



**IMPROVING THE EIGHT GRADE STUDENTS' ACTIVE
PARTICIPATION AND THEIR RECOUNT TEXT
READING COMPREHENSION ACHIEVEMENT
BY USING COMPOSITE PICTURES
IN JEMBER**

THESIS

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

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Nurhadi and Titing Johan Nurhayati
2. My beloved brother, Himawan Dwi Nurhadi



MOTTO

“No tears in the writer, no tears in the reader. No surprise in the writer, no surprise in the reader.”

(Robert Frost)¹



¹Robert Frost. Available at

<http://www.goodreads.com/quotes/tag/writing>

[Mei 3rd, 2017]

STATEMENT OF THESIS AUTHENTICITY

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

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

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Jember, June 6th, 2018

The writer

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CONSULTANTS' APPROVAL

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First of all, I would like to express my deepest gratitude to Allah SWT who always leads and grants me. Because of His blessing and guidance so that I was able to finish my thesis entitled “Improving the Eighth Grade Students’ Active Participation and Their recount Text Reading Comprehension Achievement by Using Composite Picture in Jember”.

Secondly, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. The Consultants, Dra. Zakiyah Tasnim, M.A., and Dra. Siti Sundari, M.A., for the time, knowledge, guidance, advice and motivation in accomplishing this thesis;
5. The Principal of SMPN 1 Rambipuji Jember, the English Teacher, the Administration Staff, and the Students of class VIII-F who are involved in this research;
6. My lovely friends.
7. My beloved almamater, Jember University.

Lastly, I hope this thesis will be useful for the readers. Any valuable suggestions and criticism would be appreciated.

Jember, June 6th, 2018

The Writer

SUMMARY

Improving the Eighth Grade Students' Active Participation and Their Recount Text Reading Comprehension Achievement by Using Composite Picture in Jember; 36 pages; Nendy Ika Nurhadi, 120210401033; English Language Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

This Classroom Action Research was intended to improve the eighth grade students' participation and their recount text reading comprehension achievement by using composite picture at SMPN 1 Rambipuji, Jember in the 2017/2018 Academic Year. Based on the preliminary study in the form of interview with the English teacher of SMPN 1 Rambipuji Jember, it was known that the students of class VIII-F had difficulties in comprehending a reading text, because they could not catch the point from the text. Besides, the students also did not participate the classroom actively during the teaching learning process of reading. From the last English test, it was known that only 17 of 34 students who got score at least 75 while the rest did not achieve the passing grade score that was 75. The researcher tried to overcome the problem by using composite picture as the teaching medium in teaching reading a recount text.

To get the primary data, the researcher used reading comprehension test and observation in the form of checklist as the data collection methods. The data were analyzed statistically. The action was implemented in one cycle and it was done in three meetings. The results of observation showed that the percentage of students' participation improved from 72% in meeting 1 to 81% in meeting 2 of cycle 1. It means that the results of the students' participation in cycle 1 had achieved the criteria of success of this research. Then, related to the reading comprehension achievement test in cycle 1, the result of the students who passed the reading comprehension test was 76% or 26 students of 34 students. This result indicated that the target of this research had achieved in cycle 1. Therefore, the cycle was stopped.

Based on the result of this research, it was found that the use of composite picture could improve the students' reading comprehension achievement as well as their active participation during the teaching learning process of reading comprehension at SMPN 1 Rambipuji Jember in the 2017/2018 academic year. The use of composite picture could help the students to understand the text easily, since the composite picture had much information and also could give an illustration about the story to the students. Therefore, in this research, the researcher suggested the English teacher to use composite picture as the medium in teaching reading in order to make the students motivated in learning reading comprehension.

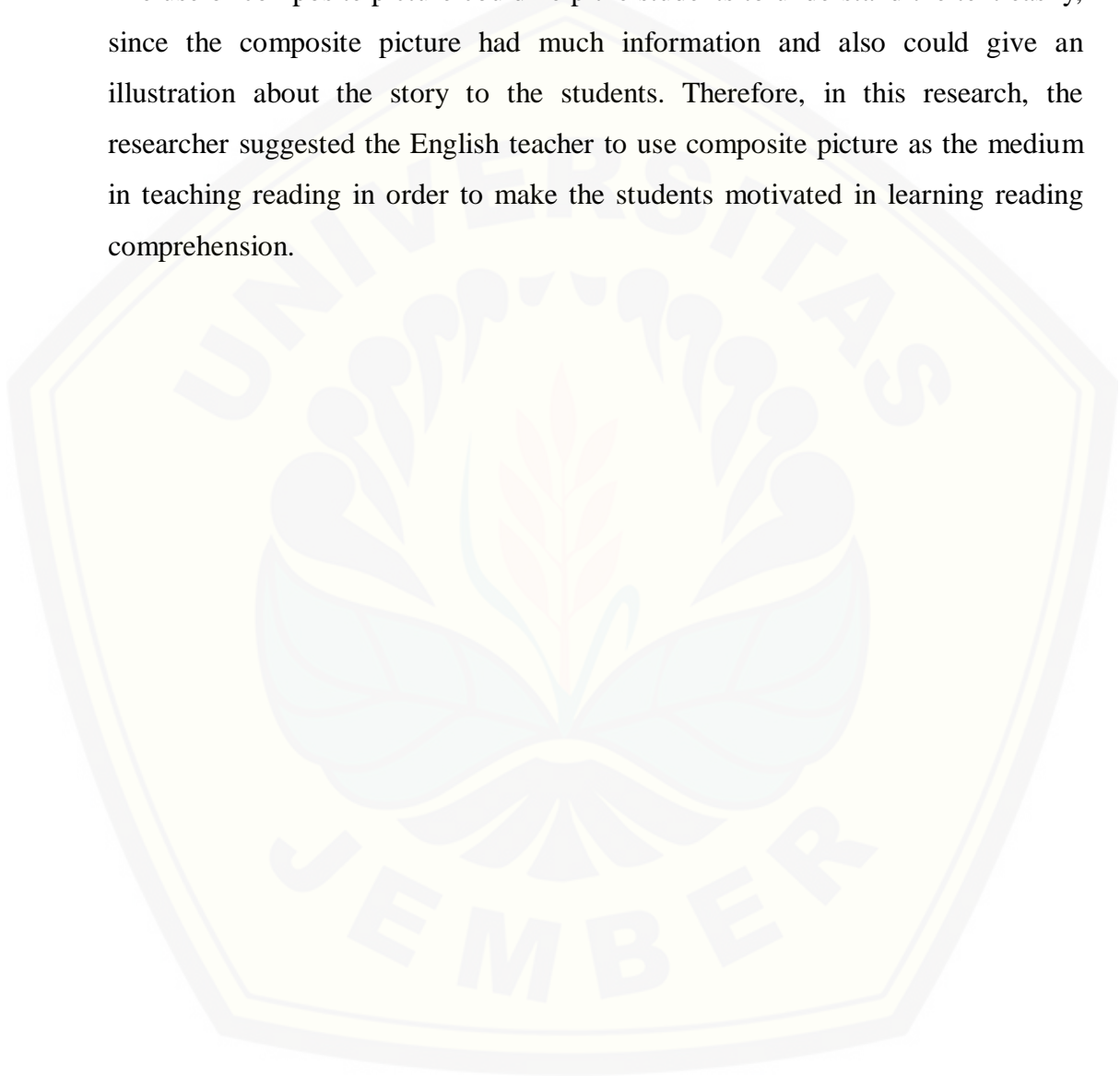


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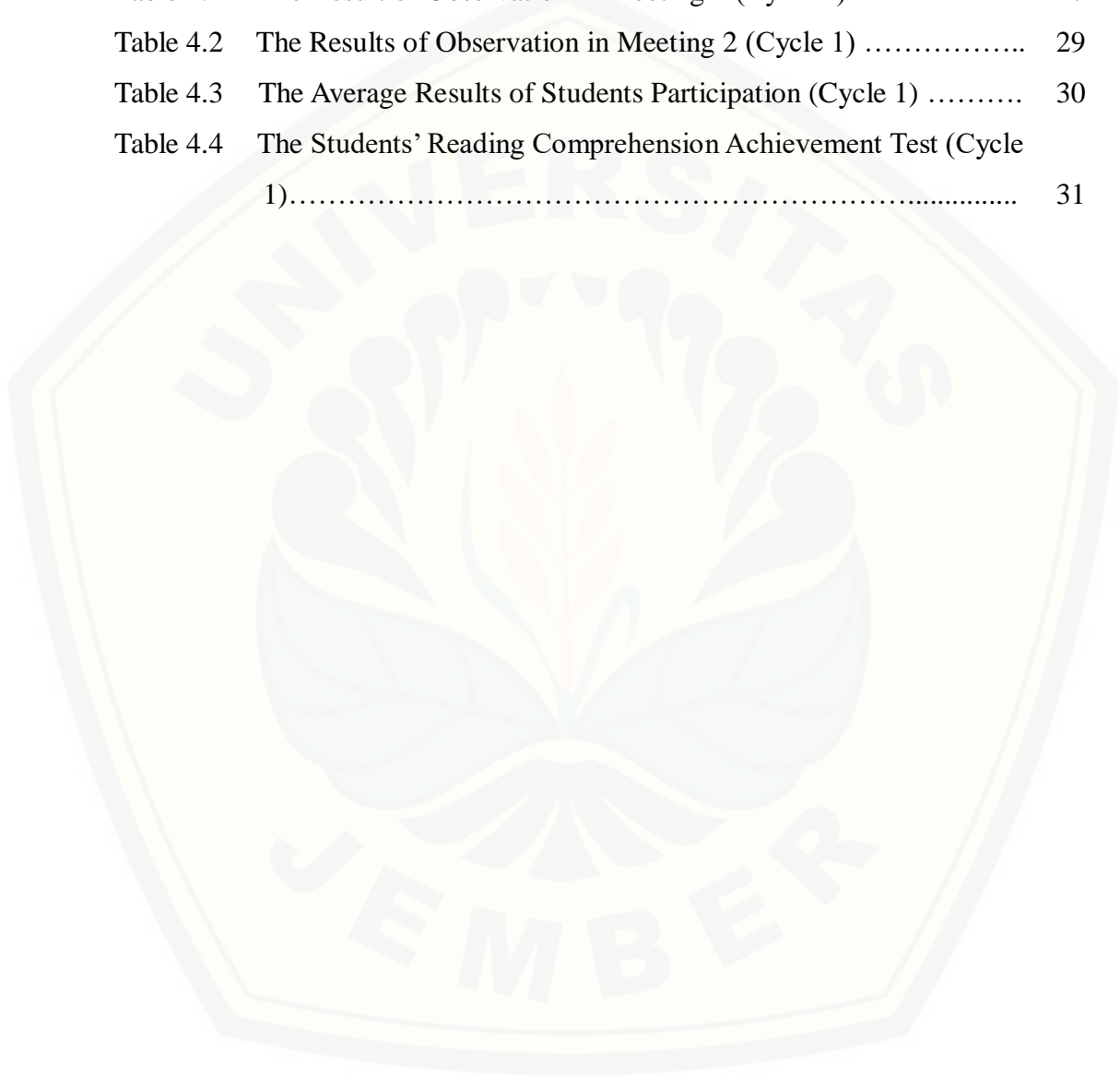
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CHAPTER I. INTRODUCTION

This classroom action research focused on the students' active participation and their reading comprehension achievement by using composite picture. This chapter discussed the background of the research, the problems of the research, the objectives of the research, and the research contributions.

1.1 Background of the Research

Reading is one of the important skills to master in learning English. It is the first of the important factors that can support the process of mastering the other skills and improving knowledge (Hanafi, 2005:270). According to Grellet (1996:8), reading is the basic skill in learning English because every teaching learning activity in English class involves reading activity. Comprehending the text becomes the main target of reading activity. When students read a text, they are expected to understand the whole content of the text implicitly and explicitly. Based on the curriculum 2013 about reading comprehension, the Eighth grade students were required to be able to comprehend various kind of text, one of the texts is recount text.

The preliminary study was conducted by interviewing the English teacher of SMPN 1 Rambipuji to identify the students' problems in learning reading in English. From the interview, it was found that the students in SMPN 1 Rambipuji, especially the students of class VIII-F still faced some problems to comprehend the text. Most of the students faced some difficulties when they tried to understand the whole meaning of the text. Most of the students also did not participate the class actively. There were only 50% of the students who got the standard score of reading comprehension, which was 75, and there were only 50% of the students who participated actively in the classroom.

The condition happened because the English teacher rarely used interesting media in the teaching learning process of reading comprehension. The teacher used monotonous media (the textbook) when conducting the teaching

learning process, so the students easily got bored and did not pay much attention to the teaching learning process. This situation caused the students faced some difficulties in comprehending the text, and also made the students' active participation low.

Based on that fact, it was necessary to solve the problem. Here, the use of interesting media was needed to increase the students' active participation in the classroom and to help the students to understand the text easily. In this research, the researcher wanted to solve the problem by using interesting media that had never been used by the English teacher before. The composite pictures were the media that was used by the researcher. According to Wright (1989:198), composite pictures are picture which is full of information. Because composite pictures has a lot of information, it can help the students comprehend the text easily and to increase the students' active participation at the same time. It also could give the students an illustration from the text, so, even if the students did not understand each word in the text, they could easily understand the whole text by looking at the picture. The textbook that used by the teacher had pictures on it, but there was no composite pictures there, so the picture in that book did not give a lot of information about the text to the students.

Some researchers investigated the use of pictures as teaching media. The first researcher was Joklova (2009:47) from Masaryk University, Brno, Czech Republic. This research focused on vocabulary. Her research result concluded that picture do have an impact on students' motivation and interest. They are excellent tools for the demonstration of the meaning, especially regarding particular things. Based on Joklova finding, picture is appropriate media to help teaching learning process, especially in teach vocabulary. Reading comprehension is related to the vocabulary, so composite picture is also useful for reading comprehension. The other researcher was Jalilehvand (2012) from Malaya University who found that there is a significant influence of picture on Irainian EFL students' reading comprehension. The mean score of the experimental group was higher that the control group ($85.78 > 76.25$). The differences of those previous researches from the present research that conducted by the researcher was the present research was

more specific when choosing the picture, which was composite pictures. Also, the past research was aimed to know the effect of using picture in teaching learning process, but the present research was aimed to improve the students' participation and their reading comprehension achievement.

Based on the reason above, the researcher conducted the teaching learning process which made the students interested in reading comprehension by using composite pictures as the media. One of the reading materials taught in the eighth grade junior high school students is recount text. Therefore, the researcher conducted a classroom action research entitled *“Improving the Eighth Grade Students' Active Participation and Their Recount Text Reading Comprehension Achievement by Using Composite Pictures in Jember”*.

1.2 Problems of the Research

Based on the research background, the problems of the research could be formulated as follows.

- 1.2.1 How can the use of composite pictures improve the eighth grade students' active participation in the teaching learning process of reading recount texts at SMPN 1 Rambipuji?
- 1.2.2 How can the use of composite pictures improve the eighth grade students' recount text reading comprehension achievement at SMPN 1 Rambipuji?

1.3 Objectives of the Research

The objectives of the classroom action research are as follows:

- 1.3.1 To improve the eighth grade student' active participation in the teaching learning process of recount texts reading comprehension achievement by using composite pictures at SMPN 1 Rambipuji.
- 1.3.2 To improve the eighth grade students' recount text reading comprehension achievement at SMPN 1 Rambipuji by using composite pictures.

1.4 The Contribution of the Research

The results of the research are expected to give theoretical contribution, empirical contribution, and practical contribution.

1.4.1 Theoretical Contribution

The results of this research aim at contributing the literature in the field of teaching reading comprehension by using composite picture. The composite picture was an effective medium used in the teaching learning process of reading comprehension, especially for recount texts, because it gives an illustration from the text and it can make students understand the text easily. As Wright (1989:136) says, that composite picture has a major role to play the development of students' skills in listening and reading.

1.4.2 Empirical Contribution

The results of the research can encourage the other researchers to conduct a further research in the same topic with the same or different research design, such as an experimental research to know the effect of using the composite pictures on the students' reading comprehension achievement.

1.4.3 Practical Contribution

The result of this research can give the researcher an experience of teaching reading by using composite pictures through a classroom action research to improve the students' reading comprehension achievement. The action also gives the students experiences in learning reading comprehension by using composite picture.

CHAPTER II. REVIEW OF RELATED LITERATURE

In relation to the problems of the study, this chapter presented theoretical framework, conceptual framework, and some previous studies dealing with composite pictures and reading comprehension.

2.1 Theoretical Framework

Kosslyn (2010 in Schnotz & Horz (2010) say that picture allow reading of large amounts of information in situations when drawing inferences from text is difficult. In addition, Sriyulianti (2011) states pictures are kinds of visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. It can be conclude that pictures can help the students to learn English easily. Composite picture is the kind of picture used in this research and discussed more below.

2.1.1 The Composite Picture Definition

Wright (1989:139) states that there are many things which are difficult to bring into the classroom but pictures make it possible. He also states that the use of suitable pictures in the introduction of language can speed the process by which the students assimilate the meaning. It means that pictures can make the students easier to understand the text. Based on Wright's idea, in teaching language, pictures contribute to the following points: (1) interest and motivation; (2) a sense of the language; (3) a specific reference point or stimulus.

According to Wright (1989:198), a composite picture is a picture which has a lot of information. It means that a composite picture is a picture that gives a lot of information, such as people or person doing different things, and scene such as a place (park, school, market, beach, etc), time (in the morning, in the evening, at night) that composite in one picture. Yunus (1981:49) states that a composite picture is a large single picture which shows a scene (hospital, beach, canteen, a

railway station, street, etc) in which there are a number of people with their activities. He also says that because of the size, composite picture is most appropriate for whole class teaching rather than individualized learning or group work.

2.1.2 How the Composite Picture Contributes to Students' Reading Comprehension Achievement

Composite picture increased the students' motivation in the teaching learning process. Wright (1989:136) states that picture have a major role to play in the development of students' skills in listening and reading. In addition, Grellet (1989:198) says that the complexity of some pictures make them particularly suitable for some activities. It means that a composite picture is suitable media for teaching learning activities including reading. Composite picture helps the students to get a lot of information and make them easier to comprehend and understand the information from the reading text.

In this research, the researcher used the composite picture, because it is appropriate for teaching a recount text. By using the composite picture, the students could see the activities like in real life because they could see places, people, and events showed in the picture. Students could also imagine and get many ideas easily.

2.1.3 The Stages of Teaching Reading Comprehension by Using the Composite Picture

Wright (1989:160-161) points out three stages in teaching reading by using pictures, they were: pre-reading, while reading, and post reading. The activities in each stage were described as follows:

1. Pre-reading activities

This stage involved the students to create a sense of purpose in reading and helped the students to focus their mind on the content of the text.

2. While reading activities

In this stage, the composite picture helped the students to understand the overall context, the nature, and behavior of the characters and the situation they were in.

3. Post reading activities

This was the last stage. Here, the task done while reading a text, this activity could help to show what the students had understood and how they had responded to it.

(Adopted from Wright:1989)

Based on the idea, the steps used in teaching reading comprehension by using the composite picture are as follows:

1. Pre-reading activities

- a. The researcher showed a composite picture related to the topic.
- b. The researcher gave some leading questions for the set induction.

2. While reading activities

- a. The researcher explained about the recount text to the students.
- b. The researcher did the question and answer session with the students using the composite picture briefly.
- c. The researcher gave the students the recount text related to the composite picture.
- d. The researcher asked the students to read the text quietly, and used the composite picture to help them comprehend the text.

3. Post reading activities

- a. The researcher gave the task to the students to check their comprehension of the text.
- b. The researcher asked the students to do the reading task.
- c. The researcher and the students discussed the students' answers from the task.
- d. The researcher guided the students to draw the conclusion from the materials that have been discussed.

(Adapted from Rani: 2016)

2.1.4 The Advantages and Disadvantages of Using the Composite Picture in Teaching Reading Comprehension

The advantages of composite picture are listed below (Yunus, 1981).

1. Composite picture enables the students to see places, people, and events that they do not see because of factors like distance, time and cost (Yunus, 1981:49).
2. Composite picture consists of many objects and activities that help students to express their idea (Yunus, 1981:53)
3. Composite picture can stimulate the students to speak, to read, and to write.
4. We can find a lot of information from composite picture.
5. Composite picture provides a clue to the meaning of details, either introducing it to learners for the first time or reminding them of it.
6. Composite picture in big size is one of the appropriate media for the whole class teaching rather than individual learning or group work.

Based on the explanation above, it is clear that the composite picture has several advantages and it gives a lot of contributions for the teacher and the students in the teaching learning process.

The disadvantages of composite picture are listed below.

1. Limited number of composite picture is available commercially.
The composite picture is limited, but the teacher can find the text easily. From the text, the teacher can draw the picture by themselves, or asks someone else to draw it, so the teacher can have the text and the composite picture although the picture is limited.
2. Students give more attention on the picture than on the material while the teacher explains the material.
The teacher should give clear instruction to the students when he/she explains the material.

3. Too much time consuming and cost much if we want to make an attractive composite picture in a large size.

The teacher can make the picture not in a very big size, but copy it for the students, so the students have their own picture, or if the school has LCD projector, then the teacher can use that.

4. If the picture is too small and unclear, the students can misunderstand the information from the picture.

The teacher has to make a picture clearly and not too small, or copy the picture for the students, so the students will have the picture on their desk.

2.2 Conceptual Review

2.2.1 The Students' Active Participation

According to Cohen (in Rocca, 2010:188), participation is a way to bring “students active into the educational process” and to assist in “enhancing our teaching and bringing life to the classroom”. It means that participation becomes an important activity in the classroom. If a student has a good participation in the class, then he/she is interested in the lesson being taught by the teacher. It may increase their motivation to learn more about the lesson and improve their reading comprehension.

In this research, the students' active participation refers to their active performance during the teaching learning process of reading by using composite picture. Their active participation was shown by their activity in: (1) reading the recount text accompanied by the composite picture, (2) asking the questions related to the use of composite picture in reading a text, (3) answering questions given by the teacher related to the use of composite picture in reading a text, and (4) doing the reading tasks.

2.2.2 The Students' Reading Comprehension Achievement

According to McWhorter (1989:90), reading comprehension deals with word comprehension, sentence comprehension, paragraph comprehension and text

comprehension. For that reason, to know the students' reading comprehension achievement, the teacher can assess by using a reading test covering the materials of word, sentence, paragraph, and text comprehension. Their reading comprehension achievement was showed by their score of reading test in the cycle. In word comprehension, the students should comprehend the meaning of the words in the sentences. Then, they combine the words into a sentence and try to understand the whole meaning of the sentence. After understanding the meaning of the sentences, the students should be able to comprehend the paragraphs, and by understanding each paragraph, the students can understand the whole text. Here the researcher explained more about word, sentence, paragraph, and text comprehension.

2.2.2.1 Word Comprehension

Carrel (1988:14) states that learning to read is learning to identify or know words. It means that, in reading activity, before understanding and comprehending the text, the students should know the meaning of the words. Fairbairn and Winch (1996:9) state that if we know what the individual words mean and how they are put together in our language, we know the sentence means. In addition, Grellet (1996:15) confirms that inability to understand the meaning of unknown elements often causes discouragement and apprehension to the students when they are faced with a new text.

In conclusion, if we want to understand a reading text effectively, we should know the meaning of the words in the text.

The example of word comprehension:

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

1. "we stayed in a small house." Line 2. What is the opposite word of the word small?

The answer is "Big". Because big is the opposite word of small.

2.2.2.2 Sentence Comprehension

Grellet (1996:15) states that it is better to understand the meaning of some words constructed in sentences than to understand the meaning of word by word. The meaning of sentence comprehension is to understand what the sentence tells about, not only understanding word by word, but also the whole sentence to express a complete thought. According to McWhorter (1989:88), the reader may consider such questions about the subject or predicate such as what, where, which, when, who, and how.

The example of sentence comprehension:

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

1. How was the condition of the house?

The answer is "the house was small, had a big garden with colorful flowers and a swimming pool."

2.2.2.3 Paragraph Comprehension

Paragraph is a group of sentences that involve around a single idea. According to Langan (2004:11), a paragraph is a series of sentences about one main idea, or point. When the students as the reader want to comprehend a paragraph, they should comprehend all the sentences in the paragraph itself. In addition, Langan (2004:11) states that a paragraph typically starts with a point, and the rest of the paragraph provides specific details to support and develop that point. Dealing with the statement above, Wingersky *et. al.* (1993:31) states that a paragraph has three parts, namely a topic sentence, supporting sentences, and a concluding sentence.

The example of paragraph comprehension:

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

First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched movie. Finally, everybody fell asleep there.

We woke up very late in the morning, and had breakfast. In the afternoon, we went home. We were all very happy.

(Taken from English on Sky 2, Bahasa Inggris SMP Kelas VIII)

1. What is the main idea of the first paragraph?

The answer is "the writer went to the countryside on summer holiday."

2.2.2.4 Text Comprehension

Text comprehension means the reader should comprehend every part of the text. Those parts are words, sentences, and paragraph. Therefore, to get better understanding in reading, students should not only comprehend the words, sentences and paragraph, but also comprehend the whole text. Grellet (1994:4) states that one of the reasons for reading is for information. It means that we use reading to gather information from the text.

Based on the explanation above, it can be concluded that text comprehension include word comprehension, sentence comprehension, paragraph comprehension, and the whole text comprehension.

Example:

Summer Holiday

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

First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched movie. Finally, everybody fell asleep there.

We woke up very late in the morning, and had breakfast. In the afternoon, we went home. We were all very happy.

(Taken from English on Sky 2, Bahasa Inggris SMP Kelas VIII)

1. How did the writer feel about the holiday?

The answer is "she was very happy."

2.2.3 Recount Text Definitions

According to Wardiman *et.al* (2008:116), a recount text is a text that tells the reader about a story, an action or an activity in the past. The social function of recount text is to retell past events or something that happened in the past. Goatly

(2000:30) states that the purpose of the recount text is to construct past experiences by retelling the events in the chronological order in which they occurred. Derewianka (1990) divides a recount text into three types, namely personal recount, factual recount, and imaginative recount. First, the personal recount exposes an event in which the writer involves or acts in those events, such as experience, etc. The factual recount is a note of an event, such as history explanation, scientific experiment report, newspaper report. The last, an imaginative recount is an unreal event or story in the past. In this research, a recount text is a text that tells about the writer's past experience in chronological order. The recount text that will be used in this research is the personal recount.

2.2.4 The Role of Composite Picture in Understanding Recount text

In this research, the researcher used composite picture, because composite picture is more appropriate for teaching recount text than the other kinds of picture. In composite picture, the students can see places, people, and also events shown in the picture. The picture also helps the students to imagine the scene from the text and get many ideas easily.

2.3 Previous Research Review

Many previous researchers investigated the use of composite picture as media in English Language Teaching. It is possible to use the composite picture in all aspects of English Language Teaching. The first researcher was Joklova (2009:47) from Masaryk University, Brno, Czech Republic. This research focused on vocabulary. Her research result concluded that picture do have an impact on students' motivation and interest. They are excellent tools for the demonstration of the meaning, especially regarding particular things. Based on Joklova finding, picture is appropriate media to help teaching learning process, especially in teach vocabulary. Reading comprehension is related to the vocabulary, so composite picture is also useful for reading comprehension. The other researcher was Jalilehvand (2012) from Malaya University who found that there is a significant influence of picture on Irainian EFL students' reading comprehension. The mean score of the experimental group was higher that the control group ($85.78 > 76.25$).

Anggraini investigated the effect of using composite pictures on reading comprehension achievement of the 7th grade students at SMPN 4 Bondowoso. The research result showed that the use of composite picture significantly affected the 7th grade students' reading comprehension achievement at SMPN 4 Bondowoso. The mean score of the experimental group was higher than the one of the control group ($71.88 > 64.34$), and the degree of relative effectiveness of using composite picture on teaching reading comprehension was 12% more effective than teaching reading without using composite picture.

Another research was conducted by Ayulingtyah (2013). She found that the use of composite picture gave a better effect on the seventh grade students' reading comprehension achievement at SMPN 3 Lumajang. The experimental group taught by using composite picture got better scores than the control group taught without using composite picture ($84.14 > 70.51$)

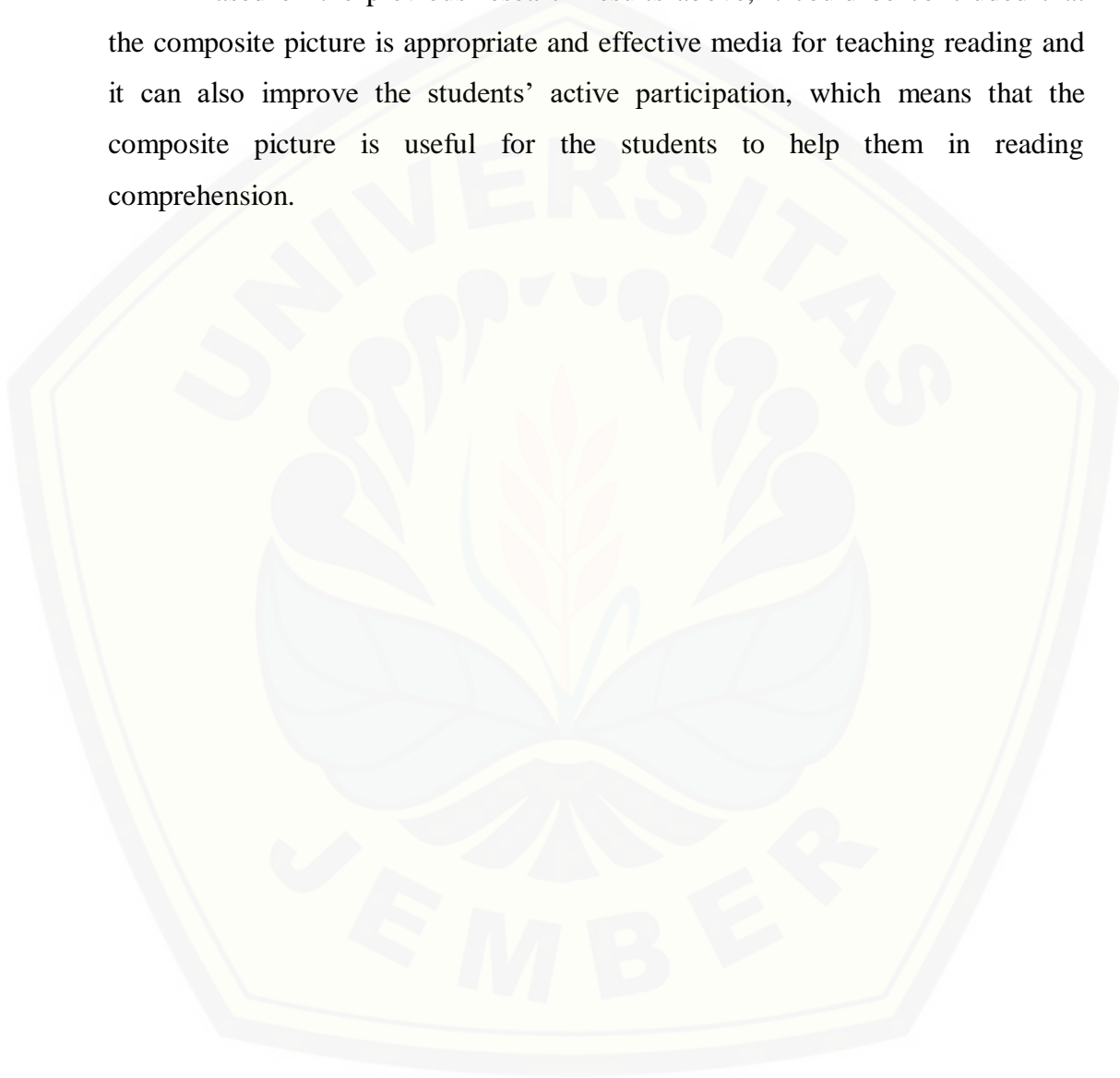
Zulkarnaen (2013) also conducted an experimental research about reading comprehension achievement by using the composite picture at SMPN 2 Tenggarang, Bondowoso. The research result reported that the use of composite picture gave a significant effect on the seventh grade students' reading comprehension achievement. The students who were taught reading comprehension by using composite picture had better scores than the students who were taught reading comprehension without composite picture.

The next research was done by Putri (2014) who conducted a classroom action research at SMPN 1 Tegalsari Banyuwangi. The research showed that the use of composite picture could improve the students' reading comprehension achievement. It could be seen from the percentage of the students who got the score at least 70 comprised as many as 60% in cycle 1 increased to 73.3% in cycle 2.

The other research was from Susanti (2014) who conducted a classroom action research at SMPN 1 Arjasa Jember. The result showed that the use of composite picture could improve the students' reading comprehension achievement. First, there was only 70% of the students who got the standard score, and it improved up to 76,5%.

Rani (2016) who conducted an experimental research at SMPN 11 Jember also found that the use of composite picture was effective to teach reading comprehension for the eighth grade students. The use of composite picture was 10% more effective than teaching reading without using composite picture.

Based on the previous research results above, it could be concluded that the composite picture is appropriate and effective media for teaching reading and it can also improve the students' active participation, which means that the composite picture is useful for the students to help them in reading comprehension.



CHAPTER III. RESEARCH METHODOLOGY

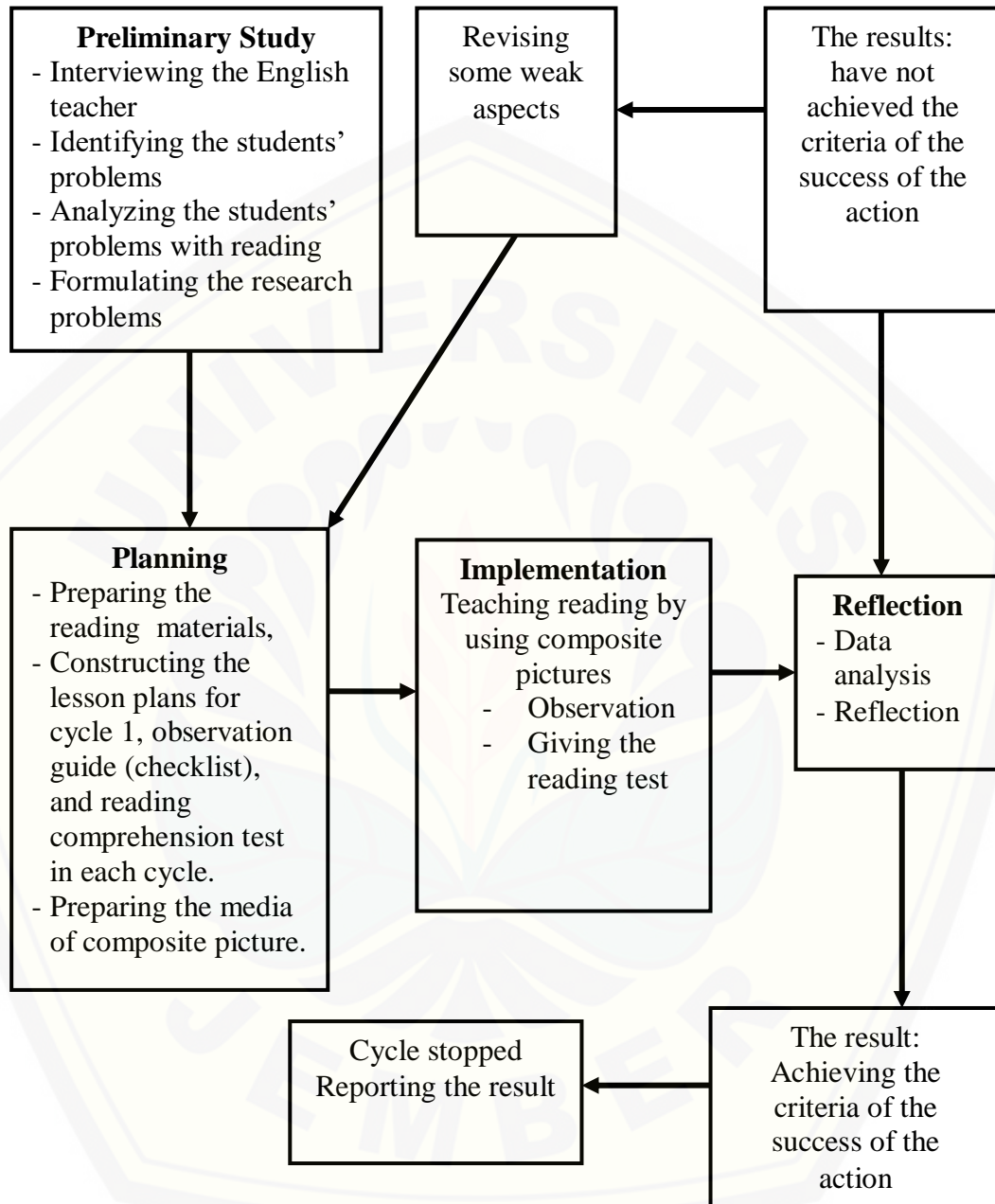
This chapter presents the research methods used in this research. It covers some sub-chapters: the research design, the research context, the research participants, the data collection method, and the research procedures and the data analysis method.

3.1 The Research Design

This research used a classroom action research with the cycle model, because this research was designed to improve the students' recount text reading comprehension achievement by using composite pictures. Fraenkle and Wallen (2006:567) state that the classroom action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. According to McMilan (1992:12), a classroom action research is a type of applied research with the purpose of solving a specific classroom problem or making decision at a single local site. Mills as quoted in Hopkins (2008:48) states that a classroom action research is any systematic inquiry conducted by the teacher to gather information about ways that their particular school operates how they teach, and how well their students learn. Then, Elliot (1991:69) explains that a classroom action research is a study of social condition, with a paradigm or view that is aimed to improve or increase the quality of certain phenomena. Based on the ideas above, this classroom action research was used to solve the students' problem in reading comprehension activity and to improve their reading comprehension achievement and their active participation by using composite pictures.

This research was conducted collaboratively with the English teacher. The collaboration focused on identifying the students' problem, planning the action, carrying out the action, observing the class and doing the reflection. Each cycle model consisted of four stages of activity, they were: planning the action, implementing the action, observing the class and evaluating, and analyzing the

data and reflecting the action (Elliot, 1991:70). The design of this classroom action research is illustrated in the following diagram:



(Adapted from Lewin, 1980, in Elliot, 1991:70)

The activities of the research design above were as follows:

1. Interviewing the English teacher of the Eighth grade students at SMPN 1 Rambipuji as the preliminary study to identify and analyze the students' problem in learning reading comprehension. Here, the researcher also asked about the media usually used by the teacher in teaching reading, the materials, and the time allocation in teaching English.
2. Finding some relevant documents about the students' previous reading scores as supporting data from the English teacher.
3. Finding the class which had the problem in reading to be the participants based on the documents and the English teacher's information that was, the students' reading comprehension test score.
4. Planning the action by constructing the lesson plans for the first cycle (meeting 1 and meeting 2), observation guide in the form of checklist and reading test for the first cycle.
5. Implementing the action in the first cycle that was, teaching reading by using the composite pictures. The English teacher observed the implementation of the action done by the researcher in the first cycle.
6. Giving a reading comprehension test to the students after the first action was given.
7. Analyzing the results of reading comprehension test and the results of observation quantitatively in the percentage.
8. Reflecting the results of observation and the reading comprehension test in the first cycle descriptively.
9. Since the results of the first cycle were successful or the results could achieve the research objective, the action was stopped and the research results were reported.

3.2 Research Context

This classroom action research was conducted at SMPN 1 Rambipuji, Jember, East Java, Indonesia. The reasons of choosing this school were as follows: First, the school principal and the English teacher gave permission to the

researcher to do the classroom action research. Second, the English lesson of this school is based on Curriculum 2013. Third, this school also applied a scientific approach in teaching English in the classroom.

3.3 Research Participants

Arikunto (2010:141) states that research participants are the subjects from which the data can be obtained. The researcher used the purposive method to determine the participants of this research. The participants of this classroom action research were the students of class VIII-F of SMPN 1 Rambipuji in the 2017/2018 academic year. This class was chosen as the participants because the average score of reading test of this class was low and need to be improved (the teacher's document). The standard score requirement of English in this school is 75, but there were only 17 students of 34 students who could achieve the standard score.

3.4 Data Collection Methods

The main data of this classroom action research were the primary data and the supporting data. The primary data were collected from reading comprehension test and classroom observation. The supporting data were gathered from the interview and documentation.

3.4.1 Reading Comprehension Test

To get the primary data about the students' reading comprehension achievement, the researcher used a reading comprehension test. According to Arikunto (2010:193), a test is a set of questions or exercises or other instruments used to measure skills, knowledge, intelligence, and the talent of individuals or groups. McMillan (1992:114) states that a test is an instrument that is presented to each subject a standard set of questions that requires the completion of a cognitive task. According to Fraenkel and Wallen (2006:129), an achievement test is used to measure an individual's knowledge or skill in a given area or subjects. In other words, a test is a set of questions or exercises used to know the students' ability after joining an instruction.

In this research, a reading comprehension achievement test was administered to get the primary data about the students' reading comprehension scores. It was conducted after the action in the first cycle completed. The reading test was in the form of Multiple Choice, and True-False statements. According to Linn and Miller, quoted in Fisher and Frey (2007:103), multiple choice items are probably the most common type of objective test question. Hughes (2003:77) confirms that the scoring in the form of objective test, in this case, multiple choice and true-false statements, make for greater test reliability. In conclusion, the objective test like multiple choice and true-false statements are easy to score and have high reliability.

Hughes (2003:50) states that a good test should have validity and reliability. This research applied content validity, because the content of the reading comprehension test materials was constructed by using indicators of the basic competence. The indicators are the word comprehension, the sentence comprehension, the paragraph comprehension, and the text comprehension.

The total number of the test items in this research was 30 items, 20 items were multiple choices and 10 items were true-false statements. For the scoring, Hughes (2003:76,79) states that the chance of guessing the correct answer in three-option multiple choice items is one in three, roughly 33%, meanwhile the chance of guessing the correct answer in true-false items is 50%. Based on that statement, it could be concluded that multiple choice items are more difficult than and true-false items. In this research, the researcher conducted the reading comprehension test in the form of multiple choice with four options and true-false items, it means the possibility of guessing the correct answer in four-options multiple choice is 25% and the possibility of guessing the correct answer in true-false items is 50%. So, each correct answer for multiple choice items was scored 4 points and each correct answer for true-false items was scored 2 points. Therefore, the total score for the reading comprehension test was 100 points and the test was conducted for 60 minutes.

3.4.2 Interview

Interview is a form of data collection in which questions are asked orally and the participants' responses are recorded (McMillan, 1992:132). Arikunto (2010:198) defines interview as a dialogue done by the interviewer in order to gain information from the interviewee.

The interview, in this research was conducted in the preliminary study with the eighth grade English teacher to gather the supporting data about the students' problems in reading comprehension, the curriculum used in teaching reading comprehension at SMPN 1 Rambipuji Jember, the reading materials and media that have been used to teach reading comprehension for the eighth grade students, and the English books used by the teacher in teaching reading comprehension to the students.

3.5 Research Procedures

The present classroom action research was aimed at improving the students' reading comprehension and their active participation in the reading class. As stated previously, this classroom action research was done by using the cycle model in which each cycle covered four activities, namely: the planning of the research, the implementation of the research, the classroom observation, and the evaluation.

3.5.1 The Planning of the Research

Some activities done as the preparation before the actions conducted. They were as follows:

1. Constructing the lesson plans for the first cycle (meeting 1 and meeting 2).
2. Preparing the reading materials and the media of composite pictures for teaching reading comprehension.
3. Constructing the observation guide in the form of checklist.
4. Constructing the reading test in the form of multiple choice and true false statement.

5. Setting the criteria of the success of the action.

3.5.2 The Implementation of the Action

In this phase, the researcher collaborated with the English teacher in teaching reading comprehension by using the composite pictures as the media during the school hours as the schedule of English. The actions were done twice (meeting 1 and meeting 2), and the reading comprehension test of the cycle 1 was conducted in the third meeting. Meeting 1 and meeting 2 of the action consisted of the teaching learning process of reading recount text comprehension by using the composite picture and some reading exercises to check the students' comprehension. If the action in the first cycle failed, the researcher would continue the actions in the second cycle by revising some weak aspects which caused the failure. However, if the actions in the first cycle were successful, the action would be stopped.

3.5.3 Classroom Observation

In this research, observation was conducted to gain the primary data about the students' active participation in the teaching learning process of reading by using the composite picture. It was done to know the process of improvement of the students while they were being taught reading comprehension by using the composite picture as the medium. The researcher used a checklist to record the students' participation in the classroom. The checklist contained 4 indicators of the students' participation to be observed. The indicators of students' participation were as follows: (1) reading the recount text accompanied by composite picture, (2) asking the questions related to the topic discussed, (3) answering the questions from the teacher related to the use of composite picture in the reading class orally, and (4) doing the reading exercise carefully. The students are considered active when they fulfill at least 3 indicators of participation, and they are considered passive when they fulfill only one or two indicators of participation.

Table 3.1 The Observation Checklist of Students' Participation

No	Name	Indicators				Total Score	Active	Passive
		1	2	3	4			
1								
2								
3								
4								

3.5.4 Evaluation

Evaluation was conducted to see whether the action was successful or not to improve the students' active participation and their recount text reading comprehension achievement.

The evaluation covered the evaluation of process and the evaluation of product. The evaluation of the process was done by doing observation during the teaching learning process of reading by using composite picture. It was intended to observe the students' active participation in the reading comprehension class by using the composite picture in the first cycle. Then, the evaluation of product in the form of reading comprehension test was carried out in the third meeting after the actions were done. The research successful criteria were as follows:

1. This classroom action research was considered successful if at least 75% of the participants participated actively in the teaching learning process of reading comprehension by using the composite pictures
2. This classroom action research was considered successful if at least 75% of the participants got score ≥ 75 in the reading test in the first cycle.

3.5.5 Data Analysis Method

The data that had been collected from the observation in each cycle were analyzed statistically by using the percentage. The data described based on the fact of the students' participation during the teaching learning process of reading

comprehension by using composite picture. The data from the students' reading comprehension test in each cycle were computed in the form of percentage. After that, the results of the data were analyzed to answer the research problems. The researcher used the formula below to find the percentage of the students' participation:

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

Notes:

E= the percentage of the students who are active in the teaching learning process of reading.

A= the number of the students who are considered active.

N= the number of the participants.

(Cohen, 2007:312)

Then, to calculate the percentage of the students' reading comprehension test score during the teaching and learning process by using the composite picture, the formula follows was used:

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

Notes:

E= the percentage of the students who got score ≥ 75 in the reading test.

A= the number of the students who got score \geq in the reading test.

N= the total number of the participants who joined the reading test.

(Cohen, 2007:312)

3.5.6 Reflection

Reflection was done after analyzing the results of the test and observation in each cycle. It was done to know whether the action could improve the students' reading comprehension achievement and their active participation or not. Since the results of observation and the results of reading test in the first cycle achieved the criteria of the evaluation, the action was stopped and the research results were reported.

CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of this research. The suggestions are expected to give practical and empirical contribution.

5.1 Conclusion

Based on the result of the data analysis and the discussion in the previous chapter, it could be concluded as follows.

1. The use of composite picture could improve class VIII-F students' active participation in the teaching learning process of reading comprehension at SMPN 1 Rambipuji in the 2017/2018 academic year. The result of the observation in the first cycle showed that the average percentage of the students who actively participated in the teaching learning process of reading comprehension by using the composite picture as the media was 76.5%. It was higher than the first average of the students' participation that was only 50%.
2. The use of composite picture could improve class VIII-F students' reading comprehension achievement at SMPN 1 Rambipuji in the 2017/2018 academic year. In the first cycle, the result of reading comprehension test showed that the percentage of the students who got score ≥ 75 (good category) in the reading comprehension test was 76%, and the mean score was 77. It was higher than the first mean score that was 73.11.

5.2 Suggestions

As the result of this research showed that the use of composite picture as the media could improve the students' reading comprehension achievement and their active participation, the researcher gives some suggestions in order to give practical and empirical contributions.

1. Practically, through the findings of this study, the English teachers are expected to use the composite picture as the media in the teaching learning process of reading comprehension, since the composite picture could give stimulus for the students to understand the text easily and to give them motivation in the teaching learning process of reading comprehension.
2. Empirically, the result of this research can be used as a source of information for the future researchers who want to conduct a further research dealing with the use of composite picture as media to teach reading comprehension by using the same or different research design like an experimental research or a descriptive research, with different language skills for different level of participants and schools.

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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHODS	HYPOTHESIS
Improving the Eighth Grade Students' Participation and Their Recount Text Reading Comprehension Achievement by Using Composite Picture at SMPN 1 Rambipuji	<ol style="list-style-type: none"> How can the use of composite picture improve the eighth grade students' active participation during the teaching learning process of reading recount text at SMPN 1 Rambipuji? How can the use of composite picture improve the eighth grade students' recount text reading comprehension 	<ol style="list-style-type: none"> Independent Variable: The use of composite picture in teaching reading comprehension Dependent Variable: a. The students' active participation in teaching learning process of reading by using composite picture 	<ol style="list-style-type: none"> The stages of teaching reading recount text by using composite picture. <ol style="list-style-type: none"> Pre-reading. While-reading. Post-reading. The students' active participation. <ol style="list-style-type: none"> Reading the recount text accompanied by the composite picture. Asking questions related to the use of composite picture in reading class orally. Answering 	<ol style="list-style-type: none"> Research participants: The eighth grade students of SMPN 1 Rambipuji in the 2017/2018 academic year Collaborator: The English teacher Documents: <ol style="list-style-type: none"> The names of the participants The students' reading scores taken from the test done by the English teacher 	<ol style="list-style-type: none"> Research Design: Classroom action research with cycle model. The steps of the cycle: <ol style="list-style-type: none"> Planning the action Implementing the action Observing Evaluating and reflecting the action Area determination method: <ul style="list-style-type: none"> Purposive method Participant determination method: <ul style="list-style-type: none"> Purposive method Data collection methods: <ul style="list-style-type: none"> Primary data: <ul style="list-style-type: none"> Reading achievement test Observation Supporting data: <ul style="list-style-type: none"> Interview 	<ol style="list-style-type: none"> The use of composite picture can improve the eighth grade students' active participation during the teaching learning process of reading recount text at SMPN 1 Rambipuji The use of composite picture can improve the eighth grade students' recount text reading comprehension achievement at SMPN 1 Rambipuji

	<p>achievement at SMPN 1 Rambipuji?</p>	<p>b. The student's recount text reading comprehension achievement</p>	<p>the questions related to the use of composite picture in the reading class orally.</p> <p>d. Doing the reading exercise in the worksheet.</p> <p>3. The students' reading comprehension achievement covering the materials of:</p> <p>a. Word comprehension.</p> <p>b. Sentence comprehension.</p> <p>c. Paragraph comprehension.</p> <p>d. Text comprehension.</p>		<ul style="list-style-type: none"> • Documentation <p>5. Data analysis method: The primary data obtained from the reading comprehension test were analyzed statically to find the percentage of the students who achieved score ≥ 75 in the reading test by the following formula:</p> $E = \frac{A}{N} \times 100\%$ <p>E= the percentage of the students who achieved score ≥ 75 in the reading test A= the number of the students who achieved score ≥ 75 in the reading test N= the total number of the participants (Cohen, 2007:312)</p>	
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Appendix B**Guide of Supporting Data Instruments****1. The Interview Guide**

The preliminary study was conducted by interviewing the Eighth grade English teacher of SMPN 1 Rambipuji to gather the data for the research background and to get the supporting data. The list of the questions for the interview is as follow:

No.	Question	Answer
1	What curriculum is used in this school?	The curriculum 2013.
2	What is the standard minimum score of English?	It is 75.
3	What resources/materials or English book do you usually use in teaching English?	I usually use the English book from the school.
4	How often do you teach English in a week?	I teach English twice a week.
5	What is the students' problem in reading?	They had difficulties in understanding the reading text, and receiving the message/information from the text.
6	What do you do to help the students overcome the problem?	I ask them to find some difficult words from the text and ask them to find the meaning in dictionary.
7	Have you ever used media to teach reading?	Yes, I have.
8	Have you ever used composite picture as the media in teaching reading?	No, I have not, because composite picture is difficult to find, and I am not good at

		drawing.
9	What do you think about the students' participation during the teaching and learning reading process?	The students' participation was low, because there are only few students who participate actively during the reading class, because they thought that reading was difficult.
10	How many percents of the students participated actively in the teaching learning process of reading?	It was only 50% of students who participate actively in teaching learning process of reading.
11	Which class has the lowest reading mean score?	Class VIII-F.
12	How many percent of the students can reach the standard score of reading?	It was only 50% of the students who can reach the standard score of reading.

2. Guide of Documentation

No.	The Data Taken	Data Resources
1.	The students' reading scores	Documents
2.	The names of the research subjects	

**THE EIGHTH GRADE STUDENTS' MEAN SCORE OF READING TEST
OF SMPN 1 RAMBIPUJI**

No.	Class	Mean Scores
1	VIII-A	78.95
2	VIII-B	76.61
3	VIII-C	77.36
4	VIII-D	77.69
5	VIII-E	80.06
6	VIII-F	73.11

Appendix C

THE OBSERVATION CHECKLIST

NO	NIS	NAMA SISWA	INDICATORS				T	A	P
			1	2	3	4			
1	13094	AFAM							
2	13057	AS							
3	13060	AHRH							
4	13165	ALR							
5	13167	AMIM							
6	13023	ADKR							
7	13168	AF							
8	13101	AFM							
9	13025	AJFS							
10	13208	AI							
11	13066	APM							
12	13029	AR							
13	13171	DRI							
14	13102	DH							
15	13034	FWP							
16	13215	FAM							
17	13035	F AFS							
18	13138	ISP							
19	13179	JFSA							
20	13108	KDA							
21	13182	MAJP							
22	13110	MCB							
23	13239	MIF							
24	13144	MAH							
25	13079	MMH							
26	13116	MR							

27	13083	NHY							
28	13191	PBS							
29	13152	PSS							
30	13050	RRNW							
31	13086	RBP							
32	13087	RDK							
33	13051	RA							
34	13053	SSS							
TOTAL STUDENTS									
PERCENTAGE OF STUDENTS' PARTICIPATIO									$E = n / N \times 100\%$

INDICATORS:

1. Reading a recount text accompanied by the composite picture.
2. Asking questions related to the use of composite pictures in the reading class.
3. Answering the questions related to the use of composite pictures in the reading class orally.
4. Doing the reading exercise in the worksheet individually.

NOTE:

A = the students were active when they did at least three indicators of participation.

P = the students were considered passive when they did only one or two indicators of participation.

Appendix D**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)****Putaran 1 (Pertemuan 1)**

Satuan Pendidikan	: SMP
Kelas/Semester	: VIII/1
Keterampilan Berbahasa	: Reading Comprehension
Jenis Text	: Recount Text
Topic	: Camping
Alokasi Waktu	: 2x40 menit

I. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan raa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranak abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandnag/teori.

II. Kompetensi Dasar

- 1.1 Mensyukuri kesenpatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.11 Membandingkan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks personal recount lisan dan tulisan dengan member dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.11 Teks recount.

4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks recount lisan dan tulisan, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).

III. Indikator Pencapaian Kompetensi

1. Menemukan makna sebuah kata berdasarkan teks recount yang dibaca.
2. Menemukan makna sebuah kalimat berdasarkan teks recount yang dibaca.
3. Menemukan makna sebuah paragraf berdasarkan teks recount yang dibaca.
4. Menemukan makna sebuah teks berdasarkan teks recount yang dibaca.

IV. Tujuan Pembelajaran

1. Siswa mampu menemukan makna sebuah kata berdasarkan teks recount yang dibaca.
2. Siswa mampu menemukan makna sebuah kalimat berdasarkan teks recount yang dibaca.
3. Siswa mampu menemukan makna sebuah paragraf berdasarkan teks recount yang dibaca.
4. Siswa mampu menemukan makna sebuah teks berdasarkan teks recount yang dibaca.

V. Materi Ajar (terlampir)

VI. Sumber/Media Belajar

1. Media: *Composite pictures*.
2. Alat: laptop, LCD proyektor, papan tulis.
3. Sumber: internet (www.englishiana.com, freeenglishcourse.info), buku paket English on Sky.

VII. Metode Pembelajaran

- Pendekatan : Scientific approach
- Metode : Diskusi dan Tanya jawab

VIII. Langkah-Langkah Pembelajaran

Kegiatan	Kegiatan Pembelajaran		Waktu
	Kegiatan Guru	Kegiatan Siswa	
Pendahuluan	1. Mengucapkan salam.	1. Menjawab salam.	1'
	2. Mengajak siswa untuk berdoa bersama sebelum pelajaran dimulai.	2. Berdoa bersama sebelum memulai pelajaran.	1'
	3. Memeriksa kesiapan siswa untuk pelajaran dengan cara menanyakan kabar siswa.	3. Merespon pertanyaan guru.	1'
	4. Menunjukkan <i>composite picture</i> yang sesuai dengan topic kepada siswa.	4. Memperhatikan <i>composite picture</i> yang ditunjukkan oleh guru.	1'
	5. Menanyakan beberapa pertanyaan mengenai <i>composite picture</i> yang sesuai dengan topic kepada siswa.	5. Menjawab pertanyaan guru tentang <i>composite picture</i> .	2'
	6. Memberikan informasi kepada siswa tentang	6. Memperhatikan informasi yang disampaikan oleh	1'

	kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.	guru.	
Inti	Mengamati (Observing)		5'
	7. Guru meminta siswa untuk membaca contoh <i>recount text</i> yang disertai oleh <i>composite picture</i> sebagai media yang diberikan oleh guru.	7. Siswa membaca contoh <i>recount text</i> sambil mengamati <i>composite picture</i> .	
	Menanya (Questioning)		8'
	8. Guru membimbing siswa untuk bertanya antara lain tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari <i>recount text</i> .	8. Siswa menanyakan antara lain tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari <i>recount text</i> .	
Mengeksplorasi (Experimenting)		3'	
9. Guru meminta siswa menyebutkan kembali secara singkat tentang fungsi sosial, struktur, dan unsur kebahasaan dari	9. Siswa menyebutkan kembali secara singkat tentang fungsi sosial, struktur, dan unsur kebahasaan dari <i>recount text</i> .		

	<i>recount text</i> .		
	10. Guru meminta siswa menganalisis fungsi sosial, struktur, dan unsur kebahasaan dari <i>recount text</i> yang dibaca.	10. Siswa menganalisis fungsi sosial, struktur, dan unsur kebahasaan dari <i>recount text</i> .	4'
	11. Guru meminta siswa untuk mencari makna dalam kata, kalimat, paragraf dan teks dari <i>recount text</i> .	11. Siswa menemukan makna dalam kata, kalimat, paragraph, dan teks dari <i>recount text</i> .	2'
Asosiasi (Associating)			
	12. Guru membagi siswa dalam beberapa kelompok diskusi yang terdiri dari 5 orang siswa pada setiap kelompok.	12. Siswa membentuk kelompok diskusi yang terdiri dari 4 orang pada setiap kelompok.	3'
	13. Guru membagikan <i>recount text</i> beserta <i>composite picture</i> dan lembar kerja kepada siswa.	13. Siswa menerima <i>recount text</i> beserta <i>composite picture</i> dan lembar kerja.	2'
	14. Guru meminta siswa untuk menganalisis fungsi sosial, struktur, dan unsur	14. Siswa menganalisis fungsi sosial, struktur dan unsur kebahasaan dari <i>recount text</i>	8'

	<p>kebahasaan dari <i>recount text</i> secara berkelompok.</p> <p>15. Guru meminta siswa mengerjakan <i>Task I (multiple choice)</i> dan <i>Task II (true or false)</i> secara individu.</p>	<p>secara berkelompok.</p> <p>15. Siswa mengerjakan <i>Task I (multiple choice)</i> dan <i>Task II (true or false)</i> secara individu.</p>	10'
	Mengkomunikasikan (Communicating)		
	<p>16. Guru memeriksa jawaban siswa dengan cara memanggil nama siswa secara acak.</p>	<p>16. Siswa mempersiapkan diri untuk menjawab pertanyaan dari guru.</p>	5'
	<p>17. Guru meminta siswa yang namanya dipanggil untuk menjawab pertanyaan dari guru.</p>	<p>17. Siswa yang namanya dipanggil menjawab pertanyaan dari guru.</p>	15'
Penutup	<p>18. Guru membantu siswa menarik kesimpulan tentang materi yang telah dipelajari.</p>	<p>18. Siswa menarik kesimpulan tentang materi yang telah dipelajari.</p>	2'
	<p>19. Guru memperlihatkan kembali <i>composite picture</i> untuk</p>	<p>19. Siswa menarik kesimpulan dengan bantuan <i>composite picture</i>.</p>	2'

	membantu siswa menarik kesimpulan.		
	20. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.	20. Siswa memperhatikan umpan balik yang diberikan guru dari hasil pembelajaran.	1'
	21. Guru mengajak siswa untuk mengakhiri pembelajaran dengan berdoa terlebih dahulu.	21. Siswa mengakhiri pelajaran dengan berdoa terlebih dahulu.	1'

IX. Instrumen Penilaian

a. Penilaian Sikap:

Lembar Pengamatan:

Table Observation Checklist of Students Active Participation

No	Names	Indicators				Active	Passive
		1	2	3	4		
1							
2							
3							
4							

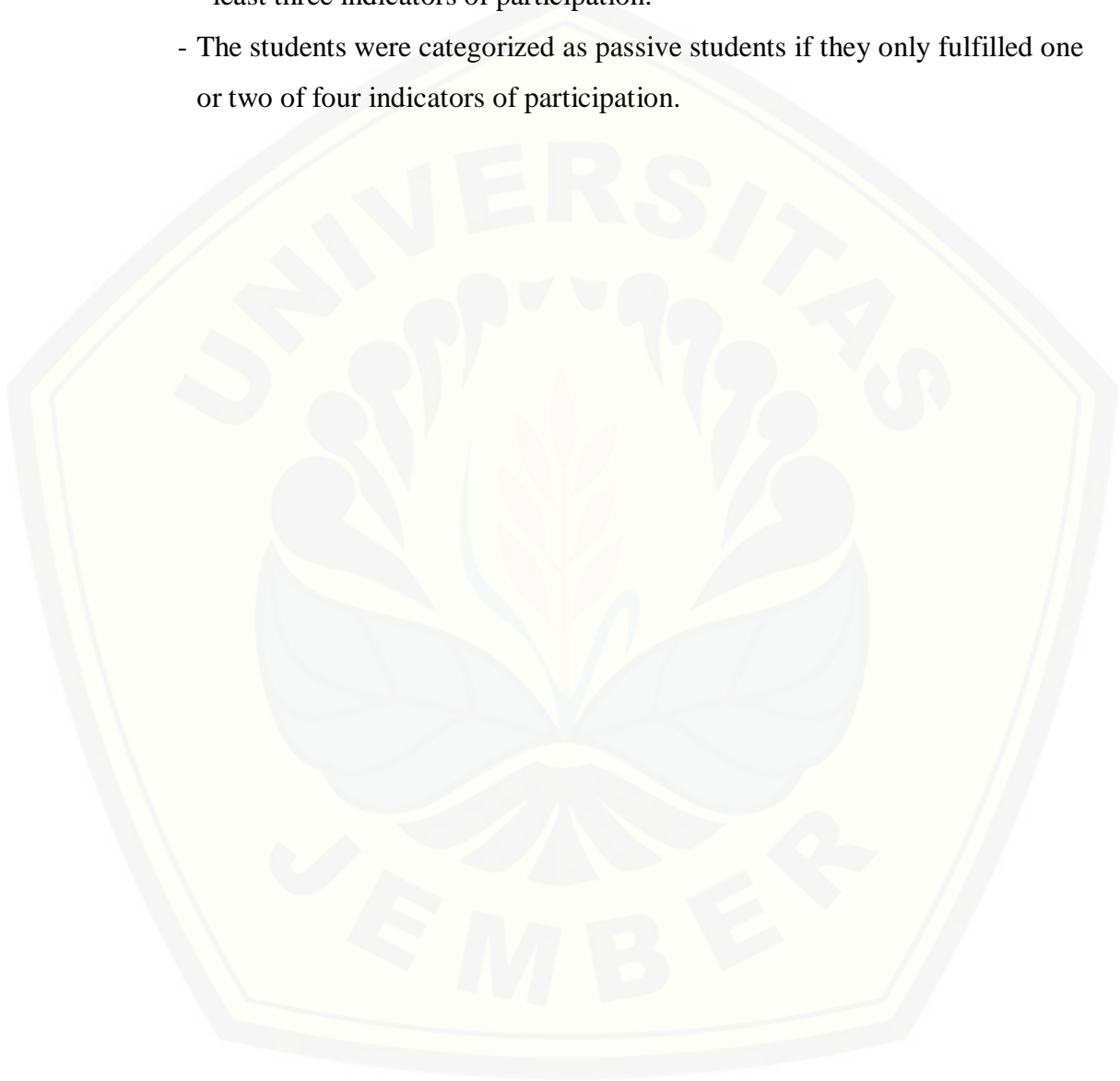
The indicators to be observed are:

1. Reading a recount text accompanied by the composite picture.
2. Asking questions related to the use of composite pictures in the reading class.

3. Answering the questions related to the use of composite pictures in the reading class orally.
4. Doing the reading exercise in the worksheet individually.

Note: - The students were categorized as active students if they could fulfill at least three indicators of participation.

- The students were categorized as passive students if they only fulfilled one or two of four indicators of participation.



INSTRUCTIONAL MATERIALS

Pre-Instructional Activities



1. What picture is it?
2. What are they doing?
3. How many people are there?
4. Where are they?

Learning Materials

1. A **recount text** is a text which retells events or experiences that happened in the past.
2. **The social function of recount text** is to inform or to entertain the audience.
3. **Generic structure of recount text**
 - 1.1 Orientation: it tells who were involved in the event, what happened, where the events took place, and when it happened.
 - 1.2 Events: usually, a recount text consists of some events. It tells what happened in a chronological order.
 - 1.3 Re-orientation: it consists of optional-closure of events or ending.

The language features of recount text

1. Using action verbs

For example: went, sang, ran, and played.

2. Using past tense

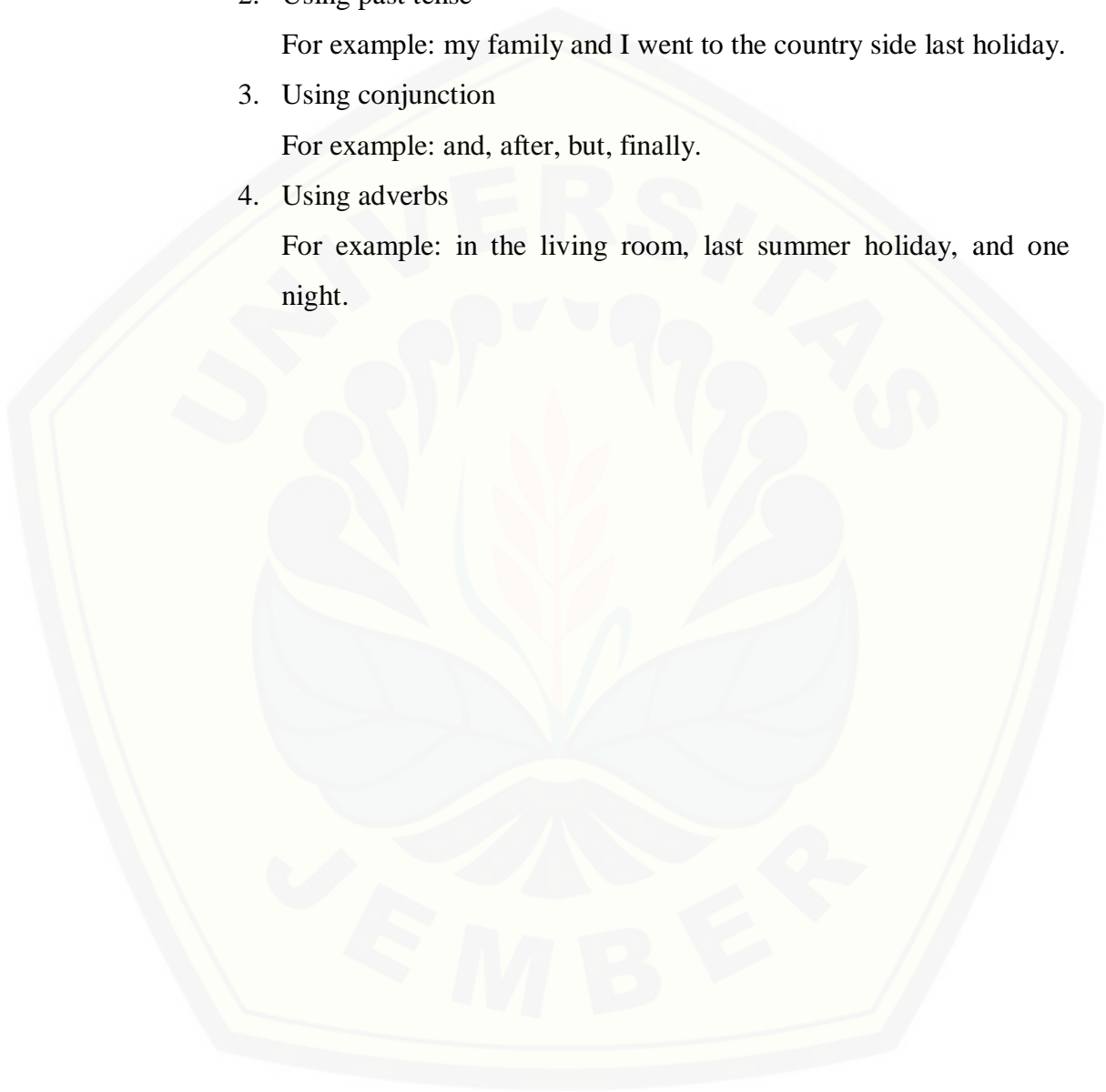
For example: my family and I went to the country side last holiday.

3. Using conjunction

For example: and, after, but, finally.

4. Using adverbs

For example: in the living room, last summer holiday, and one night.



The example of recount text



Camping

➤ Orientation

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river.

➤ Events

It was getting darker and colder, so we built a fire camp. The next day we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper.

At night we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

➤ Re-orientation

On Monday, we packed our bags and got ready to go home.

(freeenglishcourse.info)

The example of the exercises**Task I**

Choose the correct answer by circle a, b, c, or d based on the text above!

1. What does the text tell about?
 - a. The writer's camping experience.
 - b. The writer's shopping experience.
 - c. The writer's school experience.
 - d. The writer's swimming experience.
2. What does the second paragraph tell about?
 - a. The activity they did when swimming.
 - b. The activities they did when they were camping.
 - c. The activity in the school.
 - d. The activity they did at home.
3. "... while the girls were preparing *meals*." What is the synonym of the italic word?
 - a. Money.
 - b. Flower.
 - c. Fire.
 - d. Foods.
4. "We reached the camping ground after walked for about one and half hour from the parking lot." The word "we" refer to?
 - a. The insects.
 - b. The fish.
 - c. The writer and his friends.
 - d. The family.

Task II

Write T if the statement is true or F if the statement is false based on the text above!

1. From the text above, we know that the writer and his friends should walk for one and a half to reach the camping ground.
2. The last paragraph tells that they went home on Sunday.
3. They eat fish for dinner.
4. "we built the camp next to a small river." The opposite of the word "small" is tiny.

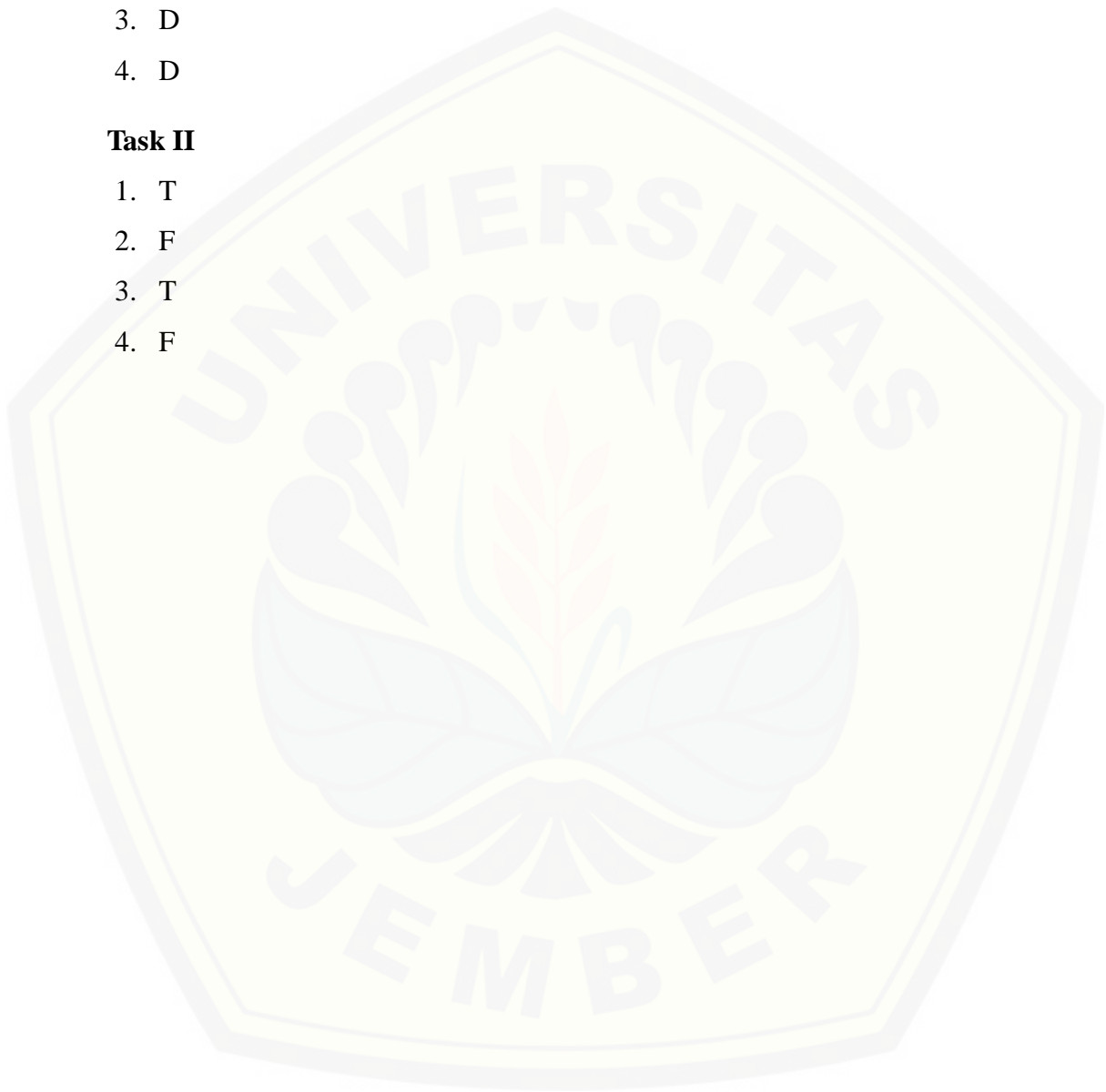
Answer Key

Task I

1. A
2. B
3. D
4. D

Task II

1. T
2. F
3. T
4. F



Students' Worksheet

Read the following story carefully!

**Summer Holiday**

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

First, we made a fire in front of the house. Then, we sat around the fire and sang lots of song together. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there.

We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

(English on Sky 2 for Junior High School Students Year VIII, 2007:63)

EXERCISES**TASK I**

Choose the correct answer by circle a, b, c, or d based on the text above!

1. What does the text tell about?
 - a. The writer's summer holiday experience.

- b. The writer's winter holiday experience.
 - c. The writer's spring holiday experience.
 - d. The writer's fall holiday experience.
2. What does the second paragraph tell about?
- a. The activity of a police in the road.
 - b. The activity of a swimmer.
 - c. The activity of the writer and the family at the countryside.
 - d. The activity of a farmer.
3. Which paragraph tells that the writer was very happy with the holiday?
- a. 1st paragraph.
 - b. 2nd paragraph.
 - c. 3rd paragraph.
 - d. 1st and 3rd paragraph.
4. Which paragraph tells about the condition of the house?
- a. 1st paragraph.
 - b. 2nd paragraph.
 - c. 3rd paragraph.
 - d. 2nd and 3rd paragraph.
5. Where did the holiday take place?
- a. Countryside.
 - b. Beach.
 - c. Mountain.
 - d. Forest.
6. The following statement is true based on the text, **EXCEPT**...
- a. The writer and her family went to countryside last summer holiday.
 - b. They stayed in a small house.
 - c. The house was spooky, and dirty.
 - d. They were very happy.
7. "We stayed in a small house (line 2)." What does the word "stayed" mean?
- a. Visited.
 - b. Lived
 - c. Invited.
 - d. Went.
8. "... my family and I *spent* one night at the countryside." What does the italic word mean?
- a. Paid out money for goods or services.
 - b. Used time for a purpose.
 - c. Used energy, effort, etc until it has all been used.
 - d. Used up.

9. "It had a big garden with lots of..." what is the opposite of "big"?
- a. Large.
 - b. Huge.
 - c. Giant.
 - d. Small.
10. "First, we made a fire in front of the house." What does the word "we" refer to?
- a. The writer and her family.
 - b. The fire.
 - c. The flowers
 - d. The house.

Task II

Write T if the statement is True or F if the statement is False based on the text above!

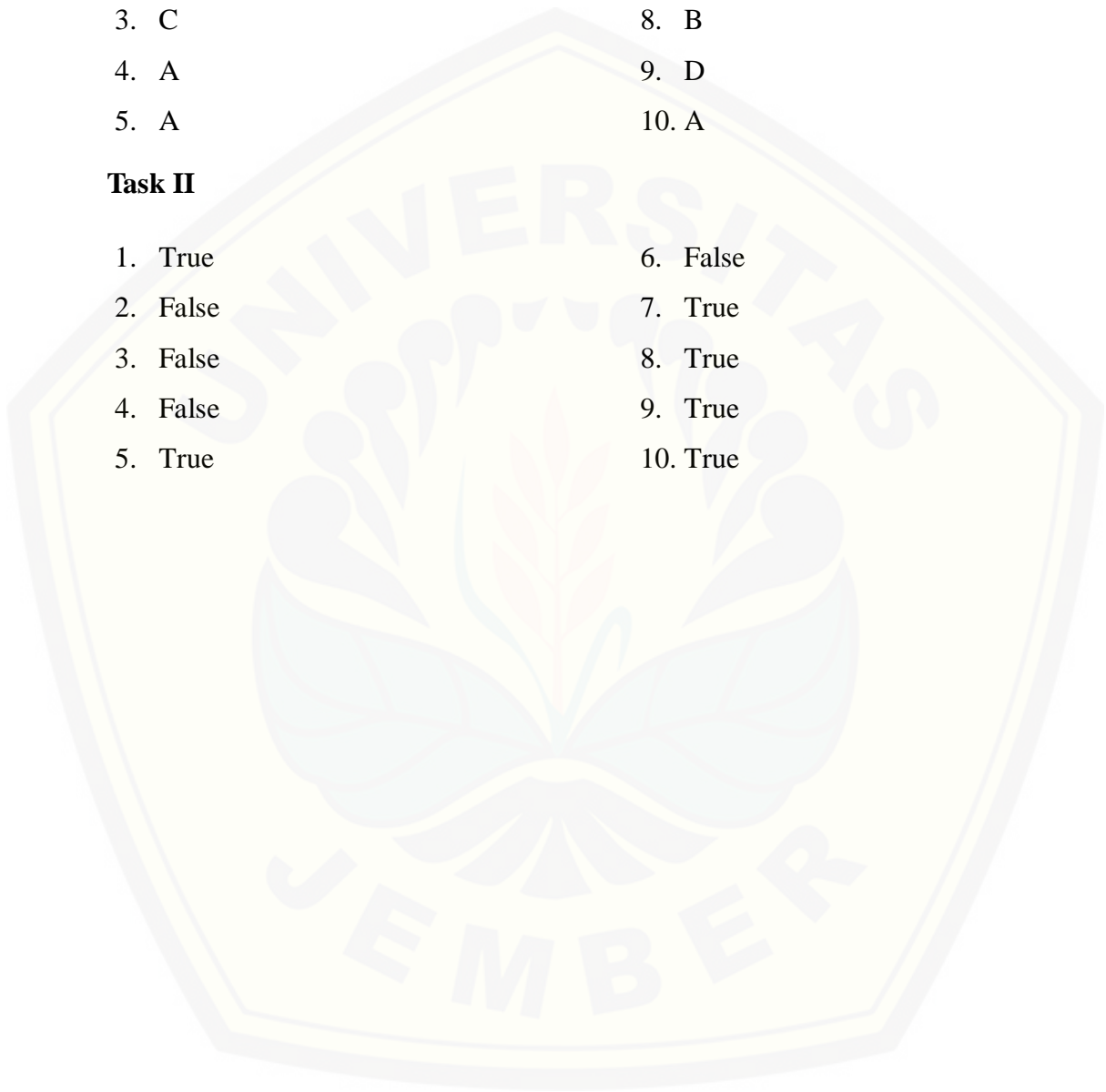
1. From the text we know that the writer and the family were very happy.
2. From the text, we know that the writer went to the beach.
3. The second paragraph tells that the writer stayed in a hotel.
4. The first paragraph tells about the writer's activity in the countryside.
5. The flowers were colorful.
6. The event happened in the last winter.
7. The writer spent the holiday in the countryside.
8. "We stayed in a small house." "We" refer to the writer and her family.
9. "First, we made a fire in front of the house." "Made" means prepare.
10. "Last summer holiday, my family and I spent one night at the countryside." The word holiday means vacation.

ANSWER KEY**Task I**

- | | |
|------|-------|
| 1. A | 6. A |
| 2. C | 7. B |
| 3. C | 8. B |
| 4. A | 9. D |
| 5. A | 10. A |

Task II

- | | |
|----------|----------|
| 1. True | 6. False |
| 2. False | 7. True |
| 3. False | 8. True |
| 4. False | 9. True |
| 5. True | 10. True |



Appendix E

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Putaran 1 (Pertemuan 2)

Satuan Pendidikan	: SMP
Kelas/Semester	: VIII/1
Keterampilan Berbahasa	: Reading Comprehension
Jenis Text	: Recount Text
Topic	: Fishing
Alokasi Waktu	: 2x40 menit

I. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Kompetensi Dasar

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.12 Membandingkan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks personal recount lisan dan tulisan dengan member dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.12 Teks recount.

4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks recount lisan dan tulisan, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).

III. Indikator Pencapaian Kompetensi

5. Menemukan makna sebuah kata berdasarkan teks recount yang dibaca.
6. Menemukan makna sebuah kalimat berdasarkan teks recount yang dibaca.
7. Menemukan makna sebuah paragraf berdasarkan teks recount yang dibaca.
8. Menemukan makna sebuah teks berdasarkan teks recount yang dibaca.

IV. Tujuan Pembelajaran

5. Siswa mampu menemukan makna sebuah kata berdasarkan teks recount yang dibaca.
6. Siswa mampu menemukan makna sebuah kalimat berdasarkan teks recount yang dibaca.
7. Siswa mampu menemukan makna sebuah paragraf berdasarkan teks recount yang dibaca.
8. Siswa mampu menemukan makna sebuah teks berdasarkan teks recount yang dibaca.

V. Materi Ajar (terlampir)

VI. Sumber/Media Belajar

1. Media: *Composite pictures*.
2. Alat: laptop, LCD proyektor, papan tulis.
3. Sumber: internet (www.englishiana.com freeenglishcourse.info), buku paket English on Sky.

VII. Metode Pembelajaran

- Pendekatan : Scientific approach
- Metode : Diskusi dan Tanya jawab

VIII. Langkah-Langkah Pembelajaran

Kegiatan	Kegiatan Pembelajaran		Waktu
	Kegiatan Guru	Kegiatan Siswa	
Pendahuluan	1. Mengucapkan salam.	1. Menjawab salam.	1'
	2. Mengajak siswa untuk berdoa bersama sebelum pelajaran dimulai.	2. Berdoa bersama sebelum memulai pelajaran.	1'
	3. Memeriksa kesiapan siswa untuk pelajaran dengan cara menyakan kabar siswa.	3. Merespon pertanyaan guru.	1'
	4. Menunjukkan <i>composite picture</i> yang sesuai dengan topic kepada siswa.	4. Memperhatikan <i>composite picture</i> yang ditunjukkan oleh guru.	1'
	5. Menanyakan beberapa pertanyaan mengenai <i>composite picture</i> yang sesuai dengan topic kepada siswa.	5. Menjawab pertanyaan guru tentang <i>composite picture</i> .	2'
	6. Memberikan informasi kepada siswa tentang	6. Memperhatikan informasi yang disampaikan oleh	1'

	kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.	guru.	
Inti	Mengamati (Observing)		5'
	7. Guru meminta siswa untuk membaca contoh <i>recount text</i> yang disertai oleh <i>composite picture</i> sebagai media yang diberikan oleh guru.	7. Siswa membaca contoh <i>recount text</i> sambil mengamati <i>composite pictures</i> .	
	Menanya (Questioning)		8'
	8. Guru membimbing siswa untuk bertanya antara lain tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari <i>recount text</i> .	8. Siswa menanyakan antara lain tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari <i>recount text</i> .	
	Mengeksplorasi (Experimenting)		3'
9. Guru meminta siswa menyebutkan kembali secara singkat tentang fungsi sosial, struktur, dan unsur kebahasaan dari	9. Siswa menyebutkan kembali secara singkat tentang fungsi sosial, struktur, dan unsur kebahasaan dari <i>recount text</i> .		

	<i>recount text</i> .		
	10. Guru meminta siswa menganalisis fungsi sosial, struktur, dan unsur kebahasaan dari <i>recount text</i> yang dibaca.	10. Siswa menganalisis fungsi sosial, struktur, dan unsur kebahasaan dari <i>recount text</i> .	4'
	11. Guru meminta siswa untuk mencari makna dalam kata, kalimat, paragraf dan teks dari <i>recount text</i> .	11. Siswa menemukan makna dalam kata, kalimat, paragraph, dan teks dari <i>recount text</i> .	2'
Asosiasi (Associating)			
	12. Guru membagi siswa dalam beberapa kelompok diskusi yang terdiri dari 5 orang siswa pada setiap kelompok.	12. Siswa membentuk kelompok diskusi yang terdiri dari 5 orang pada setiap kelompok.	3'
	13. Guru membagikan <i>recount text</i> beserta <i>composite picture</i> dan lembar kerja kepada siswa.	13. Siswa menerima <i>recount text</i> beserta <i>composite picture</i> dan lembar kerja.	2'
	14. Guru meminta siswa untuk menganalisis fungsi sosial, struktur, dan unsur	14. Siswa menganalisis fungsi sosial, struktur dan unsur kebahasaan dari <i>recount text</i>	8'

	<p>kebahasaan dari <i>recount text</i> secara berkelompok.</p> <p>15. Guru meminta siswa mengerjakan <i>Task I (multiple choice)</i> dan <i>Task II (true or false)</i> secara individu.</p>	<p>secara berkelompok.</p> <p>15. Siswa mengerjakan <i>Task I (multiple choice)</i> dan <i>Task II (true or false)</i> secara individu.</p>	10'
	Mengkomunikasikan (Communicating)		
	<p>16. Guru memeriksa jawaban siswa dengan cara memanggil nama siswa secara acak.</p> <p>17. Guru meminta siswa yang namanya dipanggil untuk menjawab pertanyaan dari guru.</p>	<p>16. Siswa mempersiapkan diri untuk menjawab pertanyaan dari guru.</p> <p>17. Siswa yang namanya dipanggil menjawab pertanyaan dari guru.</p>	5'
			15'
Penutup	<p>18. Guru membantu siswa menarik kesimpulan tentang materi yang telah dipelajari.</p> <p>19. Guru memperlihatkan kembali <i>composite picture</i> untuk</p>	<p>18. Siswa menarik kesimpulan tentang materi yang telah dipelajari.</p> <p>19. Siswa menarik kesimpulan dengan bantuan <i>composite picture</i>.</p>	2'
			2'

	membantu siswa menarik kesimpulan.		
	20. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.	20. Siswa memperhatikan umpan balik yang diberikan guru dari hasil pembelajaran.	1'
	21. Guru mengajak siswa untuk mengakhiri pembelajaran dengan berdoa terlebih dahulu.	21. Siswa mengakhiri pelajaran dengan berdoa terlebih dahulu.	1'

IX. Instrumen Penilaian

e. Penilaian Sikap:

Lembar Pengamatan:

Table Observation Checklist of Students Active Participation

No	Names	Indicators				Active	Passive
		1	2	3	4		
1							
2							
3							
4							

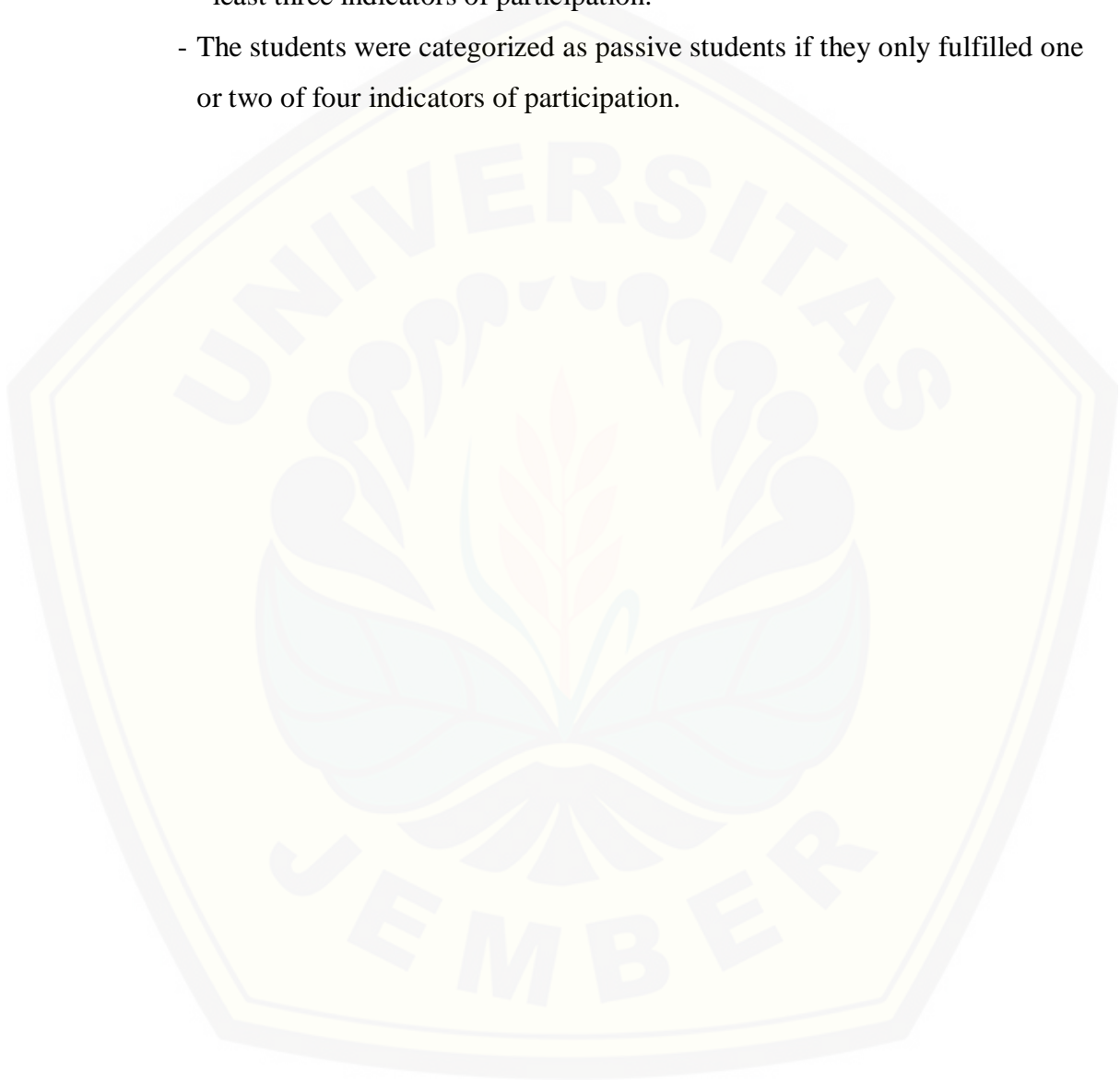
The indicators to be observed are:

1. Reading a recount text accompanied by the composite picture.
2. Asking questions related to the use of composite pictures in the reading class.

3. Answering the questions related to the use of composite pictures in the reading class orally.
4. Doing the reading exercise in the worksheet individually.

Note: - The students were categorized as active students if they could fulfill at least three indicators of participation.

- The students were categorized as passive students if they only fulfilled one or two of four indicators of participation.



INSTRUCTIONAL MATERIALS**Pre-Instructional Activities**

1. What picture is it?
2. Where are they?
3. What are they doing?
4. How many people are there?

Reviewing the material of a recount text by giving oral questions.

1. Do you remember what a recount text is?
2. What is the purpose or the social function of a recount text?
3. How many generic structures does a recount text have? What are they?
4. Can you explain more about orientation, events, and re-orientation?
5. What are the language features of a recount text?

The example of recount text



Fishing

➤ Orientation

Last holiday, I went fishing with my dad. We went to a river near our house. It was not very far so we just rode our bicycles.

➤ Event

First, we looked for a good place to sit. Then, we started fishing. We sat there for more than 3 hours, but it was not our lucky day. We could not get any fish.

➤ Re-orientation

We were very tired, so we rode back home.

(Adapted from English on Sky for junior High School Students year VIII)

The example of the exercises**Task I**

Choose the correct answer by circle a, b, c, or d based on the text above!

1. What does the text tell about?
 - a. The writer's reading experience.
 - b. The writer's fishing experience.
 - c. The writer's playing basket ball experience.
 - d. The writer's cooking experience.
2. What does the first paragraph tell about?
 - a. The participants of the story.
 - b. The activity in the story.
 - c. The writer's feeling.
 - d. The writer's father feeling.
3. "We went to a river near our house." The word "we" refer to?
 - a. The writer and his father.
 - b. The fish.
 - c. The writer and his friend.
 - d. The writer and his brother.
4. "First, we *looked for* a good place to sit." The italic word has the same meaning with the word...
 - a. Searched for.
 - b. Placed.
 - c. Went.
 - d. Run.

Task II

Write T if the statement is True or F if the statement is False based on the text above!

1. From the text above, we know that the writer got nothing.
2. The first paragraph tell about the writer went fishing with his father.
3. They went to a small river not far from their house.
4. "We were very tired, so we rode back home." The opposite of the word tired is exhausted.

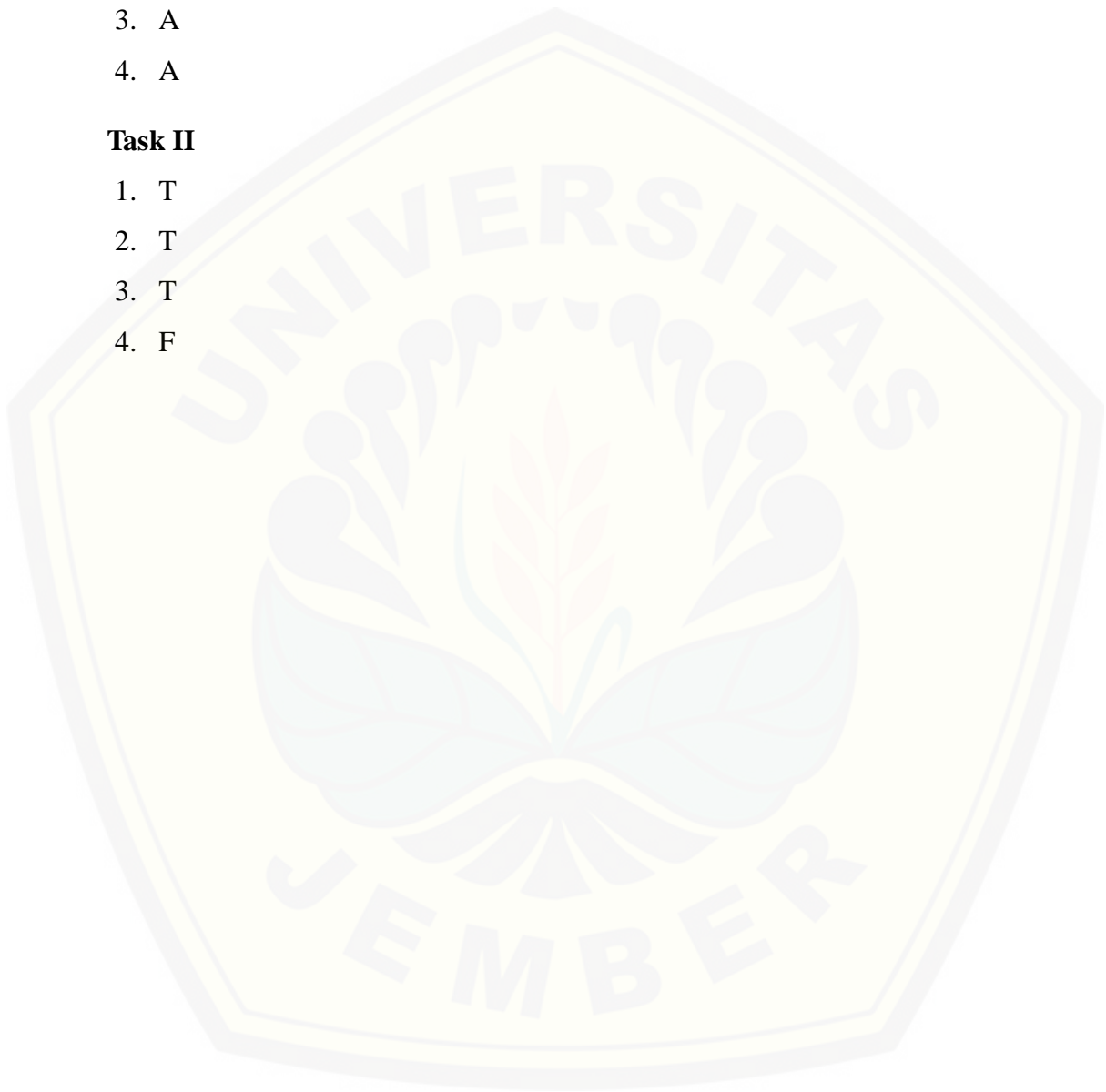
Answer key

Task I

1. B
2. A
3. A
4. A

Task II

1. T
2. T
3. T
4. F



Students' Worksheet

Read the following story carefully!

**Cat**

One day, my brother and I were playing badminton behind our house when I saw cat on our mango tree. It looked scared and we thought it could not get down. So, we decided to do something.

First, I helped my brother to climb the tree. He reached the cat and passed it to me. It was difficult because the tree was so high. When my brother began to come down, a branch broke. He could not move up or down. I went inside the house and asked dad to help my brother. Then, he borrowed a ladder from our neighbor and helped my brother down.

As soon as my father left, the cat climbed the tree again. This time we did not try to help it.

(English on Sky 2 for Junior High School Students Year VIII, 2007:202)

EXERCISES**TASK 1**

Choose the correct answer by circle a, b, c, or d based on the text above!

1. What does the text tell about?
 - a. About the writer experienced when helping a cat.
 - b. About the writer experienced when helping her grandmother.
 - c. About the writer holiday with her family.
 - d. About the writer school day.
2. What does the second paragraph tell about?
 - a. It tells about the writer vacation.
 - b. It tells about the writer's experience when helping her father.
 - c. It tells about the writer's experience when helping her aunt.
 - d. It tells about the writer's experience when helping a cat with her brother.
3. Which paragraph tells that the writer was playing badminton with her brother?
 - a. 1st paragraph.
 - b. 2nd paragraph.
 - c. 3rd paragraph.
 - d. 1st and 3rd paragraph.
4. Which paragraph tells that the writer's father helped her brother?
 - a. 1st paragraph.
 - b. 2nd paragraph.
 - c. 3rd paragraph.
 - d. 2nd and 3rd paragraph.
5. Where did they play badminton?
 - a. Beside the house.
 - b. In front of the house.
 - c. Next to the house.
 - d. Behind the house.
6. The following statement is false based on the text, **EXCEPT**...
 - a. The writer played badminton with her brother.
 - b. There were 3 cats on the mango tree.
 - c. The tree was not so high.
 - d. Her mother helped her brother down from the tree.
7. "He reached the cat and *passed* it to me." What does the italic word mean?
 - a. Kicked or hit a ball.
 - b. Gave something to someone else.

- c. Went or moved in the direction mentioned.
 - d. Changed from one state or condition to another.
8. "It looked scared and we thought it couldn't get down." What is the synonym of scared?
- a. Fearless.
 - b. Afraid.
 - c. Happy.
 - d. Glad.
9. "It was difficult because the tree was so high." What is the opposite of difficult?
- a. Easy.
 - b. Hard.
 - c. Tricky.
 - d. Complicated.
10. "This time we did not try to help it." What does the word "it" refer to?
- a. The writer.
 - b. The father.
 - c. The cat.
 - d. The brother.

TASK 2

Write T if the statement is True or F if the statement is False based on the text above!

- 1. From the text, we know that the writer and her brother were playing badminton.
- 2. From the text, we know that they played badminton inside the house.
- 3. The second paragraph tells that they tried to help the cat.
- 4. The second paragraph tells that their father did not try to help them.
- 5. There are more than two cats.
- 6. The event happened in the past time.
- 7. The father borrowed a ladder from their neighbor.
- 8. "He could not move up or down (line 6)." The word "he" refers to her father.
- 9. "When my brother began to come down, a branch broke." The word come down means go down.
- 10. "It looked scared and we thought it could not get down." The word scared means afraid.

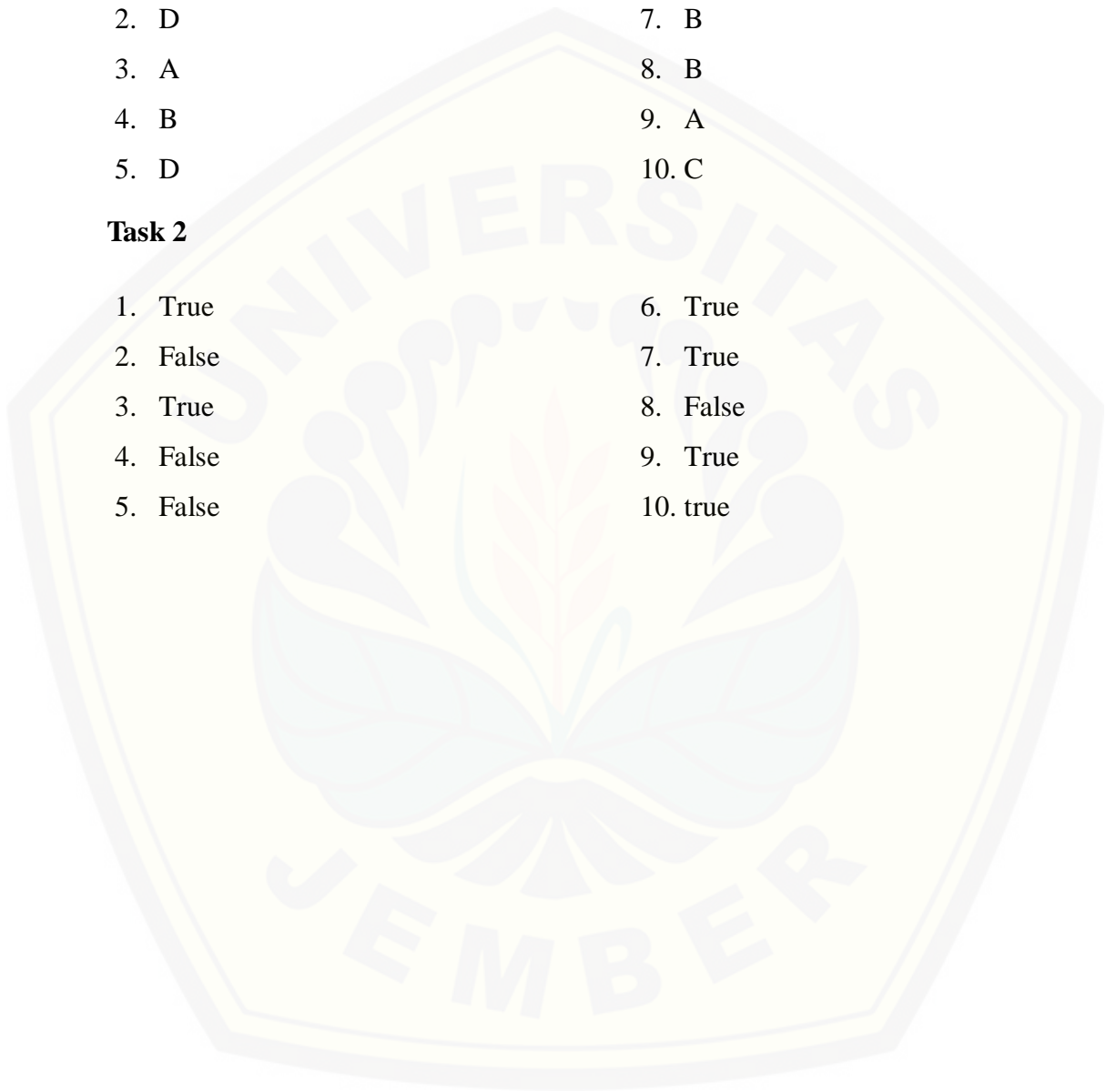
ANSWER KEY

Task 1

- | | |
|------|-------|
| 1. A | 6. A |
| 2. D | 7. B |
| 3. A | 8. B |
| 4. B | 9. A |
| 5. D | 10. C |

Task 2

- | | |
|----------|----------|
| 1. True | 6. True |
| 2. False | 7. True |
| 3. True | 8. False |
| 4. False | 9. True |
| 5. False | 10. true |



Appendix F

Reading Comprehension Achievement Test

(Cycle 1)

Subject	: English
Level	: VIII
Skill	: Reading
Genre	: Recount Text
Time	: 60 minutes

Task 1

Read the text carefully, and then answer the questions! The text is for questions number 1-10.

It was my birthday last week and my family gave me a small party. I invited my best friends to the party. There were 15 people in the party, including my parents and my sister, Putri. It was a great surprised that my uncle Awang could come too. He works in a small company in Bengkulu, Sumatra.

There were some presents for me. My parents gave me a new Harry Potter novel. They know that I love reading. My sister bought me a Spiderman CD game. Both of us like playing video games and we often play together. Butet, my best friend, gave me a CD of a song collection from my favorite singer. She really knows my hobby. And I really like the present from my uncle. He did not give me any books or CDs but he taught me and my friends to play a traditional game from Bengkulu. The game has a funny name: *Palak Babi* .Palak is from the word kepala or head, in English we say Pig Head. My friends and I played in the yard.

It was very exciting. We were tired because we had to run a lot, but we enjoyed the game.

(Adapted from English on Sky for junior High School Students year VIII)

Answer the questions below by crossing a, b, c, or d based on the text above!

1. What does the text tell about?
 - a. The writer's holiday.
 - b. The writer's birthday.
 - c. The writer's school day.
 - d. The writer's childhood.
2. What does the first paragraph tell about?

- a. The participants of the party.
 - b. The presents from the participants.
 - c. The game.
 - d. The writer's uncle.
3. Which paragraph tells about the writer's uncle is working in Bengkulu?
- a. 1st paragraph.
 - b. 2nd paragraph.
 - c. 3rd paragraph.
 - d. 2nd and 3rd paragraph.
4. What does the last paragraph tell about?
- a. It tells that the writer got a lot of presents.
 - b. It tells that the writer's uncle was from Bengkulu.
 - c. It tells that the game was exciting but tiring.
 - d. It tells that the writer got a novel for her birthday.
5. When did the writer have her birthday party?
- a. Last week.
 - b. Last month.
 - c. Last semester.
 - d. Last year.
6. What did the writer get from her sister?
- a. A new Harry Potter novel.
 - b. A Spiderman CD game.
 - c. A CD of a collection song.
 - d. A bicycle.
7. The following statements are true, EXCEPT...
- a. The writer had her birthday party last week.
 - b. The writer invited her best friends in the party.
 - c. The writer got a new dress as a present from her uncle.
 - d. The writer was really like the present from her uncle.
8. "I invited my best friends to the party." The synonym of the word "invited" is...
- a. Left.
 - b. Lived.
 - c. Stayed.
 - d. Asked.
9. "He works in a small company in Bengkulu, Sumatra." The synonym of the word "company" is...
- a. Home.
 - b. City.
 - c. Corporation.
 - d. Harbor.

10. "It was very exciting (last paragraph)." The word "it" refers to...
- The parents.
 - The game.
 - The present from her parents.
 - The present from her sister.

Read the text carefully! The text is for questions number 11-20.

Last week I went to my sister's school to see her performance in a drama. First, I looked for the best seat in the school hall. Then, I sat and waited patiently for the drama.

As soon as the drama started, I tried to concentrate on the performance. The drama was good but I did not enjoy it. Two children were sitting behind me and they were talking loudly. I got very angry because I could not hear the conversation. So I turned my head and looked at them angrily. They did not pay any attention and kept on talking. Finally, I turned around again and said angrily that I couldn't hear a word.

To my surprised they told me that it was none of my business. I thought they did not understand. What I was trying to say was that I couldn't hear the drama, not their conversation.

(Adapted from English on Sky for junior High School Students year VIII)

11. What does the text tell about?
- The writer's experience when he watched her sister's drama.
 - The writer's holiday experience.
 - The writer's experience when he watched a concert.
 - The writer experienced when he went to the zoo.
12. What is the purpose of the text?
- To report an event.
 - To entertain the reader.
 - To make something.
 - To give information about something.

13. What does the third paragraph tell about?
- It tells about the drama.
 - It tells about the school hall.
 - It tells that the children did not understand what the writer means.
 - It tells about the children.
14. Which paragraph tells about the children who cannot quiet?
- 1st paragraph.
 - 2nd paragraph.
 - 3rd paragraph.
 - 1st and 3rd paragraph.
15. Which paragraph tells that the writer was angry?
- 1st paragraph.
 - 2nd paragraph.
 - 3rd paragraph.
 - 1st and 3rd paragraph.
16. What did the writer do after arriving at the school hall?
- Went to the toilet.
 - Went home.
 - Went to the stage.
 - Looked for the best seat.
17. What did the children do to make the writer angry?
- They stole his seat.
 - They stole his wallet.
 - They stole his snacks.
 - They talked loudly.
18. "They did not pay any attention and kept on talking (2nd paragraph)." The word "they" refers to...
- The children.
 - The writer.
 - The sister.
 - The teacher.
19. "I tried to concentrate on the performance." The synonym of the word "concentrate" is...
- Wander.
 - Forget.
 - Remember.
 - Focus
20. "Then, I sat and waited patiently." The opposite word of the word "patiently" is...
- Tolerantly.
 - Uncomplainingly.
 - Impatiently.
 - Slowly.

Task 2***Read the text carefully!***

Yesterday I took my dog for a walk. We went to the park near my house. It was still very early in the morning, so I didn't see many people there.

My dog and I played 'throw and catch it'. First, I throw the stick nearby and my dog caught it easily. Then, I throw it passing the bushes at bit far from us.

Suddenly, I heard someone screaming. Then a man walked out from the bushes with one hand on his head. It was my dad. I did not know that he was jogging in the park when I accidentally hit the stick to him.

I couldn't say anything but I knew that I would pass some days without pocket money.

(English on Sky 2 for Junior High School Students Year VIII)

Write T if the statement is True or F if the statement is False based on the text above!

1. The text tells about the writer's experience when he hit his father's head with a stick.
2. From the text, we know that the father will forgive the writer and still gave him pocket money.
3. The first paragraph tells that the writer went for a walk with his dog.
4. The second paragraph tells that the writer played hide and seek with her dog.
5. The man who was hit by the writer was his uncle.
6. The writer went to the beach.
7. The writer was in the park at noon.
8. Suddenly, the writer heard someone laughing.
9. "We went to the park near my house." The opposite of the word "near" is far.
10. "Suddenly, I heard someone screaming." The synonym of the word "screaming" is shouting.

Answer Key**Task 1**

1. B	6. B	11. A	16. D
2. A	7. C	12. B	17. D
3. A	8. D	13. C	18. A
4. C	9. C	14. B	19. D
5. A	10. B	15. B	20. C

Task 2

1. T
2. F
3. T
4. F
5. F
6. F
7. F
8. F
9. T
10. T

Test Items Distribution

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

Appendix G

The Students' Previous Reading Scores

Class VIII-F

No.	NIS	The Students' Initial Names	L/P	UH	Achievement	
					A	NA
1	13094	AFAM	P	80	✓	
2	13057	AS	P	85	✓	
3	13060	AHRH	L	73		✓
4	13165	ALR	L	74		✓
5	13167	AMIM	P	78	✓	
6	13023	ADKR	P	50		✓
7	13168	AF	P	70		✓
8	13101	AFS	P	80	✓	
9	13025	AJFS	L	81	✓	
10	13208	AI	L	60		✓
11	13066	APM	P	75	✓	
12	13029	AR	P	76	✓	
13	13171	DRI	L	74		✓
14	13102	DH	L	85	✓	
15	13034	FDWP	P	80	✓	
16	13215	FAM	L	70		✓
17	13035	FAFS	P	75	✓	
18	13138	ISP	P	75	✓	
19	13179	JHSA	P	73		✓
20	13108	KDA	P	78	✓	
21	13182	MAJP	L	73		✓
22	13110	MCB	L	78	✓	
23	13239	MIF	L	68		✓
24	13144	MAH	L	74		✓
25	13079	MMH	L	75	✓	
26	13116	MR	P	70	✓	
27	13083	NYH	P	80	✓	
28	13191	PBS	L	68		✓
29	13152	PSS	P	75	✓	
30	13050	RRNW	L	65		✓
31	13086	RBP	L	70		✓
32	13087	RDK	L	68		✓
33	13051	RA	P	60		✓
34	13053	SSS	P	70		✓
MEAN SCORE				73.11	50%	50%

NOTE:

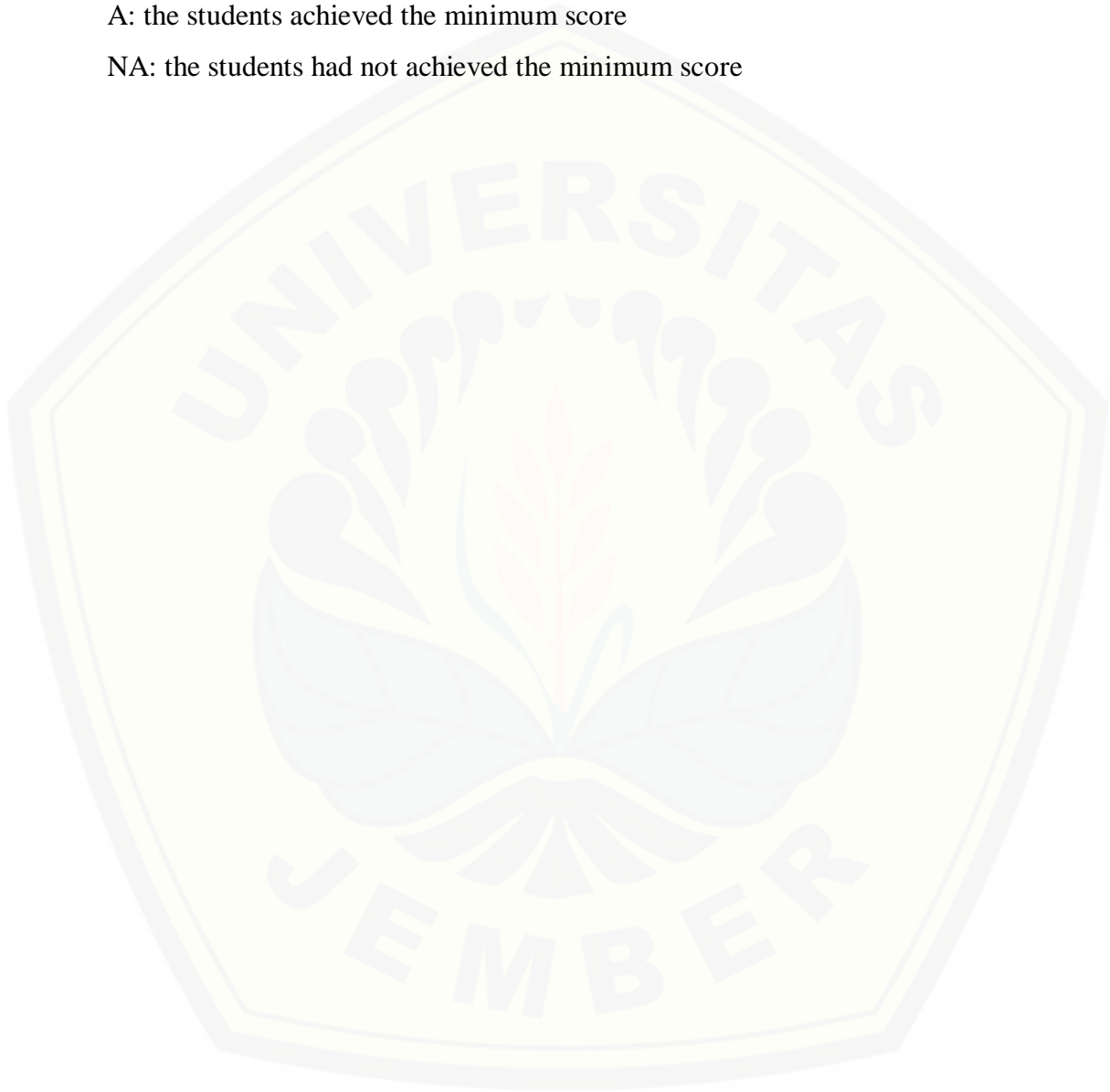
L: Laki-Laki

P: Perempuan

UH: Ulangan Harian

A: the students achieved the minimum score

NA: the students had not achieved the minimum score



Appendix H**THE RESEARCHER'S POSE QUESTIONS****Meeting 1 Cycle 1 (RPP 1)****Task 1**

1. What does the text tell about? (multiple choice question no.1)
2. Which paragraph tells that the writer was very happy with the holiday? (multiple choice no. 3)
3. "... my family and I *spent* one night at the countryside." What does the italic word mean? (multiple choice no. 8)
4. "First, we made a fire in front of the house." What does the word "we" refer to? (multiple choice no. 10)

Task 2

1. From the text, we know that the writer went to the beach. (true-false statement no. 2)
2. The first paragraph tells about the writer's activity in the countryside. (true-false statement no. 4)
3. The event happened in the last winter. (true-false statement no. 6)
4. "First, we made a fire in front of the house. (true-false statement no. 9)

THE RESEARCHER'S POSE QUESTIONS**Meeting 2 Cycle 1 (RPP 2)****Task 1**

1. What does the text tell about? (multiple choice no. 1)
2. Which paragraph tells that the writer's father helped her brother? (multiple choice no. 4)
3. The following statement is false based on the text, **EXCEPT...** (multiple choice no. 6)
4. "He reached the cat and *passed* it to me." What does the italic word mean? (multiple choice no. 7)

Task 2

1. From the text, we know that they played badminton inside the house. (true-false statement no. 2)
2. The second paragraph tells that they tried to help the cat. (true-false statement no. 3)
3. There are more than two cats. (true-false statement no. 5)
4. "When my brother began to come down, a branch broke." The word come down means go down.

Appendix I

The Sample of Students' Reading Comprehension Test Result (Cycle 1)

RAFAEL Pratiwi
2021

ANSWER SHEET

TASK 1
Answer the questions below by crossing a, b, c, or d!

1. A <input checked="" type="checkbox"/> B C D	11. <input checked="" type="checkbox"/> B C D
2. <input checked="" type="checkbox"/> B C D	12. A <input checked="" type="checkbox"/> C D
3. <input checked="" type="checkbox"/> B C D	13. A <input checked="" type="checkbox"/> C D
4. A B <input checked="" type="checkbox"/> D	14. <input checked="" type="checkbox"/> A B C <input checked="" type="checkbox"/> D
5. <input checked="" type="checkbox"/> B C D	15. A <input checked="" type="checkbox"/> C D
6. A <input checked="" type="checkbox"/> C D	16. <input checked="" type="checkbox"/> A B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D
7. A B <input checked="" type="checkbox"/> D	17. A B C <input checked="" type="checkbox"/> D
8. A B C <input checked="" type="checkbox"/> D	18. <input checked="" type="checkbox"/> B C D
9. A B <input checked="" type="checkbox"/> D	19. A B C <input checked="" type="checkbox"/> D
10. A B <input checked="" type="checkbox"/> D	20. A B C <input checked="" type="checkbox"/> D

78

TASK 2
Write True if the statement is True or False if the statement is False based on the text above!

1. T
2. F
3. T
4. F
5. T
6. F
7. F
8. F
9. F
10. T

Nama : Adinda Farasya
Kelas : VIII F
No. Absen : 08

ANSWER SHEET

TASK 1
Answer the questions below by crossing a, b, c, or d!

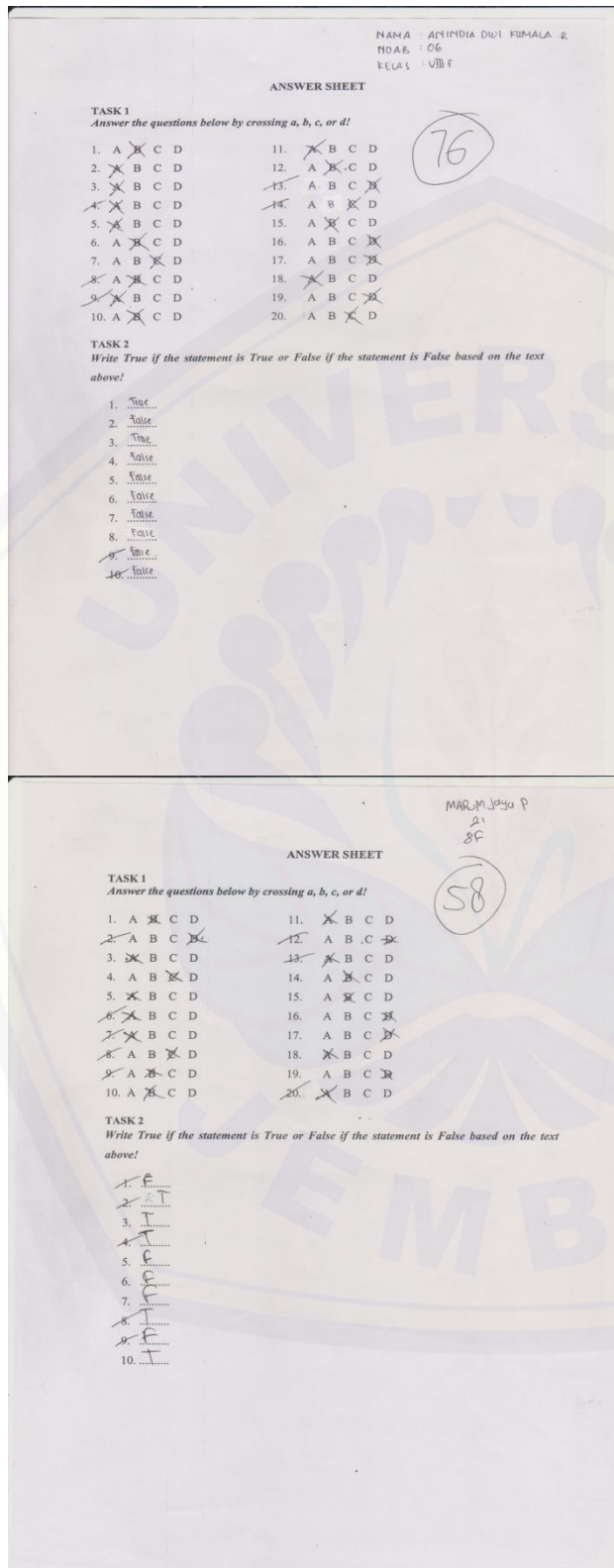
1. A <input checked="" type="checkbox"/> B C D	11. <input checked="" type="checkbox"/> B C D
2. <input checked="" type="checkbox"/> B C D	12. A <input checked="" type="checkbox"/> C D
3. <input checked="" type="checkbox"/> B C D	13. A B <input checked="" type="checkbox"/> D
4. A B <input checked="" type="checkbox"/> D	14. A <input checked="" type="checkbox"/> C D
5. <input checked="" type="checkbox"/> B C D	15. A <input checked="" type="checkbox"/> C D
6. A <input checked="" type="checkbox"/> C D	16. A B C <input checked="" type="checkbox"/> D
7. A B <input checked="" type="checkbox"/> D	17. A B C <input checked="" type="checkbox"/> D
8. A B C <input checked="" type="checkbox"/> D	18. <input checked="" type="checkbox"/> B C D
9. A B <input checked="" type="checkbox"/> D	19. A B C <input checked="" type="checkbox"/> D
10. A <input checked="" type="checkbox"/> B C D	20. A B <input checked="" type="checkbox"/> D

100


TASK 2
Write True if the statement is True or False if the statement is False based on the text above!

1. T
2. F
3. T
4. F
5. F
6. F
7. F
8. F
9. T
10. T

The Sample of Students' Reading Comprehension Test Result (Cycle 1)



Appendix J

**The Letter of Research Permission from the Dean of Faculty of Teacher
Training and Education**

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

08 AUG 2017

Nomor : 5250 / UN25.1.5 / LT / 2017
Lampiran : -
Perihal : Permohonan Izin Penelitian


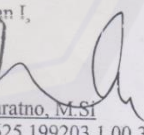
Yth. Kepala SMPN 1 Rambipuji
Jember

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

Nama : Nendy Ika Nurhadi
NIM : 120210401033
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Improving the Eighth Grade Students' Participation and Their Recount Text Reading Comprehension Achievement by Using Composite Pictures at SMPN 1 Rambipuji Jember". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

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



Suratno, M.Si
NIP. 19670625 199203 1 00 3

Appendix K

The Statement Letter of Accomplishing the Research from the Principle of
SMPN 1 Rambipuji Jember


PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 1 RAMBIPUJI
 Jalan dr. Sutomo No. 1 Telp. (0331) 711339 Rambipuji
 

SURAT KETERANGAN
 NO. 800/013/413.17.20523874/2018

Yang bertanda tangan di bawah ini :

nama	: Bambang Sudiyono, S.Pd.
nip	: 19640707 198703 1 009
jabatan	: Plt. Kepala Sekolah
unit kerja	: SMP Negeri 1 Rambipuji
alamat	: Jalan dr. Soetomo 1 Rambipuji

menerangkan dengan sebenarnya bahwa mahasiswa di bawah ini:

nama	: Nendy Ika Nurhadi
nim	: 120210401033
universitas	: Universitas Jember
fakultas	: Keguruan dan Ilmu Pendidikan
program studi	: Pendidikan Bahasa Inggris

benar-benar telah mengadakan penelitian di SMP Negeri 1 Rambipuji pada tanggal 19 s.d. 26 Januari 2018 dalam bentuk bentuk pengajaran di kelas dengan judul **"Improving the Eight Grade Students' Active Participation and Their Recount Text Reading Comprehension Achievement by Using Composite Pictures."**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Rambipuji, 26 Januari 2018
 Plt. Kepala Sekolah,

BAMBANG SUDIYONO, S.Pd.
 NIP. 19640707 198703 1 009

