



**A DESCRIPTIVE STUDY ON THE EIGHTH GRADE STUDENTS'
READING COMPREHENSION ACHIEVEMENT OF RECOUNT TEXTS
AT SMPN 1 BANYUWANGI 2014/2015 ACADEMIC YEAR**

THESIS

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

2015



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Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English Education Program of Language and Arts Education Department Faculty of Teacher Training and Education Jember University

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2015

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Jember, June 3rd 2015

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DEDICATION

This thesis is especially dedicated to:

1. My beloved parents, Agus Suroto and Susilowati. I thank you for your believing in me to finish this thesis. Thank you for always be there for me and thank you for always support me. Thank you very much for everything.
2. My beloved older brother, Barra Prasetyawan who have supported me. Thank you very much.
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MOTTO

“Success is not a final and failure is not an initial.”

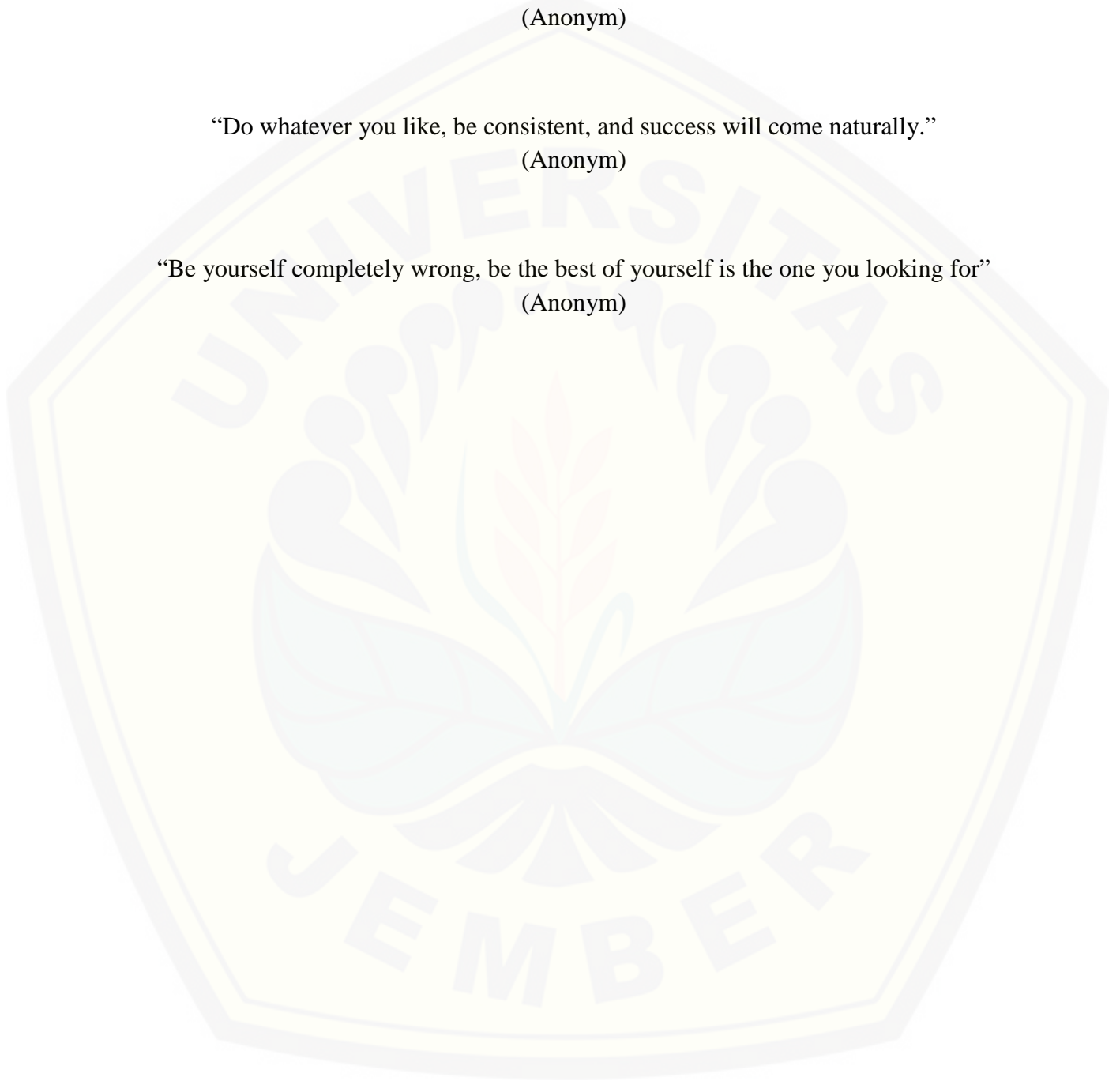
(Anonym)

“Do whatever you like, be consistent, and success will come naturally.”

(Anonym)

“Be yourself completely wrong, be the best of yourself is the one you looking for”

(Anonym)



CONSULTANTS' APPROVAL

**A DESCRIPTIVE STUDY ON THE EIGHTH GRADE STUDENTS'
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THESIS

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Finally, I expect that this thesis will be useful not only for the researcher but also for the readers. However, I do realize that it is still far from being perfect. Any criticism and suggestion would be appreciated.

Jember, June 2015

The Researcher

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TABLE OF CONTENTS

	Page
TITLE PAGE	i
STATEMENT OF THESIS AUTHENTICITY	ii
DEDICATION	iii
MOTTO	iv
CONSULTANTS' APPROVAL SHEET	v
ACKNOWLEDGEMENT	vi
APPROVAL OF THE EXAMINATION COMMITTEE	vii
TABLE OF CONTENTS	viii
THE LIST OF APPENDICES	xi
THE LIST OF TABLES	xii
SUMMARY	xiii
I. INTRODUCTION	
1.1 Background of the Research	1
1.2 Problem of the Research	3
1.2.1 General Problem	3
1.2.2 Specific Problem	3
1.3 Objectives of the Research	4
1.3.1 General Objective	4
1.3.2 Specific Objectives	4
1.4 Significances of the Research	4
1.4.1 For the English Teacher	5
1.4.2 For the researchers	5
1.5 Limitation of the Research	5

II. RELATED LITERATURE REVIEW

2.1 Reading and Reading Comprehension	6
2.1.1 The Definitions of Reading	6
2.1.2 The Meaning of Comprehension	7
2.2 The Aspects of Reading Comprehension	7
2.2.1 Word Comprehension	8
2.2.2 Sentence Comprehension	9
2.2.3 Paragraph Comprehension	10
2.2.4 Text Comprehension	15
2.3 Reading Comprehension Achievement	16
2.4 Recount Text	17
2.5 Lecturing and Question-Answer Teaching Methods	19
2.6 Teaching Reading Comprehension at SMPN 1 Banyuwangi on the 2006 Institutional Level Curriculum	20

III. RESEARCH METHODOLOGY

3.1 Research Design.....	22
3.2 Operational Definition of the Key Terms	23
3.2.1 Descriptive Study	23
3.2.2 Reading Comprehension Achievement	23
3.2.3 Recount Text	24
3.3 Research Area Determination Method	24
3.4 Respondent Determination Method	25
3.5 Data Collection Method	26
3.5.1 Reading Comprehension Test	26
3.5.2 Interview	30

3.5.3 Documentation	30
3.6 Data Analysis Method	31
IV. RESEARCH RESULTS AND DISCUSSION	
4.1 The Result of Interview	33
4.2 The Result of Documentation	34
4.3 The Result of Try Out	34
4.3.1 The Analysis of Test Validity	35
4.3.2 The Analysis of Difficulty Index	35
4.3.3 The Analysis of Test Reliability	37
4.4 The Result of Reading Comprehension Achievement Test	38
4.5 Discussion	44
V. CONCLUSION AND SUGGESTION	
5.1 Conclusion	47
5.2 Suggestion	48
REFERENCES	49
APPENDICES	53

THE LIST OF APPENDICES

1. Appendix 1 Research Matrix	53
2. Appendix 2 Students' Work Sheet of Try Out Test	55
3. Appendix 3 Answer Key (Try Out)	61
4. Appendix 4 Students' Work Sheet of Reading Comprehension Achievement Test	62
5. Appendix 5 Answer Key (Reading Comprehension Achievement Test)..	67
6. Appendix 6 The Data Instrument (Interview Guide and Documentation Guide)	68
7. Appendix 7 Teacher's Lesson Plan of Eighth Grade at SMPN 1 Banyuwangi	70
8. Appendix 8 The English Score Obtained from Mid-Term Test of Eighth Grade at SMPN 1 Banyuwangi in the 2014/2015 Academic Year	75
9. Appendix 9 The Names of Research Respondents	77
10. Appendix 10 The Odd Number Scores of Each Item in Try Out Class (VIII C).....	78
11. Appendix 11 The Even Number Scores of Each Item in Try Out Class (VIII C)	79
12. Appendix 12 The Division of Odd Even Numbers in Try Out Class (VIII C).....	80
13. Appendix 13 The Difficulty Index of Each Test Items and Its Interpretation in Try Out Class (VIII C).....	81
14. Appendix 14 The Students' Score of Reading Comprehension Achievement Test	82
15. Appendix 15 The Students' Reading Comprehension Achievement	84
16. Appendix 16 Permission Letter	86
17. Appendix 17 The Lists of Students' Mid-Term Score of Eighth Grade at SMPN 1 Banyuwangi in 2014/2015 Academic Year	87

THE LIST OF TABLES

3.1 The Number of the Population at SMPN 1 Banyuwangi Grade VIII ...	23
3.2 The Classification of the Score Level	31
4.1 The Difficulty Index Level	36
4.2 The Students' Reading Comprehension Achievement	40
4.3 The Classification of the Students' Reading Comprehension Achievement Test	42
4.4 The Students' Category of Reading Comprehension Achievement Test	42
4.5 The Students' Descriptive Texts Reading Comprehension Achievement of Each Indicator	43

SUMMARY

A Descriptive Study on the Eighth Grade Students' Reading Comprehension Achievement of Recount Texts at SMPN 1 Banyuwangi; Anom Amrru, 090210401042; 2015; 51 pages; English Language Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education Department, the Faculty of Teacher Training and Education, Jember University.

Reading is one of important skills for the human life, especially to the students in learning English. Beside that, The students are able to comprehend what they read. They are able to comprehend the text to get the ideas and make a conclusion about the information from the text as intended by the writer.

The design of 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 to measure students' reading comprehension achievement covering comprehending word, comprehending sentence, comprehending paragraph, and comprehending text. The area of this research, SMPN 1 Banyuwangi, was chosen purposively because the reading comprehension of descriptive texts has been applied in teaching learning process reading comprehension in this school. This research was conducted to Grade VIII of SMPN 1 Banyuwangi, as the research subject

In collecting data, the data of this research were collected from the students' score of reading comprehension test and the data were consisted of documentation and interview. Interview was used to know the teaching reading taught in the eighth grade students at SMPN 1 Banyuwangi. Based of the interview the researcher got some information about the teaching English activity especially in teaching reading comprehension. The materials to the students from textbook and workbook. Beside, the documentation was used to get the data that were related with the topic research. From the documentation the researcher got the teachers' lesson plan, the lists of mid-term score class VIII to

get the research classes, the English curriculum that used in SMPN 1 Banyuwangi and the names of research respondents.

Reading comprehension achievement test purposed to measure the students' reading comprehension achievement about recount text. But before the reading test, the researcher conducted the try out. That purposed to measured the reliability of the test, to know the difficulty level of the test items, the instruction was clear or not and the time allocation was enough or not. The try out test given in another class who did not belong to the research respondents.

There were seven classes of the eighth grade in the school. It consisted of class 8A, 8B, 8C, 8D, 8E, 8F, and 8G. The total population of those classes is 228 students. In this research, the research respondents were determined by using cluster random sampling with lottery because that seven classes already homogenous based on midterm score of English test obtained from the teacher. The primary data of this research were collected from the students' reading comprehension test and the supporting data were collected by using interview, observation, and documentation.

From the data analysis result, it was found that there were only 2 students or 6.06% of the eighth grade students were categorized as poor and there was no student (0%) who was classified as very poor category in their reading comprehension achievement. There were 20 students (60,61%) who got "excellent" category. There were 6 students (18.18%) got "good" category and there were 5 students (15.15%) who got "fair" category. In other words, there were about 39% of the students had category from fair to good and about 61% got excellent in their reading comprehension achievement. It means that the students' reading comprehension achievement of recount text belong to excellent because most of them categorize as excellent.

In conclusion, it can be concluded that the teaching English in reading comprehension achievement of recount text needs to be hold out because most of the students categorize as excellent, but the lowest indicator still needs to developed that was text comprehension. It can be suggested to give the students more various materials and using the interesting media that purposed to help the

students understand about the materials. For the future researchers, this research results is needed to be a useful reference to do a further research with the same topic in different designs.



CHAPTER I. INTRODUCTION

This research describes the eighth grade students' reading comprehension achievement on recount text. Recount text has been learned by the student in the first. The phenomenon that will be described in this research is based on the scores of students reading comprehension test. This chapter presents the background of the research, the problems of the research, the objectives of the research, the significance of the research and the limitation of the research. The points are presented respectively in the following sections.

1.1 The Background of the Research

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. In the 2006 Institutional Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan /KTSP, Depdiknas 2006*) for junior high schools, the goal of teaching English in Indonesia is to develop the competence of communication in English both in oral and in written form as well as to equip student with the ability to communicate in the real environment. The communication skill is reached through the development of the four major language skills with three languages component: vocabulary, grammar, pronunciation (*Depdiknas, 2006:278*).

Reading has an important role among the four English skills in English class at Junior High School. Carrell *et al.* (1995:1) 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". According to Grellet (1996:4), 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 (1991) 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. From this idea, it is clear that through reading, students will be well informed with latest information about events

happening in the world.

Carel *et al.* (1995:12) state: “reading is psycholinguistic process in that starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader construct”. In addition Leipzig (2001) says that reading is a complex process involving word recognition, comprehension, fluency and motivation. Pardo (2004:272) 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.

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.

Confirming the standard competence of reading that should be achieved by the eight grade students in the 2006 Institutional Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan / KTSP*) is understanding meaning of functional written text and short essay in the form of descriptive and recount text (*Depdiknas, 2006:284*). The students are required to find the general and specific information from those two text types. They will have activity of reading for pleasure and for information, they need to share their experience or information that they already had when they read texts.

The researcher only focuses on a recount text because the students have already learned about it. So, it is a good reason to conduct the research about a recount text.

A recount text is a text that tells the reader about a story, an action or an activity. Its goal is to retell the past events in order to give information or entertainment to the reader. It means that recount text is a text that tells the reader about experience in the past. This type of text is intended to entertain the reader or to inform the reader about something that is important.

Based on the result of the preliminary study that was conducted on June 17th 2014 by interviewing the English teacher of the eighth grade students in one of the junior high

school in Banyuwangi, there is no research about a descriptive research on the students' reading comprehension achievement of recount texts at the school. In addition, the teacher informed that he has taught recount texts in teaching reading. According to him, it is an interesting type of text for the students because they can recall their experiences in the past so they felt excited to read the recount text based on their personal experience. The teacher told the researcher that he has already taught recount texts to the students and gave the English scores to the researcher for additional information.

The teacher also explained that in teaching reading, he used recount and descriptive texts. He usually applied Lecturing and Question-Answer methods in teaching reading. He used two English text books for grade VIII. The teacher gave the reading task to the students in the form of multiple choices, true false and answering the questions related to the text. He admitted that in evaluating the students' work, he has never analyzed the results based on the reading indicators. Based on the reason above, the researcher will conduct a descriptive study to know how the eighth grade students' ability in reading recount text. The research is entitled "A Descriptive Study on the Eighth Grade Students' Reading Comprehension Achievement of Recount Texts at SMPN 1 Banyuwangi" was conducted.

1.2 The Problems of the Research

Based on the background of the research as described above, the problems of the research are divided into general and specific problems.

1.2.1 General Problem

- a. How is the eighth grade students' reading comprehension achievement of Recount Texts of the students of SMPN 1 Banyuwangi?

1.2.2 Specific Problem

- a. How is the eighth grade students' reading comprehension achievement in finding word meaning of Recount Text;
- b. How is the eighth grade students' reading comprehension achievement in finding sentence meaning of Recount Text;

- c. How is the eighth grade students' reading comprehension achievement in finding paragraph meaning of Recount Text;
- d. How is the eighth grade students' reading comprehension achievement in finding whole text meaning of Recount Text;

1.3 The Objectives of the Research

Based on the research problem, the general and specific objectives of the research are as follows:

1.3.1 General Objective

The objective of this research is to describe the eighth grade students' reading comprehension achievement of Recount Text at SMPN 1 Banyuwangi in the 2014/2015 academic year.

1.3.2 Specific Objectives

The specific objectives of this research are:

- a. to describe the eighth grade students' reading comprehension achievement in finding word meaning of Recount Text;
- b. to describe the eighth grade students' reading comprehension achievement in finding sentence meaning of Recount Text;
- c. to describe the eighth grade students' reading comprehension achievement in finding paragraph meaning of Recount Text;
- d. to describe the eighth grade students' reading comprehension achievement in finding whole texts meaning of Recount Text.

1.4 The Significance of the Research

The results of this research are expected to give some benefits for the English teacher and the future researchers.

1.4.1 The English Teacher

It is expected that the results of this research can be used by the English teacher to help his students comprehend the recount text because the students' reading comprehension achievement is measured based on the reading indicators. Thus, by knowing the students' achievement, the teacher will know how to help students who still obtain below the targeted score.

1.4.2 Future Researchers

The results of this research can be used by future researchers as a reference and information to conduct a further research with the same topic but different genres, research design or level of the students. For example, they can do an experimental research to measure the effect of a certain technique on students reading comprehension, or a classroom action research to improve students' reading comprehension achievement.

1.5 Limitation of the Research

This research is a descriptive qualitative study because it describes the eighth grade students' reading comprehension achievement of recount texts. This problem is chosen because the students have already learnt the recount texts from the English teacher in the first semester. So, the researcher will not teach the recount texts to the students. The students, in this research, are the eighth grade students in the 2014/2015 academic year.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents the theories underpinning the research topics related to the problem. It includes reading comprehension, reading comprehension achievement, recount text, and teaching reading comprehension at SMPN 1 Banyuwangi based on 2006 Institutional Level Curriculum. These points are presented respectively in the following parts.

2.1 Reading and Reading Comprehension

The following section discusses the definitions of reading and reading comprehension.

2.1.1 The Definitions of Reading

Grellet states (1996:7-8), “Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds it”. Further, it is explained that reading is considered as an active skill, which involves guessing, predicting, checking, and asking oneself questions. It means that the reader must actively guess what exactly the author intends to understand, predicts every clues that are found in the text to support the result of guessing process, and asks ourselves as readers the main idea of the whole text. Klinger *et al.* (2007) define that reading is the process to get, to understand, to catch the content of reading and a process to understand a written text, to extract the required information from it as efficiently as possible. Oakhil and Beard (1999:109) define reading as assessing meaning through printed words.

It becomes very important in teaching reading that students should be taught to comprehend what they read the students can follow a certain process to comprehend the essence of the texts that they have read. From the explanation, it is understood that the reader must be able to comprehend what the author intends as the reader to understand the texts.

2.1.2 The Meaning of Reading Comprehension

Reading comprehension is an active process to get information through written language. In other words the reader must be active in order to find the information in the text. So comprehension has an important role in reading activity. Hennings (1997:245) points out that comprehension means interacting and constructing meaning with text similarly, Snow (2002:11) states that reading comprehension is the process of simultaneously extracting and constructing meaning through instruction and involvement with written language. Pang *et al* (2003:14) confirm that comprehension is considered as an active thinking process because the reader will engage with the text to construct meaning. Dhakal (2010:1) says that comprehension is process of making sense of words, sentences, and connected words. There is a process that happens in reading that the reader must solve the code that lead to information in the text which is presented by the author in order to understand what the text truly means. Johnson (1996:38) states that reading comprehension involves four processes consisting of seeing the printed words, associating meaning with the words being psychologically part of the text and integrating the text with one's experience.

In line with this research topic, the students use knowledge, skills, and strategies to determine the intended meaning of the text. This active engagement also encourages readers in activating and using their prior knowledge to interact with the text. It involves drawing inferences and expressions in the text that a writer uses to communicate information, ideas, and viewpoints. In conclusion, reading comprehension is the essence of reading because reading without comprehension is not reading.

2.2 The Aspects of Reading Comprehension

The aspects of reading comprehension as explained by McWhorter (1989:90) include word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The first aspect that must be known well by the students is word comprehension, before they come to the larger meaning of comprehension such as paragraph and text comprehension.

2.2.1 Word Comprehension

It is basically important in reading comprehension to understand word meaning because it is impossible for the students to comprehend the text if they do not understand the meaning of the word. As Torgesen (2000: 56) 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”. From the very beginning, the students should be taught to use what they know to understand unknown elements whether or not these ideas are simple words. Further, Grellet (1996:15) suggests that if the reader does not understand some words of the reading text, he will probably escape or miss some of the facts and ideas. It means that students must understand about word comprehension first to enable them to the writer intended meaning. The following is an example of word comprehension question.

Michael Schumacher, the Formula 1 driver, won the first heat in the beginning of the season.

The possible word question is, “What does the underlined word mean?”

- a. Early stage of competition
- b. Amount of temperature
- c. The weather in that circuit
- d. The condition of the driver

The answer to the question is “early stage in a competition (A)”, because heat is not about temperature. The word heat also has another meaning such as “amount of temperature” as the mean of “hot”, that sometimes makes the student confused. The competition of Formula 1 car race always attracts the best competitor, that is why it is create a very enthusiastic situation, which is said with the word “heat”. So the students should be sure which meaning suits to the sentence.

2.2.2 Sentence Comprehension

The second important thing in reading comprehension is to understand the sentence. A sentence is a group of words expressing a complete thought (Carino, 1991:146). Sentence comprehension itself means understanding a group of words that express a complete idea in a sentence. It is important to understand the meaning of some word constructed in sentence than to understand the meaning of word by word (Grellet, 1996:15). It means that students must understand well how to comprehend information from the sentences before the reader moves on to the paragraph comprehension.

The following is an example of sentence comprehension question

Ray can play the guitar and the piano. What does the sentence mean?

- (a) Ray plays the keyboard.*
- (b) Ray plays two instruments.*
- (c) Ray only plays the piano.*
- (d) Ray wants to play the guitar instead.*

(Source: <http://www.english-test.net/esl/learn/english/grammar/ei194/esl-test.php>)

The answer is “b”, because Ray can play guitar and also the piano so he can play two instruments.

There are three types of sentences; they are simple sentences, compound sentences, and complex sentences (Wood 1991:15). But the researcher focused on simple sentence type only.

a. Simple Sentences

A simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed thought. A simple sentence can also be referred to as an independent clause. It is referred to as "independent" because, while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence.

Examples:

1. Rahardian and Darmaji play tennis every afternoon.
2. Zulkarnain goes to market and buys vegetable every day.

b. Compound sentences

A compound sentence refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a coordinating conjunction. *For, and, nor, but, or, yet, so* belong to coordinating conjunction.

Examples:

1. Joe waited for the train, *but* the train was late.
2. Mary and Samantha left the bus before I arrived, *so* I did not see them at the bus station.

c. Complex sentence

A complex sentence is made up of an independent clause and one or more dependent clauses connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

1. Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.
2. While he waited at the train station, Joe realized that the train was late.

2.2.3 Paragraph Comprehension

“A paragraph is a group of related sentences that develops one main thought about a single topic” (McWhorter 2001:40). Further, it is described that parts of paragraph are topic, main idea, and detail.

An example of paragraph comprehension question:

USS Gilliam (APA-57), named for Gilliam County in Oregon, was the lead ship in the her class of attack transports serving in the United States Navy during World War II. She was launched 28 March 1944 under a Maritime Commission contract by the Consolidated Steel Corporation, Wilmington, California; sponsored by Mrs. A. O. Williams of Wilmington; acquired 31 July 1944; and commissioned 1 August 1944, Comdr. H. B. Olsen in command.

What is the best title for the paragraph above?

- (a) H. B. Olsen's first command*
- (b) The launch of the USS Gilliam*
- (c) The pride of Gilliam County Oregon*
- (d) A short history of the USS Gilliam*

(source: <http://www.asvabtestbank.com/paragraph-comprehension/test/>)

The answer is “d”, because the paragraph talks about the history of USS Gilliam like what is the ship for, when the ship was launched, who sponsored and commanded the ship etc.

Paragraph comprehension is due to ask whether the students are able to find the topic sentence, the main idea. The description of those parts of paragraph are presented below.

a. Identifying the Topic of a Paragraph

Topic is everything what a paragraph talk about. McWhorter (1989:104) says that the topic is one thing a paragraph is about. To get the main idea the reader should understand about the topic of paragraph. In order to find the topic, it is suggested that “often repeated use of a word can serve as a clue to the topic”.

For example:

My hobby is buying new books, especially novel or comic. I usually go to bookstore to buy books with my friends Adi, Heina and Rifki. They always help me choose which book that is interesting. Usually I buy one or two books.

The repeated use : buying new books

An example of the topic question is “What is the topic of the paragraph above?”

The answer is “buying new books”

b. Finding the Main Idea

The main idea of the paragraph is the most important part of paragraph,

because it explains or supports the idea of the whole paragraph. It is usually expressed in one sentence which is called topic sentence (McWhorther, 1989:106).

McWhorther (1989:107-108) lists four placements where the topic sentence is most likely to be found in a paragraph, they are as follows:

1. In the first sentence, in this type the author first states his or her main point and then explains it.

Example:

The movie Apollo 13 was a blockbuster for the summer of 1995. It is an exciting story about space exploration. In the movie, the astronauts get in trouble while they are trying to return to Earth. People in the audience are on the edge of their seats waiting to see what happens. What makes it even more exciting is that it is a true story.

<http://www.landmarkoutreach.org/publications/spotlight/finding-main-idea>

2. In the last sentence, the author leads up the main point and then directly states it at the end.

Example:

*Most teenagers and young adults do not know what they want to do for the rest of their lives. It is a big decision. There are a number of things you can do to narrow the choices. For example you can take an interest test, do some research on your own about a career, try volunteer work in the field in which you are interested, or "job-shadow", in which you spend a day with a person who is working in a field that interests you. **These are just a few helpful ideas as you begin to choose a career.***

<http://www.landmarkoutreach.org/publications/spotlight/finding-main-idea>

3. In the middle of the paragraph that the author builds up the main idea and then

states it in the middle of the paragraph, followed with supporting details again.

Example:

*The United States seems to be in love with the idea of going out to eat. Because of this, a real variety of restaurants has come about specializing in all kinds of foods. **McDonald's is the king of a subgroup of restaurants called fast-food restaurants.** Chances are, no matter where you live, there is a McDonald's restaurant near you. There are even McDonald's in the Soviet Union. Now McDonald's is trying something new. It is called McDonald's Express and there is a test site in Peabody, Massachusetts. It is part of a Mobil gas station. This allows you to fill up with gas and fill up on food at the same time. What will they think of next?*

<http://www.landmarkoutreach.org/publications/spotlight/finding-main-idea>

4. The first and the last sentence, which the author states the main idea at the beginning of a paragraph and states again at the end of paragraph.

Example:

***Throwing a clay pot, the age old art of making pottery on a wheel, is a process that requires many steps.** Assuming the potter does not have to make his own clay, the first step toward the finished product is wedging the clay. Here, the potter kneads the clay to prepare it for throwing. Wedging cannot be rushed. A minimum of fifty turns is required to rid the clay of air pockets and align its molecules. Once wedged and formed into a ball, the clay is thrown onto the center of a potter's wheel. Now the material must be centered. Centering not only takes strength but time as well. The clay must be coerced into a perfectly symmetrical shape, dead center on the spinning wheel. To proceed with poorly centered clay is to court certain disaster in the form of tilting, uneven pots, or worse, the total collapse of the piece. When correctly centered, the clay is ready to be opened. To do this, the potter finds the center of the clay and slowly sinks a rigid finger into the*

still-spinning clay. Only now can the clay be shaped. With a steady but gentle hand, the potter pulls up the sides of the pot until the desired height is reached. Now the shaping is completed and the pot is ready to be dried, fired, and glazed. Thus, even though a clay pot may appear simple to make, fashioning one by hand is a long and sometimes tedious process.

(<http://www.rit.edu/ntid/rate/sea/processes/paragraph/process/placement>)

c. Recognizing Supporting Details / Specific Information

In order to support the main idea of the paragraph, supporting detail or we can call as specific information is needed. McWhorter (2001:40) states that supporting detail is the sentences that explain this main point. These details may be facts, reasons, or examples that provide further information about the topic sentence. In addition, McWhorter (1989:113) states that the supporting details prove or explain the main idea of a paragraph. Further, McWhorter (116-117) says that there are five common types of supporting details, as follows:

1. Examples
The author makes ideas and concepts real and understandable.
2. Facts or statistics
The author may provide evidence that main idea is correct.
3. The reason
The author supports an idea by giving reasons why the main idea is correct.
4. Description
The author may develop the paragraph by describing an object.
Example:
5. Steps or procedures
The paragraph is written to explain how to do something, the paragraph and

the details are often a list of steps or procedures to be followed.

Below is the example of the text that supports the definition above:

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live..

(Source: http://www2.actden.com/writ_den/tips/paragrap/support.htm)

2.2.4 Text Comprehension

Grellet (1996) 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. If the readers need some information from the text, they should comprehend the whole text to find the information that they need. The whole text here means that the reader must comprehend the three basic elements of text they are word, sentence, and paragraph. In line with this idea, McWhorter (1989:131) confirms that a whole text consist of words, sentences, and paragraphs which are constructed cohesively and coherently.

For example:

Yesterday morning, Mareto, my roommate woke up late and he had to go to campus for the first period course. When he wanted to take his motorcycle from the garage, in fact he couldn't move it because there were some other motorcycles that blocked up his motorcycle.

He tried to move all of the motorcycles, so that his motorcycle could be moved from the garage but he couldn't do it. He kept trying to no avail.

Then, he called Budi, Deni, and I whose motorcycles had blocked his up. After that, we helped him to move our motorcycles. It took five minutes to move the motorcycles. Finally, he could move his motorcycle and rode it to go to campus. In spite of he was already late for twenty minutes.

From the text above we can ask a question like, "What does the text tell us about?"

The answer is "We must prepare everything before doing something" because the text tell us if you must go to campus early in the morning we must prepare every little thing like where you park your motorcycle in your boarding house.

2.3 Reading Comprehension Achievement

The goal of every reader in reading is to enable them to comprehend the whole text because the main objective of reading is comprehension. They read a text in order to get some information. In practice reading comprehension is frequently assessed by reading test. One of the test is reading comprehension achievement test.

Hughes (2003:12) defines that achievement is related to test that is done to discover how successful students have been in achieving the objective of a course. It means that achievement test is used to determine whether our teaching method and techniques are in fact producing learning and which aspects of these are in need of revision.

Hughes (2003:13) points out that one of the ways to measure the students' comprehension in reading is through achievement test. Achievement test is directly related to language courses. The purpose of this test is to measure how successful individual students, groups of students, or the courses themselves have been in achieving the learning objectives. From the result of the achievement test, the teacher will know what students achieve and check whether the students have understood the reading lesson or not, good achievement test can be gain by administering an appropriate reading comprehension test after the lesson finished. So, the students will be asked to answer the problems based on the

reading text they have learned.

The students' reading achievement is indicated by the students' score of reading comprehension achievement test, dealing with word comprehension, sentence comprehension, paragraph comprehension, and whole text comprehension.

2.4 Recount Text

Based on the 2006 Institutional-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*), there are two kinds of texts that should be taught to the eighth grade level. The texts are descriptive and recount texts (BSNP, 2006). In this research, the researcher focuses only on the recount text. Wardiman *et al.* (2008:116) said that recount text is a text that tells the reader about one story, action, or activity. According to Goatly (2000:30) the purpose of recount text is to construct past experience event and incidents in the order in which they occurred. It means that recount text recalls and reconstructs event, experiences and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain. It can be said that recount text tells about the experience in the past where the writer himself involved that entertain or inform the readers, yet can be both. The generic structures of a recount text are orientation, series of events, and re-orientation

1. Orientation

Orientation provides all the necessary background information to enable the audience to make sense of text. The writer needs to give information about what happened, who or what was involved, when the events occurred and why.

2. Series of Events

Series of events describe series of events that happened in the past. The writer should use precise details, places, times and specific participants to expand the topic.

3. Re-orientation

Re-orientation concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next.

The Language features of the recount text are listed below:

1. Personal participant

For example: I, my group, etc.

2. Chronological connection

For example: first, then, finally.

3. Linking verbs

For example: was, were, saw, heard, etc.

4. Action verbs

For example: looked, went, changed, etc.

5. Using simple past tense

For example: I ate mango, she wrote a letter, etc.

(source: <http://www.englishindo.com/2014/03/recount-text-full-materi-contoh.html>)

The example of a recount text is presented below:

Our Trip to the Blue Mountain

<i>Orientation</i>	<i>On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.</i>
<i>Series of Events</i>	<i>On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.</i>

	<i>On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.</i>
<i>Re-orientation</i>	<i>In the afternoon we went home, we were tired but happy. That was a very pleasant moment with my family that I ever got.</i>

(Source: <http://www.belajarbahasainggris.us/2014/02/recount-text-penjelasan-contoh-lengkap.html>)

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

2.5 Lecturing and Question-Answer Teaching Methods

Sutherland (1967:30) defines that Lecturing and Question-Answer method are viewed as a continuing oral presentation of information and ideas by the lecturer or the teacher. Through lecturing technique, there is little or no active participation of the students involving in the teaching learning process. On one side, it is good for transmitting information simultaneously from the lecturer to a large number of the students. On the other side, the students are only listening and trying to catch the information without chance to be actively involved because the teacher dominates the activity.

There is a varying degree of use of whiteboard, slide projectors, assignment to be done outside the class and question and answer sessions, but all of these variants involve the teacher as the primary agent in the instruction. It is uncommon, there is criticism of the lecturing method which is seen as a potentially quite passive activity and therefore, not a

particularly effective learning experience for today's students who are required to work in cooperative way.

2.6 Teaching Reading Comprehension at SMPN 1 Banyuwangi Based on the 2006 Institutional Level Curriculum

Based on 2006 Institutional Level Curriculum, the objectives of teaching English are to develop the communicative competency, both spoken and written to reach the level of functional literacy; to raise awareness of the nature and the importance of English as one of the effort in increasing competition of global nation; to develop comprehension about the relation between language and culture (BNSP, 2006:278). The main purpose of teaching reading is to enable students to comprehend the texts.

According to Jhonson (1991:130), teaching reading is guiding the students to build a bridge when teacher reads to the students they will know the information or even something that really new for them. It means that in teaching reading, there should be an active interaction between the students, the teacher, and the text. The teacher must guide the students to make them understand about the information stated in the text.

The English teacher at SMPN 1 Banyuwangi is responsible in teaching five classes of the eighth grade level. As he told the researcher in the preliminary study, he always teaches the students based on the lesson plan that he has constructed before he conduct the teaching and learning process. English is taught twice a week with 4x40 minutes. The material of the English teaching learning process is based on the English text 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). He takes the reading material from the Internet to introduce students with authentic materials.

There are seven classes of the eighth grade student in SMPN 1 Banyuwangi and the total number of them is 228 students. In teaching reading, he usually employed Cooperative Language Learning approach by using small group discussion technique. So the teacher asked the students to work in groups and he gave tasks to all of the groups and asked the students to work cooperatively. He encouraged the students to read the text with the correct

pronunciation, that is why, he gave the model how to read it correctly by reading aloud. After that, he asked some of the students to read aloud first and asked the students to find the meaning of unfamiliar words. When the students did not know the meaning of word in English, the teacher translated the words into Indonesian. The teacher applied Lecturing and Question-Answer methods, so after he gave the explanation, he asked the students to do the exercises either individually, in pairs or in groups. He assigned the students to discuss the reading tasks in groups. The teacher gave some exercises in the form of work sheets. The types of the exercises were multiple choice, true false and “W and H question”. The types of the text that were taught were recount texts, descriptive texts, narrative texts. After the students completed the tasks, the last activity was discussing the answers with the whole class. The English teacher frequently used the exercises in students’ worksheet as homework for the students and discussed the answers in the next meeting.

Based on the information above, the researcher got the information how the teacher taught reading from the beginning until the end of the teaching learning process although the teacher did not give any detail information in the teaching learning process of reading.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter highlights the explanations of some aspects dealing with the research method applied in this research. The aspects are, research design, operational definition of the key terms, research area determination method, respondent determination method, data collection method, and data analysis method. Each points written respectively below.

3.1 Research Design

In this research, a descriptive research design was used because the objective of the study is to describe the condition of the eighth grade students' reading comprehension achievement of recount texts at SMPN 1 Bayuwangi. According to McMillan (1992:144), "a descriptive research simply describes in detail a phenomenon". This research describes the students' reading comprehension achievement of recount text. Descriptive qualitative research design is used because it does not intend to prove a hypothesis. In line with the explanation, Suryabrata (1991:78) explains that "a descriptive research is a research that does not test hypothesis, but it intends to describe a certain situation of the research subject".

A research must be conducted systematically, that is why the researcher should go through the steps of the design of the descriptive research. The procedures that were used in this research were as follows:

1. Determining the research area purposively.
2. Determining the respondents of the research, there is the eighth grade students of SMPN 1 Banyuwangi in the 2014/2015 academic year based on the midterm score given by the teacher using cluster random sampling by lottery.
3. Constructing the research instruments in the form of the reading test and the interview guide.

4. Consulting the research instruments of the test items and try out items to the English teacher and the research consultants.
5. Administering the try out test, to know difficulties index, reliability of the test, and appropriate time allocation.
6. Collecting the primary data by administering reading comprehension test to the respondents of the research.
7. Analyzing the results of the reading test statistically by using the percentage formula. Then, classifying them based on the classification of the score levels.
8. Drawing a conclusion from the results of the data analysis to answer the research problems.
9. Reporting the results of the research.

3.2 Operational Definition of the Key Terms

The operational definition of the terms is necessary to avoid misunderstanding of the concepts used in this research between the researcher and the reader. In this research, there are three terms operationally defined. They are descriptive study, reading comprehension ability, and recount text.

3.2.1 Descriptive Study

A descriptive study is a study which describes the situations of the real condition. In this research, a descriptive study had the purpose of describing the eighth grade students' achievement of reading comprehension achievement of the recount text at SMPN 1 Banyuwangi at the 2014/2015 academic year. Their reading comprehension achievement covered word comprehension, sentence comprehension, paragraph comprehension, and whole text comprehension.

3.2.2 Reading Comprehension Achievement

Reading comprehension achievement in this research refers to the eighth grade students' reading comprehension achievement of reading the recount text

accurately. The comprehension covered word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Reading comprehension of the recount text means extracting the required information from it as efficiently as possible. Their reading comprehension achievement was represented by their scores of reading comprehension test. The test items consisted of word comprehension, sentence comprehension, paragraph comprehension, text comprehension. The term achievement equals to ability because the researcher will not teach the recount text to the students only to test.

3.2.3 Recount Text

A recount text is a text which consists of three generic structures, namely orientation, series of events, and re-orientation. The language features of a recount text are personal participant, chronological connection, linking verbs, action verbs, using simple past tense. This text tells about the writer's experience in the past that will entertain or inform the readers, yet, can be both. The recount texts, in this research, were taken from the English text books and from the Internet.

3.3 Research Area Determination Method

In this research, purposive method was applied to determine the research area, that was SMPN 1 Banyuwangi. Fraenkel and Wallen (2006:100) state that purposive method is a method for specific purpose of the research. This school is chosen based of some considerations:

1. Reading comprehension of recount texts has been taught to the eighth grade students at SMPN 1 Banyuwangi in the first and the second semester.
2. The researcher was given the permission by the Headmaster to conduct this research. So, the data could obtained from this school.
3. There was no research related to this research topic done at the school that is a descriptive research on the students' reading comprehension achievement of the recount texts.

3.4 Respondent Determination Method

McMillan (1992:69) states that respondents are individuals who participate in a research or people from whom the data are collected. Respondent determination method is used to determine the individual who can be representative as data resources. In this research, the researcher uses cluster random sampling to determine the respondents because all the eighth grade classes have similar category of mean score that are 31 to 33. According to Sulthon, (2010:73) Cluster random sampling can be used in taking the research respondents if there will be groups or classes which have their own characteristics.

The population of this research was the eighth grade students in SMPN 1 Banyuwangi in the 2014/2015 academic year consisting of 7 classes. The total number of the eighth grade students in SMPN 1 Banyuwangi was 228 students. Each class has about 32 to 33 students. The number of students in each class is presented in the following table:

Table 3.1 The Total Number of grade VIII students of SMPN 1 Banyuwangi in the 2014/2015 Academic Year

No	Class	Students
1	VIII A	33
2	VIII B	33
3	VIII C	32
4	VIII D	32
5	VIII E	33

6	VIII F	32
7	VIII G	33
	Total	228

Source: SMPN 1 Banyuwangi

The researcher used cluster random sampling by doing lottery to take the respondents (Franken and Wallen:2000). The researcher used the lottery to determine which class taken as the respondents of the research because the population was already homogenous based on the students' English midterm scores.

3.5 Data Collection Methods

The methods that were used by the researcher in collecting the data were reading comprehension test, interview, and documentation methods. The source of documents were taken from the schools' document in the form of the names of the research respondents and the students' midterm test scores taken from the English teacher.

3.5.1 Reading Comprehension Test

A reading comprehension test was administered to get the data of the eighth grade students' reading comprehension achievement of the recount text. McMillan (1992:114) defines that a test is an instrument presenting to each subject a set of questions that requires the completion of cognitive task. The materials that included in the test were the recount text to get the data about the students' reading comprehension achievement.

According to Hughes (2003:26), a good test must have two requirements, they are validity and reliability. A valid test is a test to measure accurately what is intended to measure. Besides, a valid test must be reliable. It means that the test is considered reliable if it has consistency of the result whenever it is implemented in

different occasion. Further, McMillan (1992:104) says that reliability is the extent to which measures are free from error.

To accomplish the validity of the test, the researcher constructed the test material based on the topic stated in the 2006 Institutional Based Curriculum, because the school still applied this curriculum for the eighth grade students. The researcher used teacher-made test in constructing the reading test material based on the curriculum and the test items were taken from *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4* written by Utami Widiati *et al.* (2008) that is not being used by the English teacher in teaching English at SMPN 1 Banyuwangi in the 2014/2015 academic year, the students' worksheets, and some materials from the Internet. Besides, the test items were constructed based on the indicators to be measured namely word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The tests items were consulted to the English teacher at SMPN 1 Banyuwangi and the research consultants to know the suitability of the items for the eighth grade student.

To establish the reliability of the test, the researcher administered a try out that was given to one of the classes which was not included to be the research respondents, that was class VIII C. There were two recount texts that were used in the test material entitled "Grandfather Birthday Party" and "First Flight Experience"

As stated above, the comprehension test, in this research, was administered to measure the students' word comprehension, sentence comprehension, paragraph comprehension, and text comprehension of recount texts. Achievement test in the form of multiple-choice was used because the scoring of the multiple-choice could be done easily and quickly, thus the test was reliable (Hughes, 2003: 76).

The test was conducted in 60 minutes. It was intended to measure the students' achievement of reading comprehension. There were 20 items in the form of multiple choice with four options. The test items deal with the indicators of word comprehension (5 items), sentence comprehension (5 items), paragraph

comprehension (5 items), and text comprehension (5 items). Each correct item was scored 5 point for each indicator. Thus, the total score of the test items was 100 points.

3.5.1.1 The Distribution of Reading Comprehension Test Items

	Total Items	Points	Total Score
Word Comprehension	5	5	25
Sentence Comprehension	5	5	25
Paragraph Comprehension	5	5	25
Text Comprehension	5	5	25
	20		100

After consulting the reading test, the researcher administered a try-out to the class which was not chosen as 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 is clear or not and to know whether the time allocation is suitable or not.

The scores of the try-out result were analyzed by using Product Moment and Spearman-Brown formulas to find the reliability of the test. In this research, split half odd-even technique reliability was applied to estimate the reliability of test (Huges, 2003: 39 – 40). The procedures were as follows:

1. Conducting the try out to the class that was not chosen as the respondents.
2. Splitting the scores into two parts according to odd-even numbers.
3. Giving the scores of each item by giving 1 (one) for the correct items and 0 (zero) for the wrong items.
4. Giving sign (X) for odd numbers and (Y) for the even numbers.
5. Analyzing the correlation between the odd and the even number by using Product Moment formula as follows:

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

Notes:

r_{xy} = reliability coefficient for half of the test item.

N = the total number of participants.

$\sum XY$ = the total number of odd items and even items.

$\sum X$ = the total number of odd items.

$\sum Y$ = the total number of even items.

(Arikunto, 2006:170)

After the reliability coefficient of half test items was calculated, the reliability of the whole test was estimated by using Spearman-Brown formula as follows:

$$r_{11} = \frac{2.r_{xy}}{1 + r_{xy}}$$

Notes:

r_{11} = the reliability coefficient for the whole items.

r_{xy} = the reliability coefficient for the half of the test items.

(Arikunto, 2006: 180)

Later, the researcher measured the difficulty index of the test items by using the following formula:

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

Notes:

FV = the index of difficulty (Facility Value).

R = the number of correct answers.

N = the number of the students taking the test. (Heaton, 1991: 179)

Then, the result of the index of difficulty was categorized as follows:

< 0,30	= difficult	
0,30 – 0,70	= fair	
>0,70	= easy	(Heaton, 1991:179)

3.5.2 Interview

According to McMillan (1992:132), interview is a method of collecting data by giving questions orally, face to face, and with the purpose that have been predetermined. It is the method to collect data which require the interviewer to ask some questions related to the information needed in this research.

In this research, interview is used to gain the data dealing with the teaching of reading of the recount text to the eighth grade students of SMPN 1 Banyuwangi, the English curriculum being used, the materials of reading comprehension taught to the students, the teaching techniques used by the teacher, and the English text books and the worksheets used in the reading teaching learning process.

The technique of interview applied in this research was structured interview. According to Arikunto (2002:202), structured interview is one of techniques of interview which requires the interviewer to ask questions which have been prepared beforehand. The interview was done in the preliminary study.

3.5.3 Documentation

Documentation method was used to collect the supporting data in this research. Arikunto (2002:206) confirms that documentation is used to get the data about a certain thing or variable in the form of notes, transcript, books, newspapers, magazines, inscriptions, notes from meeting, agenda, etc. The school documents that were obtained in this research were the number of the eighth grade students at SMPN 1 Banyuwangi in the 2014/2015 academic year (population), the names of the research respondents, the teacher's lesson plan, the English books used, and the students' previous English scores obtained from the English teacher to know the homogeneity of population.

3.6 Data Analysis Method

After collecting the data from the participants, the next important step in this research was analyzing the data. Hadi (2002:121) explains that the data analysis method is a way of analyzing the data obtained from respondents of the research.

The collected primary data will be analyzed by the following formula.

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

Notes:

E = the score of the students' Reading Comprehension Achievement test

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

N = the number of the test items

(Adapted from Ali, 1993:186)

Next, the results of the data analysis of the reading comprehension test above were classified based on the classification of the score levels as presented in Table 3.2 below.

Table 3.2 The Classification of the Score Level

Score Level	Category
80-100	Excellent
70-79	Good
60-69	Fair
40-59	Poor
0-39	Failed

Source: Depdiknas (2004:13)

The steps in analysing data were follows:

1. Scoring the results of the reading test of each indicator by using the following formula:

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

Notes:

E = the score of the students' Reading Comprehension Achievement test

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

N = the number of the test items

(Ali, 1993:186)

2. Classifying the students' scores of each indicator based on the classification of the students' reading comprehension achievement test in Table 3.2 above.
3. Interpreting the results of classification of the students' reading comprehension achievement test.

CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

This chapter focuses on the result and discussion of this study to English teaching reading and students' reading comprehension ability test in SMPN 1 Banyuwangi. This chapter presents the result of interview, documentation and try out. The result and discussion of the research are reported correspondingly in the following sections.

4.1 The Result of Interview

The interview was conducted on June 17th, 2014 with the English teacher on eighth grade of SMPN 1 Banyuwangi to obtain the data about the English curriculum, the technique used in teaching English, and the textbooks used in teaching English. The results of interview were as follows.

From the interview, it was known that the teacher conducted the teaching of English in the eighthth grade at SMPN 1 Banyuwangi. The English teacher used the lesson plan when he was teaching. The researcher got a lesson plan about reading comprehension of recount text from the English teacher as the documentation, as enclosed Appendix 7.

In teaching reading, the English teacher used 2006 Institutional-Based-Curriculum and he used some techniques in teaching English, such as lecturing, discussing, giving exercises and sometimes giving a game to the students. The teacher started the lesson by giving some leading questions to the students which were related to the topic. He gave the materials to the students first and then gave the explanation about what was being discussed. Then, the teacher asked the students to read the text loudly or silently. He also used paired reading to help students comprehend reading text easier. Next, the students were asked to make a list of some difficult words from the text and find the meanings of the words. After finding and discussing the meaning of some difficult words with class, the teacher asked them to do the exercises individually and discussed the correct answers with the whole class.

According to the English teacher, the English lesson for the eighth grade students had four sessions in a week. It takes 40 minutes for each session. He took the materials from the English text book entitled “Let’s Talk” (Joko Siswanto *et al*, 2005) and also students’ worksheets entitled “English Assessment Text” (Nur Zaida, 2010). He said that he used the textbook as a supplement to the materials he was teaching.

4.2. The Result of Documentation

The documentation method in this research was used to get the supporting data about the students’ attendant list, the school curriculum, the scores of English midterm test, the lesson plan of the teacher and the students’ book. The documentation results are presented as follows.

The students’ attendance list provided information about the number of respondents in this research. There were seven classes on the eighth grade at SMPN 1 Banyuwangi; VIII A until VIII G. Each class consisted of 32 to 33 students, so the total number of the students was 228 students. There were score of midterm test given by the English teacher in order to know the homogeneity eighth grade students, as enclosed in Appendix 8.

The school curriculum, the teachers’ lesson plan and the students’ book gave information about the English lesson, especially about recount text. SMPN 1 Banyuwangi used 2006 institutional-based curriculum for the English teaching and learning. The standard and basic competences in teaching reading about recount texts were taken from that curriculum. The English teacher’s lesson plan and students’ books provided information about the topics of the reading materials, especially recount texts. The textbook that was used by the students was “Let’s Talk” by Joko Siswanto *et al*, published in 2005 and “English Assessment Text” by Nur Zaida, published in 2010 as the worksheet.

4.3. The Result of Try Out

In this research, before administering the reading comprehension achievement test to the respondents, the researcher tried out the test items first to

another class that had the same level with the respondents. The try out test was intended to know the reliability of the test items. Therefore, by administering the try out test, 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 administered on February 12th 2015. The researcher chose one of the classes purposively by doing lottery to decide which class was used for tried out. Thus, the subjects of the try out were VIII C class. The VIII C class, consisted of 32 students.

The researcher constructed 25 the reading test items in the form of multiple choice models with four options. The multiple choice model was applied in this research because it was easy and practically to score. The test items were aimed to measure the students' reading comprehension achievement especially of recount text. The students were able to accomplish the reading comprehension achievement test for about 45 minutes.

4.3.1. The Analysis of Test Validity

The test items were considered to have content validity. The test items were in line with the basic and standard competences stated in the 2006 institutional-based curriculum. The researcher also consulted the test items to the English teacher of eighth grade classes and the consultants. The English teacher and the research consultants agreed with the test items.

4.3.2. The Analysis of Difficulty Index

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 word comprehension, 7 items for sentence comprehension, 5 items for paragraph comprehension, and 4 items for text comprehension. The researcher analyzed the difficulty of items test, and divided into 3 categories: difficult, easy and average. It was also beneficial to determine the points for scoring. It was analyzed by using the following formula:

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

Notes:

- FV = the index of difficulty (Facility Value)
 R = the number of the correct answers
 N = the number of the students taking the test.

(Heaton, 1991:178)

Table 4.1 The Difficulty Index Level

Score Level	Category
80-100	Excellent
70-79	Good
60-69	Fair
40-59	Poor
0-39	Failed

Source: Depdiknas (2004:13)

Based on the result of the difficulty index analysis (Appendix 13), 12 items of 25 items were categorized as easy items, 4 item were categorized as fair items, and the remaining items were categorized as average (9 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. For that reason, the researcher decided to have 20 test items of 25 try out test items for reading comprehension achievement. So, 5 items were excluded from test items

Thus, it could be concluded that there was 12 items belonged to too easy and 4 items was too difficult, so the researcher eliminate those items to find 20 items for the reading test.

4.3.3. The Analysis of Test Reliability

The reliability of the test items was analyzed by using split-half method. It was possible to employ this method because the number of the test items was able to be separated equally into two categories; odd and even numbers. The researcher signed (X) for odd numbers and (Y) for even numbers. The complete scoring for try out is enclosed in Appendix 12. The results of the scoring were correlated into the following product – moment formula.

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

$$r_{xy} = \frac{32 \times 2872 - (289)(293)}{\sqrt{\{(32 \times 3061) - (289)^2\} \{(32 \times 2831) - (293)^2\}}}$$

$$r_{xy} = \frac{91904 - 84677}{\sqrt{\{97952 - 83521\} \{90592 - 85849\}}}$$

$$r_{xy} = \frac{7227}{\sqrt{(14431)(4743)}}$$

$$r_{xy} = \frac{7227}{\sqrt{68446233}}$$

$$r_{xy} = \frac{7227}{8273}$$

$$r_{xy} = 0.874$$

Notes:

- r_{xy} = the reliability coefficient of the half test items
- N = the number of the half test items
- X = the number of the test items of odd numbers
- Y = the number of the test items of even numbers

The preceding correlation was the half of reliability coefficient. The result was $r_{xy} = 0.874$. In order to know the reliability of the test items, the next step is correlating the half of reliability coefficient into Spearman-Brown formula. The following is the correlation of the half reliability coefficient.

$$r_{11} = \frac{2r^{1/2} \cdot 1/2}{(1 + r^{1/2} \cdot 1/2)}$$

$$r_{11} = \frac{2 \times 0.874}{1 + 0.874}$$

$$r_{11} = \frac{1.748}{1.874}$$

$$r_{11} = 0.93$$

Notes:

r_{11} = the reliability coefficient for the whole items

R_{xy} = the reliability coefficient for the half of the test items

The result of correlation showed that the reliability of the total test items was 0.93. Then, the researcher consulted it into r product moment table to find out whether the test items were reliable or not. Based on r product moment, if the number of respondents was 32 ($N=32$), the reliability coefficient of the test was believed to be reliable if the reliability coefficient was at least ≥ 0.50 (Saukah, 1997:211). In fact, the reliability coefficient of the test in this research was 0.93. It could be concluded that the test items in this research was considered as reliable, because the reliability coefficient was $0.93 \geq 0.50$. As a result, the researcher did not need to make any changes on the test items.

4.4. The Result of Reading Comprehension Achievement Test

The reading test was used to obtain the data in the form of the students' reading score. The test was conducted on February, 12th 2015 to class VIII A. The time allocation for the test was 60. The reading comprehension ability test was in the form of multiple choice model with four options. Based on the results of try

out, the researcher eliminated the questions into 20 questions, because there were 12 items which were too easy and four items that was too difficult.

The researcher made no various point range in scoring so the four categories equally scored. Dealing with scoring of the test item, each correct answer was scored 5 points, and the wrong answer was scored 0 (zero). So, the maximum score of the test items was 100 points. Then, the researcher presented the students' scores in the form of percentage.



Table 4.2 The Students' scores of Reading Comprehension Achievement

The Students' Reading Comprehension Achievement Test											
No	WC (%)		SC (%)		PC (%)		TC (%)		Σn	ΣN	Reading comprehension Achievement Score
	n	N	n	N	n	N	n	N			
1	5	5	5	5	4	5	5	5	19	20	95
2	5	5	3	5	4	5	3	5	15	20	75
3	5	5	4	5	4	5	4	5	17	20	85
4	3	5	3	5	3	5	4	5	13	20	65
5	5	5	5	5	5	5	5	5	20	20	100
6	5	5	4	5	4	5	4	5	17	20	85
7	3	5	4	5	3	5	4	5	14	20	75
8	4	5	3	5	3	5	4	5	14	20	70
9	4	5	5	5	4	5	4	5	17	20	85
10	4	5	5	5	3	5	4	5	16	20	80
11	5	5	5	5	5	5	5	5	20	20	100
12	5	5	4	5	4	5	3	5	16	20	80
13	4	5	3	5	4	5	4	5	15	20	75
14	5	5	5	5	4	5	5	5	19	20	95
15	4	5	5	5	5	5	4	5	18	20	90
16	5	5	5	5	4	5	3	5	17	20	85
17	3	5	3	5	5	5	2	5	13	20	65
18	5	5	5	5	5	5	5	5	20	20	100
19	5	5	5	5	5	5	5	5	20	20	100
20	3	5	1	5	3	5	4	5	11	20	55
21	5	5	5	5	5	5	5	5	20	20	100
22	5	5	5	5	4	5	4	5	18	20	90
23	4	5	4	5	3	5	3	5	14	20	70
24	4	5	4	5	4	5	5	5	17	20	85
25	4	5	3	5	4	5	3	5	14	20	70
26	3	5	3	5	4	5	3	5	13	20	65
27	5	5	4	5	4	5	4	5	17	20	85
28	5	5	5	5	4	5	3	5	17	20	85
29	2	5	2	5	2	5	2	5	8	20	40
30	3	5	3	5	3	5	2	5	11	20	55
31	5	5	5	5	5	5	5	5	20	20	100
32	5	5	5	5	5	5	5	5	20	20	100
33	3	5	2	5	4	5	4	5	13	20	65
T	140	165	132	165	132	165	129	165	533	660	2670
M	85%		80,00%		80,00%		78,18%		80,76%		80,91%

Notes :

WC : Word Comprehension

SC : Sentence Comprehension

PC : Paragraph Comprehension

TC : Text Comprehension

n : The Correct Answers of Each Indicator

N : The Total Items of Each Indicator

Σn	: The Total Numbers of The Correct Answers of Each Indicator
ΣN	: The Total Numbers of Items Of Each Indicator
Score	: The student's Score of Reading Test
T	: Total
M	: The Mean Score of Achievement (%)

The table above shows about the students' reading comprehension achievement in recount text of each indicator.

1. The students' word comprehension achievement:

$$\begin{aligned}\Sigma WC &= \frac{\Sigma n}{\Sigma N} \times 100 \\ &= \frac{140}{165} \times 100 \\ \Sigma WC &= 85\end{aligned}$$

2. The students' sentence comprehension achievement:

$$\begin{aligned}\Sigma SC &= \frac{\Sigma n}{\Sigma N} \times 100 \\ &= \frac{132}{165} \times 100 \\ \Sigma SC &= 80\end{aligned}$$

3. The students' paragraph comprehension achievement:

$$\begin{aligned}\Sigma PC &= \frac{\Sigma n}{\Sigma N} \times 100 \\ &= \frac{132}{165} \times 100 \\ \Sigma PC &= 80\end{aligned}$$

4. The students' text comprehension achievement:

$$\begin{aligned}\Sigma WTC &= \frac{\Sigma n}{\Sigma N} \times 100 \\ &= \frac{129}{165} \times 100 \\ \Sigma WTC &= 78,18\end{aligned}$$

Based on the analyzing the analysis of the students' scores of reading comprehension achievement of recount texts above, the researcher classified the

students' achievement into five categories, as specified in Table 4.3 below.

Table 4.3 The Classification of the Students' Reading Comprehension Comprehension Test

Score Level	Category
80-100	Excellent
70-79	Good
60-69	Fair
40-59	Poor
0-39	Failed

Source: Depdiknas (2004:13)

Table 4.4 presents the results of the students' category of reading comprehension achievement test based on the classification the score level.

Table 4.4 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	

Table 4.4 shows that the number of the students who took the reading comprehension achievement test was 33 students. The test result showed us that only 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 60-79 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 us that there were 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 the percentage 60.61% the scores between 80-100 which was categorized “excellent” based on the students’ category of reading comprehension achievement test above.

Table 4.5 The Students’ Descriptive Text Reading Comprehension Achievement of Each Indicator

No.	Indicators	The percentage of students’ achievement	Category	Interval (%)
1.	Word Comprehension	85	Excellent	80-100
2.	Sentence Comprehension	80	Excellent	80-100
3.	Paragraph Comprehension	80	Excellent	80-100
4.	Text Comprehension	78.18	Good	70-80
	Recount Text Reading Comprehension Achievement	80.91	Excellent	80-100

Table 4.5 presents the percentage of the students’ test in reading comprehension achievement of recount text covering word comprehension, sentence comprehension, paragraph comprehension and text comprehension. The highest percentage of the four indicators was word comprehension with the percentage of 85% which belonged to the “excellent” category. It meant that 85% the students got the scores between 80-100. Then, the percentage of the sentence comprehension was 80% which was categorized “excellent”. The percentage of paragraph comprehension was 80% which was categorized “excellent”. The last was text comprehension with the percentage 78.18% which was classified as “good”. From the four indicators, it can be stated that word comprehension,

sentence comprehension, and paragraph comprehension was classified in “excellent” category, only text comprehension was classified “good” category with percentage 78.18% .

From the explanations above, it can be concluded that the eighth grade students SMPN 1 Banyuwangi has excellent achievement in reading comprehension of recount text because the average of four indicators were classified as “excellent” category with percentage 80.91% which belonged to interval 80-100.

4.5 Discussion

This study was conducted to investigate and describe the eighth grade students’ achievement in reading comprehension of recount texts at SMPN 1 Banyuwangi in the 2014/2015 academic year. The results of data analysis can be described as follows.

From the interview, the English teacher taught reading comprehension used lecturing and discussing. Before he started the lesson, he activated the students by giving leading questions about the previous lessons. Then, he gave explanation to the students. After the explanation to the students, he asked the students to do the exercises and finally, discussed the answer with the whole class. It was also known that he used English materials based on 2006 Institutional-Based Curriculum to teach English on grade VIII class at SMPN 1 Banyuwangi. The material used in the teaching and learning process was English text book entitled “Let’s Talk” (by Joko Siswanto *et al*, published in 2005) and students’ worksheet entitled “English Assessment Text” (by Nur Zaida, published in 2010) and from the internet. The teacher used worksheet as the supplementary book and used the exercises in worksheet as homework for the students and discussed the answer in the following meeting.

Based on the results of data analysis on reading comprehension achievement test (Table 4.5), the students’ reading comprehension achievement test was categorized to excellent 80.91 in interval 80-100. It was known that the percentage of the students’ reading comprehension achievement, covering word

comprehension, sentence comprehension, paragraph comprehension and text comprehension were between range 78 up to 85. In word comprehension was 85 with the category “excellent”. The sentence comprehension was 80 in interval 80-100 with category level “excellent”. The paragraph comprehension was 80 with category level “excellent”. And the last was text comprehension with the level category “good” got 78.18 between range 70-79.

The word comprehension was classified as “excellent” category level $M=85\%$. As confirmed by the English teacher, because in every lesson he explained and discussed the materials, the teacher always asked the students to find difficult words and discussed with the whole class. Sometimes, the teacher gave the list of vocabulary to the students and asked the students to find the meaning and write down them in the whiteboard. In reading teaching and learning process, the teacher usually translated the text in order that the students knew the meaning of the words in the text.

Dealing with comprehending sentence, the category level was “excellent” in percentage $M=80\%$. According to the English teacher, the students usually translated the words one by one and combined to the sentence. Sometimes the students got a problem in grammatical structure but the students knew the meaning of the sentence in the Indonesian meaning.

The result of the paragraph comprehension was in “excellent” category level with the percentage 80% in range 80-100. According to the statement of the teacher, usually in the class the students combined the sentence and found the clue or key words of the paragraph, so that it was helpful to the students comprehend the meaning of the paragraph.

The text comprehension was classified as “good” category level with percentage 78.18% between interval 70-79. According to the teacher, it happened because the students could not know the meaning of whole text. The students got difficulties to relate and combine the meaning of the text. Sometimes the students focused only in the meaning of the words without considering the grammatical aspect.

The previous research was conducted by Fany (2014) through descriptive

research at SMPN 6 Jember. Based on her research, the percentage of word comprehension that school got was 83.08% compare with my research was 85%. Next comparison was sentence comprehension, the percentage was 74.21% with 80% compared with my research. The percentage of paragraph comprehension of previous research was 69.47% compared with my research was 80%, for text comprehension of previous research was 57.89% compared with my research was 78.18%. Based on the comparisons above that every indicator have different percentage. The differences of compared indicators still need further research what problem that caused the differences of each indicator.

As presented in the table 4.4, it can be concluded that the number of the students who took the reading test was 33 students. The result showed us that 60.61% who got the scores between 80-100 that were categorized “excellent”. Meanwhile, 18.18% out 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 of 33 students (6.06%) who got the scores between 40-59 which were categorized “poor”. There were no students (0%) who got the scores between 0-39 that were categorized “very poor”. Finally, it can be concluded that in general most students of grade VIII class A got the percentage 60.61% the scores between 80-100 which was categorized “excellent” based on the classification level.

Based on the discussion above, in summary it was revealed that the reading comprehension achievement of recount text the eighth grade students of SMPN 1 Banyuwangi belonged in “excellent” category level. Because most of the students >50% from 33 students had the achievement in reading comprehension covering word comprehension, sentence comprehension, paragraph comprehension and whole text comprehension.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the research conclusions and suggestions. The suggestions are proposed to the English teacher and the future researchers.

5.1 Conclusion

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

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. Their achievements especially in reading comprehension of recount text belong to excellent.

The result of students' reading comprehension achievement covering comprehending word, comprehending sentence, comprehending paragraph and comprehending text, belongs to the "excellent" category (85). Then, for percentage of the sentence comprehension is 80 which was categorized as "excellent". The percentage of paragraph comprehension was 80 which was categorized as "excellent". Text comprehension with the percentage 78.18 which was categorized "good". So, the eighth grade student's comprehension achievement in word comprehension, sentence comprehension, paragraph comprehension belongs to "excellent". Text comprehension of the eighth grade student only belongs to "good" compared with word, sentence, and paragraph comprehension. This was the lowest category of four reading comprehension.

From the four indicators, it could be stated that the highest percentage was word comprehension with comprising 84.85 and the lowest percentage was text comprehension 78.18 that was classified in "good" category.

5.2 Suggestions

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

The English teacher is suggested to give more attention in teaching text comprehension to be more intensive because based on the result of the reading test, the lowest score category of the eighth grade level students of SMPN 1 Banyuwangi was text comprehension.

2. The Future Researchers

It is suggested that the result of this research can be used as a reference and information for future researchers to conduct a further research by applying different texts, design, and method, focusing on the text comprehension because it has the lowest category in the eighth grade of SMPN 1 Banyuwangi. Further studies can use the experimental research or the action research to improve the students' reading comprehension achievement particularly in text comprehension.

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TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
<p>A Study on The Eighth Grade Student' Reading Comprehension Achievement of Recount Text at SMPN 1 Banyuwangi</p>	<p>1. General Problem: 1.1 How is the reading comprehension achievement of Recount Text of eighth grade students? 2. Specific Problem 2.1 What is the reading comprehension achievement in word comprehension of Recount Text of grade VIII students 2.2 What is the reading comprehension achievement in sentence comprehension of Recount Text of grade VIII students 2.3 What is the reading comprehension achievement in paragraph comprehension of Recount Text of grade VIII students 2.4 What is the reading comprehension achievement in text</p>	<p>The grade VIII students Reading Comprehension Achievement of the Recount Text</p>	<p>1. Comprehension of word meaning 2. Comprehension of sentence meaning 3. Comprehension of paragraph meaning 4. Comprehension of whole text</p>	<p>1. Respondent: The Eight Grade students of SMPN 1 Banyuwangi in the 2014/2015 academic year 2. Informant: The English teacher of the eighth grade students of SMPN 1 Banyuwangi 3. Documents:</p> <ul style="list-style-type: none"> • The names of the research respondent • The teacher's lesson plan • The eighth grade English curriculum • The eighth grade students' English score from the English teacher 	<p>1. Qualitative Research: Descriptive qualitative study 2. Area Determination Method: Purposive Method 3. Subject Determination Method: Cluster Random Sampling Method 4. Data collection Methods:</p> <ol style="list-style-type: none"> a. Reading comprehension test b. Interview c. Documentation <p>5. Data Analysis: The formula below to analyze the students' reading comprehension ability $E = n/N \times 100 \%$ Notes: E: The percentage of the students who get reading test score ≥ 75 n: The number of students whose score is ≥ 75 in the reading test</p>

	<p>comprehension of Recount Text of grade VIII students</p>			<ul style="list-style-type: none"> English book entitled “Let’s Talk and “English Assessment” 	<p>N: The number of students taking the reading test <i>(Ali, 1993:186)</i></p> <p>The result of the English try out test will be analyzed by using the formula below:</p> $FV = \frac{R}{N}$ <p>Notes:</p> <p>FV= the index of difficulty (Facility Value)</p> <p>R= the number of the correct answers</p> <p>N= the number of the students taking the test. <i>(Heaton, 1991:179)</i></p>
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READING COMPREHENSION TRY OUT TEST

Subject	: English
Level/ Semester	: Junior High School/ II
Skill	: Reading
Genre	: Recount Text
Time	: 75 minutes

The following text for questions number 1-12

Read the following text carefully and answer the questions that follow by crossing the correct answer (a,b,c, or d)!

It was my grandpa’s birthday last Sunday. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then, we wrapped it in a blue paper. Blue is my grandpa’s favourite colour. On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful birthday cake. I wrote ‘Happy Birthday’ on it. After that, we put some chocolate and a candle on the top of the cake.

On Sunday evening, my uncle and my aunt came to my house. They brought several bottles of soft-drink, and flowers for grandpa. Then, we sat together in the living room. Finally, grandpa blew the candle and cut the cake while we were singing a ‘Happy Birthday’ song for him. After giving each of us a piece of cake, he opened the presents. He told us that he liked the presents, and he was very happy.

(Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4, 2008:22)

1. What does the text tell us about?
 - a. The writer's birthday party.
 - b. A big and beautiful birthday cake.
 - c. Making a birthday cake for grandpa.
 - d. My grandpa's birthday.

2. What is the topic of paragraph 1?
 - a. It is about the writer and his sister prepared grandpa's birthday.
 - b. It is about the size of grandpa's birthday cake.
 - c. It is about wrapping the gift's for grandpa.
 - d. It is about the grandpa's favorite color.

3. We wrapped it in blue paper..... (paragraph 1)
 What does the underlined word mean?
 - a. Arrange the gift neatly.
 - b. Rearrange something in order.
 - c. To cover something by folding.
 - d. Ordering something individually.

4. Which of the following statement is incorrect?
 - a. The writer and his sister went shopping at the mall.
 - b. The writer wrote 'Happy Birthday' on top of the cake.
 - c. The writer's uncle and aunt came to his house.
 - d. The writer's grandfather did not open the present.

5. "It was a big and beautiful birthday cake"
 What does the sentence mean?
 - a. The price of the birthday cake is expensive.
 - b. The cake that had big size and beautiful looking.
 - c. The birthday cake was big enough.
 - d. The cake for the birthday party should be big.

6. ... a candle on the top of the cake (paragraph 1)
 What is the similar meaning of the underlined word ?
 - a. peak b. middle c. bottom d. beside

7. They brought several bottles ... (paragraph 2)

What does the underlined word refer to?

- a. My grandpa and my sister.
- b. My aunt and my sister.
- c. My uncle and my sister.
- d. My uncle and my aunt.

8. What did grandpa do when we were singing Happy Birthday?

- a. Grandpa wrapped the present.
- b. Grandpa put chocolate on the cake.
- c. Grandpa blew the candle and cut the cake.
- d. Grandpa went shopping to the mall.

9. After giving each of us a piece of cake, he opened the presents.

What does the sentence mean?

- a. Everybody in the party got a slice of cake.
- b. The writer and his sister were given a slice of cake.
- c. My uncle and my aunt got the presents.
- d. We all were given the presents.

10. ... a birthday cake in the kitchen.

What is the meaning of the word "kitchen" ?

- a. A place where everybody sat together.
- b. A place where the writer wrapped the birthday present.
- c. A place we bought books and pencils.
- d. A place where the birthday cake was made.

11. ... and he was very happy.

What is the opposite meaning of the word "happy"?

- a. sad.
- b. glad.
- c. anxious.
- d. excited.

12. How was the party of grandpa's birthday?

- a. The party was attended by neighbors
- b. The party was on Sunday evening
- c. The party was very exciting
- d. The party was big and beautiful

The following text for questions number 13-25

Read the following text carefully and answer the questions by crossing the correct answer (a,b,c, or d)!

Andi was twelve years old. He was on vacation to Singapore with his parents. They boarded from Soekarno-Hatta airport. The flight was at 9.30 am. They sat on the plane and put on their seatbelt. Then the plane took off. It was the first time for Andi to travel by air. A stewardess always helped him. And she also gave him food, drink, snack and candies. He thought, "How kind she is!".

Then Andi heard an announcement, "Good morning ladies and gentlemen. This flight is led by Captain Roger. It will fly at an altitude of 28.000 feet. It will take about three hours to fly from Jakarta to Singapore. Well, ladies and gentlemen have a pleasant flight." Andi was so excited that he could not shut his eyes to look outside at the clouds. "Wow, I am flying now." He thought, "What an exciting experience!"

13. What does the text tell us about?
 - a. Andi and his parents were at Soekarno-Hatta airport.
 - b. Andi's parents went to Singapore on business.
 - c. Andi and friends traveled to Singapore.
 - d. Andi's first experience traveling by plane.
14. What did Andi and his parents do after they sat on the plane? (paragraph 1)
 - a. Andi and his parents put on their seatbelt.
 - b. Andi and his parents looked out at the clouds.
 - c. Andi and his parents talked to the stewardess.
 - d. Andi and his parents ate food and snack.
15. What is the topic of paragraph two?
 - a. Andi listened to an information from the stewardess.
 - b. Andi heard an information about the flight.
 - c. Andi was happy to fly to Singapore.
 - d. Andi was afraid to fly for the first time.

16. ... the plane took off.

What is the similar meaning of the word "plane"?

- a. Airways.
- b. Helicopter.
- c. Rocket.
- d. Aircraft.

17. How long the flight to Singapore would take? (paragraph 2)

- a. It was about two hours.
- b. It was about three hours.
- c. It was less than three hours.
- d. It was more than three hours.

18. Then the plane took off.

What does the sentence mean?

- a. The plane was at Soekarno-Hatta airport.
- b. The plane was going to Singapore.
- c. The plane started to fly.
- d. The plane flew from Jakarta to Singapore.

19. It was the first time for Andi to travel by air

What is the similar meaning of the word "travel"?

- a. journey.
- b. visit.
- c. depart.
- d. sit.

20. It will fly at an altitude 28.000 feet.

What does the word "it" refer to?

- a. the airport.
- b. the plane.
- c. the seatbelt.
- d. the cloud.

21. Which sentence is not stated in the text?

- a. The flight to Singapore was led by Captain Roger.
- b. Andi went to Singapore with his father and mother.
- c. Andi was very happy to have a holiday in Singapore.
- d. The stewardess announced that the altitude was 28.000 feet.

22. Well, ladies and gentlemen have a pleasant flight.

What is the meaning of the sentence?

- a. The captain told the gentlemen to put on the seatbelt.
- b. The captain told the ladies to sit.
- c. The captain wished the passengers enjoy the trip.
- d. The captain told the passengers to visit Singapore.

23. ... he could not shut his eyes ...

What is the opposite meaning of the word "shut"?

- a. opened.
- b. closed.
- c. locked.
- d. checked.

24. How did Andi feel about flying on a plane?

- a. Andi felt unhappy because it was boring.
- b. Andi thought it was a very interesting experience.
- c. Andi didn't want to go to Singapore again.
- d. Andi was so afraid to fly for the first time.

25. He thought, "How kind she is!".

What does the sentence mean?

- a. Andi liked the stewardess because she gave him candies.
- b. Andi thought the stewardess was very generous.
- c. Andi thought that the stewardess was very kind.
- d. Andi felt happy because the stewardess talked to him.

Reading Comprehension Try Out

Answer Key

- | | | |
|-------|-------|-------|
| 1. D | 11. A | 21. D |
| 2. A | 12. C | 22. C |
| 3. C | 13. D | 23. A |
| 4. D | 14. A | 24. B |
| 5. B | 15. B | 25. C |
| 6. A | 16. D | |
| 7. D | 17. B | |
| 8. C | 18. C | |
| 9. A | 19. A | |
| 10. D | 20. B | |

READING COMPREHENSION TEST

Subject	: English
Level/ Semester	: Junior High School/ II
Skill	: Reading
Genre	: Recount Text
Time	: 60 minutes

The following text for questions number 1-10

Read the following text carefully and answer the questions that follow by crossing the correct answer (a,b,c, or d)!

It was my grandpa's birthday last Sunday. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then, we wrapped it in a blue paper. Blue is my grandpa's favourite colour. On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful birthday cake. I wrote 'Happy Birthday' on it. After that, we put some chocolate and a candle on the top of the cake.

On Sunday evening, my uncle and my aunt came to my house. They brought several bottles of soft-drink, and flowers for grandpa. Then, we sat together in the living room. Finally, grandpa blew the candle and cut the cake while we were singing a 'Happy Birthday' song for him. After giving each of us a piece of cake, he opened the presents. He told us that he liked the presents, and he was very happy.

(Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4, 2008:22)

1. What does the text tell us about?
 - a. The writer's birthday party.
 - b. A big and beautiful birthday cake.
 - c. Making a birthday cake for grandpa.
 - d. My grandpa's birthday.
2. What is the topic of paragraph 1?
 - a. It is about the writer and his sister prepared grandpa's birthday.
 - b. It is about the size of grandpa's birthday cake.
 - c. It is about wrapping the gift's for grandpa.
 - d. It is about the grandpa's favorite color.
3. We wrapped it in blue paper..... (paragraph 1)
What does the underlined word mean?
 - a. Arrange the gift neatly.
 - b. Rearrange something in order.
 - c. To cover something by folding.
 - d. Ordering something individually.
4. Which of the following statement is incorrect?
 - a. The writer and his sister went shopping at the mall.
 - b. The writer wrote 'Happy Birthday' on top of the cake.
 - c. The writer's uncle and aunt came to his house.
 - d. The writer's grandfather did not open the present.
5. "It was a big and beautiful birthday cake"
What does the sentence mean?
 - a. The price of the birthday cake is expensive.
 - b. The cake that had big size and beautiful looking.
 - c. The birthday cake was big enough.
 - d. The cake for the birthday party should be big.
6. ... a candle on the top of the cake (paragraph 1)
What is the similar meaning of the underlined word ?
 - a. peak
 - b. middle
 - c. bottom
 - d. beside

7. What did grandpa do when we were singing Happy Birthday?
- Grandpa wrapped the present.
 - Grandpa put chocolate on the cake.
 - Grandpa blew the candle and cut the cake.
 - Grandpa went shopping to the mall.
8. After giving each of us a piece of cake, he opened the presents.
What does the sentence mean?
- Everybody in the party got a slice of cake.
 - The writer and his sister were given a slice of cake.
 - My uncle and my aunt got the presents.
 - We all were given the presents.
9. ... a birthday cake in the kitchen.
What is the meaning of the word "kitchen" ?
- A place where everybody sat together.
 - A place where the writer wrapped the birthday present.
 - A place we bought books and pencils.
 - A place where the birthday cake was made.
10. How was the party of grandpa's birthday?
- The party was attended by neighbors
 - The party was on Sunday evening
 - The party was very exciting
 - The party was big and beautiful

The following text for questions number 11-20

Read the following text carefully and answer the questions by crossing the correct answer (a,b,c, or d)!

Andi was twelve years old. He was on vacation to Singapore with his parents. They boarded from Soekarno-Hatta airport. The flight was at 9.30 am. They sat on the plane and put on their seatbelt. Then the plane took off. It was the first time

for Andi to travel by air. A stewardess always helped him. And she also gave him food, drink, snack and candies. He thought, “How kind she is!”.

Then Andi heard an announcement, “Good morning ladies and gentlemen. This flight is led by Captain Roger. It will fly at an altitude of 28.000 feet. It will take about three hours to fly from Jakarta to Singapore. Well, ladies and gentlemen have a pleasant flight.” Andi was so excited that he could not shut his eyes to look outside at the clouds. “Wow, I am flying now.” He thought, “What an exciting experience!”

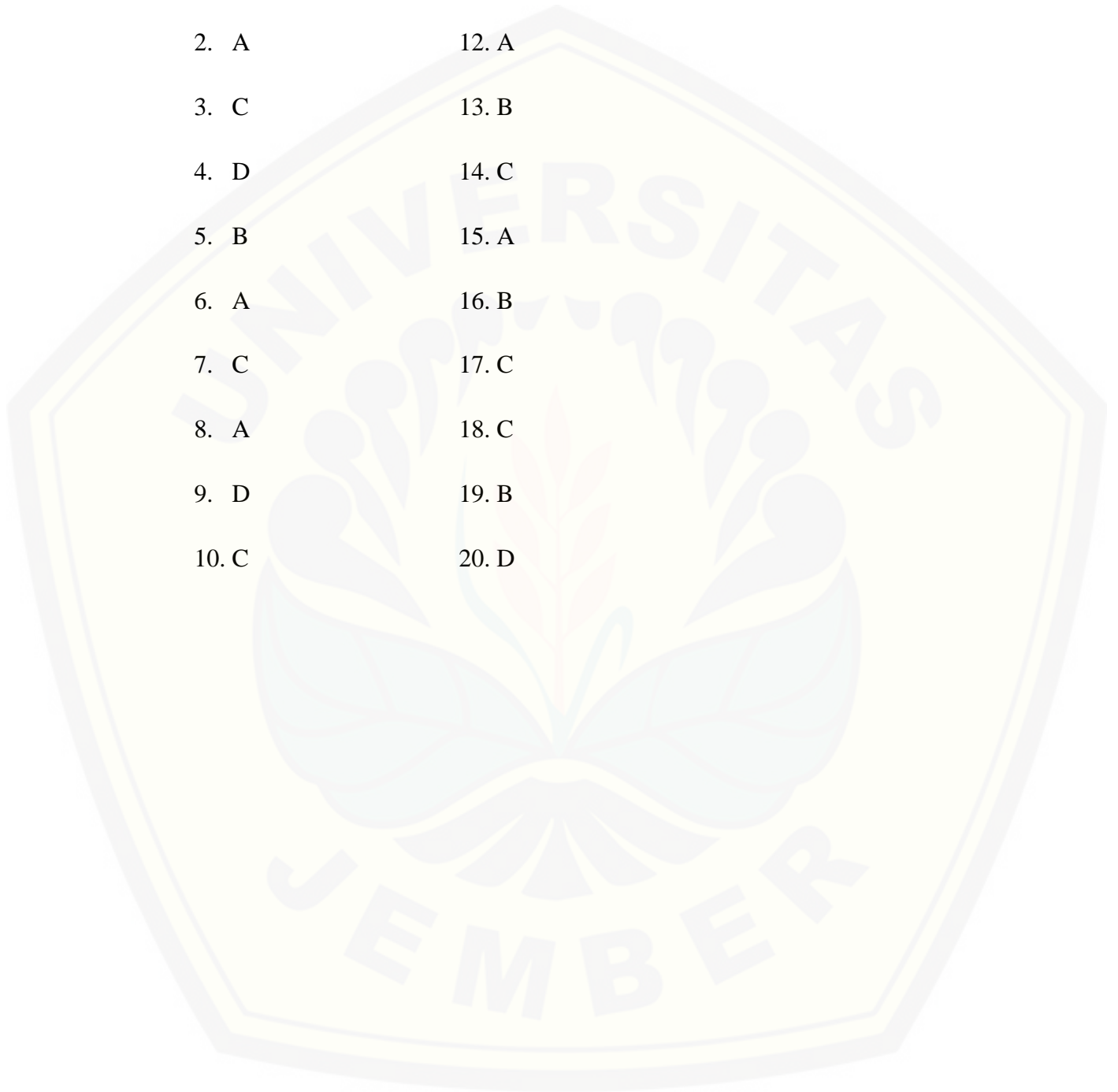
11. What does the text tell us about?
 - a. Andi and his parents were at Soekarno-Hatta airport.
 - b. Andi’s parents went to Singapore on business.
 - c. Andi and friends traveled to Singapore.
 - d. Andi’s first experience traveling by plane.
12. What did Andi and his parents do after they sat on the plane? (paragraph 1)
 - a. Andi and his parents put on their seatbelt.
 - b. Andi and his parents looked out at the clouds.
 - c. Andi and his parents talked to the stewardess.
 - d. Andi and his parents ate food and snack.
13. What is the topic of paragraph two?
 - a. Andi listened to an information from the stewardess.
 - b. Andi heard an information about the flight.
 - c. Andi was happy to fly to Singapore.
 - d. Andi was afraid to fly for the first time.
14. How long the flight to Singapore would take? (paragraph 2)
 - a. It was about two hours.
 - b. It was less than three hours.
 - c. It was about three hours.
 - d. It was more than three hours.

15. It was the first time for Andi to travel by air
What is the similar meaning of the word “travel”
a. journey. b. visit. c. depart. d. sit.
16. It will fly at an altitude 28.000 feet.
What does the word “it” refer to?
a. the airport. b. the plane. c. the seatbelt. d. the cloud.
17. How was the stewardess in that plane?
a. The stewardess did not give any instruction..
b. The stewardess only cared to Andi.
c. The stewardess in that plane was kind.
d. The stewardess in that plane only focused to Andi.
18. Well, ladies and gentlemen have a pleasant flight.
What is the meaning of the sentence?
a. The captain told the gentlemen to put on the seatbelt.
b. The captain told the ladies to sit.
c. The captain wished the passengers enjoy the trip.
d. The captain told the passengers to visit Singapore.
19. How did Andi feel about flying on a plane?
a. Andi felt unhappy because it was boring.
b. Andi thought it was a very interesting experience.
c. Andi didn't want to go to Singapore again.
d. Andi was so afraid to fly for the first time.
20. Which sentence is not stated in the text?
a. The flight to Singapore was led by Captain Roger.
b. Andi went to Singapore with his father and mother.
c. Andi was very happy to have a holiday in Singapore.
d. The stewardess announced that the altitude was 28.000 feet.

Comprehension Test Items

Answer Key

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



The Data Instrument (Interview and Documentation Guide)

A. Interview Guide

The interviewee : The eighth grade English teacher of SMPN 1 Banyuwangi

Day / date : June 17th 2014

No.	Interview Question	Teacher Answer
1.	What curriculum do you use in teaching English? Have school applied the 2013 curriculum?	Still using KTSP 2006. Not yet, but we will apply 2013 curriculum for the fresh grade 7 next 2014/2015 academic years.
2.	How many times do you teach English in each class in a week? How long does each meeting last?	Twice for each class. It's about 2x40'.
3.	How many times do you teach reading in a week?	Just once in a week for reading
4.	What reading materials do you choose	Based on curriculum like recount, narrative, descriptive, procedure.
5.	How many classes are there in each grade of SMP Negeri 1 Banyuwangi?	Eight class for grade seventh, seven class for grade eighth and ninth.
6.	What do you think about students' reading comprehension so far?	I think so far so good.
7.	How do you score students' reading comprehension?	Of course giving them some of test items based on text that given.
8.	How about students' achievement in reading recount text?	I think their achievement is good

9.	Do you give certain test to measure students' ability especially in reading?	No, I don't give them test that only measure one specific area.
10.	What is the score requirement of English subject?	Their score must 75 for the minimum to pass the test.
11.	How well student know about recount text?	They know well about that kind of text because I already teach them about recount text.
12.	Do you teach the student about how to find word, sentence, paragraph, text comprehension?	In specific aspect maybe I don't, I just give them general explanation so the students can solve the test and find the correct answer.

B. Documentation Guide

No.	The Supporting Data	Data Resources
1.	The English curriculum for grade VIII	School Document
2.	The names of the research respondents.	School Document
3.	The lesson plan of the teacher	School Document
4.	The students' English mid-term score	School Document

The Teacher's Lesson Plan of Eighth Grade at SMPN 1 Banyuwangi

SMP/MTS	: SMPN 1 Banyuwangi
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 11. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
Jenis teks	: monolog <i>descriptive/recount</i>
Tema	: <i>Travelling and Holidays</i> dan <i>Places and Buildings</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 4 x 40 menit (2x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Membaca 'Haunted Castles' dengan intonasi dan ekspresi yang tepat
- b. Membaca 'The United Kingdom' dengan intonasi dan pelafalan yang tepat
- c. Membaca 'The United States of America' dengan intonasi dan pelafalan yang tepat

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

2. Materi Pembelajaran

- a. Developing Skills (halaman 95, 108, 109, 120, 121, 160, 161)
 - Rekaman dan Bacaan:
 - Haunted Castles
 - The United Kingdom
 - The United States of America
- b. Pronunciation (halaman 110, 122, 152, 162)
 - Rekaman dan script kalimat dan kata-kata yang memuat:
 - pelafalan th
 - pelafalan huruf a

3. Metode Pembelajaran: three-phase technique

4. Langkah-langkah Kegiatan

Pertemuan pertama dan kedua.

A. Kegiatan Pendahuluan

Apersepsi :

- Menjawab berbagai pertanyaan yang berhubungan dengan tema bacaan, misal:
What do you know about the United Kingdom?
How do you know about that?
Do you want to visit this country in the future?

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Mengeksplorasi ekspresi yang tepat untuk membacakan bacaan dengan tema tersebut
- ☞ Membaca 'Haunted Castles' dengan intonasi dan ekspresi yang tepat
- ☞ Mendengarkan rekaman 'The United Kingdom'
- ☞ Mendengarkan kembali kata-kata yang memuat pelafalan th
- ☞ Membaca 'The United Kingdom' dengan intonasi dan pelafalan yang tepat
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - ☞ Membantu menyelesaikan masalah;
 - ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - ☞ Memberi informasi untuk bereksplorasi lebih jauh;
 - ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

- a. Buku teks yang relevan..
- b. CD / kaset.
- c. Gambar-gambar yang relevan
- d. *Script* percakapan dan/atau rekaman percakapan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"> • Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i> • Mengidentifikasi berbagai makna teks <i>narrative / recount</i> 	Tes lisan	Membaca nyaring	<i>Read the story aloud.</i>
	Tes tulis	Jawaban singkat	<i>Choose the right answer based on the text.</i>

a. Instrumen:

Daftar petunjuk:

Choose one of the titles of the reading passages below and make a summary in your own words. The students are to retell the summary in front of the class in ± 5 mins.

The titles:

- a. *Haunted Castles*
- b. *The United Kingdom*
- c. *The United States of America*

b. Pedoman Penilaian\

Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

Element	Score
Pronunciation	25
Delivery	25
Performance	25
Clarity	25

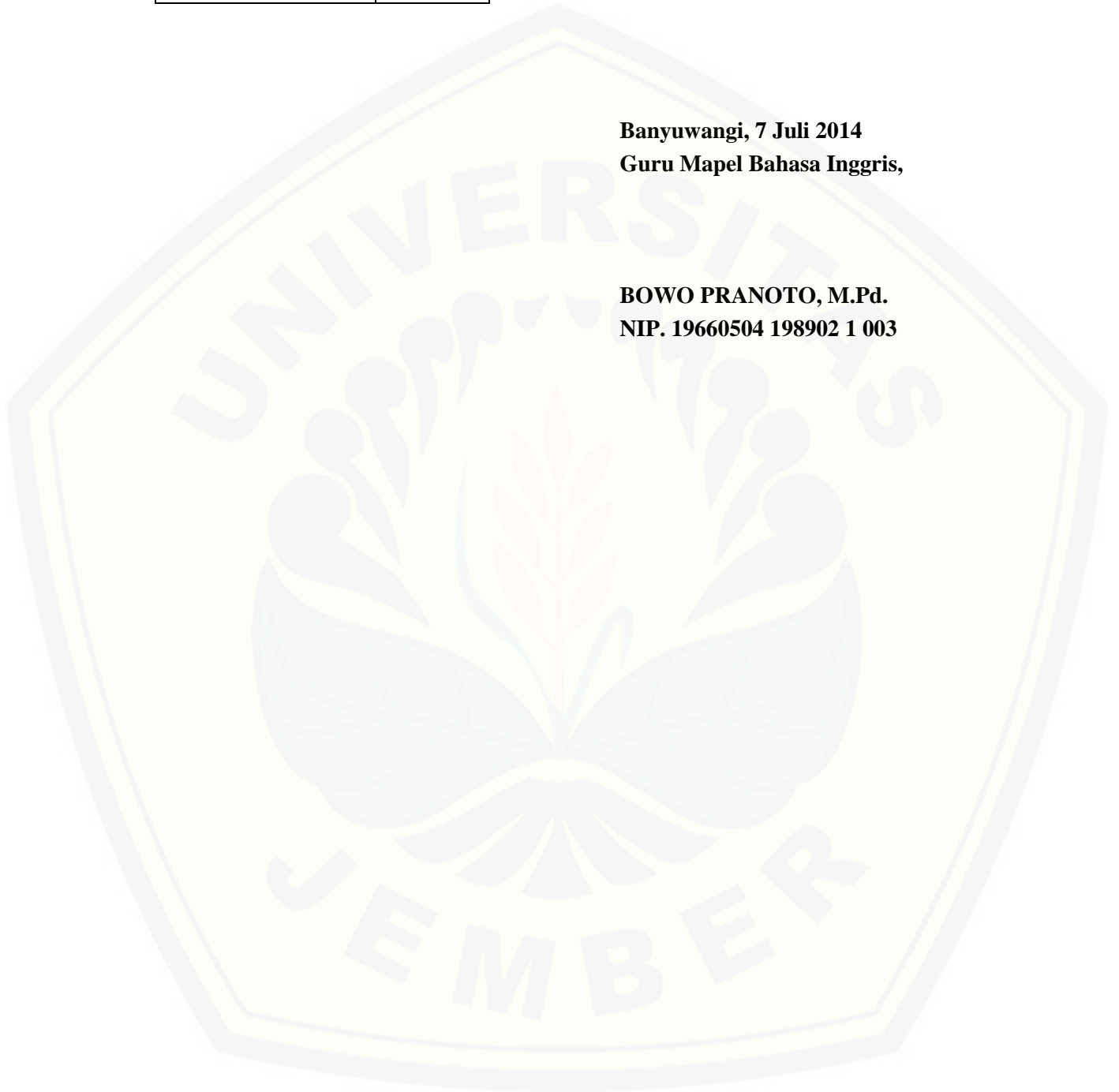
Standard of each element:

Excellent	21-25
Very good	16-20

Good	11-15
Average	6-10
Poor	≤ 5

Banyuwangi, 7 Juli 2014
Guru Mapel Bahasa Inggris,

BOWO PRANOTO, M.Pd.
NIP. 19660504 198902 1 003



The English Score Obtained from Mid-Term Test of Eighth Grade in the 2014/2015 Academic Year

No.	Name	VII A	Name	VII B	Name	VII C	Name	VII D	Name	VII E	Name	VII F	Name	VII G
1.	AAS	80	AHP	83	AIA	86	ANLP	87	AAR	83	AAMD	75	AGH	87
2.	ARF	82	AA	75	ACM	80	ARM	75	AFW	82	AAN	82	APA	85
3.	AP	90	BTD	81	ARS	81	CSP	86	AAA	83	ADA	83	AFZ	75
4.	ALP	88	BDCH	83	AES	88	ER	85	ASD	87	ANB	87	AZPS	85
5.	BIN	82	DS	87	ASR	84	FDL	80	NM	84	DFR	84	ADM	80
6.	BMA	80	FA	75	ADP	83	FKS	88	CAK	84	DMZ	75	AKR	88
7.	CKA	80	FFF	87	BOCP	85	FH	82	DDHA	85	DANF	75	APS	82
8.	DFP	82	FDM	84	FAC	86	FF	87	DTRPW	80	DMA	80	AUT	87
9.	DAAPP	86	FAKBS	77	GIH	80	FBW	79	DRH	85	ERNA	85	BFDM	75
10.	DAND	83	HTB	85	IDH	81	FMN	82	FGPA	86	EDF	75	BAS	82
11.	EIT	84	IBR	75	JDPS	76	HKP	87	FPD	82	FY	82	DVK	87
12.	FFK	89	JPP	83	JA	87	HNN	75	FYAP	87	GAP	87	DHK	83
13.	GNA	82	KSPY	75	KAM	83	HK	82	FFP	84	IWIY	84	FF	82
14.	HMR	77	LHD	86	MPM	81	IP	86	GF	84	IDS	84	FAS	86
15.	ICS	85	L	83	MCY	86	ISA	84	HS	85	KIY	85	GFR	84
16.	KK	84	MDF	83	MTA	83	JFA	85	IMDPP	82	MNRW	82	HU	80
17.	MWM	85	MHAR	84	MBFW	82	KAH	84	IAJ	82	MMR	75	ISA	84
18.	MAF	79	MSA	86	MAMQ	82	MRO	75	ICA	84	MVAA	84	LT	75
19.	MFP	83	NVA	82	NRPH	83	MRK	75	MRDR	81	MFRE	81	MR	75
20.	MYA	91	NMRY	85	NNS	78	MAP	86	MAF	83	MRAF	83	M	86
21.	NMS	82	PIN	81	NAS	79	MRF	82	MDA	84	PG	75	MLDMW	82
22.	NESS	85	RAA	82	PAA	82	NPA	81	NM	83	RMAP	83	MS	81
23.	NAS	81	RRPP	80	RAP	83	NFA	83	RGK	85	RBW	85	MIP	83
24.	ONR	84	RF	82	ST	81	PRU	87	RAM	88	RDA	88	RBGANPS	87
25.	OS	88	RAS	82	SRK	80	PRR	85	REMM	80	RMJ	75	RF	85
26.	RSC	79	SSWS	77	TAM	88	RR	75	RDS	80	SAS	80	RDPA	75
27.	RDP	82	SSA	81	THR	81	ROS	85	REN	84	SA	75	RF	75

28.	RSM	80	TRM	82	THF	85	SAP	86	STA	83	SA	87	RSA	83
29.	SHU	82	VAH	86	WRH	82	SFA	83	SM	87	TFH	75	RAH	77
30.	SA	77	YS	80	ZM	87	SRA	82	SH	84	TDT	82	SFCP	76
31.	SDA	86	YWE	81	ZFR	84	YB	82	TAR	75	YBEGP	86	TSS	76
32.	TOWK	82	YA	76	MRF	77	ZMH	78	VNA	75	ZPH	84	TRM	75
33.	YDS	79	ZMJ	84					AGR	81			UR	78
	Total	2740		2696		2642		2638		2742		2604		2680
	Average	83		82		83		82		82		81		81

Source : The English Teacher of Eighth Grade at SMPN 1Banyuwangi

The Names of Research Respondents (Class VIII A)

IDENTITAS SISWA			L/P
NO	NIS	Nama Siswa	
1	19521	ACHMAD ARTHA SYAHFITRA	L
2	19524	ACHMAD RIFQI FANNANI	L
3	19534	AKBAR PRIMANANDA	L
4	19535	ALDO LOVENKA PUTRA	L
5	19557	BAGUS INDRA NAGASTYA	L
6	19561	BERLIANA MAULIDYA AGRISTI	P
7	19566	CHANDRA KIRANA ANGELINA	P
8	19571	DAVIN FEBI PRAYOGI	L
9	19575	DEWA AYU ABHINANDATI PRAJNA PRATISTHITA	P
10	19577	DHEA AYU NABILA DEWI	P
11	19586	EVITA ISNA TANIA	P
12	19594	FAUZI FERDIANSYAH KOTO	L
13	19613	GIFFARI NUR AKBAR	L
14	19615	HAITSAM MU'TAZ RASYID	L
15	19632	IVANA CAROLINE SINAGA	P
16	19640	KARINA KADISO	P
17	19660	MITA Wafa WULANDARI	P
18	19666	MOHAMMAD AKBAR FERRYANSYAH	L
19	19669	MUH FAHMI PRADIKTA	L
20	19678	MUHAMMAD YAFI ABYANTORO	L
21	19684	NAILA MAROM SALSABILA	P
22	19689	NILUH EKA SHEVI SURYANINGSIH	P
23	19692	NIMAS AURA SUKMA	P
24	19696	OCTAVIANI NUR RAHMAWATI	P
25	19697	OKTAFIANA SARI	P
26	19709	RENZA SALWA CHINTYA	P
27	19722	RIVO DIMAS PRAKASA	L
28	19729	RIZQY SRI MULYANI	P
29	19735	SALSABILA HAYYU UMAMI	P
30	19746	SITI AISYAH	P
31	19748	SYAFIRA DWI ANANTA	P
32	19759	TIRSA OKTA WULAN KARIMA	P
33	19771	YEREMIA DANIEL SETIANTO	L

The Odd Number Scores of Each Item in Try Out Class (VIII C)

No	Number													Total
	1	3	5	7	9	11	13	15	17	19	21	23	25	
1	1	1	1	1	1	1	0	0	1	1	0	0	1	9
2	1	1	1	1	1	1	1	1	1	1	0	1	1	12
3	1	1	1	1	1	1	1	1	1	1	0	0	1	11
4	1	1	1	1	0	0	0	1	1	1	0	0	1	8
5	1	1	1	1	1	1	1	1	1	1	0	0	1	11
6	1	1	1	1	1	1	1	1	1	0	0	0	1	10
7	1	1	1	1	1	1	1	1	1	1	1	1	1	13
8	1	1	1	1	1	0	1	0	1	1	0	0	1	9
9	1	1	1	1	1	1	1	1	1	1	0	0	0	10
10	1	1	1	1	0	1	1	1	1	0	0	0	0	8
11	1	1	1	1	1	0	1	0	1	1	0	0	1	9
12	1	1	1	1	0	1	0	0	1	1	0	1	1	9
13	1	0	1	1	0	1	1	1	1	0	1	0	1	9
14	1	1	1	1	1	1	1	1	1	1	0	0	1	11
15	1	1	1	1	0	1	1	0	1	1	0	1	1	10
16	1	1	1	1	1	1	1	1	1	1	0	0	1	11
17	1	1	1	1	1	1	0	0	1	0	0	0	1	8
18	1	1	1	1	1	1	0	0	1	0	0	0	1	8
19	1	1	1	1	1	1	1	1	1	0	1	1	1	1
20	0	1	1	1	1	1	1	1	1	1	0	1	1	11
21	1	1	1	1	0	1	0	1	1	1	0	1	1	10
22	1	1	1	1	1	1	1	1	1	1	0	0	1	11
23	1	1	1	1	1	1	0	1	1	0	0	0	1	9
24	1	1	1	1	0	1	1	0	1	1	0	1	1	10
25	1	1	1	1	1	1	1	1	1	1	1	0	1	12
26	0	1	1	1	1	1	1	1	1	1	0	1	1	11
27	1	1	1	1	1	1	1	1	1	1	0	1	1	12
28	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29	1	1	1	1	1	1	0	1	1	1	0	0	1	10
30	1	1	1	1	1	1	1	1	1	1	0	0	1	11
31	1	1	1	1	0	1	0	1	1	1	0	1	1	10
32	1	1	1	1	0	1	1	1	0	1	0	0	0	8
	29	30	31	31	22	28	22	23	30	24	4	11	28	302

The Even Number Scores of Each Items in Try Out Class (VIIC)

No	Number												Total
	2	4	6	8	10	12	14	16	18	20	22	24	
1	0	1	0	1	1	0	1	0	1	1	1	1	8
2	1	1	0	1	1	1	1	0	1	1	1	1	10
3	1	1	1	1	1	1	1	0	1	1	1	1	11
4	1	1	1	1	1	1	1	1	1	1	1	1	12
5	1	1	1	1	1	0	1	0	1	1	1	1	10
6	1	0	1	1	1	1	1	0	0	1	1	1	8
7	1	1	1	1	1	1	1	0	1	1	1	1	11
8	1	1	0	1	1	0	1	0	1	1	1	1	8
9	1	1	1	1	1	0	1	0	0	1	1	1	8
10	1	1	1	1	1	1	1	0	1	1	1	1	11
11	1	1	0	1	1	0	1	0	1	1	1	1	8
12	0	1	0	1	1	1	1	0	1	1	0	1	8
13	1	1	0	1	1	0	1	0	1	1	1	1	8
14	1	1	1	1	1	1	1	0	1	1	1	1	11
15	1	1	1	1	1	1	1	0	1	1	1	0	10
16	1	1	1	1	1	1	1	0	0	1	1	1	10
17	1	1	0	1	1	0	0	0	0	1	1	1	7
18	1	0	0	1	1	0	1	0	1	1	1	1	8
19	1	1	0	1	1	1	1	0	1	1	1	1	10
20	1	1	0	1	1	1	1	1	1	1	1	1	11
21	1	0	1	1	1	1	1	1	1	1	1	1	11
22	1	1	1	1	1	0	1	0	1	1	1	1	10
23	1	1	0	1	1	0	1	0	0	1	1	1	8
24	1	1	1	1	1	1	1	0	1	1	1	0	10
25	1	1	0	1	1	1	1	0	1	0	1	1	9
26	1	1	1	1	1	0	1	1	1	1	1	1	11
27	1	1	1	1	1	0	1	1	1	1	1	1	11
28	0	0	0	0	0	0	0	0	0	0	0	0	0
29	0	1	0	1	1	0	1	0	1	1	1	1	8
30	1	0	1	1	1	1	1	1	0	1	1	1	10
31	1	0	1	1	1	0	1	1	1	1	1	1	10
32	0	1	0	1	1	0	1	0	0	1	1	1	7
	27	26	17	31	31	16	30	7	24	30	30	29	293

The Division of Odd Even Number in Try Out Class (VIIC)

NO	NAME	ODD (X)	EVEN (Y)	X ²	Y ²	XY
1	AFZAL IQBAL ALHAMDA	9	8	81	64	72
2	AMIRA CINTA MAHARANI	12	10	144	100	120
3	AMMAR RAZZAQ SURYANTARA	11	11	121	121	121
4	ANASTASYA EKA SAPUTRI	8	12	64	144	96
5	ARI SAIFUL RIZAL	11	10	121	100	110
6	ARIQ DEAN PRAMANA	10	8	100	64	80
7	BELLA OKTAVIANI CANTIKA PUTRI	13	11	169	121	143
8	FAHRAL ATHALLAH CHANDRA	9	8	81	64	72
9	GHOZY IHSASUL HUDA	10	8	100	64	80
10	INDAH DWI HARVANI	8	11	64	121	88
11	JAFIER DANISWARA PUTRA SUCIPTO	9	8	81	64	72
12	JUNITA AMBARWATI	9	8	81	64	72
13	KARINA APRILIANI MAHENDRA	9	8	81	64	72
14	MEILIA PUTRI MARDITIANINGSIH	11	11	121	121	121
15	MEZALUNA CLARA YUNITA	10	10	100	100	100
16	MOHAMAD TSAQIF ATTHONTHOWI	11	10	121	100	110
17	MOHAMMAD BAGUS FITRA W	8	7	64	49	56
18	MUHAMMAD ALFIN MULYA QOTADA	8	8	64	64	64
19	NEFERTITI RIYAN PUTRI HASANAH	1	10	1	100	10
20	NIKEN NURMALITASARI SUSANTO	11	11	121	121	121
21	NURMA AULIA SAFITRI	10	11	100	121	110
22	PRISKA AMELIA ANGGRAENI	11	10	121	100	110
23	RIZKY ADITYA PRATAMA	9	8	81	64	72
24	SALSABILA TAMAMI	10	10	100	100	100
25	SHERINA RAFIDAH KHAIRUNNISA	12	9	144	81	108
26	THALIA ANGGITA MARCHELA	11	11	121	121	121
27	TIARA HARDIN REGINA	12	11	144	121	132
28	TSANIA HAURA FIRDAUSIYAH	0	0	0	0	0
29	WAHYU RIDHO HANDRIYANTO	10	8	100	64	80
30	ZAEDAN MAULANA	11	10	121	100	110
31	ZULFA FIRDAUS RAHMAWATI	10	10	100	100	100
32	MOH. RAFLY FADZLY	7	7	49	49	49
SUM		289	293	3061	2831	2872

The Difficulty Index of Each Test Item and Its Interpretation in Try Out Class (VIII C)

Item Number	N	R	F.V	Criteria
1	31	23	0.74	EASY
2	31	21	0.67	FAIR
3	31	24	0.77	EASY
4	31	20	0.65	FAIR
5	31	25	0.81	FAIR
6	31	11	0.35	FAIR
7	31	25	0.81	EASY
8	31	25	0.81	EASY
9	31	16	0.52	FAIR
10	31	25	0.81	EASY
11	31	22	0.72	EASY
12	31	9	0.29	DIFFICULT
13	31	16	0.52	FAIR
14	31	24	0.77	EASY
15	31	15	0.48	FAIR
16	31	0	0	DIFFICULT
17	31	24	0.77	EASY
18	31	18	0.58	FAIR
19	31	17	0.55	FAIR
20	31	24	0.77	EASY
21	31	0	0	DIFFICULT
22	31	24	0.77	EASY
23	31	5	0.16	DIFFICULT
24	31	23	0.74	EASY
25	31	22	0.71	EASY

The Students Scores of Reading Comprehension Achievement Test

No.	WC	score X 5	SC	score X 5	PC	score X 5	TC	score X 5	total score
1	5	25	4	20	5	25	5	25	95
2	5	25	3	15	4	20	3	15	75
3	5	25	4	20	4	20	4	20	85
4	3	15	3	15	3	15	4	20	65
5	5	25	5	25	5	25	5	25	100
6	5	25	4	20	4	20	4	20	85
7	3	15	5	25	3	15	4	20	75
8	4	20	3	15	3	15	4	20	70
9	4	20	5	25	4	20	4	20	85
10	4	20	5	25	3	15	4	20	80
11	5	25	5	25	5	25	5	25	100
12	5	25	4	20	4	20	3	15	80
13	4	20	3	15	4	20	4	20	75
14	5	25	5	25	4	20	5	25	95
15	4	20	5	25	5	25	4	20	90
16	5	25	5	25	4	20	3	15	85
17	3	15	3	15	5	25	2	10	65
18	5	25	5	25	5	25	5	25	100
19	5	25	5	25	5	25	5	25	100
20	3	15	1	5	3	15	4	20	55
21	5	25	5	25	5	25	5	25	100
22	5	25	5	25	4	20	4	20	90
23	4	20	4	20	3	15	3	15	70
24	4	20	4	20	4	20	5	25	85
25	4	20	3	15	4	20	3	15	70
26	3	15	3	15	4	20	3	15	65
27	5	25	4	20	4	20	4	20	85
28	5	25	5	25	4	20	3	15	85
29	2	10	2	10	2	10	2	10	40
30	3	15	3	15	3	15	2	10	55
31	5	25	5	25	5	25	5	25	100
32	5	25	5	25	5	25	5	25	100
33	3	15	2	10	4	20	4	20	65

The Scoring of Reading Comprehension Ability Test

Indicators	Test Items	Σ Items	Points per Item
Word Comprehension	6,7,9,15,16	5	5
Sentence Comprehension	4,5,8,18,20	5	5
Paragraph Comprehension	2,3,12,13,14	5	5
Whole Text Comprehension	1,10,11,17,19	5	5
Total			100

The Students' Reading Comprehension Achievement

No	WC			SC			PC			TC			Σn	ΣN	Reading comprehension Achievement Score (%)
	n	N	ΣWC(%)	n	N	ΣSC(%)	n	N	ΣPC(%)	n	N	ΣTC(%)			
1	5	5	100	4	5	80	5	5	100	5	5	100	19	20	95
2	5	5	100	3	5	60	4	5	80	3	5	60	15	20	75
3	5	5	100	4	5	80	4	5	80	4	5	80	17	20	85
4	3	5	60	3	5	60	3	5	60	4	5	80	13	20	65
5	5	5	100	5	5	100	5	5	100	5	5	100	20	20	100
6	5	5	100	4	5	80	4	5	80	4	5	80	17	20	85
7	3	5	60	5	5	100	3	5	60	4	5	80	15	20	75
8	4	5	80	3	5	60	3	5	60	4	5	80	14	20	70
9	4	5	80	5	5	100	4	5	80	4	5	80	17	20	85
10	4	5	80	5	5	100	3	5	60	4	5	80	16	20	80
11	5	5	100	5	5	100	5	5	100	5	5	100	20	20	100
12	5	5	100	4	5	80	4	5	80	3	5	60	16	20	80
13	4	5	80	3	5	60	4	5	80	4	5	80	15	20	75
14	5	5	100	5	5	100	4	5	80	5	5	100	19	20	95
15	4	5	80	5	5	100	5	5	100	4	5	80	18	20	90
16	5	5	100	5	5	100	4	5	80	3	5	60	17	20	85
17	3	5	60	3	5	60	5	5	100	2	5	40	13	20	65
18	5	5	100	5	5	100	5	5	100	5	5	100	20	20	100
19	5	5	100	5	5	100	5	5	100	5	5	100	20	20	100
20	3	5	60	1	5	20	3	5	60	4	5	80	11	20	55
21	5	5	100	5	5	100	5	5	100	5	5	100	20	20	100
22	5	5	100	5	5	100	4	5	80	4	5	80	18	20	90
23	4	5	80	4	5	80	3	5	60	3	5	60	14	20	70

24	4	5	80	4	5	80	4	5	80	5	5	100	17	20	85
25	4	5	80	3	5	60	4	5	80	3	5	60	14	20	70
26	3	5	60	3	5	60	4	5	80	3	5	60	13	20	65
27	5	5	100	4	5	80	4	5	80	4	5	80	17	20	85
28	5	5	100	5	5	100	4	5	80	3	5	60	17	20	85
29	2	5	40	2	5	40	2	5	40	2	5	40	8	20	40
30	3	5	60	3	5	60	3	5	60	2	5	40	11	20	55
31	5	5	100	5	5	100	5	5	100	5	5	100	20	20	100
32	5	5	100	5	5	100	5	5	100	5	5	100	20	20	100
33	3	5	60	2	5	40	4	5	80	4	5	80	13	20	65
T	140	165		132	165		133	165		129	165		534	660	2670
M	85%			80,00%			80,61%			78,18%			80,91%		80,91%

Notes :

WC : Word Comprehension

SC : Sentence Comprehension

PC : Paragraph Comprehension

WTC : Whole Text Comprehension

n : The Correct Answers of Each Indicator

N : The Total Items of Each Indicator

Σn : The Total Numbers of The Correct Answers of Each Indicator

ΣN : The Total Numbers of Items Of Each Indicator

T : Total

M : The Mean Score of Achievement (%)

ΣWC : the correct answers percentage of word comprehension

ΣSC : the correct answers percentage of sentence comprehension

ΣPC : the correct answers percentage of paragraph comprehension

ΣTC : the correct answers percentage of text comprehension



PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN
SMP NEGERI 1 BANYUWANGI

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NPSN : 20525712

Kode Pos 68416

Nomor : 421.3/ 062 / 429.245.200980/ 2015

,12 Februari 2015

Lamp : -o-

Perihal : Izin Penelitian

Yth, Sdr. DEKAN I. FKIP Universitas Jember

Jl.Kalimantan no. 37 Kampus Bumi Tegal Boto 6812

di

Jember

Dengan hormat, menanggapi surat saudara nomor : 0891/UN 25.1.5/LT/2015 tanggal, 01 Februari 2015 tentang permohonan Izin Penelitian an.:

nama : ANOM AMMRU

nim : 090210401042

fakultas/Jurusan/Prodi : FKIP / Pendidikan dan Seni / Pendidikan Bahasa Inggris.

Pada dasarnya pihak sekolah tidak keberatan menerima/mengijinkan untuk melaksanakan kegiatan tersebut

Demikian atas perhatian dan kerja samanya disampaikan terima kasih.



an. Kepala Sekolah,
Wakil Kepala Sekolah

Drs. HASAN BASRI

NIP. 19670606 199802 1 006



PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN
SMP NEGERI 1 BANYUWANGI

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BANYUWANGI

KELAS : 8A

DAFTAR HADIR SISWA
TAHUN PELAJARAN 2014/2015

NOMOR		NAMA SISWA	L/P	Tanggal dan Keterangan Absensi					JUMLAH			KET
URT	INDUK								S	I	A	
1	19521	ACHMAD AR'HA SYAHFITRA	L									
2	19524	ACHMAD RIFQI FANNANI	L									
3	19534	AKBAR PRIMANANDA	L									
4	19535	ALDO LOVENKA PUTRA	L									
5	19557	BAGUS INDRA NAGASTYA	L									
6	19561	BERLIANA MAULIDYA AGRISTI	P									
7	19566	CHANDRA KIRANA ANGELINA	P									
8	19571	DAVIN FEBI PRAYOGI	L									
9	19575	DEWA AYU ABHINANDATI PRAJNA PRATIST	P									
10	19577	DHEA AYU NABILA DEWI	P									
11	19586	EVITA ISNA TANIA	P									
12	19594	FAUZI FERDIANSYAH KOTO	L									
13	19613	GIFFARI NUR AKBAR	L									
14	19615	HAITSAM MU'TAZ RASYID	L									
15	19632	IVANA CAROLINE SINAGA	P									
16	19640	KARINA KADISO	P									
17	19660	MITA Wafa WULANDARI	P									
18	19666	MOHAMMAD AKBAR FERRYANSYAH	L									
19	19669	MUH FAHMI PRADIKTA	L									
20	19678	MUHAMMAD YAFI ABYANTORO	L									
21	19684	NAILA MAROM SALSABILA	P									
22	19689	NILUH EKA SHEVI SURYANINGSIH	P									
23	19692	NIMAS AURA SUKMA	P									
24	19696	OCTAVIANI NUR RAHMAWATI	P									
25	19697	OKTAFIANA SARI	P									
26	19709	RENZA SALWA CHINTYA	P									
27	19722	RIVO DIMAS PRAKASA	L									
28	19729	RIZQY SRI MIJLYANI	P									
29	19735	SALSABILA HAYYU UMAMI	P									
30	19746	SITI AISYAH	P									
31	19748	SYAFIRA DWI ANANTA	P									
32	19759	TIRSA OKTA WULAN KARIMA	P									
33	19771	YEREMIA DANIEL SETIANTO	L									

WALI KELAS : MURBANDIYAH, S.Pd

JK
L 14
P 19



PEMERINTAH KABUPATEN BANYUWANGI
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KELAS : 8B

DAFTAR HADIR SISWA
TAHUN PELAJARAN 2014/2015

NOMOR		NAMA SISWA	L/P	Tanggal dan Keterangan Absensi	JUMLAH				KET
URT	INDUK				S	I	A		
1	19526	ADITYA HUDA PRATAMA	L						
2	19555	AULYA ANHARINI	P						
3	19559	BENEDIKTA TANIA DIKLAUIA	P						
4	19562	BIMA DWI CAHYA HIDAYAT	L						
5	19573	DEIGO SETYADI	L						
6	19590	FAISAL AULIYANDI	L						
7	19596	FERDIAN FAU DY FIKRI	L						
8	19598	FIKA DIYAFATUL MAULA	P						
9	19606	FREDICIA ANGELIA KEZIA BOANITO SIRAIT	P						
10	19614	Haidar Tamimi Basuki	L						
11	19629	IRMA BIAS RINI	P						
12	19636	JENY PRATAMA PURWANTO	L						
13	19641	KARINA SALSABILA PUTRI YULIVIA	P						
14	19646	LAPANG HANDI DAMARKASIH	L						
15	19647	LUTFI	L						
16	19653	MARSELLA D'WI FAIRA	P						
17	19674	MUHAMMAD HILAL AL ROSYIDO	L						
18	19677	MUHAMMAD SULTHON ARIFI	L						
19	19686	NATASHA VINE ANGELIQUE	P						
20	19690	NI MADE RISKA YULIANTI	P						
21	19702	PUTRI INDRA NIAGARI	P						
22	19705	RANGGA ADHIPUTRA ABRIANTO	L						
23	19713	REVINDRA RIZKY PUTRA PAMUNCAK	L						
24	19717	RIHAM FATIMA	P						
25	19719	RIO ALVIAN SYACH	L						
26	19739	SATWIKA SANTA WIDYA SISTA	P						
27	19742	SILDA SARI ANGGRAINI	P						
28	19751	TALITA RIFDA MAULIDINI	P						
29	19766	VINONA ALVIO HARNANDA	P						
30	19769	YASMIN SORAYA	P						
31	19772	YESICA WULANDA EKA PRATIWI	P						
32	19775	YUWIKE AYU'NINGTYAS	P						
33	19778	ZANUBA MIFTAHUL JANAH	P						

WALI KELAS :

JK SUTAJI, S.Pd
L 14
P 19



PEMERINTAH KABUPATEN BANYUWANGI
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KELAS : 8C

DAFTAR HADIR SISWA
TAHUN PELAJARAN 2014/2015

NOMOR		NAMA SISWA	L/P	Tanggal dan Keterangan Absensi				JUMLAH			KET
URT	INDUK							S	I	A	
1	19528	AFZAL IQBAL ALHAMDA	L								
2	19541	AMIRA CINTA MAHARANI	P								
3	19542	AMMAR RAZZAQ SURYANTARA	L								
4	19544	ANASTASYA EKA SAPUTRI	P								
5	19548	ARI SAIFUL RIZAL	L								
6	19553	ARIQ DEAN PRAMANA	L								
7	19558	BELLA OKTAVIANI CANTIKA PUTRI	P								
8	19588	FAHRAL ATHALLAH CHANDRA	L								
9	19612	GHOZY IHSASUL HUDA	L								
10	19624	INDAH DWI HARVANI	P								
11	19635	JAFIER DANISWARA PUTRA SUCIPTO	L								
12	19638	JUNITA AMBARWATI	P								
13	19639	KARINA APRILIANI MAHENDRA	P								
14	19656	MEILIA PUTRI MARDITIANINGSIH	P								
15	19659	MEZALUNA CLARA YUNITA	P								
16	19665	MOHAMAD TSAQIF ATTHONHOWI	L								
17	19667	MOHAMMAD BAGUS FITRA W	L								
18	19671	MUHAMMAD ALFIN MULYA QOTADA	L								
19	19688	NEFERTITI RIYAN PUTRI HASANAH	P								
20	19691	NIKEN NURMALITASARI SUSANTO	P								
21	19695	NURMA AULIA SAFITRI	P								
22	19700	PRISKA AMELIA ANGGRAENI	P								
23	19724	RIZKY ADITYA PRATAMA	L								
24	19736	SALSABILA TAMAMI	P								
25	19741	SHERINA RAFIDAH KHAIRUNNISA	P								
26	19756	THALIA ANGGITA MARCHELA	P								
27	19758	TIARA HARDIN REGINA	P								
28	19762	TSANIA HAURA FIRDAUSIYAH	P								
29	19768	WAHYU RIDHO HANDRIYANTO	L								
30	19776	ZAEDAN MAULANA	L								
31	19780	ZULFA FIRDAJS RAHMAWATI	P								
32	19782	MOH. RAFLY FADZLY	L								

WALI KELAS : SUGENG LUKITO YUWONO, MP.d

JK
L 14
P 18



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KELAS : 8D

DAFTAR HADIR SISWA
TAHUN PELAJARAN 2014/2015

NOMOR		NAMA SISWA	L/P	Tanggal dan Keterangan Absensi						JUMLAH			KET
URT	INDUK									S	I	A	
1	19543	ANANDA NUF. LAKSANA PUTRI	P										
2	19546	ANGGUN RIZIKYA MAHARANI	P										
3	19564	CAHYADI SETIA PHANATAGAMA	L										
4	19585	EVI RAHMAWATI	P										
5	19587	FAHIRA DWI LAILYASARI	P										
6	19595	FEBBY KURNIA SAVITRI	P										
7	19599	FILDZAH HENDRIAWATI	P										
8	19600	FIQRI FARDIANSYACH	L										
9	19602	FIRMANDA BAGUS WICAKSONO	L										
10	19605	FITRI MAULIDA NURDIYANTI	P										
11	19617	HANUM KANTHI PRAMESTHI	P										
12	19619	HIKMAH NUR NAFILAH	P										
13	19620	HURIYAH KAMILAH	P										
14	19626	INTAN PURNAMASARI	P										
15	19631	IRZA SHIDQI ALGHIFARI	L										
16	19637	JIHAN FAHRIYAH ALATAS	P										
17	19644	KINANTI AYU HAPSARI	P										
18	19649	MAHARDIKA RIESMA OKTAVIAN	L										
19	19652	MARKO REFANSYAH KOSASI	L										
20	19670	MUHAMMAD AFIF PRANOWO	L										
21	19675	MUHAMMAD RAFI FIKRIANSYAH	L										
22	19683	NADIRA PUTRI ALITA	P										
23	19685	NAILY FARAH ANNISA	P										
24	19698	PANDU RIZKY UTOMO	L										
25	19703	RAFLY RIZQI FAMADHAN	L										
26	19704	RAIS RAHMADI	L										
27	19721	RIVAL OKTAVIAN SYAH	L										
28	19740	SHAFIRA ARRAAFI PUTRI	P										
29	19744	SISWI FILILMI AGNINY	P										
30	19749	SYAFIRA ROHIDATUL AISY	P										
31	19774	YUSUFI BUSLIANANDA	L										
32	19779	ZINEDINE MUFTI HISBULLAH	L										

WALI KELAS : Hj. YENNITA, S.Pd

JK
L 14
P 18



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KELAS : 8E

DAFTAR HADIR SISWA
TAHUN PELAJARAN 2014/2015

NOMOR		NAMA SISWA	L/P	Tanggal dan Keterangan Absensi							JUMLAH			KET
URT	INDUK										S	I	A	
1	19529	AHMAD ALI FAMDHAN	L											
2	19536	ALFI FAIZATI WARDAH	P											
3	19538	ALIFFIA AJENG ASTARI	P											
4	19539	ALMASAH SANIYAH DARSONO	P											
5	19556	AZIZI NOVAN MAULANA	L											
6	19565	CARENZA AL KHARRAZ	L											
7	19569	DARA DILLA HANUNAH ADANI	P											
8	19572	DEDE TUNGKI REZA PUTRA WICAKSONO	L											
9	19581	DIMAS RIZKY HUTAMA	L											
10	19589	FAIRUZ GHALY PUTRA ALDY	L											
11	19591	FANNY PUTRI DANISSA	P											
12	19603	FIRSTA YUFI AMARTA PUTRI	P											
13	19607	FURBY FIRDAUS PUTRA	L											
14	19609	GAGA FASARI NDA	L											
15	19616	HALIMATUS SA'DIYAH	P											
16	19621	I MADE DIAN PRAMANA PUTRA	L											
17	19627	IQBAL ARYAVIDYA JHONCILLA	L											
18	19630	IRNALINA CAHYANI ARIYANTI	P											
19	19663	MOCHAMAD RIVAN DAFFA RUSADI	L											
20	19672	MUHAMMAD ALIF FIANDRA	L											
21	19673	MUHAMMAD DEHAN ALKAUTSAR	L											
22	19682	NABILA MUNTAZ	P											
23	19710	RESITA GHANIYA KUSUMAREDA	P											
24	19711	RESTU ARBI MULYA	L											
25	19712	REVALDA ESA MARSELA MP	P											
26	19720	RISKA DWI SILFIANI	P											
27	19726	RIZKY EKA NANDA	P											
28	19733	SABRINA THEISYA ALICIA	P											
29	19734	SAKINA MAVARDHANI	P											
30	19747	SUROTUL HADIYANI	P											
31	19752	TANZILAL AZIZIR RAHMAH	P											
32	19767	VIOLETA NIA ALFIMATIN	P											
33	20072	AHMAD GIBRAN RAVINDATA	L											

WALI KELAS : SETYOWATI, s.Pd

JK
L 15
P 18



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KELAS : 8F

DAFTAR HADIR SISWA
TAHUN PELAJARAN 2014/2015

NOMOR		NAMA SISWA	L/P	Tanggal dan Keterangan Absensi				JUMLAH			KET
URT	INDUK							S	I	A	
1	19520	ACHMAD ARIEF MAULIDI DAHLAN	L								
2	19545	ANGGI AYU NINGSIH	P								
3	19551	ARIEN DANING ASTITI	P								
4	19552	ARIFAH NURUL BASYIROH	P								
5	19567	DAFFA FAUZI REDJADI	L								
6	19570	DAVA MAULANA ZAKARIA	L								
7	19578	DHEYTRA AKHNAZ NAMIRA FADHILA	P								
8	19579	DHITERA MARTALOPI ANGGRAINI	P								
9	19583	ENRIKA RATU NUR ANNISA	P								
10	19584	ERIKA DEWI FARISA	P								
11	19597	FERDY YANLIARDI	L								
12	19610	GALIH AYU PALUPI	P								
13	19622	I WAYAN INDIRA YULIARKA	L								
14	19633	IZZUDIN DAIFA SUBOWO	L								
15	19643	KHOIRUNNISA' IINAAS YASMIN	P								
16	19648	MAHARANI NUR FATIMAH RAMADHINA WI	P								
17	19650	MANIK MASMINTO RADARANI	P								
18	19657	MELGY VIOFA AQUARY ARDIAN	P								
19	19658	MELIA FITRI RULITA EFFENDI	P								
20	19676	MUHAMMAD REZA ALDI FIRDAUS	L								
21	19699	PEDANG GUSTIATHARIQ	L								
22	19714	RICHO MALVIN APRILIENO PUTRA	L								
23	19716	RIDWAN BACHTIAR WAHYUDI	L								
24	19718	RINDANG DINDA AGESTI	P								
26	19731	ROSA MIFTAHUL JANNAH	P								
26	19737	SALSABILLA AMALIA SAKINAH	P								
27	19738	SAMSUL ARIF	L								
28	19743	SINZIARIESTA ATAYA	P								
29	19757	THORIQ FADILLAH HANDOKO	L								
30	19761	TSABITAH DZIKRA TAMIMI	P								
31	19770	YEREMIA BETA ELSADA GUNAWAN PUTRA	L								
32	19777	ZAKARIAH PUTRA HARIYADI	L								

WALI KELAS : SISWANTO, S.Pd

JK
L 14
P 18



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KELAS : 8G

**DAFTAR HADIR SISWA
TAHUN PELAJARAN 2014/2015**

NOMOR		NAMA SISWA	L/P	Tanggal dan Keterangan Absensi	JUMLAH			KET
URT	INDUK				S	I	A	
1	19522	ACHMAD GANDUNG HADIARDANI	L					
2	19527	AFIFAH PRATAMI AGUSTINA	P					
3	19530	AHMAD FIRDAUS ZULVA	L					
4	19533	AJENG ZULSIFA PURNAMA SARI	P					
5	19540	ALYA DITA MAULIDANIA	P					
6	20070	ALYA KARTIKA RAMADHANTY	P					
7	19549	ARIANI PUSPITA SARI	P					
8	19554	AULIA ULIN TARISA	P					
9	19560	BERLIAN FARAH DIVA MARCELLA	P					
10	19563	BINTANG ALVIN SYAIFULLAH	L					
11	19568	DAFFA VARYNO KURNIA	L					
12	19576	DHANAR HARYO KUSUMA	L					
13	19593	FARADIBA FARIDSYAH	P					
14	19601	FIRMAN AGUS Satria	L					
15	19608	GABRIELA FE'IK RUDIYANTO	P					
16	19618	HIBATULLAH UMAMDANI	L					
17	19628	IQSHAL SULTON ARDHANA	L					
18	19645	LANIA TIOFANY	P					
19	19651	MARIYAM RANIYAH	P					
20	19654	MAYFANI	P					
21	19661	MOCH. LUDFI DWI MAIYASA WARDANA	L					
22	19680	MUTIAH SATRIYANI	P					
23	19681	MUTIARA ISNA PARAMESWARI	P					
24	19707	RATU BELLA GITA ASMARA NOVELIA PUJI S	P					
25	19708	RAVIKO FIRMADHANI	L					
26	19725	RIZKY DEWANA PANJI ARIESTA	L					
27	19728	RIZKYANSA FIRDAUS	L					
28	19730	RODLI SYAFI' ABDULLAH	L					
29	19732	ROSI AYU HARTININGRUM	P					
30	19745	SITA FEBRINA CAHYANI PUTRI	P					
31	19753	TASYA SAVIRA SALSABILLA	P					
32	19755	TAUFIK RAMADHAN MULYONO	L					
33	19764	UMI RAHAYU	P					

WALI KELAS : Drs. MOH.SYAIFUL

JK
L 14
P 19