

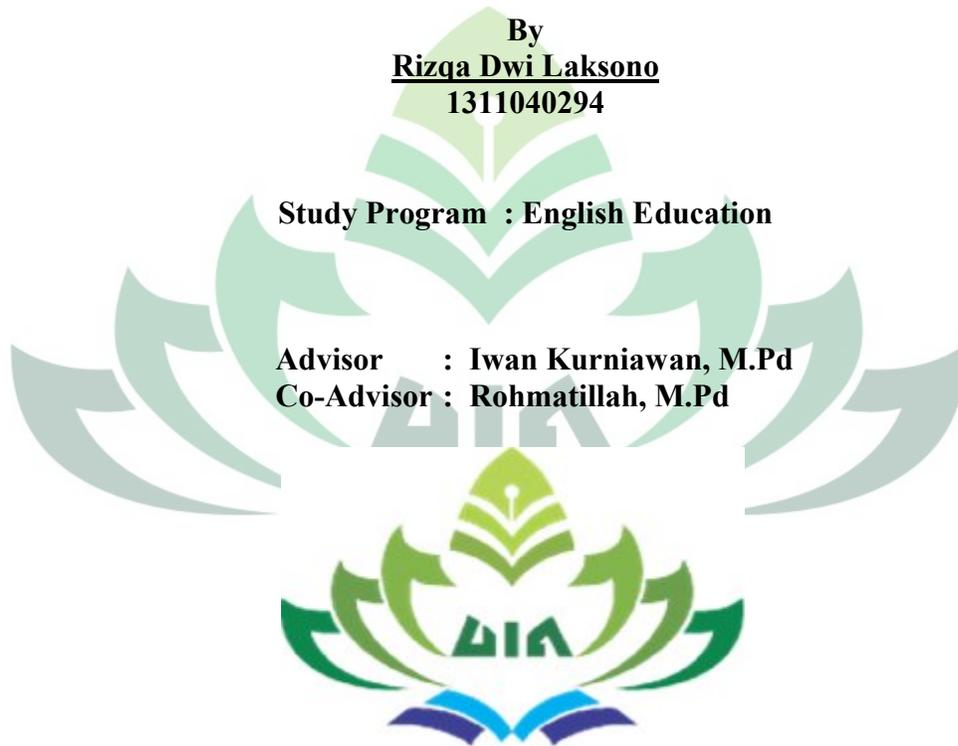
**THE INFLUENCE OF DIRECTED READING ACTIVITY (DRA)
STRATEGY TOWARD STUDENTS' READING COMPREHENSION IN
RECOUNT TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE
OF SMP AL AZHAR 3 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2017/2018**

A Thesis Proposal
Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By
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LAMPUNG
2017**

ABSTRACT

THE INFLUENCE OF DIRECTED READING ACTIVITY (DRA) STRATEGY TOWARD STUDENTS' READING COMOREHENSION IN RECOUNT TEXT AT THE FIRST SEMESTER OF THE EIGHT GRADE OF SMP AL AZHAR 3 BANDAR LAMPUNG IN ACADEMIC YEAR OF 2017/2018

By

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Reading is one of necessary skill that should be mastered by students because it can help students to acquire knowledge and get information. Based on the preliminary research, the researcher found that the students at SMP Al Azhar 3 Bandar Lampung faced difficulty in reading comprehension especially in recount text. The researcher applied directed reading activity (DRA) strategy to solve this problem. Directed reading activity (DRA) strategy is a strategy that provides students with instructional support, before, during and after reading by using framework. The objective of this research is to find out whether there is influence of using directed reading activity (DRA) strategy toward students' reading comprehension of personal recount text at the first semester of the eighth grade of SMP Al Azhar 3 Bandar Lampung in the academic year of 2017/2018.

The research design was quasi experimental design. The sample of this research was 62 students taken from eight grade of SMP Al Azhar 3 Bandar Lampung which was chosen through random sampling technique. The sample of this research was two classes consisting of 30 students for experimental class and 32 students for control class. In the experimental class, the researcher used directed reading activity (DRA) strategy and in control class the researcher used reading aloud strategy to teach students. The treatments were held in 3 meetings in which 2 x 40 minutes for each class. In collecting the data, the researcher conducted pre-test and post-test by serving a multiple choice test which consists of 20 items for each test. The data were analyzed by using SPSS to compute independent sample t-test.

The result of statistical calculation, the mean score of pre-test in experimental class is 50.09 and 68.17 for post-test. Meanwhile, the mean score of pre-test in control class is 51.42 and 62.97 for posttest. Moreover, in the table of hypothetical test, it can be seen that $Sig = 0.013$ and $\alpha = 0.05$. It proved that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted because $Sig < \alpha = 0.013$. In the other words, directed reading activity (DRA) strategy could significantly improve students' ability in reading comprehension of recount text at eighth grade student of SMP Al Azhar 3 Bandar Lampung in the academic year of 2017/2018.

Keywords: Reading comprehension, recount text, directed reading activity (DRA) strategy



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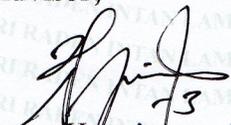
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AT THE FIRST SEMESTER OF THE EIGHTH
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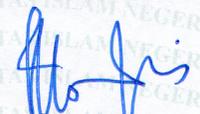
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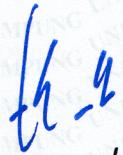
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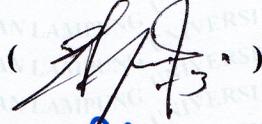
A thesis entitled: **“THE INFLUENCE OF DIRECTED READING ACTIVITY (DRA) STRATEGY TOWARD STUDENTS’ READING COMPREHENSION IN RECOUNT TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP AL AZHAR 3 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018”**, By: **Rizqa Dwi Laksono, NPM: 1311040294**, Study Program: **English Education**, was tested and defended in the examination session on **Tuesday, November 21st 2017**.

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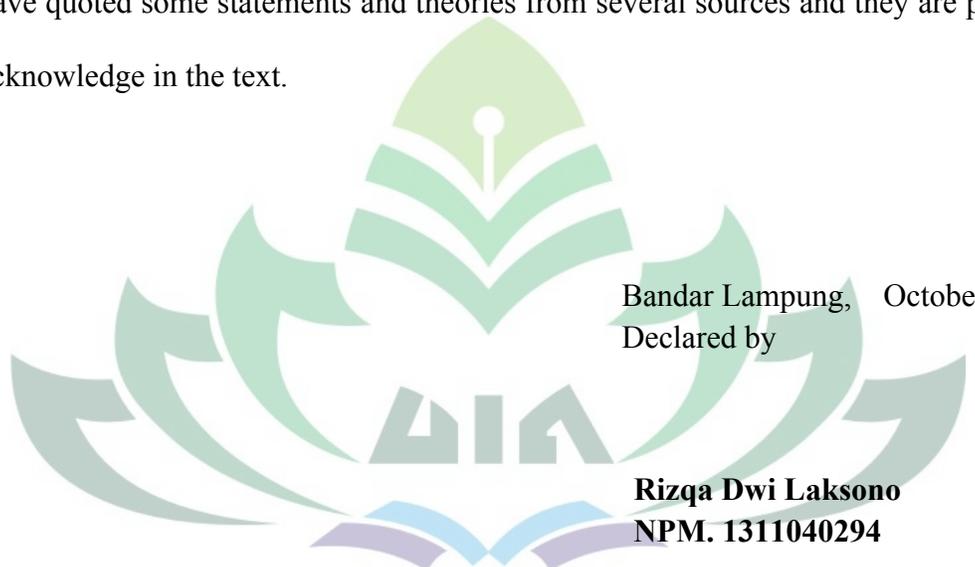
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DECLARATION

I hereby state that this thesis entitled “The Influence of Directed Reading Activity (DRA) Strategy Toward Students’ Reading Comprehension in Recount Text at the First Semester of the Eighth Grade of Smp Al Azhar 3 Bandar Lampung in the Academic Year of 2017/2018” is definitely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledge in the text.



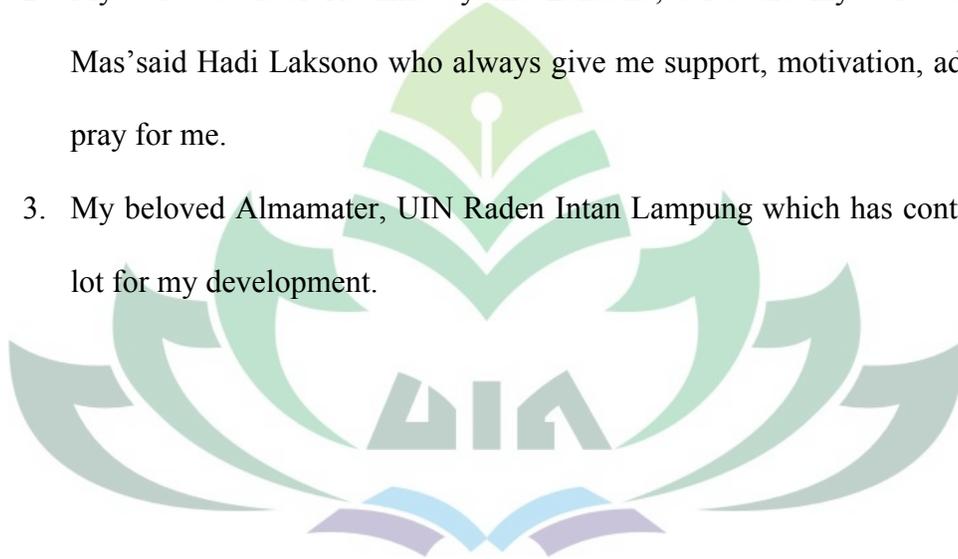
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DEDICATION

This thesis is dedicated to all people who always pray, and give support in finishing this thesis. I would like to dedicate this thesis to:

1. My beloved parents Mr. Juli Sulaksono, and Mrs. Pusnihar, who always support, educate, accompany and pray for me since I was child until now.
2. My beloved sister Rachma Syunia Laksono, S.Pd and my beloved brother Mas'said Hadi Laksono who always give me support, motivation, advice and pray for me.
3. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my development.



MOTTO

فَاقْرَءُوا مَا تَيَسَّرَ مِنَ الْقُرْآنِ

Read ye, therefore, as much of the Qur'an as many be easy (for you)

(Q.S. Al. Muzzamil: 20)¹



¹ Kelompok Gema Insani. *Al-qur'an Tiga Bahasa* (Depok: Al-Huda. 2010). p. 320

CURRICULUM VITAE

The name of the writer is Rizqa Dwi Laksono. She was born in Bandar Lampung on February 15th, 1995. She is the second child of three children of happy couple, Juli Sulaksono and Pusnihar. She has one sister and one brother, Rachma Syunia Laksono and Mas'said Hadi Laksono.

She started her study at TK Dharma Wanita in Ogan Komering Ilir, South Sumatera in 1999 and graduated in 2001. After that, she enrolled at SDN 1 Pratama Mandira in Ogan Komering Ilir, South Sumatera and graduated in 2007. Then, she continued her study at SMP Al Azhar 3 Bandar Lampung. After graduating from Junior High School in 2010, she pursued her study at SMA Pangudi Luhur Bandar Lampung. She graduated from Senior High School in 2013. In the same year, she was registered as a student of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University of Lampung.

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In the name of Allah, the most beneficent and merciful. Praised be to Allah, Lord of the world, who has given the writer His blessing and chance to finish this thesis entitled “The Use of Directed Reading Activity (DRA) Strategy in Improving Students’ Reading Comprehension in Recount Text at the First Semester of the Eighth Grade Of Smp Al Azhar 3 Bandar Lampung in the Academic Year of 2017/2018”. This thesis is written as one of requirements of S-1 degree the English Education Study Program of UIN Raden Intan Lampung.

The writer realizes that she would never finish writing this thesis without the help of some people around her. Therefore, she would like to say a lot of thanks to:

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The words are not enough to say any appreciations for their help and contributions on this thesis. May Allah SWT protect and give them happiness throughout their life. Finally, the writer realizes that the thesis is far from being perfect. It is a pleasure for her to receive constructive critics and suggestions from the readers.

Bandar Lampung, October 2017
The Researcher,

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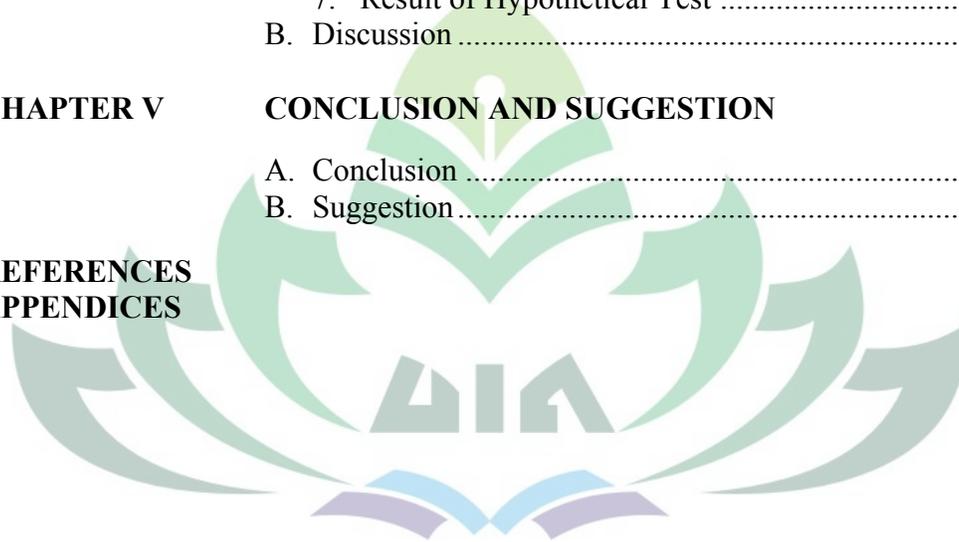
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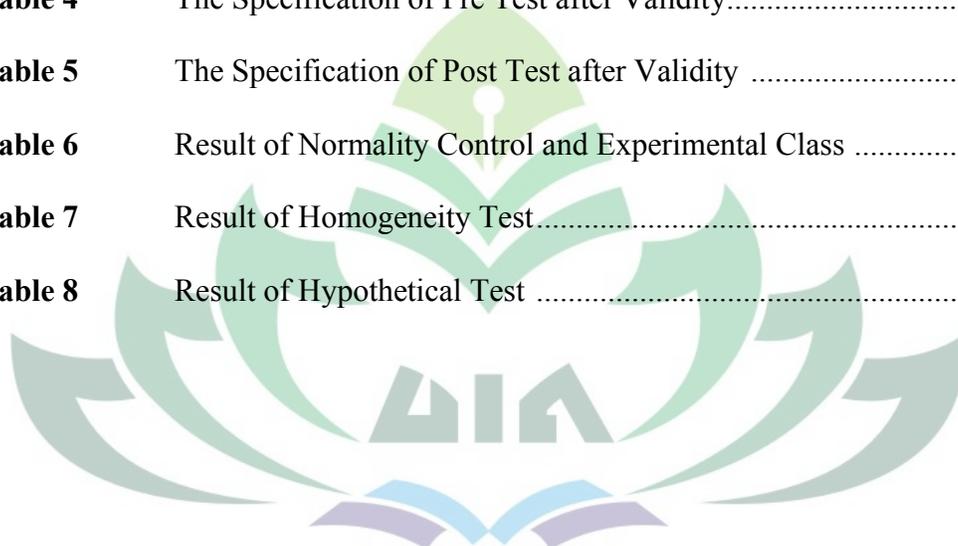
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is used for communication. Language is very important when people want to express their feeling or ideas. As stated in verse 4 of Surah Ibrahim that language is importance to deliver a message:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ
لَهُمْ قُبْحَ مَا كَانُوا يَعْمَلُونَ وَيَهْدِي مَنْ يَشَاءُ
وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

Meaning: “and we never sent a messenger save with the language of his folk, that the might make (the message) clear for them. Then Allah sanded whom He will stray, and guides whom He will. He is the mighty, the wise”.² (QS. Ibrahim: 4)

In surah above refers to the importance of language is to deliver a message. Language has an important function in our life. It is because language is a tool to interact with other. If we talk to others, we automatically use a language that can be understood by them.

According to Freeman, language is a means of communication of other people.³ It means that language is an instrument for human communications with each other. Moreover, Patel and Jain states that language is a system of communications through

² Mahmud Y. Yazid. *The Quran: an English Translation of the Meaning of the Qur'an*. (Lebanon: Dar Al Chaura. 1980). p. 181

³ Diane Larsen Freeman. *Technique and Principles In Language Teaching* (New York: Oxford University Press). 1986. p. 133

which consist of a set of sounds and written symbols which are used by the people of a particular country for talking or writing.⁴ It means that language is used by people for communication both spoken and written.

Crystal in his book states that English is the global language.⁵ It means that English is used in many countries around the world. English as an international language has an important role in science and technology. Many of the world's top films, books and music are published and produced in English. It means that being mastered in English is very important because by learning English people can increase their knowledge and will be able to have a greater cultural understanding.

In Indonesia, English becomes foreign language. It is because people only have a chance to learn English at school or institution. Based on KTSP Curriculum, English becomes one of compulsory subject lessons in Indonesia. Students learn English starting from junior high school, senior high school up to university. It means that the government seriously considers English in this country because the fact that English proficiency is very necessary in globalization era.

Based on those explanations, it cannot be denied that English is very important to be mastered by students. There are four language skills in English: listening, reading,

⁴ M. F. Patel. and Praveen M. Jain. *English Language Teaching (Methods, Tools, and Technique)*. (Jaipur: Sunrice. 2008). p. 30

⁵ David Crystal. *English as a global language* (New York: Cambridge University Press. 1997). p.1

speaking, and writing. Reading is a part in daily life and also very important in academic one. It supported by Patel and Jain, reading is an important activity in life with which one can update our knowledge.⁶ It means that reading is one of main skills that is necessary for students because it can help student to acquiring knowledge and get information.

In Indonesia, reading skill becomes very essential because most of the questions in the National Examination are about reading comprehension. It is supported by Hutaeruk, he states that the number of reading test of English subject is approximately 70 percent from the whole question in national examination.⁷ It means that the English subject which is examined in national examination has been focused on reading skill. Therefore, the students should have a good ability in reading comprehension. According to Brown there are some criteria that are commonly used in measuring students' ability in reading comprehension. They are main idea, expression/idiom/phrase in context, inference, grammatical features (reference), detail excluding fact not written, supporting idea and vocabulary.⁸ It means that students should have ability in identifying main idea, inference, grammatical features

⁶ M. F. Patel. and Praveen M. Jain. *English Language Teaching (Methods, Tools, and Technique)*. (Jaipur: Sunrice. 2008). p. 113

⁷ Bertaria Sohnata Hutaeruk. Levels of Cognition in Reading Text National Examination Year 2005-2011 Based on Bloom's Taxonomy. Medan. *Journal of English Language and Culture*. Vol 5. No 2. 2015. p. 108

⁸ H. Douglas Brown. *Language Assesment Principles and Classroom Practice*. (San Fransisco: Pearson Education Longman. 2004). p. 206

(reference), detail, excluding fact not written, supporting idea and understanding vocabulary.

Based on statement above, we can deduce that reading is really important skill that should be mastered by student. In fact, many students have low abilities in reading comprehension. The difficulty in reading comprehension occurs for many reasons: they are vocabulary, working memory, absence of extensive reading and type of text.⁹ On the other hand, to comprehend the text is not easy. The students should master the vocabulary, can recall the information from written text, and have motivation in reading a text.

In order to gain basic information about students' problem in reading comprehension, the writer has conducted preliminary research on February 15th, 2017 at SMP Al Azhar 3 Bandar Lampung. Based on interviewed the English teacher, it was found that the students had problem in their reading ability. The students faced difficulty in identifying main idea because the students have limited vocabulary. It automatically influenced their ability in comprehending the text. The writer also interviewed some students of the eighth grade of SMP Al Azhar 3 Bandar Lampung. Based on the result of interview, it was found that most of them lose their interest in learning reading because the teacher always uses the same strategy in teaching reading.

⁹ Irena Shehu. Reading Comprehension Problems Encountered by Foreign Language Students, Case Study: Albania, Croatia. *Academic Journal of Interdisciplinary Studies*. Vol 4, no 1, 2015. p. 93

In preliminary research, the writer also found that recount text has been taught in VIII grade of SMP Al Azhar 3 Bandar Lampung. Most of the students got reading comprehension scores under the criteria of minimum mastery (KKM). It means that students reading ability is low enough. The students' reading comprehension score can be seen in the table below:

Table 1
Students' Reading Comprehension Score of the Eighth Grade
At SMP Al Azhar 3 Bandar Lampung

No	Score	Class						The number of students	Percentage
		A	B	C	D	E	F		
1	≥ 71	15	9	10	18	11	14	63	30%
2	< 71	17	26	24	20	23	22	146	70%
Total		32	35	34	38	34	36	209	100%

Source: The Data of Recount Text Reading Score at The Eighth Grade of SMP Al Azhar 3 Bandar Lampung in The Academic Year of 2016/2017.

Based on the table above, the criteria minimum mastery (KKM) was 71 and there were many students who got the score under 71. There were 70 students who passed criteria minimum mastery (KKM) and 162 students failed. It means that students who got difficulty in reading were 70%. It could be inferred that the student's achievement in reading especially in recount text at the eighth grade of SMP Al Azhar 3 Bandar Lampung is low. This case should be solved because it can arise further difficulties to the next reading lesson if their low degree of reading comprehension is not improved soon. Moreover, student certainly cannot pass the minimum score of English subject determined of the school.

There are many ways to solve the problems that explained above and one of them is the use a strategy that suitable for teaching reading to make the learning process becomes effective. The strategy itself must be adjusted with the condition of the class and the ability of the students because every class has its condition itself, it also will determine the suitable strategy itself. One of the alternative strategies that can be used by teachers in teaching reading comprehension is Directed Reading Activity (DRA). The teacher can use this strategy in helping students in reading process and give them a clear sense of what they are reading, and it helps them to understand a text.

According to Rahim, Directed Reading Activity (DRA) is a strategy that provides students with instructional support before, during, and after reading. The teacher takes an active role as he or she prepares students to read the text by pre-teaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific reading skill, and providing a purpose for reading.¹⁰ By using this technique, student hopefully can comprehend the meaning of the text easily because this technique enables students involved in the reading activity, and the students think critically in understanding text.

There were some previous studies done by researchers related to applying Directed Reading Activity (DRA) strategy in teaching reading. The first study was conducted

¹⁰ Farida Rahim. *Pengajaran Membaca di Sekolah Dasar*. (Jakarta: Bumi Aksara. 2008). p. 46

by Oktaviandi under the title “Increasing Students’ Performance in Reading Comprehension By Using Directed Reading Activity (DRA) Strategy (An Experimental Study At SMA 1 Baitussalam)”.¹¹ In this study, the researcher used time-series design. The sample of this study was 71 students at the eleventh grade of SMA 1 Baitussalam, Banda Aceh. The result of this study revealed that t-value (6.329) was higher than t-table (2.093). It proved that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted or in other words directed reading activity (DRA) strategy could significantly increased students’ ability in reading comprehension.

The second study was conducted by Aminy under the title “The Effectiveness of Directed Reading Activity Toward Student’s Reading Skill of Descriptive Text (An Experimental Study At The Seventh Grade Student of Mts Al-Ihsan Pamulang, Tangerang Selatan)”.¹² The method which was used in this study was a quantitative method and the design used in this study was experimental design. The sample of this study was 80 students taken from first grade of MTs Al Ihsan Pamulang, Tangerang Selatan. The result of this research showed that the mean of gain score in experimental class was higher than control class. The result showed that t-value (3.18) was higher than t-table (1.99). It means that the alternative hypothesis (Ha)

¹¹ Ikhsir Oktaviandi. *Increasing Students’ Performance in Reading Comprehension By Using Directed Reading Activity (DRA) Strategy (An Experimental Study At SMA 1 Baitussalam)*. Syah Kuala University. 2015

¹² Immawan Muhammad Amiri Al-Aminy. *The Effectiveness Of Direct Reading Activity Toward Student’s Reading Skill of Descriptive Text (An Experimental Study At The Seventh Grade Student of Mts Al-Ihsan Pamulang)*. Syah Kuala University. 2015

was accepted and null hypothesis (H_0) was rejected. Therefore, it can be concluded that directed reading activity (DRA) strategy was effective to improve the students' reading skill of descriptive text.

There are some differences between previous studies and present study. The differences among previous study and this study are the material to conduct it, the first previous study concerned to find out whether implementation directed reading activity strategy increases students' ability of reading comprehension in report text. The second previous study concerned on the effect of using directed reading activity strategy toward students reading skill of descriptive text, meanwhile in this study will use directed reading activity strategy for significant improvement in reading comprehension in recount text.

Considering to the statements above, the writer is interested in using Directed Reading Activity (DRA) as a strategy of reading comprehension in this thesis. Hence the writer choose the title of this research is "The Influence of Directed Reading Activity (DRA) Strategy Towards Student's Reading Comprehension in Recount Text at The First Semester of The Eighth Grade of SMP Al Azhar 3 Bandar Lampung in The Academic Year of 2017/2018".

B. Identification of the Problem

Based on the background above, the writer formulates the problem as follows:

1. The students had limited vocabulary.
2. The students found difficulty in identifying main idea.
3. Students' reading score was still low under KKM especially on recount text.

C. Limitation of the Problem

In this research, the writer focused on the influence of directed reading activity (DRA) strategy toward students' reading comprehension in recount text at the first semester of the eighth grade students of SMP Al Azhar 3 Bandar Lampung in academic year of 2017/2018.

D. Formulation of the Problem

The writer formulated the problem as follows: Is there a significant influence of using directed reading activity (DRA) strategy toward students' reading comprehension in recount text at the first semester of the eighth grade of SMP Al Azhar 3 Bandar Lampung in the academic year of 2017/2018?

E. Objective of the Research

The objective of this research was to know whether there is influence of using directed reading activity (DRA) strategy toward students' reading comprehension of personal recount text at the first semester of the eighth grade of SMP Al Azhar 3 Bandar Lampung in the academic year of 2017/2018.

F. Use of the Research

The uses of this research as follows:

1. Theoretically: the result of this study can be used as a source of information for further research in teaching reading by using directed reading activity strategy.
2. Practically: hopefully this research will help teacher applying appropriate strategy in teaching reading skill. Then, this research will be useful for student to solve their problem in reading activity and improve their reading skill. Moreover, this study can be beneficial for institution to improve teaching English especially in reading subject.

G. Scope of the Research

The scope of the research as follows:

1. Subject of the Research

The subject of the research was the students of the eighth grade of t SMP Al Azhar 3 Bandar Lampung in the academic year of 2017/2018.

2. Object of the Research

The objects of the research were the student's reading ability and the use of Directed Reading Activity (DRA) strategy.

3. Place of the Research

The research conducted at SMP Al Azhar 3 Bandar Lampung.

4. Time of the Research

This research conducted at the first semester in academic year of 2017/2018

CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Concept of Teaching English as Foreign Language

Language is very important for communication with other people in society. Language includes sounds, words, and sentences. According to Brown language is more than a system or communication. It involves who a person, culture, educational, developmental communicative process.¹ It means language is very important in society because it is used for communication to others.

English as foreign language is generally taken to apply the students who are studying general English at school and institution in their own country or as transitory visit in a target language country.² It means that students only can study English as foreign language in the school and institutions. The teacher should motivate his or her students to practice English every time in their activities.

In teaching English as foreign language, the teacher should have known what the teacher should do to support learning and teaching process. Brown states that teaching is facilitating learning, enabling the learner to learn, setting the conditions

¹ H. Douglas Brown. *Teaching by Principle an Interactive Approach to Language Pedagogy Second Edition*. (California: Longman. 2001). p.68

² Jeremy Hermer. *How to Teach Writing*. (Edinburgh: Longman. 2004). p.39

for learning or showing or helping someone to learn how to do something. Teaching also means giving instruction guiding in study to something, providing with knowledge, and using to or understands.³ It means that teaching is a process to transfer the new knowledge or information for the students that done by the teacher. It also hoped that at the end of teaching learning process the students will understand the subject that is taught.

Indonesia has a foreign language instead of national language. English becomes the first foreign language. It is supported by Cristal who says that English is most widely taught as a foreign language in over 100 countries.⁴ It means that many countries around the world decided English as foreign language and Indonesia is one of them. English in Indonesia do not use in daily interaction. English just is taught at school, but it does not play an essential role in social life.

As a foreign language, English is considered to be compulsory subject at the school. The teacher should prepare the material and technique well because language learning and teaching cannot be studied easily. Teaching and learning process will be success if the teacher knows how to teach it well. In Indonesia, English is learned from junior high school up to university. It is the reason why English is very important.

³ H. Douglas Brown. *Op.Cit.* p.7

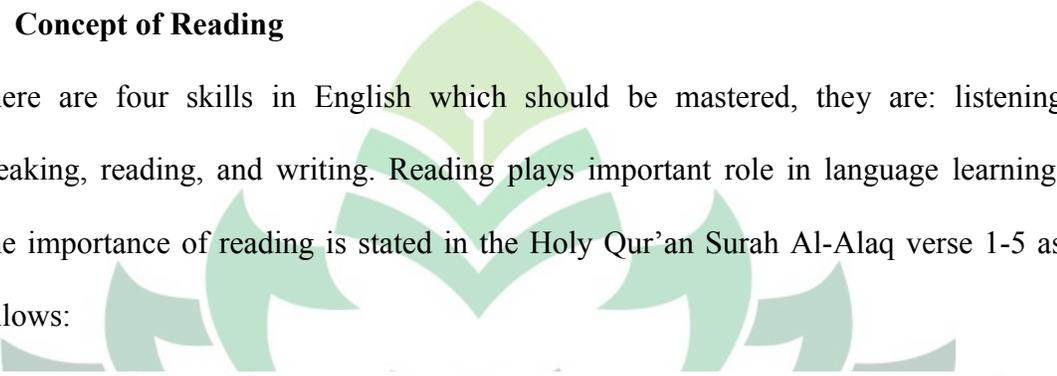
⁴ David Crystal. *English as a global language.* (New York: Cambridge University Press. 1997). p.5

According to statements above, the writer assumes that the purpose of teaching English as foreign language is to make the students can use English for communication both written and oral. The teacher should be creative in teaching learning process, in order to make student easy to master the language. The student also should be active and do a lot of practice.

2. Reading

a. Concept of Reading

There are four skills in English which should be mastered, they are: listening speaking, reading, and writing. Reading plays important role in language learning. The importance of reading is stated in the Holy Qur'an Surah Al-Alaq verse 1-5 as follows:



أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③
الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

“Read, In the name of your Lord, Who has created (all that exist). Created man from clots of coagulated blood). Read! Your Lord is the most beautiful one, who has thought (the writing) by the pen, taught man what he did not know.⁵ (QS. Al-Alaq: 1-5)

This verse shows that Islam gives high attention to reading. It explains about how reading can be a first step in teaching learning process. Reading in Islamic

⁵ Mahmud Y. Yazid. *The Quran: an English Translation of the Meaning of the Qur'an*. (Lebanon: Dar Al Chaura. 1980). p. 457

perspective is not only dealing with understanding, but also interpreting and extracting. The information of the text than relate it to real phenomena readers have.

Many experts have defined and analyze it in many different ways. One of them is definition suggested by Nunan. He states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.⁶ It means that reading is a process of understands meaning from text. In reading a text, the reader should integrate their background knowledge with the text to create the meaning. It can make the reader easier to get main ideas from the text and their reading activity will be success.

According to Heilaman, reading is a complicated process.⁷ It is supported by Brassel, Reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly, the brain. It means that reading is as a result of the interaction between the eyes, the ears, the mount and the brain.

According to Patel and Jain, reading is an active process which consists of recognition and comprehension skill.⁸ It means that reading is an active process

⁶ David Nunan. *Practical English Language Teaching* (1st Ed.) (New York: McGraw-Hill. 2003). p. 68

⁷ Arthur. W. Heilman. et.al. *Principle and Practice of Teaching Reading*(5th Ed.) (Columbus: Charles E. Merril Publishing Cmpany. 1981). p.4

⁸ M. F. Patel. and Praveen M. Jain. *English Laguage Teaching (Methods, Tools, and Technique)*. (Jaipur: Sunrice. 2008). p. 114

involving recognition and comprehension skill in order to construct meaning from written text to get the message of the text.

Based on the definition had been mentioned above, the writer can conclude that reading is an active process to get information or to know something from printed or written text. By reading, the reader will know what they read and challenged to response the ideas of the author. In order to make the messages or information that comes from the author can be understood and comprehended easily by the reader. The purpose of reading passage commonly is to find information from reading passage and to enhance knowledge of the language being read.

b. Types of Reading

In reading, there are several types of reading that should be known by the readers. According to Nation, there are two kinds of reading. There are intensive reading and extensive reading.⁹ Here is explanation in details:

1) Intensive reading

Intensive study of reading text can be meant be increasing learners' knowledge of language features and their control of reading technique. The classic procedure for intensive reading is the grammar translation approach where the teacher works with

⁹ I.S.P. Nation. *Language Teaching Technique* (New Zealand: Victoria University of Wallington, 1989). p.72

the learners.¹⁰ According to Patel and Jane, Intensive reading is related to further progress in language learning under the teacher's guidance.¹¹ It means that intensive reading is reading with accuracy to comprehend the text that should be done with the learners and the teachers.

According to Nation, intensive reading uses translation to comprehend the text.¹² In other word, intensive reading uses translation to check whether the learners understand about the text. It can make the process of comprehend the text easier. In addition, Broughton states that intensive reading is typically concerned with text of not more than 500 words in length.¹³ It can be said that intensive reading is a text which consist about not more than 500 words.

2) Extensive Reading

According Patel and Jain extensive reading is the reading for pleasure. The teacher should regard to special interest of the readers.¹⁴ It means that extensive reading is a type of reading with regard to special interest of the readers to make readers enjoy in what they are reading. According to Brown, extensive reading is carried out to achieve a general understanding of a usually some what longer text (book, long

¹⁰ I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*. (New York: Routledge. 2009). p.25

¹¹ M. F. Patel and Praveen M. Jain. *Op.Cit.* p. 117

¹² I.S.P.Nation. *Loc. Cit*

¹³ Geoffrey Broughton, et.al. *Teaching English as Foreign Language*. (New York: University of London Intitute of Education. 2003). p. 93

¹⁴ M. F. Patel and Praveen M. Jain. *Op.Cit.* p. 120

article, or essays, etc).¹⁵ It means that extensive reading is done to get an understanding and sometimes it spends more times.

From explanation above, we know that there are two types in reading: intensive reading and extensive reading. Intensive reading involves reading short text in order to extract specific information. Meanwhile, extensive reading involves students reading long text for general understanding, with the intention of enjoying the text.

c. Concept of Reading Comprehension

The most important of reading is comprehension. Tankersley states comprehension is the center of reading that is the heart of reading process and we bring our life experiences to the act of reading.¹⁶ It means that comprehension is the power of reading. It is also influenced by the experience of the reader. Moreover, According to Patel and Jain, reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts.¹⁷ It means that comprehension is a process of construct meaning of context, vocabulary, grammatical structure and concepts base on what we listen, speak, read, and write. According to Brown, there are some aspects in reading comprehension test. There are main idea, Expression/idiom/phrase in context, inferences (implied detail), grammatical features

¹⁵ H. Douglas Brown. *Teaching by Principles An interactive Approach to Language Pedagogy*, (New Jersey: Practice Hall. 2001). p. 313

¹⁶ Karen Tankersley. *Threads of Reading: Strategy for Literacy Development*. (Virginia: Library of Congress Cataloging in Publication Data. 2003). p. 90

¹⁷ M. F. Patel. and Praveen M. Jain. *English Laguage Teaching (Methods, Tools, and Technique)*. (Jaipur: Sunrice. 2008). p. 133

(reference), detail (scanning for a specifically stated detail), excluding fact not written, supporting ideas and vocabulary in context.¹⁸ It can be inferred that a good reader should have ability in identifying main idea, expression, grammatical features detail, excluding fact not written, supporting ideas and vocabulary in context.

1. Main idea

Main idea is basically the most important thought about the topic. According to Alexander et.al, main idea is what the author wants to you to know and understand about the topic.¹⁹ It means that main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. In other words, main idea is actually the point of the paragraph. Example question of main idea can be: (1) what is the main idea of the text? (2) what does the paragraph three tell us about?

2. Expression/idiom/phrase in context

The question of expression/idiom/phrase in context is a question that asks the reader to identify the meaning of word as they are used in the context of passage.

It means that the question of expression/idiom/phrase in context is identifying how a word is being used in a particular passage. In other word, a passage may have multi meaning word and the reader must identify which meaning from the

¹⁸ H. Douglas Brown. *Language Assesment Principles and Classroom Practice*. (San Fransisco: Pearson Education Longman. 2004). p. 206

¹⁹ Sandra Luna McCune, Vi Cain Alexander and E. Donice McCune. *Cliffs Notes Praxis II*. (Canada: Wiley Publishing. 2009). p. 12

information in the passage. Example question of expression/idiom/phrase in context can be: “I was close to tear“ the expression above refers to.

3. Inference (implied detail)

According to Hatch et.al, inference question ask you about information that is implied by the passage rather than directly stated.²⁰ In other words, inference question is guessing something that is not directly stated in the text. Example question of inference can be: the text above tell us about?

4. Grammatical features (reference)

According to Dummett, reference is a relation that obtains between expressions and what speakers use expressions to talk about.²¹ It means that reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. Example question of inference can be: “He took her to the river” the word her refers to

5. Detail (scanning for a specifically stated detail)

In discussion about reading, this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want to specific details.²² In this case, we almost ignore all the other information until we come to the specific

²⁰ Lisa Zimmer Hatch, Scott Hatch, and Amy Hackney Blackwell. *LSAT for Dummies*. (London: Wiley Publishers. 2004). p. 27

²¹ Micheal Dummett. *Philosophy of Language*. (New York: Harper and Row Publishers. 1973). p. 204

²² Jeremy Harmer. *The Practice of English Language Teaching*. (Harlow: Pearson. 2001). p. 199

information that we are looking for. Example of detail question can be: (1) where did story happen? (2) where was Roro Jongrang wasing some clothes

6. Excluding fact not written

Excluding fact not written question ask you the information in text that is not explained directly. Example of excluding fact not written question can be: (1) from the text, we know that the writer (2) which statement is corrected based on the text above?

7. Supporting idea

Supporting idea underscores the writer's main idea by providing clarification of its meaning or evidence to corroborate.²³ It means supporting idea clarifies the topic sentence or main idea of a written passage. Why her teacher gave her punishment?

8. Vocabulary in context.

Vocabulary in context question asks about the meaning of a word or phrase as it is used in the passage. It means that, vocabulary in context question is a question that asks reader to determine the meaning of vocabulary.²⁴ Example of vocabulary in context question can be: what is the synonym of careless?

²³ Cain Alexander, et. al. *Op. Cit.* p. 13

²⁴ Kaplan. *Act English, Reading, Writing Prep: Includes 500 Practice Questions* (New York: Kaplan Publishing. 2017). p. 109

Based on explanation from explanation above, the writer can conclude that reading comprehension is a process to comprehend context, vocabulary, grammatical structure and concept of the text. The result of reading is the reader knows about main idea, inferences, reference, detail excluding fact not written, supporting ideas and vocabulary in context.

d. Concept of Teaching Reading

Teaching is an activity with purpose to transfer knowledge. According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.²⁵ It means that, teaching is a process to get information or knowledge by learners learning activity. The teacher also should make the learning process more fun and interesting to make the learners enjoy and comfortable in the learning reading process.

Teaching reading is useful for the learners in comprehend the text that they have read. The learners can understand for what they read and how to read. It means that the purpose of teaching reading is not only teaching to read but also to help the learners to comprehending the text properly.

In teaching reading, the teacher should be planned as part of a lesson, these three phases would be integrated into your instructional sequence and may include

²⁵ H. Douglas Brown. *Op. Cit.* p. 206

passages from the textbook, handouts of Internet materials, primary documents, charts, etc. there are pre-reading, while reading and post-reading.

- 1) Pre-reading. It includes preparing the learner for reading by forming or activating relevant schema.
- 2) While-reading. It involves undertaking the task as set.
- 3) Post-reading. It can be varied, encompassing any follow up or exploitation of what has been read.²⁶

It means that in teaching reading the teacher should have or plan the stages of teaching reading which can make easier in teaching reading process, the stages that can be used in teaching reading are pre-reading, while-reading, and post-reading.

Brown said that the learners should pay attention about the principles of teaching reading during teaching reading process. According to Harmer, there are some principles behind the teaching reading. They are:

1. Encourage students to read as often and as much as possible
2. Students need to be engaged with what they are reading
3. Students should be encouraged to respond to the content of a reading text, not just to the language
4. Prediction is a major factor of reading
5. Match the task to the topic

²⁶ Keit Johnson. *An Introduction to Foreign Language Learning and Teaching*. (New York: Routledge. 2013). p. 149

6. Good teachers exploit reading texts to the full.²⁷

Based on definitions above, it can be concluded that teaching reading is active activity. The teacher should be creative in teaching reading process to make student enjoy during learning reading process. In teaching reading, the teachers not only teach reading text but also should pay attention in how to teach reading text to student.

e. Testing of Reading Comprehension

Reading comprehension test are supposed to measure reading comprehension. Comprehension test can use a variety a question forms and can have a variety of focuses. Based on Nation, there are question form that can use for testing reading comprehension, such as: pronominal question, yes/no question, true/false question, multiple-choice question, cloze test, sentence completion, incomplete information diagrams, vocabulary test, matching sentences, etc.²⁸ furthermore Brown makes available question forms that can be used in reading comprehension as follows:

- 1) Multiple-choice, such as: multiple-choice vocabulary, contextualized multiple-choice vocabulary/grammar, multiple-choice cloze vocabulary/grammar, same different, circle the answer, true/false, etc.
- 2) Matching task

²⁷ Jeremy Hermer. *How to Teach English*, (Cambridge: Longman. 1987). p.101

²⁸ I.S.P. Nation. *Op. Cit.* p.72

- 3) Picture-cued items, such as: picture-cued word identification, picture-cued sentences identification, picture-cue true/false identification, picture-cued matching word identification.
- 4) Picture-cued task, such as: multiple-choice picture-cued respond, diagram labeling task.
- 5) Editing task.
- 6) Gap filling task.
- 7) Cloze task.
- 8) Short-answer task.²⁹

In short, in testing reading comprehension the teacher should provide question forms which appropriate with the goals of students reading comprehension, the teacher also should provide reading technique to his/her students, especially reading in order to arouse the students interest and background knowledge to make the students comprehend the text easier. In this research the writer will use multiple-choice test for the instrument.

3. Text

a. Concept of the Text

Text is an important part of language. We know that human need to express their idea. One of the ways to express their idea is by use a text. According to Siahaan,

²⁹ H. Douglas Brown, *Op,Cit*, p. 191

text is any meaningful linguistic unit in both linguistic context and non linguistic context. He also said that a text is both a spoken text and written text.³⁰ It means that text is very closely related to humans' communication in their daily life. Text includes written text and spoken text. Written text is expressed in writing form while spoken text is expressed orally.

According to Wallace in Hedgcock and Ferris, a text is a verbal record of communicative act.³¹ It means that a text could either be written or a transcribed version of speech. Moreover, Hartono states that text is a unit of meaning which is coherent and appropriate for its context.³² It means that text is a set of some paragraph which has the coherent and appropriate ideas. Based on statements above, the writer can conclude that text is a set of sentences either oral or written which have coherent and appropriate ideas.

b. Types of the Text

Based on Syllabus, many types of texts are taught in junior high school. They are descriptive, recount, procedure, report, recount and etc. Based on Siahaan, there are some types of text:

³⁰ Sanggam Siahaan and Kisno Shinoda. *Generic Text Structure*. (Yogyakarta: PT Graha Ilmu. 2008). p. 3

³¹ John S. Hedgcock and Dana R. Ferris. *Teaching Readers of English: Students, Texts, and Contexts*. (New York: Taylor and Francis Group). p. 78

³² Rudi Hartono. *Genres of Text*. Semarang: Unes. 2005. p.4

1) Recount

It is a kind of genre that has function to retell events for the purpose of informing or entertaining.

2) Report

It is a kind of genre that has function to describe the way things are with reference to arrange of natural, man-made and social phenomena in the environment.

3) Explanation

It is a kind of genre that has function to explain the process involved of natural or cultural phenomena.

4) Exposition (Analytic)

It is a kind of genre that has function to persuade the readers or listeners that something is related to the case.

5) Discussion

It is a kind of genre that has function to present (at least) to point view about an issue.

6) Procedure

It is a kind of genre that has function to describe how something is accomplished through a sequence of actions or steps.

7) Recount

It is a kind of genre that has function to amuse, entertain and deal with actual vicarious experience in different ways. Recount deals with problematic events

which lead to a crisis or turning point of some kind, which in turn finds a resolution.³³

In line with limitation, formulation and objective of this research that have explained in previous chapter, the writer will focus on one text genre that is recount text.

c. Concept of Recount Text

Many experts tried to define the meaning of recount text. According to Barwick, Recount text describes an event that has occurred in the past.³⁴ It means that recount is a kind of text that retells about events or experiences in the past. According to Anderson and Anderson, recount is a piece of text that retells past events, usually in the order in which they occurred.³⁵ It means that recount is a text that tells the reader about events that happened in the past. More over according to Barwick, The purpose of recount text is to reconstructs past events in the time order in which they occurred.³⁶ In other word the purpose of recount text is to inform the readers about something that has already happened.

There are generic structures that are used in recount text:

- a. Orientation: the orientation supplies the background information. It establishes the time, setting and who or what is participating.

³³ Sanggam Siahaan. *Loc. Cit*

³⁴ John Barwick et.al. *Targeting Text: Recount, Procedure, Exposition*, (New South Wales: Blake Education, 1999). p.4

³⁵ Mark Andersen and Khaty Andersen. *Text Types in English 2*. (South Yarra: Mac. Millan. 2003). p. 1

³⁶ John Barwick et.al. *Loc.Cit*

- b. Series of event: sequence events that happened from the beginning until the end.
- c. Reorientation: this is an optional stage and is often used to complete the writing by rounding of the series of events.³⁷

Based on explanation above, it can be concluded that recount text is a text that tells about something happened in the past in order to give information of what has already happened. Recount text consists of three parts, namely orientation, series of event, and reorientation. Orientation mentions when the events happened, who was involved, what happened, and where the events took place. Series of event tells what happened in sequence. Reorientation is ending of the story.

According to Keir, there are three types of recount text. There are personal recount, factual recount and imaginative recount.

1.1 Personal recount

Personal recount is these that the writer or speaker has experienced personally. It means that personal recount is a story that tells about activities whereas the writer or speaker involves or do by her or himself. This type uses first pronoun (I, we). Some example of personal recounts include: family holiday and diary entry. Example of personal recount:

³⁷ John Barwick et.al, *Loc.Cit*

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

Orientation

First we made a fire in front of the house. Then, we sat around the fire and sang a lot of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there. We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.³⁸

Event

Reorientation

1.2 Factual recount

Factual recount records the details of a particular incident. A factual recount is concerned with recalling events accurately. This type uses the third person pronouns (he, she, it and they). Some examples include: accident report and historical recount.

Example of factual recount:

The workmen who were building the new hospital in my town caught a snake last month. It was in the drain near the building construction site.

Orientation

Early in the morning, a workman was just going to sit under the tree when suddenly he saw a long creature lying in the drain. It did not move when he was approaching it. Then he shouted to the other workmen who were going to start to work. Then, they caught the 8 metre long python and brought it to the authority of the zoo in this town. The diameter of its body was about 25 centimeters. They believed that the snake might belong to someone living in the area. The police were trying to find the owner.³⁹

Event

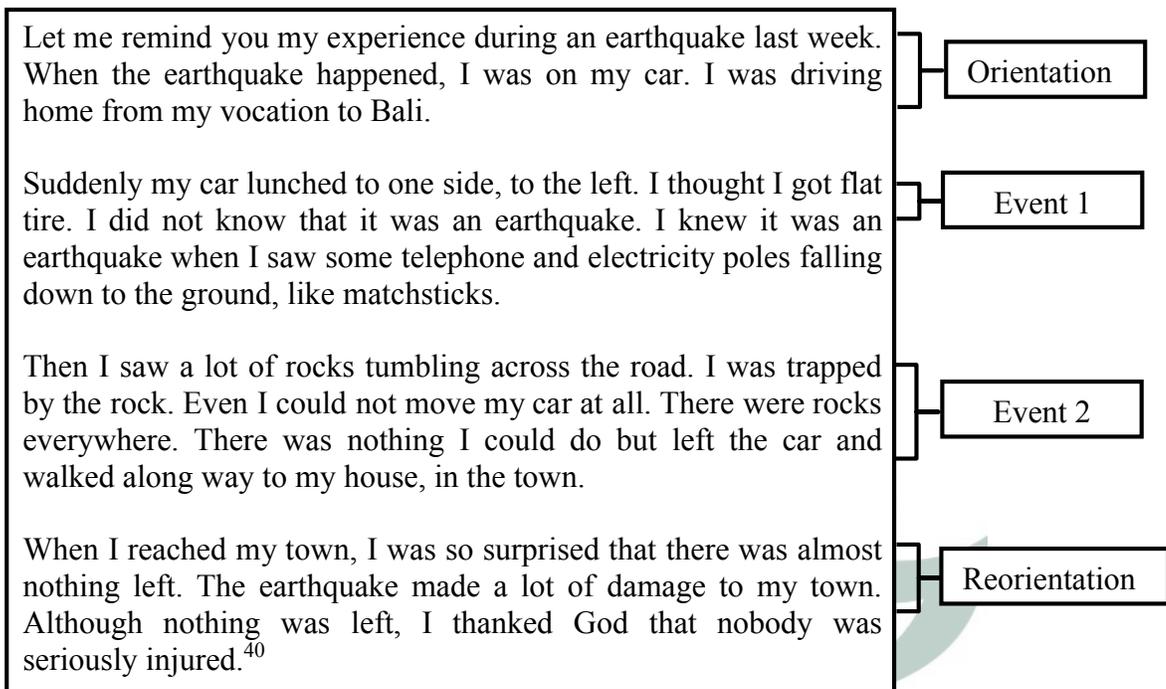
Reorientation

³⁸ Mukanto. *English on Sky 2: for Junior High School Year VIII*. (Jakarta: Erlangga, 2007). p. 63

³⁹ Utami Widiati. *Contextual Teaching and Learning: Bahasa Inggris Sekolah Menengah Pertama Kelas VIII*. (Jakarta: Pusat Perbukuan, 2008). p. 19

1.3 Imaginative recount

Imaginative recount gives details of what might have happened in the past. It means that imaginative recount describes an imaginary role and gives details of imaginary events. Example of imaginative recount:



Based the explanation above, the focus of the research is personal recount. It is because personal recount text has been taught to the students by the teacher.

⁴⁰ Recount text. available on: <http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-my-horrible.html>. Accessed on August 10th 2017. at 22.00 p.m.

d. Concept of Reading Comprehension in Recount text

Comprehension is very important in reading process. It is because comprehension is the center of reading.⁴¹ It means that the purpose of reading is to comprehend the text. Karen states that reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and word knowledge, and fluency.⁴² It means that reading comprehension is a complex process to interpret the meaning from the written text. According to Brown, there are some aspects of reading that is used in measuring students' reading comprehension ability.⁴³ They are: main idea, expression/idiom/phrase in context, inference, reference, detail, excluding facts not written, supporting idea, and vocabulary in context.

Recount text describes an event that has occurred in the past.⁴⁴ It means that recount is a kind of text that retells about events or experiences in the past. Based on explanation above, the writer can conclude that reading comprehension in recount text is a process of getting the message of the story that retells about events or experiences in the past including the main idea, expression/idiom/phrase in context,

⁴¹ Karen Tankersley. *The Thread of Reading: Strategies for Literacy Development*. (Virginia: Library of Congress Cataloging in Publication Data. 2003). p. 90

⁴² Karen R. Haris and Graham Steve. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford. 2007). p. 2

⁴³ Douglas Brown, *Language Assesment Principles and Classroom Practice*. (San Fransisco: Pearson Education Longman. 2004). p. 206

⁴⁴ John Barwick et.al. *Loc.Cit*

inference, reference, detail, excluding fact not written, supporting ideas and vocabulary in context.

4. Concept of Directed Reading Activity (DRA) Strategy

a. Definition of Directed Reading Activity (DRA) Strategy

Some students maybe encountered some difficulties in comprehending meaning from the text that they read. Therefore, teacher implements a technique or strategy in teaching reading in the classroom. One of some strategies that can be used in teaching reading is directed reading activity (DRA). Directed reading activity (DRA) is one of the oldest and most widely used frameworks for reading instruction.⁴⁵ There are three-step teaching process in directed reading activity (DRA) that involves pre-reading, during-reading, and post reading activities.⁴⁶ It means that directed reading activity (DRA) is a strategy that provides students with instructional support before, during and after reading by using framework.

According to Tierney and Readance in Guzzetti, directed reading activity (DRA) is designed to assist teachers in providing systematic group-reading instruction, in guiding and engaging students in reading texts, and in providing students with direct instruction in word recognition and comprehension.⁴⁷ It means that the purpose of DRA is to help teacher in providing systematic instruction, guide and engage students

⁴⁵ Barbara J. Guzzetti, Donna E. Alvermann and Jerry L. Johns, *Literacy in America: An Encyclopedia of History, Theory, and Practice*. (California: ABC Clio inc, 2002). p. 133

⁴⁶ Farida Rahim. *Pengajaran Membaca di Sekolah Dasar*. (Jakarta: Bumi Aksara. 2008). p. 46

⁴⁷ Barbara J. Guzzetti, Donna E. Alvermann and Jerry L. Johns, *Op.Cit.* p. 133

in reading text, improve students' word recognition and comprehension skill. The teacher directs the students' silent reading with comprehension-level questions. They will read with stops, pausing to discuss every few paragraphs.⁴⁸ It means that DRA is teacher centered who teacher takes an active role in preparing students to read the text.

Based on definition have explained above, the writer conclude that directed reading activity (DRA) strategy is a strategy that can be used by the English teacher in order to help the students to comprehend a text, because it can monitor students understanding the text with instructional support before, during and after they are reading.

b. Procedures of Teaching Reading Comprehension through Directed Reading Activity (DRA) Strategy

According to Rudell, there are five steps of teaching reading using directed reading activity (DRA) strategy are as follows:

1) Preparation for reading

This step includes activating students prior knowledge related the story, introducing vocabulary and concepts, and building interest and motivation to read the selection.

⁴⁸ Alan Crawford et.al, *Teaching and Learning Strategies for The Thinking Classroom*, (New York: The International Debate Education Association, 2005). p. 42

2) Guided silent reading

Teacher provides a purposes-setting statement or question to guide students reading.

3) Comprehension development and discussion

This should always start with the purpose-setting question or questions used in the first step followed by discussion question that promote more in-dept understanding of story characters, story plot, or story concepts..

4) Purposeful rereading

Teacher give students frequent opportunities for oral reading after they have read the text silently. It often occurs spontaneously as children support answer to question.

5) Follow-up activities and skill extension

This skill involved may include word analysis, vocabulary, comprehension, literature concepts, or writing development.⁴⁹

Based on theory above, the researcher used directed reading activity (DRA) strategy in teaching reading comprehension in recount text, the steps as follows:

1) Preparation for reading

In this step, the researcher focused to develop students' background knowledge and built interest. Firstly, the researcher connected the students' experience to the

⁴⁹ Robert B. Ruddell and Martha Rapp Ruddell. *Teaching Children to Read and Write: Becoming an Influential Teacher*. (Boston: Allyn and Bacon. 2001). p. 160

story content by asking some questions to the students. For example, the researcher gave the students a recount text about holiday. Then the researcher asked the student: did you ever go to Surabaya?, where do you usually go to spend your holiday? and etc. To build students interest, the researcher used LCD projector to show picture and deliver the material. Secondly, the researcher introduced the vocabulary that would be faced by the students. To emphasize in word meaning and not just word pronunciation, the teacher introduced vocabulary in context, both orally and visually. In this research, the researcher used the word orally in a sentence, followed by a visual presentation of meaningful sentence by using LCD projector.

2) Guided silent reading

In this step, the researcher gave questions for students to answer after they read the text silently.

3) Comprehension development and discussion

After the students have finished reading, the researcher repeated the questions and asked the students to give comment. After that, the researcher encouraged a discussion that grows from students' comment.

4) Purposeful rereading

The researcher asked students to read orally which part of the story that supported their answer.

6) Follow-up activities and skill extension

Because this research focused on reading comprehension, the researcher gave the students activities that can encourage student ability in reading comprehension.

For example: in this research, the researcher asked the students to find main idea, character of the story and made a conclusion of the story.

c. Advantages of Directed Reading Activity (DRA) Strategy

Every strategy of teaching has advantages and disadvantages. The teachers need to know advantages and disadvantages as consideration in choosing a strategy or a method in teaching language. Directed reading activity (DRA) as a strategy also has some advantages and disadvantages like the other strategies. There are some advantages of directed reading activity (DRA) as follows:

1. Directed reading activity (DRA) can activate background knowledge and build interest in the story.
2. Directed reading activity (DRA) may be applied to reading selections that vary both length and readability.
3. This strategy may be applied to students at all grade levels.⁵⁰

⁵⁰ Robert J. Tierney, John E. Readence, and Eanest K. Dishner. *Reading Strategies and Practices: A Compendium Second Edition*. (Boston: Allyn and Bacon. 1985). p. 4

d. Disadvantages of Directed Reading Activity (DRA) Strategy

Besides the advantages, directed reading activity (DRA) strategy also has disadvantages. According to Rahim, the disadvantage of directed reading activity (DRA) strategy is too teacher centered.⁵¹

5. Concept of Reading Aloud Strategy

a. Definition of Reading Aloud Strategy

There are some strategies in reading text, one of them is reading aloud. According to Kailani, reading aloud in foreign language can be justified as an excellent way for a student to improve his or her pronunciation.⁵² According to Tarigan, reading aloud is an activity which is as an instrument for the teachers, students, listeners, to catch the information, thoughts and feelings from the author.⁵³ It means that reading aloud is a strategy of reading text with making sounds in order to get information, thoughts, and feelings from the authors. It makes learner able to read the text with good intonation.

According to According to Zaini in Huda, reading aloud is a strategy that can be used to help the students in concentration, ask question, and discussion.⁵⁴ According to

⁵¹ Farida Rahim. *Op. Cit.* p. 49

⁵² Taiseer Zaid Kailani. Reading Aloud in ELF.. *Journal of reading in foreign Language. Vol 12. No.1.* 1998. p. 287

⁵³ Henry Guntur Tarigan. *Membaca sebagai suatu keterampilan berbahasa.* (Bandung: Angkasa.1986). p. 23

⁵⁴ Miftachul Huda. et.al. The effect of Learning Strategy of Reading Aloud on Students' Achievement in The Subject of Islamic Studies at Secondary School in Semarang. *International Journal of Education and Research. Vol. 3 NO. 2.* 2015. p. 580

Nation, reading aloud can be used to check the learner's skill at word recognition.⁵⁵ It means that reading aloud is a useful strategy to help the students in concentration, ask question, and discussion and it is also useful to check student's ability in recognize word.

Based on explanation from experts above, the writer concludes that reading aloud is important activity for reading success by helps student in concentration, ask question and discussion. Reading aloud is a strategy that gives the students an opportunity to practice English in a class.

b. Procedures of Teaching Reading Comprehension through Reading Aloud

There are some steps in reading aloud, as follows:

1. Teacher should choose the one topic interesting to read aloud, and should limit a chosen text not up to 500 words.
2. Teacher gives the text to the students and further makes clear point or a basic issue which can be discussed.
3. Teacher divides text regarding on some paragraph.
4. Teacher invites students to read aloud from different phases.
5. When the reading is going on, the teacher stops some places, emphasizes certain point, gives some question, or gives the example.

⁵⁵ I.S.P.Nation. *Teaching ESL/EFL Reading and Writing*. (New York: Routledge. 2009). p.79

6. Teacher asks some question to students about the text.⁵⁶

c. Advantages of Reading Aloud Strategy

There are some advantages of reading aloud strategy, as follows:

1. It gives an inspiration for the teacher to evaluate the students' progress and skill on reading, mainly word and phrase space, and to find a specific need for learning.
2. Reading aloud can give the practice of oral communication for reader.
3. It can also go over or practice for the learner to imagine a role of subject in story of text reading.
4. It can provide a method in which the teacher, by wisely guided servant, should perform in improving self ability, mainly to the children or the student as the beginner.⁵⁷

d. Disadvantages of Reading Aloud Strategy

There are some disadvantages of reading aloud strategy, as follows:

1. In implementation of reading aloud strategy, if using the random means in which the students are out of control in the condition, then the result can not be

⁵⁶ Mel Silberman. *Active Learning: 101 Strategies to Teach Any Subject*. (London: Allyn and Bacon. 1996). p. 91

⁵⁷ Miftachul Huda. et.al. The effect of Learning Strategy of Reading Aloud on Students' Achievement in The Subject of Islamic Studies at Secondary School in Semarang. *International Journal of Education and Research*. Vol. 3 NO. 2. 2015. p. 580

significant improvement, due to their condition not enough to follow the instruction

2. In addition, the teacher in practicing this strategy should care to how the students' way on reading is. This is because this strategy can give the impact to the students only following what the teacher instruct without understanding what they read.⁵⁸

B. Frame of Thinking

Reading is very important aspect in our life because we cannot get knowledge without reading. Reading is one of four skills in language that must be learned by the students. Reading English as foreign language is not easy for students, so that the teacher should do carefully and affectively in teaching reading in order the student interest and understand the text moreover enjoy reading. So the teacher needs an affective strategy in teaching reading. Using directed reading activity (DRA) as a strategy can be a good alternative way for teacher in teaching reading.

This strategy is beneficial for motivating teaching strategy. By applying this strategy, it can assist the teacher and the students in their own roles during the teaching and learning of reading. It can help the students to improve their comprehension by developing background knowledge, specific mind set to reading, discussing and comprehension development after reading. It also can more involve the teacher to guide the student during the reading.

⁵⁸ Miftachul Huda. et.al. *Loc.Cit*

The directed reading activity (DRA) encourages student reading comprehension. Based on description above, the writer assumes that directed reading activity (DRA) strategy can help the teacher in teaching learning process, the writer also assumes that the students will be understand the context the text easily. The writer has assumption that directed reading activity (DRA) strategy more effective in reaching the goal of learning activity especially in teaching reading comprehension.

C. Hypothesis

Based on the formulation of the problem, the writer proposed the following hypotheses:

H_a : there is a significant influence of using directed reading activity strategy towards students reading comprehension of recount text at the first semester of the eighth grade of SMP Al Azhar 3 Bandar Lampung.

H_0 : there is no significant influence of using directed reading activity strategy towards students reading comprehension of recount text at the first semester of the eighth grade of SMP Al Azhar 3 Bandar Lampung.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting this research, the writer used quasi experimental pre-test and post-test design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to group. It is because the experimenter cannot artificially create groups for the experiment.¹ It means that we do not have the opportunity for random assignment of students to special groups in different conditions. The common term for this type of group of participants is intact. For that, the writer selected two classes, one was control class and the other was the experimental class. The research design can be presented as follows:

Select experimental group	= T ₁	X	T ₂
Select control group	= T ₁	O	T ₂

Note:

X : Treatment by using Directed Reading Activity (DRA)

O : Treatment by using Reading Aloud

T₁ : Pre-test

T₂ : Post-test²

¹ John W. Creswell. *Educational Research: Planning and Conducting Quantitative and Qualitative Research*. (Boston: Pearson Education, 2012). p.309

² *Ibid.* p. 310

In this research, the writer gave pre-test to know students basic skill in reading comprehension of recount text. After the writer gave pre-test, the writer gave treatment to experimental class and control class. Treatment by using directed Reading Activity (DRA) was used to experimental class and control class used reading aloud. At the end of the research, the writer give post test in order to know students' achievement after using Directed Reading Activity (DRA) strategy.

B. Variable of the Research

There are two variables in this research, namely independent variable and dependent variable. According to Freankel, Independent variables are those that the researcher chooses to study in order to assess their possible effect on one or more other variables. Meanwhile, the variable that independent variable is presumed to affect is called dependent variable.³ It means that independent variable is a variable that influences or affects an outcome or dependent variable. Then, dependent variable is a variable that is influenced by independent variable.

- a. The independent variable of this research is Directed Reading Activity (X).
- b. The dependent variable of this research is students' reading comprehension in recount text. (Y)

³ Jack R. Freankel and Norman E. Walen. *How to Design and Evaluate Research in Education: Sixth Edition*. (San Fransisco:McGraw-Hill. 2006). p. 43

C. Operational Definition of Variables

In this research the writer gave the operational definition as follows:

1. Independent Variable (X)

Directed reading activity (DRA) strategy is a strategy that can be used by the English teacher in order to help the students to comprehend a text, because it can monitor students understanding the text with instructional support before, during and after they are reading.

2. Dependent Variable (Y)

Reading comprehension in recount text is a process of getting the message of the story that retells about events or experiences in the past including the main idea, expression/idiom/phrase in context, inference, reference, detail, excluding fact not written, supporting ideas and vocabulary in context.

D. Population, Sample and Sampling Technique

1. Population

Population is a group of individuals who have the same characteristic.⁴ The population of this research was the student at the first semester of eighth grade of SMP Al Azhar 3 Bandar Lampung, which total number of population is 232 students, which consist of 6 classes. It can be seen in table below:

⁴ John W. Creswell. *Op.Cit.* p. 141

Table 2
The Total Number of the Eighth Grade Students' of SMP Al Azhar 3
Bandar Lampung

No	Class	Genders		Total
		Male	Female	
1	VIII A	11	21	32
2	VIII B	12	22	34
3	VIII C	15	18	33
4	VIII D	9	22	31
5	VIII E	14	18	32
6	VIII F	16	19	35
7	VIII G	8	22	30
TOTAL		85	142	227

Source: Achieve of SMP Al Azhar 3 Bandar Lampung

2. Sample of the research

A sample is a subgroup of the target population that the writer plans to study for generalizing about the target population.⁵ It means that sample is a little of population. The sample of this research was two classes, VIII G as experimental class and VIII E as control class.

3. Sampling technique

In this research, the writer applied cluster random sampling technique for choosing experimental class and control class because the population is in groups. Cluster random sampling is similar to simple random sampling except that groups rather than individuals are randomly selected, the sampling unit is a group rather than an

⁵ John W. Creswell. *Op.Cit.* p. 142

individual.⁶ It means that cluster random sampling is a method of performing population surveys through the selection of different clusters.

The steps in determining the experimental and control class are as follows:

- a. First, the writer made a kind of lottery
- b. Second, the writer provided 7 pieces of small paper in which each piece will have the name of each class then the writer rolls them up and put them into a glass.
- c. Third, the writer shook the glass and took two piece of the paper.
- d. Last, the first paper as an experimental class and the second one as a control class.

The VIII G as experimental class and VIII E as control class.

E. Data Collecting Technique

In collecting the data, the writer used a test to know the students' reading comprehension on recount text for the experimental class and control class after they get the treatment. It was used to measure the student's reading comprehension on recount text. The test of pretest and posttest consist of 20 items of multiple choice questions with 4 options (a, b, c, and d). Some tests conducted to collect the data will follows:

1. Pretest

The researcher gave pretest to the students before giving the treatments in order to know the basic of students' reading ability before treatment and also the students'

⁶ Jack R. Fraenkel, *How to Design and Evaluate Research in Education*, (New York: 2009). p. 97

mean score. The students answered the questions on the answer sheets. Then the researcher did the scoring based on their answers on the test.

2. Posttest

The researcher asked students to answer some questions. It would be administered after treatment to know the result of students' reading ability in comprehending text after they were taught by using DRA strategy.

F. Instrument of the research

An instrument is a tool for measuring, observing, or documenting data. It contains specific questions and response possibilities that you establish or develop in advance of the study.⁷ In this research, the writer used test as the instrument to collect data. The writer used multiple-choice as a tool to know student reading comprehension of recount text. The writer used post test as a sets of reading test. Before the test was administered, the writer tried out the instrument to the students who were not the sample of the research.

Brown said that there are some criteria commonly used in measuring students' reading comprehension, they are: main idea (topic), Expression/idiom/phrase in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written, supporting idea, and

⁷ John W. Creswell. *Op. Cit.* p.14

vocabulary in context.⁸ The writer prepared the instrument in the form of multiple choice questions. The blueprint of reading comprehension test for post test can be seen in table below:

Table 3
Table of Specification of Pre-test and Post-test for Try Out

No	Aspects	Odd	Even	Total	Total Items	
					Odd	Even
1.	Main Idea (topic)	2	3	5	1, 15	8, 22, 34
2.	Expression/idiom/phrase in context	2	3	5	13, 31	2, 6, 17
3.	Inference (implied detail)	3	2	5	9, 23, 35	16, 32
4.	Grammatical features (reference)	3	2	5	3, 18, 29	24, 36
5.	Detail (scanning for a specifically stated detail)	2	3	5	25, 37	10, 4, 30
6.	Excluding facts not written	3	2	5	11, 19, 33	26, 40
7.	Supporting idea	3	2	5	5, 27, 39	12, 20
8.	Vocabulary in context	2	3	5	7, 21	14, 28, 38
Total		19	21	40	20	20

Based on the table 3, it can be seen that there were 40 questions for pretest and 40 question for posttest. The specification included aspect main idea (topic), Expression/idiom/phrase in context, inference (implied detail), grammatical features,

⁸ H. Douglas Brown. *Language Assessment Principles and Classroom Practice*. (San Fransisco: Pearson Education Longman. 2004). p.206

detail (scanning for a specifically stated detail), excluding facts not written, supporting idea, and vocabulary in context. After the researcher administrating the try out test, the researcher analyzed the criteria of good test, it could be seen that 20 items were valid. The items test can be seen in the table bellow:

Table 4
Table of Specification of Pre-test after Validity Test

No	Aspects	Odd	Even	Total	Total Items	
					Odd	Even
1.	Main Idea (topic)	2	1	3	1, 15	8
2.	Expression/idiom/phrase in context	1	2	3	31	2, 6
3.	Inference (implied detail)	1	2	3	9	16, 32
4.	Grammatical features (reference)	1	2	3	3	18, 24
5.	Detail (scanning for a specifically stated detail)	1	1	2	25	4
6.	Excluding facts not written	2	-	2	11, 19	-
7.	Supporting idea	-	2	2	-	12, 20
8.	Vocabulary in context	1	1	2	21	14
Total		9	11	20		

Table 5
Table of Specification of Post-test after Validity Test

No	Aspects	Odd	Even	Total	Total Items	
					Odd	Even
1.	Main Idea (topic)	1	1	2	1	22
2.	Expression/idiom/phrase in context	-	2	2	-	2, 6
3.	Inference (implied detail)	2	-	2	9, 35	-
4.	Grammatical features (reference)	2	1	3	3, 29	24
5.	Detail (scanning for a specifically stated detail)	1	2	3	37	4, 10
6.	Excluding facts not written	1	1	2	11	40
7.	Supporting idea	1	2	3	39	12, 20
8.	Vocabulary in context	2	1	3	7, 21	14
Total		10	10	20		

G. Research Procedure

In this research, there are some steps in research procedure. They are:

1. Planning

The writer makes some planning to run the application well. There are some steps that should be planned by the writer. The procedure of making planning of this research can be seen in the following explanation:

a) Determining the subject

The writer determined the subject. In this case the writer choose the eighth grade students of SMP Al Azhar 3 Bandar Lampung as the subjects of the research, one class as an experimental class and other one as a control class.

b) Determining the instruments of the research

The writer determined the instruments that would be taught to students, the instrument was reading recount text. The students got the same instrument for both classes in several topics.

c) Trying out the test

Try out conducts to identify how accurate and effective the test before they use to collect the data of research and use to identify whether the test can be administered or not. It can be seen from the result of validity and reliability of the test. In this research the writer gave Try out for students in try out class.

d) preparing pre-test

The writer prepared a kind of test that is called pre-test. The writer gave pre-test before giving treatments.

e) Conducting the treatment

In this research, the writer gave the treatment in three meetings. The writer taught the students in experimental class by using directed reading activity (DRA) and the students in control class by using reading aloud.

f) preparing post-test

The writer conducted post-test in experimental class in order to measure the students' reading comprehension of recount text after using directed reading activity (DRA) as the treatment and conducted post-test in control class in order to measure the students' reading comprehension of recount text after using reading aloud strategy.

2. Application

After making the planning, the writer applied research procedure that was already planned. There are some steps in doing research:

- a) In the first meeting the writer gave pre-test to students.
- b) After gave pre-test, the writer conducted the treatment in control class and experiment class. In control class the writer conducted the treatment through reading aloud strategy. While in experimental class, the writer conducted the treatment by using directed reading activity (DRA).
- c) In the last meeting, the writer gave post test.

3. Reporting

The last point that should be done in this research procedure is reporting. There are some steps in reporting. The steps are as follows:

- a) Analyzing the data received from try out test.
- b) Analyzing the data received from pre-test and post-test.
- c) Making report on the findings.

H. Scoring Procedure

Before getting the score, the writer determines the procedure to use in scoring the students' work. In order to that, the writer uses Arikunto's formula.⁹ The ideal highest score is 100. The score of post test calculate by using the following formula:

$$= \frac{r}{n} \times 100$$

Notes:

S : The test score

r : Total number of right answers

n : Total number test items

I. Validity and Reliability of the Test Instrument

1. Validity of the Test Instrument

According to Muijs, validity is probably the single most important aspect of the design of any measurement instrument in educational research.¹⁰ An instrument can call valid when it can measure what is want. In other words, an instrument can call valid if it can show the data of variables that are being research correctly. To know the validity of the test, the writer used content and construct validity.

⁹ Suharsimi Arikunto *Dasar-dasar Evaluasi Pendididkan*. (Jakarta: Bina Aksara. 1989). p. 271

¹⁰ Daniel Muijs. *Doing Quantitative Research in Education*. (California: Sage Publication. 2004). p. 66

a. Content Validity

According to Creswell, content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.¹¹ It means that instrument of the test has to appropriate from subject learning and content in skill learning. Test should be appropriate with learning material. In other words, the test is based on materials in the English curriculum, so that it can be said that the test has content validity since the test is good representation of material studied in the classroom. To get the content validity, the researcher adapted test from the articles on the internet. Then, materials and the test were appropriate with syllabus in the School Based Curriculum for the eight grade of Junior High School students. To make sure, the writer consulted the instruments to the English teacher at SMP Al Azhar 3 Bandar Lampung named Aprilia Sari, S.Pd. After the researcher consulted the instruments to the teacher, she said that the material in test instrument has been taught and suitable for eight grade students.

b. Construct Validity

According to Creswell, construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument.¹² It means that construct validity is determining kind of test based on the theoretical which measure reading

¹¹ John W. Creswell. *Op.Cit.* p.618

¹² *Ibid*, p.618

comprehension. This research made a reading test that can measure students' reading comprehension. The assessment used eight specifications of reading comprehension that adapted from Brown. To make sure, the writer consulted the instrument to the English teacher at SMP Al Azhar 3 Bandar Lampung named Aprilia Sari, S.Pd. Based on the result of construct validity, the teacher stated that the test represented eight specifications of reading comprehension that adapted from Brown. She also stated that the specification of reading test and items number had been fixed. It can be seen in Appendix 8

c. Item Validity

Item validity was used to measure whether test items are valid or not. In this research, the researcher used point biserial correlation formula to know validity of the test which consist of 40 items multiple choice. The formula as follows:

$$r_{pb} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Notes

R_{pb} : coefficient of point biserial correlation

M_p : the average score of all subject with true answer

M_t : the total average

S_t : the total score of standard deviation

p : proportion subject with true answer

q : proportion subject with false answer¹³

¹³ Anas Sudjono. *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Press. 2010). p. 258

After analyzing the test by using point biserial correlation formula, the researcher determined about valid item and invalid item. To give explanation in drawing conclusion about valid item and invalid item, the theory of validity from Sugiyono can be a consideration. Sugiyono states that total correlation minimum value for valid item is 0.3.¹⁴ It indicates that the item with total correlation under value 0.3 should be removed. Based on the calculation, 20 items of pretest instrument were valid. They were the item number 1, 2, 3, 4, 6, 8, 9, 11, 12, 14, 15, 16, 18, 19, 20, 21, 24, 25, 31, 32. Meanwhile, valid items in posttest instrument were 20 items. They were item number 1, 2, 3, 4, 6, 7, 9, 10, 11, 12, 14, 20, 21, 22, 24, 29, 35, 37, 38, 40.

2. Reliability of the Test Instrument

Reliability means that the data can be reliable. Reliability refers to the consistency of test scores. According to Creswell, Reliability means that scores from an instrument are stable and consistent.¹⁵ Reliability refers to consistency of the test. Reliability means that scores from an instrument are consistent and reliable. In this research, the writer used formula of K-R20 to know reliability of test. The formula as follows:

$$= \frac{-\sum}{-1}$$

Notes

r_{11} : reliability of the test

K : the total items

V_t : the total variants

¹⁴ Sugiyono. *Metode Penelitian Pendidikan* (Bndung: Alfabeta. 2013). p. 178

¹⁵ John W. Creswell. *Op.Cit.* p.159

$\sum pq$: sum of $p \times q$
 P : total of the students who get right answer
 q : total students who get wrong answer

The criteria of reliability are:

0.800-1.000 : Very high

0.600-0.800 : High

0.400-0.600 : Medium

0.200-0.400 : Low

0.00-0.200 : Very low

Based on calculation, it can be drawn a conclusion that the result of reliability for pretest has a high reliability because the result of the reliability value was 0.78 and the result of posttest was 0.76. It means that reliability of the test in the research was reliable. It can be seen in appendix 10.

J. Data Analysis

1. Fulfillment of the Assumptions

The data gain statistically analyzed by using techniques and steps as the following:

a. Normality Test

The normality test is used to measure weather the data in the experimental class and control class is normally distributed or not. In this research, the writer used statistical computation by using SPSS (Statistical Package for the Social Science) for normality

of test. To test the normality, the researcher applied Kolmogorov – Smirnov and Shapiro. The hypotheses formulas are:

H_0 = The data have normal distribution

H_a = The data do not have normal distribution

While the criteria acceptance or rejection of hypothesis tests are:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

b. Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this research, the writer used statistical computation by using SPSS (Statistical Package for the Social Science) for homogeneity of test. To test homogeneity, the researcher applied Levene statistic test.

The hypotheses are:

H_0 = The variance of the data is homogeneous

H_a = The variance of the data is not homogeneous

While the criteria acceptance or rejection of hypothesis tests are:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

2. Hypothetical Test

To investigate whether there is influence of directed reading activity (DRA) strategy towards students' reading comprehension of recount text. The writer used independent sample t-test to analyze the data. In this case, the writer used statistical computation by using SPSS for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypotheses are:

H_0 : There was no significant influence of directed reading activity (DRA) strategy towards students' reading comprehension of recount text at the eighth grade of SMP Al Azhar 3 Bandar Lampung in the academic year of 2017/2018.

H_a : There was a significant influence of directed reading activity (DRA) strategy towards students' reading comprehension of recount text at the eighth grade of SMP Al Azhar 3 Bandar Lampung in the academic year of 2017/2018.

While the criteria acceptance or rejection of hypothesis tests are:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

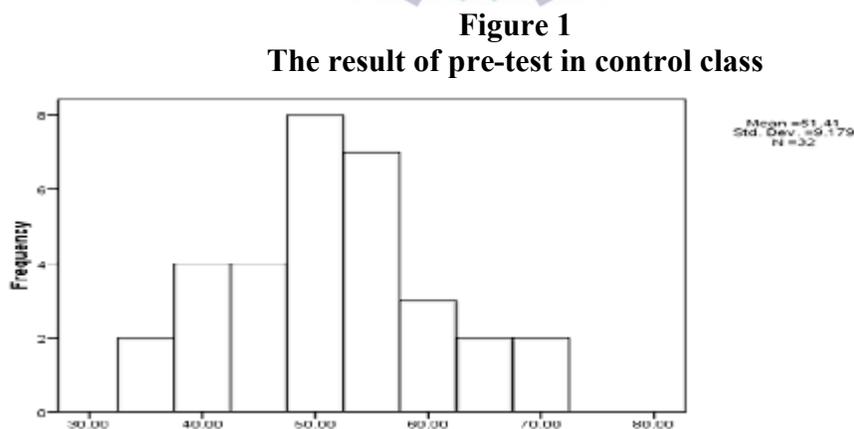
CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

The researcher got the data in the form of score. The score was derived from pre-test and post-test. The pre-test was held on August 21st, 2017. Meanwhile, post-test was held on September 4th, 2017. The researcher conducted pre-test before treatments given and post-test after treatments given. The test is a multiple choice test which consists of 20 items for each test.

1. Result of pre-test in Control Class

The pre-test was administered in order to know students' reading comprehension ability before the treatments given. The result of pre-test in control class can be seen in figure below.

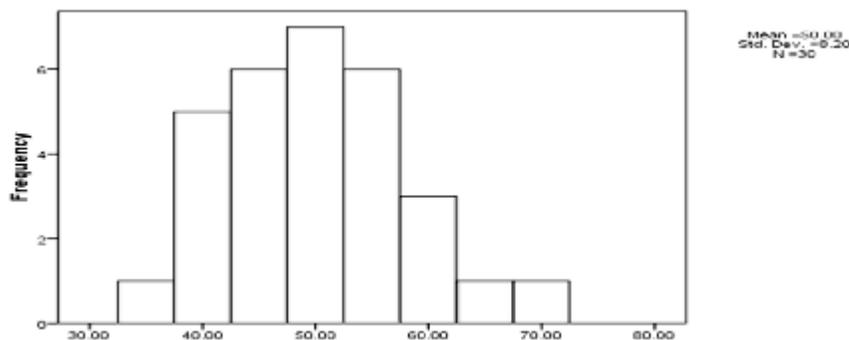


Based on figure 1, the mean of pre-test in control class was 51.41. The highest score was 70 and the lowest score was 35. Standard deviation was 9.179, and total number of students was 32. It showed students' reading comprehension before they got treatments.

2. Result of pre-test in Experimental Class

The writer also gave pre-test in experimental class to see students' reading comprehension ability before they got treatments. The score of pre-test in experimental class are presented in figure 2.

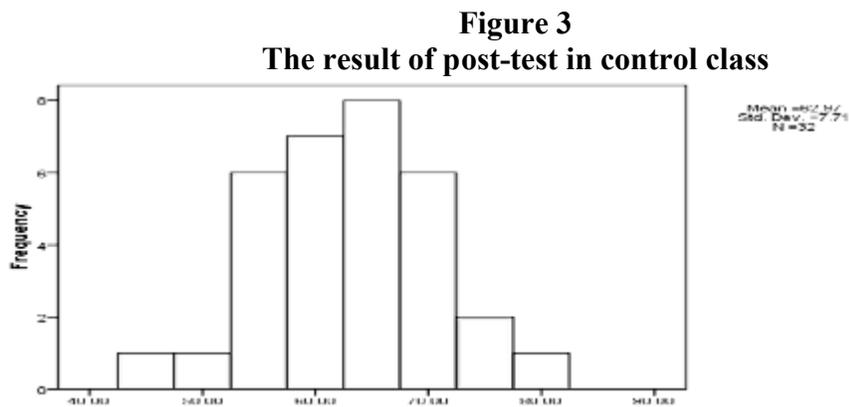
Figure 2
The result of pre-test in experimental class



Based on figure 2, the result showed that the mean of pre-test in experimental class was 50.09. The highest score was 70 and the lowest score was 35. Standard deviation was 8.20, and total number of students was 30. It showed students' reading comprehension before they got treatments.

3. Result of Post-test in Control Class

The post-test administrated in order to know students' reading comprehension ability after the treatments given. The result of post-test in control class can be seen in figure below:

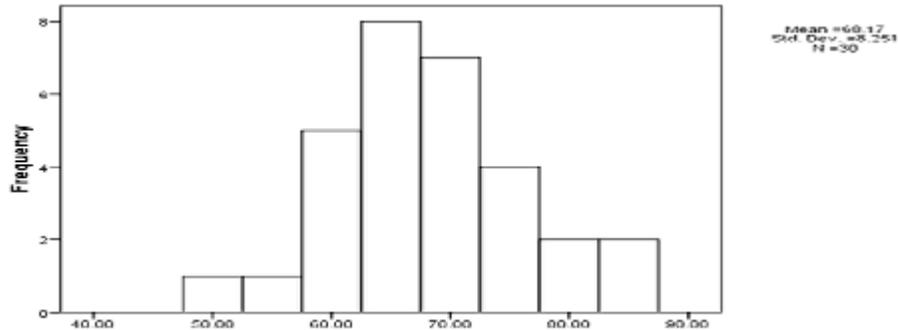


Based on figure 3, the mean of post-test in control class was 62.97. The highest score was 80 and the lowest score was 45. Standard deviation was 7.71, and total number of students was 32. It showed students' reading comprehension after they were taught with reading aloud strategy as the treatment.

4. Result of Post-test in Experimental Class

The writer also gave post-test in experimental class to know students' reading comprehension ability after the treatments given. The scores of post-test in experimental class can be seen in figure below:

Figure 4
The result of post-test in experimental class



Based on figure 4, the mean of post-test in experimental class was 68.17. The highest score was 85 and the lowest score was 50. Standard deviation was 8.251, and total number of students was 30. It showed students' reading comprehension after they were taught with directed reading activity (DRA) strategy as the treatment.

5. Result of Normality Test

The researcher tested normality test after got score of the students in reading comprehension pretest and posttest of recount text using SPSS version 16.

a. The hypotheses are:

Ho: the data have normal distribution.

Ha: the data do not have normal distribution.

b. The test criteria

If the value $(p) > \text{significant } (\alpha = 0.05)$, it means that Ho was accepted.

If the value $(p) < \text{significant } (\alpha = 0.05)$, it means that Ha was accepted.

Table 6
The Result of Normality in the Control and Experimental Class

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Experimental	.149	30	.086	.960	30	.303
Control	.135	32	.145	.966	32	.385

a. Lilliefors Significance Correction

Based on table, it can be seen that Pvalue (Sig.) for control class was 0.145 and Pvalue (Sig.) for experimental class was 0.086 because Sig. (Pvalue) of experimental class and control class $> \alpha 0.05$. So, H_a is rejected. The conclusion is that the data in the experimental class and control class had normal distribution.

6. Result of Homogeneity Test

The researcher tested Homogeneity test after got the score of students' reading comprehension in control class and experimental class (pretest and posttest of reading comprehension in recount text by using SPSS).

a. The hypotheses are:

H_a : The variance of the data is not homogeneous

H_o : The variance of the data is homogeneous

b. The criteria of the test are follows:

H_o is accepted if $\text{Sig} > \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

Table 7
The Result of Homogeneity Test

Levene Statistic	df1	df2	Sig.
.055	1	60	.815

Based on the results obtained in the test of homogeneity of variances in the table, it could be seen that Sig. (Pvalue) was $0.815 > \alpha$ was 0.05 . It demonstrated that H_0 was accepted because Sig. (Pvalue) $> \alpha$ was 0.05 . It means that the variance of the data were homogeneous.

7. Result of Hypothetical Test

Based on the previous explanation, the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (Statistical program for Social Science), independent sample t-test.

The hypothesis formulas are:

H_a : There is a significant influence of using directed reading activity strategy towards students reading comprehension of recount text at the first semester of the eighth grade of SMP Al Azhar 3 Bandar Lampung in the academic year of 2017/2018.

H_0 : There is no significant influence of using directed reading activity strategy towards students reading comprehension of recount text at the first semester of the eighth grade of SMP Al Azhar 3 Bandar Lampung in the academic year of 2017/2018.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

Ho is accepted is Sig. (Pvalue) $> \alpha = 0.05$

Ha is accepted is Sig. (Pvalue) $< \alpha = 0.05$

Table 8
The Result of Hypothetical Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.055	.815	2.564	60	.013	5.19792	2.02700	1.14332	9.25252
Equal variances not assumed			2.559	58.956	.013	5.19792	2.03150	1.13283	9.26300

Based on the results obtained in the independent sample t-test in Table 8, the value of significant generated Sig. (P value) was $0.013 < \alpha$ was 0.05 . So, Ha is accepted and Ho is rejected. Based on the computation, it can be concluded that there was a significant influence of using Directed Reading Activity (DRA) Strategy towards students' reading comprehension in recount text at the first semester of the eighth grade of SMP Al Azhar 3 Bandar Lampung in the academic year of 2017/2018.

B. Discussion

The research had been conducted since September 4th, 2017. The objective of this research is to find out whether the use of directed reading activity (DRA) strategy can improve students' ability in reading comprehension of recount text at the eight grade student of SMP Al Azhar 3 Bandar Lampung in the academic year of 2017/2018. Based on the research method, this research was divided into some steps. There are try out, pretest, treatment in three times, and posttest. At the beginning, the researcher conducted try out test for students in try out class. The researcher prepared 80 items of multiple choice questions. 40 items were used for pretest and 40 items for posttest. After the researcher gave try out, the researcher calculated test items to know validity of the test. The result showed that 20 items of pretest and posttest instrument were valid.

Secondly, the step was giving pretest for the students to know the students' reading comprehension ability before they were given treatments. The test was multiple choice questions that is consist of 20 items with four options a, b, c, and d. In the pretest, the researcher found that students' pretest score in control class was higher than students' pretest score in experimental class. It can be seen from the mean of students' pretest test score in control class was 51.41, while the mean of students' pretest score in experimental class was 50.09.

Thirdly, the step was giving treatment to the students in three times. Before the researcher gave treatment, the researcher determined the material and prepared lesson

plans for three meetings. The treatments here were teaching reading by using directed reading activity (DRA) strategy in experimental class and reading aloud strategy in control class. As mentioned in the Holy Qur'an in Surah An-Nahl verse 125, the human should use strategy in giving lesson:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِّ لَهُمْ يَأْتِي
 هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ
 بِالْمُهْتَدِينَ ﴿١٢٥﴾

Meaning: “Invite (all) to the way of thy lord with wisdom and preaching; and argue with them in ways that are best and most gracious, for thy knowledge best, who have strayed from his path, and who receive guidance.”¹ (An-Nahl: 125)

From the verse above, Allah asked the human to give the lesson by wisdom, wisdom means the way by the right strategy. It means that teachers should use the good strategy when they are teaching in order the students will be easy to understand the subject. It also can help the teacher to make teaching learning process run well.

In the experimental class, the researcher conducted treatment on august 24th, 2017. In the first meeting, the researcher greeted the students and checked their attendance. After that the researcher explained material that would be taught. Then, the researcher gave the students personal recount text and tried to activate their background knowledge related to the topic given. The researcher showed some pictures that

¹ Mahmud Y. Yazid. *The Quran: an English Translation of the Meaning of the Qur'an*. (Lebanon: Dar Al Chaura. 1980). p. 190

related to the story to built students' interest. Then, the researcher explained some vocabulary from the text. The researcher emphasized in word meaning not just word pronunciation. The researcher gave question to the students for guiding them in reading text. After the researcher gave question, the researcher asked the student to read silently to answer teacher's question. Then, the researcher and the students discussed students' answer and the researcher asked student to read orally which part of text that supported their answer. The last, the researcher asked the students to find main idea and character in the story, and make the conclusion from the story given. In the second and third meeting, the researcher did the same activities to teach students as what the researcher did in the first meeting. The difference in every meeting was in the topic given.

After the treatments were given, the researcher gave posttest for the students to know their reading comprehension ability after they got the treatments. The test was multiple choice questions that is consist of 20 items. Based on the result of students' posttest, the mean of students' posttest score in control class was 62.97 and mean of students' posttest score in experimental class was 68.17. It showed that students' posttest score in experimental class was higher than students' post test score in control class. It means that the students who are taught by using DRA strategy got better result than the students who are taught by using Reading Aloud Strategy.

Based on the result of data calculation, sig. (2-tailed) of the equal variance assumed in the independent sample test table is 0.013. It is lower than $\alpha = 0.05$. It means that

null hypothesis (Ho) is refused and alternative hypothesis (Ha) is accepted. It can be concluded that there was a significant influence of using Directed Reading Activity (DRA) Strategy towards students' reading comprehension in recount text at the first semester of the eighth grade of SMP Al Azhar 3 Bandar Lampung in the academic year of 2017/2018.

Based on result of the data above, it can be interpreted that after the researcher teaching reading by using directed reading activity (DRA) strategy in three times, the researcher found that the students who were taught by using directed reading activity (DRA) strategy gave positive influence on their reading comprehension ability. It is because this strategy helps students in comprehending the text content by guiding them to key point in the text, so the student has clear purpose in reading. This strategy also provides opportunities to discuss the meaning of some words in the text that they do not know the meaning with their teacher and classmates. It supported by Guzzeti, directed reading activity (DRA) is designed to assist teachers in providing systematic group-reading instruction, in guiding and engaging students in reading texts, and in providing students with direct instruction in word recognition and comprehension.² It means that directed reading activity (DRA) strategy helps teacher in providing systematic instruction, guide and engage students in reading text, improve students' word recognition and comprehension skill. The researcher also found that the

² Barbara J. Guzzetti, Donna E. Alvermann and Jerry L. Johns, *Literacy in America: An Encyclopedia of History, Theory, and Practice*. (California: ABC Clio inc, 2002). p. 133

students who were taught by using directed reading activity (DRA) strategy more interest to read the text, because they had already had background knowledge of the text. It is similar with Tierney's theory, he said that the advantage of directed reading activity (DRA) strategy is this strategy can activate background knowledge and built interest in the story.³

The finding of this research is relevant with some previous studies. The first study was conducted by Oktaviandi under the title "Increasing Students' Performance in Reading Comprehension By Using Directed Reading Activity (DRA) Strategy (An Experimental Study At SMA 1 Baitussalam)".⁴ The result of this study revealed that directed reading activity (DRA) strategy could significantly increased students' ability in reading comprehension. The second study conducted by Aminy under the title "The Effectiveness of Directed Reading Activity Toward Student's Reading Skill of Descriptive Text (An Experimental Study At The Seventh Grade Student of Mts Al-Ihsan Pamulang, Tangerang Selatan)".⁵ The result of this research showed that directed reading activity (DRA) strategy was effective to improve the students' reading skill in descriptive text.

³ Robert J. Tierney, John E. Readence, and Eanest K. Dishner. *Reading Strategies and Practices: A Compendium Second Edition*. (Boston: Allyn and Bacon. 1985). p. 4

⁴ Ikhsir Oktaviandi. *Increasing Students' Performance in Reading Comprehension By Using Directed Reading Activity (DRA) Strategy (An Experimental Study At SMA 1 Baitussalam)*. Syah Kuala University. 2015

⁵ Immawan Muhammad Amiri Al-Aminy. *The Effectiveness Of Direct Reading Activity Toward Student's Reading Skill of Descriptive Text (An Experimental Study At The Seventh Grade Student of Mts Al-Ihsan Pamulang)*. Syah Kuala University. 2015

Based on finding of this study and two previous studies above, the researcher concluded that directed reading activity (DRA) strategy is an appropriate strategy for teaching English especially in reading comprehension. It is because directed reading activity (DRA) strategy can activate students' background knowledge related to the story, so the students will more interest in reading text. This strategy also guides students in reading text by giving them clear purpose in reading. It helps the student to comprehend the text easily.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

After completing this research, the writer draws some conclusions in terms of the use of directed reading activity (DRA) strategy in improving students' reading comprehension of personal recount text. As presented in the first chapter, the objective of this research was to find out whether the use of directed reading activity (DRA) strategy improving students' reading comprehension of personal recount text.

Based on the research result, the mean score of posttest in experimental class was 67.67 and the mean score of posttest in control class was 62.07. It showed that the students' posttest score in experimental class was higher than students' posttest score in control class. The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.013. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. It means that there was significant influence of using directed reading activity (DRA) strategy toward students' reading comprehension of personal recount at the eighth grade of SMP Al Azhar 3 Bandar Lampung.

B. Suggestion

Based on the conclusion above, the researcher puts forward the following suggestions:

1. Suggestion for the Teacher

- a. Considering the strategy, the writer suggests the English teacher to apply DRA Strategy in the classroom for teaching reading because it can help students in comprehending the text.
- b. Considering the students' problem in reading text during the treatment, the writer suggests the English teacher to increase vocabulary discussion by using DRA strategy.
- c. The teacher should encourage the students to be actively participating and enthusiastically in the teaching and learning process.

2. Suggestion for the Students

- a. Students are hoped to enrich their vocabulary in order to comprehend the text easier.
- b. The students should study hard and create high motivation to develop their reading comprehension and other skill too.
- c. Students are hope to pay attention in teaching process and try to response the teacher's question.

3. Suggestion for the next researcher

- a. Who are interesting in conducting the similar studies should understand the problem deeply for better research, and assist the students to solve their problems in reading comprehension.
- b. The next researcher may conduct this strategy on level of students, for example Senior High School. They can apply other kind of texts, for examples, narrative, report, descriptive text etc.



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APPENDIX 1

**THE RESULT OF INTERVIEW THE ENGLISH TEACHER IN THE
PRELIMINARY RESEARCH**

No	Question	Answer	Conclusion
1	Strategi apa yang biasanya ibu gunakan dalam mengajar <i>reading</i> ?	Saya biasanya menggunakan <i>reading aloud strategy</i> yaitu membaca nyaring.	Guru menggunakan <i>reading aloud strategy</i> .
2	Bagaimana prosedur strategi yang ibu gunakan dalam mengajar <i>reading</i> ?	Jadi pertama saya ajarkan dulu pronounciation biar anak tahu cara mengucapkan kata dengan benar. Setelah itu saya meminta anak mengulangi, kalau anak sudah bisa mengucapkan kata dengan benar baru saya suruh ulangi lagi membacanya.	Pertama guru mengajarkan pronounciation kepada siswa kemudian siswa diminta untuk mengulangi.
3	Kesulitan apa yang ibu hadapi saat mengajar <i>reading</i> ?	Ya, kesulitannya itu karena kosakata atau <i>vocabulary</i> nya kurang jadi siswa sulit mengerti isi dari teks bacaan.	Kurangnya penguasaan <i>vocabulary</i> siswa, dan siswa sulit memahami isi bacaan.
4	Bagaiman kemampuan siswa dalam <i>reading comprehension</i> ?	Karena penguasaan kosakata nya sedikit jadi kemampuan <i>reading comprehension</i> siswa rendah.	Kemampuan siswa dalam <i>reading comprehension</i> rendah.

5	Kesulitan apa yang dihadapi siswa dalam memahami teks bacaan?	Siswa sulit menentukan main idea nya, supporting detail, memahami arti kata. Itu karna siswa penguasaan vocabulary minim.	Kesulitan yang dihadapi siswa dalam memahami teks bacaan adalah <ol style="list-style-type: none"> 1. Siswa sulit menentukan main idea dari teks yang mereka baca. 2. Siswa sulit menentukan supporting detail dari teks. 3. Penguasaan vocabulary yang minim.
6	Berapa nilai KKM untuk pelajaran bahasa inggris di sekolah ini?	Kalau nilai KKM nya 71.	Nilai KKM bahasa inggris 71.
7	Apakah ada siswa yang nilainya tidak melampaui KKM?	Ya, banyak siswa yang nilainya tidak melampaui KKM.	Banyak siswa yang nilainya tidak melampaui KKM.

APPENDIX 2

THE RESULT OF INTERVIEW STUDENTS IN THE PRELIMINARY RESEARCH

No	Question	Result
1	Bagaimana cara guru kamu mengajar reading?	30 siswa menjawab guru memberikan contoh cara membaca yang benar kemudian siswa mengikuti.
2.	Dapatkah kamu memahami isi teks bacaan yang kamu baca?	23 siswa menjawab tidak 7 siswa menjawab dapat sedikit memahami isi bacaan Dapat disimpulkan bahwa sebagian besar siswa tidak dapat memahami isi teks bacaan.
3.	Selama ini apa yang membuat kamu sulit memahami isi teks yang kamu baca?	30 siswa menjawab tidak mengerti arti kosakata bahasa inggris sehingga mereka sulit untuk memahami isi teksnya
4.	Kesulitan apa yang kamu hadapi saat mengerjakan soal reading?	18 siswa menjawab sulit menentukan pikiran utama (<i>main idea</i>) 12 siswa menjawab sulit memahami arti dari bacaan. Dapat disimpulkan bahwa siswa menghadapi kesulitan dalam menentukan <i>main idea</i> dan memahami arti dari teks yang mereka baca.

SILABUS

Sekolah : SMP Al Azhar 3 Bandar Lampung
 Kelas : VIII (Delapan)
 Mata Pelajaran : Bahasa Inggris
 Semester : 1 (Satu)

Standar Kompetensi : **Membaca**

5. Merespon makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.1 Mengungkapkan makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i>	1. Teks tulis berbentuk <i>descriptive</i> dan <i>recount</i> <ul style="list-style-type: none"> • Makna gagasan • Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i> 2. Langkah retorika teks <i>descriptive</i> dan <i>recount</i>	1. Tanya jawab berbagai hal terkait tema/topik bacaan 2. Review kosakata dan tatabahasa terkait jenis teks <i>descriptive/recount</i> 3. Membaca teks <i>descriptive/recount</i> 4. Menjawab pertanyaan tentang informasi yang	Menjawab mau tau pertanyaan tentang : <ol style="list-style-type: none"> 1. Makna gagasan 2. Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i> 3. Langkah retorika teks <i>descriptive</i> dan <i>recount</i> 4. Tujuan komunikatif 	Tes tertulis	Pilihan ganda	<i>Read to the text and choose the right answer</i>	2 x 40 menit	1. Buku teks yang relevan 2. Script cerita <i>recount</i>

	<p>3. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></p> <p>4. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p>	<p>terdapat dalam teks</p> <p>5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks <i>descriptive / recount</i></p> <p>6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca</p> <p>7. Membaca nyaring dan bermakna teks <i>descriptive / recount</i></p>	<p>teks <i>descriptive</i> dan <i>recount</i></p> <p>5. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p> <p>6. Membaca nyaring teks <i>descriptive</i> dan <i>recount</i>.</p>					
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Mengetahui;
Kepala SMP Al Azhar 3 Bandarlampung

Muhdini, S.Pd,
NIP. 19650421 1987031 2 009

APPENDIX 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Experimental Class)

Nama Sekolah : SMP Al Azhar 3 Bandar Lampung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/1
 Alokasi Waktu : 2 x 40 menit
 Topik Pembelajaran : Recount text
 Skill : Membaca
 Pertemuan : ke-1

A. Standar Kompetensi

5. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

5.1 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount*.

C. Indikator Pencapaian Kompetensi

Mengidentifikasi aspek-aspek dalam *reading comprehension* (*main idea, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary in context*).

D. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat mengidentifikasi aspek-aspek dalam *reading comprehension* (*main idea, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary in context*).

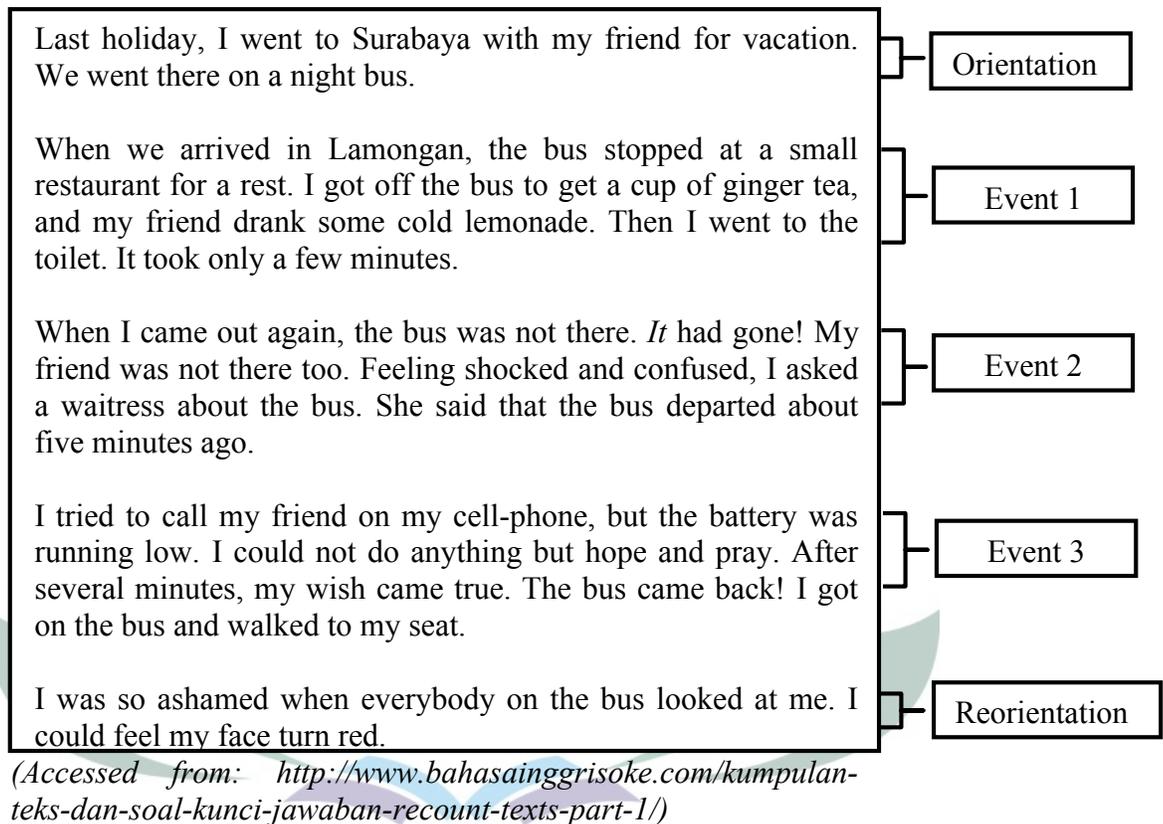
E. Materi pembelajaran

Recount text

1. Definition of recount text: a kind of text that retells about events or experiences in the past.
2. Generic structure
 - a. Orientation: the orientation supplies the background information. It establishes the time, setting and who or what is participating.

- b. Sequence of event: tell the sequence events that happened in the pas based on the time and place when it occurred.
 c. Reorientation: a conclusion.

3. Example of recount text:



F. Strategi pembelajaran: Directed Reading Activity (DRA)

G. Langkah-langkah kegiatan

Step-step Strategi DRA	Kegiatan Pembelajaran	Alokasi waktu
	<p>1. Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Guru memberikan salam dan berdoa bersama siswa sebelum memulai pelajaran • Guru mengecek kehadiran siswa • Guru menyampaikan tujuan pembelajaran • Guru memberikan hand out yang berisi teks recount. 	10 menit

<p>Step 1 Preparation for reading</p>	<ul style="list-style-type: none"> • Guru mengaitkan materi yang akan dibahas dengan pengetahuan siswa. • Guru mencoba membangun ketertarikan siswa terhadap materi yang akan disampaikan dengan menampilkan gambar yang sesuai topic. • Guru menjelaskan kosa kata baru yang berhubungan dengan isi teks. 	
<p>Step 2 Guided silent reading</p> <p>Step 3 Comprehension development and discussion</p> <p>Step 4 Purposeful rereading</p> <p>Step 5 Follow-up activities and skill extension</p>	<p>2. Kegiatan inti</p> <ul style="list-style-type: none"> • Guru mengarahkan siswa membaca teks paragraf demi paragraf untuk memperoleh informasi tertentu. • Siswa diminta membaca teks dengan senyap yaitu dengan membaca dalam hati (silent reading). • Guru menanyakan beberapa pertanyaan untuk meningkatkan pemahaman siswa. • Guru meminta siswa menjawab pertanyaan yang telah diberikan, kemudian guru bersama siswa mendiskusikan jawaban siswa. • Siswa diminta membacakan kalimat dalam teks yang mendukung jawaban mereka. • Siswa diminta menentukan main idea, menyebutkan tokoh dalam cerita dan menyimpulkan isi bacaan. 	60 menit
	<p>3. Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru menanyakan kesulitan siswa selama KBM (Kegiatan Belajar Mengajar) • Guru bersama-sama peserta didik menyimpulkan materi pelajaran • Guru melakukan penilaian terhadap kegiatan yang sudah dilaknakan. • Guru menutup pelajaran dengan doa. 	10 Menit

H. Sumber dan media belajar

- <http://www.bahasainggrisoke.com/kumpulan-teks-dan-soal-kunci-jawaban-recount-texts-part-1/>
- Lcd
- White board
- Gambar yang relevan

I. Penilaian

Teknik : Tes tulis

Bentuk : Multiple Choice

Read the following story and answer the question!

1. What is the topic of the text above?
 - A. My vacation
 - B. *Vacation to Surabaya*
 - C. Vocation with family
 - D. Vacation to foreign country

2. What did the writer do when the bus stop for rest in Lamongan?
 - A. The writer bought some souvenirs
 - B. The writer drank some cold lemonade
 - C. The writer went to the toilet
 - D. *The writer got off the bus to get a cup of ginger tea*

3. What did the writer feel when the bus is not there?
 - A. *Ashamed*
 - B. Shocked and confused
 - C. Sad and Angry
 - D. Disappointed

4. How many friend that the writer had to join the vacation?
 - A. *One*
 - B. Two
 - C. Three
 - D. Four

5.The bus was not there. *It* had gone!
The word *it* in paragraph three refers to?
 - A. The writer
 - B. The writer's friend
 - C. *The bus*
 - D. The waitress

Key answer

1. B 2. D 3. A 4. A 5. C

J. Pedoman Penilaian

- Untuk tiap nomor, tiap jawaban benar skor 1
- Nilai siswa = $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Guru Bahasa Inggris

Bandar Lampung, September 2017
Mahasiswa Penelitian

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Experimental Class)

Nama Sekolah : SMP Al Azhar 3 Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Alokasi Waktu : 2 x 40 menit
Topik Pembelajaran : Recount text
Skill : Membaca
Pertemuan : ke-2

A. Standar Kompetensi

5. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *descriptive* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

5.1 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount*.

C. Indikator Pencapaian Kompetensi

Mengidentifikasi aspek-aspek dalam *reading comprehension* (*main idea, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary in context*).

D. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat mengidentifikasi aspek-aspek dalam *reading comprehension* (*main idea, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary in context*)

E. Materi pembelajaran

Recount text

1. Definition of recount text: a kind of text that retells about events or experiences in the past.
2. Generic structure
 - a. Orientation: the orientation supplies the background information. It establishes the time, setting and who or what is participating.
 - b. Sequence of event: tell the sequence events that happened in the pas based on the time and place when it occurred.

c. Reorientation: a conclusion.

3. Example of recount text:

It was my Grandpa's birthday last Sunday.

Orientation

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favorite color.

Event 1

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. *It* was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Event 2

Finally, my grandma told us some stories about my Grandpa.

Reorientation

(<https://margi-world.blogspot.co.id/2011/04/contoh-soal-bahasa-inggris.smp.html>)

F. Strategi pembelajaran: Directed Reading Activity (DRA)

G. Langkah-langkah kegiatan

Step-step Strategi DRA	Kegiatan Pembelajaran	Alokasi waktu
Step 1 Preparation for reading	<p>1. Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Guru memberikan salam dan berdoa bersama siswa sebelum memulai pelajaran • Guru mengecek kehadiran siswa • Guru menyampaikan tujuan pembelajaran • Guru memberikan hand out yang berisi teks recount. <ul style="list-style-type: none"> • Guru mengaitkan materi yang akan dibahas dengan pengetahuan siswa. 	10 menit

	<ul style="list-style-type: none"> • Guru mencoba membangun ketertarikan siswa terhadap materi yang akan disampaikan dengan menampilkan gambar yang sesuai topic. • Guru menjelaskan kosa kata baru yang berhubungan dengan isi teks. 	
<p>Step 2 Guided silent reading</p> <p>Step 3 Comprehension development and discussion</p> <p>Step 4 Purposeful rereading</p> <p>Step 5 Follow-up activities and skill extension</p>	<p>2. Kegiatan inti</p> <ul style="list-style-type: none"> • Guru mengarahkan siswa membaca teks paragraf demi paragraf untuk memperoleh informasi tertentu. • Siswa diminta membaca teks dengan senyap yaitu dengan membaca dalam hati (silent reading). • Guru menanyakan beberapa pertanyaan untuk meningkatkan pemahaman siswa. • Guru meminta siswa menjawab pertanyaan yang telah diberikan, kemudian guru bersama siswa mendiskusikan jawaban siswa. • Siswa diminta membacakan kalimat dalam teks yang mendukung jawaban mereka. • Siswa diminta mengerjakan soal sebagai penguatan siswa dalam memahami isi cerita. 	60 menit
	<p>3. Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru menanyakan kesulitan siswa selama KBM (Kegiatan Belajar Mengajar) • Guru bersama-sama peserta didik menyimpulkan materi pelajaran • Guru melakukan penilaian terhadap kegiatan yang sudah dilaknakan. • Guru menutup pelajaran dengan doa. 	10 Menit

H. Sumber dan Media Belajar

- (<https://margi-world.blogspot.co.id/2011/04/contoh-soal-bahasa-inggris.smp.html>)
- Lcd
- White board
- Gambar yang relevan

I. Penilaian

Teknik : Tes tulis

Bentuk : Multiple Coice

Read the following story and answer the question!

1. What is the topic of the text?
 - A. Party
 - B. Nice Shopping
 - C. *Grandpa's birthday*
 - D. Weekend in grandpa's house
2. What did the writer do in the kitchen?
 - A. Cooked meal
 - B. Prepared for lunch
 - C. Roasted a lobster
 - D. *Made a cake*
3. How many the siblings that the writer has?
 - A. One
 - B. *Two*
 - C. Three
 - D. Four
4. What was the present from the writer?
 - A. Cake
 - B. Flowers
 - C. Chocolate
 - D. *Batik shirt*
5. *It* was a big and beautiful cake. The word *It* in paragraph three refers to?
 - A. Batik shirt
 - B. *Cake*
 - C. Flowers
 - D. Chocolate

Key Answer

1.C 2.D 3.B 4.D 5.B

J. Pedoman Penilaian

- Untuk tiap nomor, tiap jawaban benar skor 1
- Nilai siswa = $\frac{\text{Skor perolehan} \times 100}{\text{Skor maksimal}}$

Guru Bahasa Inggris

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Experimental Class)

Nama Sekolah : SMP Al Azhar 3 Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Alokasi Waktu : 2 x 40 menit
Topik Pembelajaran : Recount text
Skill : Membaca
Pertemuan : ke-3

A. Standar Kompetensi

5. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

5.1 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount*.

C. Indikator Pencapaian Kompetensi

Mengidentifikasi aspek-aspek dalam *reading comprehension* (*main idea, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary in context*).

D. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat mengidentifikasi aspek-aspek dalam *reading comprehension* (*main idea, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary in context*)

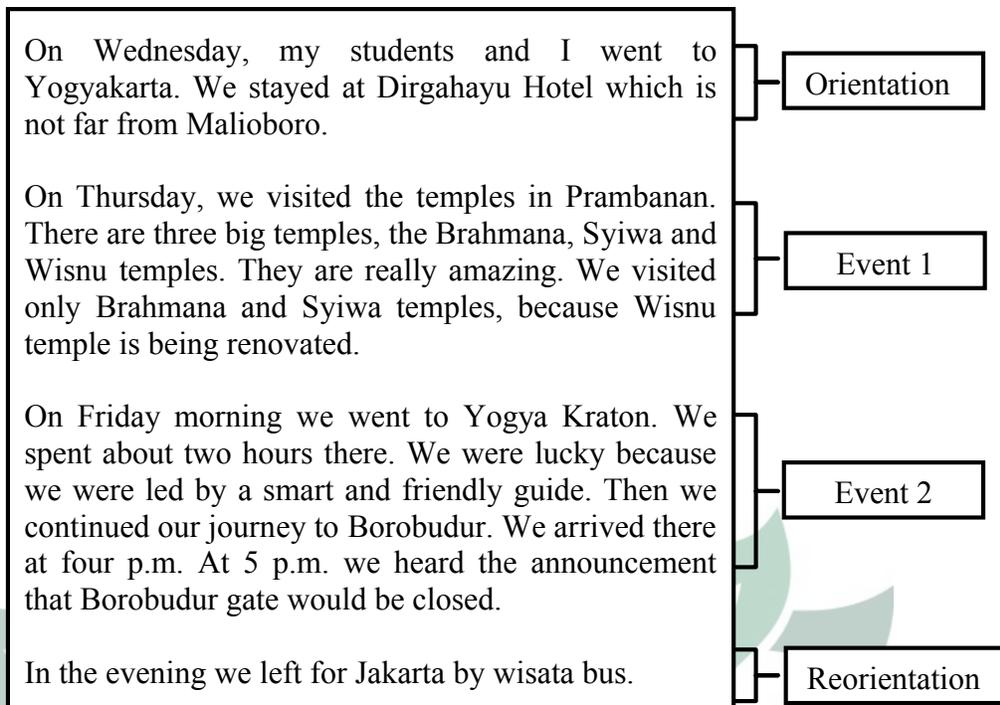
E. Materi pembelajaran

Recount text

1. Definition of recount text: a kind of text that retells about events or experiences in the past.
2. Generic structure
 - a. Orientation: the orientation supplies the background information. It establishes the time, setting and who or what is participating.

- b. Sequence of event: tell the sequence events that happened in the pas based on the time and place when it occurred.
- c. Reorientation: a conclusion.

3. Example of recount text:



(Accessed from: <https://brainly.co.id/tugas/5751102>)

F. Strategi pembelajaran: Directed Reading Activity (DRA)

G. Langkah-langkah kegiatan

Step-step Strategi DRA	Kegiatan Pembelajaran	Alokasi waktu
	<p>1. Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Guru memberikan salam dan berdoa bersama siswa sebelum memulai pelajaran • Guru mengecek kehadiran siswa • Guru menyampaikan tujuan pembelajaran • Guru memberikan hand out yang berisi teks recount. 	10 menit

<p>Step 1 Preparation for reading</p>	<ul style="list-style-type: none"> • Guru mengaitkan materi yang akan dibahas dengan pengetahuan siswa. • Guru mencoba membangun ketertarikan siswa terhadap materi yang akan disampaikan dengan menampilkan gambar yang sesuai topic. • Guru menjelaskan kosa kata baru yang berhubungan dengan isi teks. 	
<p>Step 2 Guided silent reading</p> <p>Step 3 Comprehension development and discussion</p> <p>Step 4 Purposeful rereading</p> <p>Step 5 Follow-up activities and skill extension</p>	<p>2. Kegiatan inti</p> <ul style="list-style-type: none"> • Guru mengarahkan siswa membaca teks paragraf demi paragraf untuk memperoleh informasi tertentu. • Siswa diminta membaca teks dengan senyap yaitu dengan membaca dalam hati (silent reading). • Guru menanyakan beberapa pertanyaan untuk meningkatkan pemahaman siswa. • Guru meminta siswa menjawab pertanyaan yang telah diberikan, kemudian guru bersama siswa mendiskusikan jawaban siswa. • Siswa diminta membacakan kalimat dalam teks yang mendukung jawaban mereka. • Siswa diminta mengerjakan soal sebagai penguatan siswa dalam memahami isi cerita. 	<p>60 menit</p>
	<p>3. Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru menanyakan kesulitan siswa selama KBM (Kegiatan Belajar Mengajar) • Guru bersama-sama peserta didik menyimpulkan materi pelajaran • Guru melakukan penilaian terhadap kegiatan yang sudah dilaknakan. • Guru menutup pelajaran dengan doa. 	<p>10 Menit</p>

H. Sumber dan media belajar

- <https://brainly.co.id/tugas/5751102>
- Lcd
- White board
- Gambar yang relevan

I. Penilaian

Teknik : Tes tulis

Bentuk : Multiple Choice

Read the following story and answer the question!

1. The text above mainly discusses about.....
 - A. the writer's trip to Yogyakarta
 - B. the writer's first visit to Prambanan
 - C. the writer's impression about the guide
 - D. the writer's experience at Yogya Kraton
2. The text is written in the form of a/an.....
 - A. Recount
 - B. Descriptive
 - C. Report
 - D. Descriptive
3. The purpose of the text is to.....
 - A. tell past events
 - B. entertain readers
 - C. describe the smugglers
 - D. report an event to the police
4. What are the big temples in Prambanan?
 - A. angkor wat, syiwa, and sudra temples
 - B. paria, brahmana, and temples
 - C. brahmana, syiwa, and wisnu temples
 - D. wisnu, syiwa, and borobudur temples
5. Why did they only visit Brahmana and Syiwa temples?
 - A. because there was no wisnu temple
 - B. because wisnu temple was amazing
 - C. because wisnu temple was too small

D. because wisnu temple was being repaired

Key Answer

1.A 2.A 3.A 4.C 5.D

J. Pedoman Penilaian

- Untuk tiap nomor, tiap jawaban benar skor 1
- Nilai siswa = $\frac{\text{Skor perolehan} \times 100}{\text{Skor maksimal}}$

Guru Bahasa Inggris

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APPENDIX 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Control Class)

Nama Sekolah : SMP Al Azhar 3 Bandar Lampung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/1
 Alokasi Waktu : 2 x 40 menit
 Topik Pembelajaran : Recount
 Skill : Membaca
 Pertemuan : ke-1

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi aspek-aspek dalam *reading comprehension* (*main idea, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary in context*).

D. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

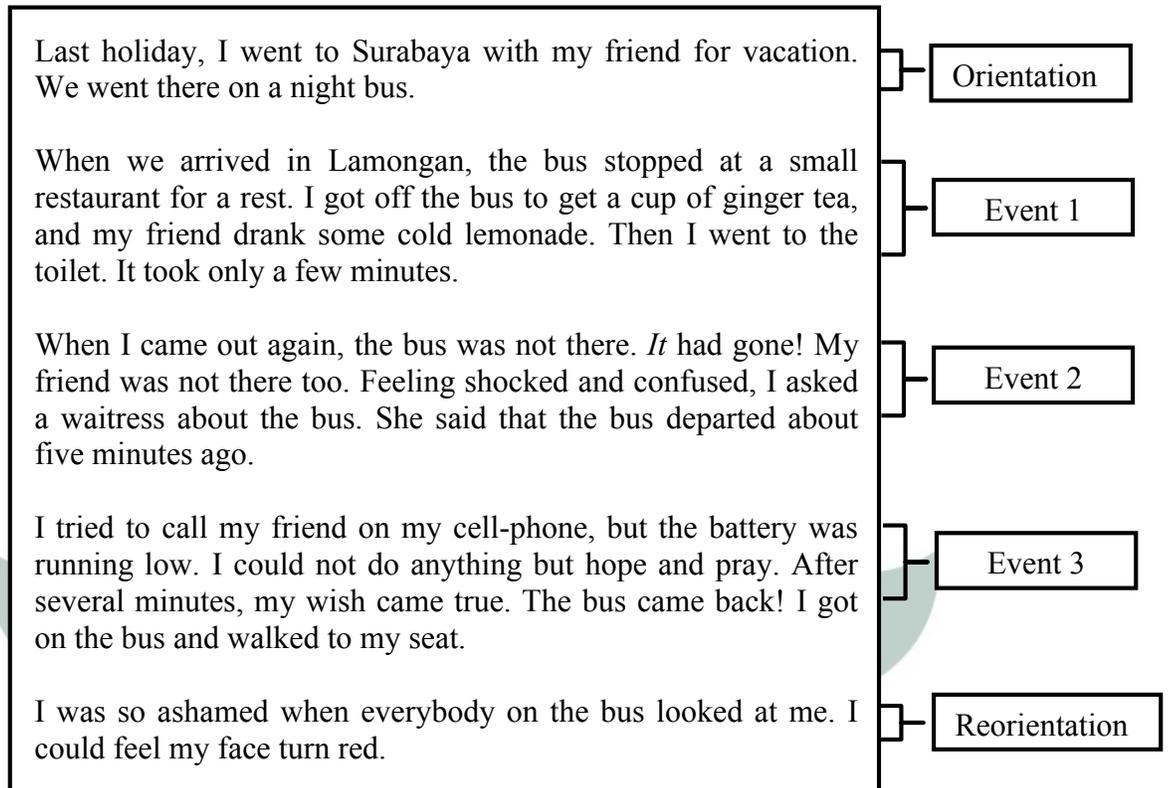
- Siswa dapat mengidentifikasi aspek-aspek dalam *reading comprehension* (*main idea, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary in context*).

E. Materi pembelajaran

1. Definition of personal recount text: personal recount is a story that tells about activities whereas the writer or speaker involves or do by her or himself.
2. Generic structure
 - a. Orientation: the orientation supplies the background information. It establishes the time, setting and who or what is participating.

- b. Sequence of event: tell the sequence events that happened in the past based on the time and place when it occurred.
- c. Reorientation: a conclusion.

3. Example of recount text:



(Available on: [http://www.bahasainggrisoke.com/kumpulan-
teks-dan-soal-kunci-jawaban-recount-texts-part-/](http://www.bahasainggrisoke.com/kumpulan-teks-dan-soal-kunci-jawaban-recount-texts-part-/))

F. Strategi pembelajaran: Reading aloud

G. Langkah-langkah kegiatan

<p>1. Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Guru memberikan salam dan berdoa bersama siswa sebelum memulai pelajaran • Guru mengecek kehadiran siswa • Guru menyiapkan cerita yang telah dipilih sebelumnya • Guru menyampaikan tujuan pembelajaran 	10 menit
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------

<ul style="list-style-type: none"> • Guru mengaitkan materi yang akan dibahas dengan pengetahuan siswa • Guru menyebutkan materi 	
<p>2. Kegiatan inti</p> <ul style="list-style-type: none"> • Guru menjelaskan konsep dari teks recount, struktur teksnya dan ciri kebahasaan teks tersebut. • Guru memberikan teks cerita kepada siswa dan memberikan tanda pada poin-poin yang dinggap menarik untuk dibahas • Guru membagi teks dalam beberapa paragraf • Guru meminta beberapa siswa membaca bagian teks yang berbeda-beda secara bergantian • Ketika bacaan sedang berlangsung, guru menghentikan kegiatan membaca untuk menekankan arti penting poin-poin tertentu, bertanya atau member contoh • Guru memonitori pemahaman siswa dengan bertanya tentang isi teks • Guru meminta siswa mengerjakan soal 	60 menit
<p>3. Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru menanyakan kesulitan siswa selama KBM (Kegiatan Belajar Mengajar) • Guru bersama-sama peserta didik menyimpulkan materi pelajaran • Guru melakukan penilaian terhadap kegiatan yang sudah dilaknakan. • Guru menutup pelajaran dengan doa. 	10 menit

H. Sumber dan media belajar

- [http://www.bahasainggrisoke.com/kumpulan-teks-dan-soal-kunci-jawaban-recount-texts-part-/](http://www.bahasainggrisoke.com/kumpulan-teks-dan-soal-kunci-jawaban-recount-texts-part/)
- White board
- Gambar yang relevan

I. Penilaian

Teknik : Tes tulis

Bentuk : Multiple Coice

Read the following story and answer the question!

2. What is the topic of the text above?
 - E. My vacation
 - F. *Vacation to Surabaya*
 - G. Vocation with family
 - H. Vacation to foreign country

3. What did the writer do when the bus stop for rest in Lamongan?
 - E. The writer bought some souvenirs
 - F. The writer drank some cold lemonade
 - G. The writer went to the toilet
 - H. *The writer got off the bus to get a cup of ginger tea*

6. What did the writer feel when the bus is not there?
 - E. *Ashamed*
 - F. Shocked and confused
 - G. Sad and Angry
 - H. Disappointed

1. How many friend that the writer had to join the vacation?
 - E. *One*
 - F. Two
 - G. Three
 - H. Four

2.The bus was not there. *It* had gone!
The word *it* in paragraph three refers to?
 - E. The writer
 - F. The writer's friend
 - G. *The bus*
 - H. The waitress

Key answer

2. B 2. D 3. A 4. A 5. C

J. Pedoman Penilaian

- Untuk tiap nomor, tiap jawaban benar skor 1
- Nilai siswa = $\frac{\text{Skor perolehan} \times 100}{\text{Skor maksimal}}$

Guru Bahasa Inggris

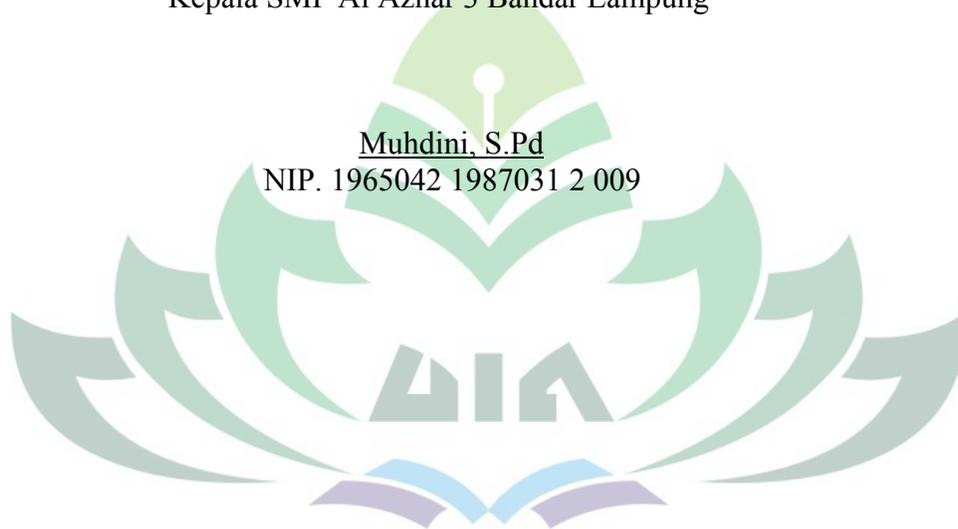
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Control Class)

Nama Sekolah : SMP Al Azhar 3 Bandar Lampung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/1
 Alokasi Waktu : 2 x 40 menit
 Topik Pembelajaran : Recount
 Skill : Membaca
 Pertemuan : ke-2

K. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *descriptive* untuk berinteraksi dengan lingkungan sekitar.

L. Kompetensi Dasar

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *descriptive*.

M. Indikator Pencapaian Kompetensi

- Mengidentifikasi aspek-aspek dalam *reading comprehension* (*main idea, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary in context*).

N. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

- Siswa dapat mengidentifikasi aspek-aspek dalam *reading comprehension* (*main idea, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary in context*).

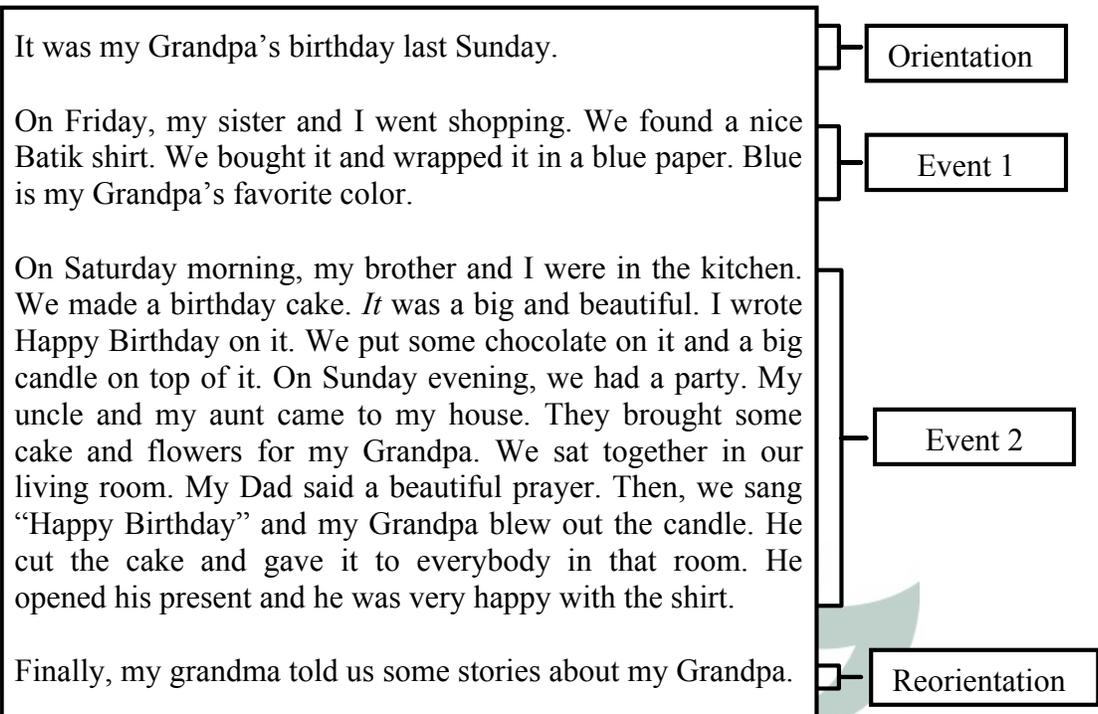
O. Materi pembelajaran

Recount teks

4. Definition of personal recount text: personal recount is a story that tells about activities whereas the writer or speaker involves or do by her or himself.
5. Generic structure
 - a. Orientation: the orientation supplies the background information. It establishes the time, setting and who or what is participating.

- b. Sequence of event: tell the sequence events that happened in the pas based on the time and place when it occurred.
- c. Reorientation: a conclusion.

6. Example of recount text:



(Available on: <https://margi-world.blogspot.co.id/2011/04/contoh-soal-bahasa-inggris.smp.html>)

P. Strategi pembelajaran: Reading Aloud

Q. Langkah-langkah kegiatan

<p>1. Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Guru memberikan salam dan berdoa bersama siswa sebelum memulai pelajaran • Guru mengecek kehadiran siswa • Guru menyampaikan tujuan pembelajaran • Guru mengaitkan materi yang akan dibahas dengan pengetahuan siswa • Guru menyebutkan materi 	10 menit
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<p>2. Kegiatan inti</p> <ul style="list-style-type: none"> • Guru menjelaskan konsep teks recount, struktur teksnya dan ciri kebahasaan teks tersebut. • Guru memberikan teks cerita kepada siswa dan memberikan tanda pada poin-poin yang dianggap menarik untuk dibahas • Guru membagi teks dalam beberapa paragraf • Guru meminta beberapa siswa membaca bagian teks yang berbeda-beda secara bergantian • Ketika bacaan sedang berlangsung, guru menghentikan kegiatan membaca untuk menekankan arti penting poin-poin tertentu, bertanya atau member contoh • Guru memonitori pemahaman siswa dengan bertanya tentang isi teks • Guru meminta siswa mengerjakan soal 	60 menit
<p>3. Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru menanyakan kesulitan siswa selama KBM (Kegiatan Belajar Mengajar) • Guru bersama-sama peserta didik menyimpulkan materi pelajaran • Guru melakukan penilaian terhadap kegiatan yang sudah dilaknakan. • Guru menutup pelajaran dengan doa. 	10 menit

R. Sumber dan Media Belajar

- (<https://margi-world.blogspot.co.id/2011/04/contoh-soal-bahasa-inggris.smp.html>)
- White board
- Gambar yang relevan

S. Penilaian

Teknik : Tes tulis

Bentuk : Multiple Coice

Read the following story and answer the question!

1. What is the topic of the text?
 - A. Party
 - B. Nice Shopping
 - C. *Grandpa's birthday*
 - D. Weekend in grandpa's house

2. What did the writer do in the kitchen?
 - A. Cooked meal
 - B. Prepared for lunch
 - C. Roasted a lobster
 - D. *Made a cake*

3. How many the siblings that the writer has?
 - A. One
 - B. *Two*
 - C. Three
 - D. Four

4. What was the present from the writer?
 - A. Cake
 - B. Flowers
 - C. Chocolate
 - D. *Batik shirt*

5. *It* was a big and beautiful cake. The word *It* in paragraph three refers to?
 - A. Batik shirt
 - B. *Cake*
 - C. Flowers
 - D. Chocolate

Key Answer

1.C 2.D 3.B 4.D 5.B

T. Pedoman Penilaian

- Untuk tiap nomor, tiap jawaban benar skor 1
- Nilai siswa = $\frac{\text{Skor perolehan} \times 100}{\text{Skor maksimal}}$

Guru Bahasa Inggris

Bandar Lampung, 2017
Mahasiswa Penelitian

Aprilia Sari, S.Pd.

Rizqa Dwi Laksono
NPM. 1311040294

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Control Class)

Nama Sekolah : SMP Al Azhar 3 Bandar Lampung
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/1
 Alokasi Waktu : 2 x 40 menit
 Topik Pembelajaran : Recount
 Skill : Membaca
 Pertemuan : ke-3

A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi aspek-aspek dalam *reading comprehension* (*main idea, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary in context*).

D. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

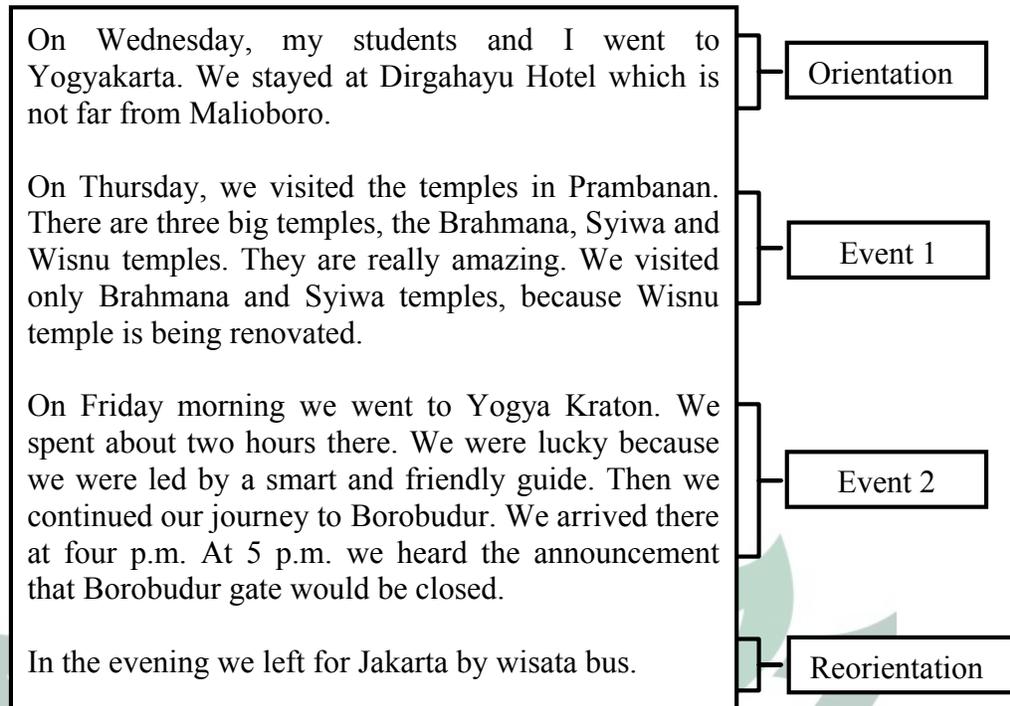
- Siswa dapat mengidentifikasi aspek-aspek dalam *reading comprehension* (*main idea, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary in context*).

E. Materi pembelajaran

1. Definition of recount text: recount text is a text that retells about events or experiences in the past.
2. Generic structure
 - a. Orientation: the orientation supplies the background information. It establishes the time, setting and who or what is participating.

- b. Sequence of event: tell the sequence events that happened in the pas based on the time and place when it occurred.
- c. Reorientation: a conclusion.

3. Example of recount text:



(Available on: <https://brainly.co.id/tugas/5751102>)

F. Strategi pembelajaran: Reading aloud

G. Langkah-langkah kegiatan

<p>1. Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Guru memberikan salam dan berdoa bersama siswa sebelum memulai pelajaran • Guru mengecek kehadiran siswa • Guru menyampaikan tujuan pembelajaran • Guru mengaitkan materi yang akan dibahas dengan pengetahuan siswa • Guru menampilkan gambar yang sesuai topik • Guru menyebutkan materi 	10 menit
2. Kegiatan inti	60 menit

<ul style="list-style-type: none"> • Guru menjelaskan konsep teks recount, struktur teksnya dan ciri kebahasaan teks tersebut. • Guru memberikan teks cerita kepada siswa dan memberikan tanda pada poin-poin yang dianggap menarik untuk dibahas • Guru membagi teks dalam beberapa paragraf • Guru meminta beberapa siswa membaca bagian teks yang berbeda-beda secara bergantian • Ketika bacaan sedang berlangsung, guru menghentikan kegiatan membaca untuk menekankan arti penting poin-poin tertentu, bertanya atau member contoh • Guru memonitori pemahaman siswa dengan bertanya tentang isi teks • Guru meminta siswa mengerjakan soal 	
<p>3. Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru menanyakan kesulitan siswa selama KBM (Kegiatan Belajar Mengajar) • Guru bersama-sama peserta didik menyimpulkan materi pelajaran • Guru melakukan penilaian terhadap kegiatan yang sudah dilaknakan. • Guru menutup pelajaran dengan doa. 	10 Menit

H. Sumber dan media belajar

- <https://brainly.co.id/tugas/5751102>
- White board
- Gambar yang relevan

I. Penilaian

Teknik : Tes tulis

Bentuk : Multiple Coice

Read the following story and answer the question!

6. The text above mainly discusses about.....
- E. the writer's trip to Yogyakarta
 - F. the writer's first visit to Prambanan
 - G. the writer's impression about the guide
 - H. the writer's experience at Yogya Kraton

7. The text is written in the form of a/an.....
 E. Recount
 F. Narrative
 G. Report
 H. Descriptive
8. The purpose of the text is to.....
 E. tell past events
 F. entertain readers
 G. describe the smugglers
 H. report an event to the police
9. What are the big temples in Prambanan?
 E. angkor wat, syiwa, and sudra temples
 F. paria, brahmana, and temples
 G. brahmana, syiwa, and wisnu temples
 H. wisnu, syiwa, and borobudur temples
10. Why did they only visit Brahmana and Syiwa temples?
 E. because there was no wisnu temple
 F. because wisnu temple was amazing
 G. because wisnu temple was too small
 H. because wisnu temple was being repaired

Key Answer

1.A 2.A 3.A 4.C 5.D

J. Pedoman Penilaian

- Untuk tiap nomor, tiap jawaban benar skor 1
- Nilai siswa = $\frac{\text{Skor perolehan} \times 100}{\text{Skor maksimal}}$

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APPENDIX 6

Try Out Pretest before Validity

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Waktu : 60 menit

Direction:

Read the text below and answer the following question by crossing the correct answer A, B, C or D!

The following text is for question number 1 to 2

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary at the beginning, but then it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. We liked resting under a big tree because we could enjoy the fresh wind.

We went home in the afternoon. We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.
(Adapted from: <https://www.slideshare.net/tape/soal-try-out-un-bahasa-inggris-smp>)

1. What is the main idea of the first paragraph?
 - A. The house has a big garden.
 - B. Stayed at my friend's house in Probolinggo.
 - C. The writer went to Mount Bromo.
 - D. A big garden with colorful flowers and a small pool.

2. We were very tired.
 The expression of the statement means.....
 - A. They were happy
 - B. They were proud
 - C. They were glad
 - D. They were exhausted

The following text is for question number 3 to 7

When I was seven years old, I was given a small wallet to keep my pocket money in. I felt so happy and put it in my hip pocket.

One day, during the break time at school, I discovered that my wallet was missing. I checked it but I could not find it. There was some money in the wallet and without it I could not buy anything to eat. I was close to tears. It was not because of losing my precious wallet but because I might get scolded by my parents. Anyhow I went hungry that day.

In the class I could not concentrate well to study at all. I kept thinking about how I lost my wallet and what my parents would react. How was I going to explain the loss? I did not know whether someone had taken it from my pocket or it had merely fallen out. I hoped that someone would find and return it to me.

When I told my mother about my loss, she was angry. She told me that it would not have happened if I had been careful. When my father came home, I got another anger. Then he told me that there would not be any more wallets for me until I got older.

Luckily, I still got pocket money from my parents. I am glad to say that I never lost anything again. I had learned to be more careful. It is not pleasant to lose something and then get scolded for losing it.

(Adapted from: www.englishdaily626.com)

3. “I hoped that someone would find it and return it to me” (Paragraph three underlined word refers to
 - A. Lost
 - B. Fare
 - C. Pocket
 - D. wallet
4. Why is it difficult for the writer to concentrate on her study?
 - A. He kept thinking about how his parents would react.
 - B. He still got pocket-money from his parents.
 - C. His father got angry with her.
 - D. He lost his wallet.
5. What did his parents do after the writer told about his loss?
 - A. His parents were laugh
 - B. His parents were happy
 - C. His parents were angry
 - D. His parents were glad
6. I was close to tear.
The expression above refers to.....
 - A. The writer was cry
 - B. The writer was curious
 - C. The writer was glad
 - D. The writer was shocked

7. “It was not because of losing my precious wallet but because I might get scolded parents” (second paragraph). The closest meaning of the underlined word is
- Expensive
 - Luxurious
 - Valuable
 - Unique

The following text is for question number 8 to 11

Last autumn I was in India during Diwali, the “Festival of Lights” which takes place every year to celebrate the victory of good over evil. This festival lasts for five days and is held at the end of October or in the first week of November.

Preparations began weeks before the event. People cleaned their homes and painted wonderful designs called rangolis on the walls and floors. They bought beautiful new clothes and jewelry to wear during the festival. Women made delicious sweets which were better than any others I have ever tasted.

During the five days of Diwali, every home and temple was decorated, inside and outside, with lovely clay lamps and colourful candles. After dark, the whole neighbourhood glittered with thousands of tiny lights, as though in a fairy tale. Excited children set off firecrackers, and at first I was frightened by the loud bangs, but the spectacular display was so fascinating that I soon joined in the spirit of celebration.

Diwali is a deeply moving festival. I am very grateful I had the chance to share in this celebration of peace and harmony. I have fond memories of the experience, and in particular I will never forget how friendly and generous people were. (Adapted from: <https://www.slideshare.net/budiane/soal-uas-bhs-inggris-kl-8>)

8. The main idea of paragraph 3 is...
- Diwali was celebrated everywhere.
 - The writer was very happy with Diwali.
 - During Diwali, houses were decorated with lamps and candles.
 - The preparations for Diwali was very long.
9. When is Diwali held?
- First week of November
 - End of November
 - Every year
 - First of October
10. What is Diwali?
- | | |
|----------------------|-----------------------------|
| A. Celebration | C. Festival of lights |
| B. Wonderful designs | D. Home and temple in India |

11. The statement here is not TRUE....
- A. Diwali was a festival of light.
 - B. The writer were afraid of the festival.
 - C. All ages joined the celebration.
 - D. Diwali was an ordinary festival.

The following text is for question number 12 to 14

Last month my friend and I went to Pangandaran beach, it took 5 hours from my hometown Bandung. We decided to go to Pangandaran beach with our motorcycles, because it was more interesting tour if we rode motorcycle from my hometown. We took a rest for a while in Tasik, and then continued our trip.

We arrived Pangandaran beach at 01.00 pm and we decided to stay at an inn for one night. In the afternoon we headed to the beach. We also have lunch there with eating some food that we brought from Bandung. We continued to explore the coast of Pangandaran. We started by exploring the beach, and the sea by boat Charter. We were very pleased and happy to play at the beach.

We started to come back to Bandung in the morning. It was a wonderful experience that I and my friends ever had. We will never forget that moment.

(Adapted from: <https://www.slideshare.net/tape/soal-try-out-un-bahasa-inggris-smp>)

12. Why did they go to the beach by riding motorcycle?
- A. It was faster than by car.
 - B. The writer wanted to enjoy the scenery
 - C. It was very cheap by riding motorcycle.
 - D. By riding the motorcycle the tour was more interesting
13. We will never forget that moment.
The expression above refers to....
- A. They can forget their experience
 - B. They will remember their experience
 - C. They will never remember their experience
 - D. They forgot their experience
14. "We were very pleased and happy to play at the beach." The underlined word have similar meaning with.....
- A. Joyful
 - B. Sad
 - C. Upset
 - D. Unlucky

The following text is for question number 15 to 16

Have you ever visited a place which made you want to stay forever? I have. Last year, I went to Situ Cileunca. At first, I thought the place was only the same as, other places in Bandung. But I was very surprised to find that it was the most beautiful place I've ever visited.

There were fantastic meadows, a lake, and a river. The meadow was very large. In the middle of the meadow there were many cows and sheep. All the animals were fat and healthy because they could easily get some grass in that large meadow. At the edge of the meadow, there was a small river. The water in the river was very cold. But, the sound of the streaming water was good to hear, especially in the evening.

Not far away from the herd of cattle, there was a lake. The lake wasn't too big, but it was very beautiful. The water was very clear and clean. We could see many fish in the lake. The most amazing thing was the water itself. It was not cold although the weather around was extremely freezing. Unfortunately, I stayed there for just three days because we had to go back to Jakarta. But I have promised myself to come back later.

(Adapted from: <https://www.slideshare.net/imamwahyudi5682/soal-pengayaan-bahasa-inggris-un-2016>)

15. What does the paragraph three tell us about?

- A. The beauty of the lake.
- B. The weather around the lake.
- C. The fish in the lake.
- D. The water in the river.

16. What does the writer tell you about?

- A. Visiting fantastic meadows.
- B. Living in Situ Cileunca.
- C. Seeing many fish in the lake.
- D. Visiting Situ Cileunca.

The following text is for question number 17 to 21

A few years ago after getting my driving license, I borrowed my father's car. I drove it long the way to the park. I was driving slowly when suddenly I heard a bang on the back of the car. I felt my body shaking. Soon I realized that I had been hit by another car.

I was so afraid that something terrible happened to my father's car. I stopped the

car, got out and checked the left side of the car. I found the door damaged due to the carelessness of the young female driver. I wanted to call the police but she forbade me. She told me that she would pay all the damage of the car by using her insurance company. I was unsure so that I called my father. A few minutes later he came to the location of the accident. My father talked to her. Finally the problem settled. After taking the car to the mechanic, I went home with my father's car. I was so relieved that my father was not angry with me.

(Adapted from: <https://www.slideshare.net/budiane/soal-uas-bhs-inggris-kl-8>)

17. I was unsure so that I called my father.
The underline expression refers to.....
- The writer was angry
 - The writer was afraid
 - The writer could not trust her
 - The writer was confuse
18. "I wanted to call the police but she forbade me" (paragraph 2).
The underlined word refers to
- the writer
 - the police
 - the young female driver
 - the insurance company clerk
19. Which the following is not TRUE according to the text?
- The young female driver drove carefully
 - The writer's father came to the location of accident
 - The writer had experience of driving car
 - The writer did not call the police
20. How did the problem settle?
- After the writer called his father.
 - After the writer's father talked to the woman.
 - After the writer sent complain to the police.
 - After the car was taken to the mechanic.
21. "I found the door damaged due to the carelessness of the young female driver" (separagraph). The underlined word is closest to meaning to
- broken
 - blended
 - repaired
 - flattene

The following text is for question number 22 to 25

Last year my family had a trip to Bali. My parents, my elder sister and I spent three days. We had a flight to Bali.

We arrived there at 9 a.m. Then, we checked in the hotel. It was not big, but comfortable. After taking a rest and having a shower, we had a lunch in the restaurant of the hotel. In the afternoon, we went to Sanur beach. There were a lot of tourists enjoying the beautiful beach. Some of domestic and foreign tourists surfed on the beach. They really enjoyed it. My sister and I played the sand. We built a castle from the sand.

On the second day, we had a shopping in the traditional market near the hotel. My mother bought a new dress, while my father chose a leather jacket. My sister bought a pair of unique glasses and a cap. While I liked having T-shirts.

On the last day, we checked out the hotel. We left the hotel at 8 a.m. It was really an amazing holiday.

(Adapted from: <https://www.slideshare.net/imamwahyudi5682/soal-pengayaan-bahasa-inggris-un-2016>)

22. The main idea of the second paragraph is that the writer
- went to Bali by plane.
 - checked out from the hotel.
 - met some domestic tourists.
 - enjoyed his first day of his holiday.
23. From the text we know that
- The writer enjoyed his holiday
 - The tourists played sand castle on the beach.
 - The writer and his family stayed in a big hotel.
 - They had lunch in the hotel.
24. “It was not big, but comfortable.” The underlined word refers to.....
- Hotel
 - House
 - Restaurant
 - Sanur beach
25. What did the writer buy in the traditional market ?
- T – shirts.
 - A new dress.
 - A leather jacket.
 - A pair of glasses and a cap.

The following text is for question number 26 to 28

I was 12 years old when my family and I moved to a new neighborhood. I was starting my 6th grade in a new school, with new people and no friends. I was a quiet and shy person, so I never hung out with the other neighborhood kids. Before school had started, I had met a few people who were in the same grade as me. After that initial meeting, I never saw them again until the first day of school. For the first day of school, I asked my mom to do my hair that morning so it would look nice. She did my hair in my regular hairstyle, 5 ponytails with the barrettes on the end. I arrived to school and went into my new classroom. Everyone stopped their conversation to turn and look at me. I looked around the classroom and noticed that all the females either had their hair in one ponytail or had it pressed and curled into a style. My hair was styled like the 3rd or 4th graders at that school. I was so embarrassed that I wanted to cry!

(Adapted from: <https://www.slideshare.net/budiane/soal-uas-bhs-inggris-kl-8>)

26. Which the following is not TRUE according to the text?
- The writer was so embarrassed
 - The writer was a new student
 - The writer wanted to cry
 - The writer had many friendly friends
27. The writer never hung out with friends because she.....
- was a new student in a school
 - just moved to a new place
 - just started the 6th grade
 - was shy and also quiet
28. After that initial meeting.... (Paragraph 1). Which is closest in meaning to the underlined word?
- Final
 - First
 - Last
 - Late

The following text is for question number 29 to 32

Last Sunday morning I had a party in my house. My house was full of flowers and colorful balloons. It was my birthday party. My classmates and my neighbors came to my house. They attended the party. They wore colorful clothes and bought parcels.

I wore a beautiful dress. My father gave speech to them (the audiences). After that I blew and cut the birthday cake. Next all of us sang a birthday song together. We

also clapped our hands. Then we ate some cakes and drank some soft drink. The party was very fun.

At night I and my parents opened the parcels. There was the biggest parcel that it wrapped in blue paper. When I opened the biggest parcel I was very surprise. It said “Hello and sang happy birthday to me.” It was an amazing beautiful parrot. It had green feathers, yellow eyes and a big brown beak. I read the pieces of paper in the cage and it was from my father. I was very happy. I said thank to my father.

(Adapted from: <https://www.slideshare.net/imamwahyudi5682/soal-pengayaan-bahasa-inggris-un-2016>)

29. “They attended the party.” The word “they” refers to..... (first paragraph)

- A. The writer’s family
- B. Her classmates
- C. Her friends
- D. Her classmates and her neighbors

30. When the writer opened the parcels?

- A. In the afternoon
- B. At night
- C. Next day
- D. In the morning

31. I said thank to my father.

The expression above means to

- A. Giving opinion
- B. Appreciate something
- C. Offering something
- D. Asking apologize

32. From the text we can conclude that

- A. The writter’s father gave her a surprise present.
- B. The writter had a birthday party in the classroom.
- C. Her classmates didn’t come to the party
- D. The writer was very dissapointed with the party.

The following text is for question number 33 to 35

In the Friday morning, I saw many students to get ready to come in their schools. Many goods that they brought for the example were sticks, ropes, woods and many others. They would do camping. Nevertheless, I did not know where they would do the camping.

From that kind of phenomenon above, suddenly, I remembered when I was in senior high school time, especially in 1st grade of that level. I remembered that in my

school at the time, there was regulation about for all new students in the 1st level might follow camping that was held by my school. I was very shocked about it. It was because camping was the first time for me. I never did before.

Before the date of the day, I and my friends prepared and bought many things for it. For the example, I and my friends bought hat, rope, new shoes, and tarpaulin for camping. Then, we also searched woods, and sticks. Besides, each of camping members might bring basic needs like rice, vegetable oil, vegetables, cooking spices and others. Those things were used to fulfill our needs during camping time.

The day of camping came, exactly in the Friday. Each group consisted of 10 members. Then, I belonged to the 3rd group, where it consisted of me myself, Susi, Lia, Lina, Yuli, Dwi, Wulan, Wati, Ike and Ratna. There each of members had her own duty. For the example at the time I, Wati, and Wulan had duty in cooking. Then the others had different duty of mine. During in camping time, there were many activities that done by us like we learned how to make tent, to make litter, we also asked to go around fire and many other activities. Those activities were very pleased. It taught me about the meaning of togetherness. That was my first experience in camping.

(Adapted from: <https://www.slideshare.net/Lalalaili/soal-ulangan-bahasa-inggris-kelas-8>)

33. Why was the writer very shocked about the regulation of the 1st level of Senior High?
- Camping was the first time for the writer that she never did before.
 - Readers remembered when they were in senior high school time.
 - The writer remembered that she was in her school at the time.
 - The reader remembered that in her school at the time.
34. What is the main idea of the second paragraph above?
- The writer remembered when she was in senior high school time.
 - The writer and friends remembered about the camping activities.
 - The writer was very shocked about the camping activities.
 - The readers were very shocked because of the camping .
35. Based on the fourth paragraph, we know that....
- The day of camping came that made the writer learned many things in her life
 - Many camping activities taught the writer about the meaning of togetherness
 - Many camping activities taught the readers about the meaning of their life
 - The writer's first experience in camping that make her and friends happy

The following text is for question number 36 to 38

The first time I took a ferry was when I took a ferry to cross from Butterworth to Penang Island. My family and I went to Penang for a holiday.

We arrived at the Ferry Terminal just as the sun was setting. My father paid the fare at one of the toll-booths and we were brought into a lane. We had to stop behind a row of cars to wait for the arrival of the next ferry.

Presently a light yellow ferry arrived. Cars and motorcycles sped out of it. Then, the green light came for us to board. My father carefully drove the car onto the lower deck of the ferry. It was an exciting new experience for me. I noticed the words "Pulau Undan" on a wall of the ferry.

As soon as the ferry was filled with cars and motorcycles on the lower deck, it left the terminal and proceeded towards the island. I stood at the front end of the ferry and watched the water whirl and twirl as the ferry cut through it. My sister and I climbed up the stairs to the upper deck. It was filled with passengers who either sat on the seats there or loitered around the area. Soon the short ride ended. We hurried back down to the lower deck and got into our car when we saw Penang Island loom closer and closer.

Finally the ferry docked and my father followed the row of cars out of the ferry. The car bumped a bit on the uneven ramp but soon we were on Penang itself. My first experience of taking a ferry was over. (*Adapted from www.englishdaily626.com*).

36. "...and watched the water whirl and twirl as the ferry cut through it" The underlined word refers to(Paragraph 4)
- the lower deck
 - the terminal
 - the water
 - the ferry
37. How was the upper deck of the ferry when the writer came there?
- Filled with passengers.
 - Full of passengers' luggage.
 - Full of cars and motorcycles.
 - Filled with the crews of the ferry.
38. "Then, the green light came for us to board" (Paragraph 2). The underlined word is similar in meaning to
- switch on
 - turn on
 - get on
 - sit up

The following text is for question number 39 to 40

Every time I remember this, I always laugh. It was such an embarrassing moment. My friends were laughing all day because of this incident. On the same day I got the nickname as Mr. Clumsy.

At that time I was 8 years old. My friends and I were playing on the playground. We played a game of hide and seek. We played happily until it was my turn to look for them. I was looking for them one by one and managed to find them. However, one of my friends named Hadi was very clever at hiding. I could not find him. Then, I kept looking for him. I remembered that Hadi was wearing a red shirt and blue pants. As I was passing the elephant statue, I saw a kid wearing a red shirt and blue pants. Without thinking, I immediately approached him. After getting close, I pulled and took him to my friends. I wanted to tell them that I had managed to find him. However, I became silent, when I saw Hadi standing among my friends. He shouted at me, "Hi, why didn't you find me?" I was confused. I saw my friends laugh. Then, I looked at the child I dragged from the elephant statue. I was surprised to find out that it was not Hadi but he was someone else wearing similar clothes.

The boy looked at me a bit angrily. All of my friends there were laughing at me. I was very embarrassed. Finally, I apologized to the boy. Since then my friends called me Mr. Clumsy.

(Adapted from: <https://www.slideshare.net/Lalalaili/soal-ulangan-bahasa-inggris-kelas-8>)

39. What made the writer feel very embarrassed?
- A. Hadi was finally found.
 - B. The boy was angry with him.
 - C. He had found a wrong person.
 - D. Two boys wore the same clothes
40. Which the following is not TRUE according to the text?
- A. The writer took the wrong person.
 - B. Hadi was very good at hiding
 - C. The writer could not find Hadi
 - D. The writer was never able to find other players

APPENDIX 7

Try Out Posttest before Validity

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Waktu : 60 menit

Direction:

Read the text below and answer the following question by crossing the correct answer A, B, C or D!

The following text is for questions number 1 to 7.

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

(Adapted from: https://englishahkam.blogspot.co.id/2012/07/contoh-recount-text-beserta-soal-dan_21.html)

1. What does the first sentence tell you?
 - A. The problem that the writer met
 - B. The funny thing in the story
 - C. The opening of the story
 - D. The past event

2. Suddenly someone shouted.
 The expression above refers to.....

A. Someone was screaming	C. Someone was laugh
B. Someone fell down	D. Someone was sing

3. "It would strike twelve in twenty minutes' time."
 The underlined word refers to ...
 - A. The place
 - B. Author's watch
 - C. The town
 - D. The clock

4. When did the clock stopped?
- | | |
|-------------|-------------|
| A. At 5.12 | C. At 12.00 |
| B. At 11.55 | D. At 12.02 |
5. Which of the following is not true according to the text?
- A. The writer was waiting to celebrate the New Year.
 B. The writer brought a watch.
 C. The writer was very happy.
 D. The writer celebrated the New Year with his family.
6. “..... a large crowd of people had gathered under the Town Hall clock”.
 The underline phrase above refers to.....
- A. A person
 B. Some people gather together
 C. A large number of people considered together
 D. Gather together in a place
7. “The big clock refused to welcome the New Year”
 What is the synonym of the word
- A. Admit
 B. Reject
 C. Accept
 D. Hate

The following text is for questions number 8 to 11.

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

(Adapted from: <http://www.itapuih.com/2017/05/10-contoh-soal-recount-text-dan-kunci.html>)

8. What is the last paragraph about?
- A. Anto had butterflies as his pet
 - B. The writer's friend is a good swimmer
 - C. There are a lot of flowers in Anto's house
 - D. The writer had a good time with his friend
9. The text above tells us about
- A. A holiday at a friend's place
 - B. A picture of bird
 - C. A big bird cage
 - D. A big garden
10. Where did the writer spend his afternoon?
- A. Under a tree
 - B. Inside big bird cage
 - C. In the flower garden
 - D. In the swimming pool
11. From the text, we know that the writer
- A. Had gone and visited many places during his holiday
 - B. Lived in the same village with his pen pal's Anto
 - C. Liked butterflies and swimming very much
 - D. Spent his holiday at friend's house

The following text is for questions number 12 to 14.

My family and I went on a recreation to Solo. We went there on Monday by car. We stayed at grandparents' house.

On Tuesday we interested went to Tawangmangu. We enjoyed the scenic view with its waterfall and had lunch there. We had traditional foods like gudangan, tempe bacem, fried fish and fried chicken. Then we continued our trip to Taman Jurug.

The next day, we went to Kasunanan Palace. We saw many kinds of historical heritage of the palace. After that we had shopping at Klewer Market and Solo Grand Mall. I bought some souvenirs for my cousins. In the evening, we went sightseeing the town.

On Thursday morning, we said goodbye to our grandparents and went home. I really enjoyed my holiday. It was fun.

(Adapted from: <http://www.nurdiono.com/kumpulan-soal-un-bahasa-inggris-recount-text.html>)

12. What did the writer do on Wednesday evening? They....
- Had shopping at Klewer Market and Solo Grand Mall.
 - Went sightseeing the town
 - Saw many kinds of historical heritage of the palace
 - Bought some souvenirs for the writers cousins
13. I really enjoyed my holiday.
The idiom of expression above refers to....
- The writer's holiday was fun
 - The writer never could enjoy his holiday
 - The writer got bad experience
 - The writer's holiday was boring
14. In the evening, we went *sightseeing* the town.' The bold typed word is closely in meaning with...
- Going around
 - going shopping
 - Having dinner.
 - watching a movie

The following text is for questions number 15 to 19.

One day in June, we planned to have a trip to Taman Safari Bogor. We got up early in the morning, took a morning prayer, and had breakfast. Then he went to the railway station. We brought our suitcases and plastic bags. We went to Taman Safari via Jakarta. When we arrived at the railway station, we met our friends. They looked happy because we came in time.

We arrived in Jakarta at ten o'clock. We saw the top of the tall buildings and sky scrapers and concrete above. When we reached to the station, we had to take another train. It headed straight to Bogor.

Bogor is beautiful city. The weather was not as hot as the weather in Jakarta. After visiting Bogor, we went to Taman Safari by bus. The scenery was very beautiful. The road was winding because the land in this area was hilly. When we arrived there we saw some wild animals on the left side. We hurriedly fixed the camera, took the photographs of the lions, tigers, and bears from the distances. We also saw giraffes, zebras, and elephants. After relaxing we went straight to Bandung by bus. (*Adapted from: <http://www.itapuih.com/2017/05/10-contoh-soal-recount-text-dan-kunci.html>*)

15. What does the second paragraph tell about?
- A. They saw top buildings in Jakarta
 - B. They arrived in Jakarta
 - C. They visited to Jakarta
 - D. They came to railway station
16. What the text mostly about?
- A. Taman Safari
 - B. Going to Bandung
 - C. Going to Bogor
 - D. Having a trip
17. “When we arrived there we saw.....”. (paragraph 3)
What does the underline typed word refer to?
- A. Bogor
 - B. Railway Station
 - C. Jakarta
 - D. Taman Safari
18. When we reached to the station.
The expression above means to.....
- A. They took a rest at the station
 - B. They stopped at the station
 - C. They went to the station
 - D. They arrived at the station
19. Which statement is correct based on the text above?
- A. The writer went to Taman Safari with his/her friends
 - B. They went to Jakarta to see the tall building and sky scrapes
 - C. The trip was dangerous because the road was winding
 - D. They visited many places during the trip.

The following text is for questions number 20 to 23.

I was so glad that today is over. So many things have gone wrong. I did not a sleep a wink last night. I was very tired when mum called me this morning. I felt asleep again when mum called me again. That snooze made me late.

I did not have time for breakfast. I was striving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He shouted me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I forgot to put in my bag the night before. I usually

check in the morning, but I did not do this because I was late I had to do extra assignment as a punishment.

After biology lesson, I did not use tie my shoelace properly. I tripped over it. And felt down the stairs. My knee was blood and had to have a bandage on it. What a terrible day! I hope that I have much batter one tomorrow.

20. Why her teacher gave her punishment? Because.....
- She came late
 - She did not bring her homework
 - She was asleep
 - She did not use tie
21. "I tripped over it". (Last paragraph). The underline word synonym to.....
- Stumble
 - Slow
 - Hurry
 - Fast
22. What is main idea of the text?
- The nice day
 - The wonderful day
 - The terrible day
 - The lucky day
23. From the text above, it can be inferred that the writer is a
- Careful person
 - Forgetful person
 - Cautious person
 - Attentive person

The following text is for questions number 24 to 27.

Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.

We woke up early in the morning. My father prepared the car in the garage while mother was preparing food for breakfast and some snacks for us. My sister and I packed some clothes. After everything got ready and we had our breakfast, we left the house at six o'clock.

It was about nine A.M. We arrived at Yogyakarta. First of all we visited our uncle. We stayed there for an hour.

Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre. We drove back to Semarang at 7 o'clock and arrived home at ten. We were tired but happy.

(Adapted from: <http://kebunenglish.blogspot.co.id/2015/02/contoh-soal-recount-text-2.html>)

24. My mother sat beside him. What does word “him” refer to?
- Her father
 - her brother
 - Her son
 - Her sister
25. Who sit in front of me?
- My uncle
 - My mom and my sister
 - My father and my mom
 - My father, my mom and my sister
26. Which of the following statement is false according to the text?
- We went to museum after having lunch
 - I was playing sand with my sister
 - There were only local tourists in the Parangtritis beach
 - The writer didn't swim in the beach
27. Why there were a lot of tourists in the Parangtritis beach?
- Because it is a beach
 - Because it was a holyday
 - Because the writer was there
 - Because there were a lot of people

The following text is for questions number 28 to 30.

Last holiday I went to Paris. I visited museums and sat in public gardens. A friendly waiter taught me a few words of French. Then he lent me a book. I read a few lines, but I did not understand a word. Every day, I thought about postcards. My holidays passed quickly, but I did not send any cards to my friends. On the last day I made a big decision, I got up early and bought thirty seven cards. I spent the whole day in my room, but I did not write a single card!

(Adapted from: <http://kebunenglish.blogspot.co.id/2015/02/contoh-soal-recount-text-2.html>)

28. 'I read a few lines, ...' What does the underlined phrase mean?
- Museum guiding
 - Words in a postcard
 - Texts on the book
 - Garden's rules
29. Then he lent me. Whom does "he" refer to?
- French tourist
 - Annoying waiter
 - A friendly tourist
 - A nice waiter
30. What did he do in the last day in Paris?
- Went to Paris
 - Wrote a post card whole day
 - Got up late
 - Went to buy some cards

The following text is for questions number 31 to 33.

I have got an unforgettable experience last Lebaran Day. My family and I went to my mother's hometown to celebrate "Idul Fitri". We went by aeroplane. At the airport, my family and I had to walk through the metal detector. When I got the turn to walk through it, suddenly the alarm beeped. The woman who worked as the airport security said, "Come here, you need to get your belt off". I took my belt off, but the alarm still beeped. The security asked me to take my wallet from my pocket. I did what she ordered. Still alarm beeped.

After that the security asked me to turn back and she checked my body. She touched my left pocket. Then she told me, "There was something in it. It might be the things that made the alarm beeped". I took out something from the left pocket. The woman laughed and said, "That has made the alarm beep". It was a silver pen. I felt embarrassed because everybody stared at me with curiosity.

(Adapted from: <https://erwinjunaidi.blogspot.co.id/2017/03/model-mid-test-of-english-for-grade-8.html>)

31. Come here, you need to get your belt off.
The underline expression above means to.....
- Asking command
 - Complaining something
 - Asking apologize
 - Getting mad

32. From the text, we can conclude
- The alarm beeped because there was a metallic object
 - The security guard was a fussy woman
 - You are not allowed to wear belts at the airport
 - The writer's appearance attracted everybody's attention
33. Why did the airport security tell the writer to take off his belt?
- Because the alarm beeped when he passed through metal detector
 - Because it was his unforgettable experience last Lebaran
 - Because she worked as the airport security officer
 - Because everybody stared at him with curiosity

The following text is for questions number 34 to 35.

I have an exciting experience visiting Raja Ampat. It is a famous island located off the north west tip of Bird's Head Peninsula on the island of New Guinea, in West Papua Province. It is well known as a diving heaven for people around the world.

Raja Ampat covers a very wide area of land and sea, where many types of corals, coral fish and mollusks live. It makes Raja Ampat the most diverse living library for world's coral reefs and underwater biota.

Besides that, Raja Ampat has a beautiful scenery, especially of its underwater corals and beach. Under the water of Raja Ampat Island, I can see many natural coral reefs never touched by humans. I can also find many fishes of various colors and types. They usually hide between the coral reefs to take a rest or breed. In addition, I can explore many war planes and ships sunk in World War II.

There is also another thing that I can also enjoy besides the underwater scenery. I can meet many fishermen around the beach, some of whom become the tourist guides for the foreign tourists. The fishermen are very friendly and they will offer you "Pinang" (betel nuts) or some sweet candies.

(Adapted from: <http://amaliyahjaudah.blogspot.co.id/2016/10/exercise-about-recount-text.html>)

34. Paragraph 4 tells us that
- Raja Ampat is located in New Guinea island
 - A living library for underwater biota is found in Raja Ampat
 - Fishermen around the beach can be very friendly tourist guides
 - Raja Ampat is the home for beautiful underwater corals and beach

35. Based on the text, what can we conclude about Raja Ampat?
- It offers only the beauty of the underwater scenery.
 - It becomes the home for the various corals, fish and mollusks.
 - It is famous as a place for breeding many types of fish.
 - It does not provide the tourists any guides for the tourists.

The following text is for questions number 36 to 38.

I had a bad experience when I did shopping because of the shop assistant's fault. However, the security of the shop really embarrassed me. He accused me of stealing a pair of blue jeans.

That was a Sunday afternoon. I went to a fashion shop with my friends. I chose a pair of blue jeans to buy and paid for them at the cashier. Unfortunately, the shop assistant was careless. She forgot to take the censor clip on the blue jeans. So, when I left the shop, the detector beeped. The security officer shouted at me, "Hey, you! Stop!" Then he took me to the manager's room.

After examining, the security officer and the manager realized that it was not my fault. They said they were very sorry about what had happened. Finally, the manager asked me to take one piece of clothing for me.

(Adapted from: <https://www.proprofs.com/quiz-school/story.php?title=ulangan-reading-khusus>)

36. "They said they were very sorry about what had happened." (paragraph 3)
The underlined word refers to.....
- The blue jeans
 - The censor clip
 - Everyone in the shop
 - The security officer and the manager
37. Where did the story happen?
- At the market
 - At a fashion store
 - At a shoe store
 - At a canteen
38. Unfortunately, the shop assistant was careless.
What is the antonym of the underlined word?
- Careful
 - Safe
 - Clear
 - Accurate

The following text is for questions number 39 to 40.

When I was seven years old, I was given a small wallet to keep my pocket money in. I felt so happy and put it in my hip pocket.

One day, during the break time at school, I discovered that my wallet was missing. I checked it but I could not find it. There was some money in the wallet and without it I could not buy anything to eat. I was close to tears. It was not because of losing my precious wallet but because I might get scolded by my parents. Anyhow I went hungry that day.

In the class I could not concentrate well to study at all. I kept thinking about how I lost my wallet and what my parents would react. How was I going to explain the loss? I did not know whether someone had taken it from my pocket or it had merely fallen out. I hoped that someone would find and return it to me.

When I told my mother about my loss, she was angry. She told me that it would not have happened if I had been careful. When my father came home, I got another anger. Then he told me that there would not be any more wallets for me until I got older.

Luckily, I still got pocket money from my parents. I am glad to say that I never lost anything again. I had learned to be more careful. It is not pleasant to lose something and then get scolded for losing it.

(Adapted from: www.englishdaily626.com)

39. What did his parents do after the writer told about his loss?

- E. His parents were laugh
- F. His parents were happy
- G. His parents were glad
- H. His parents were angry

40. Which the following is not TRUE according to the text?

- E. The writer learns not to be careless anymore
- F. The writer got pocket money anymore
- G. The writer knew where he lost his wallet
- H. The writer found the parents were angry about the loss

APPENDIX 8

Test Items for Pretest after Validity

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Waktu : 60 menit

Direction: Choose the correct answer by crossing (X) A, B, C or D for Each Answer!

The following text is for question number 1 to 2

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary at the beginning, but then it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. We liked resting under a big tree because we could enjoy the fresh wind.

We went home in the afternoon. We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.
(Adapted from: <https://www.slideshare.net/tape/soal-try-out-un-bahasa-inggris-smp>)

1. What is the main idea of the first paragraph?
 - E. The writer visited a big garden.
 - F. The writer went to Mount Bromo.
 - G. The writer saw mount Batok
 - H. The scenery was very beautiful

2. We were very tired.
 The expression of the statement means.....
 - E. They were happy
 - F. They were proud
 - G. They were glad
 - H. They were exhausted

The following text is for question number 3 to 5

When I was seven years old, I was given a small wallet to keep my pocket money in. I felt so happy and put it in my hip pocket.

One day, during the break time at school, I discovered that my wallet was missing. I checked it but I could not find it. There was some money in the wallet and without it I could not buy anything to eat. I was close to tears. It was not because of

losing my precious wallet but because I might get scolded by my parents. Anyhow I went hungry that day.

In the class I could not concentrate well to study at all. I kept thinking about how I lost my wallet and what my parents would react. How was I going to explain the loss? I did not know whether someone had taken it from my pocket or it had merely fallen out. I hoped that someone would find and return it to me.

When I told my mother about my loss, she was angry. She told me that it would not have happened if I had been careful. When my father came home, I got another anger. Then he told me that there would not be any more wallets for me until I got older.

Luckily, I still got pocket money from my parents. I am glad to say that I never lost anything again. I had learned to be more careful. It is not pleasant to lose something and then get scolded for losing it.

(Adapted from: www.englishdaily626.com)

3. "I hoped that someone would find it and return it to me" (Paragraph three underlined word refers to
 - E. Lost
 - F. Fare
 - G. Pocket
 - H. wallet

4. Why is it difficult for the writer to concentrate on her study?
 - E. He kept thinking about how his parents would react.
 - F. He still got pocket-money from his parents.
 - G. His father got angry with her.
 - H. He lost his wallet.

5. I was close to tear.

The expression above refers to.....

 - I. The writer was cry
 - J. The writer was curious
 - K. The writer was glad
 - L. The writer was shocked

The following text is for question number 6 to 8

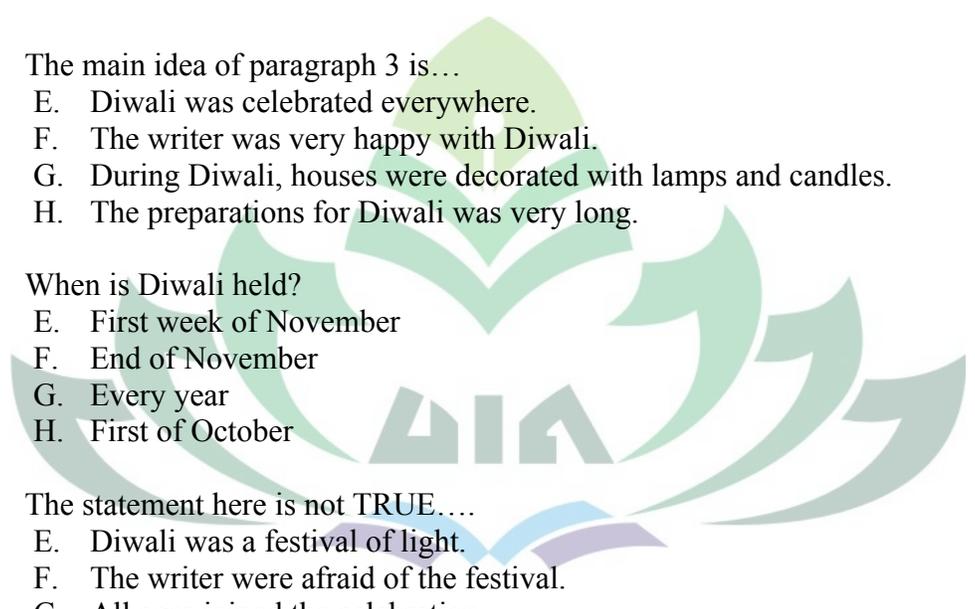
Last autumn I was in India during Diwali, the "Festival of Lights" which takes place every year to celebrate the victory of good over evil. This festival lasts for five days and is held at the end of October or in the first week of November.

Preparations began weeks before the event. People cleaned their homes and painted wonderful designs called rangolis on the walls and floors. They bought

beautiful new clothes and jewelry to wear during the festival. Women made delicious sweets which were better than any others I have ever tasted.

During the five days of Diwali, every home and temple was decorated, inside and outside, with lovely clay lamps and colourful candles. After dark, the whole neighbourhood glittered with thousands of tiny lights, as though in a fairy tale. Excited children set off firecrackers, and at first I was frightened by the loud bangs, but the spectacular display was so fascinating that I soon joined in the spirit of celebration.

Diwali is a deeply moving festival. I am very grateful I had the chance to share in this celebration of peace and harmony. I have fond memories of the experience, and in particular I will never forget how friendly and generous people were. (*Adapted from: <https://www.slideshare.net/budiane/soal-uas-bhs-inggris-kl-8>*)

- 
6. The main idea of paragraph 3 is...
- E. Diwali was celebrated everywhere.
 - F. The writer was very happy with Diwali.
 - G. During Diwali, houses were decorated with lamps and candles.
 - H. The preparations for Diwali was very long.
7. When is Diwali held?
- E. First week of November
 - F. End of November
 - G. Every year
 - H. First of October
8. The statement here is not TRUE....
- E. Diwali was a festival of light.
 - F. The writer were afraid of the festival.
 - G. All ages joined the celebration.
 - H. Diwali was an ordinary festival.

The following text is for question number 9 to 10

Last month my friend and I went to Pangandaran beach, it took 5 hours from my hometown Bandung. We decided to go to Pangandaran beach with our motorcycles, because it was more interesting tour if we rode motorcycle from my hometown. We took a rest for a while in Tasik, and then continued our trip.

We arrived Pangandaran beach at 01.00 pm and we decided to stay at an inn for one night. In the afternoon we headed to the beach. We also have lunch there with eating some food that we brought from Bandung. We continued to explore the coast

of Pangandaran. We started by exploring the beach, and the sea by boat Charter. We were very pleased and happy to play at the beach.

We started to come back to Bandung in the morning. It was a wonderful experience that I and my friends ever had. We will never forget that moment.

(Adapted from: <https://www.slideshare.net/tape/soal-try-out-un-bahasa-inggris-smp>)

9. Why did they go to the beach by riding motorcycle?
- It was faster than by car.
 - The writer wanted to enjoy the scenery
 - It was very cheap by riding motorcycle.
 - By riding the motorcycle the tour was more interesting
10. "We were very pleased and happy to play at the beach." The underlined word have similar meaning with.....
- Joyful
 - Sad
 - Upset
 - Unlucky

The following text is for question number 11 to 12

Have you ever visited a place which made you want to stay forever? I have. Last year, I went to Situ Cileunca. At first, I thought the place was only the same as, other places in Bandung. But I was very surprised to find that it was the most beautiful place I've ever visited.

There were fantastic meadows, a lake, and a river. The meadow was very large. In the middle of the meadow there were many cows and sheep. All the animals were fat and healthy because they could easily get some grass in that large meadow. At the edge of the meadow, there was a small river. The water in the river was very cold. But, the sound of the streaming water was good to hear, especially in the evening.

Not far away from the herd of cattle, there was a lake. The lake wasn't too big, but it was very beautiful. The water was very clear and clean. We could see many fish in the lake. The most amazing thing was the water itself. It was not cold although the weather around was extremely freezing. Unfortunately, I stayed there for just three days because we had to go back to Jakarta. But I have promised myself to come back later.

(Adapted from: <https://www.slideshare.net/imamwahyudi5682/soal-pengayaan-bahasa-inggris-un-2016>)

11. What does the paragraph three tell us about?

- E. The beauty of the lake.
- F. The weather around the lake.
- G. The fish in the lake.
- H. The water in the river.

12. What does the writer tell you about?

- E. Visiting fantastic meadows.
- F. Living in Situ Cileunca.
- G. Seeing many fish in the lake.
- H. Visiting Situ Cileunca.

The following text is for question number 13 to 16

A few years ago after getting my driving license, I borrowed my father's car. I drove it long the way to the park. I was driving slowly when suddenly I heard a bang on the back of the car. I felt my body shaking. Soon I realized that I had been hit by another car.

I was so afraid that something terrible happened to my father's car. I stopped the car, got out and checked the left side of the car. I found the door damaged due to the carelessness of the young female driver. I wanted to call the police but she forbade me. She told me that she would pay all the damage of the car by using her insurance company. I was unsure so that I called my father. A few minutes later he came to the location of the accident. My father talked to her. Finally the problem settled. After taking the car to the mechanic, I went home with my father's car. I was so relieved that my father was not angry with me.

(Adapted from: <https://www.slideshare.net/budiane/soal-uas-bhs-inggris-kl-8>)

13. "I wanted to call the police but she forbade me" (paragraph 2).

The underlined word refers to

- A. the writer
- B. the police
- C. the young female driver
- D. the insurance company clerk

14. Which the following is not TRUE according to the text?

- A. The young female driver drove carefully
- B. The writer's father came to the location of accident
- C. The writer had experience of driving car
- D. The writer did not call the police

15. How did the problem settle?
- E. After the writer called his father.
 - F. After the writer's father talked to the woman.
 - G. After the writer sent complain to the police.
 - H. After the car was taken to the mechanic.
16. "I found the door damaged due to the carelessness of the young female driver" (separagraph). The underlined word is closest to meaning to
- A. broken
 - B. blended
 - C. repaired
 - D. flattened

The following text is for question number 17 to 18

Last year my family had a trip to Bali. My parents, my elder sister and I spent three days. We had a flight to Bali.

We arrived there at 9 a.m. Then, we checked in the hotel. It was not big, but comfortable. After taking a rest and having a shower, we had a lunch in the restaurant of the hotel. In the afternoon, we went to Sanur beach. There were a lot of tourists enjoying the beautiful beach. Some of domestic and foreign tourists surfed on the beach. They really enjoyed it. My sister and I played the sand. We built a castle from the sand.

On the second day, we had a shopping in the traditional market near the hotel. My mother bought a new dress, while my father chose a leather jacket. My sister bought a pair of unique glasses and a cap. While I liked having T-shirts.

On the last day, we checked out the hotel. We left the hotel at 8 a.m. It was really an amazing holiday.

(Adapted from: <https://www.slideshare.net/imamwahyudi5682/soal-pengayaan-bahasa-inggris-un-2016>)

17. "It was not big, but comfortable." The underlined word refers to.....
- E. Hotel
 - F. House
 - G. Restaurant
 - H. Sanur beach
18. What did the writer buy in the traditional market ?
- E. T – shirts.
 - F. A new dress.
 - G. A leather jacket.
 - H. A pair of glasses and a cap.

The following text is for question number 19 to 20

Last Sunday morning I had a party in my house. My house was full of flowers and colorful balloons. It was my birthday party. My classmates and my neighbors came to my house. They attended the party. They wore colorful clothes and bought parcels.

I wore a beautiful dress. My father gave speech to them (the audiences). After that I blew and cut the birthday cake. Next all of us sang a birthday song together. We also clapped our hands. Then we ate some cakes and drank some soft drink. The party was very fun.

At night I and my parents opened the parcels. There was the biggest parcel that it wrapped in blue paper. When I opened the biggest parcel I was very surprise. It said "Hello and sang happy birthday to me." It was an amazing beautiful parrot. It had green feathers, yellow eyes and a big brown beak. I read the pieces of paper in the cage and it was from my father. I was very happy. I said thank to my father.

(Adapted from: <https://www.slideshare.net/imamwahyudi5682/soal-pengayaan-bahasa-inggris-un-2016>)

19. I said thank to my father.

The expression above means to

- E. Giving opinion
- F. Appreciate something
- G. Offering something
- H. Asking apologize

20. From the text we can conclude that

- E. The writter's father gave her a surprise present.
- F. The writter had a birthday party in the classroom.
- G. Her classmates didn't come to the party
- H. The writer was very dissapointed with the party.

Key Answer: Pretest

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



APPENDIX 9

Test Items for Posttest After Validity

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Waktu : 60 menit
Direction : Choose the correct answer by crossing (X) A, B, C or D for Each Answer!

The following text is for questions number 1 to 6.

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

(Adapted from: https://englishahkam.blogspot.co.id/2012/07/contoh-recount-text-beserta-soal-dan_21.html)

1. What does the first sentence tell you?
 - E. The opening of the story
 - F. The problem that the writer met
 - G. The funny thing in the story
 - H. The past event

2. Suddenly someone shouted.
 The expression above refers to.....

C. Someone was screaming	C. Someone was laugh
D. Someone fell down	D. Someone was sing

3. "It would strike twelve in twenty minutes' time."
 The underlined word refers to ...

E. The place	C. Author's watch
F. The clock	D. The town

4. When did the clock stopped?

C. At 5.12	C. At 12.00
D. At 12.02	D. At 11.55

5. “..... a large crowd of people had gathered under the Town Hall clock”.
The underline phrase above refers to.....
E. A large number of people considered together
F. A person
G. Some people gather together
H. Gather together in a place
6. “The big clock refused to welcome the New Year”
What is the synonym of the word
E. Reject
F. Accept
G. Hate
H. Admit

The following text is for questions number 7 to 9.

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

(Adapted from: <http://www.itapuih.com/2017/05/10-contoh-soal-recount-text-dan-kunci.html>)

7. The text above tells us about
E. A holiday at a friend's place
F. A picture of bird
G. A big bird cage
H. A big garden
8. Where did the writer spend his afternoon?
E. Under a tree
F. Inside big bird cage
G. In the flower garden
H. In the swimming pool

9. From the text, we know that the writer
- E. Had gone and visited many places during his holiday
 - F. Lived in the same village with his pen pal's Anto
 - G. Spent his holiday at friend's house
 - H. Liked butterflies and swimming very much

The following text is for questions number 10 to 11.

My family and I went on a recreation to Solo. We went there on Monday by car. We stayed at grandparents' house.

On Tuesday we interested went to Tawangmangu. We enjoyed the scenic view with its waterfall and had lunch there. We had traditional foods like gudangan, tempe bacem, fried fish and fried chicken. Then we continued our trip to Taman Jurug.

The next day, we went to Kasunanan Palace. We saw many kinds of historical heritage of the palace. After that we had shopping at Klewer Market and Solo Grand Mall. I bought some souvenirs for my cousins. In the evening, we went sightseeing the town.

On Thursday morning, we said goodbye to our grandparents and went home. I really enjoyed my holiday. It was fun.

(Adapted from: <http://www.nurdiono.com/kumpulan-soal-un-bahasa-inggris-recount-text.html>)

10. What did the writer do on Wednesday evening? They....
- E. Had shopping at Klewer Market and Solo Grand Mall.
 - F. Went sightseeing the town
 - G. Saw many kinds of historical heritage of the palace
 - H. Bought some souvenirs for the writers cousins
11. In the evening, we went *sightseeing* the town.' The bold typed word is closely in meaning with...
- E. Going around
 - F. going shopping
 - G. Having dinner.
 - H. watching a movie

The following text is for questions number 12 to 14.

I was so glad that today is over. So many things have gone wrong. I did not a sleep a wink last night. I was very tired when mum called me this morning. I felt asleep again when mum called me again. That snooze made me late.

I did not have time for breakfast. I was striving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He shouted me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I forgot to put in my bag the night before. I usually check in the morning, but I did not do this because I was late I had to do extra assignment as a punishment.

After biology lesson, I did not use tie my shoelace properly. I tripped over it. And felt down the stairs. My knee was blood and had to have a bandage on it. What a terrible day! I hope that I have much batter one tomorrow.

12. Why her teacher gave her punishment? Because.....

- E. She did not bring her homework
- F. She came late
- G. She was asleep
- H. She did not use tie

13. "I tripped over it". (Last paragraph). The underline word synonym to.....

- E. Slow
- F. Hurry
- G. Stumble
- H. Fast

14. What is main idea of the text?

- E. The nice day
- F. The wonderful day
- G. The lucky day
- H. The terrible day

The following text is for questions number 15.

Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.

We woke up early in the morning. My father prepared the car in the garage while mother was preparing food for breakfast and some snacks for us. My sister and I packed some clothes. After everything got ready and we had our breakfast, we left the house at six o'clock.

It was about nine A.M. We arrived at Yogyakarta. First of all we visited our uncle. We stayed there for an hour.

Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My

parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre. We drove back to Semarang at 7 o'clock and arrived home at ten. We were tired but happy.

(Adapted from: <http://kebunenglish.blogspot.co.id/2015/02/contoh-soal-recount-text-2.html>)

15. My mother sat beside him. What does word “him” refer to?

- E. Her father
- F. her brother
- G. Her son
- H. Her sister

The following text is for questions number 16.

Last holiday I went to Paris. I visited museums and sat in public gardens. A friendly waiter taught me a few words of French. Then he lent me a book. I read a few lines, but I did not understand a word. Every day, I thought about postcards. My holidays passed quickly, but I did not send any cards to my friends. On the last day I made a big decision, I got up early and bought thirty seven cards. I spent the whole day in my room, but I did not write a single card!

(Adapted from: <http://kebunenglish.blogspot.co.id/2015/02/contoh-soal-recount-text-2.html>)

16. Then he lent me. Whom does “he” refer to?

- E. French tourist
- F. A nice waiter
- G. Annoying waiter
- H. A friendly tourist

The following text is for questions number 17.

I have an exciting experience visiting Raja Ampat. It is a famous island located off the north west tip of Bird's Head Peninsula on the island of New Guinea, in West Papua Province. It is well known as a diving heaven for people around the world.

Raja Ampat covers a very wide area of land and sea, where many types of corals, coral fish and mollusks live. It makes Raja Ampat the most diverse living library for world's coral reefs and underwater biota.

Besides that, Raja Ampat has a beautiful scenery, especially of its underwater corals and beach. Under the water of Raja Ampat Island, I can see many natural coral reefs never touched by humans. I can also find many fishes of various colors and

types. They usually hide between the coral reefs to take a rest or breed. In addition, I can explore many war planes and ships sunk in World War II.

There is also another thing that I can also enjoy besides the underwater scenery. I can meet many fishermen around the beach, some of whom become the tourist guides for the foreign tourists. The fishermen are very friendly and they will offer you “Pinang” (betel nuts) or some sweet candies.

(Adapted from: <http://amaliyahjaudah.blogspot.co.id/2016/10/exercise-about-recount-text.html>)

17. Based on the text, what can we conclude about Raja Ampat?

- E. It offers only the beauty of the underwater scenery.
- F. It becomes the home for the various corals, fish and mollusks.
- G. It is famous as a place for breeding many types of fish.
- H. It does not provide the tourists any guides for the tourists.

The following text is for questions number 18 to 19.

I had a bad experience when I did shopping because of the shop assistant’s fault. However, the security of the shop really embarrassed me. He accused me of stealing a pair of blue jeans.

That was a Sunday afternoon. I went to a fashion shop with my friends. I chose a pair of blue jeans to buy and paid for them at the cashier. Unfortunately, the shop assistant was careless. She forgot to take the censor clip on the blue jeans. So, when I left the shop, the detector beeped. The security officer shouted at me, “Hey, you! Stop!” Then he took me to the manager’s room.

After examining, the security officer and the manager realized that it was not my fault. They said they were very sorry about what had happened. Finally, the manager asked me to take one piece of clothing for me.

(Adapted from: <https://www.proprofs.com/quiz-school/story.php?title=ulangan-reading-khusus>)

18. Where did the story happen?

- E. At the market
- F. At a shoe store
- G. At a canteen
- H. At a fashion store

19. Unfortunately, the shop assistant was careless.

What is the antonym of the underlined word?

- E. Careful
- F. Clear
- G. Safe
- H. Accurate

The following text is for questions number 20.

When I was seven years old, I was given a small wallet to keep my pocket money in. I felt so happy and put it in my hip pocket.

One day, during the break time at school, I discovered that my wallet was missing. I checked it but I could not find it. There was some money in the wallet and without it I could not buy anything to eat. I was close to tears. It was not because of losing my precious wallet but because I might get scolded by my parents. Anyhow I went hungry that day.

In the class I could not concentrate well to study at all. I kept thinking about how I lost my wallet and what my parents would react. How was I going to explain the loss? I did not know whether someone had taken it from my pocket or it had merely fallen out. I hoped that someone would find and return it to me.

When I told my mother about my loss, she was angry. She told me that it would not have happened if I had been careful. When my father came home, I got another anger. Then he told me that there would not be any more wallets for me until I got older.

Luckily, I still got pocket money from my parents. I am glad to say that I never lost anything again. I had learned to be more careful. It is not pleasant to lose something and then get scolded for losing it.

(Adapted from: www.englishdaily626.com)

20. What did his parents do after the writer told about his loss?
- I. His parents were angry
 - J. His parents were laugh
 - K. His parents were happy
 - L. His parents were glad

Key Answer: Posttest

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



APPENDIX 10

Form of Construct Validity for Reading Test (Pre-Test)

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/1
 Penelaah : Aprilia Sari, S.Pd

Petunjuk pengisian format pengisian butir soal :

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek (✓) pada kolom “Ya” apabila soal yang di telaah sudah sesuai dengan kriteria
3. Berilah tanda cek (X) pada kolom “Tidak” apabila soal yang di telaah tidak sesuai dengan kriteria
4. Kemudian tuliskan alasan pada ruang catatan atau pada teks soal dan perbaikannya.

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas VIII semester 1?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah intruksi dapat dipahami siswa?			
4	Apakah intruksi sudah sesuai dengan aspek yang diukur?			
5	Apakah alokasi waktu sudah cukup?			
6	Apakah items nomor 1, 8, 15, 22, 34 sudah sesuai dengan aspek nomer 1?			
7	Apakah items nomor 2, 6, 13, 17, 31 sudah sesuai dengan aspek nomer 2?			

8	Apakah items nomor 9, 16, 23, 32, 35 sudah sesuai dengan aspek nomer 3?			
9	Apakah items nomor 3, 18, 24, 29. 36 sudah sesuai dengan aspek nomer 4?			
10	Apakah items nomor 4, 10, 25, 30, 37 sudah sesuai dengan aspek nomer 5?			
11	Apakah items nomor 11, 19. 26, 33, 40 sudah sesuai dengan aspek nomer 6?			
12	Apakah items nomor 5, 12, 20, 27, 39 sudah sesuai dengan aspek nomer 7?			
13	Apakah items nomor 7, 14, 21, 28, 38 sudah sesuai dengan aspek nomer 8?			

Bandar lampung, September 2017
Validator

Aprilia Sari, S.Pd

**Form of Construct Validity for Reading Test
(Post Test)**

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/1
 Penelaah : Aprilia Sari, S.Pd

Petunjuk pengisian format pengisian butir soal :

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek (✓) pada kolom “Ya” apabila soal yang di telaah sudah sesuai dengan kriteria
3. Berilah tanda cex (X) pada kolom “Tidak” apabila soal yang di telaah tidak sesuai dengan kriteria
4. Kemudian tuliskan alasan pada ruang catatan atau pada teks soal dan perbaikanya.

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas VIII semester 1?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah intruksi dapat dipahami siswa?			
4	Apakah intruksi sudah sesuai dengan aspek yang diukur?			
5	Apakah alokasi waktu sudah cukup?			
6	Apakah items nomor 1, 8, 15, 22, 34 sudah sesuai dengan aspek nomer 1?			
7	Apakah items nomor 2, 6, 13, 17, 31 sudah sesuai dengan aspek nomer 2?			

8	Apakah items nomor 9, 16, 23, 32, 35 sudah sesuai dengan aspek nomer 3?			
9	Apakah items nomor 3, 18, 24, 29. 36 sudah sesuai dengan aspek nomer 4?			
10	Apakah items nomor 4, 10, 25, 30, 37 sudah sesuai dengan aspek nomer 5?			
11	Apakah items nomor 11, 19. 26, 33, 40 sudah sesuai dengan aspek nomer 6?			
12	Apakah items nomor 5, 12, 20, 27, 39 sudah sesuai dengan aspek nomer 7?			
13	Apakah items nomor 7, 14, 21, 28, 38 sudah sesuai dengan aspek nomer 8?			

Bandar lampung, September 2017
Validator

Aprilia Sari, S.Pd

APPENDIX 11: Analysis Validity

THE FIRST STEP OF ANALYSIS VALIDITY OF PRETEST INSTRUMENT

	Items																																												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40					
1	1	1	-	-	1	-	-	1	-	1	1	-	1	1	-	-	-	1	1	1	-	1	1	1	-	-	-	-	-	-	1	1	-	1	-	-	-	-	-	1	19	361			
2	1	-	-	-	1	-	-	-	-	1	1	1	-	-	-	1	-	1	1	-	1	-	-	-	-	1	1	1	-	-	1	-	-	1	1	1	1	-	-	-	1	17	289		
3	1	1	1	-	1	-	-	-	-	1	1	1	-	1	-	-	-	1	-	-	-	1	1	1	1	1	-	-	-	1	-	1	-	1	-	-	-	1	1	-	-	17	289		
4	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	-	-	1	1	1	1	-	-	-	1	1	-	-	1	10	100	
5	1	-	1	1	-	-	-	1	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-	1	1	-	-	1	1	1	-	-	1	-	-	1	-	-	1	-	-	1	15	225	
6	1	1	1	-	1	-	-	-	-	-	1	1	1	1	1	1	-	1	1	-	1	-	1	1	1	1	1	1	1	1	-	-	1	-	-	-	-	-	-	-	1	24	576		
7	-	-	-	-	1	-	1	1	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	1	-	-	1	1	1	-	-	1	-	-	-	-	-	-	-	1	-	-	11	121
8	1	1	-	1	1	1	-	1	-	1	1	-	1	1	1	-	-	1	1	1	1	1	1	1	1	1	1	1	-	1	-	1	-	1	-	-	-	1	1	-	-	24	576		
9	1	1	1	1	1	-	-	1	-	1	1	1	-	-	1	1	-	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	-	1	-	-	-	1	26	676		
10	-	-	-	-	1	-	-	-	-	1	-	1	-	1	-	-	-	-	1	-	-	1	1	-	1	-	1	1	-	-	-	1	1	-	1	1	1	1	1	-	-	1	15	225	
11	-	-	-	1	1	-	1	1	-	1	-	1	1	1	1	-	1	1	-	-	-	-	1	1	-	1	1	1	1	1	1	1	1	1	1	1	1	-	-	-	-	19	361		
12	1	1	1	1	1	-	1	1	-	1	1	1	1	1	1	-	-	1	-	-	1	-	1	1	1	1	-	-	1	1	-	-	-	-	-	1	1	-	-	-	-	23	529		
13	1	1	1	1	1	-	1	-	-	1	1	1	1	-	1	1	-	-	1	-	1	-	1	1	1	-	-	1	1	-	1	1	-	-	-	-	-	1	-	-	-	21	441		
14	1	1	1	1	-	-	-	-	-	-	1	1	1	1	1	1	-	1	-	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-	-	-	-	1	21	441		
15	1	-	-	-	1	-	-	1	-	1	1	1	-	1	1	1	-	-	1	-	1	-	1	-	1	-	1	-	-	1	1	1	1	1	1	1	-	-	-	-	1	20	400		
16	1	-	-	-	1	-	-	1	-	1	1	1	-	1	1	1	1	1	1	1	1	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	-	-	-	-	-	1	24	576	
17	1	-	-	-	1	1	-	1	-	-	1	-	1	1	-	1	-	1	1	1	1	-	1	1	1	1	1	1	-	-	1	1	1	-	-	-	-	1	1	-	-	19	361		
18	1	-	1	1	-	1	-	1	1	-	1	1	-	1	1	1	-	1	1	1	1	-	-	1	1	1	1	-	-	1	1	1	-	-	1	1	1	-	-	1	1	1	25	625	
19	1	1	1	1	1	-	-	1	1	-	1	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-	1	1	1	1	1	1	1	-	-	1	-	1	1	1	28	784
20	1	-	1	1	-	1	1	1	-	-	1	1	1	1	1	1	-	1	1	1	1	-	-	1	1	1	1	1	1	1	1	1	1	1	1	1	-	-	1	-	1	1	27	729	
21	1	1	-	-	1	1	-	1	-	-	1	1	1	1	1	1	-	1	-	-	-	1	-	1	-	1	-	1	-	-	1	1	-	-	-	-	-	-	-	1	-	20	400		
22	1	-	-	1	1	-	-	1	-	1	-	1	-	-	-	-	-	1	1	1	1	-	1	1	1	1	-	1	1	-	-	1	-	-	1	-	-	1	-	-	1	-	17	289	
23	1	1	1	1	1	1	1	1	-	-	-	1	1	1	1	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-	1	1	-	-	-	-	27	729	
24	1	1	-	-	1	1	-	1	1	1	1	1	1	1	1	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-	-	-	-	1	1	25	625	
25	-	1	1	1	1	-	-	1	1	1	1	1	1	1	1	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	-	-	1	1	1	1	23	529	
26	1	1	-	-	1	-	-	1	-	1	1	1	1	1	1	1	-	1	1	1	1	-	-	1	1	1	1	1	1	1	1	1	1	1	1	1	-	1	-	1	1	1	25	625	
27	1	1	1	1	-	-	1	-	-	1	1	1	1	1	1	1	-	-	-	-	-	1	1	-	-	1	1	1	1	1	1	1	1	1	1	1	-	-	1	1	1	1	25	625	
28	-	-	-	1	1	-	-	-	-	-	-	1	1	1	1	-	-	1	-	1	1	1	-	1	1	1	-	-	1	1	1	-	-	-	-	-	-	-	-	-	-	14	196		
Σ	2	1	1	1	2	8	7	1	4	1	1	2	1	1	2	1	8	1	1	1	1	1	4	1	2	2	1	1	2	1	1	1	1	1	1	1	1	1	1	1	5	12			
p	0.79	0.54	0.46	0.54	0.75	0.29	0.25	0.68	0.14	0.57	0.68	0.82	0.57	0.68	0.75	0.50	0.29	0.46	0.68	0.43	0.61	0.14	0.54	0.79	0.82	0.57	0.57	0.71	0.50	0.61	0.64	0.68	0.21	0.21	0.46	0.29	0.36	0.39	0.25	0.54					
q	0.21	0.46	0.54	0.46	0.25	0.71	0.75	0.32	0.86	0.43	0.32	0.18	0.43	0.32	0.25	0.50	0.71	0.54	0.32	0.57	0.39	0.86	0.46	0.21	0.18	0.43	0.29	0.50	0.39	0.36	0.32	0.79	0.79	0.54	0.71	0.64	0.61	0.75	0.46						
p/q	3.8	1.2	0.9	1.2	3	0.4	0.3	2.1	0.2	1.3	2.1	4.6	1.3	2.1	3	1	0.4	0.9	2.1	1.6	2.1	0.2	1.2	3.8	4.6	1.3	1.3	2.5	1.6	1.8	0.3	0.3	0.9	0.9	0.4	0.4	0.6	0.6	0.6	1.2					
2 [^] p/q	1.94	1.08	0.92	1.08	1.73	0.64	0.57	1.46	0.4	1.15	1.46	2.14	1.15	1.46	1.73	1	0.64	0.92	1.46	0.87	1.25	0.4	1.08	1.94	2.14	1.15	1.15	1.57	1	1.33	0.52	0.52	0.92	0.64	0.75	0.64	0.61	0.57	1.08						
Mp	22.23	28.87	23.23	22.33	20.62	24.00	21.86	21.95	25.25	21.25	22.00	21.48	21.31	21.89	21.71	22.93	22.38	22.69	22.42	22.92	22.71	17.50	20.80	22.00	21.74	21.25	21.56	20.85	21.50	21.76	22.67	21.89	20.83	20.83	22.15	19.88	20.10	21.82	22.71	21.73					

Status	r-critical	Rpbi	SDt	Mt	Mp	2^p/q	p/q	pq
V	0.3	0.36	4.54	19.18	20.32	1.46	2.12	0.22
V	0.3	0.45	4.54	19.18	21.73	0.80	0.64	0.24
V	0.3	0.45	4.54	19.18	20.579	1.46	2.12	0.22
V	0.3	0.56	4.54	19.18	21.533	1.08	1.17	0.25
V	0.3	0.42	4.54	19.18	20.933	1.08	1.17	0.25
V	0.3	0.54	4.54	19.18	21.467	1.08	1.17	0.25
V	0.3	0.51	4.54	19.18	21.692	0.92	0.85	0.25
V	0.3	0.31	4.54	19.18	20.571	1.00	1	0.25
V	0.3	0.32	4.54	19.18	20.533	1.08	1.17	0.25
V	0.3	0.37	4.54	19.18	20.444	1.33	1.78	0.23
V	0.3	0.36	4.54	19.18	20.316	1.46	2.12	0.22
V	0.3	0.32	4.54	19.18	20.533	1.08	1.17	0.25
V	0.3	0.42	4.54	19.18	20.933	1.08	1.17	0.25
V	0.3	0.35	4.54	19.18	20.667	1.08	1.17	0.25
V	0.3	0.65	4.54	19.18	21.389	1.33	1.78	0.23
V	0.3	0.37	4.54	19.18	20.857	1.00	1	0.25
V	0.3	0.47	4.54	19.18	20.882	1.25	1.56	0.24
V	0.3	0.38	4.54	19.18	23.5	0.40	0.16	0.12
V	0.3	0.40	4.54	19.18	21.6	0.75	0.56	0.23
V	0.3	0.37	4.54	19.18	20.045	1.94	3.76	0.17
								4.60

APPENDIX 12: Analysis Reliability

Analysis Reliability of Pretest

$$= \frac{\sum}{n}$$

$$= \frac{4485 - \frac{(335)^2}{28}}{28}$$

$$= \frac{4485 - 4008.04}{28}$$

$$= \frac{476.96}{28}$$

$$= 17.03$$

$$= \frac{1}{n-1} \frac{\sum (x_i - \bar{x})^2}{\sum (x_i - \bar{x})}$$

$$= \frac{28}{28-1} \frac{17.04 - 4.19}{17.04}$$

$$= 1.04 \frac{12.85}{17.04}$$

$$= (1.04)(0.75)$$

$$= 0.78$$

The calculation showed that coefficient reliability of the test was 0.78

Based on criteria of reliability, it could be drawn a conclusion that the reliability of the test was high.

Analysis Reliability of Posttest

$$= \frac{\sum}{n}$$

$$= \frac{3781 - \frac{(303)^2}{28}}{28}$$

$$= \frac{3781 - 3278.89}{28}$$

$$= \frac{502.11}{28}$$

$$= 17.93$$

$$= \frac{-1}{-1} \frac{-\sum}{n}$$

$$= \frac{28}{28 - 1} \frac{17.93 - 4.60}{17.93}$$

$$= 1.04 \frac{13.33}{17.93}$$

$$= (1.04)(0.74)$$

$$= 0.76$$

The calculation showed that coefficient reliability of the test was 0.76

Based on criteria of reliability, it could be drawn a conclusion that the reliability of the test was high.

STUDENTS IN CONTROL AND EXPERIMENTAL CLASS

Control Class

Students' Name	CODE
Ade Chandra Kesuma	E1
Alaric Almubarac M.	E2
Angger Nursidiq	E3
Atthallariq A.T	E4
Camelia Rahman Hakim	E5
Destia Dwi Widya Ningrum	E6
Deo Sepri Prayoga	E7
Dinda Mughni A.P	E8
Erlangga Aditama Putra	E9
Faishal Rizky Syahputra	E10
Febryna Sephia Susanti	E11
Ica Ravhma Putri	E12
Khaliza Dzaky Virgiaw	E13
Laura Zahra Aulia	E14
Marla Anjela	E15
Muhamad Farhan Q.N	E16
Muhamad Idbal	E17
Muhamad Irvan Prayogo	E18
Nadia Stefanny	E19
Nasib Ramadhan	E20
Nazwa Adira K.	E21
Nur'aini N.n	E22
Rika Afra H	E23
Riko Fernando	E24
Rrin Sefhri	E25
Senando Pratama	E26
Sevani Dwi Pras	E27
Wahyu Maulana Aji	E28
Widya Rahayu P.	E29
Zidan Ahmad Rifan	E30
Zika Sefriani	E31
Zhila Afifa P.R	E32

Experimental Class

Students' Name	CODE
Adelia Safitri Fadila	G1
Afifah Diva Alfina	G2
Ahmad Vahry Lilham Putra	G3
Ajeng Wahyu Ratiyani	G4
Alga Randy Pratama	G5
Alya Dwi Salwa	G6
Amelia Mulyani Putri	G7
Anjelina Prila Vizi	G8
Aryasatya Muhammad A.	G9
Ayunda Mahayranu	G10
Danang Sultan A.	G11
Dinda Safrita Maharani	G12
Felisha Keiko M	G13
Fidela Gita Cahyani	G14
Firda Ananda Putri	G15
Galuh Andini Putri A.H	G16
Jihan Aqila Zain	G17
Kayla Amanda Rani	G18
Khalissa Nur Hidayah	G19
Larissa Zhabrina Fasya	G10
Lathifah Azzahrah K	G21
Lathifah Gusti A.	G22
M. Nadif Nanditama	G23
Nabila Adzra N	G24
Rindi Arrtika	G25
Rinzany Ahmad Esa D.	G26
Rinzany Aqsa Esa D.	G27
Rizka Anggelit M	G28
Santri Annisa Putri	G29
Shepia P	G30

APPENDIX 13

STUDENTS' SCORE IN CONTROL AND EXPERIMENTAL CLASS

CONTROL	PRETEST	POSTTEST	EXPERIMENTAL	PRETEST	POSTTEST
Student E1	40	50	Student G1	35	50
Student E2	50	60	Student G2	50	70
Student E3	40	55	Student G3	45	60
Student E4	60	70	Student G4	40	55
Student E5	50	60	Student G5	50	65
Student E6	40	45	Student G6	45	65
Student E7	40	55	Student G7	50	70
Student E8	50	70	Student G8	55	70
Student E9	60	75	Student G9	60	80
Student E10	35	55	Student G10	45	60
Student E11	50	60	Student G11	50	65
Student E12	45	65	Student G12	40	55
Student E13	35	55	Student G13	50	65
Student E14	55	60	Student G14	50	70
Student E15	65	70	Student G15	60	75
Student E16	50	65	Student G16	55	65
Student E17	50	55	Student G17	50	70
Student E18	55	65	Student G18	65	85
Student E19	65	70	Student G19	45	65
Student E20	45	60	Student G10	70	85
Student E21	60	70	Student G21	45	65
Student E22	55	65	Student G22	45	65
Student E23	45	65	Student G23	55	80
Student E24	50	60	Student G24	40	60
Student E25	55	70	Student G25	55	70
Student E26	70	75	Student G26	55	75
Student E27	50	65	Student G27	40	65
Student E28	55	60	Student G28	60	75
Student E29	55	65	Student G29	55	70
Student E30	45	55	Student G30	40	60
Student E31	70	80			
Student E32	55	65			

