



**A DESCRIPTIVE STUDY ON THE EIGHTH GRADE STUDENTS'
READING COMPREHENSION ACHIEVEMENT ON RECOUNT TEXT
BY USING LECTURING AND QUESTION-ANSWER TECHNIQUES**

THESIS

By

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY
2015**



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Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education

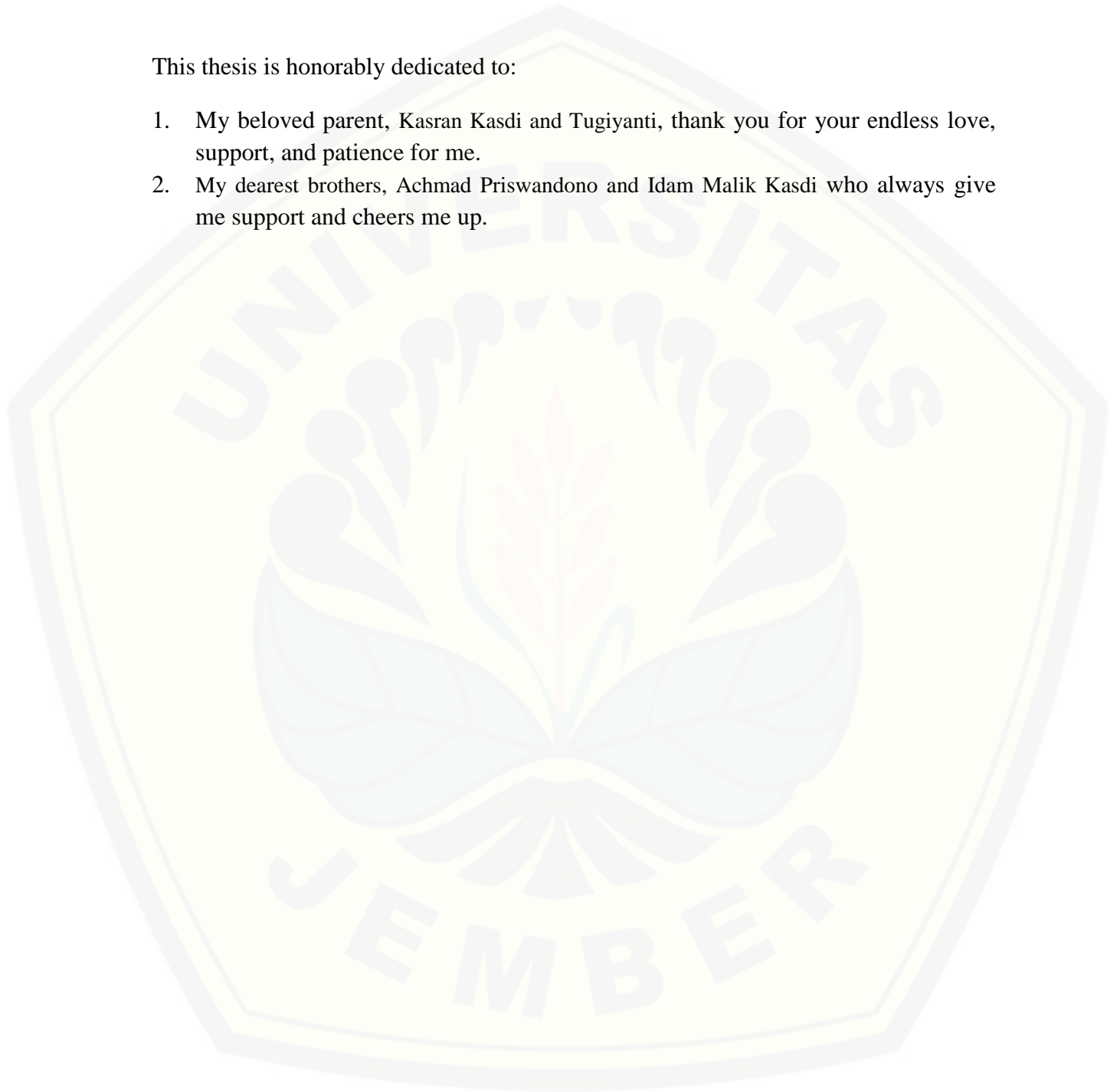
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parent, Kasran Kasdi and Tugiyanti, thank you for your endless love, support, and patience for me.
2. My dearest brothers, Achmad Priswandono and Idam Malik Kasdi who always give me support and cheers me up.



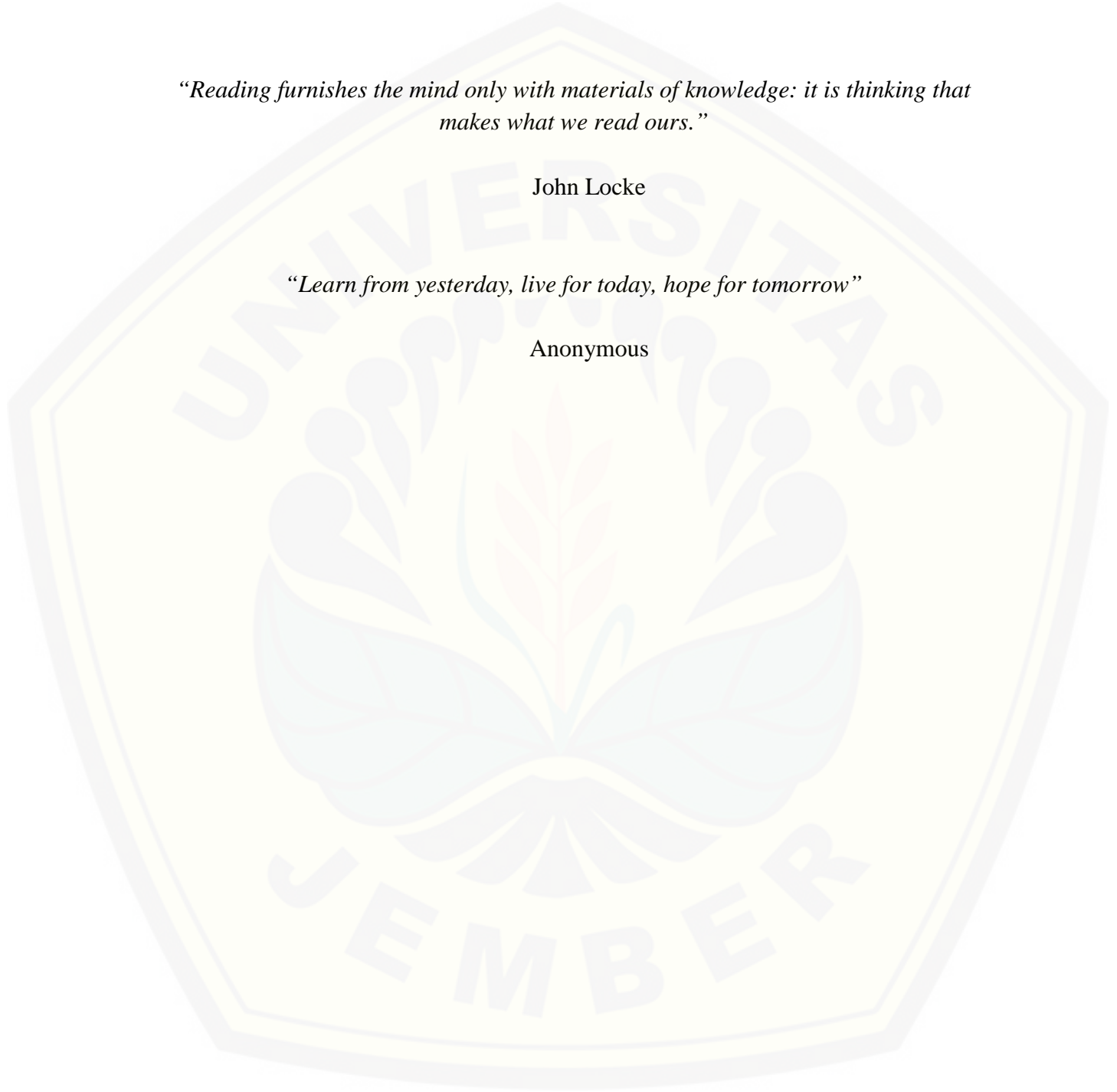
MOTTO

“Reading furnishes the mind only with materials of knowledge: it is thinking that makes what we read ours.”

John Locke

“Learn from yesterday, live for today, hope for tomorrow”

Anonymous



STATEMENT OF THESIS AUTHENTICITY

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

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

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Jember, November 2015

The Writer

Tri Ismi Zain Aziza
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CONSULTANTS APPROVAL

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This thesis entitled “A Descriptive Study on the Eighth Grade Students’ Reading Comprehension Achievement on Recount Text by Using Lecturing And Question-Answer Techniques” is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

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First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me the ability so that I can finish writing the thesis entitled “A Descriptive Study on the Eighth Grade Students’ Reading Comprehension Achievement on Recount Text by Using Lecturing And Question-Answer Techniques”.

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Finally, I feel indebted to all of those who gave positive comments for the improvement of this thesis.

Jember, November 20th, 2015

The Writer

SUMMARY

“A Descriptive Study of the Eighth Grade Students Reading Comprehension Achievement on Recount Text by using Lecturing and Question-Answer Techniques”; Tri Ismi Zain Aziza, 090210401070; 2015: 43 pages, English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

In English language teaching (ELT) at Junior High School, reading is one of the English skills other than listening, speaking, and writing. In teaching learning activity, reading involves reading activity, such as reading short story, announcement and poster. Reading is important because by reading students will not only learn about the language but also get non linguistics information.

This research was intended to describe the eighth grade students' reading comprehension achievement especially in reading recount texts at SMPN 9 Jember in the 2014/2015 academic year. In this study, recount text was used for reading comprehension achievement which also covered four reading indicators namely: word, sentence, paragraph, and text comprehension. The area of this research was determined by using purposive method and the researcher used cluster random sampling to choose the participants of this research. Moreover, the data were collected from the student's reading achievement test score as a primary data and from the interview and documentation used as the supporting data.

Based on the data analysis, the result showed that most of the eighth grade students' reading comprehension achievement at SMPN 9 Jember was categorized as “fair” with the mean score of their reading comprehension achievement was 72. In details, no students belonged to “excellent” category, and there were 16 students of 38 students got scores between 75- 89 (good) and 19 students of 38 students had scores between 60-74 (fair). Meanwhile, there were 3 students who were recorded to achieve poor score with the score between 45-59. Based on the analysis of each reading indicator, it was found that the highest score in reading comprehension achievement was word comprehension with the mean score 79,27 (good). The second

rank was sentence comprehension with the mean score 72.55 (fair). The score of paragraph comprehension was in the third rank with the mean score 68,42 (fair). The lowest score was on the text comprehension with the mean score 64.21 (fair).

In conclusion, the eighth grade students still had problems in reading a recount text for some indicators of comprehension. The result showed that the students only achieved the standard minimum score in comprehending word meaning. Meanwhile, they still had difficulties in comprehending the meaning of the other three indicators i.e: sentence, paragraph and text comprehension. Therefore, it was suggested that the English teacher should pay more attention on practice based on their weaknesses to enable them to enhance their reading comprehension. Likewise, it is also suggested to the future researchers when doing a research on similar topic to concern on these weaknesses to help students have better skills.

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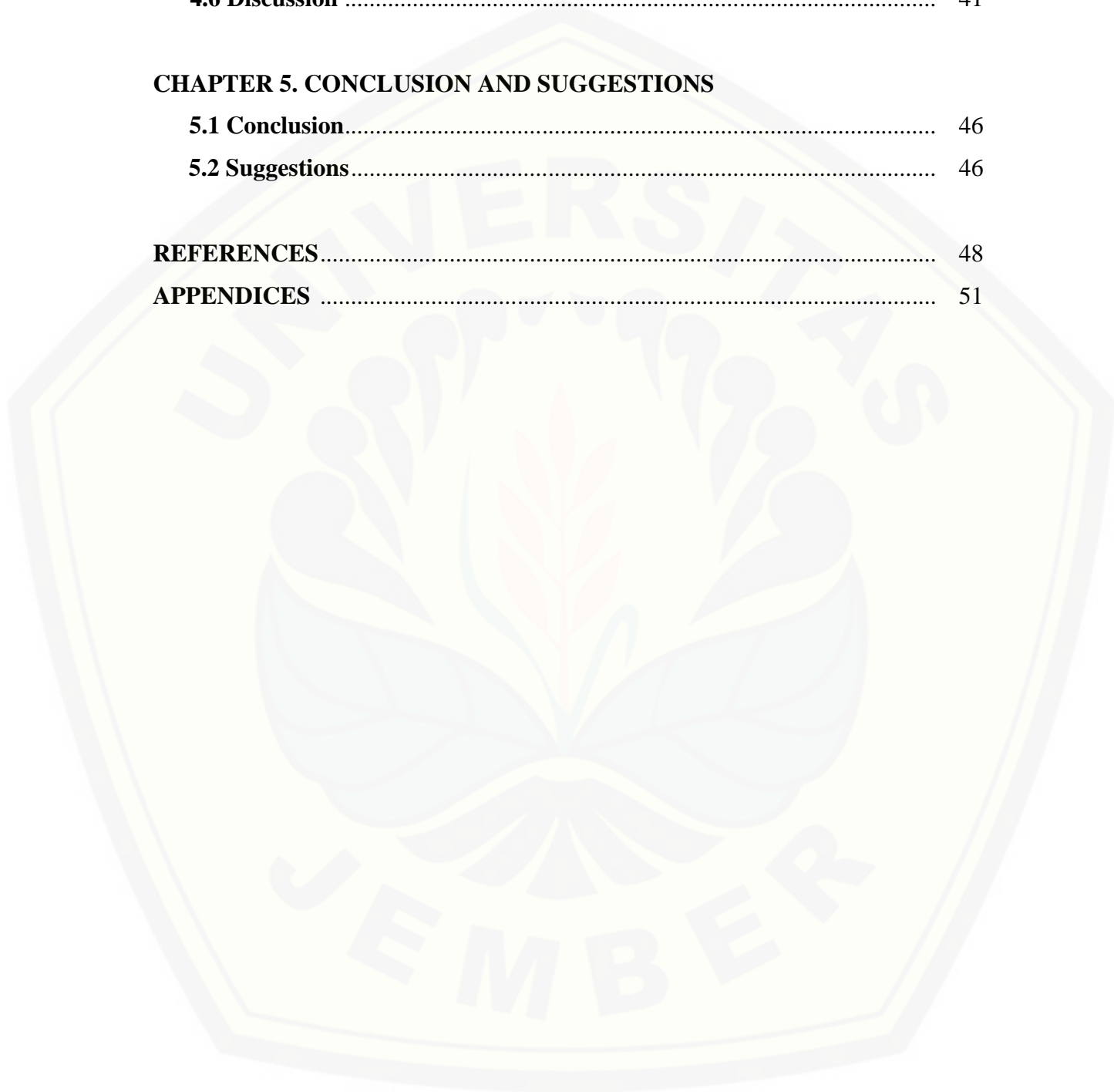
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CHAPTER 1. INTRODUCTION

This research focuses on the description of the students' reading comprehension achievement of recount text at SMPN 9 Jember. This chapter discusses some aspects relating to the topics of the research. It consists of the background of the research, research problem, the objective of the research, the limitation of the research and the significance of the research.

1.1 Background of the Research

English is a window to the outside world because it is used as an international language. Crystal (2003:20) says that English is a global language which achieves a genuinely global status when it develops a special role that is recognized in every country. Besides, many educational and scientific books are written in English. This indicates that English is a very important part of learning to broaden knowledge. Therefore, the mastery of English as a foreign language is very essential to catch up with the progress of science and technology.

In Indonesia, English is considered as a foreign language that is taught for all levels of Indonesian institution. Consequently, English is stated in standard of content (Depdiknas, 2006:22) and learned by Junior and Senior High School students for four hours in a week. Meanwhile, based on the 2013 Curriculum, English in Junior High School and Senior High School becomes one of the subjects for the standard graduation. Teaching English at schools is intended to develop the students' competence of the four language skills, namely listening, speaking, reading, and writing.

Reading is one of an active skills in learning English because every teaching learning activity in English class involves reading activity (Grellet, 1996:8). It helps students improve their general language skills in English such as speaking and

writing. By reading, the students will not only learn about a language but also get much information, build their vocabulary and enrich their knowledge.

Reading needs comprehension, as stated by Crawley and Merritt (2000:40) who argue that comprehension is the process of understanding meaning in written material and the purpose of reading is to comprehend the communication between the writer and the reader. The readers do not only need to read but also understand the information in the text. When students are reading, they are doing thinking process by comprehending all the words, sentences and paragraphs in order to get the meaning of the text as a whole and to understand its content. In line with this, Grellet, (1996:3) states that reading comprehension is extracting the required information from a written text as efficiently as possible.

According to the English teacher of eighth grade of SMPN 9 Jember, the school applies 2013 Curriculum. From the observation in class by the researcher, the teacher frequently used Lecturing and Question-Answer techniques in teaching reading comprehension but in the lesson plan, it was written that the method was Discussion and Question-Answer. It means that the teacher did not follow the lesson plan completely. According to her, the students do the discussion when they discuss the answer of the exercises with the English teacher and the students. The teacher started the lesson by giving some leading questions to lead students to the topic they were going to read. Then, the teacher gave explanation about the material of reading text. During the reading activity, the students had to identify the words they did not know the meaning and found the meaning of the words in dictionary. The teacher often explained the meaning of the words and the meaning of sentences after the students found the meaning of new words. This activity gave students a chance to understand the meaning of the whole text. After that, the teacher asked the students to do some related exercises individually, based on the material given. In teaching learning process in class, there is no discussion in practice.

In addition, the teacher said that reading skill is the most frequently subject to teach instead of the other skills. As reading is the main skill tested in National exam, it is important to know about the students' reading achievement. It also helps the teacher to know what aspect of the students' reading comprehension which is still low. Thus, teacher could focus on the aspect more to help students improve comprehension.

The eighth grade students were required to be able to comprehend texts in form of descriptive, narrative, and recount. The researcher chose recount text because the students had already been taught recount text by the English teacher in the teaching learning process by using lecturing and Questions-Answer Technique. That reason also made the researcher chose descriptive research design to measure the students' reading comprehension achievement.

Based on the result of preliminary study and the research background, the researcher was interested in conducting a research which was intended to know the students' reading comprehension achievement of text especially recount text.

Descriptive studies of reading comprehension achievement had been conducted by two researchers. Jannah (2012) analyzed the descriptive text reading comprehension achievement in SMPN 1 Jenggawah Jember. She found out that in general the eighth grade students' reading comprehension achievement was categorized as fair (61.96%). It was supported by the mean score of each indicator. 68.87% of students' achievement in word comprehension was categorized as fair, 61.90% the students' achievement in phrase comprehension was categorized as fair, 60.04% sentence comprehension was categorized as fair and the last was the percentage of students' achievement in paragraph comprehension was categorized as poor (58.33%). This result shows that the simplest aspect of reading is comprehending word meaning and the most difficult one is paragraph comprehension. In her research, she described the students' reading comprehension achievement in general then she supported the result by mean score of four aspects,

namely word comprehension, phrase comprehension, sentence comprehension, and paragraph comprehension, but she did not describe the students' achievement of comprehension to the whole text meaning.

Another similar research was conducted by Humairoh (2013) who conducted a research on descriptive analysis of hortatory exposition text reading comprehension achievement in the Multilingual class at MAN 1 Jember. She found out that the percentage of students' achievement in word comprehension was categorized as fair (71.25%), sentence comprehension was categorized as poor (67.19%), paragraph comprehension was categorized as poor (62.84%) and the percentage of students' achievement in whole text comprehension was categorized as poor (60.00%). According to this result, the simplest aspect of reading is comprehending word meaning and the most difficult one is the whole text comprehension. It can be seen from the scores' percentage achieved by the students above. Humairoh did not describe the students' reading comprehension achievement in general. She only focused on four aspects of reading, those were word comprehension, sentence comprehension, paragraph comprehension and the whole text comprehension.

The two previous researches above analyzed the students' reading comprehension achievement of hortatory exposition and descriptive text. In this research, the researcher analyzed the students' reading comprehension achievement on the recount text which described the students' reading comprehension achievement in general then it was supported by describing other aspects of reading. This research focused on four aspects, which are word comprehension, sentence comprehension, paragraph comprehension, and the whole text comprehension. Considering the description above, it is necessary to conduct a research entitled "A Descriptive Study of the Eighth Grade Students' Reading Comprehension Achievement on Recount Text by Using Lecturing and Question-Answer Techniques".

1.2 The Research Problem

Based on the background of the research, the problem of the research can be formulated as follows:

“How is the second grade students’ reading comprehension achievement on recount text by using lecturing and question-answer techniques at SMPN 9 Jember in the 2014/2015 academic year?”

1.3 The Objective of the Research

Based on the research problem, the objective of the research is to describe the eighth grade students’ reading comprehension achievement on recount text by using lecturing and question-answer techniques at SMPN 9 Jember in the 2014/2015 academic year.

1.4 The Limitation of the Research

The problem in this research is limited to the reading comprehension of recount text at SMP Negeri 9 Jember in the 2014/2015 Academic Year. There are several limitation of this research that need to be acknowledged:

The first limitation concerns with kinds of text that must be learnt by the eighth grade students of SMPN 9 Jember. Based on 2013 curriculum, it is stated that there are three genres of text for the eighth grade of Junior High School: descriptive, recount and narrative. This study focuses only on recount text.

The second limitation is concerned with reading comprehension achievement. In this research, the researcher focuses on word comprehension, sentence comprehension, paragraph comprehension and text comprehension.

1.5 The Importance of the Research

The result of this study is contributing to our descriptive understanding of the reading comprehension achievement on recount text. The research result gives some contribution to the English teacher and the future researcher.

1.5.1 For the English Teacher

By knowing the description of the students' reading comprehension achievement, it is expected that the result of this research will provide some valuable information for the English teacher and to consider the process of teaching reading of recount text especially on word meaning, sentence meaning, paragraph meaning and text meaning.

1.5.2 For Other Researchers

The result of this research can be used as information to conduct a further research on the similar problems about reading comprehension by using different research design, for example an experimental research to know the effect of small grup discussion on students' reading comprehension achievement.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter reviews the literature relating to the topic of the research. The discussion covers reading comprehension, reading comprehension achievement, recount text, the purpose of reading and teaching English at SMPN 9 Jember.

2.1 Reading Comprehension

One of the essential skills in English as a second or a foreign language is reading. According to Carrel *et. al.* (1995:1), reading is the most important of the four skills in the second language. Grellet (1996:8) states that reading is the basic skill in English and it should not be separated from other skills. This means that reading cannot stand independently because the activity of reading involves all the other language skills and component in English.

The primary purpose of reading is to improve the students' achievement in understanding written English. The basic competence in learning reading is that students are expected to be able to comprehend the meaning of written texts. Reading is a receptive language process (Carrel, *et. al.*, 1995:12) and it is an essential interaction between language and thought in reading. It means that when the reader reads, he/she should be aware of the purpose, the knowledge and skills to enable them to understand the text.

Buscemi (2002:2) states that curiosity is the key concept that a reader should have while reading which is understood as an active process. In reading, comprehension can be obtained if there is an interaction process that goes on between readers and the text. Thus, it is clear that reading relates to reading comprehension because comprehension becomes one of the main purposes in reading.

According to Pang, *et. al.* (2003:14) comprehension is the process of deriving meaning from connected text. It is also added by Grellet (1996:8) who says that "reading comprehension is considered as an active process involving predicting,

checking, guessing, and asking oneself question”. It is the process of understanding a text. Therefore, reading is a complex activity because in reading the reader needs both his/her eyes to see and read the written text to get the meaning of the text.

In reading comprehension, there is a process of understanding the information in the text. Crawley and Merritt (2000:40) argue that “comprehension is the process of understanding meaning in written material and the purpose of reading is to comprehend the communication between the writer and the reader”. Therefore, it can be said that reading cannot be separated from comprehension and reading comprehension deals with the ability of the readers to understand the printed material which is normally said as reading text.

Based on the definitions above, it can be concluded that reading comprehension relates with the process of understanding a reading text in which the reader transfers any information from the text of every words, sentences, paragraphs until the whole text by activating his/her skill and knowledge. It becomes one important skill that needs to be developed in the teaching and learning English because it enables the students to learn the other skills in English such as listening, speaking, writing, structure and enrich their vocabularies.

McWhorter (1989:106) argues that there are four levels of reading comprehension based on the unit of comprehension: identifying word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Details for each units of comprehension are presented below:

2.1.1 Word Comprehension

Comprehending word meaning is the basic step and key success for reading comprehension. It is important for the students to master the ability of comprehending the meaning of word, because it can help students understand the text they read. It means that understanding word meaning is basically important in reading comprehension because it is impossible for readers to understand the passage or

English text without understanding the meaning of the words. In line with this, Fairbairn & Winch (1996:9) indicate that the readers do not always fully understand what they read when they do not understand the meanings of all the words in a sentence.

Wood (1991:57) affirms that reading improves vocabulary, and a larger vocabulary improves reading. Understanding the meaning of the word is an important process in reading comprehension because it can help the students to catch the information and ideas in the text. In reading activity, students often face many difficulties in comprehending the text because of their disability in understanding the meaning of the words. Grellet (1996:15) notes that “inability to understand the meaning of unknown elements, whether these are ideas or simple words, often causes discouragement and apprehension to the students when they face a reading text”.

In conclusion, understanding the meaning of words is the basic step in achieving comprehension of the whole text. In reading activity, the words' meaning cannot only be found in a dictionary. Guessing the meaning of unfamiliar words through the content provided in the text is also necessary. It can bring a key to the students in understanding the writer's message easily and appropriately. In fact, if the readers read the text carefully and think, it is usually possible to guess the meaning of the unfamiliar words, from the context of each word and sentence, and the sentences that come before and after (Swan, 1981: 18).

Here are the examples of word comprehension in a paragraph of a recount text.

<i>Line</i>	A Tour to the Botanic Gardens
<i>1</i>	On Thursday 24 April, Year Eight students went to the Botanic Gardens. We walked and got into the bus.
<i>5</i>	After we arrived at the gardens, we walked to the Education Centre. We went to have a look around. First, we went to the Orchid Farm and Mrs. Rita gave us some of the information. Then, we

10	<p>looked at all the lovely plants. After that, we went down to a little spot in the Botanic Garden and had morning tea.</p> <p>Next, we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk.</p> <p>A lady took us around and introduced herself. Then, she explained what we were going to do. Next, she took us into the green house. It was more interesting than the places before. Soon, after we had finished, we went back outside.</p>
15	<p>Finall, we got into the bus and returned to school. We were tired but happy.</p> <p>(Widiati, Sulisty, and Suryati, 2008:120)</p>

The examples of the questions of word comprehension:

1. “After we arrived at the gardens, we walked down to the Education Centre. (line 3). The similar meaning of the underlined word is....

The answer of the question above is “came” because it is the synonym of “arrived.”

2. “Then, we looked at all the lovely plants. (5). The opposite meaning of the underlined word is...

The answer of the question above is “horribly” because it is the antonym of “lovely.”

3. “First, we went to the Orchid Farm and Mrs. Rita read us some of the information.

The underlined word refers to. The answer of the question above is “eight year students” because it is clearly stated in line 1 and the word “us” refers to “Eight year students.”

2.1.2 Sentence Comprehension

The next point in reading text after word comprehension is to comprehend sentences. According to Wood (1991:151) a sentence is the smallest unit in the material you read that expresses a complete idea. Grellet (1996:15) suggests that it is better to understand the meaning of some words constructed in sentences than to understand the meaning of word-by-word. Every sentence at least expresses one key idea. It consists of two parts namely a simple subject and a simple predicate. The simple subject is a noun that identifies the person or object of the sentence. The simple predicate is a verb which tells what the person or object is doing.

In conclusion, comprehending sentence means understanding what actually the sentence tells the readers about. In sentence comprehension, students have to know the way in which the words are connected in a sentence in order to understand the meaning and the ideas of the sentence.

For example:

Nanda bought clothes at Matahari Department Store last night.

S	P	What	Where	When
---	---	------	-------	------

McWhorter (1989:88) suggests the reader to consider questions about the subject of predicate such as what, where, which, when, who, and how. The details of the sentence above are: Nanda as subject, bought as the predicate, Matahari Department Store as adverb of place and last night as adverb of time. In this sentence, the details refer to the answer of the questions what, where, when, etc. The questions are as follows:

1. When did Nanda buy her clothes at Matahari Department Store?

The answer of the key word “when” refers to the time of the action, that is last night.

2. Where did Nanda buy her clothes last night?

The answer of the key word “where” refers to the place of the action that is at Matahari Department Store.

3. What did Nanda buy at Matahari Department Store?

The answer of the key word “what” refers to the object of the action that is clothes.

2.1.3 Paragraph Comprehension

A paragraph is a group of sentences, and it has a single topic and starts with a main idea and supporting details to support and develop the idea. According to Langan (2004:11), paragraph comprehension is a series of sentences about one main idea, or one point. McWhorter (1989:106) also adds that there are three essential parts to understand a paragraph: topic sentence, supporting details, and concluding sentence. Each part will be discussed below.

a. Identifying the Topic Sentence

A well organized paragraph supports or develops a single controlling idea which is expressed in a sentence. A topic sentence or main idea tells the reader what a paragraph is about. The function is to unify the content of a paragraph. A topic sentence may come up in the beginning, in the middle or in the last of a paragraph (McWhorter,1989:107-108). In line with this, Wong (1999:367) confirms that in many paragraphs, the first sentence of the paragraphs is normally the topic sentence. The example below clearly explains the above statement.

Last summer holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flowers and swimming pool.

(Mukarto, Sujatmika, and Kiswara, 2007:63)

In the paragraph above, the main idea is my family and I spent one night at the countryside last summer holiday. It is clearly stated at the beginning of the paragraph.

b. Identifying Supporting Details

Supporting details in a paragraph is also very important because it consists of many paragraphs that support the main idea. McWhorter states (1989:88) that supporting details are the facts and ideas that can explain or prove the topic sentence or main idea. The author uses supporting details to make ideas clear and interesting. Furthermore, supporting details can be facts, examples, explanations, definitions, and any other kinds of details that can support the main idea.

c. Identifying Concluding Sentence

A concluding sentence is normally placed at the end of the paragraph representing the summary of the ideas in a paragraph. Wong (1999:336) affirms that concluding sentence is the last sentence in a paragraph which restates the main idea or summarizes the main idea of the paragraph. In other words, concluding sentence is a sentence that ends a paragraph by restating or summarizing the idea or topic of paragraph. The concluding sentence also provides a define ending point of the paragraph. It is needed to show that the writer has completed what he wants to say and to leave in the reader's mind a final statement of the paragraph's main idea. It is also helpful for the reader because it reminds the reader of the important points in the paragraph.

2.1.4 Text Comprehension

Comprehending text is the aim of reading and very important because text is the core of the reading process. It means that an author hopes that the reader will be able to understand the content of the text. The message from a text is transmitted from the writer to the reader because reading is an interaction between them. Nuttall (1982:10) assumes that the reader will totally understand the text if the reader gets three points: the writer and reader are using the same language, the writer has a message and the writer wants the reader to understand the message of the text.

Moreover, McWhorter (1989:115) says that the whole text consists of words, sentences, and paragraphs in the text. Thus, text comprehension covers word comprehension, sentence comprehension and paragraph comprehension in order to reach the aim that is for comprehending the whole text.

<i>Line</i>	A Tour to the Botanic Gardens
1	On Thursday 24 April, Year Eight students went to the Botanic Gardens. We walked and got into the bus.
5	After we arrived at the gardens, we walked to the Education Centre. We went to have a look around. First, we went to the Orchid Farm and Mrs. Rita gave us some of the information. Then, we looked at all the lovely plants. After that, we went down to a little spot in the Botanic Garden and had morning tea.
10	Next, we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk. A lady took us around and introduced herself. Then, she explained what we were going to do. Next, she took us into the green house. It was more interesting than the places before. Soon, after we had finished, we went back outside.
15	Finally, we got into the bus and returned to school. We were tired but happy.
	(Widiati, Sulistyono, and Suryati, 2008:120)

The example of question from the text above is:

1. "What is the topic of the text above?" The answer is "the eighth year students' experience in Botanical Gardens" because the text tells the readers about the eighth-year students' experience when touring in Botanical Garden. The reader will know the topic of the text above after reading the whole text.

2.2 Reading Comprehension Achievement

Achievement is very important in reading comprehension because it relates to how to do something successfully with skills, knowledge and efforts. Hughes (2003:12) states that achievement relates to the test that is done to discover how successful students have achieved the objectives of a course. In line with this, Grellet (1996:6) says that achievement is the successful result of students' comprehension in guessing, predicting, and understanding the written text by doing such an achievement test. In the teaching of reading comprehension, achievement can be acquired by doing an achievement test which is appropriate to the reading skill to be assessed. The purpose is to know the students' improvement after being taught reading comprehension.

In this research, reading comprehension achievement is defined as the students' achievement in comprehending word, sentences, paragraph and text. The researcher administered a reading test for the eighth grade students in SMPN 9 Jember in the form of multiple choice to measure the students' achievement in reading.

2.2.1 Recount Text

Recount text is a text which retells the events or experiences in the past. Its purpose is either to inform or to entertain the audiences. According to Warner (2009:25) a recount text tells the reader about something that happened in the past. Therefore, it is always written in past tense. The social function of recount text is to retell events for the purpose of informing or entertaining. Recount text generally begins with orientation to give the reader background information to understand the text. The generic structure of a recount text is described below:

- a. Orientation. It provides background information needed to understand the text. It tells the reader who was involved, where did it happen, and when did it happen.
- b. Events. They are commonly written down in the chronological sequence.

- c. Reorientation. It consists of optional-closure of events or ending, and deals with the writer's comment or conclusion about the events.

Then, the language features of recount text is described below:

- a. Introducing personal participant; I, my family, etc
- b. Use of nouns and pronouns to identify people, animals or things involved.
- c. Use of simple past tense.
- d. Use of conjunctions and time connectives to sequences of events, for example: then, first, after that etc
- e. Use of adjective and adverbs to indicate place and time

2.2.2 Types of Recount Text

There are some types of recount text. According to Derewianka (1990) recount text can be divided into three types, namely personal recount, factual recount, and imaginative recount.

a. Personal Recount

It is a text that retells an activity that the writer has been personally involved in. For examples: diary entry and anecdote. Personal recount uses the first person pronoun such as I and we. The following text is the example of personal recount:

Journey to Istanbul

It was early morning, on sunny spring day in April, Heathrow Airport London was very busy. I was sitting, reading a newspaper in Departure Lounge of Terminal One.

I was nervous when I would fly. I looked at my watch impatiently. Then I heard the announcement over the loudspeakers: "British Airways announce the departure of Flight BE570 for Istanbul. Will passengers please proceed to Gate 16 for boarding". Hearing that announcement, I picked up my suitcase and walked toward Gate 16.

Twenty minutes later, the plane was preparing to leave. It moved slowly across the airport to runway number two. I was sitting looking out of the window.

The plane suddenly moved forward, raced down the runway and raised into the air. I looked down at the house and roads far below.

I was smiling. London was behind me. I was on my way to Istanbul.
(Taken from: <http://www.englishdirection.com/>)

The text above is an example of personal recount. It tells about the writer's personal experience about his journey to Istanbul. The writer's role is as the main character of the story.

b. Factual Recount

It is a text that records the particular thing of an incident. For examples; scientific experiment report, police report, newspaper report. Factual report uses the third person pronoun such as "he" and "she". Here is the example of factual recount:

Man Charged with Pushing Old Woman Down Bus

Singapore – The man who pushed an old woman down a bus along Upper Thomson Road has been charged in court.

Twenty-five-year-old Ong Kok Hao is accused of hurting 76-year-old Hwang Li Lian Nee Lye on bus service number 167 at about 3pm on June 5 this year.

Ong is said to have used his right hand to push the old woman on her back, causing her to fall on the steps of the bus.

The incident was captured in a two-minute video and uploaded on YouTube.

The video shows Ong suddenly flying into rage at Madam Hwang for pressing the bell at the last-minute along Upper Thomson Road.

A shouting match then ensued and during the heated spat, Ong threatened to slap the woman, before pushing her down the bus.

Ong's lawyer, Eddie Koh will be making representations to the court. The case will next be mentioned in December.

(Taken from: <http://www.channelnewsasia.com/>)

The text above is a kind of recount texts that is called as factual recount. It is a news that is taken from a news page in the internet. It gives a report about an incident happened to someone in a certain place and time.

c. Imaginative Recount

It is a text that takes on an imaginary role and gives detail of events. It tells the readers about unreal event, for examples; reading text for language lesson, a story about spoof. The text below is the example of imaginative recount:

Vacation to London

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen-day-tour. This includes travel and accommodation. They also included tours around London.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them newspaper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

Two weeks in London went by fast. At the end of 14-day, they were quite tired but they felt very happy.

(Taken from: <http://www.vinny-octafianica.blogspot.com/>)

The text above is an imaginative recount where the writer writes the imaginative story about the experience of imaginative characters. It is not the writer's experience.

Those are three examples of recount text which surely have similarities. Each of the types retells about past event. Those three texts use past tense. Those examples begin with orientation, followed by a series of events, then ended with reorientation as conclusion of the story.

Besides, those three examples are different in some ways. In the personal recount, the participant of the story is the writer itself. The writer participates in the story because it is based on the writer's experience. In factual recount, the writer's role is as an observer where the writer does not participate in the incident happened, the writer only tells the readers about kind of real incident that happened. In other words, the writer makes factual report of an incident. And the last is an imaginative recount, the writer creates an imaginative story. It tells of unreal event. The participants on it are also imaginary

Specifically, from those three kinds of recount text, the researcher only focused on personal recount text as a material to measure the students' reading comprehension achievement in which recount text is learned and taught for grade eight of Junior High School level because the researcher thinks that in the personal recount, the participant of the story is the writer itself. So, the students participates in the story because it is based on the writer's experience.

2.3 The Practice of Teaching of Reading Comprehension to the Eighth Grade Students' at SMPN 9 Jember

Reading, basically, has been taught by the English teacher at SMPN 9 Jember integrated with other English language skills. For example, after the teacher asks the students to read the passage, the teacher asks the students to write down the answer of reading exercise (writing) and finally discusses the result with the class (speaking).

Based on the 2013 Curriculum for SMP and MTS, the standard competence of reading for the Junior High School Students is that students are able to comprehend the meaning of the functional texts and shorts essay, especially in the form of descriptive, recount, procedure and narrative.

Based on the interview with the English teacher, there are 6 classes of the eighth grade of SMPN 9 Jember. All classes are taught by one English teacher. The English lesson for the eighth grade students has two meetings in a week. It takes 2x40 minutes for each meeting. Most of the materials are taken from students worksheet “Bima”. The teacher uses lecturing and question-answer technique. Thus, she only gives explanation to the students orally about the materials taken from the books, then she asks the students to do exercise which was also taken from the books. Sometime, she asks the student to make groups when doing the exercises. Sutherland (1967:30) defines that Lecturing and Question-Answer method are viewed as a continuing oral presentation of information and ideas by the lecturer or teacher. On lecturing technique there is little or no students’ active participation involved in teaching learning process. It is good for transmitting information from the teacher to a large number of the students. There is a chance of using the blackboard, slide projector, assignments and question and answer sessions, but all of these activities involve the teacher as the primary figure in the instruction in the teaching learning process in class.

CHAPTER 3. RESEARCH METHODOLOGY

The research design of this study is descriptive focusing on the description of students' reading comprehension achievement. This chapter presents the research methods applied in this study. It covers research design, area determination method, respondent determination method, operational definition of the terms, data collection methods and data analysis method.

3.1 The Research Design

The research design of this study was descriptive, meaning that this research focused on collecting the information about everything that occurs in the real condition (Arikunto 2010:3).

The research was intended to find out about the eighth grade students' reading comprehension achievement at SMPN 9 Jember in which the aspects of comprehension covered word comprehension, sentence comprehension, paragraph comprehension and text comprehension. The procedures of this research were as follows:

1. Determining the research area
2. Conducting homogeneity analysis by using anova
3. Determining the respondents of the research by using cluster random sampling method by lottery.
4. Constructing the research instruments.
5. Giving the try out test to measure the difficulty of the test item.
6. Analyzing the result of the tryout test.
7. Revising the research instruments.
8. Constructing the reading test.
9. Administering a reading test to collect the primary data.
10. Analyzing the primary data.

11. Drawing the conclusion of the research result to answer the research problem.

3.2 Area Determination Method

This research used a purposive method to determine the research area. Fraenkel and Wallen (2006:100) confirm that purposive method is used to choose a research area based on a certain purpose or condition. In this research, the researcher chose SMPN 9 Jember and the eighth grade students as the respondents of the research. There were several reasons why the researcher chose SMPN 9 Jember as the area of the research. The reasons were: firstly, the headmaster and the English teacher permitted the researcher to conduct the research and the school provided some information that the researcher needed. Secondly, a research with the same topic had never been conducted at the school before, and the last reason was that the materials of reading comprehension on recount text had been learned by the students. Thus, the required data of this research were possibly obtained.

3.3 Respondent Determination Method

Respondent determination method was used to determine the individual or samples who could be representative as data resources. Fraenkel and Wallen (2006:91) state that a sample is a group in a research study on which information is obtained. The selection of groups, or clusters of subjects rather than individuals is known as a cluster sampling. In this research, the researcher used cluster random sampling to determine the respondents because it made the researcher easy to conduct the research.

Based on the preliminary study with the English teacher, the population of this research was the eighth grade students in SMP 9 Jember in the 2014/2015 academic year.

There are 6 classes of the eighth grade.

Class	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F
Students	43	42	42	42	44	42
Total	255 students					

A total number of the eighth grade in SMP Negeri 9 Jember was 255 students. Since the population of this research was divided into six classes, the researcher used Anova formula to determine that the six class were homogeneous or not. The homogeneity result showed that the significant value “sig” was higher than 0.05, it means that the population was homogenous. Hence, the researcher chose cluster random sampling to determine the respondents. It was used because each class had different schedule of the English lesson. Consequently, the researcher followed the schedule applied in that school. The researcher chose the respondent by using lottery.

The researcher determined which class was used as the respondent in administering reading try out test and reading test. Thus, the class for try out and the class for reading test was different. The class used for try out test was VIII B and for the reading test was VIII C.

3.4 Operational Definition of the Key Terms

Operational definition of terms was intended to avoid misunderstanding between the researcher and the readers about the perception concepts used in the research. The concepts were as follows:

3.4.1 A Descriptive Study

In this research, a descriptive study was intended to describe systematically, accurately and factually the reading comprehension achievement of the eighth grade students by using lecturing and question-answer technique at SMPN 9 Jember in the 2014/2015 academic year.

3.4.2 Reading Comprehension Achievement

In this research, reading comprehension achievement referred to the students' ability in comprehending the reading materials which were known from the result of the test. The students' scores in comprehending words, sentences, paragraphs, and text showed the students' ability in comprehending the reading text.

3.4.3 Recount Text

Recount text is one of genres that must be learned by the students in the eighth grade of Junior High School (2013 Curriculum). According to Warner (2009:25), a recount text tells the reader about something that happened. Recount text is a type of written text that retells about events or experiences in the past. The purpose of recount text is to tell the reader about past events or experiences to the readers. The generic structure of a recount text consists of orientation, sequence of events and reorientation. In this research, the researcher only focused in personal recount text. The topic was about holiday.

3.5 The Data Collection Method

Data collection methods are methods used to collect the data needed in this research. There were two kinds of data in this research, the primary data and secondary data or supporting data. The students' scores of reading comprehension test was primary data, while all information concerning with the respondents was the supporting data. This research used three methods of collecting data: reading test, interview and documentation. The followings were the description of data collection method:

3.5.1 Reading Comprehension Test

Reading comprehension test was used to obtain the primary data that dealt with the students' reading comprehension achievement. The test included questions, exercises, or other instruments which were used to measure skill, knowledge, intelligence of individual or group. According to Heaton (1990:7) test is a set of questions to measure students' performances as fairly as possible.

Arikunto (2010:267) states that there are two kinds of test, namely standardized test and teacher-made-test. Standardized test is a test constructed by testing institution and has been evaluated in terms of validity and reliability and teacher-made test is a test created by the teacher to measure the degree of the students in certain materials. The researcher used teacher-made-test in recount text as a reading test based on the activities and the exercises given by the English teacher in teaching learning process. According to Heaton (1990:25) "the scoring is called objective if no judgement is required on the part of the score and on the other hand, if a judgement is called for, the scoring is said to be subjective". Considering that opinion, the researcher chose the teacher-made test in the form of objective test (multiple choice) in this research. It was chosen because it was intended to measure the students' achievement of reading comprehension with the consideration that it could be scored easily and quickly. The test consisted of three texts about personal recount texts and all the materials are taken from the book that were never used by the students in teaching leaning process. The time allocation to do the test was about 70 minutes.

3.5.2 Try Out Test

According to Hughes (1996:22) there are two criteria to conduct a good test, they are validity and reliability. In addition, Mc.Millan (1992:100) says that validity is the degree to which instrument is measured. In order to validate the test, the

researcher administered a try out before conducting a reading test to measure the validity, reability and the difficulty index of the test items.

a. Validity

A test is considered to be valid if it measures accurately about what is intended to be measured. The validity of the test also measures the indicators used, they are: word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The researcher constructed the reading test related to the recount text to make it valid based on the reading materials. The researcher consulted the try-out test to the English teacher and the research consultants before the test was administered.

b. The Reliability Coefficient of the Test

Hughes (1996:32) suggests the split half technique to be used to analyze the reliability of the test.

The procedures of the try out were as follows:

- a) Conducting the tryout of the test material and giving score to each item achieved.
- b) Splitting the scores into two parts according to odd and even numbers.
- c) Giving the sign (X) for the odd number and (Y) for the even numbers.
- d) Analyzing the correlation between X and Y by using this formula

$$r_{xy} = r_{\frac{11}{22}} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Notes:

r_{xy} : Reliability Coefficient for half of the test item.

XY : The total number of odd items and even items

X : The total number of odd items

Y : The total number of even

N : The number of respondents

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

$$r_{11} = \frac{2r_{\frac{11}{22}}}{1+r_{\frac{11}{22}}}$$

Notes:

r_{11} : Reliability Coefficient for the whole items

$r_{\frac{11}{22}}$: Reliability Coefficient for the half of test items

(Arikunto, 2010:223)

c. The Difficulty Index

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

To know whether the test items were not too difficult or too easy, the difficulty index of the test was analyzed by using this formula.

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

FV = the difficulty index

R = the number of the correct answers

N = the number of the students taking the test

(Heaton, 1991:174)

Arikunto (2010:210) states that judgment of the difficulty level of the test is as follows:

0.00-0.30	: Difficult
0.31-0.70	: Fair
0.71-1.00	: Easy

The total number of try-out test was 30 items and 25 items for reading test. Each correct item of comprehension was scored 4 point for each indicator item. So, the total score of all items was 100 points.

3.5.3 Interview

In this research, the interview was also used to collect data from the interviewee. McMillan (1992:132) states that interview is a form of data collection in which questions are asked orally and the respondents' responses are recorded. Interview is one of the methods for collecting data which gives several questions to the respondent and the informant. It is the process of obtaining information done by having face to face conversation between the interviewer and interviewee. Meanwhile, Arikunto (2006:145) says that interview is a dialogue between interviewer and the interviewee to get the information that supports the primary data. She classifies interview into three kinds: unstructured, structured, and semi structured interview.

In this research, the researcher used semi-structured interview because the researcher used a set of questions and the questions could be developed to get further specific information. In other words, semi structured interview is an interview technique that requires the interviewer to prepare some questions in which he or she can modify those questions by asking another question to gain further information (Arikunto, 2006:145). In conducting the interview, the researcher used an interview guide in the form of a list of questions. The consideration of using the interview guide was because it was simple, practical, and easy to carry out. The

interviewer developed the questions based on what the researcher needed to ask. The interviewee was the English teacher of the eighth grade of SMP Negeri 9 Jember. The interview was done to obtain the information about the curriculum, the techniques the teacher commonly used in teaching reading comprehension, the students' reading comprehension achievement and the textbooks used by the teacher.

3.5.4 Documentation

Documentation is a set of written materials such as books, notes, magazines, documents. In this research, documentation was used to obtain supporting data about the names of research respondents but the researcher only put their initial for the sake of confidentiality.

3.6 Data Analysis Method

The data analysis method is the way of analyzing the data of the research. In this research, the data analysis method was the next step after collecting data. It was intended to find out score of the students' reading comprehension achievement. The researcher described students' reading achievement qualitatively. The main data in the form of students' score was collected by administering a reading comprehension test. The procedures of analyzing the main data were as follows:

1. Scoring the students' reading comprehension test.
2. Analyzing the students' score in the reading comprehension test.

The students' score was calculated from the total number of students' correct answer multiplied by 4. Therefore, the maximum score of the students' reading test was 100.

3. Analyzing the students' score in the reading comprehension achievement test

The result of the main data was analyzed statistically to find the student's reading comprehension achievement score based on each research indicator by using the following formula:

$$RC = \frac{f}{N} \times 100$$

Note:

RC = The students' reading comprehension achievement score in each indicator.

f = The number of the correct answer of each indicator

N = The total number of the test items of each indicator

(Adapted from Healey, 2010:30)

The result of the data analysis was classified descriptively based on the following classification of the reading comprehension achievement level given by English teacher in SMP Negeri 9 Jember.

Table 3.1 Reading Comprehension Score

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

(Adopted from the English teacher)