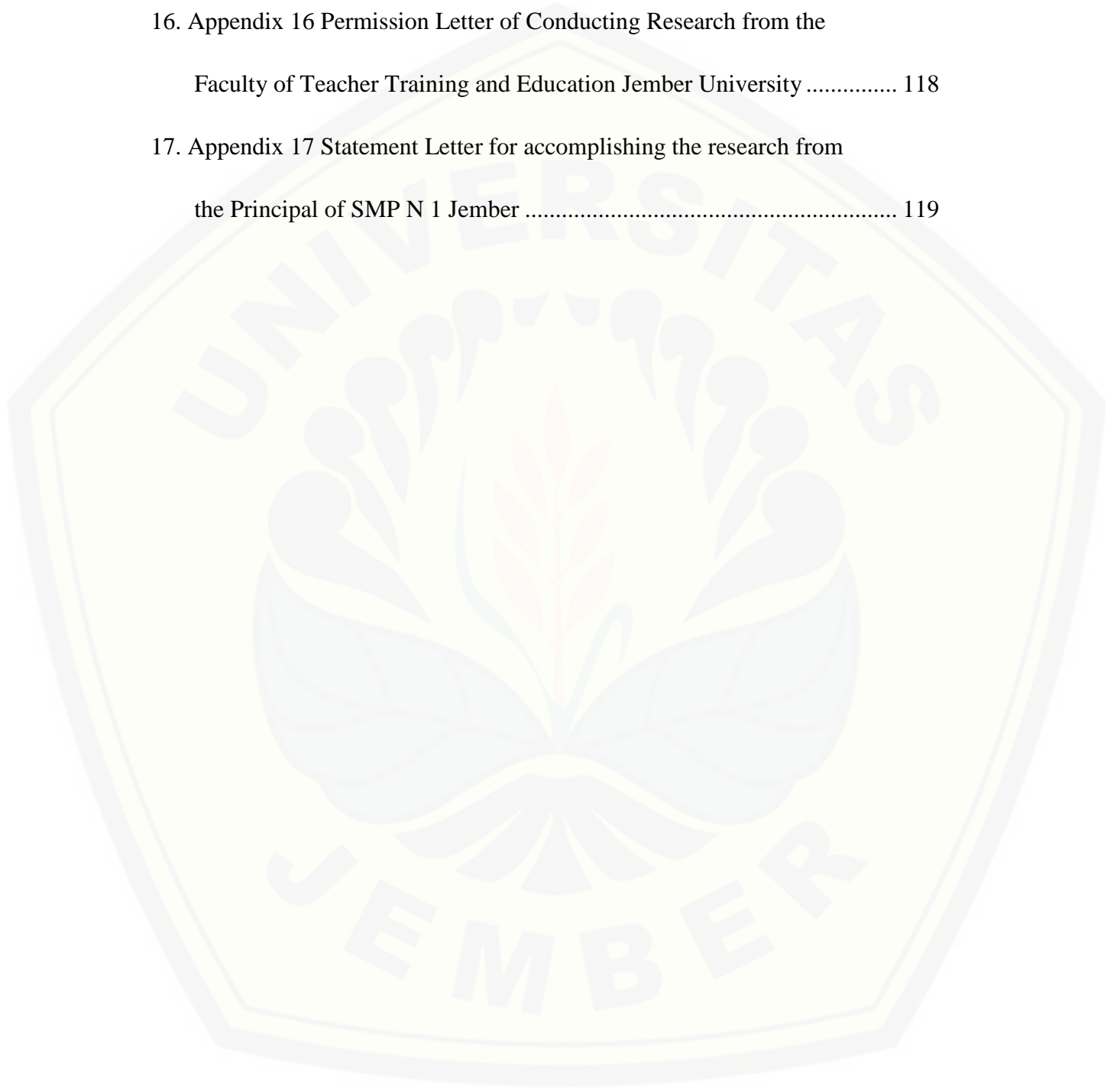
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SUMMARY

The Study of the Ninth Grade Students' Report Text Reading Comprehension Achievement at SMP N 1 Jember; Jazilatul Ifah; 100210401014; 2015; 119 pages; English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

Reading is one of the important skills to acquire especially for students. It is important for students to have good reading ability because there are many activities related with reading such as reading the written materials from the text books, solving some problems in the examinations, getting knowledge from internet media, and so forth. In addition, the students' ability and interest in reading affect their broad knowledge about everything in their life.

This research was intended to describe the ninth grade students' reading comprehension achievement at SMPN 1 Jember. Report text was used as the material to conduct the test in measuring the students' reading comprehension achievement based on the aspects of reading namely: word, sentence, paragraph, and text meaning. The area of this research was determined by using purposive method and the researcher used proportional random sampling to choose the subjects of this research. Moreover, the data were collected from the students' reading comprehension achievement test score as the primary data, interview, and documentation as the supporting data.

According to the data analysis, the researcher found that the ninth grade students reading comprehension covering the four indicators namely word, sentence, paragraph, and text comprehension were categorized as "Good". The students' in average got 83,33 up to 93,33 in the reading comprehension test, with the mean score was 84.00. The students got the highest score in comprehending the word which reached the percentage of 88.75%. It was followed by the sentence comprehension which was 86.25%. Then, the students' paragraph

comprehension was 81.42%. The lowest score was the students' text comprehension which was 78.57%.

In conclusion, the ninth grade students' reading comprehension achievement at SMP N 1 Jember was categorized as "Good". This means that the students in this grade could comprehend the report text well covering the word, sentence, paragraph, and text comprehension. Although the students in average reached good score, there were some students who still have problems in comprehending the reading text. The English teacher is suggested to give the students more exercises dealing with the text comprehension. Moreover, before the students do the reading comprehension, it would be better if the teachers build their background knowledge.

CHAPTER 1. INTRODUCTION

English is one of the main subjects in the curriculum of the Indonesian schools. At secondary schools, learning English is intended to achieve the students' ability in four skills; listening, speaking, reading, and writing. This descriptive study focuses on the reading skill to know the ninth grade students' reading comprehension achievement at the Junior High School in SMPN 1 Jember.

This chapter presents some information about the background of the research, the problems of the research, objectives of the research, and the significances of the research and the scope of the research.

1.1 Background of the Research

English is an international language therefore many educational and literature books are written in English. English is also one of the subjects that are examined in national final exam. Furthermore, there are some schools using English as the language to teach other subjects such as mathematics, science, social science, and so forth. Those statements show that English has an important role that is considered important for the students to learn it.

In learning English, students cannot avoid reading activity. Reading is one of the important skills to acquire especially for students. In line with this, Gillet (1990:4) states that reading is first of all language ability. Based on that statement, it is important for students to have good reading ability because there are many activities related with reading such as reading the written materials from the text books, solving some problems in the examinations, getting knowledge from internet media, and so forth. Further, the 2006 Institutional-Based Curriculum states that reading is one of the language skills that is taught to develop the students' communication in both

spoken and written forms and also to solve the problems in their daily activity. Nurgiyantoro (2001:247) says that most of the students get knowledge by reading. Further, he explains that the students' success in graduating their education is depends on their skill and interest in reading. The statement shows that the students' ability and interest in reading affect their broad knowledge.

Knowing that reading comprehension is very important especially in learning language, the EFL students have to try to train themselves in order to be good readers. Not only the students should train to be good readers but also the teachers have to do some methods or techniques to convey and train the students in mastering reading comprehension. Besides, the teachers should know how their students' reading comprehension is.

Based on the interview that was conducted on July, 9th 2014 by the researcher with the English teacher of SMP N 1 Jember, she informed that she never tested the students' ability based on each skill. The teacher always tested the English skill integrated with the other skills. As result, the teacher did not know the students' skill especially the students' reading skill. As consequently, she explained that she never measured the students' reading comprehension skill based on the 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' reading skill to the teacher in order to make the teacher know the students' weaknesses dealing with the word, sentence, paragraph, and text comprehension. Hopefully, after the teacher knows the students' weaknesses covering the four aspects of reading, the teacher could use different technique and method to improve the students' reading comprehension. Further, the result of this research could be used as a description to the teacher about the students' reading comprehension based on the four aspects of reading before the ninth grade students face the final exam.

Pang (2013:14) notes that good readers are aware of how well they understand a text while reading. It means that a good reader is not only reads the letters or the

symbol of writing but also tries to understand what the authors want to say in their writing. He/she actively guess the meaning of the text or materials they read. Thus, in reading of course the reader should comprehend the content and get the idea of the writing. In line with this, Grellet (1996:3) explains that reading comprehension or understanding a written text means extracting the required information from it as efficiently as possible. In learning process, the students will get information if they can understand and comprehend the materials. By reading comprehension, the students should read the whole words in a sentence or texts in order to think what exactly meant by the writer. In other words, comprehend the text deals with the ability to get the point or the idea of the text which needs deep thinking. When the students cannot get the main point of the text, it is hard for them to comprehend the whole text.

Some previous findings of the research on the students' reading comprehension achievement show that most students' reading comprehension achievement was relatively poor or fair. The research conducted by Indrayanti (2011) at SMP N 1 Banyuputih Situbondo showed that the mean score of reading comprehension achievement of the eighth grade students of this school was categorized as "failed" with the percentage of 32,92%, and the lowest score is in comprehending the paragraph that was 16,67%. Besides, the word comprehension was 34,92%, sentence comprehension was 44,84%, and text comprehension was 28,57%. Another research conducted by Kurnia (2011) at the seventh grade of SMP Islam Kunir Lumajang showed that 80,21% students were categorized as having "fine" ability in reading comprehension besides 19,61% students was "fail" in reading comprehension. The score of the four aspects of reading was 53,48% for word comprehension, 58,13% for sentence comprehension, 44,18% for paragraph comprehension, and the last was 76,74% for text comprehension. Therefore, the researcher interested to conduct the same research design but in different grade namely in the ninth grade students of Junior High School in order to know whether the result was different from the previous researches and it might give more

information concerning with the students' reading comprehension achievement. Further, according to the English Teacher of SMPN 1 Jember she informed that this school as the subject of this research is known as one of the favorite schools in Jember. The students of SMPN 1 Jember mostly are graduated from favorite elementary schools in Jember. In addition, the result of this research could be used as the information dealing with the students reading comprehension achievement which covers the four aspects of reading before the ninth grade students face the final examination.

The 2006 Institutional Based Curriculum (KTSP, 2006:278) states that there are some genres taught in this grade. They are procedure text, report text, and narrative text. However, only procedure and report text are taught in the first semester (KTSP, 2006: 292) This research only focused on report text that has been taught by the English teacher of the Ninth Grade students at SMPN 1 Jember in the first semester on 2014-2015 academic year. Further, report text consists of four aspects of reading especially paragraph that is not provided in procedure text. Report text was used as the material to conduct the test in measuring the students' reading comprehension based on the aspects of reading namely: word, sentence, paragraph, and text meaning.

Based on the preliminary study that was conducted on 9th July 2015 with the English teacher of Grade IX of SMPN 1 Jember (Mrs. Surya), the teacher informed that this school applies Institutional-Based Curriculum (KTSP 2006) to the ninth grade students because in the previous stages the students used KTSP as the curriculum. However, in this academic year this school applies 2013 Curriculum for the seventh and eighth grade students.

Another condition, in teaching reading the teacher was used to use the students' worksheet (LKS) and used reading aloud technique to teach reading. The teacher asked the students to read aloud and then they had to find difficult words and look the meanings in dictionary. Next, the teacher explained the generic structure and the language features of the text. Further, the teacher asked the students to do some

tasks in the form of multiple choices related with the text that the students read without allowing them to open the dictionary. Sometimes, the teacher asked the students to read the texts in pairs or group in order to avoid the students felt bored. Besides, the English teacher informed that the students usually found the difficult words that made them difficult in comprehending the meaning of the text. Based on those explanations, the researcher was interested to conduct the research to know the students' reading English comprehension achievement at this school with the title "The Study of the Ninth Grade Students' Report Text Reading Comprehension Achievement at SMPN 1 Jember."

1.2 The Research Problem

Based on the background of the research described above, the problem of this research is investigated as follows:

- 1.2.1 How was the ninth grade students' report text reading comprehension achievement at SMPN 1 Jember based on word, sentence, paragraph, and text comprehension?

1.3 The Objective of the Research

In relation to the research problems, the objective of this study is:

- 1.3.1 To describe the ninth grade students' report text reading comprehension achievement at SMPN 1 Jember based on word, sentence, paragraph, and text comprehension.

1.4 The Significance of the Research

a. For the English Teacher

The result of the study might give clear information and description about the ninth grade students' reading comprehension achievement of report texts on word, sentence, paragraph, and text comprehension as the indicator. Further, the teacher

might know the students' weaknesses of the four indicators then she could help the students to overcome their weaknesses in reading comprehension.

b. For Other Researchers

Hopefully, the result of the study may be used as a reference to conduct further research, using different research design for example experimental research or classroom action research, or with different level of students dealing with the students' reading comprehension on different genre of text.

1.5 The Scope of the Research

The scope of this research focused on describing the ninth grade students' reading comprehension achievement of report text which covers word comprehension, sentence comprehension, paragraph comprehension, and whole text comprehension at SMPN 1 Jember in 2014/2015 academic year.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter discusses the theories related to the research problem. The theory is needed since it gives the advantages and information to the researcher in conducting the research. They include the definition of reading comprehension achievement, kinds of reading text, and some factors that affect the English Foreign Student (EFL) reading skill.

2.1 Reading Comprehension Achievement

In fact, reading activity is not only look at the written symbols or letters. It cannot be considered that the student who has good ability in reading is he/she who can read fluently. According to Bennette (2001:23) reading is ‘a visual process ‘by which the students as reader may translate the words in reading texts, into their thought that enables them to understand reading text. Further, Mikulecky (2008:1) says that reading consists of two processes, they are: conscious and unconscious thinking process. The conscious process deals with the fact and the meaning of every word that the students as reader may reconstruct what the text writer intentionally means. The unconscious process means that the reader naturally matches the information from the text with their own prior knowledge or background knowledge. From those opinions it can be said that reading is a cognitive process that relates with thought or mental process by which the reader consciously tries to reconstruct the meaning of the writing when reading and unconsciously relate their thought with their prior knowledge. The reader should translate the letters or the combination of words they read into an idea or concept. Further, in learning process, when the students read a text, they not only read the combination of words in a text but also actively think about the meaning or the idea.

The most important thing in reading process is comprehend the message. The students are demanded not only read the sentences or text but also they have to comprehend the meaning of the text. Stoller *et al.* (2013:8) state that comprehension is the ultimate goal of all reading; that is, the ability to understand a text underlies all reading tasks. It means that the most important thing in reading is comprehension, because the goal of written language is communication between the reader and the text writer's messages. It means that when someone cannot understand the message of the written language, it cannot be classified as reading activity. Many experts view reading more than just reading activity but it is included as more dynamic process in which the reader should comprehend and get the meaning of the words, sentences, phrases, even the whole text they read. Furthermore, Pang (2013:14) says that comprehension is the process of deriving meaning from connected text. Deriving meaning from connected text means the students as reader actively translates the written text which involves words knowledge or vocabulary as well as thinking and reasoning. Readers usually use some strategies to get the information of a text. For example, they use their background knowledge to understand the written text. Therefore, reading is an active process.

According to Crawley (2000:40) comprehension is "... understanding what is heard or read". This research focuses on understanding what is read. Due the skill that is used in this research is reading comprehension which has purpose understanding or comprehending the written text as the communication between the author and the author's audience. It can be considered that when the students read the materials or text, they have to make sure that they get the point, get the information, and understand what the author's exactly means in his writing by comprehending the words, sentences, phrase, in order to get the whole text meaning.

It needs a measurement to know the students' achievement in comprehending the text or materials. Achievement according to Hughes (2003:12) is related to the test that is done to discover how successful the students in achieving the objectives of course or a study. In achieving and reaching something it needs hard efforts. When

the students have learned about the reading materials, the teacher needs a measurement to know how success the students are. It can be said that, the students' reading comprehension achievement should be measured by doing an assessment in order to know the students ability in reading comprehension achievement. In this case, a test is importantly needed to measure how well the students reading comprehension achievement. This kind of test should be done after the students learned or read the written text or materials. In short, after the students learn something, it needs to be tested and then it should be scored as a result whether or not they get the lesson they have learned. In reading comprehension achievement, the teacher has to concern the important indicators that the students have to comprehend in reading, which covers word, sentence, paragraph and whole text meaning. Thus, the teacher has to make a test covering those important elements in order to know how far the students ability in reading.

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.” Test usually consists of some questions about the materials that have been learned by the students which each of the question have score. The answer of the question is hoped to represent a cognitive characteristic of the subject which obtain numerical value of the test participant. He also states that all tests measure performance at the time the test is given. In the same concern, Nurgiyantoro (2001:249) believes that reading comprehension test is aimed to measure the students' reading comprehension achievement in comprehending the content or the information of the text. In conclusion, test is important to be given to the students in order to measure their reading skill especially in reading comprehension achievement.

2.1.1 Word Comprehension

Graesser in McNamara (2007:3) classifies four components of reading into word comprehension, sentence comprehension, paragraph comprehension and whole text comprehension. In comprehending the whole text, it cannot be separated with the

words comprehension. It is impossible for the students to get the meaning or the purpose of the text they read if they cannot understand the words in it.

According to Wood (1991:125) to get sense of the text, the first step is the reader has to identify the smallest unit of meaning. His statement supports that word is very important thing in a text. The first step to get the point of the text is the reader has to identify the word in the text. After identifying each word then they can go with the sentence meaning. The students are able to comprehend the whole text if they know and understand the meaning of more words in a sentence. In line with this, Mikulecky (2008) points out that the more students read, the better their vocabularies becomes and the more vocabulary they know, the better they can read. This statement means that understanding more words in a sentence supports the reader in comprehending a text. The reader successfully constructs the meaning of sentence when they can recognize more vocabularies in a sentence or words they have read before and also can link the combination of words with the topic. Since, in a sentence the combination of words have different meaning if the reader cannot relate it with the topic.

Grellet (1996:15) states that if the reader does not understand some words in the passage, he fail in building idea or concept due some of the facts and ideas probably escape him. It shows that understanding the meaning of words is truly related with getting the idea of the text. Related with the words meaning, the reader which has limited vocabularies are difficult in comprehending the meaning of the sentence. This thing can be a factor that affects the students' reading comprehension. As a sequence, in this case the students are demanded to have more vocabularies to make them easier in comprehending the words meaning.

The example of report text:

MARSUPIALS

'Marsupium' means 'pouch', and marsupials is an animal whose babies complete their development in a pouch on its mother's body. Kangaroos, koala, bears, and wallabies are the most common marsupials, though marsupial bats and moles also exist.

When the baby marsupial is born, it is small and helpless. It finds its way by instinct to its mother's pouch. There it gets milk from its mother and grows steadily until it is large enough to leave the pouch and fend for itself.

Marsupials developed before placental animals, which complete all their development inside the mother's womb. Placental animals were better able to compete for food than marsupials. Marsupials died out in most parts of the world. Once Australia had become separated from the other continents, placental animals could not easily prey on marsupials any more. This is why marsupials have flourished in Australia. Nevertheless, some are also found in America.

Adopted from Practice Your English Competence for Grade IX Junior High School (Zaida (2013:34))

Below are the examples of part of report text paragraphs and some questions to measure the students' word comprehension:

MARSUPIALS

'Marsupium' means 'pouch', and marsupials is an animal whose babies complete their development in a pouch on its mother's body. Kangaroos, koala, bears, and wallabies are the most common marsupials, though marsupial bats and moles also exist.

When the baby marsupial is born, it is small and helpless. It finds its way by instinct to its mother's pouch. There it gets milk from its mother and grows steadily until it is large enough to leave the pouch and fend for itself.

...

Adopted from Practice Your English Competence for Grade IX Junior High School (Zaida (2013:34))

From the above text, the example of word comprehension is as follows:

- a. "It finds its way by instinct ..." (paragraph 2). The word 'it' in line 5 refers to

...

- a. the baby marsupial
- b. the mother
- c. the koala
- d. the kangaroo

The answer: a. the baby marsupial

Because the word 'it' explains about the baby marsupials that is stated in the previous sentence.

2.1.2 Sentence Comprehension

After comprehending the words or the smallest unit of meaning, it can be continued to comprehend the sentences. Langan (2008:90) says that who or what the sentence speaks about is called the subject and verb is what the sentence says about the subject. In a sentence there are some words consist of subject, verb, adverb, and many others. Sentence expresses an idea or thought which has the basic part those are subject and verb. Thus, understanding the basic part of a sentence is important in order to get the point of the sentence.

Sentence comprehension cannot be separated with the words and phrase meaning. In line with this, Crawley (2000:40) states that some students do not comprehend the material they read because they verbalize words but do not understand the authors' message. This statement support that the reader cannot comprehend the sentences by interpreting word by word due to in a sentence it consists of combination of words and phrases. On the other hand, they have to understand the whole words which put together in a sentence. As the result, understanding relations within the sentence is important to get the meaning of the text they read.

McWhorter (1989:86) conceives that every sentence express at least one key idea, or a basic message which consists of a simple subject and a verb. It means that, when the students read a sentence they are not only have to find the subject, the predicate, or verb, but also have to find the key idea. It can be said that if the students comprehend the key idea of the sentence, they can explain it using their own words.

Concerning sentence comprehension, there are some patterns in a sentence that need to be understood by the reader. According to Langan (2008:125) sentences in English are divided into four traditional sentence patterns. The sentence patterns consist of *simple, compound, complex, or compound-complex sentence*.

Each is explained below:

a. The Simple Sentence

Langan (2008:125) defines a simple sentence has a single subject-verb combination and also it may have more than one subject. The underlined words are included as subject and the italic words belong to verb.

For example:

- Children *play*
- The game *ended* early
- My car *stalled* three times last week
(taken from Langan (2008:125))
- Lola and Tony *drove* home
- The wind and water *dried* my hair
- The children *smiled* and *waved* at us
(taken from Langan (2008:125))

single subject-
verb combination

More than one
subject-verb
combination

In simple sentence, the verb shows the activities done by the subject, and the rest explains the information related with what the subject does.

b. The Compound Sentence

Compound sentence deals with sentence which consists of two or more simple sentences. In compound sentence, it is usually connected by a comma and joining word or connector such as: *and, but, for, or, nor, so, yet, and so on.*

For example:

- The rain *increased*, so the official *canceled* the game.
- S
verb
connector
S
verb
object

(taken from Langan (2008:126))

identifying sentence that relates ideas (Mc Whorter,1989). However, in this research, it only focuses on two skills, identifying key idea and locating details. The explanations about those two skills are explained below:

a. Identifying key idea

McWhorter (1989:86) claims, “every sentence expresses at least one key idea, or basic message.” The key idea consists of two parts, they are a simple subject, and a simple predicate. A simple subject is usually a noun that identifies person or thing of a sentence. While, a simple predicate is a verb which tells what the subject is doing, or has done.

Example:

- George studied for three hours last night.

(taken from McWhorter (1989:86))

The key idea of this sentence is “George”. It is expressed by the simple subject and predicate. George tells what the sentence is about, and *studied* is verb which tells what Joni did in the sentence. While the rest of the sentence gives more information about the subject and predicate.

b. Identifying locating details

After identifying the key idea, the next step is identifying locating details. Mc Whorter (1989:88) states, “most details either add to or change the meaning of the key idea.” The details usually answer the question what, where, when, which, why, or how.

Example:

- Sam drove his car to Toronto last week.
 ↓ ↓ ↓ ↓ ↓
 S **Verb** **what** **where** **when**

(taken from McWhorter, (1989:88))

2.1.3 Paragraph Comprehension

A text cannot stand alone without composition of paragraphs. “a paragraph is a series of sentences that develop *one* main idea about a specific topic” (Wong, 1999:366). It can be said that in a paragraph, it consists of only one main idea and the main idea explains the topic of the paragraph about. In the same concern, McWhorter (1989:101) claims that the topic deals with the one thing the whole paragraph is about. Further, the main idea is the point that the whole paragraph makes. In this main idea, the writer states the main point of the paragraph. The rest sentences in a paragraph that support the main idea is called supporting details, which explain and add some more information about the main idea. Thus, the supporting details make a main idea clearer.

Understanding a paragraph according to McWhorter (1989:101) has the same ways as understanding a movie. If someone watching a movie, the one thing that has to be known is what the movie tells about. It is the same as someone who read a paragraph. They have to understand each of the sentences that relate one to another. Thus, if the readers want to comprehend the main point of the paragraph, they have to understand sentences and the meaning at the same time. In this case, the students who cannot find the main idea and the topic will automatically fail in understanding the text or the materials. It is supported by Wood (1991:125) states that if the reader comprehend the paragraph meaning, he or she can restate what most of the paragraph was about.

Wingersky (1999:31) divides a paragraph into three important parts, namely; topic sentence, support sentence or supporting details, conclusion or concluding sentence. Further, in understanding paragraph meaning, the first thing the students have to do is getting the topic sentence in a paragraph which explains the whole paragraphs about. Then, they find the supporting detail which consists of some sentences that support and add more information related to the topic sentence or the main idea. Finally, they can identify the summary or conclusion of the paragraph. However, the topic sentence is not always written in a paragraph. Sometime, the

readers have to infer by themselves in order to understand the meaning of paragraph. Below are the explanation about identifying the topic sentence, supporting details, and concluding sentence:

a. Identifying the topic sentences

According to McWhorter (1989:104), “the topic is the one thing a paragraph is about”. In a paragraph there are some sentences, and every sentence somehow discusses or explains this topic. It can be said that the topic is a subject to be discussed in a paragraph. Further, the reader can find the main idea in a topic sentence. In line with this, Langan (2008:16) explains:

“... most paragraphs center on a main idea, which is often expressed in a topic sentence. An effective topic sentence does two things. First, it presents the topic of the paragraph. Second, it expresses the writer’s attitude or opinion or idea about the topic.”

Discussing about the topic sentence, the writer usually states the topic sentence in some places in a paragraph. In the same concern, McWhorter (1989:107) explains that in a paragraph, the topic sentence is most often placed in the first paragraph. In this type, the writer states his or her main point and explains it in the first sentence paragraph. It means that the reader can find the topic sentence in the first sentence of the paragraph. Besides, the second most likely place for the topic sentence to appear is last in the paragraph. Moreover, it could be in the middle, first and last, even it can be unstated in a paragraph. Concerning with the unstated topic sentence, the reader should figure out the main idea after they read the whole paragraph and infer what it is about.

This is an example of the kind of a paragraph and the questions to identify the topic sentence:

...

Marsupials developed before placental animals, which complete all their development inside the mother’s womb. Placental animals were better able to compete for food than marsupials. Marsupials died out in most parts of the world. Once Australia had become separated from the other continents,

placental animals could not easily prey on marsupials any more. This is why marsupials have flourished in Australia. Nevertheless, some are also found in America.

Adopted from Practice Your English Competence for Grade IX Junior High School (Zaida (2013:34))

Question:

1. What is the topic of the paragraph above?
2. What does the last paragraph mainly talk about?
3. What is the main idea of the last paragraph?

Those kinds of questions are intended to measure the students reading comprehension on paragraph meaning.

b. Identifying supporting details

“Supporting details are those facts and ideas that prove or explain the main idea of a paragraph”(McWhorter (1989:113)). There are some supporting details in a paragraph. It explains the main idea by providing some facts that support the main point that the writers say in a topic sentence. However, he also states that all the details in a paragraph do support the main idea, but not all the details are equally important. In that statement, the reader should be careful to pay less important to details of lesser importance. On the other hand, the reader should try and identify and pay attention to the most important details. In the same concern, Langan (2008:29) defines that an effective paragraph, must not only make a point but also it has to be supported by specific evidence for examples; reason, examples, and the other details. Further, Wong (1999:366) also states that supporting details consists of facts example, explanations, definition, and any other kind of details that developer support the main idea.

Langan (2008:12) confirms that supporting details provides some evidences that prove the writer’s writing. He also claims that supporting details are specific and provide the details that explain the main point. This specific evidence help the reader to prove the point is reasonable. In this case,

the reader has a chance to agree or reject the writer's writing at least they have the evidence on which the writer has based on his/her opinion. It is free for the reader to make their own judgment about the writing they read.

The example of report text paragraph and questions to identify supporting details are stated as follows:

...
When the baby marsupial is born, it is small and helpless. It finds its way by instinct to its mother's pouch. There it gets milk **from its mother** and grows steadily until it is large enough to leave the pouch and fend for itself.

Adopted from Practice Your English Competence for Grade IX Junior High School (Zaida (2013:34))

Question:

1. Where does the baby marsupial get milk?
2. This kind of question asks about the supporting detail where the answer supports the idea in the paragraph. The idea in the paragraph above is 'when the baby marsupial is born, it is small and helpless', and the answer of the question is 'it gets milk from its mother'. This answer supports the key idea that the baby marsupial is small and helpless so that it gets milk from its mother.

c. Identifying concluding sentence

In a paragraph, there are some information and evidences related to the main ideas. However, the reader needs to conclude the information in the paragraph in order to get easier to understand the meaning of the paragraph. According to Whalter (cited in Setyowati, 2012:15) the concluding sentence is a sentence that summarizes the information which has been presented in a paragraph.

Below is the example of report text paragraphs and the questions to identify concluding sentences from the text:

MARSUPIALS

'Marsupium' means 'pouch', and marsupials is an animal whose babies complete their development in a pouch on its mother's body.

Kangaroos, koala, bears, and wallabies are the most common marsupials, though marsupial bats and moles also exist.

When the baby marsupial is born, it is small and helpless. It finds its way by instinct to its mother's pouch. There it gets milk from its mother and grows steadily until it is large enough to leave the pouch and fend for itself.

Marsupials developed before placental animals, which complete all their development inside the mother's womb. Placental animals were better able to compete for food than marsupials. Marsupials died out in most parts of the world. Once Australia had become separated from the other continents, placental animals could not easily prey on marsupials any more. This is why marsupials have flourished in Australia. Nevertheless, some are also found in America.

Adopted from Practice Your English Competence for Grade IX Junior High School (Zaida (2013:34))

Question:

1. What makes the marsupial animals survive (paragraph 3)?

The answer:

2. Marsupial can survive because placental animals could not easily prey marsupials any more. (The reader should answer the question by concluding what they read in paragraph 3).

2.1.4 Text Comprehension

Pang (2003:14) notes that, "Good readers are aware of how well they understand a text while reading." 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 whole text directly and then predict the text meaning, rather than to read and combine the main idea in each paragraph and then conclude it into text comprehension. Further, Wood (1991:125) claims that one way to recognize and understand the whole text is by understanding the parts first, the small units meaning, and then to combine them to understand the whole. In classroom, the students need to comprehend the whole text meaning in order to know the complete information and comprehension about the text and

materials they read. In this way, the students have to be careful in reading the text and they cannot ignore the small parts of the text because it gives more information if it is combined with other parts of word in a sentence or in a paragraph. Below are some questions that are concluded as the text comprehension:

1. What does the text tell us about?
2. What is the topic of the text above?
3. What can you conclude from the text above?

The students should read the whole of the text in order to get the meaning of what the text tells about.

2.2 Reading Text

In 2006 Institutional Based Curriculum or KTSP (2006:278) there are some genres of text that have to be learned by the students in the ninth grade of Junior High School. They are procedure text, report text, and narrative text. In this research it only focuses in a genre of text, namely report text, due to the students learn this kind of text at the beginning of the semester. Besides, the narrative text will be taught on the second semester.

2.2.1 The Definition of Report Text

According to Zaida (2013) report text is a kind of text which provides facts and description about a topic and its function to give information by stating facts. Report text is different from descriptive text. Report text describes things in general and as a result of systematic observation and analysis.

2.2.2 The Generic Structure of Report Text

Generic structure provides the general form of a genre. Each genre of a text has its own generic structure. Zaida (2013) stated that in report text, there are two generic structures, namely general classification and description that are explained as follows:

a. General classification:

This part gives brief information about the focus of the report. It may give a definition of a subject. It is placed in the first paragraph.

b. Description

The description is stated in the next part after the general classification. This part gives facts about the focus of the report. It has function to describe the features of the subject for example: what it looks, where it lives, how it breeds. Thus, the reader will get some support information about “something” being described and it is explained more detail in this part.

2.2.3 The Language Features of Report Text

Zaida (2013) states that the language features used in report text are explained below:

- a. Present tense is mostly used in report text. However, report may also use past tense to state past facts. Example: *all fish live in water, have fins, and use gills*
- b. A report uses general terms. For example, *use ‘fish’ rather than ‘my fish’*.
- c. Sometimes, passive is used in a report text. Example: *English is spoken all over the world.*

2.2.4 The Example of Report Text

Below is the example of report text:

MARSUPIALS

‘Marsupium’ means ‘pouch’, and marsupials is an animal whose babies complete their development in a pouch on its mother’s body. Kangaroos, koala, bears, and wallabies are the most common marsupials, though marsupial bats and moles also exist.

When the baby marsupial is born, it is small and helpless. It finds its way by instinct to its mother’s pouch. There it gets milk from its mother and grows steadily until it is large enough to leave the pouch and fend for itself.

Marsupials developed before placental animals, which complete all their development inside the mother’s womb. Placental animals were better

able to compete for food than marsupials. Marsupials died out in most parts of the world. Once Australia had become separated from the other continents, placental animals could not easily prey on marsupials any more. This is why marsupials have flourished in Australia. Nevertheless, some are also found in America.

Adopted from Practice Your English Competence for Grade IX Junior High School (Zaida (2013:34))

2.3 Some Factors that Affect the EFL Students' Reading Skill

Learning English as the second language is not as easy as learning English as the first language especially in reading skill. There are some factors that affect the EFL students when they read the written text namely vocabulary, grammatical knowledge, and the background knowledge.

The first factor that affects the EFL students' reading skill is vocabulary. According to Mikulecky (2008) she explains that reading comprehension depends on vocabulary knowledge and vice versa. It means that the students can understand the reading materials better if they have more vocabularies in their mind. As the consequence, the students which have lack vocabulary will be difficult in comprehending the written text. Further, Humairoh (2013:44) said that in her research she found that the students' reading comprehension in word meaning is categorized as fair and they still face difficulty in comprehending the word like the difficulty in finding the antonym and the synonym of the word. She further explained that the students still difficult to find the main idea of the paragraph because the students lack of vocabulary.

The second factor is grammatical knowledge. Tunmer and Bowey (cited in Wahyuningsih, 2012:3) claim that grammatical awareness facilitates reading. It means that in reading a written text, the students as a reader should also concern about the grammatical structure of the sentence besides the words which put together in a sentence. In addition, Wahyuningsih (2012:3) says that the ability to gain sentence meaning from sentence structure helps students to comprehend the reading text second language better. It means that, the students who have better ability in

sentence structure are able to construct the meaning of the sentence they read easily. In other words, when the students lack of grammatical knowledge they face some difficulty in comprehending the meaning of the text.

The next factor that influences the students' reading comprehension achievement is background knowledge. Carrell (in Wahyuningsih, 2012:7) explains that a text is difficult to understand when the readers have no experience about what text is about or concerning with. It means that when the students as the reader never have experience about the words they read in the texts, they difficult in comprehending the text. In addition, the reader should know the content and the theme of a text whether it is about sociology, economics, health, and so forth to understand what the text tells about. By knowing the theme of the text, the readers are able to imagine then relate with their background knowledge until they can catch the idea or what the text tells about.

In conclusion, the students' reading comprehension achievement is affected by some basic factors namely vocabulary, grammatical knowledge, and background knowledge. Those factors affect the students' reading comprehension achievement whether it is low, fair, or good.

2.4 The Students' Problem in Reading Comprehension

There are some problems that usually happens dealing with the students' reading comprehension achievement. According to Boroughs (2012:2) students with weak verbal memory may also have difficulties interpreting sentences because they are not able to hold the words in mind long enough to process their meaning. This is particularly true of long, complex sentences, sentences with many clauses, or sentences where the subject is separated from the predicate by clauses.

Concerning with the comprehension, vocabulary knowledge is essential in reading activity. However, it is not easy to the students as the readers to comprehend the whole words in a sentence especially the EFL students. The teacher of SMP N 1 Jember informed that the students sometimes face difficulty in comprehending the

text because there are some words which are unfamiliar for them. This problem may happen because the students less practice in reading therefore they find some unfamiliar words in a text. Further, according to Boroughs (2012), he explains that most researchers estimate that a child or an adult must be able to understand around 90 percent of the words in a passage in order to figure out what the other 10 percent of the words mean. It means that it also difficult for the students to comprehend the sentence, and paragraph if they cannot understand the meaning of the words.

McNamara (2009:30) has observed that the students face problem in sentence level comprehension. When the students as the readers read a written text, they may understand each word and even each sentence, but fail to understand the relationships between the sentences and the meaning of the text as a whole. It means that, it does not enough for the readers to only know the meaning of each word in a text but they have to relate the meaning of the words with the other words as whole text meaning.

In conclusion, the students sometimes face some problems when reading written text such as difficult in comprehending a text because they find unfamiliar words in a text, and difficult in comprehending sentences because the students cannot relate the words in a sentence. Those problems may happen in reading and may affect comprehension of the other components of reading because they relate each other. For example, when the students as the reader have problems in word comprehension, it can affect their comprehension in sentences, paragraphs, even in a text. Therefore, the students need to know their problem in reading comprehension in order to improve their comprehension in reading.

CHAPTER 3. RESEARCH METHOD

This chapter explains the research method that is used in this study. It consists of research design, area determination method, data collection method, and data analysis method.

3.1 Research Design

The design of this research was qualitative research design. This research was intended to describe the students' reading comprehension achievement at SMP Negeri 1 Jember. Dealing with descriptive research, McMillan (1992:143) explains that nonexperimental research essentially describes existing phenomena without changing some condition to affect subjects' responses. He further affirms that the description is usually in the form of statistics such as frequencies or percentages, averages, and sometimes variability. This research provided the result of the students' reading comprehension achievement test in the form of score and percentage so that the researcher analyzed the students' reading comprehension test result descriptively. Wiersma (1991:82) claims that qualitative researchers, for the most part, do research in natural setting, they do not manipulating or intervene (except possibly by their presence) in the situation. The researcher did not do any treatment or proved a hypothesis but described the ninth grade students' reading comprehension achievement of SMP Negeri 1 Jember because the researcher wanted to know the ninth grade students' reading comprehension achievement whether it was poor, enough/fair, good, or excellent which covered word comprehension, sentence comprehension, paragraph comprehension, and whole text comprehension. Further, the result of this research described the students' reading comprehension achievement especially the four indicators.

The procedure of this descriptive research is explained as follows:

1. Determining the research area purposively.
2. Determining the research respondents using proportional random sampling.
3. Conducting preliminary study (interviewing the English teacher).
4. Constructing the reading comprehension test based on the Institutional-Based Curriculum or KTSP 2006.
5. Conducting tryout of the test to the other ninth grade students of SMPN 1 Jember which is not determined as the research respondent
6. Collecting the primary data by giving the reading comprehension test to the students which covers word, sentence, paragraph, and text comprehension.
7. Analyzing the primary data (the reading comprehension test)
8. Classifying the data based on the classification of the score level.
9. Discussing the results.
10. Drawing conclusion to answer the research problem.

3.2 Operational Definition of the Key Terms

The operational definitions of the terms are intended to avoid ambiguity and misunderstanding in perception of some terms used in this study, therefore, it is important to define the following terms they are report text and the students' reading comprehension achievement.

3.2.1 Report Text

This research used the ninth grade students of Junior High School as the subject to know their reading comprehension achievement. Therefore the researcher used the reading material that was taught for the ninth grade of Junior High School.

In this research, the genre of the text that was used as reading materials was report text because report text was taught in the first semester of the ninth grade students especially in SMPN 1 Jember. The report texts in this research were taken from the Grade IX 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 report text with the title “Fish”, “Sleep”, and “Robot”.

3.2.2 The Students’ Reading Comprehension Achievement

Reading comprehension achievement in this research refers to the students’ ability to comprehend reading text. The students’ ability in reading comprehension can be measured by the score that is obtained from their reading comprehension test of report text. This research focused on the students’ reading skill, which covers; word comprehension, sentence comprehension, paragraph comprehension, and whole text comprehension. The researcher analyzed the students’ reading comprehension which covers four reading components, and then classified the students’ score with the classification of the score level of SMP N 1 Jember. Thus, the test consisted of some questions to measure their comprehension in comprehending word, sentence, paragraph, and the whole text of report text.

3.3 Area Determination Method

The area of this research was determined by using purposive method. According to Arikunto (2010:183) confirms that a purposive method is conducted based on the certain purpose dealing with the technical cases, such as time, energy, and fund. This research was conducted at the ninth grade students of SMPN 1 Jember because of some reasons. Firstly, this school is known as the best three schools in Jember thus the students who study in this school have good ability academically. Based on that reason, the researcher was interested in knowing the students skill especially in reading of English subjects. Secondly, because this school could provide the data needed. Thirdly, the headmaster and the English teacher had given permission to the researcher to conduct the research in this school.

3.4 Respondent Determination Method

Arikunto (2010:172) claims that the research subject is the subject from which data can be obtained. Subject determination was very important which cannot be ignored by the researcher in order to be the sources to get the data. This research was conducted to the ninth grade students at SMPN 1 Jember because the students of this grade had studied about some genres of the text since they were in the seventh and eighth grade of Junior High School. It could be said that the ninth grade students had studied more kinds of texts compare to the other grades. In addition, they would face final examination soon so that it was important for them to measure how well their reading comprehension achievement was and to know their weaknesses in reading especially on the four aspects of reading. Then the teacher could help them to improve their ability in reading comprehension.

Table 3.1 The Research Sample

No.	Class	Number of the Students	10%
1.	IX-A	34	3
2.	IX-B	34	3
3.	IX-C	34	3
4.	IX-D	36	3
5.	IX-E	36	3
6.	IX-F	36	3
7.	IX-G	36	3
8.	IX-H	36	3
9.	IX-I	36	3
10.	IX-J	36	3
Total		354	30

Table 3.1 showed the research sample. The ninth grade students of this school were divided into ten classes. They were IX A, IX B, IX C, IX D, IX E, IX F, IX G, IX H, IX I, IX J. There were about 34-36 students each class. Therefore, total number of all the ninth grade students or the population of this research was 354.

Related with the subject determination, Arikunto (2006:134) states that if the number of the population is less than 100 people, it is better to take all of the respondents. But, it is also stated that if the number of the population is more than 100 people, it is allowed to take 10%-15% or 20%-25% of the whole population as the respondent. In this research, the researcher used 10% of 34 or 36 students from each class, thus the researcher took 3 students from each class. Therefore, the total number of the research sample was 30 students (it can be seen on Table 3.1).

Concerning with the method that was used to determine the research respondents, this research used proportional random sampling. According to Schreiber (2011:89), the benefit of proportional random sampling is more precise estimate due to lower sampling error. It means that it assures that by using proportional random sampling it will be able to represent overall population's ability that is their reading comprehension achievement. Thus, the researcher took the 10% students each class by using lottery because the mean score of the students' English subject were homogeneous. The mean score of the English subject of the ninth grade students at SMP N 1 Jember was about 81-84. Knowing that the students' ability in English subject was homogenous, the researcher was allowed to take the 10% of the students from each class randomly. Proportional random sampling was done by lottery.

According to Arikunto (2010:177), it is explained that in random sampling method, the researcher "mix" the subjects in population thus all of the subjects are supposed to be the same. He further says that the respondent determination depends on the characteristics and it closely related with the homogeneity of the subjects taken. Based on the interview that was conducted on 9th July 2014 by the researcher in preliminary study with the English teacher of SMPN 1 Jember (Mrs. Surya), she informed that the students' mean score for English subject was almost the same although some classes have different numbers of the students. The researcher got the data based on the mean score of the mid-term test of English subject of the ninth

grade students that was conducted by the English teacher in this school. Thus, the researcher applied the random sampling to determine the research respondent.

There were some steps to choose the sample of this research. It is explained below:

- 1) The researcher determined the research population which was known that the students' ability in English subject was homogenous.
- 2) Choosing 10% of the students from each class by using lottery.

3.5 The Data Collection Method

The data collection method was important to give the information to the researcher about the subject of the research. In this research, the data were taken from the students' reading test, interview, and documentation.

3.5.1 Reading Test

In this research, test is made to measure the students' comprehension or skill of a subject that they have learned, and it consists of sets of task or question to be answered or solved by the students. According to McMillan (1992:10), "A test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task". Further, by doing the test, both the students and the teacher get the information about whether or not the students have comprehended the materials.

There are some tests that can be used to know the students' reading comprehension achievement. According to Djiwandono (1996:16), there are five kinds of tests that are classified based on the purpose namely, diagnostic test, placement test, achievement test, proficiency test. Regarding the purpose in conducting test, Hughes (2003:13) explains that achievement test is conducted to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives. This research used achievement test which purpose to know the students' comprehension especially their reading

comprehension after they had learned the material related with the language courses which covers word, sentence, paragraph, and text comprehension. This test focused on the students' achievement after they had learned the material which was done by the English teacher. Further, the result of the test should clearly show the students' achievement in reading comprehension and how successful the teaching learning process that had been held.

Concerning the one who construct the test, (Djiwandono, 1996:22) classifies it into two kinds namely Standardized Test and Teacher-Made Test. This research used teacher-made test because the researcher constructed the reading comprehension test by herself to know the students' reading comprehension achievement. The test that was made by the researcher was based on the 2006 Institutional Based Curriculum that was applied in the ninth grade of SMPN 1 Jember. Further, the test had been consulted with the English teacher of SMPN 1 Jember to make sure that it was appropriate to measure the students' reading comprehension achievement. In order to make sure that the test was appropriate to measure the students' reading comprehension achievement, the researcher applied the validity and reliability of the test item that were explained in the following part.

1. Validity

In administering the test, the researcher should pay attention to the validity of the test. Fraenkel (2012:113) defines, "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 to 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 ninth grade of Junior High School. The

researcher also consulted the texts and test items with the English teacher of SMP N 1 Jember so that it was based on the syllabus being used in this school.

2. Reliability

While, the other important principle in constructing the test is reliability. Reliability refers to the consistency of the result of the test (Hughes, 2003). That statement means that wherever and whenever the test is given to the students, the result is the same. In this research, the researcher should make sure that the reading test was valid and reliable so that it could measure how the students' reading comprehension was.

In order to make sure that the test is reliable, the researcher should conduct a try out. Try out was conducted to know whether the test items were reliable or not until the test was appropriate to be given to the students to know their reading comprehension achievement. The result of the try out can be analyzed by using Pearson product moment formula as follow:

$$r_{xy} = r_{11} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Note:

- r_{xy} = reliability coefficient
- $\sum XY$ = the total number of odd items and even items
- $\sum X$ = the total number of odd items
- $\sum Y$ = the total number of even items
- N = the number of the respondents

(Arikunto, 2010:226)

After the reliability of the test item was found, the researcher use Spearman-Brown formula in order to find the reliability of the whole test.

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

Note: r_{11} = reliability coefficient for the whole items
 $r_{\frac{11}{12}}$ = reliability coefficient for the half of the test items

(Arikunto, 2010:223)

In order to know whether the test items were very difficult, very easy, or average, the result of the test items which had been analyzed would be classified by using the following formula:

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

Notes:

FV = the index of difficulty (Facility Value)
 R = the number of correct answer
 N = the number of the students taking the test

(Heaton, 1991:178)

The range of difficulty is categorized as follows:

>0.70 = Easy
 0.30 – 0.70 = Average
 < 0.30 = Difficult

(Hingorjo and Jaleel, 2012:145)

In constructing the test, Djiwandono (1996) states that there are two kinds of tests based on the person who construct the test, namely: teacher-made test and standardized test. Teacher made test is a test that is made by the teacher. While the standardized test is a test which is made by the institution that is constructed based on the standard and the procedure. This research used teacher-made test to construct the questions of the test. This test consisted of some questions that were made by the researcher and the texts were taken from the English book for the ninth grade students of Junior High School namely Practice Your English Competence. Besides, the text books that were used in this school were Experiencing English and English Way. Therefore, the English books that were used in this research had never been learnt by the students in this school so that the students never read the texts given before. The researcher constructed the test based on the materials that appropriate with the materials that were used in this school. Additionally, it was supported by the English teacher's information. The English teacher informed that she usually conducted 25-30 test items in about 60-80 minutes. The materials that she used were taken from the

English books and based on the 2006 Institutional Based Curriculum for the ninth grade of Junior High School.

The reading test that was used by the researcher in this research was in the form of multiple-choice. Based on the interview that was conducted on 9th July 2014 by the researcher with the English teacher, she informed that she usually used multiple-choice test to test the students' comprehension on the English subject. According to Hughes (2006:76) the advantages of multiple-choice are the scoring could be perfectly reliable, rapid, and economical. Further, she explained that by using multiple-choice test, it was possible to include more items that would otherwise be possible in a given period of time. Therefore, by using multiple-choice it was hoped that the test could be reliable and valid and could measure how the students' reading comprehension achievement was.

The test consisted of 3 short texts and 30 questions. However, in tryout test the researcher provided 34 items, after the researcher conducted tryout she deleted the test items which were very difficult and very easy. There were four options in each question, and then the student should chose one answer as the best answer because according to Heaton (1990:26) by providing four or five alternatives for each item are sufficient to reduce the possibility of guessing moreover, four options are recommended for most classroom tests.

Table 3.2 below is the distributions of the reading comprehension test item:

Table 3.2 The Distribution of Reading Comprehension Test Item

No.	Indicators	Number	Total Items
1	Word Comprehension	4,6,10,13,16,19,26,28,30	9
2	Sentence Comprehension	3,7,9,14,17,25,29,31,33	9
3	Paragraph Comprehension	5,8,11,12,18,20,27,32	8
4	Whole Text Comprehension	1,2,15,21,22,23,24,34	8
Total			34

According to Sudijono (1996:133), by using objective test the tester may become more objective to determine and to give the score of the test items. Further, Lesage *et.al* (2011:11) say that multiple-choice tests can be scored in a variety of ways. Based on those statements, the researcher decided to give the same score for each item due to every question had almost the same level of difficulty. The researcher constructed 34 questions in try-out but then deleted 4 items which were too difficult or too easy until it left 30 questions. The correct score for each item was 33,3. It was gotten from 100 (the maximum score) was divided by 30 (total test item). The student's correct number was divided by the total test number and multiplied by 100. Therefore, the total score of reading test was 100. Further, the time allocation was 80 minutes to do 34 questions. However, the researcher would reduce or add the time allocation after conducting tryout if it was needed. It means that, the students had to do the test for about ± 2 minutes for each item.

3.5.2 Interview

Sudijono (1996:82) states that interview is a way to collect the explanation from someone that is done by giving some questions and answers directly with certain purpose. Arikunto (2010:198) defines that interview is a conversation done by the interviewer to gain the information from the interviewee. It can be said that interview is the interaction between two people or more which has purpose to get the specific information. In this research, the researcher interviewed the English teacher to get the information needed as the preliminary study. Interview is also needed to gain the information as the supporting data of the English teaching especially in the ninth grade students of SMPN 1 Jember in the 2014/2015 academic year. This research used guided interview, so that the researcher listed the questions before asking the English teacher.

3.5.3 Documentation

The researcher used documentation as the supporting data. Documentation is a method of collecting data about variable in the forms of notes, transcripts, news, magazines, and the like (Arikunto, 2010:201). In this research, the documents were collected from the students' score of middle-term English test that was administered by the English teacher of grade ninth, and the teacher syllabus.

3.6 Data Analysis Method

After the researcher administered the test to the students, the result was analyzed by a method that was called data analysis method. This method was used to know and classify the students' achievement in reading comprehension. There were some steps to analyze the students' reading comprehension they are:

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

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

Explanation:

E = the total scores of students' reading comprehension

n = the students' obtained scores of reading comprehension test

N = total scores of test items

(Adapted from Ali, 1987:186)

2. After the researcher knew the students' score of reading comprehension in general, the researcher score the result of the reading test of each indicator (word, sentence, paragraph, and text comprehension) by using the following formula:

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

Explanation:

E = the scores of students' reading comprehension of each indicator in percentage %

$\sum n$ = the total numbers of the correct answers of each indicator

$\sum N$ = the total numbers of items of each indicator

(Adapted from Ali, 1987:186)

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

Table 3.2 The Classification of the Score Level

Range	Kategori	Category
91 – 100	Amat Baik	Excellent / Very Good
81 – 90	Baik	Good
71 – 80	Cukup/sedang	Enough / Fair
61 – 70	Kurang	Poor
< 60	Sangat Kurang	Very Poor

(Taken from The Classification of the Score Level of SMPN 1 Jember)

CHAPTER 4. RESEARCH RESULT, DATA ANALYSIS, AND DISCUSSION

This chapter presents the research findings that cover the result of the data obtained from the results of interview, documentation, tryout, reading comprehension test, and discussion. Based on the research findings, discussion of each point is presented in the following parts.

4.1 The Result of Interview

The interview was conducted on 9th July 2014 with the ninth grade English teacher of SMPN 1 Jember. The researcher conducted the interview in the form of Bahasa Indonesia to make the information clearer and also based on the teacher recommendation. The interview was conducted to get some important information or data dealing with the teaching and learning process of reading comprehension.

The English teacher informed that the ninth grade students' use 2006 Institutional Based Curriculum. The school applied 2006 Curriculum to the ninth grade was because this grade used 2006 Institutional Based Curriculum since they were in the first grade of Junior High School. Thus, the school continued the curriculum until the ninth grade.

According to the English teacher, she said that reading was quite important skill to be mastered by the students. The reason was because the students mostly understanding materials by reading, and for the grade ninth they would face examinations which mostly the questions measure their reading comprehension skill. During the teaching learning process, the English teacher gave the students a text then asked them to read loudly and find the difficult word in dictionary. She used students' worksheet or *LKS (Lembar Kerja Siswa)* and two kinds of textbooks namely *Experiencing English*, and *English Way* as her handbooks when teaching English.

She also informed that she used to train the students' reading comprehension ability by asking them to answer sets of questions in the form of multiple-choice about the texts that they have been learnt. However, the English teacher had never measured the students' reading comprehension especially in four aspects of reading namely word, sentence, paragraph and text comprehension.

In the teaching learning reading, the students sometimes found some difficulties such as finding unfamiliar words, getting the main idea of the text, and easily got bored in the class.

4.2 The Result of Documentation

The result of documentation in this research was used as the supporting data to support the primary data. The documents obtained were the students' score of English reading test that have been given by the teacher, and the teacher's syllabus used in the ninth grade at SMPN 1 Jember. The students' score was used to determine whether the ninth grade students were homogeneous or not. Further, the teacher's syllabus was used to get the information about the reading materials and kinds of questions given to the students especially in teaching reading comprehension of report text.

4.3 The Result of Analyzing the Test

In order to make sure that the test item given to the students is appropriate, the researcher analyzed the test item by conducting try out before it was given to the ninth grade students. The result of try out is explained below.

4.3.1 Try Out

The researcher conducted try out on 14th November 2014. The try out was conducted to 30 students from class IX F which were not included as the respondents being observed. This class was chosen because the ability of English subjects of the

whole ninth grade in SMPN 1 Jember almost the same. It was known by the teacher information and the students' mean score of each class that was in the range of 81-84.

The result of try out that was conducted by the researcher including the analysis of test validity, the analysis of difficulty index of the test item, and the reliability coefficient are explained in the following parts.

4.3.1.1 The Analysis of Difficulty Index

Try out was conducted in 80 minutes that was 2x40 minutes. There were 3 kinds of report texts with 34 test items in the form of multiple-choice that should be finished by the students. The questions consisted of four indicators to know the students' reading comprehension achievement. There were 9 items of word comprehension, 9 items of sentence comprehension, 8 items of paragraph comprehension, and 8 items of text comprehension. The researcher analyzed the data by using descriptive statistics in the form of percentage. The researcher analyzed the data to know whether the test items were very difficult, very easy or average. The

data was analyzed by using the following formula: $FV = \frac{R}{N}$

Notes:

FV = the index of difficulty (Facility Value)

R = the number of correct answer

N = the number of the students taking the test (Heaton, 1991:178)

The range of difficulty is categorized as follows:

>0.70 = Easy

0.30 – 0.70 = Average

< 0.30 = Difficult (Hingorjo and Jaleel, 2012:145)

The result of the analysis can be seen on Appendix 11 page 105.

The result showed that there were test items which categorized as average, difficult, easy, and very easy. The researcher omitted 3 items (1, 3, and 32) that were categorized as too easy because the index difficulty reached 1 point. Based on the range of difficulty $1 > 0,70$ which means that no one chose wrong answer and those

test items were categorized as very easy. Besides, the researcher omitted 1 test item (28) that had index difficulty 0,16 which was classified as difficult in order to make the researcher easier to count the test item became 30 test items and because this item was the most difficult than another number. In addition, the teacher often gave the test items around 30 questions to the students, so the researcher deleted this test item. Dealing with the time allocation that was given to do the test, the students could finish the reading comprehension test in 80 minutes. It means that the researcher did not need to add or reduce the time allocation.

4.3.1.2 The Analysis of Reliability Coefficient

The researcher used split-half odd even technique to estimate the value of reliability coefficient. The researcher signed (X) for the odd numbers and (Y) for the even numbers. The division of odd and even number can be seen on Appendix 11 on page 104. The following parts was the analysis of the correlation between X and Y that was analyzed by using product moment formula.

$$r_{xy} = r \frac{11}{12} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum x^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = r \frac{11}{12} = \frac{30(3474) - (314)(331)}{\sqrt{\{30(3372) - (314)^2\} \{30(3717) - (331)^2\}}}$$

$$r_{xy} = r \frac{11}{12} = \frac{104220 - 103934}{\sqrt{\{101160 - 98596\} \{111510 - 109561\}}}$$

$$r_{xy} = r \frac{11}{12} = \frac{286}{\sqrt{(2564)(1949)}}$$

$$r_{xy} = r \frac{11}{12} = \frac{286}{\sqrt{4997236}}$$

$$r_{xy} = r \frac{11}{12} = \frac{286}{2235,4}$$

$$r_{xy} = r \frac{11}{12} = 0,13$$

Note:

- r_{xy} = reliability coefficient
- $\sum XY$ = the total number of odd items and even items
- $\sum X$ = the total number of odd items

$\sum Y$ = the total number of even items
 N = the number of the respondents

From the calculation, it was found that the reliability coefficient of the half test was 0,13. After that, the researcher used Spearman-Brown formula In order to find the reliability of the whole test.

$$r_{11} = \frac{2 r_{\frac{11}{12}}}{1+r_{\frac{11}{12}}} \Rightarrow r_{11} = \frac{2 (0,13)}{1+0,13} \Rightarrow r_{11} = \frac{0,26}{1,13} \Rightarrow r_{11} = 0,23$$

Based on the calculation above, it was known that the reliability coefficient of the whole test was 0,23. According to Saukah *et.al* (1997:210) “teacher-made test for classroom purposes is considered adequate if it has a reliability coefficient of 0.50”. It means that, the test items were not reliable because $0,23 < 0.50$. As the result, the test items that very easy and very difficult should be deleted.

4.4 The Result of the Reading Comprehension Test

The reading comprehension test was conducted to the ninth grade students at SMP N 1 Jember on 22th November, 2014. There were 30 students who did the test and they were chosen randomly from 10% of the ninth class. It means that, there were 3 students from each class did the test. The test was conducted to know the students' reading comprehension achievement in the form of multiple choice with four options (a,b,c, and d). The test was divided into 30 questions and there were three kinds of report text as the materials. There were four indicators namely word, sentence, paragraph, and text comprehension in the test to know the students' reading comprehension achievement. The score of each item was 33,3 that was taken from 100 (the maximum score) divided by 30 (total items), so the result was 33,3. Further, there were 8 items of word comprehension, 8 items of sentence comprehension, 7 items of paragraph comprehension, and 7 items of text comprehension.

The materials to test the students' reading comprehension achievement were taken from the English book for the ninth 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 ninth grade in SMP N 1 Jember to make sure that the materials had never been learnt by the ninth grade students in 2014/2015 academic year. The texts that were used in this research entitled "Fish", "Sleep", and "Robots". The time to do this test was 80 minutes, and the students could do the test on time. The students' scores of reading comprehension achievement were analyzed by using the percentage formula. The result of the students' reading comprehension achievement can be seen on Appendix 14 page 107. In the reading test column, it can be seen that the total score of the students' reading comprehension achievement was 2519.89 with the mean score 84.00. It was calculated by using the following formula: $E = \frac{n}{N} \Rightarrow \frac{2519.89}{30} = 84.00$

Based on the classification of score level at SMPN 1 Jember that can be seen on Chapter 3 page 38, the students' mean score was categorized as "good" because 84 was in the range of 81-90 (it can be seen on page 38).

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

Table 4.1 The Classification of the Students' Reading Score

Range	Category	Frequency	Percentage
91 – 100	Excellent / Very Good	5	16.7%
81 – 90	Good	15	50%
71 – 80	Enough / Fair	8	26.7%
61 – 70	Poor	1	3.3%
< 61	Very Poor	1	3.3%
Total		30	100%

The percentage of score was gotten from the following formula:

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

Notes: n = the frequency of the students
N = the total number of the students taking the test

Based on Table 4.1, it can be known that there are five categories based on the classification score level of SMP N 1 Jember. There were 5 students (16.7%) who got the test in the range of 91-100, and it was categorized as “excellent/ very good”. There were 15 students (50%) who got score in the range of 81-90, with category “good”. While, there were 8 students (26.7%) who got 71–80, and they were categorized as “enough/fair”. The next category was “poor” that were reached by 1 student (3.3%) with the range score 61-70. Moreover, there was also only 1 student (3.3%) who got the score under 60 which was categorized as “very poor”. In addition, the minimum standard score in this school for English subject especially was 80, which can be shown from the table.

The four indicators of reading aspects used in this research were distributed into set of questions, and each item showed each indicators. Table 4.1 provides the four indicators that were stated in three different texts. The table also shows the students’ correct and false answer in the form of percentage in order to easier the researcher analyze the result of the students’ reading comprehension achievement of each item.

Table 4.2 The Result of the Students’ Reading Comprehension Achievement of four Indicators in each Text

Text	Indicator	The students’ Answer	
		True (%)	False (%)
Text 1 (Fish)	Word Comprehension	88.88%	11.10%
	Sentence Comprehension	76.66%	23.33%
	Paragraph Comprehension	88.33%	11.66%
	Text Comprehension	76.66%	23.33%
Text 2 (Sleep)	Word Comprehension	91.66%	8.33%
	Sentence Comprehension	93.33%	6.66%
	Paragraph Comprehension	74.44%	25.55%
	Text Comprehension	74.44%	25.55%
Text 3 (Robot)	Word Comprehension	88.33%	11.66%
	Sentence Comprehension	87.49%	12.49%
	Paragraph Comprehension	83.33%	16.66%
	Text Comprehension	88.33%	11.66%

The percentage of score above was gotten from the following formula:

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

Notes:

E= the percentage of the students' reading comprehension achievement of four indicators in each text

n = the total number of students' answer

N= the total number of the students taking the test

Table 4.2 shows the result of the students' answer of reading comprehension test. It is showed based on the texts and the indicators. Text 1 consisted of 9 questions of four reading aspects they were word, sentence, paragraph, and text comprehension. The highest achievement that the students' got in the first text was on the word comprehension that was 88.88%. Further, the students' achievement of wrong answer in comprehending the word was 11.10%. While, the percentage of the students' correct answer in paragraph comprehension was 88.33%, then for sentence and text comprehension were the same 76.66%. It means that the students' comprehension in comprehending the words in text 1 was better than the other reading indicators.

The second text consisted of 11 questions. Based on Table 4.2, it was known that the students' sentence comprehension was the highest. There were 93.33% of the students' answer got correct answers in comprehending the sentences. It was different from the first text that the word comprehension was the highest. In text 2 the students' comprehension in comprehending word was in the second place after the sentence comprehension that was 91.66%. It means that the students' could comprehend the sentences in text 2 better than the other comprehension. While, the students' correct answer in comprehending the paragraph and text were 74.44%.

The last was text 3 that consists of 10 questions. The highest score that the students' got in answering the questions was in word and text comprehension which was in the range of 88.33%. Besides, there were 11.66% of the students chose the wrong answer in comprehending the word and text comprehension. Then, there were

87.49% of students which comprehended the sentence well. The next was the lowest score that students got in text 3 were paragraph comprehension. In comprehending paragraph, there were 83.33% students which chose the correct answer. However, the total percentage of the students' answer was above 81% which means that the students could comprehend the text well, especially in comprehending the word meaning.

In conclusion, the students' comprehension in comprehending the word, sentence, paragraph and text in text 1, 2, and 3 was various. However, in text 1 and text 3 the students' comprehension in word meaning was better than the other comprehension. It means that, most of the students could comprehend the words in the text well.

Further, the result of students' reading comprehension achievement based on each indicator can be seen clearly on Appendix 14 page 107. The table showed the total correct answer and the mean score of each indicator. The following part explains the percentage of students' reading comprehension achievement of each indicator.

1. The students' word comprehension achievement:

$$EWC = \frac{\sum n}{\sum N} \times 100\% \Rightarrow \frac{213}{240} \times 100\% \Rightarrow 88.75\%$$

2. The students' sentence comprehension achievement:

$$ESC = \frac{\sum n}{\sum N} \times 100\% \Rightarrow \frac{207}{240} \times 100\% \Rightarrow 86.25\%$$

3. The students' paragraph comprehension achievement:

$$EPC = \frac{\sum n}{\sum N} \times 100\% \Rightarrow \frac{171}{210} \times 100\% \Rightarrow 81.42\%$$

4. The students' text comprehension achievement:

$$ETC = \frac{\sum n}{\sum N} \times 100\% \Rightarrow \frac{165}{210} \times 100\% \Rightarrow 78.57\%$$

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

Table 4.3 The Students' Reading Comprehension Achievement in Percentage of Each Indicator

Indicators	The Percentage of students' achievement	Category	Interval (%)
Word Comprehension	88.75%	Good	81- 90
Sentence Comprehension	86.25%	Good	81- 90
Paragraph Comprehension	81.42%	Good	81-90
Text Comprehension	78.57%	Enough / Fair	71-80

Table 4.3 showed the percentage of the students' reading comprehension achievement covering four indicators namely word, sentence, paragraph, and text comprehension. Then, the students' percentage was classified into the category based on the score level applied in SMP N 1 Jember. It can be seen in the table above, that the highest percentage of four indicators was the word comprehension (88.75%). It was categorized as "Good". It means that the students' who belonged to this group got score in range of 81-90. Then, the percentage of the students' achievement in sentence comprehension was 86.25%. It means that 86.25% of the students' achievements were categorized as "Good" in comprehending the sentence while reading. They obtained the score in the interval 81-90. Next, it was followed by paragraph comprehension which the percentage of the students' achievement was 81.42%. The percentage showed that the students got "Good" score in the range of 81-90. The last that was the lowest percentage of the four indicators was text comprehension with the percentage of 78.57%. In other words, there were 78.57% students' have "Enough/Fair" ability in comprehending the text.

4.5 Discussion

According to data analysis that can be seen on Appendix 14 page 107, the researcher found that the ninth grade students reading comprehension was

categorized as “good”. The students’ achievement in comprehending the reading text was in the percentage of 84.00%. Those students in average got 83,33 up to 93,33 in the reading comprehension test (see Appendix 14). In addition, among the 3 topics of reading texts that the researcher provided, questions on topic “Robot” which is text 3 can be answered correctly by most of the students. More than 80% students showed their good comprehension on all reading indicators. It seems that the topic has attracted students’ attention as it’s quite familiar with their age. In line with this, Lipson in Spyridakis and Wenger (1991) examining whether children use their familiarity with a topic in forming inferences from text, found that subjects with familiar with the textual information were better at acquiring totally new information than correcting inaccurate old information.

On the other hand, the text which was the most difficult for the students was the first text on title “Fish”. The percentages of the sentence and text comprehension that can be seen on Table 4.2 on page 44 were 76.66%. It means that the students did not really interest with the first topic.

In addition, the following parts are the explanation about the students’ reading comprehension achievement based on the four indicators that are used in this research namely word, sentence, paragraph, and text comprehension.

4.5.1 The Students’ Reading Comprehension Achievement in Word Comprehension

The students’ achievement in comprehending the word was categorized as “good” with the percentage of 88.75%. It means that most of the ninth grade students in this school could comprehend the words in the text well and they have good vocabulary knowledge. According to Mikulecky (2008), reading comprehension depends on vocabulary knowledge and vice versa. It means that the students can understand the reading materials better if they have more vocabularies in their mind. There are some reasons why the students’ achieve good score in comprehending the words. Based on the interview with the English teacher, she informed that when the

students faced some problems in finding difficult words, the teacher asked them to underline the unfamiliar words and then asked them to read one more as a whole. Next, they related with the other words or sentences and guess the meaning of the unfamiliar words. If they still confused about the meaning, then she asked them to open the dictionary. It means that the teacher gave more emphasize on the difficult words that the students face in the text. It makes the students get used to find the meaning of the difficult words so that they have more vocabulary in their mind while reading. It makes them easier to remember the meaning of the words after they learned them often. In addition, according to Sunggingwati and Nguyen (2013:80) in Indonesia, at the primary level, English words are introduced to children thereby emphasizing vocabulary and pronunciation. It means that the teachers in Indonesia usually introduce more vocabulary while teaching reading to the students so that the students easier to comprehend words rather than the other components. It also happened in this research, the students' good comprehension in word meaning may survive affected by the more vocabulary knowledge that they have learnt since they were in primary level.

Further, on Appendix 14 page 107, it can be seen on the students' word comprehension that most of the students could answer the questions correctly. Only 3 students which have maximum fault that was 3 wrong answer from 8 questions. It shows that the students reading comprehension in word meaning is better than the other comprehensions.

4.5.2 The Students' Reading Comprehension Achievement in Sentence Comprehension

The students' reading comprehension achievement of sentence comprehension was categorized as "good". It was because the percentage of the students' sentence comprehension achievement was 86.25% and the students got score in range 81-90. This students' good comprehension was affected by the students' vocabulary knowledge. When the students have more vocabulary in their mind, it would be easier

for them to comprehend the sentence. According to Wilawan (2012:46), in order to understand a passage, ESL/EFL readers use the bottom-up strategy — they process words and their meanings, as well as connections between words at the basic level of the sentence. It can be seen in the reading text test items, there are some questions about sentence comprehension which consist of familiar words that make them easier to understand the questions. Therefore, the students who could understand the words would be easier to comprehend the sentence. It can be seen in the reading comprehension test, the students who could answer the questions about sentence comprehension well also could answer the word comprehension as well. On Appendix 14, it is known that only 1 student (student number 1) who answered wrongly until 4 items from 8 items of comprehending the sentence. The rest could answer 8 items correctly, or made 2 until 3 mistakes.

4.5.3 The Students' Reading Comprehension Achievement in Paragraph Comprehension

Dealing with the students' comprehension in paragraph meaning, the data showed that their paragraph comprehension was “good”. The percentage of the students' achievement in comprehending paragraph was 81.42%. The students got score in range 81-90 in comprehending paragraph. It means that most of the students could comprehend the paragraph well. Although, more than 80% of the students are able to comprehend the paragraph questions, there was problem that the researcher found during the analysis. As many as 18.58% students who get lower comprehension in this category showed that they commonly made mistake in finding the main idea.

Based on the research data of the students' reading comprehension on paragraph meaning, the students face difficulties in comprehending the topic sentence when it is unstated in a paragraph. In line with this Wilawan (2012:46) states that for most readers, particularly EFL readers who have more limited linguistic and discourse knowledge, determining implied main idea is much difficult and can be

problematic rather than finding explicit main idea. It could be affected by the teacher rare to give the students exercises in finding or understanding unstated topic sentence. the teacher also informed that the students who rare to practice reading so that they difficult in finding the topic sentence of the paragraph or in summarizing what is the paragraph tell the reader about.

4.5.4 The Students' Reading Comprehension Achievement in Text Comprehension

The percentage of the students' comprehension in comprehending the text was 78.57%. The students who belong to this group got score in range of 71-80 which were categorized as "enough/fair" ability. It means that the ability of the students in comprehending the whole text was fair. It might happen because they know most of the words in a text, however they difficult in combining the words meaning into text comprehension. It could be seen in the reading comprehension test on Appendix 14 page 106 that the students' achievement of text comprehension was the lowest. According to Keirzadeh and Tavakoli (2012:150), while it is common that EFL readers can recognize individual words in a text, they found the students unable to produce a meaningful interpretation of the text. It can be seen from the students' answer on reading comprehension, they could not answer the questions correctly as they have to conclude or infer the answer from the text instead of comprehending word by word.

Although the result of the test showed the students' text reading comprehension is the lowest among the 4 indicators, there are more than 70% students are able to answer the questions correctly. It might happen because the students are familiar with the topics in the test namely: "Fish", "Sleep", "Robot". As Carrell (in Wahyuningsih, 2012:7) explains that a text is difficult to understand when the readers have no experience about what text is about or concerning with. In addition, Pang (2003:13) explains that having more prior knowledge generally aids comprehension. It means that, based on the research findings, the students who could

comprehend the text well were ever experienced and familiar not only the words in the text but also about the topic and the theme. On the other hand, the students who did not have any experience or text background knowledge were difficult in comprehending the text.



CHAPTER 5. CONCLUSION AND DISCUSSION

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

5.1 Conclusion

Based on the result of data analysis and discussion, it was found that the students' reading comprehension achievement at SMP N 1 Jember was relatively good because the students' average score was 84.00 and it was categorized as "good". Based on the four indicators of aspects of reading, the ninth grade students at SMPN 1 Jember in word, sentence, and paragraph comprehension were categorized as "good" which was respectively 88.75%, 86.25%, 81.42%. However, their reading comprehension in text meaning was 78.57 %.

Based on the research result above it can be concluded that the highest percentage of the students' reading comprehension was the ability in comprehending the word that reached 88.75%. Besides, the lowest percentage was the comprehension of the text meaning that reached 78.57%.

5.2 The Weaknesses of This Research

There are some weaknesses of this research dealing with the students' reading comprehension achievement test result. One of them is the researcher did not interview neither the teacher nor the students after conducting and analyzing the test, so that the researcher could not match the result of the low or good students' score with the reason that may cause it.

5.3 Suggestion

Based on the research findings, the suggestions are proposed to the following people:

a. The English Teacher

These suggestions are given to the English teacher in order to the English teacher can help the students' to improve the students' reading comprehension especially in report text. Based on the result of the research, it was known that the lower percentage of reading comprehension was comprehending the text. The English teacher is suggested to give the students more exercises dealing with the text comprehension. Further, before the students do the reading comprehension, it would be better if the teachers build their background knowledge.

b. The Future Researcher

The future researcher are suggested to conduct further research design or with different level of students dealing with the students' reading comprehension achievement. Moreover, the future researcher could conduct different reading aspect to enrich the research findings especially in reading comprehension.

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RESEARCH MATRIX

TITLE	PROBLEM	PHENOMENON	INDICATOR	DATA RESOURCES	RESEARCH METHOD
The Study of the Ninth Grade Students' Reading Comprehension Achievement at SMPN 1 Jember	How is the ninth grade students' reading comprehension achievement at SMPN 1 Jember?	The students' reading comprehension achievement	<p>The score of comprehending a report text covers:</p> <ul style="list-style-type: none"> a. Comprehending words in report text. b. Comprehending sentences in report text c. Comprehending paragraphs in report text d. Comprehending texts in report text 	<ul style="list-style-type: none"> 1. Respondent; The Ninth Grade Students of SMPN 1 Jember. 2. Informant; The Ninth Grade English Teacher of SMPN 1 Jember 3. Documents: <ul style="list-style-type: none"> - The students' score of reading test that is given by the English teacher of grade ninth - The teachers' syllabus 	<ul style="list-style-type: none"> 1. Research design: Descriptive 2. Area Determination Method: Purposive method 3. Respondent Determination Method: Proportional Random Sampling 4. Data Collection Methods: Primary data: - Reading comprehension test Supporting data: - Interview - Documentation 5. Data Analysis Method $E = n/N \times 100$ Explanation E = total scores of students' reading comprehension of each indicator n = the students' obtained scores of reading comprehension test N = total scores of test items of each indicator <i>(adapted from Ali, 1987:186)</i> The students' reading test is obtained from the participants and analyze descriptively.

READING COMPREHENSION TEST (TRY OUT)

Subject : English
 Level/Semester : IX/1
 Skill/ Genre : Reading/ Report Text
 Time : 80 minutes

A. Choose the correct answer by crossing (x) a, b, c, or d!

Read the text carefully then answer the following question (number 1-11) based on the text!

Fish come in an amazing variety of shapes and colors, but they all have three things in common. All fish live in water, have fins and use gills to get oxygen from the water.

A female fish releases eggs in water. This process is called **spawning**. However, there are also some fishes, like shark and dolphin, which give birth to live young.

Fish eggs range in size from a barely **visible** dot to the size of a pea. Fish eggs hatch within several days of spawning or some weeks later, depending on the species and the water temperature.

Fish have the same five senses as humans have: sight, hearing, touch, smell and taste. They use their senses to look for food, avoid predators find a partner to spawn with and find their way around their habitat. Fish can also differentiate color, just as people do.

Taken from Practice Your English Competence for Grade IX Junior High School,(Zaida (2013:34)

1. What does paragraph 1 tell us about?

a. fish characteristics	c. fish color
b. fish shapes	d. fish senses
2. “This process is called **spawning**” (paragraph 2) “**spawning**” means . . .

a. living together	c. getting eggs
b. laying eggs	d. giving birth
3. Which of the species of fish that give birth based on the text above?

a. shark and dolphin	c. shark and whale
b. fish and dolphin	d. whale and dolphin
4. The word “**visible**” (paragraph 3) deals with ...

a. able to be heard	c. able to be tasted
b. able to be seen	d. able to be found

5. What does paragraph 3 talk about?
 - a. fish species
 - b. fish eggs
 - c. fish live
 - d. fish color
6. "..., **depending** on the species" (paragraph 3) the word "**depending**" can be replaced by ...
 - a. relying
 - b. carrying
 - c. getting
 - d. giving
7. Why do not the fish eggs hatch in a certain time?
 - a. because it depends on the water temperature and the habit of the fish
 - b. because the fish have many species and the water temperature is constant
 - c. because different species and water temperature may have different time of hatching
 - d. because it depends on the species of the fish and the air temperature
8. What is the main idea of paragraph 4?
 - a. Fish have different senses from humans have
 - b. The use of fish senses
 - c. Fish can also differentiate color
 - d. Fish have the same five senses as humans have
9. Below are the use of fish senses, **except** ...
 - a. to look for food
 - b. to find the way
 - c. to differentiate color
 - d. to find the predator to spawn
10. What does the text tell us about?
 - a. Female fish
 - b. Fish
 - c. Shark
 - d. Dolphin
11. Which of the following statements below is **TRUE** based on the text above?
 - a. all of the fish species live in the water and lay eggs
 - b. neither the fish nor the people can differentiate color
 - c. fish eggs hatch depends on the species, and the temperature of water
 - d. fish have the same senses as humans except hearing to avoid predators

B. Read the text carefully then answer the following question (number 12-22) based on the text!

SLEEP

Sleep is temporary lapse of consciousness. During sleep, our central nervous system, breathing, heart-beat and muscle-tone are slowing down.

Human sleep duration varies enormously. Babies sleep for 18-20 hours a day, young children sleep for 12-14 hours, **adults** sleep for 7-9 hours and older people sleep for 5-7 hours.

Some people nowadays suffer from insomnia. These people cannot sleep easily. Insomnia is not an illness. It is a symptom of a sleeping disorder which can be caused by anxiety, **depression** and excitement. **It** cannot be cured without getting rid of the problems which cause it. But temporary, insomnia can be overcome by drinking chamomile tea.

Taken from Practice Your English Competence for Grade IX Junior High School, (Zaida (2013:34))

12. Which statement below is **NOT TRUE** based on the first paragraph above?
 - a. the heart-beat of human is slowing down when sleeping
 - b. the central nervous system and breathing are slower than before sleeping
 - c. the humans' muscle-tone is slowing down and also able to breath
 - d. the sleeping habit makes the heart-beat, and muscle-tone are slowing down
13. Which statement below is **TRUE** according to paragraph 2 above?
 - a. There are five kinds of sleep duration
 - b. Babies and adult have almost the same sleeping duration
 - c. Babies take the longest sleep duration
 - d. Older people have the most difficult in sleeping.
14. The synonym of the word "**adult**" (paragraph 2) is ...
 - a. mature
 - b. young
 - c. big
 - d. new
15. How many hours is a proper time of five year children to sleep?
 - a. 7-9 hours
 - b. 5-7 hours
 - c. 8-20 hours
 - d. 12-14 hours
16. "... can be caused by anxiety, **depression**, and excitement"(paragraph 3) The word "**depression**" deals with ...
 - a. a state of happiness and high motivated
 - b. a state of sadness, and low spirit

- c. a state of satisfaction and low spirit
 - d. a state of sadness and high motivated
17. “It can be cured without getting rid of the problems ... ” (paragraph 3). The word “it” refers to ...
- a. Insomnia
 - b. anxiety
 - c. illness
 - d. people
18. What does paragraph 3 mainly talk about?
- a. human sleep duration
 - b. the disadvantages of insomnia
 - c. insomnia symptom
 - d. insomnia sufferer
19. How could people overcome insomnia symptom?
- a. by sniffing chamomile oil
 - b. by drinking green tea
 - c. by smearing chamomile oil
 - d. by drinking chamomile tea
20. What can you conclude from the text above?
- a. Human could suffer from insomnia if they sleep properly
 - b. Insomnia disease can be cured by consuming medicine
 - c. Insomnia is an illness which caused by anxiety, depression, and excitement.
 - d. Human should sleep in proper time to avoid from the sleeping problem.
21. Which statement below is **TRUE** based on the text above?
- a. human have different sleep duration based on the age stages
 - b. human can overcome insomnia by drinking green tea
 - c. human consciously feel the heart-beat and muscle-tone when sleeping
 - d. human mostly suffer from symptom
22. What is the text above mainly talk about?
- a. insomnia
 - b. symptom

- c. illness
- d. sleep

C. Read the text carefully then answer the following question (number 23-34) based on the text!

'Robot' comes from the Czech word '*robota*' which means 'work' or 'labor'. A robot is a machine that does the work of a human being.

Robots are used to perform ***repetitive*** tasks which require precision. For example, they are used to manufacture cars. In the future, robots might be used to perform surgical operations on people. A computer can direct the procedure with great precision while human surgeons check the progress of the operation on large video screens.

Robots may soon become ***useful*** for doing ***unpopular*** household chores like sweeping and mopping. Robots will also be able to be used to do jobs which are unsafe for humans, like cleaning a nuclear accident site.

Taken from Practice Your English Competence for Grade IX Junior High School (Zaida (2013:34))

23. What does the first paragraph mainly tell us about?
- a. The origin of the word robot
 - b. The definition of robot task
 - c. The use of robot
 - d. The advantage of robot
24. "...used to perform ***repetitive*** tasks" (paragraph 2). The word ***repetitive*** refers to ...
- a. doing something carefully
 - b. doing something continuously
 - c. doing the tasks slowly
 - d. doing something too detail
25. Why is robot used to help the human's work?
- a. Because robot can manufacture cars
 - b. Because robot can do repetitive task with high precision
 - c. Because robot can perform surgical operations
 - d. Because robot can finish the humans' work carelessly

26. How do the robots work to help people?
- they work carelessly and fast
 - they work with repetitive and great precision
 - they work to manufacture cars
 - they perform repetitive surgical operations
27. What is a computer's task?
- directing the procedure with great precision
 - directing the robot with great precision
 - directing the people in surgical operations
 - directing the procedure carelessly
28. "Robots may soon become *useful* for doing ..." (last paragraph). The word *useful* has the same meaning with the word ...
- good
 - beneficial
 - bad
 - break
29. "Robots may soon become useful for doing *unpopular* household ..." (Paragraph 3). The word *unpopular* has the same meaning with the word ...
- unlimited
 - well-known
 - infamous
 - unprofessional
30. Why do robots replace human's job to clean a nuclear accident site?
- because robots can do it carefully
 - because the job is dangerous for human
 - because robots can do it better than human
 - because the job is too easy to do
31. What is the most suitable title of the text above?
- Computer
 - Robots
 - Labor
 - Machine
32. Which statement below is **NOT TRUE** based on the text above?
- Robot do the human job
 - Robot can manufacture cars
 - Robot is a machine
 - Robot is dangerous for human

33. Which of the following statement is **NOT TRUE** according to the last paragraph?
- a. Robot will do unpopular household chores in the future
 - b. Robot will help human to do dangerous jobs
 - c. Robot can sweep and mopp soon
 - d. Robot is used to manufacture cars
34. Which statement below is **TRUE** based on the text above?
- a. Robot used to help the human's work
 - b. Robot is harmful for human
 - c. Robot may cause an accident
 - d. Robot is a machine to break cars

-----*Good Luck and Do Your Best*-----

The Answer Key

Number	The answer	Indicator
1	a	Paragraph comprehension
2	b	Word comprehension
3	a	Sentence comprehension
4	b	Word comprehension
5	b	Paragraph comprehension
6	a	Word comprehension
7	c	Sentence comprehension
8	d	Paragraph comprehension
9	d	Sentence comprehension
10	b	Text comprehension
11	c	Text comprehension
12	d	Paragraph comprehension
13	c	Paragraph comprehension
14	a	Word comprehension
15	d	Sentence comprehension
16	b	Word comprehension
17	a	Word comprehension
18	c	Paragraph comprehension
19	d	Sentence comprehension
20	d	Text comprehension
21	a	Text comprehension
22	d	Text comprehension
23	a	Paragraph comprehension
24	b	Word comprehension
25	b	Sentence comprehension
26	b	Sentence comprehension
27	a	Sentence comprehension
28	b	Word comprehension
29	c	Word comprehension
30	b	Sentence comprehension
31	b	Text comprehension
32	d	Text comprehension
33	d	Paragraph comprehension
34	a	Text comprehension

READING COMPREHENSION TEST

Subject : English
 Level/Semester : IX/1
 Skill/ Genre : Reading/ Report Text
 Time : 80 minutes

Choose the correct answer by crossing (x) a, b, c, or d!

A. Read the text carefully then answer the following question (number 1-9) based on the text!

Fish come in an amazing variety of shapes and colors, but they all have three things in common. All fish live in water, have fins and use gills to get oxygen from the water.

A female fish releases eggs in water. This process is called *spawning*. However, there are also some fishes, like shark and dolphin, which give birth to live young.

Fish eggs range in size from a barely *visible* dot to the size of a pea. Fish eggs hatch within several days of spawning or some weeks later, depending on the species and the water temperature.

Fish have the same five senses as humans have: sight, hearing, touch, smell and taste. They use their senses to look for food, avoid predators find a partner to spawn with and find their way around their habitat. Fish can also differentiate color, just as people do.

(taken from: FUN English Magazine, Edisi 10 Tahun IX)

1. “This process is called *spawning*” (paragraph 2) “**spawning**” means . . .
 - a. living together
 - b. laying eggs
 - c. getting eggs
 - d. giving birth
2. The word “**visible**” (paragraph 3) deals with ...
 - a. able to be heard
 - b. able to be seen
 - c. able to be tasted
 - d. able to be found
3. What does paragraph 3 talk about?
 - a. fish species
 - b. fish eggs
 - c. fish live
 - d. fish color

4. "..., **depending** on the species" (paragraph 3) the word "**depending**" can be replaced by ...
 - a. relying
 - b. carrying
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5. Why do not the fish eggs hatch in a certain time?
 - a. because it depends on the water temperature and the habit of the fish
 - b. because the fish have many species and the water temperature is constant
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 - b. The use of fish senses
 - c. Fish can also differentiate color
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 - a. Female fish
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9. Which of the following statements below is **TRUE** based on the text above?
 - a. all of the fish species live in the water and lay eggs
 - b. neither the fish nor the people can differentiate color
 - c. fish eggs hatch depends on the species, and the temperature of water
 - d. fish have the same senses as humans except hearing to avoid predators

B. Read the text carefully then answer the following question (number 10-20) based on the text!

SLEEP

Sleep is temporary lapse of consciousness. During sleep, our central nervous system, breathing, heart-beat and muscle-tone are slowing down.

Human sleep duration varies enormously. Babies sleep for 18-20 hours a day, young children sleep for 12-14 hours, adults sleep for 7-9 hours and older people sleep for 5-7 hours.

Some people nowadays suffer from insomnia. These people cannot sleep easily. Insomnia is not an illness. It is a symptom of a sleeping disorder which can be caused by anxiety, depression and excitement. It cannot be cured without getting rid of the problems which cause it. But temporary, insomnia can be overcome by drinking chamomile tea.

Taken from Practice Your English Competence for Grade IX Junior High School, (Zaida (2013:34))

10. Which statement below is **NOT TRUE** based on the first paragraph above?
- the heart-beat of human is slowing down when sleeping
 - the central nervous system and breathing are slower than before sleeping
 - the humans muscle-tone is slowing down and also able to breath
 - the sleeping habit makes the heart-beat, and muscle-tone are slowing down
11. Which statement below is **TRUE** according to paragraph 2 above?
- There are five kinds of sleep duration
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 - a state of sadness, and low spirit
 - a state of satisfaction and low spirit
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18. What can you conclude from the text above?
- Human could suffer from insomnia if they sleep properly
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 - Insomnia is an illness which caused by anxiety, depression, and excitement.
 - Human should sleep in proper time to avoid from the sleeping problem.
19. Which statement below is **TRUE** based on the text above?
- human have different sleep duration based on the age stages
 - human can overcome insomnia by drinking green tea

- c. human consciously feel the heart-beat and muscle-tone when sleeping
- d. human mostly suffer from symptom

20. What does the text above mainly talk about?

- a. insomnia
- b. symptom
- c. illness
- d. sleep

C. Read the text carefully then answer the following question (number 21-30) based on the text!

'Robot' comes from the Czech word '*robota*' which means 'work' or 'labor'. A robot is a machine that does the work of a human being.

Robots are used to perform ***repetitive*** tasks which require precision. For example, they are used to manufacture cars. In the future, robots might be used to perform surgical operations on people. A computer can direct the procedure with great precision while human surgeons check the progress of the operation on large video screens.

Robots may soon become ***useful*** for doing ***unpopular*** household chores like sweeping and mopping. Robots will also be able to be used to do jobs which are unsafe for humans, like cleaning a nuclear accident site.

Taken from Practice Your English Competence for Grade IX Junior High School (Zaida (2013:34))

21. What is the first paragraph mainly tell us about?

- a. The origin of the word robot
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- c. The use of robot
- d. The advantage of robot

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- c. doing the tasks slowly
 - d. doing something too detail
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- a. Because robot can manufacture cars
 - b. Because robot can do repetitive task with high precision
 - c. Because robot can perform surgical operations
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24. How do the robots work to help people?
- a. they work carelessly and fast
 - b. they work with repetitive and great precision
 - c. they work to manufacture cars
 - d. they perform repetitive surgical operations
25. What is a computer's task?
- a. directing the procedure with great precision
 - b. directing the robot with great precision
 - c. directing the people in surgical operations
 - d. directing the procedure carelessly
26. "Robots may soon become useful for doing *unpopular* household ..."
(Paragraph 3). The word *unpopular* has the same meaning with the word ...
- a. unlimited
 - b. well-known
 - c. infamous
 - d. unprofessional
27. Why do robots replace human's job to clean a nuclear accident site?
- a. because robots can do it carefully
 - b. because the job is dangerous for human
 - c. because robots can do it better than human
 - d. because the job is too easy to do
28. What is the most suitable title of the text above?
- a. Computer
 - b. Robots

- c. Labor
- d. Machine

29. Which of the following statement is **NOT TRUE** according to the last paragraph?

- a. Robot will do unpopular household chores in the future
- b. Robot will help human to do dangerous jobs
- c. Robot can sweeping and mopping soon
- d. Robot is used to manufacture cars

30. Which statement below is **TRUE** based on the text above?

- a. Robot used to help the human work
- b. Robot is harmful for human
- c. Robots may cause an accident
- d. Robot is a machine to break cars

-----*Good Luck and Do Your Best*-----

The Answer Key

Number	The answer	Indicator
1	b	Word comprehension
2	b	Word comprehension
3	b	Paragraph comprehension
4	a	Word comprehension
5	c	Sentence comprehension
6	d	Paragraph comprehension
7	d	Sentence comprehension
8	b	Text comprehension
9	c	Text comprehension
10	d	Paragraph comprehension
11	c	Paragraph comprehension
12	a	Word comprehension
13	d	Sentence comprehension
14	b	Word comprehension
15	a	Word comprehension
16	c	Paragraph comprehension
17	d	Sentence comprehension
18	d	Text comprehension
19	a	Text comprehension
20	d	Text comprehension
21	a	Paragraph comprehension
22	b	Word comprehension
23	b	Sentence comprehension
24	b	Sentence comprehension
25	a	Sentence comprehension
26	c	Word comprehension
27	b	Sentence comprehension
28	b	Text comprehension
29	d	Paragraph comprehension
30	a	Text comprehension

SUPPORTING DATA INSTRUMENTS

THE RESULT OF INTERVIEW (It has been translated from Bahasa Indonesia)

Interview : The researcher

Interviewee : The ninth grade English teacher of SMPN 1 Jember

Date of interview : 9th July 2014

1. The Guide of Interview

Questions	Data Resources
1. What curriculum do you use in teaching English at the ninth grade of SMPN 1 Jember?	The ninth grade of this school uses <i>KTSP</i> 2006 for junior high school.
2. Why the ninth grade still use 2006 Institutional Based Curriculum?	Because this school have applied 2006 Institutional Based Curriculum to the ninth grade students since they were at the seventh and the eighth grade.
3. What do you think reading skill compare with the other skill as an English teacher?	I think reading skill is quite important to be mastered by the students, because the students understanding the materials given by reading, and for the grade ninth they will face examinations which mostly the questions are measure their reading comprehension skill.
4. How do you teach reading skill to your students?	When teaching reading skill, I usually give them a text. Then, I ask some of the students to read it loudly. Sometimes I ask them to read silently and then they have to

	find the difficult words and allowing them to look for the meaning in dictionary. Next, I explain it to them about the generic structure and the language features and give some tasks.
5. What kind of English textbooks do you use in teaching English?	I usually use <i>LKS (Lembar Kerja Siswa)</i> that is <i>PR Bahasa Inggris (Intan Pariwara)</i> and two kinds of textbooks namely English on Sky, and English Way as my handbooks when teaching English.
6. How do you administer reading test to the students?	I usually give them some texts with sets of questions based on the text given and then I ask them to answer the questions correctly. I usually use multiple choice tests without allowing the students to open the dictionary.
7. Have you ever measured the students' reading comprehension achievement specifically by using words, sentence, paragraph, and text comprehension?	No, I have not. I just test their reading comprehension skill in general and I usually test the students reading skill integrated with another skill.
8. How is the ninth grade students' ability of English subject in this school?	There are some students who have good score of English subject (up to 90) and some of them in average (about 80). The mean score is about 81-84. One of the reason is because the students of SMPN 1 Jember mostly come from the favorite elementary school in Jember which

	generally has good ability in academic.
9. What problems do the students usually find in reading comprehension?	Some of the students usually find some difficult words and makes them difficult in comprehending the text. Sometimes the students bored when I ask them to read some texts such as report text.
10. What makes the students find the difficult words?	Because the students never know the words before, they less practice and find the new words when reading, or they may forget the meaning.
11. Why do the students feel bored when reading English text such as report text?	Sometimes because they are difficult in getting the meaning from the text they read, and the texts are too long and unfamiliar that make them bored to read the texts.
12. How do you overcome the problem?	I ask them to underline the unfamiliar words and then ask them to read one more as a whole. Next, they can relate with the other words or sentences and guess the meaning of the unfamiliar words. If they still confuse about the meaning, then I usually ask them to open the dictionary then I emphasize on those words. In addition, to avoid boredom, I usually ask them to read in pairs or in groups. Further, I usually ask them leading questions to make the students familiar with the topic of the text being taught.

13. How many test items and time allocation that you usually give to test the students reading comprehension skill?	I usually give the students \pm 30 questions in the form of Multiple Choice and they have to do the test in \pm 60-80 minutes.
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2. Documents

Data	Source
1. The teacher's syllabus	Teacher's document
2. The ninth grade students' reading score	

SILABUS

Sekolah : SMP N 1 JEMBER
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IX/ Gasal

Standar Kompetensi : 5. **Membaca**

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

SK No	Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
					Teknik	Bentuk Instrumen	Contoh Instrumen		
5	5.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i>	<p><i>Teks monolog procedure/report</i></p> <p>Makna gagasan teks <i>procedure</i></p> <p>Informasi factual</p> <p>Informasi rinci</p> <p>Informasi tersirat dalam teks <i>procedure</i> dan <i>report</i></p> <p>Tujuan komunikatif teks <i>procedure</i> dan alat</p> <p>Langkah retorika teks <i>procedure (purpose material-steps)</i></p> <p>teks report (<i>identification-</i></p>	<ul style="list-style-type: none"> o Tanya jawab tentang berbagai hal yang berkaitan dengan topik yang akan dibahas. o Membahas kosa kata terkait o Aplikasi kosa kata dalam kalimat. o Menirukan ucapan guru o Mendengarkan teks monolog o Menjawab pertanyaan 	<p>Mengidentifikasi berbagai informasi dalam teks prosedur dan report</p> <p>Mengidentifikasi tujuan komunikatif</p>	<p>Tes tulis</p> <p>Tes lisan</p>	<p>Tes isian</p>	<p>Answer the questions correctly!</p>	8 x 40 menit	<p>Buku teks</p> <p>Teks otentik</p>

SK No	Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
					Teknik	Bentuk Instrumen	Contoh Instrumen		
		<i>description)</i>							
5	5.3 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima	Teks monolog procedure / report - Punctuation - Intonation Pronunciation	<ul style="list-style-type: none"> o mendengarkan dan memperhatikan hal yang perlu dalm kegiatan membaca nyaring yaitu ; pronunciation, intonation, punctuation o mendengarkan model membaca nyaring. o Menirukan membaca nyaring dengan intonasi, jeda dan pengucapan sesuai model o Memaca nyaring sendiri dengan lafal, jeda, dan intonasi yang baik 	Membaca nyaring dengan baik dan benar	Tes lisan	Membaca nyaring	Membaca nyaring	8 x 40 menit	Teks fungsional berupa manual HP, manual pengisian voucer HPS

Mengetahui

Jember , 5 Juli 2014
Guru Mapel

.....
NIP

.....
NIP

Lesson Plan

Subject	: English
School	: SMPN 1 Jember
Grade/Semester	: IX/1
Language Skill	: Reading
Theme	: Report Text
Topic	: Animal
Time	: 2 x 40 minutes

I. Standard of competence

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

II. Basic competence

- 5.3 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*

III. Indicators

Cognitive Product

- 5.2.1.1. Finding the general information from the report text

Cognitive Process

- 5.2.1.2. Reading the report text individually
 5.2.1.3. Finding the difficult words and the meaning in report text individually

- 5.2.1.4. Identifying the specific information in the report text individually
- 5.2.1.5. Determining whether the statement is true or false based on the text given in the genre of report text in group
- 5.2.1.6. Completing the blank word in the text and labelling the generic structure of the report text individually

Affective

- 5.2.1.7. Showing enthusiasm in doing the exercise of reading comprehension from the report text
- 5.2.1.8. Showing the responsibility in doing the task
- 5.2.1.9. Being cooperative in doing the task in group

IV. Learning Objectives

Cognitive Product

- 5.2.1.1. The students are able to find the general information from the report text accurately

Cognitive Process

- 5.2.1.2. The students are able to read the report text correctly
- 5.2.1.3. The students are able to finding the difficult words and the meaning in report text correctly
- 5.2.1.4 The students are able to identify the specific information in the report text in individual correctly
- 5.2.1.5 are able to determinine whether the statement is true or false based on the text given in the genre of report text in group accurately
- 5.2.1.6 The students are able to complete the blank word in the text and label the generic structure of the report text individually

Affective

- 5.2.1.7 The students are able to show enthusiasm in doing the exercise of reading comprehension from the report text

5.2.1.8 The students are able to show the responsibility in doing the task

5.2.1.9 The students are able to be cooperative in doing the task in group

V. Learning Materials

Material are enclosed : Report Text

VI. Teaching Approach and Method

Approach : The Student-Centered Learning

- Method :
- Question-Answer
 - Explanation
 - Practice
 - Group work and discussion

VII. Teaching Learning Activities

No	The Teacher's Activities	The Students' Activities	Method	Time
I	Set Induction 1. Greeting, pray, and check the class. 2. Giving some leading questions 3. Stating the learning objectives	Responding and paying attention Responding and answering Paying attention	Question and Answer Question and answer	10'
II	Main activity 1. Showing the students some	Paying attention to the pictures.	Explanation	70'

	<p>pictures related to the report text about animal</p> <p>2. Asking the students to match the picture with the jumble sentences given to make good arrangement.</p> <p>3. Checking the result of matching picture with the description in a good arrangement</p> <p>4. Explaining the theory and the example of report text</p> <p>5. Giving a task to find a specific information from the report text given in individual</p> <p>6. Checking the answers with the class</p>	<p>Matching the pictures with sentences in good arrangement</p> <p>Paying attention</p> <p>Paying attention</p> <p>Finding the specific information from the report text given in individual</p> <p>Paying attention and responding</p>	<p>Question and Answer</p> <p>Group discussion</p>	
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	<p>7. Asking the student to answers the statement (True or False) based on the report text given in group and finding the meaning of the words.</p> <p>8. Checking the answers together</p> <p>9. Distributing the worksheet for each students</p> <p>10. Asking the students to submit their work</p>	<p>the teacher question</p> <p>Doing the task with their group</p> <p>Paying attention and responding the teacher question</p> <p>Doing the test</p> <p>Submitting the work</p>	<p>Discussion</p>	
<p>III</p>	<p>Closure</p> <p>1. Guiding the students to draw a conclusion.</p> <p>2. Giving homework to the students</p> <p>3. Parting the students</p>	<p>Responding and answering the teacher</p> <p>Doing the homework at home</p> <p>Parting the teacher</p>	<p>Question and answer</p>	<p>10'</p>

VIII. Media and Sources

Media : White board, worksheets, pictures

Source : www.google.com, LKS Kreatif, Oxford Dictionary

IX. Assesment

For Task 1, Task 2 and Task 3

Maximal Score is 100 and minimal score is 0

The Students Final Score = *(the correct answers of task 2 x 5) + (the correct answers of task 3 x 5)*

For Evaluation :

Maximal Score is 100 and minimal score is 0

The students final Score : *(the correct answers + 3) x 10*

Jember, 22nd February, 2014

English teacher

Surya S.Pd

NIP. 19710703 199802 2 004

Attachment : Materials

Leading Questions :

1. What pictures is it?
2. Have you ever taught about this animal in general?
3. What is the first think can you get from this picture?

Pictures :



2.



Explanation :

Report is a text which presents information about something as it is.

- **Social Function of Report Text**

To describe the way things are, with reference to a range of natural, main-made and social phenomenon in our environment

- **General Structures**

1. **General Classification** : Tells or discuss the phenomenon (thing, animal, plant, etc) in general

2. Description : Tells about part, qualities, habits or behavior (if living things) and uses (if non-natural things)




• **Language Features of Report Text**


- Introducing group or general aspect
- Sometimes, using conditional logical connection; when, so, etc
- Using simple present tense

Exercise :

Task 1

Matching the pictures with the good arrangement of the sentences!

No.	Picture	Description in General
1.		
2.		
3.		

4.		
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Sentences :

A shark is shaped like a torpedo.

Camel is a large and strong animal which is commonly seen in desert.

Frog eat insect with tongue stick outward.

It is one of the largest sea creatures.

Rabbits are small mammals of the family Leporidae.

The first kind of camel has one hump and the second has two humps.

They will lay their egg in water or wet places.

They like eat carrot.

A shark is a type fish that lives in the sea.

There are two kinds of camel; Arabian camel and Bactrian camel.

They are tame and cute animals.

They have long ears.

The female usually once a spawn can produce 20.000 eggs.

They walk easily on soft sand the desert.

They will lay eggs in a one year as much as 3 times.

It can grow up to 8 meters.

Task 2

Answer the following questions based on the text below!

Whale

Whales are sea living mammals. They therefore breathe air but cannot survive on land. Some species are very large indeed and blue whale, which can

exceed 30 m in length, is the largest animal to have lived on earth. Superficially, the whale looks rather like a fish, but there are important differences its external structure: its tail consists of a pair of broad, flat, horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its large, broad head. The skin is smooth and shiny and beneath it lies a layer of fat (blubber). This is up to 30 cm in thickness and serves to conserve heat and body fluids.

Questions:

1. What is the type of the text?
2. How is the skin of a whale?
3. What is the difference between whale's tail and fish' tail?
4. Where can a layer of fat in whales be found?
5. What is (are) the function (s) of the layer?

Task 3

Choose T if the statement is true and F if the statement is false based on the text !

Panda

Pandas are mammals. They are tame animal and they are kind of raccoon. Originally, pandas lived in South and East China and parts of Myanmar and Vietnam.

Today, pandas are found in six isolated forest areas in Sichuan, Gansu, and Shaanxi provinces in China. Pandas live in high mountainous areas, usually from 2,700 to 3,700 meters (8,500 to 11,500 feet) above sea level, that have natural forested areas with fir, spruce, and bamboo. Many people think that the pandas only eats stems, leaves and bamboo, but it will also eat berries, fruit, flowers, fungi, grass and insects. It also eats flowers like crocuses and irises which grow in its mountain habitat.

In the wild nature it will also catch fish and hunt small birds and rodents, like bamboo rats. This is not enough to live on, though, so it mainly eats various species of bamboo. Pandas have claws to protect their selves from danger.

1. Pandas lived in South and East Asia and parts of Thailand, Myanmar and Vietnam. **(T/F)**
2. Pandas eat berries, fruit, flowers, fungi, grass and insect. **(T/F)**
3. Pandas found in six isolated forest areas in Sichuan, Gansu and Shaanxi provinces. **(T/F)**
4. Pandas are wild animal. **(T/F)**
5. Pandas only lived in the cold weather. **(T/F)**

Dolphin

Dolphins are sea mammals. They are members of Delphinidae family. They have to breathe air or they will die. Dolphins can hold their breath for six minutes.

Dolphins have smooth skin. Only baby dolphins are born with a few bristly hairs on their snouts. Their hair soon falls out. They have big tail and the fin on the top of their backs keep the dolphin from rolling over. The female dolphins have a thick layer of fat under their skin to keep the warm when they dive very deep. The dolphin's front fins are called flippers. They use them to turn left and right. Dolphins grow from 2 to 3 meters long and weight up to 75 kilograms.

Dolphins hunt together in a group. A group of dolphins is called a pod. They eat fish, shrimps, and small squids. They live in salt water oceans. When dolphins fear or see a ship close by them go near and follow it from distance, dolphins can leap out of the water and do somersaults. Sometimes they invent their own tricks and stunts after watching other dolphins perform.

6. Dolphins can hold their breath for six seconds. **(T/F)**
7. Baby Dolphins have smooth skin. **(T/F)**
8. Thick layer of fat under the female dolphins' skin is to keep the warm when they dive very deep. **(T/F)**
9. Flippers are the dolphins' front fins. **(T/F)**

10. They live in the lake. (T/F)

Find the meaning of the following words on the box !

- 11. Habitat
- 12. Catch
- 13. Breath
- 14. Dive
- 15. Ocean

- Air taken into and sent out of the lungs
- Go under water
- Capture a person or an animal
- One of the very large areas of sea on the earth's surface
- Natural home of an animal or plant

Evaluation

Part I

Complete the text with the suitable word in the box (number 1-5) then identify the generic structure (number 6-7)!

Kangaroo

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a 1....., which lives on the Australian island of Tasmania and also in New Guinea.

} 6.

Kangaroos eat 2..... and plants. They have short front legs, but very long, and very strong back 3..... and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make 4..... jumps of over eight meters, and leap across fences more than three meters high. They can also 5..... at speeds of over 45 kilometers per hour.

} 7.

- | | | |
|------|---------|---------|
| Legs | Grass | Forward |
| Run | Wallaby | |

Part II

Elephant

Elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tall, little eyes, long white tusks and above all it has a long noise, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long am and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

Elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

1. The text tells us about....
 - (A). the Elephant's peculiar feature
 - (B). useful servant
 - (C). strange looking animal
 - (D). an elephant
 - (E). elephant looks very clumsy.





2. The third paragraph is mainly about the fact that....
 - (A) elephants are strong
 - (B) elephants can lift logs
 - (C) elephants are servants
 - (D) elephant are very useful
 - (E) elephant must be trained

3. The most distinguishing characteristic of an elephant is.....
 - (A). its clumsiness
 - (B). its thick legs
 - (C). its large body
 - (D). its long nose
 - (E). its large ears

4. Which of the following is NOT part of the elephant described in the first paragraph ?
- (A) It looks strange
 - (B) It is heavy
 - (C) It is wild
 - (D) It has a trunk
 - (E) It has a small tail
5. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath (paragraph 2)
- The underlined word refers to....
- (A). a shower bath
 - (B). elephant's body
 - (C). a shower
 - (D). water
 - (E). elephant's trunk
6. It is stated in the text that the elephant uses the trunk to do the following, EXCEPT
- (A) to eat
 - (B) to push
 - (C) to drink
 - (D) to carry things
 - (E) to squirt water over the body.
7. "The trunk is the elephant's peculiar feature....(Paragraph2)
- The underline word close in meaning to
- (A) large
 - (B) strange
 - (C) tough
 - (D) smooth
 - (E) king
8. The text above is in the form of...
- (A). Analytical Exposition
 - (B). Narrative
 - (C). Recount
 - (D). Report
 - (E.) Spoof

Answer Key

Task 1 :

No.	Picture	Description in General
1.		<p>Camel is a large and strong animal which is commonly seen in desert. There are two kinds of camel; Arabian camel and Bactrian camel. The first kind of camel has one hump and the second has two humps. They walk easily on soft sand the desert.</p>
2.		<p>A shark is a type fish that lives in the sea. It is one of the largest sea creatures. A shark is shaped like a torpedo. It can grow up to 8 meters.</p>
3.		<p>Rabbits are small mammals of the family Leporidae. They are tame and cute animals. They have long ears. They like eat carrot.</p>
4.		<p>Frogs eat insects with tongue stick outward. The female usually once a spawn can produce 20.000 eggs. They will lay eggs in a one year as much as 3 times. They will lay their egg in water or wet places.</p>

Task 2 :

1. Report Text
2. The skin is smooth and shiny and beneath it lies a layer of fat (blubber)
3. The whale's tail external structure: its tail consists of a pair of broad, flat, horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its large, broad head
4. Beneath the whale's skin
5. To conserve heat and body fluids

Task 3 :

1. F
2. T
3. T
4. F
5. T
6. F
7. F
8. T
9. T
10. F
11. Natural home of an animal or plant
12. Capture a person or an animal
13. Air taken into and sent out of the lungs
14. Go under water
15. One of the very large areas of sea on the earth's surface

Evaluation :

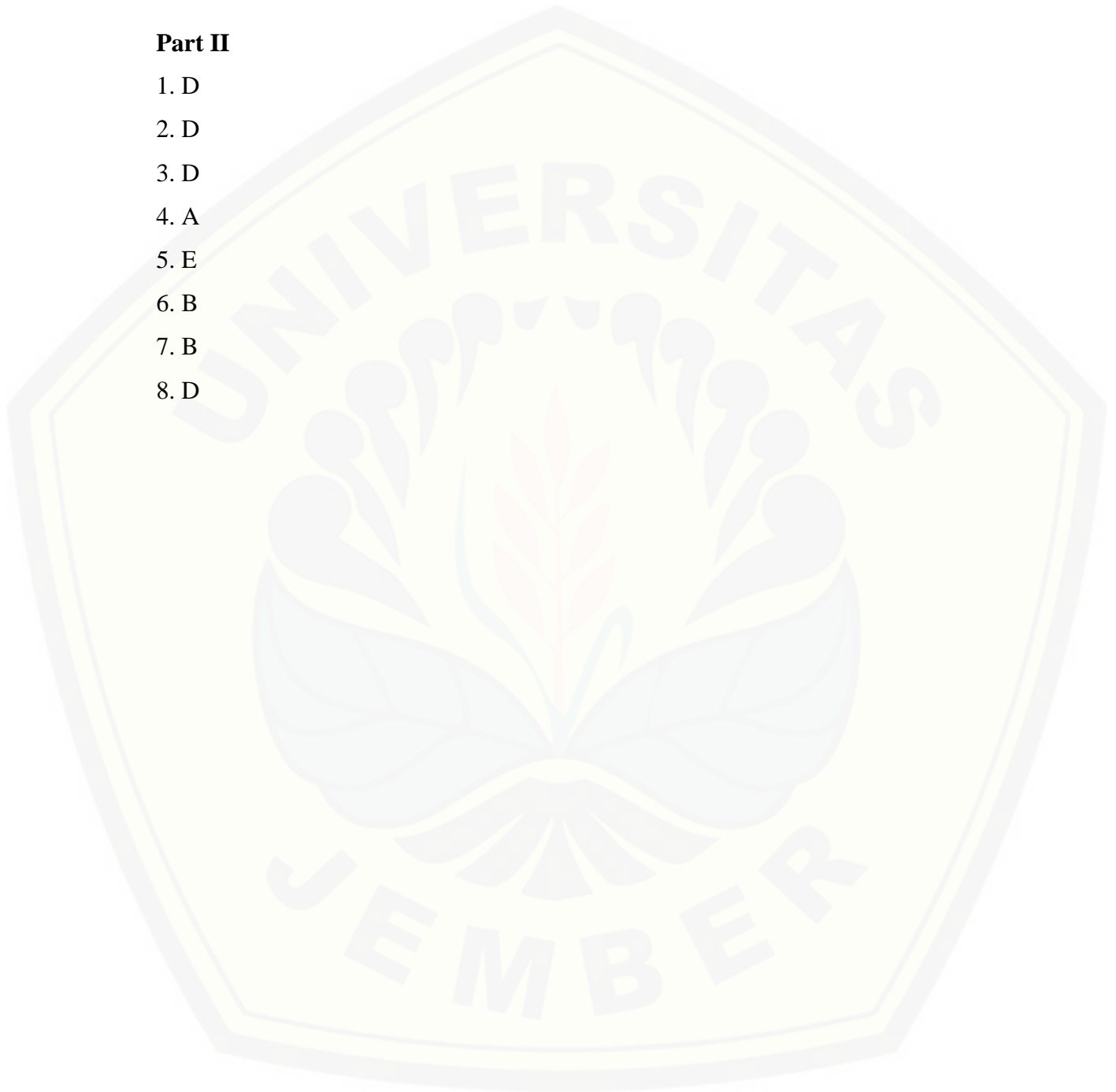
Part I

1. Wallaby
2. Grass
3. Legs
4. Forward

5. Run
6. General classification
7. Description

Part II

1. D
2. D
3. D
4. A
5. E
6. B
7. B
8. D



**The Names of the IXth Grade students of SMP N 1 Jember Taking Try Out in
the 2014/2015 Academic Year**

GRADE	NO.	NAME
IX-F	1	AP
IX-F	2	AWA
IX-F	3	AFS
IX-F	4	ARS
IX-F	5	AYDP
IX-F	6	ASY
IX-F	7	AW
IX-F	8	BARS
IX-F	9	BAP
IX-F	10	DHP
IX-F	11	DCP
IX-F	12	VRB
IX-F	13	GP
IX-F	14	GND
IX-F	15	ISA
IX-F	16	IAA
IX-F	17	KRP
IX-F	18	LS
IX-F	19	MIB
IX-F	20	MAZR
IX-F	21	MI
IX-F	22	NAP
IX-F	23	NBA
IX-F	24	NAP
IX-F	25	PSH
IX-F	26	RY
IX-F	27	RWA
IX-F	28	RAP
IX-F	29	SAR
IX-F	30	SSP

(The total students of IX-F are 36. There were 3 students did the reading test and 3 students did not either taking the tryout or the reading test).

**The Names of the IXth Grade students of SMP N 1 Jember Taking Reading
Comprehension Achievement Test in the 2014/2015 Academic Year
(The Research Sample/ Respondents)**

GRADE	NO.	NAME
IX-A	1	ADA
IX-A	2	DJS
IX-A	3	JI
IX-B	4	AF
IX-B	5	JCSP
IX-B	6	NPA
IX-C	7	YAFI
IX-C	8	SABT
IX-C	9	ZAR
IX-D	10	AMN
IX-D	11	TAC
IX-D	12	LWU
IX-E	13	ARA
IX-E	14	ADP
IX-E	15	DSP
IX-F	16	AFF
IX-F	17	DPRD
IX-F	18	IJP
IX-G	19	AMR
IX-G	20	FDY
IX-G	21	IS
IX-H	22	AYW
IX-H	23	FAAP
IX-H	24	KPM
IX-I	25	ANFM
IX-I	26	JANMR
IX-I	27	KI
IX-J	28	HAA
IX-J	29	APD
IX-J	30	YDAG

The Analysis of Test Reliability of the Odd Number (X)

No.	Number																Total	
	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31		33
1.	1	1	0	0	0	1	1	1	0	1	1	1	1	1	0	0	1	11
2	1	1	1	0	0	0	0	0	0	1	1	0	1	1	0	1	1	9
3	1	1	0	0	1	0	0	1	1	0	0	0	0	1	1	1	0	8
4	1	1	0	1	1	1	1	1	1	0	0	1	0	0	0	1	1	11
5	1	1	1	0	0	1	1	0	0	0	1	0	0	0	1	1	0	8
6	1	1	0	1	0	1	0	0	0	1	1	1	0	1	0	1	1	10
7	1	1	0	0	0	1	1	0	0	1	1	1	1	1	0	1	0	10
8	1	1	1	1	0	1	0	0	1	1	1	1	0	0	0	1	1	11
9	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	14
10	1	1	0	0	0	1	0	0	0	0	1	1	1	1	0	1	1	9
11	1	1	1	0	0	1	0	0	1	1	1	0	0	0	0	1	1	9
12	1	1	0	0	0	1	1	1	1	1	0	0	0	1	0	1	1	10
13	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0	1	1	8
14	1	1	0	0	0	1	1	1	1	1	1	1	0	0	1	1	1	12
15	1	1	0	1	0	0	1	0	0	0	1	1	1	0	1	1	1	10
16	1	1	1	0	1	0	0	0	0	1	1	1	1	1	0	0	0	9
17	1	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	0	11
18	1	1	0	1	0	0	0	0	1	1	1	0	0	1	0	0	1	8
19	1	1	1	0	1	1	1	0	0	0	1	1	1	0	0	1	0	10
20	1	1	1	1	0	1	1	1	0	1	1	0	0	0	1	1	1	12
21	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	15
22	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	0	1	12
23	1	1	0	0	1	0	0	1	0	1	1	1	1	1	1	0	0	10
24	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	13
25	1	1	1	0	0	1	1	1	0	0	1	0	1	0	1	0	1	10
26	1	1	1	0	1	1	1	1	0	0	0	1	1	1	0	1	0	11
27	1	1	1	0	0	1	1	1	0	1	0	1	1	0	0	1	1	11
28	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	0	1	12
29	1	1	0	1	0	1	0	1	1	0	1	0	1	0	0	1	1	10
30	1	1	1	1	0	0	0	1	1	1	0	0	1	1	0	0	1	10
	30	30	16	13	8	21	16	17	13	21	22	19	18	18	10	22	20	314

The Analysis of Test Reliability of the Even Number (Y)

No.	Number																Total	
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32		34
1.	1	0	0	0	1	0	0	0	1	1	1	1	1	0	1	1	1	10
2	1	1	0	0	1	0	1	1	0	1	1	1	0	0	1	1	1	11
3	1	0	1	1	1	1	1	0	0	1	0	1	1	0	1	1	1	12
4	0	1	1	1	1	0	0	0	1	1	0	1	1	0	0	1	1	10
5	0	1	0	1	1	0	1	1	1	1	0	1	0	0	0	1	1	10
6	0	0	1	1	1	0	1	0	1	0	1	1	0	0	1	1	1	10
7	1	1	1	0	1	0	0	0	1	1	1	1	1	0	1	1	1	12
8	1	1	0	0	1	0	1	1	1	0	0	0	1	0	0	1	1	9
9	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	1	13
10	1	0	1	1	0	0	1	1	1	1	0	0	1	0	1	1	1	11
11	1	1	0	1	1	0	1	0	1	0	1	1	1	0	0	1	0	10
12	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	13
13	0	1	1	0	1	1	0	1	0	1	0	0	1	1	1	1	1	11
14	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	1	0	11
15	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	13
16	1	1	1	0	0	0	1	0	1	1	1	0	1	0	1	1	0	10
17	1	1	0	0	0	0	0	0	1	1	0	1	0	1	0	1	1	9
18	0	1	1	1	1	0	1	0	1	0	1	1	1	0	0	1	1	11
19	1	0	1	1	0	0	1	1	0	0	0	1	0	0	0	1	1	8
20	1	0	1	1	0	1	1	0	0	1	1	0	1	0	1	1	1	11
21	1	0	1	1	1	0	0	1	0	1	0	0	0	0	1	1	1	9
22	1	0	1	1	0	1	1	1	0	1	1	1	1	0	0	1	0	11
23	0	1	0	1	1	0	0	1	0	1	1	1	0	0	1	1	0	9
24	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	0	12
25	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	14
26	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	13
27	0	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	12
28	1	1	0	0	0	0	1	1	1	1	1	1	1	1	0	1	1	12
29	0	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	0	11
30	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	13
	21	21	20	21	21	8	21	19	19	21	20	21	21	5	21	30	21	331

The Calculation of Each Odd (X) and Even (Y) Scores

Number of Subject	Scores		X ²	Y ²	XY
	Odd Numbers (X)	Even Numbers (Y)			
1	11	10	121	100	110
2	9	11	81	121	99
3	8	12	64	144	96
4	11	10	121	100	110
5	8	10	64	100	80
6	10	10	100	100	100
7	10	12	100	144	120
8	11	9	121	81	99
9	14	13	196	169	182
10	9	11	81	121	99
11	9	10	81	100	90
12	10	13	100	169	130
13	8	11	64	121	88
14	12	11	144	121	132
15	10	13	100	169	130
16	9	10	81	100	90
17	11	9	121	81	99
18	8	11	64	121	88
19	10	8	100	64	88
20	12	11	144	121	132
21	15	9	225	81	135
22	12	11	144	121	132
23	10	9	100	81	90
24	13	12	169	144	156
25	10	14	100	196	140
26	11	13	121	169	143
27	11	12	121	144	132
28	12	12	144	144	144
29	10	11	100	121	110
30	10	13	100	169	130
Sum	314	331	3372	3717	3474

The Difficulty Index of Each Test Item

Item Numbers	N	R	F.V	Criteria
1	30	30	1	very easy
2	30	21	0.7	average
3	30	30	1	very easy
4	30	21	0.7	average
5	30	16	0.53	average
6	30	20	0.66	average
7	30	13	0.43	average
8	30	21	0.7	average
9	30	8	0.26	difficult
10	30	21	0.7	average
11	30	21	0.7	average
12	30	8	0.26	difficult
13	30	16	0.53	average
14	30	21	0.7	average
15	30	17	0.56	average
16	30	19	0.63	average
17	30	13	0.43	average
18	30	19	0.63	average
19	30	21	0.7	average
20	30	21	0.7	average
21	30	22	0.73	easy
22	30	20	0.66	average
23	30	19	0.63	average
24	30	21	0.7	average
25	30	18	0.6	average
26	30	21	0.7	average
27	30	18	0.6	average
28	30	5	0.16	difficult
29	30	10	0.3	average
30	30	21	0.7	average
31	30	22	0.73	easy
32	30	30	1	very easy
33	30	20	0.66	average
34	30	21	0.7	average

The Result of the Students' Reading Comprehension Achievement of Four Indicators in Each Text

Text	Item Number	The Text Title	Indicator	The Students' Answer				
				True	Percentage	False	Percentage	
Text 1	1	Fish	Word Comprehension	28	93.33%	2	6.66%	
	2			29	96.66%	1	3.33%	
	4			23	76.66%	7	23.33%	
	5		Sentence Comprehension	22	73.33%	8	26.66%	
	7			24	80%	6	20%	
	3			Paragraph Comprehension	28	93.33%	2	6.66%
	6		25		83.33%	5	16.66%	
	8		Text Comprehension	23	76.66%	7	23.33%	
	9			23	76.66%	7	23.33%	
Text 2	12	Sleep	Word Comprehension	27	90%	3	10%	
	14			27	90%	3	10%	
	15			28	93.33%	2	6.66%	
	13		Sentence Comprehension	28	93.33%	2	6.66%	
	17			28	93.33%	2	6.66%	
	10		Paragraph Comprehension	17	56.66%	13	43.33%	
	11			27	90%	3	10%	
	16			23	76.66%	7	23.33%	
	18		Text Comprehension	20	66.66%	10	33.33%	
	19			23	76.66%	7	23.33%	
	20			24	80%	6	20%	
Text 3	22	Robots	Word Comprehension	26	86.66%	4	13.33%	
	26			27	90%	3	10%	
	23		Sentence Comprehension	24	80%	6	20%	
	24			27	90%	3	10%	
	25			26	86.66%	4	13.33%	
	27		Paragraph Comprehension	28	93.33%	2	6.66%	
	21			25	83.33%	5	16.66%	
	29			25	83.33%	5	16.66%	
	28			Text Comprehension	29	96.66%	1	3.33%
	30				24	80%	6	20%

The Students' Reading Comprehension Achievement

No	WC		SC		PC		TC		Σn	ΣN	Reading test score
	n	N	n	N	n	N	n	N			
1	5	8	4	8	5	7	4	7	18	30	60
2	7	8	7	8	6	7	6	7	26	30	86.66
3	6	8	7	8	6	7	6	7	25	30	83.33
4	8	8	5	8	4	7	6	7	23	30	76.66
5	6	8	8	8	4	7	6	7	24	30	80
6	7	8	7	8	7	7	5	7	26	30	86.66
7	7	8	7	8	6	7	7	7	27	30	90
8	8	8	7	8	5	7	4	7	24	30	80
9	8	8	6	8	6	7	6	7	26	30	86.66
10	7	8	7	8	6	7	5	7	25	30	83.33
11	7	8	7	8	7	7	6	7	27	30	90
12	8	8	7	8	6	7	7	7	28	30	93.33
13	7	8	5	8	7	7	4	7	23	30	76.66
14	7	8	7	8	7	7	7	7	28	30	93.33
15	8	8	8	8	4	7	4	7	24	30	80
16	7	8	7	8	6	7	6	7	26	30	86.66
17	8	8	8	8	7	7	4	7	27	30	90
18	8	8	8	8	7	7	6	7	29	30	96.66
19	6	8	7	8	6	7	3	7	22	30	73.33
20	5	8	8	8	6	7	6	7	25	30	83.33
21	8	8	8	8	6	7	6	7	28	30	93.33
22	7	8	7	8	6	7	6	7	26	30	86.66
23	7	8	6	8	5	7	5	7	23	30	76.66
24	8	8	6	8	4	7	6	7	24	30	80
25	7	8	7	8	6	7	6	7	26	30	86.66
26	8	8	7	8	4	7	7	7	26	30	86.66
27	8	8	8	8	5	7	5	7	26	30	86.66
28	7	8	7	8	5	7	6	7	25	30	83.33
29	5	8	6	8	6	7	4	7	21	30	70
30	8	8	8	8	6	7	6	7	28	30	93.33
T	213	240	207	240	171	210	165	210	756	900	2519.89
M(%)	88.75%		86.25%		81.42%		78.57%		84.00%		84.00

**The IXth Grade students English Score of SMP N 1 Jember in the 2014/2015
Academic Year**

GRADE	SCORE
IX-A	84
IX-B	84
IX-C	83
IX-D	84
IX-E	82
IX-F	81
IX-G	84
IX-H	83
IX-I	83
IX-J	81

**The Names of the IXth Grade students of SMP N 1 Jember in the 2014/2015
Academic Year**

GRADE	NO.	NAME	SCORE
IX-A	1	ABID NIZAR ZUHDI	90
IX-A	2	AFRI RINDANG PRADANA	85
IX-A	3	ANDREW SEPTIAN WIJAYA	85
IX-A	4	AYUNDA DWI ARISKA	85
IX-A	5	AZIZIL KHAIRIYAH ANWAR	85
IX-A	6	BALAWARA ANDIKA	90
IX-A	7	DEA ALMIRA KALISTA	85
IX-A	8	DESINTA FAJAR IKHSAN	80
IX-A	9	DILLON JUSTITIA	80
IX-A	10	DWIKI TUGAS IRIANDI NAIBAHO	85
IX-A	11	EKA LUTFIATUL HASANAH	90
IX-A	12	EMYR DZAKWAN KANZ AL HABIBIE	80
IX-A	13	EVI EKA LUTFIATUL HASANAH	90
IX-A	14	FAJAR SUGI PUTRANTO	70
IX-A	15	FARANDI RAHMAN MUSTOFA	80
IX-A	16	FELICIA IVANA PUTRI	85
IX-A	17	JASMINE ISLAMI	80
IX-A	18	KAMALIA ZULFA K.	70
IX-A	19	KHAIRANA MILENIA MARTA	80
IX-A	20	M. ARYA WIYANDIKA	80
IX-A	21	MAHATMA JUNJUNG M.	80
IX-A	22	MAULANA WISNU	85
IX-A	23	MEILIA SYARI WILYANDANI	85
IX-A	24	MEUTIA SEFILA NAURA	70
IX-A	25	MIRA RAHMAWATI	90
IX-A	26	NABILAH ADIBAH QONITAH	90
IX-A	27	NADA HASMI MUHAMMAD	75
IX-A	28	NAUFAL AZZAM FADILILLAH	80
IX-A	29	NOOR NADILA AMALIA	95
IX-A	30	NURAINI MELIKA FERDIANTI	80
IX-A	31	ROYAN ALGAZI JAYUS	80
IX-A	32	SHINTA VALEN RAHMAUDINA	85
IX-A	33	UNGKI APRILIAN	90
IX-A	34	ZULQORNAIN RAKA PATRIA	100
MEAN SCORE			84

**The Names of the IXth Grade students of SMP N 1 Jember in the 2014/2015
Academic Year**

GRADE	NO.	NAME	SCORE
IX-B	1	ACH. RIDWAN FAHRIZAL ROZAK	90
IX-B	2	AHMAD KRISNA	70
IX-B	3	ANISA IMAMIAH HUMAIROH	75
IX-B	4	ANISA FITRI SAFANI	85
IX-B	5	ANISAH FEBRINA	75
IX-B	6	CIKA NURRAHMANIA HAQ	80
IX-B	7	EZRA ALANATHANIEL	90
IX-B	8	FAHLEVI FABIU	85
IX-B	9	GHANDI GIAN C.	75
IX-B	10	IRBAH NURJANNAH	85
IX-B	11	JIHAN CITRA SYAHBANA PUTRI	70
IX-B	12	KARINA DWI FEBRIANTI	85
IX-B	13	MELINDA KUSUMA WIDIARTI	85
IX-B	14	MUHAMMAD ROFIQ H.	75
IX-B	15	MUTHIA NUR MAULIDA	85
IX-B	16	NABILA PUTRI ARINDA	85
IX-B	17	NADIRA SALSA AURELIA	80
IX-B	18	NAYLIA ZANUBAH RIFA	90
IX-B	19	NIDYA SALWATAU RISKA	85
IX-B	20	NISFI MAULIDAH	85
IX-B	21	NUR ARIF AFFANDI	80
IX-B	22	PUTI KURNIA SERVIANI	85
IX-B	23	RAFIKA ISTIDAMAH	90
IX-B	24	RENCI TRI ZAFIRA	-
IX-B	25	RENI SAFIANINGSIH	85
IX-B	26	REZA PANDUWASKITA	80
IX-B	27	RISKI ADINDA PUTRI HIDAYAT	85
IX-B	28	RISTANTI DIA LESTARI	85
IX-B	29	RIZA RAHMAN BASOFI	75
IX-B	30	RIZA RUSDIANA FIRMANI	80
IX-B	31	SITI NURAINI	85
IX-B	32	SULTAN AGUS NU SAMAHTA	80
IX-B	33	TASYA AYU PUSPITA	85
IX-B	34	ZAKIA DWI ARYANI	85
MEAN SCORE			82

**The Names of the IXth Grade students of SMP N 1 Jember in the 2014/2015
Academic Year**

GRADE	NO.	NAME	SCORE
IX-C	1	DEA ARMELIFIA ALIFIA	100
IX-C	2	FANDI KARTIKO PUTRA	85
IX-C	3	FUAD ZULFIKAR ISMANI	95
IX-C	4	IVON ANGGRAINI	95
IX-C	5	MUHAMMAD NIFSYAN H.	70
IX-C	6	PRAMUDYA FEBRIANTO	85
IX-C	7	AFNAN SALSABILA SUNGKAR	85
IX-C	8	DIMAS YOSEPH MILANDA	75
IX-C	9	M. ASLAM KARONI	70
IX-C	10	SELEN ARNENDA	85
IX-C	11	ANTONI FATHUR RAHMAN	90
IX-C	12	FIRSTA AMELIA ISLAMI	85
IX-C	13	MOC. IQBAL PRATAMA	75
IX-C	14	MOH. REZA WAHYU ABDILLAH	85
IX-C	15	YANUARDI FITRA INSANI	85
IX-C	16	DEANSYAH PUTRA MAHARTIKA	95
IX-C	17	NURIESTA DWI PUTRA	95
IX-C	18	RAFLI NANDA KURNIAWAN	90
IX-C	19	REFTA YUSLITA	85
IX-C	20	SATRIA AJI BAGUS TARUNA	85
IX-C	21	ANANDA YUSTIKA SEPTIANTI	75
IX-C	22	ARIN DWI SEPNIAWATI	60
IX-C	23	BAYU SUKMA AJI SANTANG	85
IX-C	24	ZEFANYA ABEL	100
IX-C	25	EKO TRIAN PRAMONO AJI	90
IX-C	26	KHALIFATUL FITRIANA	80
IX-C	27	KHASMI AGNIA INDARTATI	95
IX-C	28	SABRINA BINTANG MAHARDIKA	80
IX-C	29	NAHDILA ANISYA	85
IX-C	30	NADILA ANISYA RANIASTUTI	85
IX-C	31	SONIA MEYHESKEL H.	80
IX-C	32	SISKA DAMAYANTI	90
IX-C	33	ZAHIRAH AULIA RAHMA	87
IX-C	34	GEA ANABELA HARIONO	70
MEAN SCORE			84

**The Names of the IXth Grade students of SMP N 1 Jember in the 2014/2015
Academic Year**

GRADE	NO.	NAME	SCORE
IX-D	1	ABDUL KHOLIQ	85
IX-D	2	ABDURRAHMAN RAHMATULLAH	75
IX-D	3	AFIFAH RAHAYUNINGTYAS	100
IX-D	4	ANANDA RISKI FAHRANI	95
IX-D	5	ARIF WIDIATMOKO	85
IX-D	6	ATIKA DWI MEKAWATI N.	90
IX-D	7	BAGUS CAHYO KUNCORO	95
IX-D	8	BAYU TRI ATMAJA	70
IX-D	9	BRILIAN RAKA ABADI	95
IX-D	10	CLARISSA OKTAVIRYA	85
IX-D	11	DANNY TRISNA	90
IX-D	12	DIDO OKSI SIGIARTO	100
IX-D	13	DYAH AYU CANDRASTUTI	90
IX-D	14	DYAH PRASETYANINGRUM P.	80
IX-D	15	FATRAUL ALI SODIKIN	95
IX-D	16	IMELDA ALIFIA PERMATASARI	85
IX-D	17	KARBELA WARDATUL JANNAH	80
IX-D	18	KHUNIKA MAULANA R	75
IX-D	19	LARAS WAHYU URAINI	70
IX-D	20	LUQMAN ALVIAN ARDHI	75
IX-D	21	M. HAIDAR IHZA M	-
IX-D	22	MARCHAENTA YOGYANTERRA K	75
IX-D	23	MISYE SEPTA SARI	70
IX-D	24	MIZAN IMAM AL HIKAM	75
IX-D	25	MOCH. WILDAN ARSYAD NUR F.	80
IX-D	26	MUHAMMAD ALWAN MAQRIBI	85
IX-D	27	MUHAMMAD GHAFAR ASSIDIQQI	90
IX-D	28	PHARAMOND ZIDNAN ILLAH AL N	90
IX-D	29	R.AJ. YASMINA KHALISA	70
IX-D	30	RAMANDA AGUS PRAWIRODIRJO	95
IX-D	31	REFIKA AMFELIYA FEBIOLA	90
IX-D	32	RIDHO ARIF NUGROHO	100
IX-D	33	RYAN MAULANA RIADI VANDI	80
IX-D	34	TASYA MONICASARI	90
IX-D	35	TEGUH TRI WAHYU DIAN P	75
IX-D	36	VITA SANIA OCTAVIA	65
MEAN SCORE			81

**The Names of the IXth Grade students of SMP N 1 Jember in the 2014/2015
Academic Year**

GRADE	NO.	NAME	SCORE
IX-E	1	ABIYYU RUSYDANA AMANULLAH	75
IX-E	2	AGNES DEWI PUTRI	80
IX-E	3	AJENG MELANEA DEA	80
IX-E	4	AMANDA INTAN YESICHA	75
IX-E	5	ANASTASIA GIONIA	90
IX-E	6	ARDIN FAJARISMA	75
IX-E	7	ATHOM BADAWI	85
IX-E	8	AULIA SENIKACERIN WAHIDIA	70
IX-E	9	BAGUS MAULANA ISHAQ	75
IX-E	10	BEA SHANTY OCTOVA	95
IX-E	11	BELLA SABRILLA AMELIA	80
IX-E	12	CALVIN RIFQI PRADANA	100
IX-E	13	DAFFALENO SAMARTHA PUTRA	95
IX-E	14	DEVIAN KURNIAWAN NUR HUDA	95
IX-E	15	DONNY TRISNA PRATAMA	90
IX-E	16	ELGA DEPONSEN JAYA	70
IX-E	17	FARHAN ALIFIAN W	80
IX-E	18	FEBRIANSYAH BASTA A.	85
IX-E	19	GUSTI AYULITA SARI	70
IX-E	20	LUTFI HARDIANSYAH	90
IX-E	21	MOHAMMAD FATHAN GHANY	85
IX-E	22	MUHAMMAD DERRYL QINANDA	90
IX-E	23	NADHIF RIZQULLAH LESTAMANTA	100
IX-E	24	NADYA MIRINDRA N	85
IX-E	25	NATALIA DELINA	85
IX-E	26	NEVIN TRIAN ADE PUTERA	75
IX-E	27	OPPI CHILLI ANDARISTA	85
IX-E	28	RACHMAD HAFIDZ A.W	60
IX-E	29	RAUFIA ADISTIRA	90
IX-E	30	RETNO BUDI AYUNINGTYAS	70
IX-E	31	RIZAL FAQIH	100
IX-E	32	SELLYA HERULY NARTIKA N	95
IX-E	33	SULTON MUHAMMAD C.W	75
IX-E	34	WAHYU ARIF WIJAYA	80
IX-E	35	XENA PEMELA	60
IX-E	36	ZHASA CHRISTA ARTAEVIERA	80
		MEAN SCORE	82

**The Names of the IXth Grade students of SMP N 1 Jember in the 2014/2015
Academic Year**

GRADE	NO.	NAME	SCORE
IX-F	1	ADELIA PRATIWI	70
IX-F	2	AGNIA WINANDIKA ARUNI	90
IX-F	3	ALDI FAJAR SATRIAWAN	75
IX-F	4	AMALIA RESVIAN SEPTANTY	80
IX-F	5	ANDINA YULIA DWI P	95
IX-F	6	ANGGA SEPTIA YUDHA	85
IX-F	7	ARRASYDINDA FARRA FANNISHA	80
IX-F	8	AYDIAGO WIJAYA	80
IX-F	9	BELLA AMALIA RISKI SODIQ	85
IX-F	10	BINTANG AGUNG PERMANA	80
IX-F	11	DIATRI HYAR PARAHITA	75
IX-F	12	DINDA PUTRI RAHMA D	100
IX-F	13	DONNA CITRA P.	95
IX-F	14	VERINA RENATA B.	95
IX-F	15	GAMAYOGA PRASETYA	85
IX-F	16	GERALD NAUFAL DIALULAQ	75
IX-F	17	ILHAM JALU PRAKOSA	70
IX-F	18	INEZ SEPTIA ALMAYANTI	85
IX-F	19	IRWAN AHMAD AMURULLAH	70
IX-F	20	KURNIA RISKI PRIMADIAN	90
IX-F	21	LAILI SYARIFAH	80
IX-F	22	M. ILHAM BRILIANSYAH	80
IX-F	23	MOH. AKBAR ZULFIKAR RAMADAN	95
IX-F	24	MUHAMMAD IQBAL	85
IX-F	25	NADIA AYU PITALOKA	80
IX-F	26	NANDITA BELLA AYU S.	70
IX-F	27	NUR ADI PRATAMA	85
IX-F	28	PUTRI SYIFA HABIBAH	60
IX-F	29	RADITYA YUDATAMA	85
IX-F	30	RAFDI WILDAN ARISY	60
IX-F	31	RISKI AHMAD PRAYOGI	90
IX-F	32	SEKAR ASRI RAHMAWATI	95
IX-F	33	SEPTIAN BAGASKARA	80
IX-F	34	SHEVIN SUDIARTI PURBANEGORO	60
IX-F	35	SECHFIANO SAFFA M	80
IX-F	36	YUSI FELANITA WULANDARI	80
		MEAN SCORE	81

**The Names of the IXth Grade students of SMP N 1 Jember in the 2014/2015
Academic Year**

GRADE	NO.	NAME	SCORE
IX-G	1	ABDUR RAZAK SEBASTIAN	95
IX-G	2	ALDI MASDARMAWAN	80
IX-G	3	ALFANDRIAWAN RADYA WASKITA	75
IX-G	4	ALFARINE HAINUR RASASTI P	90
IX-G	5	ALFIRA NAILA HIDAYATI	100
IX-G	6	ALIEF MAULANA RAMADHAN	60
IX-G	7	AMELIA SHINTA DEWI	70
IX-G	8	ANANDA DWI MILLENIA	80
IX-G	9	ANGGI WULAN SEKAR TANJUNG	75
IX-G	10	APRIYOLA ISMI ANISA	80
IX-G	11	ARISKA CANDRA JAYATI	90
IX-G	12	BELLA WINTARININGTYAS	60
IX-G	13	BELLINDA PUTRI	70
IX-G	14	CAESAR RACHMAD GHUNAWAN	75
IX-G	15	CANDRA HERDIANA I.T.A	75
IX-G	16	DWI AJENG RATRI	80
IX-G	17	FANIA TASYA NILAMSARI	85
IX-G	18	FARREL MADA IMANI	85
IX-G	19	FERDHY DHETYA YAHYA	90
IX-G	20	GALUH KURNIA SANDI	80
IX-G	21	I WAYAN ALIF WIRAJAYA	95
IX-G	22	INDAH SEPTIAYU	90
IX-G	23	KAMILA ASMA YANTI	85
IX-G	24	KUNTARI HESTI S	90
IX-G	25	M. INDEFANDIA KURNIAWAN	75
IX-G	26	MAULIDINA RIZQIYAH	80
IX-G	27	MIANTOKO GUNDHO PUTRO N	85
IX-G	28	NILA FIRMALIA	90
IX-G	29	RIDHO YUDHA PRATAMA D	95
IX-G	30	RIVALDI TEGUH M.S	85
IX-G	31	RIZQINA AULIA FATIN	80
IX-G	32	SASWIMALA DWI SURYANINGTYAS	75
IX-G	33	SHINTA EL QORINA SAFITRI	85
IX-G	34	TITA DWI RAHAYU	95
IX-G	35	YASIN ARDIANSYAH	90
IX-G	36	ZAKARIA BAHANAN	85
MEAN SCORE			83

**The Names of the IXth Grade students of SMP N 1 Jember in the 2014/2015
Academic Year**

GRADE	NO.	NAME	SCORE
IX-H	1	ACHIEL DOVAN DOVANNY	80
IX-H	2	CHMAD AFFANDHY	85
IX-H	3	AFTHON ILMAN HUDA	80
IX-H	4	AHMAD RIDHATUL AKBAR	90
IX-H	5	AMILA SAFIRA HAMID	90
IX-H	6	ANITA YUNI WULANDARI	95
IX-H	7	DELIA MIFTAHUL JANNAH	70
IX-H	8	DIVAND AZRIEL MAULIDYANSYAH	85
IX-H	9	DWI CITRA AGUSTIN A	60
IX-H	10	AFRONT NURTAQWIM S	60
IX-H	11	FARAH ALIEF ATIKAH PUTRI	85
IX-H	12	FERRY SUKIRNO PUTRA	90
IX-H	13	FILDA SYNTHIA DEWI SUKMA	95
IX-H	14	HUMAIRA DWI SETIYOWATI	95
IX-H	15	ILYAS NUGRAHA BUDI ERAWAN	95
IX-H	16	KARINA PUTRI MARISKA	85
IX-H	17	MAURIL YUNITA PUTRI	80
IX-H	18	MAYLINDA NUR AZIZAH	80
IX-H	19	MELLYANDONNA RISKY RAMADHAN	95
IX-H	20	MIRANI ILMU AURIA DEBITA	80
IX-H	21	MIRZA AJIE PRASETYA	80
IX-H	22	MOHAMMAD AULIA BERYL D	75
IX-H	23	MOHAMMAD QISTHI HADISTIAN	80
IX-H	24	MONICA MEGA MAHARANI	80
IX-H	25	MUH. AKBAR GILANG R	80
IX-H	26	MUH. FADILAH AKBAR AL ROSYID	80
IX-H	27	MUHAMMAD BAHARUDINSYAH	90
IX-H	28	NABILA VINSKY ASTARI	95
IX-H	29	NAFIS HIBATULLAH LESTAMANTA	90
IX-H	30	RADHIKA ADAM ARDIANSYAH	75
IX-H	31	ROBINS HERAYASA ARMANDO	80
IX-H	32	SATRIO NANDA N.F	75
IX-H	33	SHINTA DEVI PUTRI H.P	85
IX-H	34	SONIA SEPTIANINGRUM	80
IX-H	35	VALDIANSYAH	90
IX-H	36	WANDA AGISTA RAHMASARI	90
		MEAN SCORE	83

**The Names of the IXth Grade students of SMP N 1 Jember in the 2014/2015
Academic Year**

GRADE	NO.	NAME	SCORE
IX-I	1	ACHLISI DINAN KAMILA	70
IX-I	2	AHMAD HANIF	75
IX-I	3	AJI TRI NURLAELI	80
IX-I	4	ALIKA IHZA ZULFIA	90
IX-I	5	ALISSA QODRUNNADA	95
IX-I	6	ANGGUN DINDA BELLA WATI	95
IX-I	7	ANITA PRATIWI	100
IX-I	8	AVIVAH NUR FAIZ M.	80
IX-I	9	BACHTIAR IZHA S.M	80
IX-I	10	DETA ANGGIE TSABITAH	80
IX-I	11	DINDA ARDIKA PUTRI	70
IX-I	12	EDWINA LATIFAH RAHMANTO	75
IX-I	13	EGA TRI HARDIANSYAH	90
IX-I	14	GABY NADIBA ZAIN FAUZIYAH	95
IX-I	15	HALIM ABDUL ROQIB	80
IX-I	16	HARITS AKBAR G.	85
IX-I	17	HENANDU BUDI	75
IX-I	18	ISMIYANTI REJEKI CAHYANINTYAS	70
IX-I	19	JULINDA PUTRI NADILA	60
IX-I	20	JUNIAR NUR MR	95
IX-I	21	KURNIARUM ISWAHYUNINGTYAS	85
IX-I	22	MAHARANI DYAH PUTRI	90
IX-I	24	MELYANI HANDYTA YANUAR	70
IX-I	25	MIFTAH EKANANDA ANDRAYANI W	80
IX-I	26	MOH. ISA WARDANA	80
IX-I	27	MUHAMMAD ARYA R	85
IX-I	28	NADILA MAOSI KATHERINE	70
IX-I	29	OSA RAHMAWATI	90
IX-I	30	RAFI HERFANDA PRATAMA	80
IX-I	32	RAHADINA CITRA PRAWITA	70
IX-I	33	SALSABILA EKSANANDA	70
IX-I	34	SALSABILA RAFIDA A	75
IX-I	35	SITI KHOIRUL AMALIYYAH	75
IX-I	36	YUSRIL MUHAMMAD IQBAL	80
MEAN SCORE			81

**The Names of the IXth Grade students of SMP N 1 Jember in the 2014/2015
Academic Year**

GRADE	NO.	NAME	SCORE
IX-J	1	ACH. SULTHON AZIZUN NAFSI	75
IX-J	2	ACHMAD ZINEDINE ACHSAN	75
IX-J	3	ADE PUTRA PERDANA	80
IX-J	4	AGA SYAKIF AL-QOWIY	90
IX-J	5	AHMAD BIONDI	85
IX-J	6	AKHMAD HISKIA NAQID MAHDA	80
IX-J	7	ALDO FAJAR SATRIONO	90
IX-J	8	ALIFFIAN FIRMANSYAH	95
IX-J	9	ANDHITA KINTAN DAMAR R	75
IX-J	10	ANISA YUDHITA P	90
IX-J	11	CINDY ERMA NARULITA	90
IX-J	12	DARA INDRIA DIANINGTYAS	90
IX-J	13	DHAFIN NAUFAL RAMADHANI	85
IX-J	14	DINDA INTAN FITRIAH	80
IX-J	15	GITA ANISA DHISTIRA	80
IX-J	16	HANAN RAKINANTA	75
IX-J	17	HANIDA AISYAH ARDIANA	75
IX-J	18	HENDRA CAHYA RACHMANTA	70
IX-J	19	INEZ NABILAH ELVIA	70
IX-J	20	M. REYNALDI ADAM	70
IX-J	21	MEYASARI DWI LESTARI	80
IX-J	22	MOCH. HARIS HERMANSYAH	95
IX-J	23	MOHAMAD DITO PRATAA	80
IX-J	24	MUHAMMAD FAUZIL ADHIM	95
IX-J	25	MUHAMMAD DAFFA P.A	60
IX-J	26	MUHAMMAD IRFAN GHANI	100
IX-J	27	PIPIT AMELIA	95
IX-J	28	RIZKA SALSABILA	95
IX-J	29	SAKA PERSADA DIJAYA	80
IX-J	30	SALSABILA NADA AZZAHRA	80
IX-J	31	TASYA ARTAMEVIA AGUSTIN	95
IX-J	32	VINA KAUTSAR RAHMANIA	75
IX-J	33	YOGI PRATAMA	75
IX-J	34	YOSEPHINE DIVIA AYU GITA	90
IX-J	35	YUFI ASRORUL QUDSI	85
IX-J	36	YULIA TRI WAHYUN	80
MEAN SCORE			82





PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 1 JEMBER
Jl. Dewi Sartika 17 Telp. (0331) 486988 Jember



SURAT KETERANGAN

Nomor : 076/056/413.02.20523851/2015

Yang bertanda tangan di bawah Kepala SMP Negeri 1 Jember, menerangkan dengan sebenarnya bahwa:

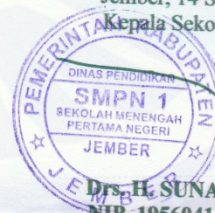
Nama : JAZILATUL IFAH
NIM : 100210401014
Jurusan : FKIP Bahasa Inggris Universitas Jember

telah melaksanakan penelitian untuk bahan data skripsi dengan judul: "The Study of The Ninth Grade Students' Reading Comprehension Achievement at SMPN 1 Jember" pada tanggal 10-23 November 2014 di SMP Negeri 1 Jember.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jember, 14 September 2015

Kepala Sekolah,



Drs. H. SUNARYONO, MM
NIP. 19560411 197903 1 007



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Nomor : 7: 425 /UN25.1.5/LT/2014
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 1 Jember
Jember

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

Nama : Jazilatul Ifah
NIM : 100210401014
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin, yakni tentang "The Study of the Ninth Grade Students' Reading Comprehension Achievement at SMPN 1 Jember" Sehubungan 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.



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