

A Descriptive Study on the Eighth Grade Students' Reading Comprehension Achievement of Recount Texts at SMPN 1 Banyuwangi in the 2014/2015

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Abstract

The design of this research was descriptive qualitative research. This research began by conducting a preliminary study by interviewing the English teacher of the eighth grade students of SMPN 1 Banyuwangi. The data of this research were collected from the students' reading comprehension achievement test.. The result of the students' reading comprehension achievement of recount texts covering word comprehension, sentence comprehension, paragraph comprehension and text comprehension showed the highest indicator was word comprehension with 85 which belonged to the "excellent" category and the lowest indicator was the text comprehension with 78.18 that was classified as "good" category. It showed that the teaching of English in reading comprehension achievement of recount texts needs to be developed especially in the lowest category that was comprehending text.

Keywords: *Descriptive Research, Reading Comprehension Achievement, Recount Texts*

Introduction

In Indonesia, English becomes the first foreign language that is formally taught from junior high school to university. Listening, speaking, reading, and writing are the four English skills that should be taught in teaching English. Based on the 2006 Institutional Level Curriculum (1) The teaching of English is intended to master the four language skills namely listening, speaking, reading, and writing. The communication skill is reached through the development of the four major language skills with three languages component: vocabulary, grammar, pronunciation. Reading has an important role among the four English skills in English class at Junior High School. Carrell *et al.* (2) confirm that for many students, reading is the most important of the four skills in a second language, particularly in English as a second language and as a foreign language. So in this case, reading is one of the skills that should be mastered by the students who are learning English as a foreign language.

According to Grellet (3), reading has two main purposes, reading for information and reading for pleasure. From reading activity, students can get much information that currently happens in the world. Mariam (4) points out that a major avenue of learning is through reading. Yet, if we do not understand what we are reading, we cannot learn or remember it. Comprehending is a major concern to all teachers who use printed material in the classroom

Pardo (5) points out that a comprehension is a process in which readers construct meaning by interacting with the text through the combination of prior knowledge, information in the text, and attitude the reader takes in the relationship to the text in line with previous researcher, so

reading stimulates the student to become active because to get what the text intended, they must guess and predict what the author means, check every word that maybe trigger the meaning, and the last ask themselves in order that the meaning they have found are appropriate, as it is known many English word has more than one meaning.

In junior high schools, there are some texts, such as recount text, narrative text, descriptive text and procedure text (1). The researcher focuses on recount text because the recount text should be given to the eighth grade level. Based on the preliminary study conducted by the researcher at SMPN 1 Banyuwangi on jalan A. Yani 74, the eighth year English teacher said that the students reading comprehension achievement was quite good but sometimes the students still got problems in learning English.. In here, the researcher gave a reading comprehension achievement test for the students' in class A and class C to measure the reading comprehension ability of the students'. Class VIII A and VIII C chose purposive by using mid-term score. VIII A and VIII C have almost similar average score. Class VIII A is administered the reading comprehension achievement test and class VIII C administer the try out test, which chosen by doing a lottery. The teacher taught English based on 2006 Institutional-Based Curriculum. In the eighth grade level, there are recount text and descriptive text as the material given in the first and second semester. In the teaching and learning process especially in English for grade VIII, the teacher uses lecturing and discussing. So, after he gives the explanation to the students, the teacher asks the students to do the exercises, then discuss the answer classically. About the material, the English teacher uses book entitled "Let's Talk" by Joko Siswanto *et al*, published in 2005 and the students' worksheet uses "English Assessment Text" by Nur Zaida, published in

2010 and also from the internet. The findings of the previous researchers are important to support this research. Febriana (2014) conducted descriptive research at SMP 6 Jember that was intended to describe the seventh grade students' ability toward reading comprehension ability of descriptive texts. In her research the students' ability toward reading comprehension ability of descriptive texts were belonged in good category.

Research Method

The research design that is used in this research was descriptive qualitative research. The purpose of this research was to describe the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Banyuwangi. More specifically, this research is to measure students' reading comprehension achievement covering comprehending word, comprehending sentence, comprehending paragraph, and comprehending text. Thus this study simply describes a phenomenon. In this case, the object that being observed is the students' to measure the ability reading comprehension on descriptive text.

This descriptive study describes a given state of affairs as fully and carefully as possible. The description of phenomena is a starting point for all research endeavors. This descriptive study was proposed to describe systematically, accurately, and factually the students' reading comprehension achievement of the eighth grade students in the 2014/2015 academic year at SMPN 1 Banyuwangi.

The methods that were used to collect the data were reading comprehension achievement test and document as the data. Meanwhile, documentation was used as the research data. Test in this research was used to measure the eighth grade students' reading comprehension achievement covering word comprehension, sentence comprehension, paragraph comprehension and text comprehension. The materials that were included in the test are based on the themes in the 2006 Institutional Level Curriculum for the eighth level Junior High School. The test in this research was teacher-made test, was constructed based on reading material from different book that was being used in daily teaching learning process. The researcher used book entitled "Contextual Teaching and Learning Bahasa Inggris" as a source to construct a reading test, while in the daily teaching learning process the students used "Let's Talk" by Joko Siswanto *et al*, published in 2005. The reading comprehension test in try out of this research consisted of 25 questions which covered identifying main idea and supporting details. It consisted of 9 items for word comprehension, 7 items for sentence comprehension, 5 items for paragraph comprehension and 4 items for text comprehension. But, the researcher eliminated into 20 questions. Each item had same point for each indicator that was multiplied by 5. Thus, the total score of the test items was 100. Furthermore, the time allocation for the students doing the reading test was 60 minutes.

The researcher consulted the instrument (reading comprehension achievement test) to the English teacher

and the research consultants before conducting the reading comprehension achievement test. It was intended to know whether it was suitable with the students' level or not. After that, the researcher administered a try-out to the other students in another class who did not belong to the research respondents. The functions of try-out were to measure the reliability of the test, to know the difficulty level of the test items, to know whether the instruction was clear or not and to know whether the time allocation was enough or not.

Research Results

The result of the eighth grade students' comprehension achievement of recount texts covering word comprehension, sentence comprehension, paragraph comprehension and text comprehension as follows. The reading comprehension test was conducted in 60 minutes with 20 test item. The type of test was multiple choice with four option. Based on the test, word comprehension of class VIII A was 85 and categorized as "excellent". Sentence comprehension of this class was categorized as "excellent" with score of 80. Paragraph comprehension got the same range of score with sentence comprehension that was 80, categorized as "excellent". The last is text comprehension that categorized as "good" with score 78.18. The average score of reading achievement of class VIII A was categorized as "excellent" with range of score 80.91. In conclusion, although the text comprehension achievement was the only indicator with good category, but the score had achieved the minimum score requirement.

Discussion

In this research, before administered the reading comprehension achievement test to the respondents, the researcher tried out the test items first to the other class who had same level with the respondents. The try out was intended to know the reliability of the test items. Therefore, by administering try out, the researcher knew whether the test items were difficult or easy for the students, the instructions were understandable or not, the time allocation was enough or not, and the material in the test was appropriate with the students' level or not. The Try Out test was in the form of multiple choice models. The multiple choice test consisted of 25 items, in which each item had 4 options. The test was divided into four indicators: 9 items for words comprehension, 7 items for sentences comprehension, 5 items for paragraphs comprehension, and 4 items for texts comprehension. The researcher analyzed the difficulty of item test, and divided into 3; difficult, easy and fair. It was also beneficial to determine the points for scoring.

In the difficulty index analysis, 13 out of 25 items were categorized as easy items, 4 item were categorized as difficult items, and the remaining items were categorized as fair (20 items). Dealing with the time allocation, the researcher found that the time allocation for the try out was appropriately given because the students were able to do the entire test items within 75 minutes. Thus, it could be concluded that there was 13 items belonged to too easy and 4 item was too difficult, so the researcher eliminate those

items until found 20 items for reading test.

The reading test was used to obtain the data in the form of students' score. The reading comprehension achievement test was in the form of multiple choice models with four options. Based on the result of try out, the researcher eliminated the questions into 20 questions. The researcher made equal point range on scoring that was 4 point in each number. The difficulty index that was classified into three categories, they are "easy", "average", and "difficult". The total points of the test were 100 points. Then, the researcher presented the students' score based on category level.

Based on the analysis of the students' scores of reading comprehension achievement of recount text above, the students' achievement was classified

The following table presents the results of the students' category of reading comprehension achievement test based on the classification the score level.

Table 4.1 The Students' Category of Reading Comprehension Achievement Test

No.	Students' Scores	Frequency	%	Category
1	80-100	20	60.61	Excellent
2	70-79	6	18.18	Good
3	60-69	5	15.15	Fair
4	40-59	2	6.06	Poor
5	0-39	0	0	Very Poor
Total		33	100	

Based on the table 4.1 above, it was clear that the number of the students who took the reading comprehension achievement test was 33 students. The result showed that 60.61% who got the scores between 80-100 that were categorized "excellent". Meanwhile, 18.18% of 33 students gained the scores between 70-79 that were included in "good" category. Then, 5 students out of 33 students (15.15%) who got the scores between 60-69 that were categorized "fair". There were 2 students out of 33 students (6.06%) who obtained the scores between 40-59 which were categorized "poor". The last category showed that there was no student (0%) who got the scores between 0-39 that were categorized "very poor". Finally, it can be concluded that most students of grade VIII class A got 60.61% the scores between 80-100 which was categorized "excellent" based on the students' category of reading comprehension achievement test above.

The students' on the eighth grade reading comprehension achievement of recount texts covering word comprehension, sentence comprehension, paragraph comprehension and text comprehension, that showed with the table 4.2.

Table 4.2 The Students' Recount Text Reading Comprehension Achievement of Each Indicator

No.	Indicators	The percentage of students' Achievement	Category
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1.	Word Comprehension	85	Excellent
2.	Sentence Comprehension	80	Excellent
3.	Paragraph Comprehension	80	Excellent
4.	Text Comprehension	78.18	Good
5.	Recount Text Reading Comprehension Achievement	80.91	Excellent

The table above presented the result of students' test in reading comprehension achievement of recount text covering word comprehension, sentence comprehension, paragraph comprehension and text comprehension. The highest indicator of four indicators was word comprehension with 85 which belonged to the "excellent" category. It meant that 85% the students got the scores between 80-100. Torgesen (6) argues that to comprehend written material, children need to be able to identify the words used to convey meaning, and they must be able to construct meaning once they have identified the individual words in print. It means that the 85% students succeed to identify the words used to convey meaning.

The sentence comprehension was 80 which was included "excellent" category. It can be said that 80% the students obtained the scores between 80-100. Grellet (3) points out that students must understand well how to comprehend information from the sentences before the reader moves on to the paragraph comprehension. It means that 80% students understand well how to comprehend information from sentences.

The paragraph comprehension was 80 which was categorized "excellent" category. It means that 80% the students achieved the scores in range 80-100. According to McWhorter (7) A paragraph is a group of related sentences that develops one main thought about a single topic. The 80% of students can develop the main thought about the topic given.

The last was text comprehension with 78.18 which was classified as "good" category. It meant that the students got the scores between 70-80 in percentage 78.18%. Grellet (3) states that one of the reasons for reading is for getting or finding information. It means that reading a text by comprehending the whole text in order to extract some information that wished for. The 78.18% of students good in extract any information from the text given. From the four indicators, it can be stated that the highest category was word comprehension with 85 and the lowest category was text comprehension with 78.18 that was classified in "good" category.

Based on the discussion above, in summary it was revealed that the reading comprehension achievement of recount text the students of grade VIII at SMPN 1 Banyuwangi belonged in "excellent" category level with 80.91, because most of the students >50% out of 33 students had the excellent achievement in reading comprehension covering word comprehension, sentence comprehension, paragraph comprehension and whole text comprehension. Hughes (8) points out that one of the ways to measure the students' comprehension in reading is through achievement test. It measured how successful individual students, groups of students in achieving the

learning objectives. From the result of the achievement test, the eighth grade students of SMPN 1 Banyuwangi was achieved all the reading comprehension. However the English teacher needs to pay more attention to students' weakness that is comprehending text to make them better reader.

Conclusion and Suggestion

Based on the results of data analysis and the discussion, the conclusions can be drawn as follows:

1. Generally, based on the results of the reading comprehension test, the eighth grade students' English reading comprehension achievement of recount text at SMPN 1 Banyuwangi was in "excellent" category.
2. The result of students' reading comprehension achievement covering comprehending word, comprehending sentence, comprehending paragraph and comprehending text, showed that word comprehension with 85 which belongs to the "excellent" category. Then, for percentage of the sentence comprehension is 80 which was included "excellent" category. The paragraph comprehension was 80 which was categorized "excellent". The last is text comprehension with 78.18 which was included to "good" category.
3. From the four indicators, it can be stated that the highest category was word comprehension with 85 and the lowest category was text comprehension with 78.18 that was classified in "good" category.

Considering the results of this research, the completion of this research study warrants several suggestions that are proposed to the English teacher, and the future researchers. The suggestions were presented as follows.

1. The English Teacher

This suggestions are given in terms of what the English teacher of SMPN 1 Banyuwangi can get from this research. The English teacher was suggested to give more attention in teaching text comprehension more intensively because based on the result of the test the lowest score category on the eighth grade level students of SMPN 1 Banyuwangi was text comprehension.

2. The Future Researcher

It is suggested that the result of this research can be used as a reference and information for future researchers to conduct further research by applying different text, design, and method. Focus on the text comprehension because it has the lowest category in eighth grade of SMPN 1 Banyuwangi. It could be by using experimental treatment or action research to measure the effect of the students' reading comprehension achievement particularly in text comprehension. This result hopefully can help another researcher.

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