**A STUDY ON LITERAL READING COMPREHENSION
ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS
AT SMP NEGERI 14 JEMBER**

THESIS

By:

**UMMU BAROROTUL HASANAH
100210401137**

**ENGLISH EDUCATION PROGRAM STUDY
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2018**

A STUDY ON LITERAL READING COMPREHENSION

ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS

AT SMP NEGERI 14 JEMBER

THESIS

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
Jember University

By:
UMMU BAROROTUL HASANAH
100210401137

ENGLISH EDUCATION PROGRAM STUDY
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2018

MOTTO

"The best of people are those that bring most benefit to the rest of mankind."
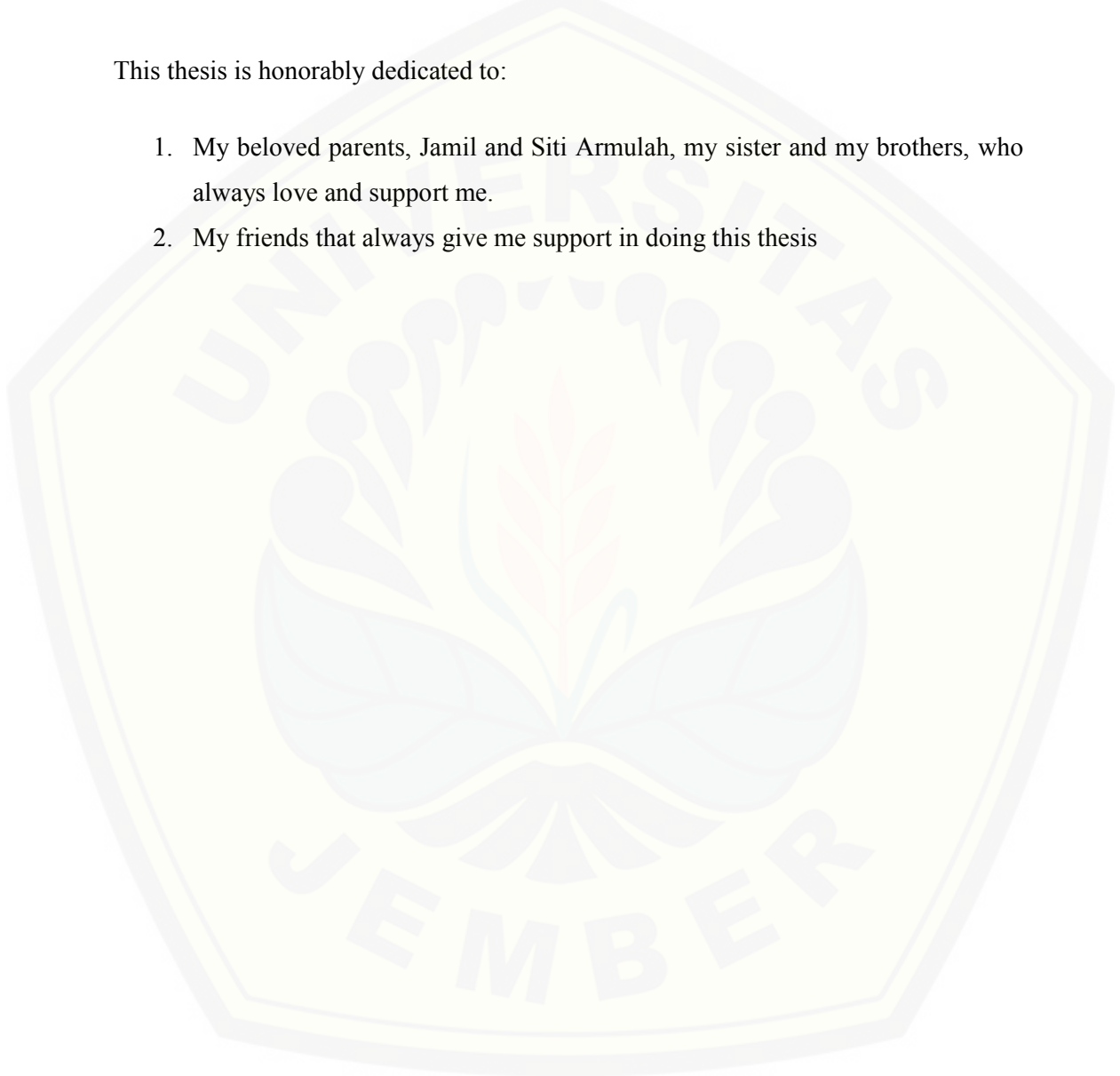
(HR. Ahmad, Thabrani, and Duruqutni)

DEDICATIONS

This thesis is honorably dedicated to:

1. My beloved parents, Jamil and Siti Armulah, my sister and my brothers, who always love and support me.
2. My friends that always give me support in doing this thesis

CONSULTANTS' APPROVAL

A STUDY ON LITERAL READING COMPREHENSION
ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS
AT SMP NEGERI 14 JEMBER

THESIS

Compose 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
Jember University

Name	: **Ummu Barorotul Hasanah**
Identification Number	: **100210401137**
Level	: **2010**
Place and Date of birth	: **Berau, March 26th, 1989**
Department	: **Language and Arts Education**
Program	: **English Language Education**

Approved by:

Consultant I   Consultant II

Dra. Made Adi Andayani T, M.Ed   **Drs. Sugeng Ariyanto, MA**
NIP. 19630323 198902 2 001   NIP. 19590412 198702 1 001

v

APPROVAL OF EXAMINER COMMITTEE

This thesis has been approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Day   : Tuesday

Date   : January 9th, 2018

Place   : The Faculty of Teacher Training and Education, Jember University

Examiner Team

Chairperson   Secretary

Drs. I Putu Sukmaantara, M.Ed   **Drs. Sugeng Ariyanto, M.A**

NIP. 19640424 1990021 003   NIP. 19590412 1987021 001

The members,   Signatures

1. Drs.Bambang Suharjito, M.Ed
   NIP. 19611025 1989021 004   ………………….............

2. Dra. Made Adi Andayani T, M.Ed
   NIP. 19630323 1989022 001   ………………………….

The Dean,
The Faculty of Teacher Training and Education

Prof. Dafik, M.Sc., Ph.D.
NIP. 19680802 199303 1 004

LETTER OF STATEMENT AUTHENCITY

I, the one who signing:

    Name   : Ummu Barorotul Hasanah

    NIM   : 100210401137

State that the thesis entitled "A Study on Literal Reading Comprehension Achievement of the Eighth Grade Students at SMP Negeri 14 Jember" is truly my own writing, and it has not been proposed to any institutions, everything written in this thesis. That is my statement, and this is made with a sincere intention without pressure from anyone and I am willing to receive any punishment if in the future this statement is not right.

                                              Jember, Januari 2018

                                              Writer

                                              Ummu Barorotul Hasanah

                                              NIM. 100210401137

SUMMARY

A Study on Literal Reading Comprehension Achievement of the Eighth Grade Students at SMP Negeri 14 Jember; Ummu Barorotul Hasanah; 100210401137; 2018: 51 pages; English Education Program Language and Arts Education Department Faculty of Teacher Training and Education, Jember University.

This research was a descriptive qualitative study. The objective was to describe grade VIII students' reading comprehension achievement in reading recount texts at SMP Negeri 14 Jember. In this research, the researcher chose two classes, VIII-C as the try-out class and VIII-D as the test class. Both classes were chosen by doing cluster random sampling, because all the class had the same category based on the previous score as fair which meant score they got were 65-75.

The try out was administered to the students of VIII C. The class consisted of 34 students. The try out test consisted of 25 items, which was intended to know whether the test items would be appropriate for the students or not. The result of the try out test was analyzed using Spearman Brown formula. From the calculation, it was known that the reliability of the whole test was 0,93. Since the standard reliability coefficient is at least 0,50. This means that the test was reliable. For the test material, the researcher took 20 questions which were suitable for the students from the try out test to be tested to the VIII D.

From the test, it could be calculated that the mean score of the students reading test comprehension achievement of recount text was 70,42. Based on the interpretation of the score level, the students mean score was categorized as "good". In details, only 4 students belonged to "excellent" category, and there were 21 students of 36 got score between 70 – 79 (good) and 8 students of 36 got score between 60 – 69 (fair). Meanwhile, there were 3 students who were recorded to achieve poor score with the score 50 – 59 and no one student got failed score (0 – 49). Based on the analysis of each reading indicator, it was found that the highest score in reading comprehension achievement was paragraph comprehension with the mean

score 87,5 (excellent). The second rank was text comprehension with the mean score 68,75 (fair). The score of word and sentence comprehension was in the third rank with the mean score 65,28 and it was categorized as fair.

In conclusion, the eighth grade students at SMPN 14 Jember in reading recount text belonged in good category. Because most of the students (21 students out of 36 students) had ability in reading comprehension covering word comprehension, sentence comprehension, paragraph comprehension and text comprehension. They got the scores between 70 – 80 that was categorized as good with the percentage of the mean score was 58,3%.

ACKNOWLEDGMENT

First of all, I would like to thank to the God the Almighty, who always leads and provides blessing and guidance to me, so I am able to finish this thesis entitled "A Study on Literal Reading Comprehension Achievement of the Eighth Grade Students at SMP Negeri 14 Jember".

I also would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University;
2. The Chairperson of the Language and Art Education Department;
3. The Chairperson of English Language Education Study Program;
4. The First and Second Consultant, Dra. Made Adi Andayani T, M.Ed, and Drs. Sugeng Ariyanto, MA;
5. The Examination Committee;
6. The Lecturers of the English Language Department;
7. The headmaster and the English teacher of SMPN 14 Jember to allow for conducting the research;

Finally, I do expect that this thesis will be useful not only for me, but also for the readers. Any critique and suggestion from the reader for improvement of this thesis will be fully appreciated.

TABLE OF CONTENT

THE LIST OF TABLES

LIST OF APPENDICES

CHAPTER I. INTRODUCTION

This research intends to investigate the eighth grade students' on literal reading comprehension achievement at SMP Negeri 14 Jember in the 2017/2018 academic year. The first chapter presents the discussion of some issues related to the topic research. They are background of the research, problem of the research, objective of the research and significance of the research. Each point is presented respectively in the following sections.

1.1 Background of the Research

A language is a means of communication that is used for many kinds of purposes and functions as well. It is the basic thing that is needed by every human in the world to communicate with each other. As what Lems, Miller, and Soro (2010:1) say that language is an important part of how humans communicate with each other. Language involves two elements, the ideas of experiences to be communicated and the words used to convey these ideas or experiences. This means that people are able to use their language in expressing their ideas, and feelings, in both oral and written forms. In fact, there are many languages over the world, one of them is English. Crystal (1995:360) states that English is an International language which is most people around the world using it as a means of communication. English become one of the famous foreign languages that are used as international communication. Therefore, it is reasonable that English becomes the world language.

As an international language, English is used and considered a foreign language in Indonesia. It is also taught from the lowest level to the highest level. It plays an important role as a communication medium for both oral and written forms. Most people use English to communicate with other people from other countries. There are some countries that use English as a foreign language. One of them is Indonesia. English is a subject that is taught in Junior High Schools and Senior High Schools in Indonesia.

1

English in Junior High School and Senior High School becomes one subject that is examined in the National Examination. Junior and Senior high school students learn English twice a week. Moreover, English can help students comprehend the knowledge in the text that is transferred by the teacher especially when they are taught in English lesson. Students in secondary school are required to be able to read and understand English text because many scientific books and literature are written in English.

There are four skills, which are very important for English learners, namely speaking skill, writing skill, reading skill and listening skill. The four skills are very important, because they are basic of English learning. Speaking and writing are skills that involve production on the part of the language user. Listening and reading are receptive skills in the sense that the language user receives information from the written or spoken form of the language. Therefore, all skills in learning English are interrelated.

One of the important skills in English that must be mastered by students is reading. By reading, they make sense what the writer means. A reading skill is a helpful tool that a student practices in order to improve reading (Hollas, 2002). People consider reading as an important activity, so that people usually say that reading is the window of the world. By reading, people can get the information widely without going anywhere and they make sense what a writer wants. Therefore, reading is one of the four main skills in language learning and become one of the difficult skill one for a foreign language learner. Djiwandono (1996:62) states that reading is an important activity and it became more important at this modern era, where many aspects information and technology develop quickly. Reading plays an important role in language learning because it gives the input of information, knowledge, and idea. Reading should be mastered well by the students because it is an essential factor that influences one's activity in communication. Reading activity especially in English education is very important for the students because reading includes in each aspect in teaching learning activity in the classroom. As Grellet (1996:7) states that reading is a

constant process of guessing, and what one brings to the next is often more important than what one finds in it. This means that one does not read all the sentences in the same way, but one relies on a number of words or cues to get the main idea and some important information from the text. In addition, reading requires creativity and critical analysis.

There is a clear understanding that reading is something related to the activity of acquiring information and it is done either silently or aloud. Reading has an essential role to play in developing English skill. Susser and Robb (1990) state that reading is a skill, that is most emphasized in a traditional foreign language teaching. In teaching learning in class, especially language class, the students must reading and comprehends the text. It is why reading skill is important to be learned.

A preliminary study at 7th September, 2015 was done by interviewing the eighth grade English teacher at SMP Negeri 14 Jember. From the interview, some information was obtained from Mrs. E concerning the practice of English teaching learning process. The English teacher taught English twice a week and each meeting lasted for 2 x 40 minutes. In eighth grade of this school is still using 2006 Institutional-Based Curriculum for this semester. In the class, she used lecturing and question technique in teaching reading. The reading text that learned is descriptive and recount text at this academic year. When she teaches descriptive or recount text in eighth grade, she asked the students to read the reading text first and then they had to find the meaning of difficult words in the texts. The teacher let the students to bring and open the dictionary and then find the meaning of difficult words in it. After that, the teacher pointed some students to read the text aloud. Next, she gave some tasks related to the text. The students did the exercises individually, in pairs or in groups sometimes. According to the teacher, when students worked in pair or in groups, they were able to work in a team communicatively and effectively. They could do the task better and faster. After that, the teacher gave students some questions that related to the texts to know whether they had understood the texts given well or not. Reading skill is taught

more frequently because most of the English tests are given in the form of reading test. Therefore, the students should be well prepared to do the English test as the final examination test.

Although the English teacher has already known about her students' reading achievement, but she has never analyze the students' reading achievement based on the reading comprehension components, namely word comprehension, sentences comprehension, paragraph comprehension and text comprehension. The teacher admitted she want to know about students' achievement in each component of reading because she usually gives score based on the whole scoring method. That is why she let the researcher to conduct the descriptive research to elaborate the phenomenon.

Based on the preliminary study above, the researcher is interested in conducting a descriptive qualitative research because the English teacher has been implemented the teaching of literal reading comprehension based on 2006 Institutional Based Curriculum (KTSP). The other reason is the English teacher of SMPN 14 Jember gives permission to take research in this school. Considering on the description of background above, it is necessary to conduct the research entitled "A Study on the Eighth Grade Students on Literal Reading Comprehension Achievement at SMPN 14 Jember".

1.2 The Problem of the Research

Based on the background of the research stated in the previous part, the problem of the research is formulated as follows:

"How is the literal reading comprehension ability of the eighth grade students' reading achievement of SMPN 14 Jember in the 2015/2016 academic year?"

1.3   The Objective of the Research

In relation to the problem of the research, the objective of the research is to describe the literal reading comprehension ability of the eighth grade students of SMPN 14 Jember in the 2017/2018 academic year.

1.4   The Significance of the Research

The results of this research are expected to be useful for the English teacher, the students, and the future researchers.

1.4.1   For the English Teacher

The results of this research are hopefully useful for the English teacher as information and knowledge to know better about her students' literal reading achievement of recount text based on the reading components. By knowing that, it is hoped the teacher will be able to help the students to overcome the low achievement in a certain components of reading. By reflection on the result of the research, the teacher may decide for the reflection purpose regarding reading comprehension achievement whether or not it is necessary, for example to improve on maintain the existing implementation a particular technique.

1.4.2   For Future Researchers

The results of this research can be useful as information or a reference to conduct for the further researcher with similar topic but conducted with different research designs to different level of students. They also are able to use other research method like classroom action research (CAR) or experimental research to support their future research or to refine this research critically.

CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related to the research of the topic. The discussion covers reading, reading comprehension, types of reading comprehension, recount text, objective of reading comprehension, and the teaching of reading at SMPN 14 Jember.

2.1 Reading

Reading is one of the English skills other than speaking, listening, and writing. It is the way to understand written messages. According to Nuttal (2000:2) reading means a result of interaction between the writer's mind and the reader's mind. It is how the reader tries to get the message or the intended meaning from the writer. In the reading process, the reader tries to create the meanings intended by the writer; the reader can get the message, and the writer's sense.

According to Pang (2003:6) reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

Grellet (1996:8) defines reading as an active skill. It constantly involves guessing, predicting, checking, and asking oneself questions. Wallace (1992:4) adds that reading interpreting which means reacting to a written text as a piece of communication. From those definitions, it means that reading is an active process to get information through written language. Reading is an interactive process that goes on between the reader and the text, and then resulting in comprehension. The communication here is between the reader and the writer. The process involves

6

the reader, the text, the interaction between reader and text. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine the meaning.

Therefore, reading is an activity to get information in written language. Readers can get information for their need. It can support their learning to master the language, so that reading is a useful activity to expand knowledge. It also can be said that reading not only the process of getting the written symbols correspond to one's spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension.

2.2   Types of Reading Comprehension

Reading comprehension is a process to introducing or text identification and then try to remember again the text content after reading activity. Fairbairn and Winch (1996:14) states that effective reading skill development is accomplished when the learner becomes proficient in literal, inferential, and evaluative reading comprehension. The first is literal reading comprehension. It deals with ideas and facts that are stated on the printed page and it is a fundamental skill. The second is inferential reading comprehension. It deals with reading the line and then readers put fact and idea together to draw conclusion and make generalization. The third is critical reading comprehension. It is one of the reading levels that require a higher degree of skill development and perception. Critical reading also requires reading with inquiring mind with active, creative looking for false statement. It means questioning, comparing, and evaluating.

Based on the Institutional Based Curriculum 2006 of Junior High School, there are two components in reading comprehension that must be taught. There are literal and inferential reading comprehensions.

2.2.1   Literal Reading Comprehension

Literal reading is reading in order to understand, remember, or recall the information explicitly in the passage. According to Burn, Reo and Ross (1996:43)

literal reading comprehension is reading the text and then comprehending the text to recognize and gain the explicit messages that is stated on the lines of the text. Literal reading comprehension deals with ideas and facts that clearly stated on the text. It is the ability of the readers to interpret the explicit meaning of the text.

Kennedy (1981: 218) explains that literal reading is related on what a writer says. Literal reading results in this kind of reading comprehension. It requires ability to (1) locate specific facts, (2) identify happenings that are described directly, (3) find answers to questions based on given facts, (4) classify or categorize information given, and (5) summarize the details expressed in a selection. Literal reading comprehension is considered as the easiest level of reading. Some of the information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing. Fairbairn and Winch (1996:14) states that understanding the literal meaning of a passage is an important prerequisite to deeper understanding support it. The purpose of literal reading is only catching the information that is stated in the reading text explicitly.

Literal reading comprehension refers to the ideas or facts that are stated directly on the printed page. Therefore, the reader can go back and underline the information desired.

2.2.2 Inferential Reading Comprehension

Inferential reading comprehension is related to the reading text that is not clearly stated in the text in order to find information that is not explicitly stated in passage, using the reader's experience and intuition, and by inferring. It deals with reading the line and then readers put fact and idea together to draw conclusion and generalize. Fairbairn and Winch (1996:15) states that reader should be able to infer meaning beyond what is literally stated. It means that the ability of the readers to grasp the implied meaning through what is literally stated in the text. Therefore, inferential reading involves reading between the lines or making inferences. Burns, Roe and Ross (1996: 183) uses inferential reading. He said that

inferential reading is the process of deriving ideas that are implied rather than directly stated.

Inferential reading comprehension involves reading comprehension between the lines or making inferences. In inferential reading comprehension, the writers do not always mean exactly what they say, nor do they say everything they mean. They expect readers to understand the information they give and to draw from it many implied meanings.

2.3 Reading Comprehension

Reading and comprehension cannot be separated because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. Reading comprehension is an activity to construct the meaning from a written test. Grellet (1996:3) defines that reading comprehension understands written text by extracting the required information as efficiently as possible. Comprehension is the purpose of reading. Students read texts to get opinions or ideas. They try to understand what the text tells. After getting opinions or ideas, they can answer questions or make prediction. It means that, reading refers to a process of getting information from a text that will be done by the students in relation to the students' experiences, knowledge, motivation, and the context of the situation. Therefore, reading comprehension is understanding a text that is read or the process of constructing meaning from the text.

In addition, Grellet (1996:8) states that reading comprehension should not be separated from other English skills. It means that reading comprehension is almost followed or is linked with another English skill, such as writing, listening, or speaking. Therefore, students start to discuss something they have to read the problem content before.

Reading comprehension is the process of making meaning from the text. Wolley (2011:15) states that the goal of reading comprehension is to gain an overall understanding of what is describing in the text rather than to obtain

meaning from isolated word or sentences. Reading comprehension related to construct the understanding of the content the whole text rather that the meaning of words or sentences in the text. Therefore, the readers should know the ideas and the important points in the text.

Reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension understands all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

McWhorter (1989:90) argues that there are four levels of reading comprehension based on the unit of comprehension. They are word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Those four levels of comprehension are considered in this research. Each will be discussed in following parts.

2.3.1 Word Comprehension

Comprehending word meaning is very important in reading comprehension for the students, because the basic element in text is word. It is impossible for the students to understand a text without understanding the word correctly. According to Grellet (1996:15), if the reader does not understand some words in the text, some of the facts and ideas will probably escape. Words are important to be understood, because through the words understanding the reader knows what the content that the writer wants to deliver is. Grellet (1996:7) also states that the readers have to use what they know to understand unknown elements, whether these are ideas or simple words. By understanding, the meaning of the words can help the reader to understand the content of the whole text.

In understanding the meaning of words in the text, the students should know that a word might have different meaning when it comes up in a sentence. It can be said that when the students want to understand the words, they should understand about the meaning of the words in a sentence first.

Here is the example of word comprehension in a paragraph of recount text.

After we <u>arrived</u> at the gardens, we walked down to the Education Center.

The example question is "The similar meaning of the underline words is?"
   a.   Went
   b.   Left
   c.   Walked
   d.   Came
      Answer : d

The example above explain about the sentence of "after we <u>arrived</u> at the gardens, we walked down to the Education Center" and then the question is about finding the same meaning with the word "arrived". In understanding the word "arrived", the students should know that the word might have different meaning when it up in a sentence. The students should find the wrong meaning of word "arrived". The meaning of word "arrived" can be went, left, and walked. The best answer of the question above is "came (d)" because it is the closest meaning of "arrived".

In this research, the understanding of the words will help the students measure their sentence comprehension.

2.3.2   Sentence Comprehension

After the word comprehension, the next step is sentence comprehension. The students should understand a sentence after they have understood the words. It is also the step before going on to the understanding of the paragraph. As good readers, the students are needed to understand what a sentence means. Wong (1995:15) states that a sentence is a group of words that has three things namely a subject, a verb, and a complete thought. It means that before comprehending the text, the students should comprehend the meaning of some words first in the sentence first. The students must understand the meaning of word-by-word in a sentence. It will be developed to understand the whole sentence meaning. In other words, comprehending a sentence means the readers not only understand a

12

sentence-containing individual word, but also can understand the meaning of the sentence.

From the explanation above, it can be said that sentence comprehension deals with one's acquirement in understanding the meaning of a group of words and considering the information of those words. It is not only understanding of word by word, but also the whole words to express a complete thought.

McWhorter (1989:84) states that the understanding sentence is essential to all comprehension skills and to the effective reading, especially for studying a textbook. It can be conclude that the main point in reading is to comprehend sentences. It will involve some skills. They are identifying key ideas, locating details, and identifying sentences that related ideas.

The example:

When I was at elementary school, I have a little friend. My friends called him"Thomas". He used to pull my hair when the teacher was not looking. One day I hit him on his head with a book and he began to cry. The teacher was very angry with me.

(Taken from: http://abidtinfaz.blogspot.com/recount-text)

The example question of the sentences above is "Why was the teacher angry with me?"
- a. Because I hit Thomas on his head with a book
- b. Because I pull Thomas' hair when the teacher is not looking
- c. Because I didn't hear what the teacher says
- d. Because I always playing in the classroom
   Answer: a

Explanation: in the example of recount text above, the question is "why was the teacher angry with me?". In finding the best answer of the question, the students should read the sentences first and then comprehend the sentences to find the best answer of the question. Students should understand what is meant by the sentences and the question. The best answer of the question "why was the teacher

angry with me" is A (because I hit Thomas on his head with the book), and then the reason why A as the best answer is provided explicitly in paragraph.

2.3.3 Paragraph Comprehension

A paragraph is a group of sentences that has a single topic. According to Langan (2004:11), paragraph comprehension is a collection of sentences about one main idea, or one point. A paragraph usually starts with a point, and the rest of the paragraph provides specific details to support and develop that point. Therefore, a paragraph is a group of sentences that support one main idea. There are three essential parts to understand a paragraph, namely topic sentence, supporting details, and concluding sentence (McWorther: 106). Each part is discussed as follows.

a.   Identifying Topic Sentence

According to Wong (1999:366), a topic sentence is the sentence in a paragraph that states about main idea and answers what the author says about the subject. It can be said that a topic sentence is a subject being discussed in the text. In addition, the main point of a paragraph is usually stated in the topic sentence.

A topic sentence may come up in many ways; it can be stated at the beginning of the paragraph, in the middle, or in the last of a paragraph. Wong (1999:367) confirms that topic sentence in many paragraphs can be found or near the beginning of the paragraph. Therefore, it is important for the readers to read the text carefully to find the appropriate topic in the paragraph.

The example:

Mr Warsidi has a garden in his yard, and he likes to work there. He says it is fun. Today he is planting flowers in the garden. There is also an old mango tree in the yard. He always cuts the leaves and the branches in taking care of it. He said that the flowers must get more sun. Mr Warsidi often involves his children to take care together of the garden. Therefore, they will understand how to take care their environment. Many people tell Mr Warsidi how beautiful his garden is.

(Source: English in Focus for Grade VIII)

The example question is "What is the topic sentence of paragraph above?"
   A.   Mr Warsidi likes the flower
   B.   Mr Warsidi has a garden
   C.   Mr Warsidi cuts the mango leaves
   D.   Mr Warsisi takes care the environment
   Answer : A

Explanation: in finding the topic sentence of the paragraph above, the students should read carefully the paragraph first and then identify what is the paragraph mainly discuss about. The best answer of the question above is A "Mr Warsidi has a garden", because the sentence is the topic sentence of the paragraph and then the next sentences in the paragraph discuss and explain about the garden, the condition and the plants in the garden as the supporting details.

b.   Identifying Supporting Details

       In order to understand the text, the readers should also understand about supporting details. According to McWhorter (1989:113), supporting details are the facts and ideas that prove or explain about the main idea of a paragraph. The author uses supporting details to make ideas clear, interesting, and memorable. Furthermore, supporting details can be facts, examples, explanations, definitions, and any other kinds of details that could support the main idea.

The example:

       Mr Warsidi has a garden in his yard, and he likes to work there. He says it is fun. Today he is planting flowers in the garden. There is also an old mango tree in the yard. He always cuts the leaves and the branches in taking care of it. He said that the flowers must get more sun. Mr Warsidi often involves his children to take care together of the garden. Therefore, they will understand how to take care their environment. Many people tell Mr Warsidi how beautiful his garden is.
(Source: English in Focus for Grade VIII)

The example of question is "How does Mr Warsidi care the mango tree in the yard?"

    A. He always works alone
    B. He involves his children to take care it
    C. He always cuts the leaves and the branches of the mango tree
    D. He cuts the old mango tree

Explanation: in finding the supporting detail of the paragraph above, the students should read and comprehend the paragraph first, then find the supporting detail sentences of that paragraph. The supporting sentences explain about the topic sentence, and these make the topic sentence is clearer and easier to understand. By finding the supporting sentences of the paragraph above, the students can answer the question. The best answer of the question is C (he always cuts the leaves and the branches of the mango tree), because this option is provided in the paragraph and the sentence make the main idea clearer.

c.   Identifying Concluding Sentence

    A concluding sentence is the last sentence in a paragraph that repeats the main idea or summarizes the main idea of a paragraph (Wong, 1999:366). It means that, the concluding sentence repeats the main idea in different words. Therefore, the concluding sentence in a paragraph is to end the paragraph by restating and summarizing the ideas in the paragraph.

For example:

    Mr Warsidi has a garden in his yard, and he likes to work there. He says it is fun. Today he is planting flowers in the garden. There is also an old mango tree in the yard. He always cut the leaves and the branches in taking care of it. He said that the flowers must get more sun. Mr Warsidi often involves his children to take care together of the garden. Therefore, they will understand how to take care their environment. **Many people tell Mr Warsidi how beautiful his garden is.**

(Source: English in Focus for Grade VIII)

    From the example above, the concluding sentence of that paragraph is "Many people tell Mr. Warsidi how beautiful his garden is". The sentence summarizes the ideas by telling that Mr. Warsidi's garden in his yard.

In the conclusion, paragraph comprehension deals with comprehending the topic sentence, the supporting details, and the concluding sentence.

The example of text:

Title (topic)	**Rapunzel**
Topic sentence **Supporting details**	Rapunzel was a beautiful girl who has a very long hair. She lived in a tall tower because an evil-witch put her there. One day a handsome prince passed near the tower and he saw the beautiful Rapunzel. So, he climbed up Rapunzel's long hair. He wanted to help Rapunzel got out the tower. Then Rapunzel had an idea to make a ladder, but the witch found out about their plan. So she threw the prince out of the tower and made him blind. She also cut Rapunzel's long hair and took Rapunzel into faraway island. She lived alone there and she sang sad song everyday.
Concluding sentence	One day, the blind prince who has travelled around the world to find Rapunzel heard Rapunzel singing. Finally, they met each other and then they got married. They lived happily ever after

(Taken from: English in Context, Grade VIII)

The example above is the example of complete text. The complete text consists of title (topic), topic sentence, supporting details, and then concluding sentence. Based on the example above, the title is 'Rapunzel'. The topic sentence is 'Rapunzel was a beautiful girl who has a very long hair'. The author writes the topic sentence in the beginning of the paragraph. The supporting details are start from 'She lived in a tall tower because an evil-witch put her there' until the last supporting sentence 'She lived alone there and she sang sad song everyday'. These supporting sentences are explained to support the topic sentence of the text. The last is concluding sentence. The concluding sentence of text above located in the last paragraph 'Finally, they met each other and then they got married. They lived happily ever after'. It summarizes the ideas in the story end.

2.3.4 Text Comprehension

Text comprehension is the aim of reading. It means that an author hopes that the reader will be able to understand the content of the text. According to Grellet (1996:4), the readers reading the text is one of the reasons for reading to

get information. It means that reading is used to find some information based on the text. Therefore, the aim of reading is to take the message or information from the text by comprehending the whole text. Furthermore, McWhorter (1989:131) suggest the whole text consist of words, sentences, and paragraphs. The students must be able to comprehend words, sentences, paragraph in order to comprehend the text.

For example:

Two days ago, Sandra Dewi fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly, Sandra Dewi vomited. All other students stopped writing. Mrs. Lidia helped her immediately. The chairman of the class sent for the school's doctor.

In five minutes, the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature.

"I am afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough, too. I'll give her some pills for her malaria, some tablets for her fever and syrup for her cough. She needs a week's rest", said the doctor.

(Widia, Sulistyo, and Suryati: 2008:32)

The example of question from the text comprehension above are "What is the appropriate title of the text above?" and "what is the main idea of the text above?". By reading the whole text of the example above, the students can find the best answer and then find what does the text tells us about.

2.4 Recount Text

Based on the Institutional Based Curriculum 2006 (KTSP), there are three kinds of text that should be taught in the eighth grade level. The texts are narrative, descriptive and recount. In this research, the researcher focuses only on the recount text

According to Knapp and Watkins (2005:224), recount text is written out to make a report of experience of a series of related events. A recount is written out

18

to inform an event or to entertain people. Recount text is a text that functions as telling an incident or events in the past.

A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan and Shinoda, 2008: 9). Recount text tells a series of events and evaluates their significance in some way. It also gives readers a description of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events. 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. Series of events. They describe series of events that happened in the past and 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.

The language features of recount text are described below:

a. Personal participant: I, my friends, etc.

b. Use of nouns and pronouns to identify people, animals or things involved.

c. Use simple past tense: I looked at my watch, they played piano and guitar.

d. Use of conjunctions and time connectives to sequence the events, for example: then, first, after that, etc.

e. Use of adjectives and adverbs to indicate place and time.

The example of recount text:

Our trip to the Blue Mountain	
Orientation	On Friday, we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.
Event 1	On Saturday, we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.
Event 2	On Sunday, we went on the Scenic Skyway and it rocked. We continued to the zoo, and then we saw some cockatoos having a shower in there.
Reorientation	In the afternoon, we went home. That was a very pleasant moment with my family that I ever got.

(Taken from: (https://pakpuguh.wordpress.com/2011/08/15/recount-text/)

The first paragraph is the orientation of recount text above introducing the participant (we) and the place (Blue Mountain). The second paragraph and the third paragraph tell the events done by the participants. And the last paragraph is the reorientation which tells about the writer's personal comments.

2.5   Objective of Reading Comprehension

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Grabe W (2002:13), he defines the objectives of reading into several points, they are 1) Reading to search information 2) Reading to skim quickly 3) Reading to learn (from text) 4) Reading to write (or search information needed for writing) 5) Reading to analyze the text 6) Reading for general information**.**

Based on the reading objectives above we can understand that reading needs a special attention. It is why that reading skill is one of the important skills in learning foreign language. The objectives above is the reason why getting students to read. In Senior High School, English text is an important part of teacher's job. Reading is useful for other purposes too: any exposure to English

(provided students understand it more or less) is a good thing for language students.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts.

2.6 Lecturing and Question Answer Teaching Technique

Djamarah (2010:97) defines that Lecturing and Question –Answer technique is viewed as a continuing oral presentation of information and ideas by the lecturer or the teacher in teaching learning process. Through lecturing technique, there is little or no active participation of the students involving in the teaching learning process. On one side, it is good for transmitting information simultaneously from the teacher to a large number of the students.

There is a varying degree of use of whiteboard, slide projectors, assignment to be done outside the class and question and answer session, but all of these variants involve the teacher as the primary agent in the instruction.

2.7 The Teaching of Reading Based on 2006 Institutional Based Curriculum for Junior High School

Teaching English for the students are not easy things, because they have some factors that should be considered. Brown (2000: 92) says that the terrible teens are an age of transition, confusion, self-consciousness, growing, changing body, and mind. They are also ultrasensitive to how others perceive their changing physical and they have emotional along with their mental capabilities.

English is taught twice in a week at SMPN 14 Jember. The school still applies 2006 Institutional Based Curriculum (KTSP). The English teacher of the Eighth Grade students teaches reading by using Lecturing and Question-Answer technique. In lecturing class, she usually starts by explaining the material, asking

the students to read the text, and then followed by giving some tasks or exercises. All of her students are given the same materials in teaching reading comprehension. The main objective of teaching reading is to enable the students to comprehend the meaning and rhetoric development in a written text in the form of descriptive, narrative, and recount.

CHAPTER III. RESEARCH METHOD

This research is a descriptive qualitative study its objective is to describe the grade VIII students' reading comprehension ability tested by recount text.

This chapter presents the research methods applied in this research. They are the research design, area determination method, and respondent determination method, operational definition of the terms, data collection methods, and data analysis method.

3.1   Research Design

The research design applied in this research was descriptive research. According to Arikunto (2010:245), descriptive research is not intended to prove hypothesis, but it is intended to describe the variable and situation accurately. Therefore, in this research, the researcher uses the descriptive study because the researcher wants to know about the condition of the students' reading comprehension achievement at the school. This research aims to describe the students' literal reading comprehension skill and the data are in the form of the students' score of reading comprehension test.

Arikunto (2010:245) confirms that the characteristics of a descriptive research are: It does not need an administration of controlling the treatment, it does not need to prove the hypothesis, but it describes everything that occurr in the real condition. Then the researcher works objectively and systematically to describe the phenomena.

The several procedures were used in this research as follows:

1. Determining the research area

    The research area is determined SMPN 14 Jember by using purposive method

2. Conducting interview by interviewing the English teacher of grade VIII of SMP N 14 Jember to obtain first-hand information concerning the teaching of English particularly reading

3. Determining the research respondents by using cluster random sampling technique

4. Constructing the research instrument

   The research instrument used in this research is reading comprehension test.

5. Giving the try out test to measure the difficulty of the test item.

6. Analyzing the result of the try out test.

7. Revising the research instrument, if it is needed

8. Administering a reading test to the respondents to collect the primary data

9. Analyzing the result of comprehension test as the data gained

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

11. Reporting the result of the research.

3.2 Area Determination Method

Area determination method is a method to determine the area or place where the research is conducted. In this research, the purposive method to determine the research area use and this is in line with this Fraenkel's and Wallen's (2006:100) note that if "the researchers assume they can use their knowledge of the population to judge whether or not a particular sample will be representative", it is called purposive method. According to Arikunto (2010:183), purposive method is conducted based on the certain purposes or condition. In this research, the area was done purposively by choosing SMPN 14 Jember. This purposive method was employed by the researcher because of five reasons. The first reason was the English teacher has taught literal reading comprehension by lecturing and question-answer technique at SMPN 14 Jember that enables the researcher to obtain the data in the eighth grade students of SMPN 14 Jember. The second reason was because there was no researcher who has investigated this topic of the research in SMPN 14 Jember. The third reason was the English teacher wanted to know the students' ability in reading comprehension based on the indicators of reading. The last was because the headmaster and the English

teacher gave permission to the researcher to conduct the research in SMPN 14 Jember.

3.3 Respondent Determination Method

According to Arikunto (2010:158), respondents are the people who are able to respond or answer the questions of the research instruments, whether it is spoken or is written. Respondent determination method is used to determine the individual who can be representative as data resources.

In this research, the respondents were the eighth grade students in SMPN 14 Jember in the 2017/2018 academic year. There were four classes at the eighth grade in SMP N 14 Jember, each class consists of 32 up to 36 students. They were class VIII A, B, C and D.

Arikunto (2010:182) states that if the number of the population is less than 100 people, it is better to take all the respondents, but she also states that if the number of population is more than 100 people, it is allowed to take 10% - 15% or 20% - 25% of the whole population of the respondent. The researcher determined which class was used as the respondent in administering reading try out test and reading test. The class for try out and the class for reading test were different. The researcher chooses one class to be the research respondent that is class VIIIC for tryout test and the class VIIID for reading test. The research respondents were determined by using cluster random sampling technique where the researcher could pick two classes as tryout respondent and reading test respondent from four classes in the eighth grade of SMPN 14 Jember. It was because the four classes had the same average mean score of English.

3.4 Operational Definitions of the Key Terms

The operational definition of the terms is intended to avoid misunderstanding of the concepts used in this research. The terms are needed to define operationally are as follows:

3.4.1 Reading Comprehension

Reading comprehension in this research refers to the ability to understand information presented in written form in the text. In order word, the students' ability in comprehending the reading material given. In this research, the researcher do not teach the students about recount text, but only to test them about recount text reading comprehension. The students have learnt the recount text from the English teacher. The students' reading comprehension ability present by the result of their reading comprehension test covering all indicators.

3.4.2 Recount Text

In this research, the meaning of recount text is a text that tells the reader about a story, action, experience or activity. The main purpose and social function of recount text is to retell past events or somethings that happened in the past. The type of the recount text is a personal recount text.

3.4.3 Literal Reading

Literal reading is reading activity that merely knowing and catching the meaning explicitly stated in the text. In this research, the reading comprehension test only try to catch the information literally in the text and do not try to catch the deeper meaning or implicitly. So, the ideas and facts are directly stated in text.

3.5 Data Collection Method

There are two kinds of data in this research. They are primary data and supporting data. The primary data deal with the students' literal reading comprehension by applying the reading test. The supporting data are collected through interview, observation, and documentation. The data collection methods are discussed in the following.

3.5.1 Reading Comprehension Test

In this research, reading test is conducted to collect the main data, dealing with the students' literal reading comprehension. The test included questions, exercises, or the other instruments which were used to measure skill, knowledge

of individual or group. As stated by Arikunto (2013:193), test is a set of questions, exercises, or other instruments that is used to measure skill, knowledge, intelligence of individual or group. It means that test is the instrument to gain information about the students' competency. One of the tests that are used in this research is reading comprehension test. The comprehension test is administered to measure the students' word comprehension, sentence comprehension, paragraph comprehension and text comprehension. Reading comprehension test is conducted to gain the primary data about students' score of reading comprehension.

Arikunto (2013:194) says that test can be divided into two kinds, namely teacher made test and standardized test. Standardized test is a test that is created by testing institution and has been evaluated its validity and reliability. In this research, a teacher made test will be used. The teacher made test in this research is made based on reading material from different books and sources that is being used in daily teaching learning process. This test is in the form of multiple choice with four options. It is an objective test, because there is only one fixed answer. The reason to use multiple-choice items because according to Huges (2003:76), it has advantages the scoring rapid and economical. The students only make a mark on the paper and the scoring can be done easily in the short time. However, the researcher is not teaching but only does the test.

In this research, the research test is in the form of objective test or multiple-choice test. It is conducted for 40 minutes. It is intended to measure the students' achievement of reading comprehension so that it can be scored easily and quickly. There are 20 items in the form of objective test. The 20 questions consist four indicators, namely word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The researcher does not only take the test item from the English textbook of eighth grade, but also taken from internet, composing and creating some of test questions. The test consists of two recount texts. The first text for numbers 1-10 entitled "My Holiday in Flores" is taken from scaffolding English for grade VIII. The second text for numbers 11-20 entitled "My Camping" is taken from the internet. It deals with word comprehension (6 items), sentence comprehension (6 items), paragraph

comprehension (4 items), and text comprehension (4 items). Each correct item of the reading indicator is scored 5 point. Thus, the total score of test items is 100 points.

3.5.1.1   The Distribution of Reading Comprehension Test Items

	Total Items	Points	Total Points
Word Comprehension	6	5	30
Sentence Comprehension	6	5	30
Paragraph Comprehension	4	5	20
Text Comprehension	4	5	20
	20		100

3.5.1.2   The Distribution of Test Items Based on Indicators

Indicators	Number of test Item
Word Comprehension	3, 4, 5, 10, 12, 13
Sentence Comprehension	2, 7, 14, 15, 17, 19
Paragraph Comprehension	6, 8, 16, 20
Text Comprehension	1, 9, 11, 18

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, reliability and the difficulty index of the test items.

a.   Validity

A test 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.

28

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 catch 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

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

Notes:

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

ΣXY : The total number of odd items and even items

ΣX : The total number of odd items

ΣY : 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 tryout 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 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:

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

Notes:

FV   : the difficulty index

R   : the number of the correct answers

N   : the number of the students taking the test

Arikunto (2010:210) states that judgement 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 20 items and 20 items for reading test. Each correct item of comprehension was scored 5 point for each indicator item. So, the total score of all items was 100 points.

3.5.3 Interview

Interview is one of the methods for collecting data that gives several questions to the respondents and the informant. In this research, the interview was conducted to the English teacher. According to Fraenkel and Wallen (1996:455), interview is an important way for a researcher to check the accuracy of the impression he or she has gained through information. In this research, interview is used to get information from the English teacher at SMP N 14 Jember about the teaching learning reading comprehension in class 8. In addition, Arikunto

(2013:199) confirms that there are three kinds of interview; they are unstructured interview, guided interview, and free guided interview. Unstructured interview is the interviewer free to ask everything, but related to the data that is needed for research. Guided interview is the interviewer that is done by arranging complete questions and structured. And then free guided interview is the interviewer only makes the main question that want to be asked.

In this research, the researcher uses free guided interview to interview the English teacher at SMPN 14 Jember, because the researcher used set of questions and the questions could be developed to get further specific information. The notes were taken during the interview and helped the researcher as the interviewer to formulate new questions as the interview moved along. It would help to make the later analysis relate to this research information. The consideration of using the interview guide was because it was simple, practical, and easy to carry out. The result of interview is presented in Appendix 2. The result of interview is used as the supporting data. The interviewee is Mrs. E. She is the English teachers of eighth grade at SMP Negeri 14 Jember.

3.5.4 Documentation

Documentation is used to find out the supporting data in written form. According to Arikunto (2013:201), documentation is used to find out the data in the form of notes, transcripts, books, newspapers and magazines. In this research, documentation will be used to get supporting data about names of the research respondents, the previous students' English score obtained from the English teacher, and teacher's lesson plan about recount text. The researcher gets those data from the English teacher.

3.6 Data Analysis Method

This research uses descriptive qualitative method. It is intended to find the percentage of the students' reading comprehension achievement. It means that the researcher describes the students' reading comprehension qualitatively. The data analysis method is the way of analyzing the data obtained by the respondents

(Hadi, 2002:21). In this research, the data analysis method is the next step after collecting the data.

In this research, the primary data take from the test is analyzed using this formula:

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

Notes:
E   = The students' reading comprehension achievement
n   = The number of correct answer
N   = The total score of the test items

(Adapted from: Ali, 1998:186)

The steps in analyzing the data are as follows:

1. Collecting the students' result of the test
2. Scoring the students' test result
3. Analyzing the students score using the percentage formula
4. Classifying the students' score into five categories

The result of the data analysis is classified descriptively based on the following classification of the reading comprehension achievement level from the English teacher that is used in SMP N 14 Jember.

3.6.1   The Table of Score Level Classification

Score Level	Category
80 – 100	Excellent
70 – 79	Good
60 – 69	Fair
50 – 59	Poor
0 – 49	Failed

(Depdiknas, 2006)

CHAPTER V. CONCLUSION AND SUGGESTION

This chapter five presents the conclusion of the research result and suggestions. The researcher expects to be able to derive the representative conclusion which concluded the fact to show the reading comprehension achievement of recount text. Then, the suggestions were proposed to the English teacher and the future researchers. The following were the research conclusion and suggestion.

5.1 Conclusion

Based on the result of data analysis and discussion, it can be concluded that the mean score of eighth grade students' English reading comprehension achievement of recount text at SMPN 14 Jember was in the "good" category M (70,42). The research result showed that 4 students of 36 students (11,1%) got the scores between 80-100 (excellent), 21 students (58,3%) obtained scores between 70-79 (good), 8 students (22,2%) got scores between 60-69 (fair), 3 students (8,3%) got scores between 50-59 (poor), and no student (0%) was categorized as "failed".

In addition, the result of the students' achievement of recount text reading comprehension based on the research indicators covering word, sentence, paragraph and text comprehension showed that the students achieved "fair" category. The mean score of the four indicators was paragraph comprehension achievement with the mean score 87,5 which belong to "excellent" category. Then, it was followed by the mean score of text comprehension achievement with the score 68,75 and it was classified as "fair" category. The score of word comprehension and sentence comprehension had the same score. The score of both were 65,28 and it was categorized as "fair".

5.2 Suggestion

Considering the result of this research, the completion of this research study warrants several suggestions proposed to the English teacher and the future researcher. The suggestions were presented as follows:

47

48

1. For the English Teacher

The suggestions were given in the term of what teacher can do to develop students' reading comprehension achievement. It is useful for the English teacher as the information to know about her students' reading comprehension achievement in reading recount text based on the reading components. By knowing the students' ability based on the reading components, it was suggested that in using texts as the teaching materials. The teacher found the other materials from the other book and sources as the other reference. The teacher should explain the different meaning of the unfamiliar word based on the content of the text. In this case, the students did not see the meaning of word by word, but how the meaning of the word was combined together to show complete message based on the certain context. The English teacher should also give more new text related in teaching reading of recount text. It will broaden the eighth grade students' knowledge in order to comprehend what they read.

2. For the Future Researcher

It is suggested that the result of this research can be used as a reference and information for the future researchers to conduct a further research in this school. For example, finding more information about the students' comprehension achievement from different aspect and different research design, such as giving a certain treatment such as particular technique in teaching like cooperative learning to obtain whether the treatment can give an effect or not on the students' reading (experimental research) or doing a classroom action research where the researcher give a treatment that can overcome the students' difficulties in comprehending a recount text.

REFERENCES

Ali, M. 1998. *Strategi Penelitian Pendidikan*. Bandung: Angkasa.

Arikunto, S. 2013. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.

Arikunto, S. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktik (Edisi Revisi)*. Jakarta: PT. Rineka Cipta.

Brown, H. D. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York: Addison Wesley Longman, Inc.

Burn, P C., Betty D R, and Elinor P R. 1996. *Teaching Reading in Today's Elementary School*. Boston: Houghton Mifflin.

Crystal, D. 1995. *The Cambridge Language Encyclopedia. 2nd ed*. Melbourne: Cambridge University Press.

Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP) Mata Pelajaran Bahasa Inggris untuk SMP/Mts*. Jakarta: Depdikbud.

Djamarah, S. B. 2010. *Stategi Belajar Mengajar*. Jakarta: Rineka Cipta.

Djiwandono, M. S. 1996. *Tes Bahasa Dalam Pengajaran*. Bandung: Penerbit ITB.

Fairbrain, G J, and Christopher W. 1996. *Reading, Writing, and Reasoning: A Guide for Students second edition*. Buckingham: Open University Press.

Fraenkel, J R., and Norman E. W. 2006. *How to Design and Evaluate Research Education*. New York: McGraw-Hill.

Grabe, W, and Fredericka L S. 2002. *Teaching and Researching Reading*. Essex: Pearson Education Limited.

Grellet, F. 1996. *Developing Reading Skill*. New York: Cambridge University Press.

Hadi, S. 2002. *Metodelogi Research: research untuk penulisan paper, skripsi, thesis dan disertasi*. Yogyakarta: Andi Offset.

50

Healey, J. F. 2010. *The Essentials of STATISTICS: A Tool for Social Research*. Second Edition. Wadsworth: Cengage Learning.

Hollas, J. M. 2002. *Differences between Reading Skills and Reading Strategies*. Available at: https://www.scribd.com. Retrieved on July, 2015.

Hughes, A. 1996. *Testing for Language Teachers*. Cambridge: Cambridge University Press.

Kennedy, E C. 1981. *Methods in Teaching Development Reading Second Edition*. United State of America: F.E Peacock Publishers Inc.

Knapp, P., and Megan W. 2005. *Genre, Text and Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales.

Langan, J. 2004. *English Skills with Readings*. New York: McGraw Hill.

Lems, K., Leah D. M, and Tenena M. S. 2010. *Teaching Reading to English Language Learners: Insights from Linguistics*. New York: The Guilford Press.

McMillan, J. 1992. *Educational Research: Fundamentals for the Customer*. New York: Harper Collins Publisher.

McWhorter, K. T. 1989. *A Guide to College Reading (2nd ed)*. New York: Little and Brown Company.

Nuttall, C. 2000. *Teaching Reading Skills in a foreign language*. Oxford: Macmillan Heinemann.

Pang, E S., Muaka A., Bernardt E B., and Kamil, K. L. 2003. *Teaching Reading: Educational Practice Series-12. France: International Academy of Education (IAE)*. Available at: http://www.ibe.unesco.org. Retrieved on 2015.

Puspitasari, I. 2009. *A Descriptive Study on the Eighth Year Students' Literal Reading Comprehension Skill of Texts with Composite Picture at SMPN 2 Kraksan, Probolinggo in the 2008/2009 Academic Year*. Unpublished thesis University of Jember.

51

Saukah, A. 1997. *Kualitas Instrumen. Jurnal Penelitian Kependidikan*, 11 (2): 177-192.

Shiahaan, S., and Kisno S. 2008. *Generic Text Structure*. Yogyakarta: Graha Ilmu.

Susser, B and Thomas N. R. 1990. *Extensive Reading in the EFL Classroom*. Available at: http://www.monografias.com/trabajos68/readins-comprehension-teaching-english/readins-comprehension-teaching-english2.shtml. Retrieved on June, 2015.

Wallace, C. 1992. *Reading*. America: Oxford University Press.

Wardiman, A., Jahur, M., dan Djusma, S. 2008. *English in Focus Grade VIII Junior High School (SMP/MTs)*. Pusat Perbukuan Departemen Pendidikan Nasional: JP Book BSE.

Woolley, G. 2011. *Reading Comprehension: Assisting Children with Learning Difficulties*. Available at: http://springer.com/978-94-007-1173-0. Retrieved on 2015.

Wong, L. 1999. *Essential Study Skills Sixth Edition*. New York: Houghton Mifflin Company.

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABELS	INDICATORS	DATA RESOURCES	RESEARCH METHOD

A Study on Literal Reading Comprehension Achievement of the Eighth Grade Students at SMP Negeri 14 Jember	Research problem: How is the literal reading comprehension achievement of the eighth grade students of SMPN 14 Jember in the 2015/2016 academic year?	The literal reading comprehension achievement of the eighth grade students at SMPN 14 Jember.	1. Comprehending word in reading
			2. Comprehending sentence in reading
			3. Comprehending paragraph in reading
			4. Comprehending text in reading
				Respondents:
				- The Eighth grade students of SMPN 14 Jember
				
				Informant:
				- The English teacher of the Eighth grade of SMP N 14 Jember
				
				Documents:
				- The names of the respondents
				- Teacher lesson plan
				- The previous score of students
					1. Research Design: Descriptive Qualitative Research
					
					2. Area Determination Method Purposive Method (Arikunto, 2006:139)
					
					3. Research Respondent Determination Method: Cluster Random Sampling
					
					4. Data Collection Method:
					  - Reading Comprehension Test
					  - Interview
					  - Documentation
					
					5. Data Analysis: The percentage Statistical Method:
					
					$$\% = \left(\frac{f}{N}\right) \times 100$$
					
					Notes:
					% = The percentage of

					students' reading achievement f = The number of the correct N = The total number of each indicator *(Healey, 2010:30)*

Appendix 2
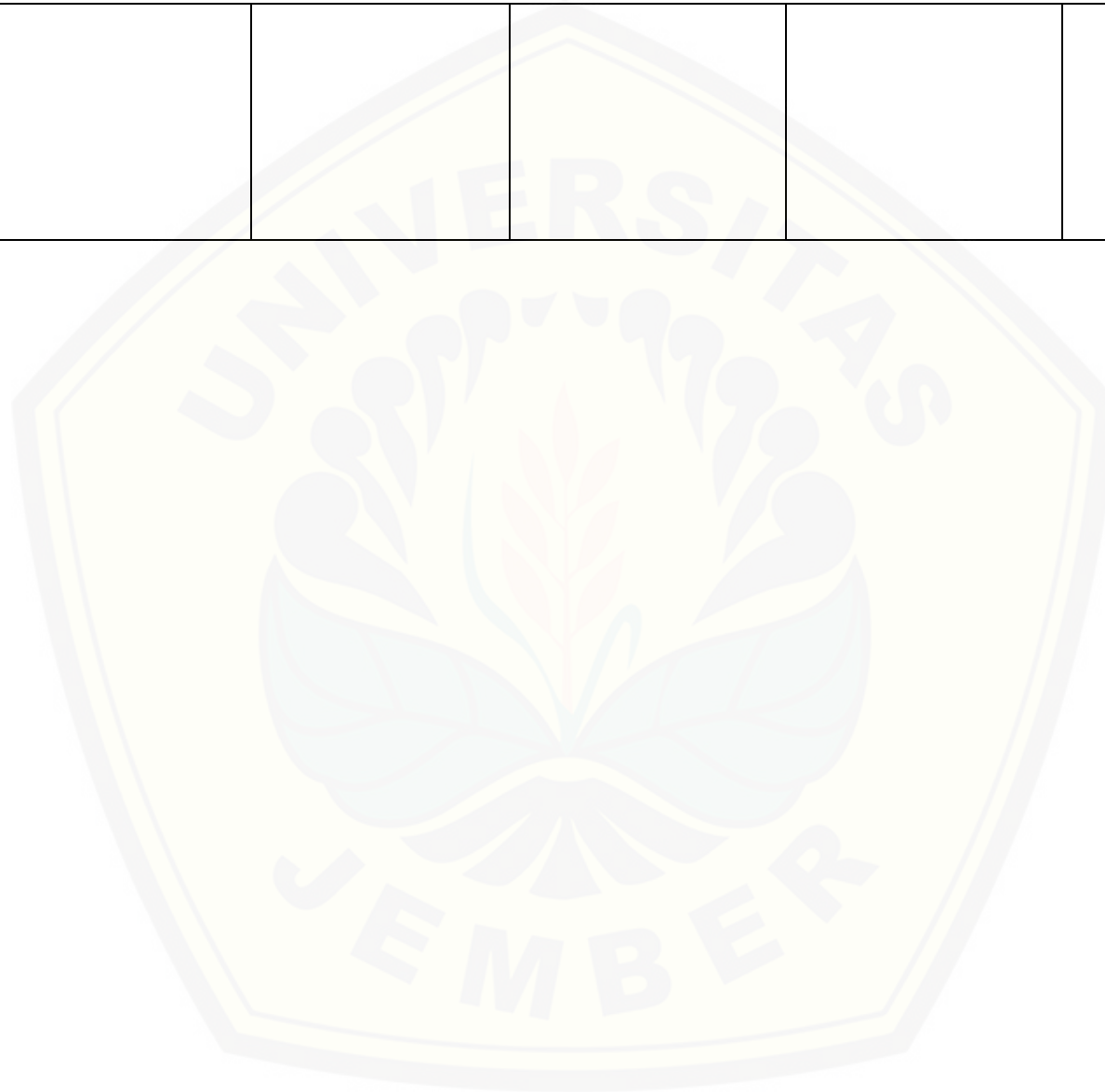
THE RESULT OF THE INTERVIEW WITH THE TEACHER

Day/Date   : Monday, 7th September 2015
Interviewee : The English Teacher of class eight, Mrs. E
Time   : 10.00 am

No	Questions	Answers
1	How often do you teach English?	Twice for each class. It's about 2x40'
2	Is 2013 Curriculum used in teaching English for the eighth grade?	No, it is not. This school still applies KTSP 2006 for eighth grade students and Curriculum 2013 will be used for the next new academic year
3	What is the English standard score requirement in this school?	70
4	How many classes are there in each grade of SMP Negeri 14 Jember?	Four classes for grade seventh, eighth and ninth.
5	In this semester, have you ever taught reading of recount text?	Yes, I have, not only recount text but also descriptive text
6	What techniques do you use in teaching reading of recount text?	I usually use classical technique, Lecturing, Question-Answer Technique when teaching English including teaching reading materials, because this is the easy technique used for big class,
7	How do you give the reading test to the students?	By giving the text to the students and then the students must answer all of the questions based on the text given
8	What types of task and test you usually use?	I use multiple choices, true false questions and essay
9	How is the students' reading comprehension achievement of recount text?	Some students' reading comprehension are good, but not all students can get the best score and some students can get the lower score
10	Is there any difficulty to teach reading of recount	Yes, most of the students are not

54

	text?	careful to read the text. They can read the text, but they do not understand the content of the text
11	How do you score students' reading comprehension achievement while teaching reading?	It depends of the questions itself. The essay score is more higher than multiple choices score and then the score is divided based on the amount of the question to get 100 score for the best score
12	Do you agree if I want to do a research about students' reading ability of reading recount text? I will use reading indicators such as word comprehension, sentence comprehension, paragraph comprehension and text comprehension.	Yes, because I don't know the students ability based on the reading indicators

STUDENTS' PREVIUOS ENGLISH SCORE

CLASS VIII A

NO	STUDENTS NAME	SCORE
1	AF	46
2	AB	64
3	ALF	64
4	AA	75
5	BHQ	61
6	DH	52
7	DR	64
8	DW	73
9	DAPR	70
10	FBR	64
11	FA	79
12	JIVI	73
13	MHA	67
14	MRA	79
15	MHM	55
16	MNA	49
17	MFA	60
18	MF	52
19	MJ	58
20	MS	76
21	PA	67
22	PR	73
23	RA	70
24	RLE	58
25	RN	73
26	SNH	73
27	SA	55
28	SR	73
29	THK	58
30	VY	73
		65.13

CLASS VIII B

NO	STUDENTS NAME	SCORE
1	AH	61
2	AA	65
3	ANS	61
4	BP	52
5	BPR	56
6	BCA	53
7	DF	75
8	DDS	65
9	FA	52
10	HS	55
11	HST	63
12	MINR	50
13	MKA	55
14	MAS	49
15	MAM	60
16	MFRM	53
17	MMI	70
18	MR	65
19	MS	61
20	MMA	73
21	MF	75
22	MR	70
23	MRMI	58
24	MSBHB	61
25	MA	54
26	NP	70
27	PF	70
28	RND	75
29	RW	65
30	REM	60
31	SM	75
32	YR	60
		62.10

CLASS VIII C

NO	STUDENTS NAME	SCORE
1	AAYS	63
2	AW	60
3	AMD	62
4	ASA	63
5	AZHA	70
6	AW	70
7	DTW	75
8	DS	75
9	EE	64
10	EO	60
11	EW	60
12	FS	60
13	FBA	76
14	FW	58
15	FAL	75
16	HLO	68
17	HN	70
18	HK	60
19	HS	60
20	LH	60
21	MAS	58
22	MG	60
23	MADP	58
24	MF	60
25	MAF	58
26	MR	62
27	NSR	60
28	RA	60
29	RH	59
30	ROF	65
31	SNH	60
32	SE	59
33	SAH	59
34	YUS	75
		63.58

CLASS VIII D

NO	STUDENTS NAME	SCORE
1	APA	75
2	AFEP	46
3	AR	68
4	CAS	73
5	DW	58
6	DWF	68
7	EA	69
8	ES	78
9	EMW	78
10	FH	60
11	FAJ	65
12	FQN	68
13	FS	78
14	HNF	60
15	HH	60
16	IJ	58
17	IKW	58
18	IF	68
19	KPAP	65
20	MSF	68
21	MHI	78
22	MRR	60
23	MDM	58
24	PA	60
25	RCK	58
26	RA	68
27	RPA	55
28	SAS	58
29	STR	78
30	SASE	68
31	SSY	58
32	WSW	65
33	YD	76
34	YA	68
35	ZA	78
36	ZAI	60
		65.75

Sources: The English teacher

Appendix 4

Reading Comprehension Try Out Test

Subject   : **English (Recount Text)**

Level/Class   : **Junior High School/ VIII**

Time   : **40 minutes**

Text 1

Read the text carefully to answer questions 1-10. Then choose the correct answer by crossing (X) a, b, c or d based on the text on the answer sheet!
(Bacalah teks dengan cermat untuk menjawab soal nomor 1-10. Kemudian pilihlah jawaban yang benar dengan menyilang (X) a, b, c atau d berdasarkan teks di lembar jawaban!)
The following text is for questions 1-10

	My Holiday in Flores
Line 1	I went to Flores last month. I went there to visit Australian Volunteer English teachers in Maumere, Ende and Bajawa. Not only visit Australian Volunteer in there, but I also enjoyed the beauty of the island.
Line 5	I started my first day in Maumere with Jo Keating. After visiting several schools in the city, we took an amazing journey over the mountains to the south coast. We visited a new junior high school there. Then, I traveled to Ende to meet Sharon Kidman. Ende has a great market with a lovely selection of traditional woven ikat cloth, and great seafood.
Line 10	My next trip was to Detusoko. It is a mountain village. I went there with Ginny Edwards. Detusoko is not far from Mount Kelimutu. We woke up at 4 am to see the three different coloured lakes at dawn. It was truly inspiring.
	My final trip was to Bajawa. It is a small town high in the mountains. It was a very cold place. Yet my trip was fun and memorable. I would like to go back to Flores one day.
	(Priyana, Irjayanti, and Renitasari 2008: 99)

1. "We woke up at 4 am to see the three <u>different</u> coloured lakes at dawn" (Line 10)
   What is the **antonym** of the word "different"?
   a. Unlike
   b. Similar
   c. Distinct
   d. Diverse

2. What does the text tell us about?
   a. The writer was at Maumere last month
   b. The writer and the Australia Volunteer were visiting Flores
   c. The writer's first experience traveling to Ende
   d. The writer visit Australian Volunteer and some city in Flores

58

3. Why was the writer going to Flores?
   a. Because he was going to visit Australian Volunteer English teacher
   b. Because he was going to visit several mountains in there
   c. Because he was going to visit a traditional woven ikat cloth
   d. Because he was going to visit three different coloured lakes

4. Where did the writer go after visiting Ende?
   a. Bajawa
   b. Detusoko
   c. Maumere
   d. Mount Kelimutu

5. "…. we took an amazing journey over the mountains to the south coast" (line 5)
   What does the word "**we**" refer to?
   a. Jo Keating and I
   b. Ginny Edwards and I
   c. Jo Keating and Ginny Edwards
   d. Teachers and I

6. Who was accompanying the writer to Detusoko?
   a. Ginny Edwards
   b. Jo Keating
   c. Sharon Kidman
   d. John Paulina

7. What was the writer's last destination?
   a. Bajawa
   b. Detusoko
   c. Maumere
   d. Mount Kelimutu

8. What is the topic of paragraph 2?
   a. It is about the Australia Volunteer activity
   b. It is about the time that is needed to Maumere
   c. It is about the writer's activity at the first day
   d. It is about enjoying Detusoko at the first time

9. "It was a very cold place" (Line 13)
   What does the word "**it**" refers to?
   a. Maumere
   b. Bajawa
   c. Flores
   d. Detusoko

10. How was the trip to Flores?
    a. It was exhausting and boring
    b. It was fun and memorable
    c. It was a long journey and busy
    d. It was terrible and irritating

11. Which of the following statement is **false** according to the text?
    a. The writer visited some schools in Maumere
    b. After visiting Maumere, the writer went to Ende
    c. After visiting Ende, the writer visitedt to the new junior high school
    d. Bajawa is the writer's third destination

12. "We took an amazing journey over the mountains to the south coast" (Line 6).
    What is of the following word is similar meaning to "**coast**"?
    a. Shore
    b. River
    c. Mountain
    d. Lake

13. The statement of the last paragraph of text above is **true, EXCEPT**……..
    a. The writer's final trip was to Bajawa
    b. The trip was fun and memorable
    c. The writer will not go back again to Flores
    d. Bajawa is a very cold place

Text 2
Read the text carefully to answer questions 11-20. Then choose the correct answer by crossing (X) a, b, c or d based on the text on the answer sheet!
(Bacalah teks dengan cermat untuk menjawab soal nomor 11-20. Kemudian pilihlah jawaban yang benar dengan menyilang (X) a, b, c atau d berdasarkan teks di lembar jawaban!)
The following text is for questions 11-20

	Going Camping
Line 1 *Line 5* *Line 10*	The weather was very clear. My family and I decided to go camping last holiday. Father prepared the tent and other equipment. Mother prepared the cooking and eating utensils. I took my fishing rod and my brother brought his sport equipment. When everything was ready, we left for the camping site in countryside. There were many campers when we arrived at the camping site. Unfortunately, the good location near the river had been occupied by other campers so we had to look for another place. Finally, we found a good place little bit further. It was near a big tree. After setting up the tent, my father and I went fishing. We joined other people sitting on the rock near the river. In the evening, father made a fire. Mother cooked the fish we caught. I could say that it was the best fish I had ever tasted. Sleeping in the tent was a very wonderful experience. I woke up early in the morning. I felt fresh. Then I accompanied my brother playing with ball. In the afternoon, we went back home. *(http://englishahkam.blogspot.co.id/2013/06/recount-text-go-camping.html)*

60

14. What does the text tell us about?
    a. The weather condition is clear
    b. Making a tent
    c. The writer was camping
    d. Cooking with mother

15. What were my family and I doing in last holiday?
    a. Fishing
    b. Traveling
    c. go camping
    d. shopping

16. Where was the camping site?
    a. In the town side
    b. In the village
    c. In the countryside
    d. In the beach

17. Where is the good location to set up a tent at camping site?
    a. Near the river
    b. Near the tree
    c. Near the mountain
    d. Near the forest

18. In which paragraph can you find the information about the location of their tent?
    a. Paragraph 1
    b. Paragraph 2
    c. Paragraph 3
    d. Paragraph 4

19. What is the main idea of paragraph 2?
    a. There are many campers at the camping site
    b. There is no location to set up the tent
    c. The good location near the river
    d. Looking for another place to set up a tent

20. The statement of the third paragraph of the text is true, EXCEPT…….
    a. Sleeping in the tent was very exhausted
    b. This event was happened in the evening
    c. Mother cooked the fish that have been caught
    d. It was very wonderful experience when we slept in the tent

21. What is the purpose of the text above?
    a. to describe a camping site
    b. to give instruction how to set up the tent
    c. to inform people the new camping site
    d. to retell the writer's experience when camping

22. "…the river had been <u>occupied</u> by…" The underlined word is similar in meaning to…
   a. Inhabited
   b. Authorized
   c. Bought
   d. Grabbed

23. How did the writer feel about sleeping in the tent?
   a. The writer felt unhappy because the weather was very cold
   b. The writer didn't want to sleep in the tent again
   c. The writer was so afraid to sleep at camping site
   d. The writer thought that was a very wonderful experience

24. "It was near a big tree" (line 9)
   What does the word "**it**" refers to?
   a. The river
   b. A good place
   c. A big tree
   d. The tent

25. What were they doing in the evening?
   a. Father was playing a football with my brother
   b. Father was sleeping in the tent with me
   c. Father was making a fire and mother cooked the fish
   d. Father was cooking the fish and mother prepared the fire

ANSWER KEY

1.	d	14.	c
2.	a	15.	c
3.	b	16.	c
4.	a	17.	a
5.	a	18.	b
6.	c	19.	a
7.	b	20.	c
8.	b	21.	d
9.	b	22.	a
10.	c	23.	b
11.	a	24.	d
12.	a	25.	a
13.	c		

Student's Answer Sheet
(Time allocation   : 40 minutes)

Day/Date   : _____

Name of student/Class   : _____

Choose the correct answer by crossing (X) a, b, c or d on the answer sheet based on the text!
(Pilihlah jawaban yang benar dengan cara menyilang (X) a, b, c atau d di lembar jawaban berdasarkan teks!)

1.	a	b	c	d
2.	a	b	c	d
3.	a	b	c	d
4.	a	b	c	d
5.	a	b	c	d
6.	a	b	c	d
7.	a	b	c	d
8.	a	b	c	d
9.	a	b	c	d
10.	a	b	c	d
11.	a	b	c	d
12.	a	b	c	d
13.	a	b	c	d
14.	a	b	c	d
15.	a	b	c	d
16.	a	b	c	d
17.	a	b	c	d
18.	a	b	c	d
19.	a	b	c	d
20.	a	b	c	d
21.	a	b	c	d
22.	a	b	c	d
23.	a	b	c	d
24.	a	b	c	d
25.	a	b	c	d

64

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	: SMP Negeri 14 Jember
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar
Kompetensi Dasar	: 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*
Jenis teks	: monolog *descriptive/recount*
Tema	: *Home Life* dan *Narrating Past Events*
Aspek/Skill	: Membaca
Alokasi Waktu	: 4 x 40 menit (2x pertermuan)

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran, siswa dapat merespon makna dalam:

   a. Menentukan benar, salah atau tidak relevannya suatu pernyataan berdasarkan informasi yang terdapat dalam bacaan deskriptif

   b. Menentukan benar, salah atau tidak relevannya suatu pernyataan berdasarkan informasi yang terdapat dalam *recount*

   c. Menjawab pertanyaan-pertanyaan berdasarkan informasi yang terdapat dalam bacaan

   ❖ **Karakter siswa yang diharapkan :**   Dapat dipercaya (Trustworthines)
   Rasa hormat dan perhatian (*respect*)
   Tekun (*diligence*)

2. **Materi Pembelajarana**

   a. Developing Skills (halaman 33, 34, 64, 65)
   - Bacaan deskriptif 'What the British Eat', daftar pertanyaan
   - Bacaan 'What's Mrs. Miller's password?', daftar pertanyaan
   - Bacaan 'The Kidnappers'

   b. Culture file (halaman 82 dan 83)
   - Bacaan 'Madame Tussaud's Wax Figure Museum', daftar pertanyaan

3. **Metode Pembelajaran:** three-phase technique

4. **Langkah-langkah Kegiatan**
   Pertemuan pertama dan kedua.
   A. Kegiatan Pendahuluan
   Apersepsi :
   - Tanya jawab tentag bacaan yang akan dibaca

65

- Menulis hal-hal yang ingin diketahui tentang bacaan

Motivasi :

- Menjawab pertanyaan berdasarkan informasi dalam bacaan

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;

☞ Membaca bacaan 'What the British Eat'

☞ Menyatakan benar, salah atau tidak relevannya suatu pernyataan berdasarkan bacaan

☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;

☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;

☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;

☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;

☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;

☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;

☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;

☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;

☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,

☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,

☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,

☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;

☞ Membantu menyelesaikan masalah;

☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;

☞ Memberi informasi untuk bereksplorasi lebih jauh;

☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar
a. Buku teks yang relevan.
b. CD / kaset.
c. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
• Menjawab mau tau pertanyaan tentang : • Makna gagasan • Makna tekstual dalam teks descriptive dan recount • Langkah retorika teks descriptive dan recount • Tujuan komunikatif teks descriptive dan recount • Ciri kebahasaan teks descriptive dan recount • Membaca nyaring	Tes tulis Tes lisan	PG T / F Membaca nyaring	*1. Choose the best option based on the text.* *2. State whether the statements are TRU or FALSE.* *3. Answer the questions Read the text aloud.*

67

teks descriptive dan recount.			

a. Instrumen:

Read the text below and answer the questions.

Computer Hackers (copy of text from workbook page 32)

Questions:

1. *What are people's opinions toward hackers?*
2. *Who is Eric S. Raymond?*
3. *What is his opinion toward hackers?*
4. *What is 'the real criminals' based on his opinion?*
5. *Who are 'anti-hackers'?*
6. *Why the third type of hacking is considered to be dangerous?*
7. *Can you describe with your own words the meaning of industrial-strength vandals!*
8. *Explain with your own words the way to keep hacking int minimum!*

b. Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 1, kecuali untuk nomor 7 dan 8 jawaban benar skor 2.

2. Jumlah skor maksimal 6 + (2 x 2)=10

3. Nilai maksimal = 10

4. Nilai Siswa = $\dfrac{SkorPerolehan}{SkorMaksimal}x10$

c. Rubrik Penilaian (untuk nomor 7 dan 8)

Uraian	Skor
Isi benar, tata bahasa benar	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

Mengetahui;
Kepala Sekolah,

Jember, 2015
Guru Mapel Bahasa Inggris,

(Drs. TEL)
NIP 19591218 198302 1 003

(ERD, S.Pd)
NIP 19701106 200801 2 017

Appendix 6

SILABUS PEMBELAJARAN

Sekolah	**: SMP Negeri 14 Jember**
Kelas	**: VIII (Delapan)**
Mata Pelajaran	**: BAHASA INGGRIS**
Semester	**: 1 (Satu)**
Standar Kompetensi	**: Membaca**

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	1. Teks fungsional pendek berupa: • Undangan Contoh : Dandi, Please come to our meeting Day : Saturday Date:March 1st,2008 Time : 10.00 Place : Osis Reuni Don't be late ! Budy Secretary • Pesan Singkat	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan"/pesan pendek 2. Mendengarkan undangan yang dibacakan oleh guru/teman 3. membaca nyaring teks fungsioanl pendek tentang undangan/pesan pendek 4. menjawab pertanyaan tentang isi teks	• Membaca dengan nyaring dan bermakna teks fungsional pendek • Mengidentifikasi berbagai informasi dalam teks fungsional pendek • Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional	Tes lisan Tes tertulis	Membaca nyaring 1. Melengkapi 2. Pilihan ganda 3. Uraian	*Read the the text aloud and clearly.* *1. Complete the test using correct words* *2. Choose the correct answer* *3. Answer the following questions based on the text*	6 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar

69

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingungan sekitar 1. Teks fungsional pendek berupa - Undangan - pesan singkat 2. Tata Bahasa - Request 3. Kosa kata - kata terkait – tema dan jenis teks 4. UngkapanBaku - Don't be late ! - Don't miss it ! 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan	Lia, I'm out for shopping your meal is in refrigerator 　　　　　Mom 2. Teks esei berbentuk descriptif dan recount 1. Teks tulis berbentuk 　descriptive dan 　recount • Makna gagasan • Makna tekstual dalam teks *descriptive* dan *recount* 2. Langkah retorika teks	fungsional pendek "undangan" /pesan pendek 5. Menyebutkan tujuan komunikatif teks fungsional pendek "undangan" /pesan pendek 6. Menjwab pertanyaan tentang ciri kebahasaan teks fungsional pendek "undangan" /pesan pendek 1. Tanya jawab berbagai hal terkait tema/topik bacaan 2. Review kosakata dan tatabahasa terkait jenis teks descriptive/recount 3. Membaca teks descriptive/reco	pendek 1. Menjawab mau tau pertanyaan tentang : 1. Makna gagasan 2. Makna tekstual dalam teks *descriptive* dan *recount* 3. Langkah retorika teks *descriptive* dan *recount* 4. Tujuan	Tes tulis	PG T / F	1. *Choose the best option based on the text.* 2. *State whether the statements are TRU or FALSE.* 3. *Answer the questions*	4 x 40 menit	1. Buku teks yang relevan 2. Koran/majalah 3. Gambar peristiwa/tempat 4. Lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	descriptive dan recount 3. Tujuan komunikatif teks descriptive dan recount 4. Ciri kebahasaan teks *descriptive* dan *recount*	unt 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif tdan langkah retorika teks *descriptive / recount* 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca 7. Membaca nyaring dan bermakna teks *descriptive / recount*	komunikatif teks *descriptive* dan *recount* 5. Ciri kebahasaan teks *descriptive* dan *recount* 6. Membaca nyaring teks descriptive dan recount.	Tes lisan	Membaca nyaring	*Read the text aloud.*		
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

71

Jember, 2015
Guru Mapel Bahasa Inggris,

Mengetahui;
Kepala Sekolah,

(Drs. TEL)
NIP 19591218 198302 1 003

(ERD, S.Pd)
NIP 19701106 200801 2 017

Appendix 7
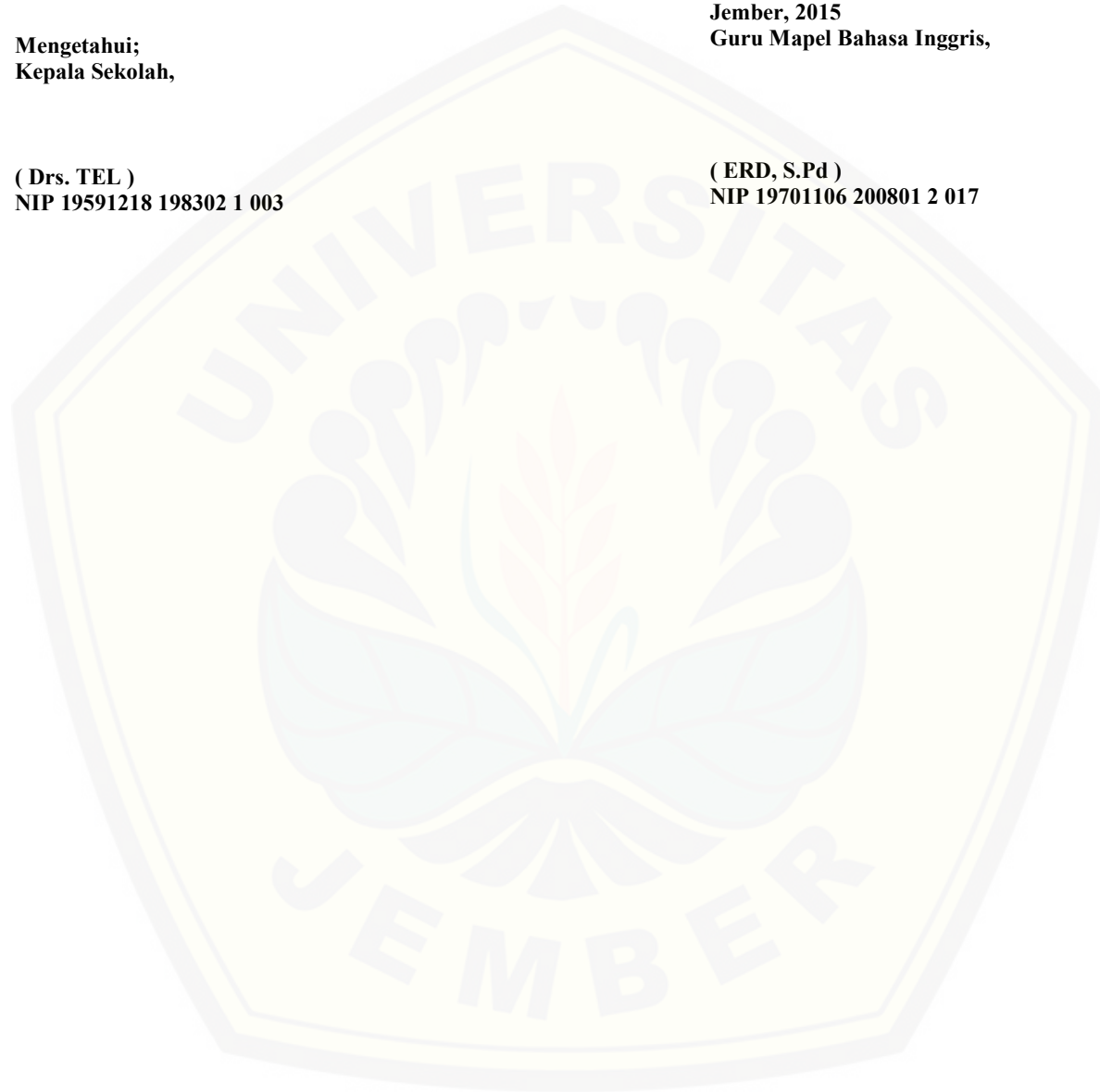
The Analysis of the Odd Number Scores of Each Item in Try Out Class (VIIIC)

No	Number													Total
	1	3	5	7	9	11	13	15	17	19	21	23	25	
1	1	0	1	1	1	1	1	0	0	1	0	1	1	9
2	1	1	1	1	0	1	1	0	0	0	1	1	1	9
3	1	1	1	1	0	1	1	0	0	0	1	1	1	9
4	1	0	1	1	0	1	0	0	1	1	1	1	1	9
5	1	1	1	1	0	1	1	0	1	1	1	1	1	11
6	1	1	1	1	0	1	1	0	1	1	1	1	0	10
7	1	0	1	1	0	1	1	0	1	1	1	1	1	10
8	1	1	1	1	1	0	0	1	0	1	1	1	1	10
9	1	0	1	0	1	1	1	1	0	1	1	0	1	9
10	1	1	1	0	1	0	1	1	0	1	1	0	1	9
11	1	1	0	0	1	1	1	1	0	0	1	1	1	9
12	1	0	1	0	1	1	1	0	0	1	1	1	1	9
13	1	0	1	1	0	1	1	1	0	1	0	1	1	9
14	0	0	1	1	1	0	1	0	1	1	1	1	1	9
15	1	0	1	1	0	1	1	1	0	1	1	1	1	10
16	1	1	1	1	1	0	1	0	0	1	0	1	1	9
17	1	0	1	1	1	1	1	0	0	0	1	1	1	9
18	1	0	1	1	1	1	1	0	0	1	1	1	1	10
19	1	0	1	1	1	1	0	0	0	1	1	1	1	9
20	1	0	1	1	1	0	0	0	1	1	1	1	1	9
21	1	0	1	1	1	0	0	0	1	1	1	1	1	9
22	1	0	1	1	1	0	0	0	1	1	1	1	1	9
23	1	1	1	0	1	1	0	1	0	1	1	1	1	10
24	1	0	0	1	0	1	1	1	0	1	1	1	1	9
25	1	0	0	1	1	1	1	0	0	1	1	1	1	9
26	1	0	1	1	1	1	1	1	0	1	1	1	1	11
27	1	0	1	1	1	1	1	0	0	0	1	1	1	9
28	1	0	1	1	1	1	1	0	0	1	1	1	1	10
29	1	0	1	0	1	0	1	0	1	1	1	1	1	9
30	1	0	1	1	1	1	1	0	0	0	1	1	1	9
31	1	0	1	1	1	0	1	0	1	1	1	1	1	10
32	1	0	1	1	0	1	0	0	1	1	1	1	1	9
33	1	0	1	1	0	1	1	0	0	1	1	1	1	9
34	1	1	1	1	1	0	1	0	1	1	1	1	1	11
∑	33	10	31	28	23	24	26	9	12	28	31	32	33	320

The Analysis of the Even Number Scores of Each Item in Try Out Class (VIIIC)

No	Number												Total
	2	4	6	8	10	12	14	16	18	20	22	24	
1	1	1	1	0	0	0	1	1	1	1	1	1	9
2	1	1	1	1	0	0	1	1	0	1	1	1	9
3	1	1	0	1	0	1	1	1	0	1	1	1	9
4	1	1	0	1	0	1	1	1	0	1	1	1	9
5	1	1	1	1	0	1	1	1	0	1	1	1	10
6	1	1	1	1	1	1	1	1	0	1	1	1	11
7	1	1	1	1	0	1	0	0	1	1	1	1	9
8	1	0	1	1	0	1	1	0	1	1	1	1	9
9	0	1	0	1	0	0	1	1	1	0	1	1	7
10	1	0	1	1	0	1	1	1	0	0	1	1	8
11	1	1	1	1	0	1	1	1	0	0	1	0	8
12	1	0	1	1	1	1	1	1	0	0	1	1	9
13	1	1	1	0	0	1	1	1	0	0	1	1	8
14	1	1	0	1	0	1	1	1	0	1	1	1	9
15	1	1	1	0	0	1	1	1	0	1	1	1	9
16	1	1	0	1	1	1	0	1	0	1	1	1	9
17	1	1	1	1	0	1	1	1	0	1	1	0	9
18	1	1	0	1	0	1	1	0	0	1	1	1	8
19	1	1	1	1	1	1	0	1	1	0	1	0	9
20	1	0	1	1	0	1	1	0	1	1	0	1	8
21	1	1	1	1	0	1	1	1	1	0	0	1	9
22	0	1	1	1	0	1	1	1	1	1	1	1	10
23	0	1	1	1	1	1	1	1	0	1	0	1	9
24	1	1	1	0	1	0	1	1	0	1	1	1	9
25	1	1	1	1	0	1	0	1	0	1	1	1	9
26	1	1	1	1	0	1	0	1	0	1	1	1	9
27	1	0	1	1	1	1	1	1	0	0	1	1	9
28	1	1	1	1	0	1	1	1	0	1	0	1	9
29	1	1	0	1	0	1	1	1	1	1	0	1	9
30	1	1	0	1	1	1	1	1	0	1	0	1	9
31	0	1	1	1	0	1	1	1	0	1	1	1	9
32	1	1	1	1	0	0	0	1	1	1	1	1	9
33	1	1	1	0	0	1	1	1	0	1	1	1	9
34	1	1	1	1	0	1	1	0	1	1	1	1	10
∑	30	29	26	29	8	29	28	29	11	26	28	31	304

The Division of Odd and Even Numbers in Try Out Class

The Number of the Students	ODD (X)	EVEN (Y)	X^2	Y^2	X.Y
1	9	9	81	81	81
2	9	9	81	81	81
3	9	9	81	81	81
4	9	9	81	81	81
5	11	10	121	100	110
6	10	11	100	121	110
7	10	9	100	81	90
8	10	9	100	81	90
9	9	7	81	49	63
10	9	8	81	64	72
11	9	8	81	64	72
12	9	9	81	81	81
13	9	8	81	64	72
14	9	9	81	81	81
15	10	9	100	81	90
16	9	9	81	81	81
17	9	9	81	81	81
18	10	8	100	64	80
19	9	9	81	81	81
20	9	8	81	64	72
21	9	9	81	81	81
22	9	10	81	100	90
23	10	9	100	81	90
24	9	9	81	81	81
25	9	9	81	81	81
26	11	9	121	81	99
27	9	9	81	81	81
28	10	9	100	81	90
29	9	9	81	81	81
30	9	9	81	81	81
31	10	9	100	81	90
32	9	9	81	81	81
33	9	9	81	81	81
34	11	10	121	100	110
Σ	**289**	**293**	**3061**	**2831**	**2872**

The Difficulty Index of Each Test Item and Its Interpretation in Try Out Class

Item Number	N	R	F.V	Criteria
1	34	33	0.97	Easy
2	34	30	0.88	Easy
3	34	10	0.29	Difficult
4	34	29	0.85	Easy
5	34	31	0.91	Easy
6	34	26	0.76	Fair
7	34	20	0.59	Fair
8	34	21	0.62	Fair
9	34	23	0.68	Fair
10	34	8	0.24	Difficult
11	34	24	0.71	Fair
12	34	29	0.85	Easy
13	34	26	0.76	Fair
14	34	28	0.82	Easy
15	34	9	0.26	Difficult
16	34	29	0.85	Easy
17	34	12	0.35	Fair
18	34	10	0.29	Difficult
19	34	28	0.82	Easy
20	34	26	0.76	Fair
21	34	25	0.74	Fair
22	34	28	0.82	Easy
23	34	32	0.94	Easy
24	34	31	0.91	Easy
25	34	33	0.97	Easy

Reading Comprehension Test

Subject   : **English (Recount Text)**

Level /Class : **Junior High School/VIII**

Time   : **40 minutes**

Text 1

Read the text carefully to answer questions 1-10. Then choose the correct answer by crossing (X) a, b, c or d based on the text on the answer sheet!
(Bacalah teks dengan cermat untuk menjawab soal nomor 1-10. Kemudian pilihlah jawaban yang benar dengan menyilang (X) a, b, c atau d berdasarkan teks di lembar jawaban!)
The following text is for questions 1-10

	My Holiday in Flores
Line 1	I went to Flores last month. I went there to visit Australian Volunteer English teachers in Maumere, Ende and Bajawa. Not only visit Australian Volunteer in there, I also enjoyed the beauty of the island.
Line 5	I started my first day in Maumere with Jo Keating. After visiting several schools in the city, we took an amazing journey over the mountains to the south coast. We visited a new junior high school there. Then, I traveled to Ende to meet Sharon Kidman. Ende has a great market with a lovely selection of traditional woven ikat cloth, and great seafood.
Line 10	My next trip was to Detusoko. It is a mountain village. I went there with Ginny Edwards. Detusoko is not far from Mount Kelimutu. We woke up at 4 am to see the three different coloured lakes at dawn. It was truly inspiring.
	My final trip was to Bajawa. It is a small town high in the mountains. It was a very cold place. Yet my trip was fun and memorable. I would like to go back to Flores one day.
	(Priyana, Irjayanti, and Renitasari 2008: 99)

1. What does the text tell us about?
    a. It tells us about the writer's holiday in Flores
    b. It tells us about the interesting places in Flores
    c. It tells us about my holiday in Flores
    d. It tells us about the trip in Flores

2. Why was the writer going to Flores?
    a. Because he was going to visit Australian Volunteer English teacher
    b. Because he was going to visit several mountains in there
    c. Because he was going to visit a traditional woven ikat cloth
    d. Because he was going to visit three different coloured lakes

3. Where did the writer go after visiting Ende?
    a. Bajawa
    b. Detusoko
    c. Maumere
    d. Mount Kelimutu

4. Who was accompanying the writer to Detusoko?
    a. Ginny Edwards
    b. Jo Keating
    c. Sharon Kidman
    d. John Paulina

5. What was the writer's last destination?
    a. Bajawa
    b. Detusoko
    c. Maumere
    d. Mount Kelimutu

6. What is the main idea of paragraph 2?
    a. He visited Detusoko
    b. He visited Flores for holiday
    c. He started to visit school in Maumere
    d. He traveled to Lombok

7. "It was a very cold place" (Line 13)
    What does the word "**it**" refers to?
    a. Maumere
    b. Bajawa
    c. Flores
    d. Detusoko

8. How was the trip to Flores?
    a. It was exhausting and boring
    b. It was fun and memorable
    c. It was a long journey and busy
    d. It was terrible and irritating

9. Which of the following statement is **false** according to the text?
    a. The writer visited some schools in Maumere
    b. After visiting Maumere, the writer went to Ende
    c. After visiting Ende, the Writer went to the mountain village
    d. Bajawa is the writer's third destination

10. "We took an amazing journey over the mountains to the south coast" (Line 6).
    What is of the following word is similar meaning to "**coast**"?
    a. Shore
    b. River
    c. Mountain
    d. Lake

Text 2

Read the text carefully to answer questions 11-20. Then choose the correct answer by crossing (X) a, b, c or d based on the text on the answer sheet!
(Bacalah teks dengan cermat untuk menjawab soal nomor 11-20. Kemudian pilihlah jawaban yang benar dengan menyilang (X) a, b, c atau d berdasarkan teks di lembar jawaban!)
The following text is for questions 11-20

	Going Camping
Line 1	The weather was very clear. My family and I decided to go camping last holiday. Father prepared the tent and other equipment. Mother prepared the cooking and eating utensils. I took my fishing rod and my brother brought his sport equipment. When everything was ready, we left for the camping site in countryside.
Line 5	
	There were many campers when we arrived at the camping site. Unfortunately, the good location near the river had been occupied by other campers so we had to look for another place. Finally, we found a good place little bit further. It was near a big tree. After setting up the tent, my father and I went fishing. We joined other people sitting on the rock near the river.
Line 10	
	In the evening, father made a fire. Mother cooked the fish we caught. I could say that it was the best fish I had ever tasted. Sleeping in the tent was a very wonderful experience.
	I woke up early in the morning. I felt fresh. Then I accompanied my brother playing with ball. In the afternoon, we went back home.
	(http://englishahkam.blogspot.co.id/2013/06/recount-text-go-camping.html)

11. What does the text tell us about?
   a. The weather condition is clear
   b. Making a tent
   c. The writer was camping
   d. Cooking with mother

12. What were my family and I doing in last holiday?
   a. Fishing
   b. Traveling
   c. go camping
   d. shopping

13. Where was the camping site?
   a. In the town side
   b. In the village
   c. In the countryside
   d. In the beach

14. Where is the good location to set up a tent at camping site?
    a. Near the river
    b. Near the tree
    c. Near the mountain
    d. Near the forest

15. Where did the writer and his family set up their tent?
    a. near the river.
    b. near the big tree.
    c. at the back of the river.
    d. far away from other campers.

16. What is the main idea of paragraph 2?
    a. There are many campers at the camping site
    b. There is no location to set up the tent
    c. The good location near the river
    d. Looking for another place to set up a tent

17. "It was near a big tree" (line 9)
    What does the word "it" refers to?
    a. The river
    b. A good place
    c. A big tree
    d. The tent

18. What is the purpose of the text above?
    a. to describe a camping site
    b. to give instruction how to set up the tent
    c. to retell the writer's past camping experience
    d. to inform people the new camping site

19. "…the river had been occupied by…" The underlined word is similar in meaning to…
    a. Inhabited
    b. Authorized
    c. Bought
    d. Grabbed

20. The statement of the third paragraph of the text is true, **EXCEPT**…….
    a. Sleeping in the tent was very exhausted
    b. This event was happened in the evening
    c. Mother cooked the fish that we have caught
    d. It was very wonderful experience when we slept in the tent

ANSWER KEY

1. a
2. a
3. b
4. a
5. a
6. c
7. c
8. b
9. d
10. a
11. c
12. d
13. c
14. a
15. b
16. a
17. d
18. c
19. c
20. a
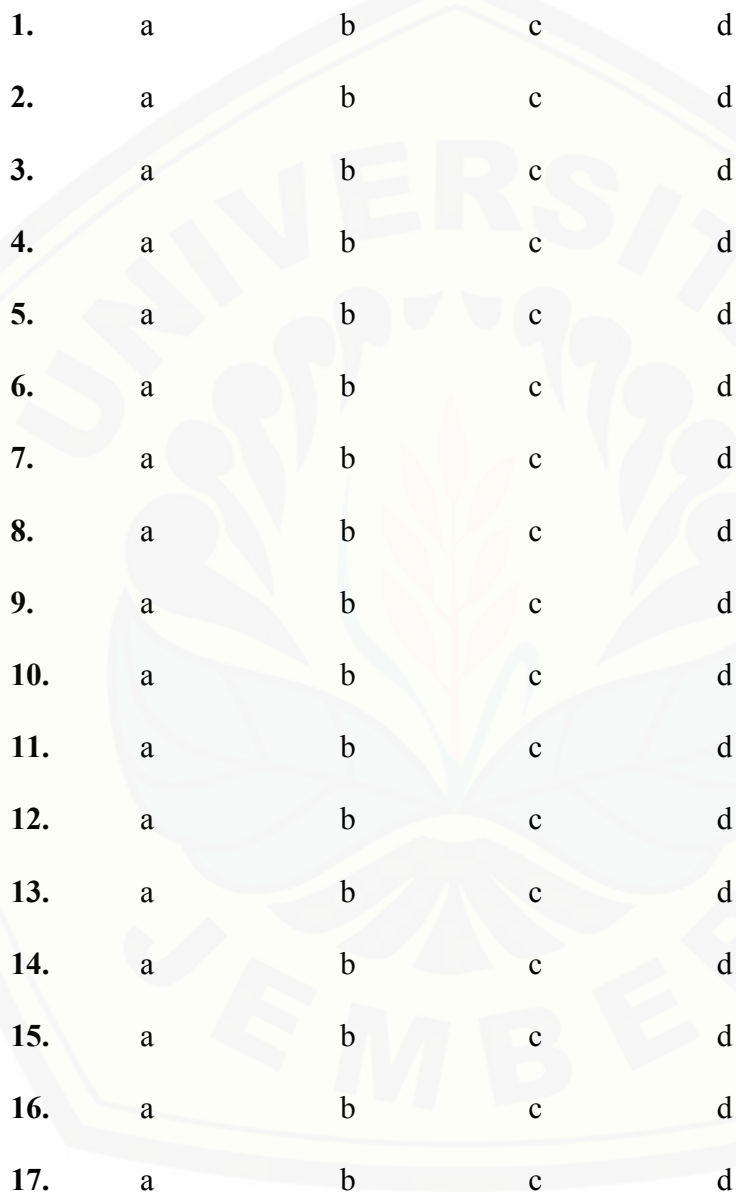
Student's Answer Sheet
(Time allocation   : 40 minutes)

Day/Date   : _____

Name of student   : _____

Choose the correct answer by crossing (X) a, b, c or d on the answer sheet based on the text!
(Pilihlah jawaban yang benar dengan cara menyilang (X) a, b, c atau d di lembar jawaban berdasarkan teks!)

1.   a   b   c   d

2.   a   b   c   d

3.   a   b   c   d

4.   a   b   c   d

5.   a   b   c   d

6.   a   b   c   d

7.   a   b   c   d

8.   a   b   c   d

9.   a   b   c   d

10.   a   b   c   d

11.   a   b   c   d

12.   a   b   c   d

13.   a   b   c   d

14.   a   b   c   d

15.   a   b   c   d

16.   a   b   c   d

17.   a   b   c   d

18.   a   b   c   d

19.   a   b   c   d

20.   a   b   c   d

The Result of the Students' Reading comprehension Achievement Test

No	WC f	WC N	SC f	SC N	PC f	PC N	TC f	TC N	∑f	∑N	Students' Score	Category
1	3	6	4	6	3	4	3	4	14	20	65	Fair
2	3	6	3	6	3	4	2	4	12	20	55	Poor
3	4	6	4	6	3	4	3	4	15	20	70	Good
4	4	6	4	6	3	4	3	4	15	20	70	Good
5	4	6	3	6	3	4	3	4	14	20	65	Fair
6	4	6	4	6	3	4	3	4	15	20	70	Good
7	4	6	4	6	4	4	3	4	15	20	75	Good
8	4	6	4	6	4	4	3	4	15	20	75	Good
9	4	6	4	6	4	4	3	4	15	20	75	Good
10	4	6	5	6	4	4	3	4	16	20	80	Excellent
11	3	6	3	6	2	4	2	4	10	20	50	Poor
12	4	6	3	6	4	4	3	4	14	20	70	Good
13	4	6	4	6	4	4	3	4	15	20	75	Good
14	4	6	3	6	3	4	2	4	12	20	60	Fair
15	4	6	4	6	4	4	3	4	15	20	75	Good
16	4	6	4	6	4	4	3	4	15	20	75	Good
17	4	6	4	6	4	4	3	4	15	20	75	Good
18	5	6	5	6	4	4	2	4	16	20	80	Excellent
19	4	6	4	6	4	4	3	4	15	20	75	Good
20	4	6	4	6	4	4	3	4	15	20	75	Good
21	4	6	4	6	4	4	3	4	15	20	75	Good
22	3	6	4	6	4	4	3	4	14	20	70	Good
23	3	6	3	6	2	4	2	4	10	20	50	Poor
24	4	6	4	6	4	4	3	4	15	20	75	Good
25	5	6	5	6	4	4	2	4	16	20	80	Excellent
26	5	6	3	6	3	4	2	4	13	20	65	Fair
27	5	6	5	6	4	4	2	4	16	20	80	Excellent
28	4	6	4	6	2	4	3	4	15	20	65	Fair
29	4	6	4	6	2	4	3	4	15	20	65	Fair
30	4	6	4	6	2	4	3	4	15	20	65	Fair
31	4	6	4	6	4	4	3	4	15	20	75	Good
32	4	6	4	6	4	4	3	4	15	20	75	Good
33	4	6	4	6	4	4	3	4	15	20	75	Good
34	2	6	4	6	4	4	3	4	13	20	65	Fair
35	4	6	4	6	4	4	3	4	15	20	75	Good
36	4	6	4	6	4	4	2	4	14	20	70	Good
∑	141	216	141	216	126	144	99	144	507	720	2535	
M	65,28		65,28		87,5		68,75		70,42		70,42	Good

Note:

WC : Word Comprehension
SC : Sentence Comprehension
PC : Paragraph Comprehension
TC : Text Comprehension
f : The Correct answer of each indicator
N : the Total number of each indicator
$\sum f$: The total number of correct answer of each indicator
$\sum N$: The total number of the Test Item
$\sum$: Total
M : The mean score of students' reading comprehension in each indicator

1. The students' reading comprehension achievement

$$RC = \frac{\sum f}{\sum N} \; x \; 100 = \frac{507}{720} \; x \; 100 = 70,42$$

2. The students' word comprehension achievement

$$WC = \frac{\sum f}{\sum N} \; x \; 100 = \frac{141}{216} \; x \; 100 = 65,28$$

3. The students' sentence comprehension achievement

$$SC = \frac{\sum f}{\sum N} \; x \; 100 = \frac{141}{216} \; x \; 100 = 65,28$$

4. The students' paragraph comprehension achievement

$$PC = \frac{\sum f}{\sum N} \; x \; 100 = \frac{126}{144} \; x \; 100 = 87,5$$

5. The students' text comprehension achievement '

$$TC = \frac{\sum f}{\sum N} \; x \; 100 = \frac{99}{144} \; x \; 100 = 68,75$$