A Descriptive Study on the Eighth Grade Students' Reading Comprehension Achievement on Recount Text by Using Lecturing and Question-Answer Techniques

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Abstract

The purpose of this research was to describe the eighth grade students' reading comprehension achievement of recount texts at SMPN 9 Jember. The research design was descriptive qualitative. The area determination method of this research was chosen by using purposive method. The subjects were the VIII C students for tryout test and for reading comprehension achievement test were VIII B students of SMP Negeri 9 Jember in the 2014/2015 academic year. The data of this research were obtained from the students' reading test, documents and interview. The mean score of the Eighth Grade students' reading comprehension achievement on recount text was 72 and it was categorized as fair. The reading comprehension achievement showed that no student (0%) who got "excellent" category (90-100) and as many as 16 students (42,1%) got "good" category with the range between 75-89. In addition, there were 19 students (50%) whose category was "fair" with the score range of 60-74, and there were 3 students (7,89%) belonging to "poor" category. The last, there were no student (0%) who got "very poor" category with the range of <44. It can be concluded that most students have "good" category in word comprehension and "poor" category in text comprehension.

Keywords: Descriptive qualitative, Recount text, Reading comprehension achievement.

INTRODUCTION

English is a window to the outside world because it is used as an international language. Crystal (2003:20) says that English is a global language which achieves a genuinely global status when it develops a special role that is recognized in every country. Besides, many educational and scientific books are written in English. This indicates that English is a very important part of learning to broaden knowledge. Therefore, the mastery of English as a foreign language is very essential to catch up with the progress of science and technology.

In Indonesia, English is considered as a foreign language that is taught for all levels of Indonesian institution. Consequently, English is stated in standard of content (Depdiknas, 2006:22) and learned by Junior and Senior High School students for four hours in a week. Meanwhile, based on the 2013 Curriculum, English in Junior High School and Senior High School becomes one of the subjects for the standard graduation. Teaching English at schools is intended to develop the students' competence of the four language skills, namely listening, speaking, reading, and writing.

Reading is one of an active skills in learning English because every teaching learning activity in English class involves reading activity (Grellet, 1996:8). It helps students improve their general language skills in English such as speaking and writing. By reading, the students will not only learn about a language but also get much information, build their vocabulary and enrich their knowledge.

Reading needs comprehension, as stated by Crawley and Merritt (2000:40) who argue that comprehension is the process of understanding meaning in written material and the purpose of reading is to comprehend the communication between the writer and the reader. The readers do not only need to read but also understand the information in the text. When students are reading, they are doing thinking process by comprehending all the words, sentences and paragraphs in order to get the meaning of the text as a whole and to understand its content. In line with this, Grellet, (1996:3) states that reading comprehension is extracting the required information from a written text as efficiently as possible.

According to the English teacher of eighth grade of SMPN 9 Jember, the school applies 2013 Curriculum and frequently used Lecturing and Question-Answer techniques in teaching learning process. Unfortunately, in the lesson plan, it was written that the method was Discussion and Question-Answer. Due to some academic reason and the situation happen during in the teaching learning process, the teacher changes the method she planned from Discussion and Question-Answer to Lecturing and Question-Answer. The teacher started the lesson by giving some leading questions to lead students to the topic they were going to read. Then, the teacher gave explanation about the material of reading text. During the reading activity, the students had to identify the words they did not know the meaning and found the meaning of the words in dictionary. The teacher often explained the meaning of the words and the meaning of sentences after the students found the meaning of new words. This activity gave students a chance to understand the meaning of the whole text. After that, the teacher asked the students to do some related exercises individually, based on the material given.

In addition, the teacher said that reading skill is the most frequently subject to teach instead of the other skills. As reading is the main skill tested in National exam, it is important to know about the students' reading achievement. It also helps the teacher to know what aspect of the students' reading comprehension which is still low. Thus, the teacher could be more focused on the aspect to help students improve comprehension.

The eighth grade students were required to be able to comprehend texts in form of descriptive, narrative, and recount. The researcher chose recount text because the students had already been taught recount text by the English teacher in the teaching learning process by using lecturing and Questions-Answer Technique. That reason also made the researcher chose descriptive research design to measure the students' reading comprehension achievement.

Based on the result of preliminary study and the research background, the researcher was interested in conducting a research which was intended to know the students' reading comprehension achievement of text especially recount text.

Prior to the previous studies, descriptive studies of reading comprehension achievement had been conducted by two researchers. Jannah (2012) analyzed the descriptive text reading comprehension achievement in SMPN 1 Jenggawah Jember. She found that the eighth grade students' reading comprehension achievement was

categorized as fair (61.96%). It was supported by the mean score of each indicator. 68.87% of students' achievement in word comprehension was categorized as fair, 61.90% the students' achievement in phrase comprehension was categorized as fair, 60.04% sentence comprehension was categorized as fair and the last was the percentage of students' achievement in paragraph comprehension was categorized as poor (58.33%). This result shows that the simplest aspect of reading is comprehending word meaning and the most difficult one is paragraph comprehension.

Another research was conducted by Humairoh (2013) who conducted a research on descriptive analysis of hortatory exposition text reading comprehension achievement in the Multilingual class at MAN 1 Jember. She found out that the percentage of students' achievement in word comprehension was categorized as fair (71.25%), sentence comprehension was categorized as poor (67.19%), paragraph comprehension was categorized as poor (62.84%) and the percentage of students' achievement in whole text comprehension was categorized as poor (60.00%). According to this result, the simplest aspect of reading is comprehending word meaning and the most difficult one is the whole text comprehension. It can be seen from the scores' percentage achieved by the students above. Humairoh did not describe the students' reading comprehension achievement in general. She only focused on four aspects of reading, those were word comprehension, sentence comprehension, paragraph comprehension and the whole text comprehension.

The two previous researches above analyzed the students' reading comprehension achievement of hortatory exposition and descriptive text. In this research, the researcher analyzed the students' reading comprehension achievement on the recount text which described the students' reading comprehension achievement in general, then it was supported by describing other aspects of reading. This research focused on four aspects: word comprehension, sentence comprehension, paragraph comprehension, and the whole text comprehension. Considering the description above, it is necessary to conduct a research entitled "A Descriptive Study of the Eighth Grade Students' Reading Comprehension Achievement on Recount Text by Using Lecturing and Question-Answer Techniques".

RESEARCH METHOD

The research design of this research was

qualitative research and the purpose was not intended to verify any hypothesis, but to describe the students' recount text reading comprehension achievement on the aspects of word, sentence, paragraph, and whole text comprehensions. The procedure in this research was conducted in some steps of activities. They are determining research topic, determining research area purposively, conducting interview as the preliminary study and obtaining the supporting data by doing documentation to know the details about the school and the teaching learning process, determining the respondents of the research by using cluster random sampling, constructing the research instruments, administering a recount text reading comprehension test to the respondents, analyzing the result of comprehension test based on the research indicators, discussing the research result, drawing the conclusion of the result to answer the research problem, and reporting the result of the research.

The research area of this research was determined by using purposive method. Fraenkel and Wallen (2006: 101) explain that purposive sampling method means the use of the researchers' judgment to select samples that they believe, based on prior information, will provide the data they need. In line with this, Arikunto (2006: 139) also explains that purposive method is the way of taking respondents based on certain purposes. Based on those ideas, SMPN 9 Jember was chosen as the research area with the consideration that this school could provide the data needed.

The populations of this research were all of the Eighth grade students of SMPN 9 Jember in the 2014/2015 academic year. There were 225 students of the Eighth grade students which were divided into 6 classes, namely VIII A, VIII B, VIII C, VIII D, VIII E, and VIII F. Since the population of the Eighth grade students were divided into six classes, the respondents of this research were analyzed by using ANOVA Formula to know the homogeneity of the class. The result showed that the population of the Eighth grade of SMPN 9 Jember were homogenous and the respondent determined by using cluster random sampling. It was used because each class had different schedule of English lesson. Therefore, it was easier to determine the schedule in conducting the research if the respondents were determined by using cluster random sampling.

The respondents of this research were the students of VIII C class. This class was chosen among the existing classes of the Eighth grade since all of the eighth grade students were homogeneous. One class was chosen as the research respondent randomly by using lottery. In addition, the researcher also took one class which was not chosen as the research sample class to administer the try-out test before the test was given to the research respondents. As the try-out respondents, the researcher chose VIII B class.

There were two kinds of data in this research, the main data and the supporting data. This research used three instruments of data collection, namely test, interview, and document. The main data was obtained through reading comprehension test, while the supporting data was collected from interview and documentation.

The result of the main data was analyzed statistically to find the student's reading comprehension achievement score based on each research indicator by using the following formula (Healey, 2010:30):

$$RC = \frac{f}{N} \times 100$$

RESEARCH FINDINGS

The design of this research was qualitative research. From the research result we know that the mean score of the recount text reading comprehension achievement in general was 72 which belonged to "fair" category. The result showed that there were no student (0%) who got scores between 90- 100 which was classified as "excellent". There were only 16 students (42.1%) whose scores between 75-89 which was categorized as "good". Meanwhile, as many as 19 students (50%) obtained scores between 60-74 and they were categorized as "fair". 3students (7.89%) obtained the scores between 45-59 which were categorized as "poor" and the last, there were no students (0%) got scores <44 which belonged to "very poor" category.

In addition, from the mean score of the four indicators, the students achieved the highest score in comprehending word meaning. Meanwhile, three indicators namely comprehending sentence, paragraph, and text meaning that belonged to "fair" category. The highest mean score of the four indicators was word comprehension achievement, 79,27 which belonged to "good" category. Then, it was followed by sentence comprehension achievement with the mean score 72,55 which was classified as "fair" category. Next, the mean score of paragraph comprehension was 68,42 and it was categorized as "fair". The last was the mean score of the text comprehension (64,21) which belonged to "fair" category.

DISCUSSION

This study was conducted to describe the eighth grade students' recount text reading comprehension achievement by using lecturing and question-answer techniques at SMPN 9 Jember in the 2014/2015 academic year through interview, documentation, and reading achievement test. The eighth grade students' reading comprehension achievement covered four aspects of reading, namely: word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

The main data, in the form of students' score in reading was collected by applying a reading achievement test in the form of a multiple choice test. Meanwhile, the supporting data in the form of documents and information related to the teaching reading at SMPN 9 Jember was collected by doing interview and documentation. The interviewee was the English teacher of the Eighth grade students of SMPN 9 Jember. From the interview, it was known that the English teacher used 2013 curriculum as the basic of teaching English at SMPN 9 Jember, especially in teaching reading and the book used was "Bima". The researcher observed twice in SMPN 9 Jember and based on observation in class, it showed that the English teacher used lecturing and question-answer techniques.

The data analysis of reading comprehension achievement test in this research showed that in general the eighth grade students' reading comprehension achievement at SMPN 9 Jember was categorized as "fair" with the mean score of their reading comprehension achievement was 72. In details, there were no (0%) students that belonged to "excellent" category, and there were 16 students of 38 students (42.1%) got scores between 75- 89 and it belonged to "good" category, 19 students of 38 students (50%) had scores between 60-74, it belonged to "fair". Meanwhile, another 3 students (7.89%) obtained the scores between 45-59, it belonged to "poor" category, and the last the were no students (0%) that belonged to "very poor". The students who achieved "good" score in reading comprehension test were able to answer the test items given or to comprehend the word, sentence, paragraph, and text meaning of recount text. They did not face many difficulties in comprehending the text. In short, they were able to get the meaning of the words and sentences in the text in order to get the complete information.

Dealing with the research indicators, the result of students' reading comprehension achievement test in comprehending word meaning was 79,27 and it belonged to "good" category. In

other words, the students did not find any difficulties in doing the word comprehension test items. As confirmed by the English teacher, it happened because in teaching reading activity, the teacher explained the unfamiliar words found in the text. As Pang, Muaka, Brenhardt, and Kamil (2003:12) suggest that in doing a class activity, the teacher should involve the students' engagement to learn new vocabulary. It means that explaining some of the unfamiliar words to the students in reading activities can help them comprehend the text clearer.

The result of the students' sentence comprehension was 72,55 and it belonged to "fair". According to the English teacher, the students still had difficulties in comprehending sentences because of grammatical structures. They only focused on the meaning of each word without considering the grammatical structure and the context of the text. In other words, they saw words in the same case of studying lexical meaning, without paying attention to the context of the sentence. It is in line with what Grellet (1996:15) suggests that it is better to understand the meaning of some words constructed in sentences than to understand the meaning of word-by word. It means that the readers will be easier to get the complete message told in a sentence by combining the meaning of some words constructed in a sentence instead of by trying to find out the meaning of each word.

The score of the students' achievement in comprehending paragraph meaning was 68,42 and it belonged to "fair". It might be affected by the difficulties of comprehending the sentence meaning since the sentence meaning comprehension can lead to the understanding of a paragraph. It supported Mikulecky and Jeffries (1996:78) who define a paragraph as a group of sentence which tells about the same thing and topic. In a paragraph, some sentences work together as a part of a text to create an overall thought. It means that the ideas of every sentence in a paragraph are included as the important element that should be comprehended in order to get the complete thought about information which is stated in the paragraph.

The result in comprehending text meaning was 64,21 and it belonged to "fair". The students could not comprehend the whole text meaning since they got difficulties in comprehending sentences and paragraph meaning because comprehending text meaning was related to the other indicators. If they got difficulties in comprehending sentences and paragraph meaning, automatically they will get difficulties in comprehending text meaning.

From the result above, it can be concluded

that from the reading test achivement of the eighth grade students of SMPN 9 Jember with four indicators in reading comprehension, it showed only word comprehension that belongs to "good" category (79,27) and three indicators that were sentence comprehension (72,55), paragraph comprehension (68,42) and text comprehension (64,21). All were in "fair" category.

It was clear that reading comprehension in recount text was not easy for the students of grade eighth of SMPN 9 Jember. The research result showed that only 16 students of 38 students (42.1%) belonged to "good", 19 students (50%) belonged to "fair", and 3 students (7,89%) belonged to "poor" category. This result might be affected by the technique that used in teaching learning process by the teacher. The teacher frequently used lecturing and question-answer in class, gave explanation to the students and asked them to do the exercises. The result of this research supports the previous researches which were conducted by Jannah (2012) and Humairoh (2013). Both of the previous researches showed that comprehending word meaning is the easiest of the four aspects since the mean score of the students' achievement in comprehending word meaning was the highest of all indicators. On the other hand, the hardest of the four aspects is comprehending the whole text meaning since it showed that the mean score of the achievement in comprehending text meaning was the lowest of all. In addition, the word comprehension is the simplest of all because comprehending word meaning is the basic element of reading. In comprehending the word meaning the students did not depend on the meaning of other reading aspects. In contrast, the text comprehension is the hardest of all since comprehending the whole text meaning is not only about the comprehension of words, phrases, sentences, or paragraph, but also about the complete thought of the text. McWhorter (1989:115) mentions that the whole text consists of words, sentences, and paragraphs in the text**.**

CONCLUSION AND SUGGESTION

Based on the result of data analysis and discussion, it can be concluded that the eighth grade students still had problems in reading a recount text in each comprehension. The research result showed that only 16 students of 38 students (42,1%) got the scores between 75-89 (good), 19 students (50%) obtained scores between 60 - 74 (fair), 3 students (7.89%) got scores between 45 - 59 (poor) and no students (0%) were categorized as "very poor".

In addition, the result of the students' achievement based on research indicators covering word, sentence, paragraph, and text comprehension

showed that the students only achieved "good" category in comprehending word meaning. The highest mean score of the four indicators was word comprehension achievement with the mean score 79,27 which belonged to "good" category. Then, it was followed by the result of the sentence comprehension achievement with the score 72,55 and it was classified as "fair". The score of paragraph comprehension was 68,42 and it was categorized as "fair". The lowest was the mean score of the text comprehension, 64,21 which belonged to "fair" category.

Considering the result of this research, the completion of this research study warrants several suggestions proposed to the English teacher and the future researcher. The suggestions were given in term of what teachers can do to develop the students' reading comprehension achievement. Hopefully, it is useful for the English teacher as the information to know about her students' reading comprehension achievement in reading recount text based on the reading components. By knowing the students' ability based on the reading components, it was suggested that in using texts as teaching materials, the English teacher should also consider the use other books references. The teacher should not only use students' worksheet in teaching learning process. Futhermore, the teacher should also explain the different meaning of the unfamiliar word based on the content of the text. In this case, the students did not see the meaning of word by word but how the meanings of the words were combined together to show a complete message based on the certain context. The English teacher should also give more new texts related in teaching reading of recount text. It will broaden the eighth grade students' knowledge in order to comprehend what they read.

Considering the result of the research, the future researchers are suggested to conduct a further research in this school. For example, finding more information about the students' comprehension achievement from different aspect by using different research design, such as: experimental research or classroom action research.

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