



**A STUDY OF THE GRADE 8 STUDENTS' ACHIEVEMENT AND
THEIR DIFFICULTIES IN READING RECOUNT TEXTS
AT SMP NEGERI 1 BANYUPUTIH SITUBONDO**

THESIS

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, **Muhammad Salam** and my beloved mother, **Siti Sahrami**.
2. My beloved sisters (Yasmirul Indrawati and Indra Herlina).
3. My funniest nephew (Muhammad Azka Maulana Azidan).

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SUMMARY

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Among the four skills, reading is considered to be the important skill because it becomes the central of the teaching and learning process. Most of the teaching learning process is associated with reading. In reading a recount text, it is not always easy for the students to comprehend the text. Sometimes they experience difficulties in reading the recount text. This research is intended to describe the grade 8 students' achievement and their difficulties in reading recount texts at SMP Negeri 1 Banyuputih Situbondo. It is related to their achievement to cope with the problems in comprehending word meanings, sentences, paragraphs, and the whole text.

The respondents of the research were the grade 8 students of SMP Negeri 1 Banyuputih Situbondo. The respondents in this research were taken by using proportional random sampling by lottery from the 4 existing regular classes because they were parallel classes as informed by the English teacher. The number of the respondents were 28 students taken proportionally from those 4 classes.

The primary data were collected from the reading test and questionnaire. The supporting data were collected from interview, and documentation.

Based on the research result, it was known that the students' paragraph comprehension achievement was the lowest or it can be said that paragraph comprehension was the most difficult among the other indicators. The percentage was 16.67%.

Meanwhile, as stated in the result of data analysis and the classification presented in Table 4.1 (see page 36) and Table 4.4 (see page 40), in general the 8

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Finally, I expect that this thesis is also useful for its readers. This thesis is full of mistakes, any comment and criticism are appreciated.

Jember, October 2011

The Writer

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CHAPTER 1. INTRODUCTION

This chapter discusses the topics related to the research problem that cover the research background, the research problem, the research objective, the operational definition of the key terms, and the research significance. Each topic will be presented in the following parts respectively.

1.1 The Research Background

In language learning, there are four language skills that should be mastered by students in studying English, namely listening, speaking, writing, and reading. Among those skills, reading is considered as the important skill. The aim of reading class is to make students understand what they have read from the text. As what Pelletier *et. al.* (2005:3) say that to become a good reader, one must be able to understand and learn information conveyed in a text. Besides, reading is one of the four skills which becomes the central of the teaching and learning process. Most of the teaching learning process are associated with reading. Further, Pelletier *et. al.* explain that in secondary schools, students still spend considerable amount of time learning to read. They are required to read a variety of texts to develop their ability to understand the information conveyed and to read to learn. It means that students must be accustomed to reading to improve their ability in understanding the texts.

Texts are divided into many genres. One of them is a recount text. As Hamzah (2007) states that a recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from a narrative.

Based on the Institutional Based Curriculum/KTSP 2006 for SMP and MTs, there are six genres of text that Junior High School students should master. They are descriptive, narrative, procedure, recount, anecdote, and report. So, this descriptive

is a very difficult task because the students enter the classrooms at various reading levels. In addition, Carrel and Eisterhold, in Parvaz and Salmani (2006) state that efficient comprehension requires the ability to relate the textual material to one's own knowledge because comprehending words, sentences, and entire texts involves more than just relying on one's linguistic knowledge. It means that it is difficult for the teacher to achieve the goals because the students have different reading levels and background knowledge.

Based on the preliminary study that was done by interviewing the English teacher on March 5th, 2010 at SMP Negeri 1 Banyuputih Situbondo (See Appendix D), it was revealed that the grade 8 students of Negeri 1 Banyuputih Situbondo still experienced difficulties in reading, including reading recount texts. They still had problems in comprehending the meanings of word, sentences, paragraphs and the whole text, so they had difficulty to get the meaning of the printed words and it made them find some difficulties in responding the text and answering the questions given by their English teacher. They also did not really know what the contents of the text was. It can be proved from the exercises given to the students. Many students often made mistakes in answering the questions using question word "why and how". It happened because the students lack of vocabularies and ability to infer the meaning from the text. As a result, 60.6% the students had not achieved the standard score of requirement of the school for the English subject (SKM=65). They often got score below 65 and only 39.4% of the students got scores more than 65. In addition, the previous percentage of the students' scores in reading recount texts that were showed by the teacher was 39.96%. Therefore, the teacher gave the students more reading materials as practices when they were learning English at their home and some copies of reading recount texts from other sources. The teacher asked the students to answer the questions based on the text. By asking the students to answer the reading questions, it is expected to make them comprehend the text easily.

Besides, they seemed less motivated and they did not pay attention to the teacher's explanation since they did not fully understand what the teacher was talking

1.4 The Operational Definition of the Key Terms

An operational definition provides a guideline to understand the concepts and indicators of the study and it also helps both the researcher and the readers get mutual understanding of the concepts being investigated. Therefore, it is very important to define the terms used operationally.

There are some terms of this title that are necessary to be defined operationally. They are a descriptive study, the students' reading achievement, reading difficulties, and a recount text.

1.4.1 A Descriptive Study

A descriptive study in this research refers to a study which describes the grade 8 students' achievement and their difficulties in reading recount texts at SMP Negeri 1 Banyuputih Situbondo in the 2010/2011 Academic Year.

1.4.2 The Students' Reading Achievement

The students' reading achievement in this research refers to the reading test results achieved by the students in the form of scores of the students' comprehension abilities that include comprehending word meanings, sentences, paragraphs, and the whole text.

1.4.3 Reading Difficulties

Reading difficulties in this research refer to the students' difficulties in comprehending recount texts. It is related to their ability to cope with the problems in comprehending word meaning, sentences, paragraphs, and the whole text. The reading difficulties are measured by using Likert scale.

1.4.4 A Recount Text

A recount text refers to a kind of text that retells events for the purpose of informing or entertaining. It tells an event or an experience that happened in the past.

CHAPTER 2. LITERATURE REVIEW

It is not uncommon to know the students who learn English as a foreign language would encounter some problems. Among these difficulties, students assume that reading is not always easy when it requires the learners to comprehend the text.

The following chapter present the theories related to the topics that include reading definitions, reading difficulties, recount definition and its types, comprehending word meaning, comprehending sentences, paragraphs definitions and their elements, and comprehending the whole text. The teaching of reading at SMP Negeri 1 Banyuputih Situbondo is also reviewed.

2.1 Reading Definitions

Reading is interactive process that goes on between the reader and the text, resulting in comprehension. It is constructing meaning by integrating the information provided by the author with the reader's background knowledge. It requires that the reader interacts with the text to construct meaning. The text presents letters, word, sentences, and paragraphs that encode meaning. The reader must uses knowledge, skills, and strategies to determine what the meaning is. Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In line with this statement, Farbairn and Winch (1996:8) say that it may seem like an obvious thing to say, but we read in order to gain meaning from the text. So, it can be concluded that reading is a process of getting or acquiring meaning and understanding written or printed language material.

audience (Wahidi, 2009:12). In line with this statement, Wardiman *et. al.* (2008:70) define that social function of recount text is to give the audience a description of what occurred and when it occurred and to retell events for the purpose of informing or entertaining. The generic structure of a recount text consists of three parts; they are orientation, events, and reorientation. The orientation is the background information answering who, when, where and why or introducing the participants, place and time. Events are describing a series of events that happened in the past. Then, reorientation expresses a personal comment of the writer to the story or a personal opinion regarding the events described (Mustriana and Kurniawati, 2005:66). Lexicon grammatical features of recount text is introducing personal participant (I, my group, etc), using chronological connection (then, first, etc), using linking verbs (was, were, saw, heard, etc), using action verb (look, go, change, etc), and using simple past tense (Hamzah, 2007). The following are the examples of recount text:

Example 1:

This morning my friends and I went to EOS studio. It's not very far from our school, so we just rode our bicycles.

First, we met Santi and Riko outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at EOS canteen. The food was delicious. Before we went home, we took some photographs with Santi and Riko.

It was tiring but we were very happy.

(Adopted from English on Sky 2, 2007:62)

The generic structure of the text above is as follows:

Table 2.2 The Generic Structure of the Recount Text

Generic Structure	Paragraph
Orientation	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 colourful flowers and a swimming pool.
Event	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.
Reorientation	We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

Lexicon grammatical features of the recount text in the text above:

1. Introducing personal participant (I, we)
2. Using chronological connection (first, then, after that, next)
3. Using linking verbs (were)
4. Using simple past tense (spent, stayed, had, met, sat, sang, came, watched, fell, woke up, went)

2.4 Comprehending Words

Wood (1991:125) states that to get the sense of the whole text, the first part is by understanding the small unit of meaning. Meanwhile, Stuart *et al.* in Oakhill and Beard, (1999:109) affirm that the act of reading can be broadly defined as accessing meaning through printed words. From the statement, it can be said that to measure the students's reading comprehension is from the students' understanding of the word meaning. It means that the students will have many difficulties in grasping the author's message if their understanding of the word meaning is limited. If the students know the meaning of words, they will be able to get the author's message easily.

Fleming discovered penicillin in 1928'. *Keep* and *retain* are synonymous in the sentence 'Keep/retain your ticket for further inspection', but *retain* could not replace *keep* in 'We keep the door locked all night'. *Busy* and *occupied* are synonymous in the sentence 'I'm afraid Mr Smith is busy/occupied at the moment', but *busy* could not substitute for *occupied* in 'I'm afraid this seat is occupied'. *Frequently* and *often* are synonymous in the sentence 'Do you go to concerts frequently/often?', but *frequently* could not substitute for *often* in 'You don't often see policemen sneeze on duty'. *Decoration* and *ornamentation* are synonymous in the sentence 'These porcelain vases have very fine ornamentation/decoration', but *ornamentation* could not replace *decoration* in 'She's very expert at cake decoration' (Jackson, 1996:65-66).

Besides the examples above, there are some words that students are frequently confused. They are called confusable words. According to Wong (1999:335), confusables are words that are frequently confused because of similarities in either spelling or pronunciation. The meanings of the words need to be learned in order to use the words correctly.

For examples:

(1) If I *accept* your advices, I 'll lose all my friends *except* you.

Accept = receive; agree to

Except = exclude; but

(2) Jake never listened to his parents' *advice*, and he ended up listening to a cop him *advise* him of his rights.

Advice (noun) = an opinion

Advise (verb) = to counsel, to give advice

(3) We selfishly divided the box of candy *between* the two of us rather than *among* all the members of the family.

Among = implies three or more

Between = implies only two

Examples:

- a. The phone rang, and Malik answered the phone.
- b. Lisa met Lisa's friends in the music store at the mall. Lisa meets Lisa's friends there every Saturday.

We can look at how much clearer and smoother these sentences sound with pronouns

- a. The phone rang, and Malik answered *it*.
(The pronoun *it* is used to replace the word *phone*)
- b. Lisa met *her* friends in the music store at the mall. *She* meets *them* there every Saturday.

(The pronoun *her* is used to replace the word Lisa's. The pronoun *she* replaces *Lisa*. The pronoun *them* replaces the words *Lisa's friends*.)

3. Verb

Every complete sentence must contain at least one verb. There are two types of verbs: action verbs and linking verbs.

a. Action Verbs

An action verb tells what is being done in a sentence.

For example:

Mr. Jensen *swatted* at the bee with his hand.

Rainwater *poured* into the storm sewer.

b. Linking Verbs

Some verbs are linking verbs. These verbs link (or join) a noun to something that is said about it.

For example:

The clouds *are* steel-gray

Other common linking verbs include am, is, was, were, look, feel, sound, appear, seem, and become.

For example:

Oh, we're late for class.

2.5 Comprehending Sentences

A sentence can be defined as a word or group of words that expresses a complete idea and that includes a subject and a verb (Nordquist, 2010). It is also important in delivering meaning from a passage or a text. Sometimes the students feel difficult to understand the sentence although the vocabulary is well known. When the sentence is long and has a grammatical pattern, it is difficult for them to understand what the sentence means. They sometimes encounter unfamiliar words among the sentence. However, they can still understand the author's message although they do not understand the meaning of some words by comprehending the sentence. McWhorter (1989:85) states that understanding sentences will involve some skills, such as identifying key ideas, locating details, identifying sentence that combine ideas, and identifying sentences that relate ideas. The explanation is presented as follows.

2.5.1 Identifying Key Ideas

In one sentence, there is at least one key idea. One key idea consists of two parts, namely a subject and a predicate. According to McWhorter (1989:86), every sentence expresses at least one key idea, or basic message. Key idea involves a simple subject (noun), that identifies a person or object the sentence is about. The key idea also involves a simple predicate (verb), that tells what the person or object is doing or has done. Usually a sentence contains additional information about the subject and or the predicate. Further, Langan (2004:89) says that understanding a subject and a verb is a big step toward mastering many sentence skills. So, it is important to recognise the subject and the predicate (verbs) in understanding the sentence.

2.5.2 Locating Details

After knowing how to identify the key idea, the next step in understanding a sentence is to see how the details affect the sentence's meaning. Most details add or change the meaning of the key idea. Usually they answer such questions about the subject or predicate as what, where, which, when, how, or why.

For example:

- a. Sam drove his car to Toronto last week.
- b. Last night I read with interest a magazine article on sailing.

(McWhorter, 1989:88)

In these sentences, the details refer to all the answers of the question of what, where, when, etc. To know which are the details, let us see the following:

- a. The details of the first example:

What? = his car

Where? = to Toronto

When? = Last week

- b. The details of the second example:

When? = Last night

How? = With interest

What = A magazine article on sailing

2.5.3 Identifying Sentences that Combine Ideas

According to McWhorter (1989:89), a sentence always express one idea. However, some sentences may express more than one idea. Two or more complete ideas can be built into one sentence. For example :

- a. Martha wanted to go shopping, but Fred refused to drive her
- b. The rain increased, so the officials canceled the game

(Langan, 2004:138)

The two ideas within a single sentence can be connected with a comma, a connecting word (and, but, or, nor, so, for, yet), and semicolon. For example,

In the first sentence, the more important idea is that **we dried off the lawn furniture**. The first part of the sentence gives an activity that explains the second part. In the second sentence, the more important idea is that **I missed your phone call**. The second part of the sentence gives an activity that explains the first part.

2.6 Paragraph Definitions and Its Elements

According to Langan (2004:11), the definition of a paragraph is a series of sentences about a main idea or point. Another definition of a paragraph is a group of sentences related to one main idea, which is expressed in the topic sentence, usually the first sentence (Ploeger, 2000:25). So, to comprehend a paragraph the reader must recognise the main idea, understand each of the sentences, and understand the relationship among the sentences.

Langan (2004:11) says that a paragraph typically starts with a point, and the rest of the paragraph provides specific details to support and develop that point. According to Wingersky *et. al.* (1999:24), a good paragraph contains several related sentences that support one main idea, which is limited to and focused in one sentence. This sentence helps the reader through the related sentences in the paragraph. So, in one paragraph there are a topic sentence or a main idea, and several sentences as details which support the main idea. They are important points to know in comprehending a paragraph.

Further, Wingersky *et. al.* (1999:31) say that a paragraph has three parts, namely, a topic sentence, supporting sentences, and a conclusion. For example:

“ My blind date last night was a disaster. I got wet because just as I stopped to pick up my date, it started raining, and she borrowed my raincoat. At dinner, she ate so much that I had to use my next day’s lunch money to pay for her meal. I had a terrible time because she could not dance. To make matters worse, I had a cut on my lip that hurt when I kissed her. That’s the last blind date I will ever have ”.

The topic sentence (main idea) of the quoted paragraph above is “My blind date last night was a disaster“. The conclusion of the paragraph is “That’s the last blind date I

According to McWhorter (1989:107-108), there are four common placements where the main idea is most likely to be found. They are: 1) In the first sentence. In this type, the author states the main idea at the beginning of the paragraph and then elaborates on it. 2) In the last sentence. In this type, the author builds up the main idea and then states it in a sentence at very end. 3) In the middle of the paragraph. The author builds up the main idea, states it in the middle of the paragraph, then goes on with further elaboration and details. 4) In the first and the last sentence. Here, the author states the main idea at the beginning of the paragraph, then explains and supports the idea and finally restates the main idea at the very end.

2.6.3 Recognizing the Supporting Details and Their Types

An effective paragraph must not only make a point but support it with *specific evidence* such as reasons, examples, and other details. Such specifics help prove to readers that the point is reasonable (Langan, 2004:12). Further, Wood (1996:48) states that specific details are examples, reasons, particular, and facts. Such details are needed to support and explain a topic sentence effectively. They provide the evidence needed for us to understand, as well as to feel and experience, a writer's point. In addition, Wingersky *et. al.* (1999:36) add that a paragraph without details or examples is vague and unconvincing. It means that supporting detail or supporting sentences play an important role in comprehending the paragraph. Without supporting details, the paragraph is unconvincing because the point is unreasonable. So, the function of supporting details are to explain, describe, illustrate, or clarify the main idea or the main point of a paragraph.

Meanwhile, Wood (1996:196) states that there are some types of supporting details, namely:

1. *Examples or specific instances* may be long, brief, made up, or real. Examples are concrete and usually easy to understand, visualize, or relate to what you know. They help make ideas clear, interesting, and easy to remember.

2.7 Comprehending the Whole Text

To get better understanding in reading, it is better for the students to know the comprehension not only depends on comprehending words, sentences, paragraphs, but also depends on the comprehending of the written information in the whole composition. As Wood (1991:125) states that one important product of reading is to get a sense of the whole. The whole text consists of words, sentences, and paragraphs. It means that to comprehend the whole text, the reader must firstly comprehend words, sentences, and paragraphs.

It is clear that students should not only understand the meaning of a sentence but they should also understand the relationship between one sentence and the other to get the idea of the text. So, it can be concluded that comprehending the text as a whole is important in order that the reader can catch the purpose of the text.

2.8 The Teaching of Reading at SMP Negeri 1 Banyuputih Situbondo

Based on the syllabus of Junior High School (Depdiknas, 2006:13), the standard competence of reading of the eighth level targets the students to be able to comprehend the meaning of functional texts and short essays, especially in the form of descriptive, recount, and narrative that deals with surrounding area.

Dealing with the objective of the reading comprehension, reading for finding general and specific information is focussed in this research. They cover comprehending words, sentences, paragraphs, and the whole text.

Then, there are many kinds of reading text types that have to be mastered by the students of Junior High School. They are procedure, descriptive, recount, narrative, and report texts (BSNP, 2006:278). The kinds of text that are taught to the grade 8 students of Junior High School are descriptive, recount, and narrative. So, this research will investigate the students's achievement and their difficulties in reading recount texts.

Based on the preliminary study that was done by interviewing the English teacher on March 5th, 2010, it was known that there were 4 teachers who taught

CHAPTER 3. RESEARCH METHOD

The description of the research methods employed in this study were presented in this chapter. They covered research design, area determination method, respondent determination method, data collection methods, and data analysis method. They would be explained respectively in the following section.

3.1 Research Design

The design was a descriptive design because it was intended to get the information or description of the object that would be observed. That was to describe the grade 8 students' achievement and their difficulties in reading recount texts at SMP Negeri 1 Banyuputih Situbondo. It covered comprehending word meaning, comprehending sentences, comprehending paragraphs, and comprehending the whole text.

The procedures of the research design were as follows:

1. Determining the research area by using the purposive method.
2. Determining the respondents of the research, that were the grade 8 students of SMP Negeri 1 Banyuputih Situbondo by using proportional random sampling by lottery.
3. Constructing the research instrument (reading test) based on the English Curriculum and students' textbooks.
4. Consulting the reading test to the English teacher.
5. Collecting the primary data by giving reading test and questionnaire to the respondents.
6. Analyzing the results of the test quantitatively and then classifying them qualitatively based on the classification of the score levels.
7. Classifying the results of the questionnaire based on Likert scale.

In this research, 20% of the population were taken as the respondents by using proportional random sampling by lottery. So, the number of the respondents was 28 students that were taken proportionally from those 4 classes.

3.4 Data Collection Methods

In conducting a research, it was important to collect the data needed because it would give the information dealing with the subjects of the research. The data of the research consisted of primary data and supporting data. The primary data were collected from the reading test and questionnaire. The supporting data were collected from interview, and documentation.

3.4.1 Test

As McMillan (1992:114) states that a test is an instrument that presents to each subject a standard set of questions that requires the completion of cognitive task. Then, Heaton (1990:123) says that the test is essential as it has a function to find out how well the students have mastered the language skills or components which have been taught. From the statements, to measure the students' knowledge, skills, intelligence, and the result of the learning activity, the instrument of test is needed.

A test was classified based on some points of view. Based on the purpose of giving a test, Hughes (2003:11) divides test into four groups, they are: proficiency test, achievement test, diagnostic test, and placement test. This research used a diagnostic test. It was a test which was used to identify the students' strengths and weaknesses. In this case, it was used to identify the students' strengths and weaknesses in comprehending the recount text.

According to the way of scoring the test, there were two kinds of test, they were subjective and objective tests. In this research, the objective test was constructed in the form of multiple-choice items because it would give high consistent results (Hughes, 2003:22).

paragraph comprehension, 2 item for text comprehension. The allocated time for doing test was 75 minutes.

3.4.2 Questionnaire

Opie (2004:95) says that questionnaire is the most widely used method for obtaining information. The questionnaire is a list of questions that must be answered by the respondents. The questionnaires were written in Indonesian in order to avoid the students' misunderstanding and they were used to get the primary data about the students' difficulties in reading recount texts.

Further, based on the way of answering the questionnaire, Opie (2004:106) divides the questionnaire into two kinds, namely:

1. Open questionnaire, in which the respondents answer with their own words.
2. Closed questionnaire, in which the respondents just choose the answer provided according to their own conditions.

Based on the kinds of questions above, in this research, closed questionnaire was used. It means that the respondents only answered by choosing the best answer according to their own conditions. The questionnaire consisted of 12 questions. The time allocation was 30 minutes. The results of the questionnaire were measured by using a scale. According to McMillan (1992:123), a scale is a series of gradations that describes something. So, the technique of scoring the questionnaire in this research used Likert scale. The options in Likert scale used in this research covered very difficult, difficult, neutral, easy, and very easy (Vagias, 2006).

There were some criteria or characteristics for each option in Likert scale:

1. Very difficult:

The student does not understand or feels difficult in comprehending the texts, the student cannot answer the questions, it takes more time to do the reading test.

2. Difficult:

It takes more time to do the reading test, but the student can still do the reading test.

3.4.4 Documentation

The documentation method is the method of collecting data by quoting the documentary sources systematically. Blaxter *et. al.* (1997:151) state that documentation is used to get the needed data from documents, such as library-based document, computer-based document, a policy focus and historical orientation. In this study, the supporting data obtained from document resources were the names of the respondents of the research, and the facilities that supported the English teaching learning process. The documentation guide is enclosed on Appendix F, the names of the respondents of the research is enclosed on Appendix G, and the facilities that supported the English teaching learning process is enclosed on Appendix H.

3.5 Data Analysis Method

According to Suryabrata (1997:85), the important step in a research activity is analyzing data. The purpose of data analysis method is to analyze and interpret the data into meaningful information. Further, he states that there are two ways of data analysis method. In this research, the primary data collected were the results of the reading test and the questionnaire. Then, the results of the reading test were analyzed by using the following formula:

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

Notes: E = The percentage of the students' achievement of each indicator of reading test

n = The number of the correct answers of each indicator of reading test obtained by the students

N = the number of the test items of each indicator

100% = The constant number

(Adapted from Ali, 1993:186)

CHAPTER 4. RESEARCH RESULT AND DISCUSSION

This chapter was intended to describe the research results consisting of the results of the primary data (the reading test and questionnaire), the data analysis, supporting data (interview, documentation), and the discussion.

4.1 The Result of Primary Data

The primary data were gained from the reading test and questionnaire to the respondents. The materials of the reading test given covered comprehending word meaning, comprehending sentences, comprehending paragraphs, and comprehending the whole text. Then, the answers of questionnaire consisted of 12 questions and were measured by using Likert scale.

4.1.1 The Results of the Reading Test

In this research, the reading test was given to the respondents to know the students' achievement and their difficulties in reading recount texts. The results of the test were classified based on the indicators used, namely; comprehending word meaning, comprehending sentences, comprehending paragraphs, and comprehending the whole text. Then, they were scored by using the percentage formula. The number of the test items was 30 items which was divided into 9 items for comprehending word meaning, 9 items for comprehending sentences, 6 items for comprehending paragraphs, 6 items for comprehending the whole text. Dealing with the score given, the student's score was the number of the correct answer divided by the number of the test item multiplied by 100. So, the total score was 100.

The test was administered on Saturday, June 18, 2011. It began from 07.00 a.m. and lasted at 08.15 a.m. The time of the test was 75 minutes. The students were

TC	: Text Comprehension
n	: The Correct Answer of Each Indicator
N	: The Total Items of Each Indicator
$\sum n$: The Total Number of the Correct Answer of Each Indicator
$\sum N$: The Total Number of Items of Each Indicator
Score	: The Student's Score of Reading Test
T	: Total
M	: The Percentage of Achievement (%)

4.1.1.1 Data Analysis

The data analysis was done in order to find the students' achievement and their difficulties in reading recount texts. The scores were analyzed by using the following formula.

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

Notes: E = The percentage of the students' achievement of each indicator of reading test

n = The number of the correct answers of each indicator of reading test obtained by the students

N = the number of the test items of each indicator

100% = The constant number

(Adapted from Ali, 1993:186)

After analyzing the students' scores of reading recount texts, the next step was classifying the results of the students' scores of reading recount texts according to the classification of the score levels presented in the following table:

Then, the students' recount text reading achievement of each indicator could be found by the following ways:

The Students' Word Comprehension Achievement:

$$\begin{aligned} \text{EWC} &= \frac{\sum n}{\sum N} \times 100\% \\ &= \frac{88}{252} \times 100\% \\ &= 34.92 \end{aligned}$$

The Students' Sentence Comprehension Achievement:

$$\begin{aligned} \text{ESC} &= \frac{\sum n}{\sum N} \times 100\% \\ &= \frac{113}{252} \times 100\% \\ &= 44.84 \end{aligned}$$

The Students' Paragraph Comprehension Achievement:

$$\begin{aligned} \text{EPC} &= \frac{\sum n}{\sum N} \times 100\% \\ &= \frac{28}{168} \times 100\% \\ &= 16.67 \end{aligned}$$

The Students' Text Comprehension Achievement:

$$\begin{aligned} \text{ETC} &= \frac{\sum n}{\sum N} \times 100\% \\ &= \frac{48}{168} \times 100\% \\ &= 28.57 \end{aligned}$$

To make it clear, the result of the students' recount text reading achievement based on the indicators and classification were presented in the following table based on the data showed in Table 4.4

4.1.2 The Result of Questionnaire

The results of questionnaire were used to get the primary data about the students' difficulties in reading recount texts at SMP Negeri 1 Banyuputih Situbondo. The questionnaires were written in Indonesian, in order to avoid the students' misunderstanding of the questions. the researcher used closed questionnaire in which the respondents only answered by choosing the best answer according to five options provided. The questionnaire consisted of 12 questions. The time allocation was 30 minutes. This questionnaire was about the students' difficulty in reading recount texts. So, **the Level of Difficulty** in Likert Scale (Vagias, 2006) was used to construct the questionnaire. There were 5 choices (the Level of Difficulty) in this questionnaire. It covered *very difficult*, *difficult*, *neutral*, *easy*, and *very easy*. The options used in this questionnaire were "very difficult" which was similar to "*sangat sulit*" (symbolized **SS**), "difficult" which was similar to "*sulit*" (symbolized **S**), "neutral" which was similar to "*biasa saja*" (symbolized **BS**), "easy" which was similar to "*mudah*" (symbolized **M**), and "very easy" which was similar to "*sangat mudah*" (symbolized **SM**). Then, the questionnaire items could be seen on Appendix C.

There were some criteria or characteristics for each option in Likert scale:

1. Very difficult:

The student does not understand or feel difficult in comprehending the texts, the student cannot answer the questions, it takes more time to do the reading test.

2. Difficult:

It takes more time to do the reading test, but the student can still do the reading test.

3. Neutral:

The reading test is not too difficult or easy for the student.

4. Easy:

The student can comprehend the text and answers the reading test items although the student takes more time to do them.

there were no students (0%) who answered “very difficult” (*sangat sulit*/SS) and “very easy” (*sangat mudah*/SM).

2. <i>Bagaimana pengalaman kesulitan anda dalam menentukan antonim dari sebuah kata bahasa Inggris dalam teks recount?</i> (How does your difficulty experience in determining the antonym (a word approximately opposite in meaning to another word) of an English word in the recount text?)				
SS (%)	S (%)	BS (%)	M (%)	SM (%)
17.86%	50%	28.57%	3.57%	0%

From the five options in question number 2 (*Bagaimana pengalaman kesulitan anda dalam menentukan antonim dari sebuah kata bahasa Inggris dalam teks recount?* or How does your difficulty experience in determining the antonym (a word approximately opposite in meaning to another word) of an English word in the recount text?), the result showed that half of the students (50%) or 14 students answered “difficult” (*sulit*/S), 8 students (28.57%) answered “neutral” (*biasa saja*/BS), 5 students (17.86%) answered “very difficult” (*sangat sulit*/SS), and there was only 1 students (3.57%) answered “easy” (*mudah*/M). There were no students (0%) who answered “very easy” (*sangat mudah*/SM).

3. <i>Bagaimana pengalaman kesulitan anda dalam menentukan sinonim dari sebuah kata bahasa Inggris dalam teks recount?</i> (How does your difficulty experience in determining the synonym (word that is close in meaning to another word) of an English word in the recount text?)				
SS (%)	S (%)	BS (%)	M (%)	SM (%)
14.29%	53.57%	28.57%	3.57%	0%

5. <i>Bagaimana pengalaman kesulitan anda dalam mengenali kata sesuai parts of speech (noun, pronouns, verb, prepositions, adjective, adverbs, conjunctions, interjection)? (How does your difficulty experience in recognizing words based on part of speech (noun, pronouns, verb, prepositions, adjective, adverbs, conjunctions, interjection)?)</i>				
SS (%)	S (%)	BS (%)	M (%)	SM (%)
7.14%	64.29%	17.86%	10.71%	0%

Concerning question number 5 (*Bagaimana pengalaman kesulitan anda dalam mengenali kata sesuai **parts of speech** (noun, pronouns, verb, prepositions, adjective, adverbs, conjunctions, interjection)?* or How does your difficulty experience in recognizing a word based on **part of speech** (noun, pronouns, verb, prepositions, adjective, adverbs, conjunctions, interjection)?), it could be known from the data that the highest percentage (64.29%) or 18 students answered “difficult” (*sulit/S*). However, the lowest percentage (7.14%) or 2 students answered “very difficult” (*sangat sulit/SS*). Meanwhile, a few students or 5 students (17.86%) answered “neutral” (*biasa saja/BS*) and the rest of the students or 3 students (10.71%) answered “easy” (*mudah/M*).

2. The results of questionnaire on ‘**comprehending sentences**’ are presented in the following figures:

6. <i>Bagaimana pengalaman kesulitan anda dalam memahami kalimat bahasa Inggris dalam teks recount? (How does your difficulty experience in comprehending the English sentences in the recount text?)</i>				
SS (%)	S (%)	BS (%)	M (%)	SM (%)
0%	25%	67.86%	3.57%	3.57%

Based on question number 6 (*Bagaimana pengalaman kesulitan anda dalam memahami kalimat bahasa Inggris dalam teks recount?* or How does your difficulty

8. <i>Bagaimana pengalaman kesulitan anda dalam mengidentifikasi ide penjelas dalam suatu kalimat bahasa Inggris seperti pada soal nomor 5, 15, 25, 26, dan 27? (How does your difficulty experience in identifying locating details in an English sentence as stated on items number 5, 15, 25, 26, and 27?)</i>				
SS (%)	S (%)	BS (%)	M (%)	SM (%)
3.57%	14.29%	50%	17.86%	14.29%

From the above data concerning with question number 8 (*Bagaimana pengalaman kesulitan anda dalam mengidentifikasi ide penjelas dalam suatu kalimat bahasa Inggris seperti pada soal nomor 5, 15, 25, 26, dan 27?*) or Do How does your difficulty experience in identifying locating details in an English sentence as stated on items number 5, 15, 25, 26, and 27?), it was found that half of the students (50%) or 14 students answered “neutral” (*biasa saja/BS*). Next, a few students or 5 students (17.86%) answered “easy” (*mudah/M*). Then, there were 4 students (14.29%) who answered “difficult” (*sulit/S*) and 4 students (14.29%) who answered “very easy” (*sangat mudah/SM*). The last, only 1 student out of 28 students (3.57%) answered “very difficult” (*sangat sulit/SS*).

9. <i>Bagaimana pengalaman kesulitan anda dalam mengidentifikasi pokok pikiran (ide pokok) dalam suatu kalimat bahasa Inggris seperti pada soal nomor 16? (How does your difficulty experience in identifying key ideas in an English sentence as stated on item number 16?)</i>				
SS (%)	S (%)	BS (%)	M (%)	SM (%)
7.14%	28.57%	35.71%	21.43%	7.14%

As shown by the results of question number 9 (*Bagaimana pengalaman kesulitan anda dalam mengidentifikasi pokok pikiran (ide pokok) dalam suatu kalimat bahasa Inggris seperti pada soal nomor 16?*) or How does your difficulty experience

4. The results of questionnaire on ‘**comprehending the whole text**’ are presented in the following figures:

11. <i>Bagaimana pengalaman kesulitan anda dalam menentukan topik dalam teks recount berbahasa Inggris? (How does your difficulty experience in determining the topic in the recount text that was written in English?)</i>				
SS (%)	S (%)	BS (%)	M (%)	SM (%)
0%	25%	46.43%	17.86%	10.71%

There were two questions concerning with comprehending the whole text. They covered questions number 11 and 12. For the question number 11 (*Bagaimana pengalaman kesulitan anda dalam menentukan topik dalam teks recount berbahasa Inggris? or How does your difficulty experience in determining the topic in the recount text that was written in English?*), the result showed that almost half of the students (46.43%) or 13 students answered “neutral” (*biasa saja/BS*). Next, 7 students of 28 students (25%) answered “difficult” (*sulit/S*). In addition, 5 students (17.86%) answered “easy” (*mudah/M*) and the rest of the students (10.71%) or 3 students answered “very easy” (*sangat mudah/SM*).

12. <i>Bagaimana pengalaman kesulitan anda dalam menentukan judul teks (the title of a text) dalam teks recount berbahasa Inggris? (How does your difficulty experience in determining the title of a text in the recount text that was written in English?)</i>				
SS (%)	S (%)	BS (%)	M (%)	SM (%)
0%	10.71%	39.29%	35.71%	14.29%

Then, dealing with question number 12 (*Bagaimana pengalaman kesulitan anda dalam menentukan judul teks (the title of a text) dalam teks recount berbahasa Inggris? or How does your difficulty experience in determining the title of a text in*

English teacher had assigned the students to read English books individually or in pairs or in groups at home.

The results of interview during **preliminary study** had been written in chapter 1. However, the researcher did the interview again during the research to complete or get the additional information from the questions for preliminary study. The results were as follows:

According to the English teacher, the teaching of English at SMPN 1 Banyuputih Situbondo was based on the 2006 Institutional-Based-Curriculum.

In teaching reading, the teacher usually gave some questions to the students which were related to the topic to activate their prior knowledge. Then, she gave explanation first, followed by the teacher asked the students to read the text silently. Then some students were asked to read the text loudly. Next, the teacher discussed the difficult words in the text. After that, the teacher asked the students to do the tasks. If the material was not too difficult, the teacher asked the students to work individually, but if the material was difficult, the teacher asked them to share with the nearest friends or worked in groups. The teacher usually gave a chance to the students to open their dictionaries to find the meaning of the difficult words. After the students had finished the tasks, the teacher discussed the answers together with them.

The teaching techniques usually used by the English teacher in teaching reading were jigsaw, group working technique, and STAD (Students Team Achievement Division).

The problems faced by the students especially in reading activity were in grasping the message of the reading text. This happened because the students lacked of vocabulary and grammar mastery. The students depended on the dictionary to know the meaning of words. They still had problems in comprehending the meanings of words, sentences, paragraphs and the whole text, so they had difficulty to get the meaning of the printed words and it made them find some difficulties in responding the text and answering the questions given by their English teacher. They also did not really know what the contents of the text was, which could be proved from the

when the students were assigned to read a text, the students were given the example of how to read the text by reading aloud done by the teacher. This activity was followed by asking some students to read aloud individually. The English teacher immediately gave corrections when the students read the words incorrectly in order to be able to read correctly to prevent the occurrence from the happening. In general, the students were given the explanation about the text, for examples, the meaning of words, sentences, paragraphs, and the whole text. However, the students' reading comprehension was still weak or low. To overcome the problems, the teacher had applied the techniques in teaching reading recount texts, such as jigsaw, group working technique, and STAD (Students Team Achievement Division).

The English textbooks which are used by the teacher in teaching English to the grade 8 students entitled "English in Focus" for the grade 8 students/BSE (Buku Sekolah Elektronik) by Wardiman *et. al.* which was published in 2008 by *Pusat Perbukuan, Departemen Pendidikan Nasional*. Meanwhile, the supplementary books used by the English teacher are "Let's Talk" by Mustriana, B. B. & Kurniawati, C. which was published in 2005 by *Pakar Raya*, "Smart Steps" by Ali Akhmadi and Ida Safrida which was published in 2005 by *Ganeca Exact*, and "EOS" (English on Sky 2) by Mukarto *et. al.* which was published in 2007 by *Erlangga*".

Then, the English compulsory textbook for the students in learning English was "English in Focus" for the grade 8 students by Wardiman *et. al.* and published in 2008 by *Pusat Perbukuan, Departemen Pendidikan Nasional* and they did the exercises individually in the students' worksheets "PR Bahasa Inggris untuk SMP/MTs" (LKS).

The results of interview during **the research** were as follows:

There were English books besides the compulsory text books provided by the school library such as English exercises books, story books, novels, newspaper and magazines which were written in English, books about Grammar, short stories books.

samples from the 4 regular classes. The names of the respondents of the research could be seen on Appendix G.

SMPN 1 Banyuputih Situbondo had some facilities for the students. There were a language laboratory, a computer laboratory, a science laboratory, a multimedia room, an art room, and a library. The teacher usually used the language laboratory for reading class at least once a week. Then, the computer laboratory was used for ICT (information and communication technology) course. The library provides books both compulsory and supplementary books. The facilities provided by the school could help the teaching learning process run well. The detailed information about the facilities that supported the English teaching learning process is enclosed on Appendix H.

4.3 Discussion of the Research Results

The problems of the research were “How is the grade 8 students’ achievement in Reading Recount Texts at SMP Negeri 1 Banyuputih Situbondo in the 2010/2011 Academic Year? and What are the difficulties faced by the grade 8 students in Reading Recount Texts at SMP Negeri 1 Banyuputih Situbondo in the 2010/2011 Academic Year?”. Based on the results of the data analysis, the students’ achievement and their difficulties in reading recount texts are described as follows:

a. Comprehending words

The students’ word comprehension achievement was classified as “failed” (M= 34.92%). As confirmed by the English teacher, it happened because most of the students had lack of vocabularies or limited vocabularies. They still had problems to understand the unfamiliar words in the texts. As Pang *et. al.* (2003:12) suggest that in order to understand a text, readers need to know the meanings of individual words, they construct an understanding of the text by assembling and making sense of the words in the context. So, if the students’ understanding of the words meaning is limited, they will have many difficulties in grasping the autho’r message. However, if they know the word’s meanings well, they can read and comprehend the texts

the antonym and the synonym, it could be concluded that determining the synonym was more difficult than determining the antonym. On the other hand, most students (57.14%) chose “neutral” (question number 4) in determining the meaning of an English word in the recount text (by looking at a dictionary). It means that it is not too difficult or easy for them in determining the meaning of an English word in the recount text (by looking at a dictionary). In fact, the students were sometimes still confused in determining the precise meaning which fits with the contexts. Concerning with part of speech, the highest percentage (64.29%) or 18 students chose “difficult” (question number 5) in recognizing words based on the *part of speech* (noun, pronouns, verb, prepositions, adjective, adverbs, conjunctions, interjection). Thus, more than half of the students chose “difficult” in comprehending word meaning. It indicated that they had difficulty in comprehending word meaning. Another fact could be proved by the percentage of the reading test in comprehending word meaning that was 34.92%. This figure was far below the required score of the school that was 65.

b. Comprehending Sentences

Dealing with comprehending sentences, the students still got problems in doing the reading test. The students’ sentence comprehension achievement was classified as “poor” (M= 44.84%). It happened because almost all of the students were not always able to understand the sentence as a whole, so they determined its meaning word by word. Because they did not know the meaning of the words in the texts, they often misunderstood the meanings of the sentences. The students also focused on their dictionaries in finding the word meaning in order to understand the sentence meaning. They saw the word the same as the case of studying vocabulary, further they rarely looked at the sentence meaning from the context, so they had many difficulties in comprehending the sentence meaning.

From the results of the interview (see page 52), the teacher said that most of the grade 8 students did not know the meaning of Wh-Questions, so it became obstacles for the students to answer the questions concerning with sentence

topic, the topic sentence, and the supporting details of the paragraph. In other words, the students still had not enough knowledge about the elements of the paragraph (especially the difficulty in identifying the main idea and the supporting details).

According to McWhorter (1989:106-109), there are some steps to find the main idea as discussed in Chapter 2, sub section 2.6. So, it is suggested that the teacher need to explain about the issue in order to equip the students with necessary knowledge. In other words, the students need to know how to locate the topic, and the topic sentence as well as identifying the supporting details. It is because those three ways cannot be separated. The topic generalizes the main ideas, while the topic sentence expresses the main ideas. Thus, the students should be able to locate those parts well.

The results of the questionnaire revealed that more than half of the students (53.57%) chose “difficult” in finding the main idea in the recount paragraph that was written in English (question number 10). It means that most students had problems in finding the main idea of the recount texts.

d. Comprehending the whole texts

The last, the students’ text comprehension achievement was classified as “failed” (M= 28.57%). It happened because almost all of the students could not understand the text since they did not know how to predict what the idea of the text based on the clues given by the writer. It was not surprising because to comprehend the whole content, it is related to some aspects covering comprehending words, sentences, and paragraphs. If they still have difficulty in understanding the word, the sentence, and the paragraph, automatically to get comprehension well in the whole of the contents will be difficult. As McWhorter (1989:90) states that reading comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The first step in reading comprehension is to comprehend most of the words in the sentence. Then, they combine the words into a sentence and they try to understand what the whole sentence means. By understanding the meaning of the whole sentences, they will be able to comprehend

grade students' achievement in reading recount texts was classified as 'failed' (M= 32.97%). This result was supported by the results of each indicator, namely the percentage of the students' word comprehension achievement was categorized as failed (M= 34.92%). Then, the percentage of the students' sentence comprehension achievement was categorized as poor (M= 44.84%). In addition, the percentage of the students' paragraph comprehension achievement was categorized as failed (M= 16.67%). The last, the percentage of the students' text comprehension achievement was categorized as failed (M= 28.57%). Based on the classification of the score levels according to Depdiknas (2004:13), the percentage was in the interval between 0-39 classified as 'failed'.

As shown in Table 4.1, the highest score in the reading test was 60 which was obtained only by one student. Meanwhile, the lowest score was 13.33. So, it was clear that most of the students were categorized as "*failed*".

Based on the discussion above, it was clear that reading recount texts were not easy for the students and their difficulties in reading comprehension were caused by the weaknesses of knowledge about the components or the theories of reading comprehension. In addition, the time for doing many exercises was not enough for them. In the classroom, the students did only a few exercises given by the teacher. As informed by the teacher in the interview, she had given more exercises to do at home, but more than half of the students (75%) were sometimes still lazy in doing them. They sometimes ignored the exercises given by the teacher, or they did not submit it on time.

the students' paragraph comprehension was 53.57%. The last, the highest percentage of the students' text comprehension was 46.43%.

The results above showed that the students still had problems or difficulties in reading recount texts. Their problems covered word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

5.2 Suggestions

Based on the results, some suggestions are given, particularly to the English teacher, the students, and other researchers.

a. The English Teacher

In teaching reading recount texts, the English teacher is suggested to train and give more drilling, especially how to find the word meaning and how to get the meaning of the sentences in the contexts. The students' difficulties in reading recount texts, especially paragraph comprehension can be overcome when the students have enough vocabulary and know the meaning of the words in the sentence. Thus, the teacher is suggested to give more explanations about how to get the meaning of the words as the key point to understand the recount text.

b. The Students

It is suggested to the grade 8 students at SMPN 1 Banyuputih Situbondo to do as many exercises as possible dealing with the word comprehension, sentence comprehension, paragraph comprehension, and text comprehension in reading recount texts to increase their reading comprehension ability.

c. Other Researchers

It is suggested to the other researchers who want to conduct a further research dealing with a similar problem, but by using another research design, such as a classroom action research to improve the students' ability in reading recount texts. For example, a classroom action research to improve the students' ability in reading

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APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
<p>A Study of the Grade 8 Students' Achievement and Their Difficulties in Reading Recount Texts at SMP Negeri 1 Banyuputih Situbondo</p>	<p>Research Problem: 1. How is the grade 8 students' achievement in Reading Recount Texts at SMP Negeri 1 Banyuputih Situbondo in the 2010/2011 Academic Year? 2. What are the difficulties faced by the grade 8 students in Reading Recount Texts at SMP Negeri 1 Banyuputih Situbondo in the 2010/2011 Academic Year?</p>	<p>1. The students' achievement in reading recount texts 2. The students' difficulties in reading recount texts</p>	<p>1. Comprehending words in reading recount texts 2. Comprehending sentences in reading recount texts 3. Comprehending paragraphs in reading recount texts 4. Comprehending the whole text in reading recount texts</p>	<p>1. The students: The Grade 8 Students of SMP Negeri 1 Banyuputih Situbondo in the 2010/2011 Academic Year 2. Informant: The English Teacher of the Grade 8 Students at SMP Negeri 1 Banyuputih Situbondo</p>	<p>1. Research Design: Descriptive Qualitative Research 2. Area Determination Method: Purposive Method 3. Respondent Determination Method: Proportional Random Sampling by Lottery 4. Data Collection Methods: Primary data: a. Test b. Questionnaire Supporting data: c. Interview d. Documentation</p>

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
					<p>5. Data Analysis Method:</p> $E = \frac{n}{N} \times 100\%$ <p>Notes:</p> <p>E = The percentage of the students' achievement of each indicator of reading test</p> <p>n = The number of the correct answers of each indicator of reading test obtained by the students</p> <p>N = The number of the test items of each indicator</p> <p>100% = The constant number</p>

- c. Diving in Bunaken Island
 - d. Describing of Bunaken Island
2. What does the text tell about?
- a. A trip from New Zealand
 - b. A trip to Bunaken Island
 - c. A trip of New Zealand Divers
 - d. A trip to an Island
3. What is the main idea of the first paragraph?
- a. I went to Bunaken Island with a group of New Zealand divers
 - b. I left New Zealand for Bunaken Island last year
 - c. I left New Zealand for Bunaken Island with New Zealand divers
 - d. I went there with a group of New Zealand divers.
4. Where is the main idea of the third paragraph?
- a. In the first sentence
 - b. In the middle of paragraph
 - c. In the last sentence
 - d. In the first and the last sentence
5. Where did the writer go to last year?
- a. New Zealand
 - b. Bunaken Island
 - c. Bunaken Beach
 - d. New Zealand Island
6. When did they get a general briefing?
- a. Before their arrival at New Zealand
 - b. After their arrival at Bunaken
 - c. Before their arrival at Bunaken
 - d. After their arrival at New Zealand

First, I helped my brother to climb the tree and help it. 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 couldn't move up or down. I went inside the house and ask dad to help my brother. Then, he borrowed a ladder from our neighbor and help my brother down. As soon as my father left, the cat climbed the tree again.

This time we didn't try to help it.

(Taken from: English on Sky 2, 2007:204)

11. A good title for the text is . . .
 - a. Badminton
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 - c. Climbing
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12. What does the text tell about?
 - a. Playing badminton
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13. Where is the main idea of the first paragraph?
 - a. In the first sentence
 - b. In the middle of paragraph
 - c. In the last sentence
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14. Where is the main idea of the second paragraph?
 - a. In the first sentence
 - b. In the middle of paragraph
 - c. In the last sentence
 - d. In the first and the last sentence

- c. His brother
- d. The cat

Read the text and answer questions 21 to 30

Last month, my family and I went to a National park. It is just outside our town. That's why it was not a very long trip.

When we got there, we parked our car. We walked toward the entrance gate and paid the entrance fee. Since it was so crowded, we had to stand in a long queue.

After that, we walked around the park. We could see many animals, such as one-horned rhinoceros and tapirs. Those animals are one of the interesting attractions of the park.

Then, we continued our walk toward the playground. It was another attraction of this park. There were many children playing on the slide, seesaw, and swing. We walked to the swimming pool and swam there.

Finally, we had a rest under a big tree. It is on the edge of a river. We had our meals on the mat and had a small talk. We could feel the fresh air.

The day was rather tiresome but we were really happy.

(Taken from: Let's Talk, 2005:176)

21. A good title for the text is . . .
- a. In a National park
 - b. The attraction in a National park
 - c. Walking around the park
 - d. Going to the park
22. What does the text tell about?
- a. The trip to a National park
 - b. The animals in a National park
 - c. The holiday in a National park
 - d. The attraction in a National park

- c. here
- d. corner

29. "Since it was so crowded, we had to stand in a long queue" (line 4)

What is the meaning of the word "crowded"?

- a. With little noise
- b. Full of people
- c. Not often visited
- d. With little people

30. "Since it was so crowded, we had to stand in a long queue" (line 4)

What is the meaning of the word "queue"?

- a. Place for sitting
- b. Long seat
- c. Groups of people
- d. Line of people

QUESTIONNAIRE

(Untuk siswa kelas dua SMPN 1 Banyuputih Situbondo)

Tujuan : Untuk mengetahui tingkat kesulitan siswa dalam membaca teks Recount.

Petunjuk :

- Jawablah pertanyaan berdasarkan keadaan yang sesungguhnya.
- Jawaban yang anda berikan tidak akan berpengaruh terhadap nilai pelajaran Bahasa Inggris ataupun kegiatan akademis anda di sekolah.
- Beri tanda silang (X) pada huruf a, b, c, d, dan e sesuai dengan keadaan anda dengan penuh perhatian.
- Tiap nomor hanya ada satu jawaban yang boleh anda pilih.
- Adapun pilihan jawaban yang tersedia dikelompokkan sebagai berikut:
 - a. SS : Sangat Sulit
 - b. S : Sulit
 - c. BS : Biasa Saja
 - d. M : Mudah
 - e. SM : Sangat Mudah
- Baca Tes Reading untuk menjawab pertanyaan nomor 7, 8, dan 9
- Atas kerjasama anda saya ucapkan terima kasih.

1. Bagaimana pengalaman kesulitan anda dalam mengalami kesulitan dalam memahami arti kata bahasa Inggris dalam teks recount?

- a. SS b. S c. BS d. M e. SM

2. Bagaimana pengalaman kesulitan anda dalam menentukan antonim dari sebuah kata bahasa Inggris dalam teks recount?

- a. SS b. S c. BS d. M e. SM

12. Bagaimana pengalaman kesulitan anda dalam menentukan judul teks (the title of a text) dalam teks recount berbahasa Inggris?

- a. SS b. S c. BS d. M e. SM

No	Interview Questions	The answers
5	Have you assigned the students to read English books individually or in pairs or in groups at home? If yes, when?	Yes, I have. I have assigned the students to read English books individually at home when the material was easy enough for the students and it had been discussed in the classroom before. If the material was difficult and it had not been taught yet before, I asked the students to read English books in pairs or in groups.

Source: The English teacher of the grade 8 students of SMPN 1 Banyuputih Situbondo

THE NAMES OF THE RESPONDENTS OF THE RESEARCH

No	Name	Class	Male/Female
1	ANA MUSYAFSA SA'BAN	VIII B	F
2	BAGAS YULISSETIANTO	VIII B	M
3	DEVI LITA LONA	VIII B	F
4	SOVIATUN JANNAH	VIII B	F
5	LUSIYA DEVI SARI	VIII B	F
6	TRI CAHYO WIDODO	VIII B	M
7	WINDRI KRISTIANINGSIH	VIII B	F
8	ELISA AGUSTIN	VIII C	F
9	IPDATIN SOLEHA	VIII C	F
10	NOVALINA PUTRI ARDIAN	VIII C	F
11	PUJA AYU EKA PRA H	VIII C	F
12	RIAN ADINATA	VIII C	M
13	NOVITA ISTIQOMAH	VIII C	F
14	TEGAR PANDU WILANA	VIII C	M
15	IVA NUR ARISKA	VIII D	F
16	KINTAN ALI	VIII D	F
17	MAMBAUL ULUM	VIII D	M
18	REFI KRISDAYANTI	VIII D	F
19	SEPTA DWI KURNIAWAN	VIII D	M
20	SOVIYA TANNADY	VIII D	F
21	ZEINUR KHOLILI IKHSAN	VIII D	M
22	ANIS AMALIYA	VIII E	F
23	FENGKI HARIYANTO	VIII E	M
24	JEFRI ADINATA	VIII E	M
25	KUSMIYANA	VIII E	F
26	LUTFIA AINUR ROHMA	VIII E	F
27	SEVAN DEKI HERMANTO	VIII E	M
28	SUSI SUSANTI	VIII E	F

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
A Study of the Grade 8 Students' Achievement and Their Difficulties in Reading Recount Texts at SMP Negeri 1 Banyuputih Situbondo	Research Problem: 1. How is the grade 8 students' achievement in Reading Recount Texts at SMP Negeri 1 Banyuputih Situbondo in the 2010/2011 Academic Year? 2. What are the difficulties faced by the grade 8 students in Reading Recount Texts at SMP Negeri 1 Banyuputih Situbondo in the 2010/2011 Academic Year?	1. The students' achievement in reading recount texts 2. The students' difficulties in reading recount texts	1. Comprehending words in reading recount texts 2. Comprehending sentences in reading recount texts 3. Comprehending paragraphs in reading recount texts 4. Comprehending the whole text in reading recount texts	1. The students: The Grade 8 Students of SMP Negeri 1 Banyuputih Situbondo in the 2010/2011 Academic Year 2. Informant: The English Teacher of the Grade 8 Students at SMP Negeri 1 Banyuputih Situbondo	1. Research Design: Descriptive Qualitative Research 2. Area Determination Method: Purposive Method 3. Respondent Determination Method: Proportional Random Sampling by Lottery 4. Data Collection Methods: Primary data: a. Test b. Questionnaire Supporting data: c. Interview d. Documentation

Name : Lusya Devi Sam
 Class : VII^B

33,33

Reading Comprehension Test

Class : II

Time : 75 Minutes

Instruction :

1. Write your name and class number (Tulis nama dan nomor absen)
2. Read the texts carefully and choose the best answer to the following questions (Bacalah wacana dibawah ini dengan teliti dan pilihlah jawaban yang paling benar)

A. Choose a, b, c, or d for the correct answer.

Read the text and answer questions 1 to 10

Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

(Taken from: Let's Talk, 2005:173)

1. What is the best title for the text above?

- a. Briefing in Bunaken Island
- b. Arriving in Bunaken Island
- c. Diving in Bunaken Island
- d. Describing of Bunaken Island

2. What does the text tell about?

- a. A trip from New Zealand
- b. A trip to Bunaken Island
- c. A trip of New Zealand Divers
- d. A trip to an Island

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

- a. I went to Bunaken Island with a group of New Zealand divers
- b. I left New Zealand for Bunaken Island last year
- c. I left New Zealand for Bunaken Island with New Zealand divers

d. I went there with a group of New Zealand divers.

4. Where is the main idea of the third paragraph?

- a. In the first sentence
- b. In the middle of paragraph
- c. In the last sentence

d. In the first and the last sentence

5. Where did the writer go to last year?

- a. New Zealand
- b. Bunaken Island
- c. Bunaken Beach

d. New Zealand Island

6. When did they get a general briefing?

- a. Before their arrival at New Zealand
- b. After their arrival at Bunaken
- c. Before their arrival at Bunaken
- d. After their arrival at New Zealand

7. When did the writer begin his diving?

- a. After describing Bunaken Island
- b. After arriving at Bunaken Island
- c. After taking pictures under water
- d. After getting a general briefing

8. "We saw groups of tiny fish" (Paragraph 3)

The word *tiny* means . . .

- a. very small
- b. colourful
- c. various
- d. Funny

9. "I went there with a group of New Zealand divers"

(line 2)

What does the word "there" refer to?

- a. New Zealand
- b. Island

c. Bunaken Island

d. New Zealand Divers

Read the text and answer questions 21 to 30

Last month, my family and I went to a National park. It is just outside our town. That's why it was not a very long trip.

When we got there, we parked our car. We walked toward the entrance gate and paid the entrance fee. Since it was so crowded, we had to stand in a long queue.

After that, we walked around the park. We could see many animals, such as one-horned rhinoceroses and tapirs. Those animals are one of the interesting attractions of the park.

Then, we continued our walk toward the playground. It was another attraction of this park. There were many children playing on the slide, seesaw, and swing. We walked to the swimming pool and swam there.

Finally, we had a rest under a big tree. It is on the edge of a river. We had our meals on the mat and had a small talk. We could feel the fresh air.

The day was rather tiresome but we were really happy.

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21. A good title for the text is . . .

- a. In a National park
- b. The attraction in a National park
- c. Walking around the park
- d. Going to the park

22. What does the text tell about?

- a. The trip to a National park
- b. The animals in a National park
- c. The holiday in a National park
- d. The attraction in a National park

23. What is the main idea of the third paragraph?

- a. We could see many animals
- b. After that, we walked around the park
- c. The animals are the interesting attractions
- d. One-horned rhinoceroses and tapirs

24. Where is the main idea of the fifth paragraph?

- a. In the first sentence
- b. In the middle of paragraph
- c. In the last sentence

a. In the first and the last sentence

25. When did they go to a National park?

- a. Next month
- b. Last year
- c. Last Sunday

d. Last month

26. Where is the National park located?

- a. It is outside the writer's town
- b. It is very near to the writer's house
- c. It is not a very long trip
- d. It is a very long trip

27. What animals could they see around the park?

- a. Tapirs and one-horned rhinoceros
- b. One-horned rhinoceros and a tapir
- c. Rhinoceros and a tapir
- d. Tapirs and rhinoceros

28. "When we got there, we parked our car" (line 4)

What is the antonym of the word "there"?

- a. Over there
- b. Over here
- c. Here
- d. Corner

29. "Since it was so crowded, we had to stand in a long queue" (line 6)

What is the meaning of the word "crowded"?

- a. With little noise
- b. Full of people
- c. Not often visited
- d. With little people

30. "Since it was so crowded, we had to stand in a long queue" (line 6)

What is the meaning of the word "queue"?

- a. Place for sitting
- b. Long seat
- c. Groups of people
- d. Line of people

10. "It included a description about how to take pictures under water" (line 5)

What does the word "it" refer to?

- a. New Zealand
- b. A general briefing
- c. Bunaken Island
- d. Taking pictures

Read the text and answer questions 11 to 20

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

First, I helped my brother to climb the tree and help it. 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 couldn't move up or down. I went inside the house and ask dad to help my brother. Then, he borrowed a ladder from our neighbor and help my brother down. As soon as my father left, the cat climbed the tree again.

This time we didn't try to help it.

(Taken from: English on Sky 2, 2007:204)

11. A good title for the text is . . .

- a. Badminton
- b. The Tree
- c. Climbing
- d. Cats

12. What does the text tell about?

- a. Playing badminton
- b. Helping the cat
- c. Climbing the tree
- d. Helping my brother

13. Where is the main idea of the first paragraph?

- a. In the first sentence
- b. In the middle of paragraph
- c. In the last sentence
- d. In the first and the last sentence

14. Where is the main idea of the second paragraph?

- a. In the first sentence

b. In the middle of paragraph

c. In the last sentence

d. In the first and the last sentence

15. Where were my brother and I playing badminton?

a. behind our mango tree

b. behind our tree

c. behind our house

d. behind my house

16. Who helped the cat that climbed the tree?

a. The writer

b. The writer's brother

c. The writer's father

d. The writer's mother

17. Why did the writer want to help the cat?

a. Because the cat looked scared and couldn't get down

b. Because the cat climbed the tree and the writer wanted to help it

c. Because the writer wanted to climb the tree and passed it to his brother

d. Because the cat climbed their mango tree and the tree was so high

18. What is the synonym of the word "difficult" in the second paragraph?

a. weak

b. complex

c. slowly

d. rough

19. What does the word "our" (line 2) refer to?

a. The writer and the cat

b. The writer and his brother

c. The writer's brother and father

d. The writer and his family

20. "He reached the cat and passed it to me" (line 6)

What does the word "it" refer to?

a. The mango tree

b. The tree

c. His brother

d. The cat

Name : NOVALINA PUTRI ARDIAN
 Class : VIII

Reading Comprehension Test

Class : II

Time : 75 Minutes

Instruction :

1. Write your name and class number (Tulis nama dan nomor absen)
2. Read the texts carefully and choose the best answer to the following questions (Bacalah wacana dibawah ini dengan teliti dan pilihlah jawaban yang paling benar)

A. Choose a, b, c, or d for the correct answer.

Read the text and answer questions 1 to 10

Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

(Taken from: Let's Talk, 2005:173)

1. What is the best title for the text above?

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2. What does the text tell about?

- a. A trip from New Zealand
- b. A trip to Bunaken Island
- c. A trip of New Zealand Divers
- d. A trip to an Island

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

- a. I went to Bunaken Island with a group of New Zealand divers
- b. I left New Zealand for Bunaken Island last year
- c. I left New Zealand for Bunaken Island with New Zealand divers

d. I went there with a group of New Zealand divers.

4. Where is the main idea of the third paragraph?

- a. In the first sentence
- b. In the middle of paragraph
- c. In the last sentence

d. In the first and the last sentence

5. Where did the writer go to last year?

- a. New Zealand
- b. Bunaken Island
- c. Bunaken Beach
- d. New Zealand Island

6. When did they get a general briefing?

- a. Before their arrival at New Zealand
- b. After their arrival at Bunaken
- c. Before their arrival at Bunaken
- d. After their arrival at New Zealand

7. When did the writer begin his diving?

- a. After describing Bunaken Island
- b. After arriving at Bunaken Island
- c. After taking pictures under water
- d. After getting a general briefing

8. "We saw groups of tiny fish" (Paragraph 3)

The word *tiny* means . . .

- a. very small
- b. colourful
- c. various

d. Funny

9. "I went there with a group of New Zealand divers"

(line 2)

What does the word "there" refer to?

- a. New Zealand
- b. Island
- c. Bunaken Island
- d. New Zealand Divers

Read the text and answer questions 21 to 30

Last month, my family and I went to a National park. It is just outside our town. That's why it was not a very long trip.

When we got there, we parked our car. We walked toward the entrance gate and paid the entrance fee. Since it was so crowded, we had to stand in a long queue.

After that, we walked around the park. We could see many animals, such as one-horned rhinoceroses and tapirs. Those animals are one of the interesting attractions of the park.

Then, we continued our walk toward the playground. It was another attraction of this park. There were many children playing on the slide, seesaw, and swing. We walked to the swimming pool and swam there.

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 - c. Rhinoceroses and a tapir
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28. "When we got there, we parked our car" (line 4)
What is the antonym of the word "there"?
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What is the meaning of the word "crowded"?
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- a. In the first sentence
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- c. In the last sentence
- d. In the first and the last sentence

14. Where is the main idea of the second paragraph?

- a. In the first sentence

b. In the middle of paragraph

c. In the last sentence

d. In the first and the last sentence

15. Where were my brother and I playing badminton?

- a. behind our mango tree
- b. behind our tree
- c. behind our house
- d. behind my house

16. Who helped the cat that climbed the tree?

- a. The writer
- b. The writer's brother
- c. The writer's father
- d. The writer's mother

17. Why did the writer want to help the cat?

- a. Because the cat looked scared and couldn't get down
- b. Because the cat climbed the three and the writer wanted to help it
- c. Because the writer wanted to climb the tree and passed it to his brother
- d. Because the cat climbed their mango tree and the tree was so high

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- a. weak
- b. complex
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- b. The writer and his brother
- c. The writer's brother and father
- d. The writer and his family

20. "He reached the cat and passed it to me" (line 6)

What does the word "it" refer to?

- a. The mango tree
- b. The tree
- c. His brother
- d. The cat

Name : Jeffri adinata
 Class : VIII 6

Reading Comprehension Test

Class : II

Time : 75 Minutes

Instruction :

1. Write your name and class number (Tulis nama dan nomor absen)
2. Read the texts carefully and choose the best answer to the following questions (Bacalah wacana dibawah ini dengan teliti dan pilihlah jawaban yang paling benar)

A. Choose a, b, c, or d for the correct answer.

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2. What does the text tell about?
 - a. A trip from New Zealand
 - b. A trip to Bunaken Island
 - c. A trip of New Zealand Divers
 - d. A trip to an Island

3. What is the main idea of the first paragraph?
 - a. I went to Bunaken Island with a group of New Zealand divers
 - b. I left New Zealand for Bunaken Island last year
 - c. I left New Zealand for Bunaken Island with New Zealand divers
 - d. I went there with a group of New Zealand divers.
4. Where is the main idea of the third paragraph?
 - a. In the first sentence
 - b. In the middle of paragraph
 - c. In the last sentence
 - d. In the first and the last sentence
5. Where did the writer go to last year?
 - a. New Zealand
 - b. Bunaken Island
 - c. Bunaken Beach
 - d. New Zealand Island
6. When did they get a general briefing?
 - a. Before their arrival at New Zealand
 - b. After their arrival at Bunaken
 - c. Before their arrival at Bunaken
 - d. After their arrival at New Zealand
7. When did the writer begin his diving?
 - a. After describing Bunaken Island
 - b. After arriving at Bunaken Island
 - c. After taking pictures under water
 - d. After getting a general briefing
8. "We saw groups of tiny fish" (Paragraph 3)
 The word *tiny* means ...
 - a. very small
 - b. colourful
 - c. various
 - d. Funny
9. "I went there with a group of New Zealand divers" (line 2)
 What does the word "there" refer to?
 - a. New Zealand
 - b. Island
 - c. Bunaken Island
 - d. New Zealand Divers

Read the text and answer questions 21 to 30

Last month, my family and I went to a National park. It is just outside our town. That's why it was not a very long trip.

When we got there, we parked our car. We walked toward the entrance gate and paid the entrance fee. Since it was so crowded, we had to stand in a long queue.

After that, we walked around the park. We could see many animals, such as one-horned rhinoceros and tapirs. Those animals are one of the interesting attractions of the park.

Then, we continued our walk toward the playground. It was another attraction of this park. There were many children playing on the slide, seesaw, and swing. We walked to the swimming pool and swam there.

Finally, we had a rest under a big tree. It is on the edge of a river. We had our meals on the mat and had a small talk. We could feel the fresh air.

The day was rather tiresome but we were really happy.

(Taken from: Let's Talk, 2005:176)

21. A good title for the text is . . .

- a. In a National park
- b. The attraction in a National park
- c. Walking around the park
- d. Going to the park

22. What does the text tell about?

- a. The trip to a National park
- b. The animals in a National park
- c. The holiday in a National park
- d. The attraction in a National park

23. What is the main idea of the third paragraph?

- a. We could see many animals
- b. After that, we walked around the park
- c. The animals are the interesting attractions
- d. One-horned rhinoceros and tapirs

24. Where is the main idea of the fifth paragraph?

- a. In the first sentence
- b. In the middle of paragraph
- c. In the last sentence

d. In the first and the last sentence

25. When did they go to a National park?

- a. Next month
- b. Last year
- c. Last Sunday
- d. Last month

26. Where is the National park located?

- a. It is outside the writer's town
- b. It is very near to the writer's house
- c. It is not a very long trip
- d. It is a very long trip

27. What animals could they see around the park?

- a. Tapirs and one-horned rhinoceros
- b. One-horned rhinoceros and a tapir
- c. Rhinoceros and a tapir
- d. Tapirs and rhinoceros

28. "When we got there, we parked our car" (line 4)

What is the antonym of the word "there"?

- a. Over there
- b. Over here
- c. Here
- d. Corner

29. "Since it was so crowded, we had to stand in a long queue" (line 6)

What is the meaning of the word "crowded"?

- a. With little noise
- b. Full of people
- c. Not often visited
- d. With little people

30. "Since it was so crowded, we had to stand in a long queue" (line 6)

What is the meaning of the word "queue"?

- a. Place for sitting
- b. Long seat
- c. Groups of people
- d. Line of people

NAMA : SOVIATUN JANITAH
KEELAS : VIII B

QUESTIONNAIRE

(Untuk siswa kelas dua SMPN 1 Banyuwuruh Situbondo)

Tujuan : Untuk mengetahui tingkat kesulitan siswa dalam membaca teks
Recount.

Pertunjuk :

- Jawablah pertanyaan berdasarkan keadaan yang sesungguhnya.
- Jawaban yang anda berikan tidak akan berpengaruh terhadap nilai pelajaran Bahasa Inggris ataupun kegiatan akademis anda di sekolah.
- Beri tanda silang (X) pada huruf a, b, c, d, dan e sesuai dengan keadaan anda dengan penuh perhatian.
- Tiap nomor hanya ada satu jawaban yang boleh anda pilih.
- Adapun pilihan jawaban yang tersedia dikelompokkan sebagai berikut:
 - a. SS : Sangat Sulit
 - b. S : Sulit
 - c. BS : Biasa Saja
 - d. M : Mudah
 - e. SM : Sangat Mudah
- Baca Tes Reading untuk menjawab pertanyaan nomor 7, 8, dan 9
- Atas kerjasama anda saya ucapkan terima kasih.

1. Apakah anda mengalami kesulitan dalam memahami arti kata bahasa inggris dalam teks recount?
a. SS b. S c. BS d. M e. SM
2. Apakah anda mengalami kesulitan dalam menentukan antonim dari sebuah kata bahasa inggris dalam teks recount?
 a. SS b. S c. BS d. M e. SM
3. Apakah anda mengalami kesulitan dalam menentukan sinonim dari sebuah kata bahasa inggris dalam teks recount?
 a. SS b. S c. BS d. M e. SM

4. Apakah anda mengalami kesulitan dalam menentukan arti kata bahasa inggris dalam teks recount (dengan melihat kamus)?
a. SS b. S c. BS d. M e. SM
5. Apakah anda mengalami kesulitan dalam mengenali kata sesuai *parts of speech* (noun, pronouns, verb, prepositions, adjective, adverbs, conjunctions, interjection)?
a. SS b. S c. BS d. M e. SM
6. Apakah anda mengalami kesulitan dalam memahami kalimat bahasa inggris dalam teks recount?
a. SS b. S c. BS d. M e. SM
7. Apakah anda mengalami kesulitan dalam mengidentifikasi kalimat-kalimat bahasa inggris yang menghubungkan ide-ide dengan menggunakan konnektor (after, because) seperti pada soal nomor 6, 7 dan 17?
a. SS b. S c. BS d. M e. SM
8. Apakah anda mengalami kesulitan dalam mengidentifikasi ide penjelas dalam suatu kalimat bahasa inggris seperti pada soal nomor 5, 15, 25, 26, dan 27?
a. SS b. S c. BS d. M e. SM
9. Apakah anda mengalami kesulitan dalam mengidentifikasi pokok pikiran (ide pokok) dalam suatu kalimat bahasa inggris seperti pada soal nomor 16?
a. SS b. S c. BS d. M e. SM
10. Apakah anda mengalami kesulitan dalam mencari ide utama (main idea) dalam paragraf recount yang ditulis dalam bahasa inggris?
a. SS b. S c. BS d. M e. SM
11. Apakah anda mengalami kesulitan dalam menentukan topik dalam teks recount berbahasa inggris?
a. SS b. S c. BS d. M e. SM
12. Apakah anda mengalami kesulitan dalam menentukan judul teks (the title of a text) dalam teks recount berbahasa inggris?
a. SS b. S c. BS d. M e. SM

NAMA : Septa Dwi K
KELAS : VII D

QUESTIONNAIRE

(Untuk siswa kelas dua SMPN 1 Banyuputih Situbondo)

Tujuan : Untuk mengetahui tingkat kesulitan siswa dalam membaca teks Recount.

Petunjuk :

- Jawablah pertanyaan berdasarkan keadaan yang sesungguhnya.
- Jawaban yang anda berikan tidak akan berpengaruh terhadap nilai pelajaran Bahasa Inggris ataupun kegiatan akademis anda di sekolah.
- Beri tanda silang (X) pada huruf a, b, c, d, dan e sesuai dengan keadaan anda dengan penuh perhatian.
- Tiap nomor hanya ada satu jawaban yang boleh anda pilih.
- Adapun pilihan jawaban yang tersedia dikelompokkan sebagai berikut:
 - a. SS : Sangat Sulit
 - b. S : Sulit
 - c. BS : Biasa Saja
 - d. M : Mudah
 - e. SM : Sangat Mudah
- Baca Test Reading untuk menjawab pertanyaan nomor 7, 8, dan 9
- Atas kerjasama anda saya ucapkan terima kasih.

1. Apakah anda mengalami kesulitan dalam memahami arti kata bahasa Inggris dalam teks recount?
 - a. SS
 - b. S
 - c. BS
 - d. M
 - e. SM
2. Apakah anda mengalami kesulitan dalam menentukan antonim dari sebuah kata bahasa Inggris dalam teks recount?
 - a. SS
 - b. S
 - c. BS
 - d. M
 - e. SM
3. Apakah anda mengalami kesulitan dalam menentukan sinonim dari sebuah kata bahasa Inggris dalam teks recount?
 - a. SS
 - b. S
 - c. BS
 - d. M
 - e. SM

4. Apakah anda mengalami kesulitan dalam menentukan arti kata bahasa Inggris dalam teks recount (dengan melihat kamus)?

- a. SS
- b. S
- c. BS
- d. M
- e. SM

5. Apakah anda mengalami kesulitan dalam mengenali kata sesuai *parts of speech* (noun, pronouns, verb, prepositions, adjective, adverbs, conjunctions, interjection)?

- a. SS
- b. S
- c. BS
- d. M
- e. SM

6. Apakah anda mengalami kesulitan dalam memahami kalimat bahasa Inggris dalam teks recount?

- a. SS
- b. S
- c. BS
- d. M
- e. SM

7. Apakah anda mengalami kesulitan dalam mengidentifikasi kalimat-kalimat bahasa Inggris yang menghubungkan ide-ide dengan menggunakan konnektor (after, because) seperti pada soal nomor 6, 7 dan 17?

- a. SS
- b. S
- c. BS
- d. M
- e. SM

8. Apakah anda mengalami kesulitan dalam mengidentifikasi ide penjelas dalam suatu kalimat bahasa Inggris seperti pada soal nomor 5, 15, 25, 26, dan 27?

- a. SS
- b. S
- c. BS
- d. M
- e. SM

9. Apakah anda mengalami kesulitan dalam mengidentifikasi pokok pikiran (ide pokok) dalam suatu kalimat bahasa Inggris seperti pada soal nomor 16?

- a. SS
- b. S
- c. BS
- d. M
- e. SM

10. Apakah anda mengalami kesulitan dalam mencari ide utama (main idea) dalam paragraf recount yang ditulis dalam bahasa Inggris?

- a. SS
- b. S
- c. BS
- d. M
- e. SM

11. Apakah anda mengalami kesulitan dalam menentukan topik dalam teks recount berbahasa Inggris?

- a. SS
- b. S
- c. BS
- d. M
- e. SM

12. Apakah anda mengalami kesulitan dalam menentukan judul teks (the title of a text) dalam teks recount berbahasa Inggris?

- a. SS
- b. S
- c. BS
- d. M
- e. SM



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20 DEC 2010

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Banyuputih - Situbondo

Diberitahukan dengan hormat, bahwa Mahasiswa tersebut di bawah ini:

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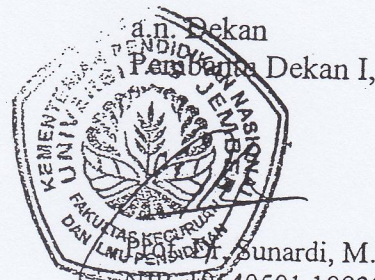
Jurusan : Pendidikan Bahasa dan Seni

Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di Sekolah yang Saudara pimpin dengan Judul: "A Study of the Grade 8 Students' Ability and their Difficulties in Reading Recount Texts at SMP Negeri 1 Banyuputih Situbondo".

Sehubungan dengan hal tersebut kami mohon perkenan Saudara memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

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



a.n. Dekan
Pembantu Dekan I,

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DEPARTEMEN PENDIDIKAN NASIONAL
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Judul Skripsi : A STUDY OF THE GRADE 8 STUDENTS' ACHIEVEMENT
AND THEIR DIFFICULTIES IN READING RECOUNT
TEXTS AT SMPN 1 BANYUPUTIH SITUBONDO.....

Pembimbing I : Dra. Wiyiek Istianah, M. Kes, M. Ed.....

Pembimbing II : Dra. Siti Sundari, M. A.....

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	TT. Pembimbing	
			Pemb. I	Pemb. II
1	Selasa, 13-1-2010	Judul	<i>Dr</i>	
2	Rabu, 27-1-2010	Matriks Penelitian	<i>Dr</i>	
3	Selasa, 16-2-2010	Matriks Penelitian, CHAPTER 1	<i>Dr</i> <i>Dr</i>	
4	Jumat, 15-10-2010	CHAPTER 1	<i>Dr</i>	
5	Kamis, 11-11-2010	CHAPTER 1, 2	<i>Dr</i>	
6	Selasa, 21-12-2010	CHAPTER 1, 2, 3, Instrument	<i>Dr</i>	
7	Rabu, 4-8-2011	CHAPTER 1, 2, 3, Instrument + Chapter 4, 5 + lamp	<i>Dr</i> <i>Dr</i>	
8	Rabu, 17-8-2011	CHAPTER 1, 2, 3, 4, 5 + lampiran	<i>Dr</i>	
9				
10				
11				
12				
13				
14				
15				

Catatan :

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi