

**THE INFLUENCE OF USING GROUP INVESTIGATION TOWARD STUDENTS'
READING COMPREHENSION ON RECOUNT TEXT AT THE FIRST
SEMESTER OF THE EIGHTH GRADE OF MTs HASANUDDIN
BANDAR LAMPUNG IN ACADEMIC
YEAR 2017/2018**

**A Thesis
Submitted as a Partial Fulfillment of the Requirement for S1 Degree**

By

**ACHMAD ALFAREZI
NPM.1311040164**

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN LAMPUNG STATE ISLAMIC UNIVERSITY
2017**

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**TARBIYAH AND TEACHER TRAINING FACULTY
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2017**

ABSTRACT

THE INFLUENCE OF USING GROUP INVESTIGATION TOWARDS STUDENTS' READING COMPREHENSION ON RECOUNT TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTs HASANUDDIN BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017

By
Achmad Alfarezi

Reading is one of language skills that should be mastered by the students. In reading process the readers will find the knowledge and get information from printed text. The students' reading comprehension of MTs Hasanuddin Bandar Lampung is still low especially in reading recount text. It can be seen from the students' reading score in preliminary research. There were 78% of the students who got the score under 72 as the criteria of minimum mastery. To solve the problem, the researcher applied Group Investigation. Group Investigation is a very simple strategy that emphasize student to make a group and Group Investigation make sure that each student has something of value to contribute by giving students their own areas of expertise. The objective of this research is to know whether there is a significant influence of using Group Investigation towards students' reading comprehension on recount text at the first semester of the eighth grade of MTs Hasanuddin Bandar Lampung in the academic year of 2017.

The research methodology was quasi experimental design. In this research, the population was the eighth grade of MTs Hasanuddin Bandar Lampung. The sample of this research was two classes consisting of 23 students for experimental class and 23 students for control class. In the experimental class, the researcher used group investigation and in the control class the researcher used reading aloud. The treatments were held in 3 meetings for each class. In collecting the data, the researcher used instrument in the form of multiple choice questions which had been tried out before the treatments. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig. = 0.000$ and $\alpha = 0.05$. It means H_a is accepted because $Sig. < \alpha = 0.000 < 0.05$. Therefore, there is a significant influence of using group investigation towards students' reading comprehension on recount text at the first semester of the eighth grade of MTs Hasanuddin Bandar Lampung.

Keywords : group investigation, recount text, reading comprehension



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DECLARATION

I hereby state that this thesis entitled “The Influence of using Group Investigation towards Students’ Reading Comprehension on Recount Text at the First Semester of the Eighth Grade of MTs Hasanuddin Bandar Lampung in the academic year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, November 2017
Declared by,

Achmad Alfarezi
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MOTTO

وَإِذَا قَرَأْتَ الْقُرْءَانَ جَعَلْنَا بَيْنَكَ وَبَيْنَ الَّذِينَ لَا يُؤْمِنُونَ بِالْآخِرَةِ حِجَابًا مَسْتُورًا ٤٥

45. And when you recite the Qur'an, we put between you and those who do not believe in the Hereafter a hidden veil.(QS Al-Isra' (17) : 45)¹

¹ Maulawi Sher 'Ali, *The Holy Qur'an, Arabic Text and English Translation*, (UK: Islam International Publications Ltd, 2004) p. 321

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Lozi Darwin, and Mrs. Laili Dumyati, who always pray, support and guide me to be success in my study and my life.
2. My beloved brothers, Reza Pahlevi, and Darli Ramadhan, and also my beloved young sister Elci Octaria who always motivate me to succeed.
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5. My beloved Organizations, Al-Ittihad, UKM Bahasa, KAMMI, and TRS Baitul Qur'an that give me so many experiences.
6. My great family, PBI D

CURRICULUM VITAE

The name of the writer is Achmad Alfarezi. He was born in Tanjung Karang on August 6, 1996. He is the first child of Mr. Darwin and Mrs. Laili. He has two young brothers, Reza Pahlevi and Darli Ramadhan, and one young sister, Elci Oktaria.

The writer began his school at MIN 7 North Lampung in 2001 and he graduated in 2007. In the same year, he continued his study to MTs 1 Kotabumi and graduated in 2010. After that, he continued his study to MAN 1 Kotabumi and graduated in 2013. In the same year he continued his study in UIN Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

During her study in UIN Raden Intan Lampung, he joined in several organizations such as UKM Al-Ittihad, UKM Bahasa, Esa, UKM Bapinda, Al-Muslimun, TRS Baitul Qur'an and KAMMI. When he was in the third semester, he joined KAMMI Lampung as a member. In 2015-2016, he became Head of Cadre Recruitment Division of UKM Bahasa. In same year, he also became staff of Public Policy Division of KAMMI Raden Intan. In next year, he became head of Cadre Recruitment Division of UKM Al-Ittihad. In 2016-2017, he became the staff of Public relation Division of TRS Baitul Qur'an Lampung.

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May Allah, the Most Gracious and the Most Merciful, always give His blessing and compassion for all Muslim in the world. The researcher is fully aware that there are still a lot of weakness in this thesis. For this the researcher truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung, November 2017
The Researcher,

Achmad Alfarezi
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English has four skills which have the same important part in communication, namely listening, speaking, reading and writing. One of the important language skills is reading. Reading is an activity of a reader to get information from what they read. According to Harmer, reading is useful for language acquisition.¹ It means that reading is an activity that can improve language ability. by reading, the reader will get many information from reading activity. Harmer states that reading has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.² It means that reading is not just to get information out even more than that, reading increases various aspects of linguistic such as grammar, vocabulary, and spelling.

Reading is one of the skills to be achieved in English language learning. Geoffrey states that reading is a complex skill.³ It means that reading is a skill that involves a lot of skill to be mastered, such as vocabulary, grammar, spelling and writing skill. Reading skill is very important skill for the students, if the students' reading skill is good, their skill in listening, speaking and writing will be good. Brown states that reading ability will best be developed in association

¹Jeremy Harmer, *How to Teach English* (Britain: Pearson Longman, 2007), p.99.

² *Ibid.*

³ Geoffrey Broughton, et.al., *Teaching English as a Foreign Language*, (London: Routledge, 2003) p.89

with writing, listening, and speaking activities.⁴ It means that reading is a skill that has a strong influence on other skills, such as listening, speaking and writing. So that when readers read many English books readers not only get information, but also get knowledge about listening, speaking and writing even the vocabulary and grammar.

Nowadays reading becomes activities that must be mastered by human being, because in this modern era all information comes to us in the form of text. According to Grabe, we read throughout the day in modern societies because print is all around us.⁵ It means that humans in this modern era always get the information through the reading process and it becomes human daily activity in modern times, such as we read magazines during the day, whether relaxing and waiting in some office. We read newspaper, flayers, and ads. We read much more than this. We read when we online on Facebook. We read when we receive and sent a text message on BBM, WA, and LINE, and when we search information on Google. We read advertisement when we watch movie at TV, computer or mobile phone. We read (reread) whenever and wherever in this modern era.

⁴ H. Doughlas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (Second edition) (San Francisco: San Francisco state university, 2000), p.298

⁵William Grabe, *Reading in Second Language Moving from Theory to Practice*. (New York: Cambridge University press, 2009), p. 5

Reading is very useful for human being, but reading skill is more complex and difficult skill to be comprehensibility and mastered, especially for students. Important role of reading enables the students to be able to receive information well. Karen said that Reading is a complex process made up of several interlocking skills and processes.⁶ It means that reading is a complex process between students' ability to read and process itself.

The most important thing in teaching and learning reading is comprehension of the reading material. According to Karen, comprehension is the center of reading.⁷ It means that comprehension is the core of reading, comprehension has a great influence in reading so that the reader can get new information or knowledge when reading activities.

Reading comprehension is the most important thing in reading activity. According to Anderson, in Klingner reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.⁸ It means that without reading comprehension the reader get it difficult to understand the meaning of the text and the reader may not be able to understand the information from the text. So reading comprehension is the process to find out the meaning

⁶ Karen Tankersley, *Threads of Reading Strategies for Literacy Development*. (USA: Association for Supervision and Curriculum Development, 2003), p. 2

⁷ *Ibid.* p. 90

⁸ Jenette K. Klingner, Sharon Vaughn & Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007), p.2

and the information that contained in a text and it becomes very important in reading activity.

Reading comprehension is essential both in Indonesian language and English language. Many students have no difficulty to comprehend text as reading material in Indonesian language, but they have difficulty comprehend text when they read text in English language. Many of students become confused when they have difficulties in reading comprehension of English language. It happened to the students at MTs Hasanuddin. Based on preliminary research, the researcher found some students have low score in reading. The students' score can be seen in Table 1.

**Table 1
The Students' Reading Score of the First Semester at the Eighth Grade
of MTs Hasanuddin Bandar Lampung in the Academic Year of 2017/2018**

No	Score	Class		Number of Students	Percentage
		VIII.A	VIII.B		
1	≥ 72	5	5	10	22%
2	< 72	18	18	36	78%
	Total	23	23	46	100%

Source: The data of Reading Score at the Eighth Grade of MTs Hasanuddin Bandar Lampung in the Academic Year of 2017/2018.

From Table 1, there were 10 students of 46 students who passed based on standard of minimum mastery (KBM) and there were 36 students who got scores under the standard of minimum mastery (KBM). The researcher assumes that most of students find it difficult in reading comprehension. It means that most of

the students find difficulties in comprehending reading text in MTs Hasanuddin Bandar Lampung.

Besides the students' reading score is low, the researcher found most of them got bored with the strategy given by the teacher and also the students got difficulties when finding the meanings in a text and they were lack of vocabularies. So, it made the students confused in learning process.

Based on the result of the interviewing the teacher the researcher found some teacher' problems in the teaching and learning reading process in the class. In teaching reading process the teacher did not use specific strategy that focuses on reading comprehension. She only asked the students to read the text then she corrected what students read and she gave an example how to read the text correctly, and also she only focused on pronunciation without asking the students to comprehend the text.⁹

That condition needs to find the strategy to resolve in order to improve reading skill. Group investigation is one of the teaching strategies that can be used in teaching reading to develop the students' reading skill. In educational development, group investigation was introduced by Slavin as an alternative strategy with cooperative learning. According to Slavin, cooperative learning are structured, systematic instructional strategies capable of being used at any grade

⁹ The result of interview from the English teacher (Elviarni), and the student of MTs Hasanuddin Bandar Lampung, February 08, 2017.

level and in most school subjects.¹⁰ It means that cooperative learning is a complex strategy to make students to be active when learning process and it is a strategy that can be used at all grade levels in school. Shlomo and Sharan in Zulkifli said that Group Investigation is a general classroom- organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and projects.¹¹ The students are taught to work together with their friends. They work together to achieve the goal or the success which has always been desired by them. It will help the students in reading comprehension ability.

The result of previous research stated that group investigation has an effect to increase the students' reading comprehension. It has been applied by Zulkifli et.al., at SMAN 2 Bangko, on their research entitled the use of group investigation to improve reading comprehension showed that in teaching reading this strategy makes the students more active in reading activity, because in this strategy, the students will be active readers. The students who had been taught by using group investigation have high score in reading comprehension. It is proven by the score of the students. The average of the pre-test score was 54.95 and the average of the post test score was 75.91, while the minimum criteria of achievements of English subject at SMA N 2 Bangko is $\geq 60\%$. It means that the

¹⁰ Robert Slavin, et.al., *Learning to Cooperative Learning to Learn*. (New York: Plenum Press), p. 6

¹¹ Zulkifli, et.al., "The Use of Group Investigation to Improve Reading Comprehension of the Second Year Student at Sman 2 Bangko ", Academic Journal, (Riau University) p.3

students can get higher score than the minimum criteria of achievement in post test.¹²

Group investigation is also effective to be implemented in teaching learning reading comprehension. It has been applied by Girsang at SMA Singosari, on her research entitled the effect of applying group investigation on students' achievement in reading comprehension showed that in teaching reading the previous research found that the students' achievement taught by using group investigation is higher than the students' achievement taught by without group investigation. It is proven by the score of the students the mean score in experimental group of pre-test was 50.13 while the post-test was 74.53. It means that the students' scores in experimental group of post-test are higher than that in experimental group of pre-test.¹³

Further, Group Investigation is an effective strategy to improve reading comprehension. It has been applied by Herlina at SMPN 1 Belitang, on her research entitled the effect of cooperative group investigation technique and motivation towards the Eighth Grade Students' Reading Comprehension showed that using group investigation has positive motivation that can make the student more enthusiastic in reading process. It is proven by the score of the student the average score in taught by using group investigation was 78.67 while the average

¹² *Ibid. p.8*

¹³ Rasta Elisa Girsang, "The Effect of Applying Group Investigation Method on Students' Achievement in Reading Comprehension", p.6-7

score in taught without using group investigation was 62.89. It means that using group investigation student' scores were higher than not using group investigation in reading process.¹⁴

Based on those previous research, the researcher can conclude that all of the previous research show the great results of the use of group investigation toward reading comprehension that have an effect to improve reading comprehension of the students. By using group investigation, students have positive motivation that can make students more enthusiastic in reading process, so it can increase the student score of reading and their abilities in reading.

There are some differences between the previous research and the current research. The previous research has been done at SMAN 2 Bangko, SMA Singosari, and SMPN 1 Belitang, meanwhile the current research was conducted at MTs Hasanuddin Bandar Lampung. All previous research did not use specific genre of text to teach reading comprehension by using Group Investigation meanwhile the current research used specific genre that is recount text to teach reading comprehension by using Group Investigation. And all previous research used experimental research design as a research method and the current research also used experimental research design as a research method, it means that in the

¹⁴ Herlina, "The Effect of Cooperative Group Investigation Technique and Motivation towards The Eighth Grade Students' Reading Comprehension At Junior High School Number 1 of Belitang - OKU Timur", p.11-12

last point there is no differences in this point, we use the same method in research method.

Based on those explanations, this research proposes the use of Group Investigation as an alternative strategy that can be used for teaching English especially for teaching reading comprehension. Finally, the researcher entitled this research was the influence of using group investigation towards students' reading comprehension on recount text at the first semester of the eighth grade of Mts Hasanuddin Bandar Lampung in the academic year of 2017/2018.

B. Identification of the Problem

Based on the background of the problem above there were some problem:

1. The students' reading comprehension is still low.
2. The students were not interested with the method of the English teacher in reading activity.
3. The students had difficulties in comprehending text because of their lack of vocabulary.

C. Limitation of the Problem

This research focused on the influence of using group investigation toward student' reading comprehension on recount text on personal recount at the first semester of the eighth grade of MTs Hasanuddin Bandar Lampung in the academic year of 2017/2018.

D. Formulation of the Problem

Based on the limitation of the problem the writer was formulate the problem as follows: Is there any significant Influence of using Group Investigation towards toward student' reading comprehension on recount text at the first semester of the eighth grade of MTs Hasanuddin 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 an influence of using Group Investigation towards toward students' reading comprehension on recount text at the first semester of the eighth grade of MTs Hasanuddin Bandar Lampung in the academic year of 2017/2018.

F. Significance of the Research

The uses of this research are as follows:

1. Practically

a. For the researcher

This research gave contribution to the researcher to find out the best strategy to improve student' reading skill.

b. For the student

To motivate the students in learning English especially in reading comprehension on recount text.

c. For the English teacher

To Inspire the teacher to determine the model of learning appropriate to the material and conditions of learners.

d. For the institution

The result of this research contributed the institution to fulfill the demand of English curriculum.

2. Theoretically

The result of this research expected to give information to the next researcher about the influence of using group investigation towards students' ability in reading comprehension on recount text, hence the result of this study can be used as a comparison for further research.

G. Scope of the Research

1. The Subject of the Research

The subject of the research were the students of the first Semester of eighth grade of MTs Hasanuddin Bandar Lampung 2017/2018.

2. The Object of the Research

The object of this research was group investigation towards students' reading comprehension on recount text.

3. The Time of the Research

The time of the research conducted at the first semester in academic year 2017/2018.

4. The Place of the Research

The place of the research conducted at MTs Hasanuddin Bandar Lampung.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Reading

According to Patel and Jain, reading means to understand the meaning of printed words i.e. written symbols.¹ It means that reading is an activity to understand the meaning of words and symbols printed in the form of writing text. Futher Patel states that reading is an active process which consists of recognition and recognition and comprehension skill.² In other word, reading is a process of finding idea of a text to comprehend the meaning of the text which is done by the reader, so that the reader can understand the messages conveyed by the writer.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.³ Thus, reading is an activity that is very active and reading is important in the process of getting meaning, the readers should be able to understand the meaning of each vocabulary and the meaning of each word. It can make the readers easier to get ideas of the text.

Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts.⁴ It means that reading is not just get knowledge about reading but we also get

¹ M.F Patel and Praveen M. Jain, English Language Teaching (Methodes, Tools & Techniques) (Vaishali Nagar : Sunrise, 2008), p.113

² *Ibid.*

³ Jeremy Harmer. *How to Teach English*, (London : Person Education Limited. 1998), p.70

⁴ *Ibid.* p.68

opportunities to know about various ability in other skill such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Borwn stated that reading would best be developed in association with writing, listening, and speaking activity.⁵ In other word, reading would be better if the process is combined with other skills and reading is not only improve one aspect of skill but other aspects too.

Based on those theories, it can be concluded that reading is the process of getting information and comprehend in a text using eyes and brain to understand what the messages conveyed by the writer in the text. It can be understood that reading is important skill for students. By reading students will get new vocabulary to help them understand the meaning of a text, because reading is the ability to understand the meaning of a text so that students are required to be able to understand the meaning of words one by one in a sentence.

B. Kinds of Reading

1. Reading for Information

Reading to learn about a trade, or politics, or how to accomplish something. We read a newspaper this way, or most textbooks, or directions on how to assemble a bicycle. With most of this sort of material, the reader can learn to scan the page quickly, coming up with what he needs and ignoring

⁵ H. Douglas Brown. *Teaching by Principle, An Interactive Approach to Language Padagogy*, (London: Pearson Education. 2001), p.298

what is irrelevant to him, like the rhythm of the sentence, or the play of metaphor.

2. Reading for Ideas

With a philosopher one reads slowly, as if it were literature, but much time must be spent with the eyes turned away from the pages, reflecting on the text, intellectual writing, requires intellectual reading, which is slow because it is reflective and because the reader must pause to evaluate concepts.

3. Reading to Escape

This reading is the automated daydream, the mild trip of the housewife and the tired businessman, interested not in experience and feeling but in turning off the possibilities of experience and feeling, the reader is in control: once the characters reach into the reader's feelings, he is able to stop reading, or glance away, or superimpose his own daydreams.

4. Reading to Engage

If we read a work of literature properly, we read slowly, and we hear all the words. If our lips do not actually move, it's only laziness. The muscles in our throats move, and come together when we see the word "squeeze." We hear the sounds so accurately that if a syllable is missing in a line of poetry we hear the lack, though we may not know what we are lacking. In prose we accept the rhythms, and hear the adjacent sounds.

In this kind of reading we must find emotional center (what is at stake). Note literary conventions, repetitions, and related ideas. Identify things confusing or strange. Summarize or paraphrase whole.⁶

C. Concept of Reading Comprehension

According to RAND Reading Study Group in Caldwell, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁷ It means that reading comprehension is the complex process that involves the extracting of meaning, the construction of meaning, and the process of understanding the meaning.

In conjunction Grabe Said that comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known.⁸ It means that comprehension is the process of integrating the various information of an activity and combines the information that is already known by the reader and the new information known by the reader.

They are the criteria used to measure students' reading comprehension abilities, they are:

⁶ Hall, Donald. *Four Kinds of Reading*. Thinking in Writing. 2nd ed. Donald McQuade and Robert Atwan. New York: Knopf, 1983: 162-167.

⁷ Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: the Guildford press, 2008), p.4

⁸ William Grabe, *Reading in a second language Moving from Theory to Practice*, (New York: Cambridge university press, 2009), p. 14

1. Main idea (topic)

E.g: Bedugul was one of the tourist place in Bali that located in Candi Kuning village,baturiti district-tabanan.

2. Phrases in content/expression/idioms

E.g: Jump the gun, sick as a dog

3. Inference (implied detail)

E.g: The moon sure looks bright.

4. Grammatical feature

E.g: Using simple past tense (was, were, went), Using action verbs (look, run)

5. Detail (scanning for a specifically stated detail)

E.g: According to the passage,...

6. Excluding fact not written (unstated details)

E.g: Which of the following is not stated...?

7. Supporting idea

E.g: In Bedugul there were some tourisms place that was very interesting to visit

8. Vocabulary content.

E.g: go, visit, came⁹

⁹ H. Douglas Brown, *Language Assessment : Principles and Classroom Practices*, (New York: Pearson Education, 2004), p.206

Based on those descriptions, the researcher concluded that reading comprehension is a complex interaction involving various aspects such as extracting of meaning, construction of meaning, and the process of understanding the meaning and reading comprehension has a lot of criteria to assess the student's ability to read and understand the meaning of the text they read such as main idea, phrases in content/expression/idioms, inference, grammatical features, detail, excluding fact not written, supporting idea and vocabulary content.

D. Concept of Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹⁰ It means that teaching is a learning process that includes all of the learning activities and teaching is a learning facility to help the student in the learning process so that students can learn well and teaching as a guide for the student that can lead the student to understand the lessons.

According to Harmer, teaching reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for Language students.¹¹ In other words teaching reading is an activity that can improve the ability of students not only in reading, even in other aspects as well.

¹⁰ H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2000), p.19

¹¹ Jeremy Harmer, Op.Cit. p.68

Teachers have some principles in teaching reading. Those principles can help teachers when they teach reading. The principles of teaching reading are stated that:

- a. Reading is not passive skill
- b. Students need to be engaged with what they are reading
- c. Student should be encouraged to respond to the content of a reading text, not just to the language
- d. Prediction is major factor in reading
- e. Match the task to the topic
- f. Good teacher exploit reading texts to the full.¹²

Based on those explanations, it can be inferred that teaching reading is wide activities of teaching reading, teachers should be able to choose the learning material in accordance with the student, the teacher should be a good mentor for students, teachers must be able to facilitate students in the learning process. Teaching reading also is an activity can improve many aspects of student skills in English such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts.

According to William there were some activities in teaching reading activity namely pre, while, and post reading activities.

¹² *Ibid* p. 70

1. Pre-Reading

Preparing students for what they are going to read can make comprehension much easier. The preparatory activities below aim to help students understand the kind of text they will read and the overall meaning of the text. To do this the activities activate background knowledge, draw on students' experiences, develop interest, encourage students to make predictions and teach essential vocabulary for an understanding of the text.

The aims of pre-reading activities are:

- a. To introduce and arouse interest in the topic
- b. To motivate the learners by giving a reason for reading
- c. To provide some language preparation for the text

2. While-Reading

Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that student should take note of while they read. Give students a sense of purpose for reading rather than just a reading because you order it.

According to William the purpose of this stage they are:

- a. To help understanding of the text structure
- b. To help understanding of the teacher' purpose
- c. To clarify text content

3. Post-Reading

The main aim of after reading activities is to give students the opportunity to react to the text in a personal way and to go beyond the text itself but there are other purpose of post reading as follow:

- a. To consolidate or reflect what has been read
- b. To relate the text to learners own knowledge, interest or views.¹³

Based on those explanation above, it can be concluded that teaching reading is a complex process to make student comprehend and understand the meaning of the text by their own knowledge. Teaching reading could be divided into three steps, namely pre-reading, while-reading, and post-reading.

E. Concept of Genre of Text

According to Knapp and Watkins, a text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a movie and so on.¹⁴ In other words text is a communication tool with a form of writing that through text readers and writers can communicate without having to meet in person. Knapp and Watkins stated that types of text in English are divided into several types. They are the genre of describing, the genre of explaining, the genre of instructing (Procedural text), the

¹³ Edi Williams, *Reading in Language Teaching*, (England: Oxford University press, 1984), p.123

¹⁴ Peter Knapp & Megan Watkins, *Generic Text, Grammar* (Sidney Australia: University of New South Wales Press Ltd, 2005), p.29

genre of arguing, and the genre of narrating. These variations are known as genre.¹⁵ However, Gerot and Wignel classify the genre into thirteen types. They are:

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount text is a text telling someone what you have done.

3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

¹⁵ *Ibid.* p.97-220

7. Narrative

Narrative is a text to entertain the reader.

8. Procedure

Procedure text is a text telling someone else how to do something.

9. Description

Description text is a text to describe a particular person, place or thing

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a fundamental process in the exchange of information and ideas.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews is a text to critique an art work or event for a public audience.¹⁶

Based on those explanations, it can be concluded that there are types of text such as narrative, recount, and report. Each text has a difference in purpose and characteristics, but researcher only focused on recount text because the researcher

¹⁶ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New south wales: Gerd Stabler, 1994), p.192-217

want to know the ability of students to comprehend recount text, recount text is a text that tells the past events or provide information about past events in a coherent and sequential.

F. Concept of Recount text

In English there are many types of text and each text has a different function and purpose such as narrative text, descriptive text, procedure text and recount text. But in this research the researcher focused on recount text.

1. Definition of Recount text

According to Kanpp and Wastkins, recount text is a text tells someone what you have done.¹⁷ It means that recount text is a text retells what has been done by someone in the past. Anderson and Anderson in Yusnita states that recount is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order).¹⁸ In other words recount text is text tells of past experience sequentially and chronologically recounting events that have happened.

Recount is the simplest text type in the genre. Formally recount is sequential text that does little more than sequence a series of events.¹⁹ It means

¹⁷ Peter Knapp & Megan Watkins, *Op.Cit.* p.162

¹⁸ Eni Yusnita, Clarry Sada and Dewi Novita, “*Improving Students’ Recount Text Writing by Using Picture Series*”, (Tanjungpura University Pontianak, 2012), p.3

¹⁹ Peter Knapp and Megan Watkins, *Op.Cit.* p.223

that recount is simplest type of text in English and recount tells about events that have happened in the past.

Based on those statements above, it can be concluded that recount text is a kind of a text that retell sequence series of events that have happened, to give the information to the readers about the past events.

2. Social Function of Recount text

Social function also can be called as purpose. Social function is the important part in text genre. Gerot and Wignell state that the social function of recount is to retell events for the purpose of informing or entertaining.²⁰ In line with Rosyadi, social function of recount is the purpose of a recount text is to give the audience a description of what happened and when it happened.²¹ It means that the social function of recount is to retell past experience by retelling events in original sequence.

Based on those theories, it can be inferred that social function of recount text is to retell events, information or past experience and to give the audience a description of what happened in the past for the purpose of informing or entertaining.

²⁰ Linda Gerot and Peter Wignell, *Op.Cit.* p.194

²¹ M. Arifian Rosyadi, *Learning Material Junior Highschool Grade VII*, p.1

3. Language Features of Recount Text

Language feature also can be called as grammatical feature. It is the important part in recount text and language feature as a characteristic of recount text.

There are some features of recount text are as follow:

- Introducing personal participant

E.g: I, my group

- Using chronological connection

E.g: then, first, after

- Using linking verb

E.g: was, were, saw, heard

- Using action verb

E.g: look, go, change

- Using simple past tense

E.g: S + was/were + O/C or S + V2 + O/C.

I saw a movie.²²

4. Generic Structures of Recount Text

Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and

²² *Ibid.* p.2

reorientation which states personal comment of the writer. According to Knapp and Watkins the generic structures of recount consist of orientation, sequence of events, and evaluation stage are:

- a. Starting with the orientation stage, point out what orientations do in recounts they indicate to the reader the people involved, the time and the place.
- b. The sequence of events stage normally sets up a sequence of events in time and circumstance.
- c. The evaluation stage is optional, but it normally provides some interpretation by the writer of what has happened.²³

Based on those explanations, it can be concluded that generic structures of recount consist of schematic structures. Such as orientation, the sequence of events, and the evaluation. Every structure of recount text has a strong influence in building the storyline so that it can inform the readers about events in the past. Recount text has special language feature, those are, explains the events what happened in the past and tell the sequence of events that happened to inform the reader.

²³ Peter Knapp and Megan Watkins, *Op.Cit.* p.234

5. Types of Recount Text

According to Dereweinka, there are three types of recount texts, namely:

- a. Personal recount is retelling an event that the writer was personally involved.

Eg: My Very Busy Day, My Vacation with My Beloved Persons

- b. Factual recount is concerned with recalling events accurately.

Eg: News, History

- c. Imaginative recount is to entertain the reader by recreating the events of an imaginary world as though they are real.

Eg: Cinderella, Malin Kudang, Beauty and the beast.²⁴

Concerning the description above, it can be inferred that there are personal recount, factual recount, and imaginative recount types of recount text. In MTs Hasanuddin Bandar Lampung the teacher also taught students all types of recount text that is, personal recount, factual recount and imaginative recount text. But in this study, the researcher focused on the personal recount text. The reason why the researchers chose to focused research on personal recount because it is a text that explains about the personal experiences on the past hence that the content in this text is very interesting for junior high school students.

²⁴ Uci Mulyani and Muh. Al-Hafizh, “*Teaching Junior High School Students to Write Recount Text Through Wikis Media*”, *Journal of English Language Teaching*, 1:1 (Jakarta, Sep. 2012), p.227

6. Example of Recount Text

The following is example of personal recount text.

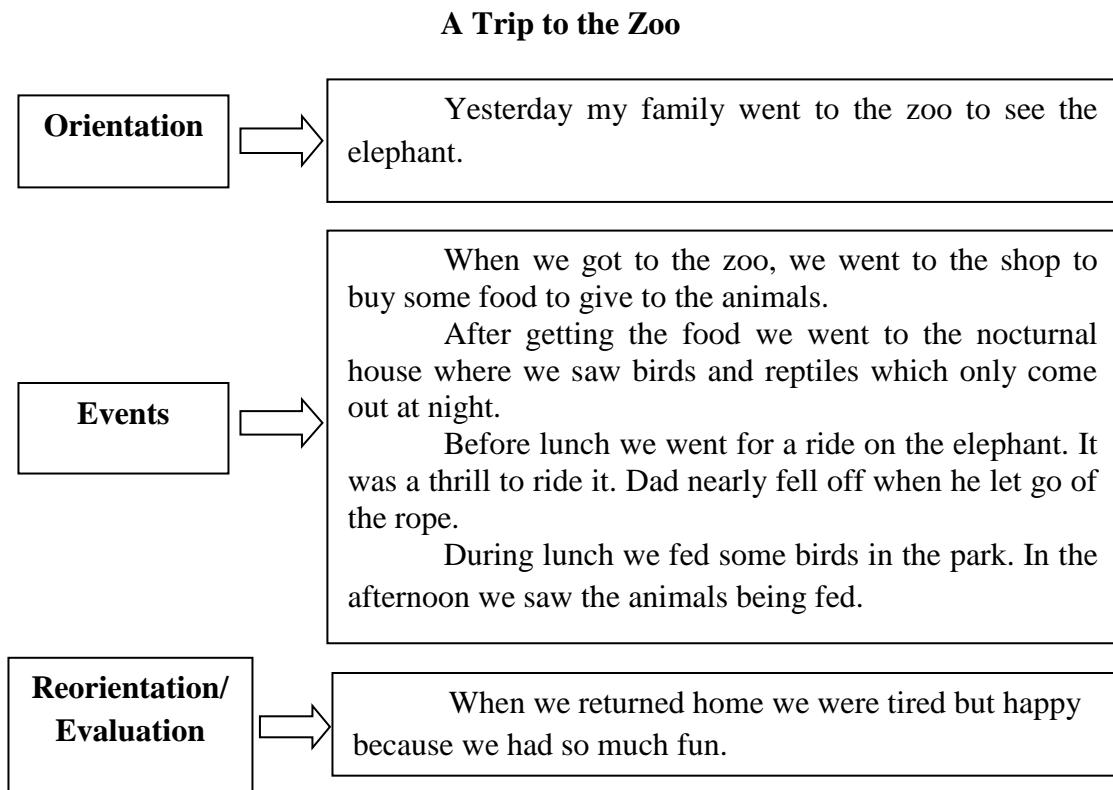


Figure 1
Example of Recount Text

From Figure 1, we can see that the first paragraph of recount text is orientation. Then second paragraph is Events, after that, the last paragraph is evaluation / reorientation.²⁵

²⁵ Professional Development Service for Teacher, *Writing Genre – A Structured Approach*. (2013).p. 9

G. Concept of Group Investigation

Strategy in the process of learning English was very helpful to teachers and students. By applying this strategy in the process of learning can help students to more easily understand the material in teaching by teachers. There are many of strategies that can be applied by the teacher, one of the strategies is Group Investigation. Group Investigation is a cooperative learning. It is a good strategy to improve students' reading comprehension because this strategy make students to work together with their friends and find the solution of the problem together or in reading student work together to find the main idea or the story on the text.

1. Definition of Group Investigation

According to Slavin, the Group Investigation is the most complex of all the cooperative learning.²⁶ It means that Group Investigation is the most structured of all the existing strategies in cooperative learning and it is a strategy well structured so it make the students work well as a team to find solutions from the problem.

Slavin et.al., stated that Group Investigation make sure that each student has something of value to contribute by giving students their own areas of expertise.²⁷ In other words group investigation makes students to work and think

²⁶ Robert Slavin, et.al., *Learning to Cooperative Learning to Learn*. (New York: Plenum Press), p. 8

²⁷ *Ibid.* p.9

actively, students are able to contribute in the team so that all students can contribute their own ability.

Sharan and Yael Sharan in Herlina explained that Group Investigation is a general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and projects. Thus, group investigation is a learning strategy that divides students into small groups that make students work together in the group.²⁸

In addition Group Investigation includes four important components: investigation, interaction, interpretation and intrinsic motivation.

- a. Investigation refers to focus on the process of inquiring about a chosen topic.
- b. Interaction is focus on students to explore ideas and help one another to learn.
- c. Interpretation focus on student elaborates the material to enhance understanding and clarity of ideas.

²⁸ Herlina, "The Effect of Cooperative Group Investigation Technique and Motivation towards The Eighth Grade Students' Reading Comprehension At Junior High School Number 1 of Belitang - OKU Timur", p.4

- d. Finally, intrinsic motivation is kindled in students by granting them autonomy in the investigative process.²⁹

Based on those explanations, it can be concluded that Group Investigation is a complex strategy in cooperative learning that can help the students to understand what they read by discussing with their friends. This strategy make students to work together with their friends to solve their problem as a team.

2. Procedure of Teaching Reading Recount Text By Using Group Investigation

In this research, the students will be taught reading comprehension on recount texts through Group Investigation. In Group-Investigation, pupils progress through six consecutive stages, as follows:

Stage I: Identifying the Topic and Organizing the Pupils into Research Groups.

Students divide into several groups, after that the students have to choose a topic that has been provided by the teacher.

Stage II : Planning the Learning Task.

The groups decide what is to be studied and how it is to be studied, and they determine the goal of their study.

Stage III : Carrying Out the Investigation .

²⁹ Daniel Zingaro, *Group Investigation: Theory and Practice*, (Ontario: Ontario Institute for Studies in Education), p.1

The students gather information, analyze and evaluate the data, and reach conclusions.

Stage IV: Preparing a Final Report

Students prepare the results of the investigation material for the final report.

Stage V: Presenting the Final Report.

Students presented the results of the investigation material to their friends in front of the class

Stage VI: Evaluation.

Teachers and students together to evaluate the results of the learning they do, the teacher gives feedback to students.³⁰

3. Advantages of Group Investigation

Every strategy has its advantages, by applying group investigation in the learning process of reading has some advantages, there are some advantages of using group investigation in teaching reading, they are:

- a. The concern of group investigation is not only about how many facts or basic skills the students acquire, but also about how the students develop as persons.

³⁰ Robert Slavin, et.al., *Op.Cit.*, p. 72-73.

- b. The goal is for students to become actively identified with learning so that they naturally express their curiosity and pursue their interests via communication with others.
- c. The process orientation is viewed not as the fixed acquisition of predetermined knowledge, but as facilitation of a student's personal development.
- d. Emphasis is placed not only on *what* is learned but also on allowing students to learn *how* to learn.³¹

Based on those advantages of group investigation, it can be concluded that Group Investigation is the strategy that can make students able to contribute in the team so that all students can contribute their own ability, student have chance to share their idea or their statement so that helps students to develop their skills not only in reading but also in speaking, their interactions and even how the way they solve the problem.

Further, Johson in Girsang mentions that there are some advantages of group investigation as follow:

- a. providing a share cognitive set of information between students, motivating students to learn the material.
- b. providing that students construct their own knowledge.

³¹ *Ibid. p.75*

- c. providing formative feedback.
- d. developing social and group skill necessary for success outside the classroom.
- e. promoting positive interaction between members of different cultural and socioeconomic groups.³²

From those explanations, it can be inferred that teaching reading by using group Investigation has more advantages that can help student in learning reading comprehension, Group Investigation not only helps student to comprehend the reading text both also it can help student to increase their speaking ability. By applying Group Investigation in teaching learning process will run affectively because Group Investigation can increase the interaction between teacher and students, students and students. Group Investigation is very helpful strategy because this strategy make student more active in the class and this strategies divide the student to some group to investigate the problem and solve it.

H. Concept of Reading Aloud

Reading aloud is one of the many strategies that assist teachers in learning reading process so that students are able to understand the material presented by teachers well. In this study, the researcher used this strategy as control class to compare with Group Investigation as experimental class.

³² Rasta Elisa Girsang, “*The Effect of Applying Group Investigation Method on Students' Achievement in Reading Comprehension*”, p.4

1. Definition of Reading Aloud

Panova in Ilona said that reading a text aloud is important for maintaining and perfecting the pronouncing skills of the learners.³³ It means that reading aloud is a strategy that emphasizes students to read clearly (pronunciation) on every word spoken by students.

Reading Aloud is possible to master the sound system of a foreign language and it strengthens the phonetic ability to re-code signals at the letter level, as well as at the level of word, sentence and text.³⁴ It means that by applying reading aloud students were able to master the sound system in English. Gibson and Bolos in Alshehri have also said that reading aloud indicates the relationship between the printed word and meaning.³⁵ It means that reading aloud is the strategy in teaching and learning that can help student to understand the meaning from the text.

Based on those explanations, it can be concluded that reading aloud is the strategy in teaching reading that emphasize the student to read aloud and clearly, and also reading aloud is the strategy can help student to understand the meaning from the text.

³³ Huszti Ilona, “*The Use of Learner Reading Aloud in The English Lesson: A Look At The Micro and Macro Levels of Oral Reading*”, p.32

³⁴ *Ibid.*

³⁵ Mohammed Alshehri, *Improving Reading Comprehension for Saudi Students By Using The Reading Aloud Strategy*, (State University of New York at Fredonia: Dec. 2014) p.12

2. Procedure of Teaching Reading Aloud

According to Teacher safe schools and Kailani in Alsehri, there are some steps in teaching and learning using reading aloud, specifically:

- a. The teacher should choose a story or a book that will be interesting to the students.
- b. The teacher should pre-read the story/book and highlight the words that are key to understanding the story/book.
- c. The teacher should relate the story/book to the students' previous knowledge by asking them some questions pertaining to the story/book.
- d. The student should read the story/book once without interruption.
- e. The teacher should read the text more than once because reading the same text several times will help the students comprehend.
- f. After the first uninterrupted reading, the student can interrupt the rereading to get an explanation of the words.
- g. The teacher should ask some question to assess the students' comprehension, while the reader is rereading the story/book.
- h. At the end of the class, the teacher will ask the students to do reflective discussions about the story/book.
- i. The teacher will assess the students' understanding of the new words by asking them some questions about the meaning of the new words.³⁶

³⁶ *Ibid. p.14*

3. Advantages of Reading Aloud

Every strategy has its advantages one of the strategies in the teaching reading is reading aloud that has advantages for improving the ability of students.

Reading aloud has five functions or advantages in teaching reading.

- a. Practice pronunciation
- b. Improve oral English
- c. Get deeper understanding
- d. Strengthen the knowledge
- e. Improve the classroom atmosphere.³⁷

I. Frame of Thinking

Reading is an important ability in English learning, because in the modern era all the information comes to us in the form of text, so we should have the reading ability to be able to know the information because reading (text) is a tool of communication between readers and writers. Therefore, we should be able to comprehend the text so we can get the information from the text.

Many students got difficult to comprehend the text, so they had difficulty to find the main idea of the text because they have lack of vocabulary. Therefore, the researcher should use the suitable strategy in reading comprehension to solve this problem and to increase the student reading comprehension.

³⁷ Liangguang Huang, “*Reading Aloud in the Foreign Language Teaching*”, *Asian Social Science*, 6:4 (Zhenjiang, April. 2010), p.149

Group Investigation is an effective strategy for reading comprehension because this strategy emphasizes learning that collaboration among students so that students can help each other to comprehend the text. Group Investigation also emphasizes the student to active in learning process. Students make a group and investigate the problem with their friend, and then student make discussion with their friend in the group. So the student can understand a lot of material quickly because they share information each other with their friend.

Based on those explanations, it can be concluded that Group Investigation towards reading comprehension will increase students' ability in reading comprehension, it helps the students to understand the information from the text because they can share the information each other, so by using group investigation students to be more active in the learning process and students can more easily understand the meaning of the text that they read.

J. Hypothesis

Based on the theories and assumption, this research formulated the hypothesis as follows:

Ha: There was a significant influence of using Group Investigation towards students' reading comprehension on recount text at the first semester of the eighth grade of MTs Hasanuddin Bandar Lampung, in the academic year of 2017/2018.

Ho: There was no significant influence of using Group Investigation towards students' reading comprehension on recount text at the first semester of the eighth grade of MTs Hasanuddin Bandar Lampung, in the academic year of 2017/2018.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was quantitative based on the experimental research. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.¹ It means that experimental design is a general plan of research design that is used to reach valid conclusion about the influence of the variable in this research.

This research used quasi experimental research design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to groups. This is because the experimenter can not artificially create groups for the experiment.² It means that in quasi experimental research design the researcher cannot take only few groups as samples because it can interfere learning process.

¹ Donald Ary, Lucy Cheser Jacobs, and Chris sorensen, *Introduction to Research in Education*, (8th Edition), (Belmont: Wadsworth Cengage Learning, 2002), p.301

² John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p. 309.

In this research, two classes selected, the first class as a control class and the second class as an experimental class. The researcher will use pre-test and post-test group design.³ It is design of this research as follow:

Table 2
Pre and Posttest Design

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

Control class was a class that was not given treatment by using group investigation and experimental class was a class that was given treatment by using group investigation. In this research, the students were given pre-test to know their reading comprehension of recount text before treatment by using group investigation and posttest after the treatment by using Group Investigation in experimental class and by Reading Aloud in control class. The pretest and posttest were administered control and experimental class.

B. Variable of the Research

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organizations studied.⁴ There were two variables in this research namely: independent variable and dependent variable. An independent variable is presumed to effect (at least partly cause) or somehow influence at least one other

³ *Ibid.* p. 310

⁴ *Ibid.* p. 112.

variable. The dependent variable “depends on” what the independent variable does to it, how it affect it.⁵ The variables were investigated in this research, those are:

1. The independent of this research was group investigation (X), and
2. The dependent variable was students’ reading comprehension on recount text (Y).

C. Operational Definition of Variable

The operational of variables are as follows:

1. Independent Variable (X)

Group investigation is a strategy for teaching reading that asking the student to make a group and investigate reading material especially in reading comprehension of recount text.

2. Dependent Variable (Y)

Students’ ability in reading comprehension on recount text on personal recount is the ability to comprehend the reading material and retelling the event in the past. The aspect reading comprehension that taught to the students are main idea, expression/idiom, inference, grammatical features, detail, excluding facts not written, supporting idea and vocabulary in context.

⁵Jack R, Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill,2008), p.42.

D. Population, Sample and Sampling Technique of the Research

1. Population

According to Creswell, the term population, as used in research, refers to all the members of a particular group. It is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of a study.⁶ The population of this research were all the students at the eighth grade of MTs Hasanuddin Bandar Lampung 2017/2018 which consist of 46 that are divided into two classes. Based on those statements, all the classes are the population in this research. The population of the students at the Eighth of MTs Hasanuddin Bandar Lampung in the academic year of 2017/2018 can be seen in Table 3.

Table 3
The population of the Students at the Eighth Gradeof MTs
Hasanuddin Bandar Lampung in the academic year of 2017/2018

No	Class	Gender		Number of Students
		Male	Female	
1.	VIII A	12	11	23
2.	VIII B	14	9	23
Total		26	20	46

Source: Document of MTs Hasanuddin Bandar Lampung in the Academic Year of 2017/2018

2. Sampling Technique

In this research, the sample took from the population of research by using cluster random sampling technique. The selection of groups, or clusters,

⁶*Ibid.* p.105.

of subjects rather than individuals is known as cluster random sampling.⁷ The research was conducted at the eighth grade that consists two classes. The steps in determining the experimental class and control class as follows:

- a. The first, the researcher made a kind of lottery.
- b. Second, the researcher provided 2 pieces of small paper which each piece was the name of each class then the researcher rolled them up and put them into a glass.
- c. Third, the researcher shook the glass and took one of the pieces of the paper. For the first paper as the experimental class.
- d. Next, the researcher shook the glass again and take one small of piece of rolled paper. The name of class must be different with the name in the first shake so for the second paper as the control class.

3. Sample of the Research

Sample is part of population. According to Fraenkel, a sample is any part of a population of individuals on whom information is obtained.⁸ Based on the definition above, sample is part of population that used in this research. The eighth grade consist two classes that were VIII A and VIII B. By using cluster random sampling technique the researcher choose VIII A as experimental class and VIII B as control class.

⁷ *Ibid.* p.95

⁸ *Ibid.*

E. Data Collecting Technique

In collecting the data, the researcher used some techniques, they were:

1. Pretest

The pretest was given before the treatment by using group investigation.

The pretest was administered to measure the student' reading comprehension ability on recount text. The test was in form of multiple choice questions about recount text based on the provided topics that consist of 25 items with four alternative options and 60 minutes time allocation.

2. Posttest

The posttest was conducted after the students in experimental and control class given the treatment. It used to know student' reading comprehension recount text after being given treatment by using group investigation. It was administered after treatment given to measure the influence of using group investigation towards student' reading comprehension on recount text, the test was in form of multiple choice questions about recount text based on the provided topics that consist of 25 items with four alternative options and 60 minutes for time allocation.

F. Instrument of Research

This research used multiple choice question (MCQ) as a tool for testing in order to know students' reading comprehension on recount text. At the test content 25 items with four alternative options. The test is aim to measure students' reading

comprehension on recount text. The specifications were used in measuring reading comprehension are: main idea (topic), expression / idiom/ phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content.

The researcher prepares the instrument in the form of multiple choice questions.

The specification pretest and posttest can be seen in Table 4 and 5.

Table 4
The Test Specifications for Pretest and Posttest After Validity

No	Aspect	Item Number					
		Pre-Test		Total	Post Test		Total
		Even	Odd		Even	Odd	
1	Main idea (Topic)	-	1, 9, 11	3	24	1, 13	3
2	Expression/Idiom/ Phrase In context	14	21	2	4	9	2
3	Inference (Implied detail)	12, 24	-	2	2	23	2
4	Grammatical features (reference)	4, 16	3, 15	4	10, 16	5, 15	4
5	Detail (scanning for a specifically stated detail)	8, 20	23	3	8, 18, 20	-	3
6	Excluding facts not written	18	5, 19, 25	4	6, 12	7, 21	4
7	Supporting idea(s)	2, 22	7, 13	4	14	3, 19, 17	4
8	Vocabulary in context.	6, 10	17	3	22	11, 25	3
Total				25			25

G. Research Procedure

In this research, this research was conducted three steps; they were as follows:

1. Planning

Before the researcher applied the research procedure, the researcher made some planning to run the application well. There were some steps that were planned by the researcher. The procedure of making planning of the research can be seen as follows:

a. Determined the subject of the research

The subjects of the research were the students at the first semester of the Eighth grade of MTs Hasanuddin Bandar Lampung.

b. Preparing try-out

The researcher prepared a kind of test (called try-out test) that was given to the students. The researcher prepared try-out test for pre-test and post-test. Then the researcher evaluated the test items.

c. Preparing pre-test

The researcher prepared pre-test that was given to the students. The pre-test was given based on the questions select in the try out.

d. Determining the material to be taught

The researcher determined the material to be taught to the students, that was reading comprehension of recount text. The researcher gave treatment using Group Investigation for Experimental class and Reading Aloud for Control class.

e. Preparing post-test

The researcher prepared a kind of test (called post-test) that was given to the students. By giving post-test, the researcher know the students' improvement in their reading ability in comprehending English text or not.

2. Application

After making the planning, the researcher tried to apply the research procedure that already planned. There were some steps in doing this research, they were

- a. In the first meeting before given the treatment, the researcher gave pre-test. This test in the form of recount text that consist of 25 items.
- b. In the second until fourth meeting, after given the pre-test to the students, the researcher conducted the treatment by using Group Investigation in the experimental class and using Reading Aloud in control class.
- c. In the fifth meeting, the researcher gave post-test. The test was multiple choice with 4 options a, b, c and d. The total number of the test items were determined by the validity and reliability analysis of the try out. After being determined by the validity and reliability, there were 25 questions of post-test.

3. Reporting

The last point that should be done in the research procedure is reporting.

There are as follows:

1. Analyzing the data received from try-out
2. Analyzing the data received from pre-test and post-test
3. Making a report based on the findings.

H. Scoring Procedure

Before getting the score, the researcher determined the procedure used in scoring the students' work. In order to do that, the researcher used Arikunto's formula.⁹. The scores of post test and pretest was calculated by using the following formula :

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

Notes :

S = Score of test

r = Total of right answer

n = Total items

I. Tryout

Try-out test was given in try-out class to evaluate the test items to know the test valid or not before used to pre-test and post-test items. The try-out test

⁹Arikunto Suharsimi, *Dasar – dasar Evaluasi Pendidikan*, (Jakarta : Bumi Aksara, 2015).
p. 263

was held on 4th November 2017 that given to VIII MTs Al-Furqon Rawi in South Lampung, because in MTs Hasanuddin only have two classes. The researcher chose MTs Al-Furqon to be a try out place because it has the same level with MTs Hasanuddin, it has same curriculum, and same conditions of the learner.

1. Validity of the Test

To know whether the test is good or not, some criteria should be considered. The criteria of a good test are validity (content validity, construct validity and items validity), and reliability. Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.¹⁰ It means that Validity is a criterion in a test that makes the test good and suitable for students. To measure whether the test has good validity or not, the researcher used the content validity and construct validity.

a. Construct Validity

To measure construct validity refers to the source. Showing the measurement used contains correct operational definition, which is based on the theoretical concept. Construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.¹¹ It means that construct validity is a measurement of values on a score based on theoretical concept.

¹⁰ Donald Ary, at.al., *Op. Cit*, p. 224

¹¹ *Ibid*,p.219

This research administered the test whose the scoring covered eight aspect of reading they are: main idea, Expression/idiom/phrase in context, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written. To make sure, the researcher consulted the instrument of the test (pre-test and pos-test) to the English lecturer of UIN Raden Intan Lampung (Mr Satria Adi Pradana,M.Pd) as a validator, for determining whether the test has obtained construct validity or not. After the researcher consulted the test with the validator, the items test was suitable to the eight aspects of reading. (see appendix 3)

b. Item Validity

The test was given to the students are 50 multiple questions to know valid or not the questions that gave to the student at eight grade of MTs Al-Furqon Rawi Lampung Selatan. The item validity used to measure the validity of the test items. The researcher was given the tryout of the test to students from the different sample. The researcher used ANATES to calculate the data obtained from the try out to find the item validity of each them. After the researcher calculated the data by using ANATES, The result of the items try out for pre-test there were 23 items considered invalid. The invalid items number were 1, 5, 7, 8, 11, 12, 13, 14, 15, 16, 17, 18, 21, 27, 31, 39, 40, 41, 44, 45, 46, 47, and 50. While the valid

items were 27 items. They were the items number 2, 3, 4, 6, 9, 10, 19, 20, 22, 23, 24, 25, 26, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 42, 43, 48, and 49. It can be seen in appendix 4. After the researcher calculated the try out test by using ANATES, the researcher consulted again to the validator (Mr Satria Adi Pradana, M.Pd.) he said to remove two items test number 24 and 32 that is very difficult and very easy, hence the test items became 25 item to use in pretest and posttest.

2. Reliability of the Test

The way to know a good test is by reliability. Reliability refers to the consistency of test scores. People who use such measuring instruments must identify and use techniques that will help them determine to what extent their measuring instruments are consistent and reliable.¹² Reliability is the consistency of the measurement and dependable of the measurement. Besides a good test should have high validity, a good test should have high reliability, scores need to be consistent. The researcher used ANATES to know reliability of test.

The criteria of reliability test are :

0.91 – 1.00 = Very high reliability

0.71 – 0.90 = High reliability

¹²Donald Ary, et.al., Op.Cit, p.236

0.41 – 0.70 = Medium reliability

0.21 – 0.40 = Low reliability

0.0 – ≤ 0.20 = Very Low reliability.

From the criteria of reliability above, it can be drawn a conclusion that the result obtained in the ANATES of reliability that reliability test in reading comprehension has high reliability because the result of the reliability was 0.81 and the result of posttest was 0.74. The researcher concluded that the degree of the level of reliability of the instruments was high reliability. (see appendix 4)

J. Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

1. Fulfillment of the assumptions

a. Normality Test

In this research, normality test used to know whether the data in the experimental class and control classes are normally distributed or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed were Shapiro Wilk. The hypotheses for the normality test will formulated as follows:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of hypotheses for normality test are as follows:

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

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

b. Homogeneity Test

In this research, homogeneity test used to determine whether the data in experimental class and control class are homogeneous or not. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

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

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

3. Hypothetical Test

The researcher used independent sample t-test. In this case, the researcher used statistical computation by using *SPSS* (Statistical Package for Social Science) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypotheses are :

H_a : There is a significant influence of using Group Investigation towards students' reading comprehension on recount text at the first semester of the eighth grade of MTs Hasanuddin Bandar Lampung, in the academic year of 2017/2018.

H_0 : There is no significant influence of using Group Investigation towards students' reading comprehension on recount text at the first semester of the eighth grade of MTs Hasanuddin Bandar Lampung, in the academic year of 2017/2018.

While the criteria of acceptance or rejection of hypothesis are:

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

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

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

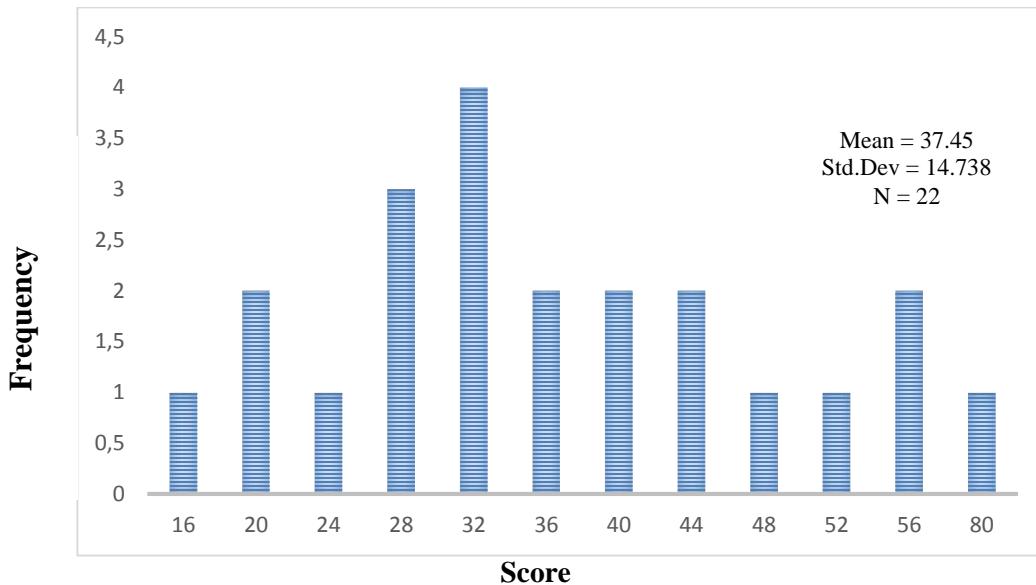
This research was aimed to know whether there is significant influence of using Group Investigation toward students' reading comprehension on recount text at the first semester of the eighth grade of MTs Hasanuddin Bandar Lampung academic year 2017/2018. The total number of the sample was 46 students, two classes were chosen as control class and experimental class.

The researcher got the data in the form of score. The score was derived from pre-test and posttest. The pretest was held on November 8th and 10th 2017 and post-test on November 16th and 18th 2017. In pretest, the researcher gave the task for the students before treatment and in the post test, the researcher gave the task for students to answer the questions after treatment.

After doing the research, the researcher got the result of the pre-test and post-test. The test was conducted in two classes, the first was experimental class and the second was control class.

1. Result of Pre-test in Experimental Class

The researcher conducted Pretest in order to know students' ability before the treatment. The pre-test was administrated on November 8th, 2017. The scores of students' recount text tested in pre-test in the experimental class could be seen in Figure 2.



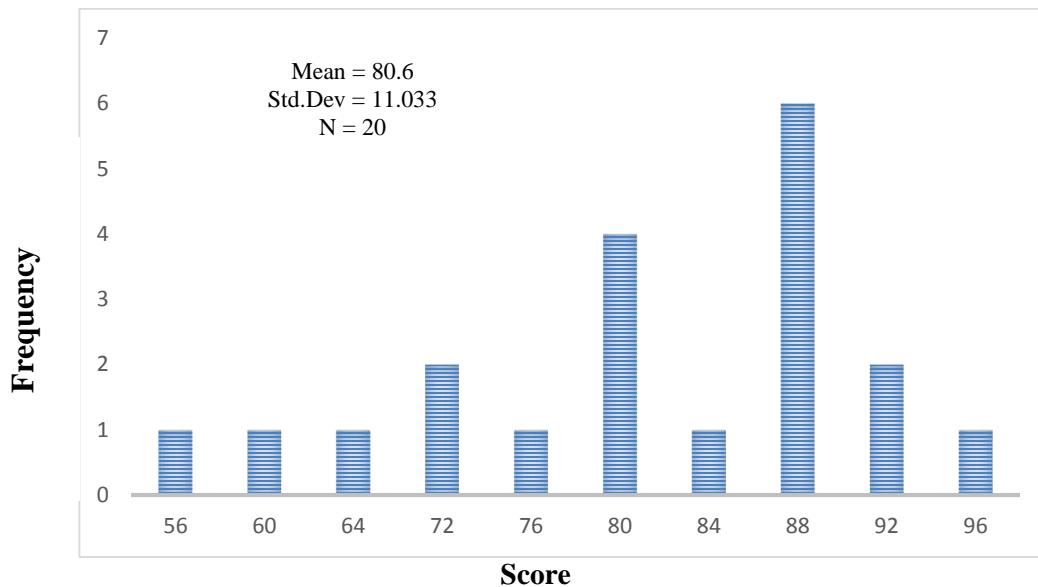
*Figure 2
Graphs of the Result of the Pre-test in Experimental Class*

Based on Figure 2, it could be seen that from 22 students there were 4 students got score 32, 2 students got score 20, 1 student got score 16, 1 student got score 24, 3 students got score 28, 2 students got score 36, 2 students got score 40, 2 students got score 44, 1 student got score 48, 1 student got score 52, 2 students got score 56, 1 students got score 80.

The mean of pretest in experimental class was 37.45, standard deviation was 14.738, N was 22, median was 34.00, mode was 32, variance was 217.212, minimum score was 16, maximum score was 80. It showed student' reading comprehension before they got treatments.

2. Result of Post-test in Experimental Class

The researcher also gave post-test in experimental class to know students' recount text after the treatment. It was administrated on November 18th, 2017. The score of pos-test in experimental class are presented in Figure 4.



*Figure 3
Graphs of the Result of the Post-test in Experimental Class.*

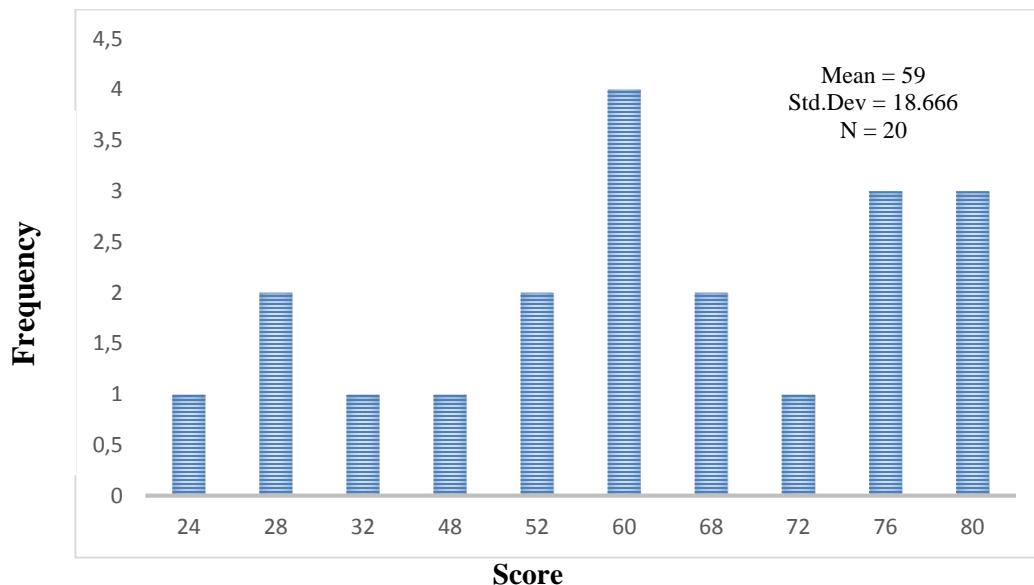
Based on Figure 4, it could be seen that from 20 students there were 6 students got score 88, 1 student got score 56, 1 student got score 60, 1 student got score 64, 2 students got score 72, 1 student got score 76, 4 students got score 80, 1 students got score 84, 2 students got score 92, 1 student got score 96.

The mean of post-test in experimental class was 80.6, standard deviation was 11.033, N was 20, median was 83.20, mode was 88, variance was 121.726,

minimum score was 56, maximum score was 96. It showed student' reading comprehension after they got treatments.

3. Result of Pre-test in Control Class

The researcher conducted Pre-test in order to know students' ability before the treatment. The pre-test administrated on November 8th, 2017. The scores of students' reading comprehension tested in pre-test in the control class could be seen in Figure 3.



*Figure 4
Graphs of the Result of the Pre-test in Control Class*

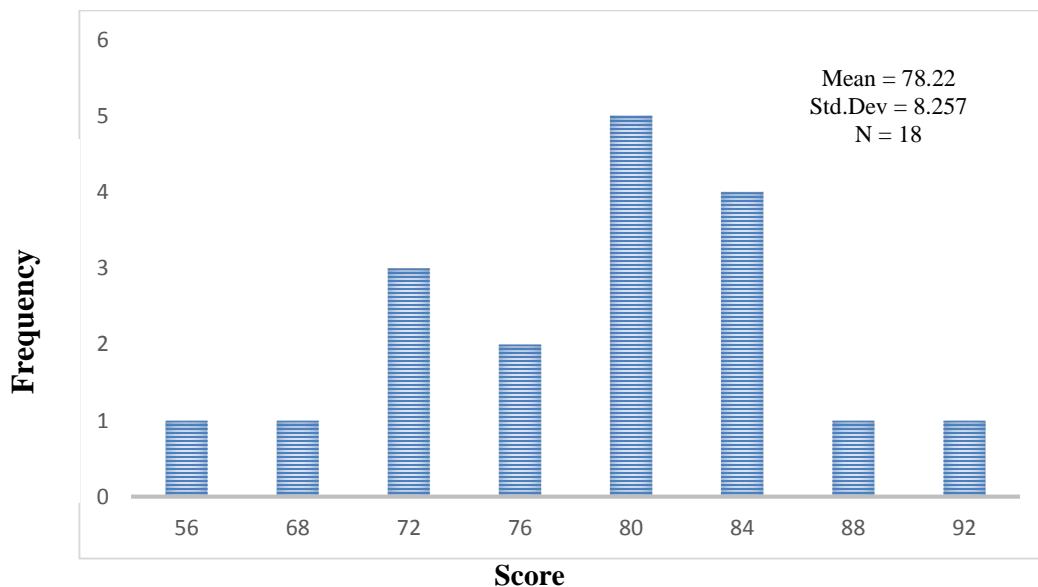
Based on Figure 3, it could be seen that from 20 students there were 4 students got score 60, 1 student got score 24, 2 students got score 28, 1 student got score 32,

1 student got score 48, 2 students got score 52, 2 students got score 68, 1 student got score 72, 3 students got score 76, 3 students got score 80.

The mean of pre-test in control class was 59, standard deviation was 18.666, N was 20, median was 60.00, mode was 60, variance was 348.421, minimum score was 24, maximum score was 80. It showed student' reading comprehension before they got treatments.

4. Result of Post-test in Control Class

The researcher also gave post-test in control class to know students' recount text after the treatment. It was administrated on November 18th, 2017. The score of pos-test in control class are presented in Figure 5.



*Figure 5
Graphs of the Result of the Post-test in Control Class.*

Based on Figure 5, it could be seen that from 18 students there were 5 students got score 80, 1 student got score 56, 1 student got score 68, 3 students got score 72, 2 students got score 76, 4 students got score 84, 1 student got score 88, 1 student got score 92.

The mean of post-test in experimental class was 78.22, standard deviation was 8.257, N was 18, median was 79.43, mode was 80, variance was 68.183, minimum score was 56, maximum score was 92. It showed student' reading comprehension after they got treatments.

B. Result of Data Analysis

1. Fulfillment of the assumptions

a. Result of Normality Test

The normality test was used to measure weather the data in the experimental class and control class are normally distributed or not.

The hypothesis formulas are:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

The criteria of acceptance or rejection of the hypotheses for normality test were:

H_0 is accepted if $Sig. (Pvalue) > \alpha = 0.05$

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

Table 5
The Result Normality Test of the Experimental and Control Class

Class	Shapiro-Wilk		
	Statistic	Df	Sig.
Experimental	.959	19	.555
	.916	17	.125

a. Lilliefors Significance Correction

Based on Table 5, it can be seen that Pvalue (Sig.) for experimental class was 0.555 and Pvalue (Sig.) for control class was 0.125. Because $Sig. (Pvalue)$ of experimental class $> \alpha 0.05$. So, H_o is accepted and $Sig. (Pvalue)$ for the 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.

b. The Result of Homogeneity Test

The researcher tested Homogeneity Test after he got the score of student' reading comprehension in experimental class and control class (pre-test and post-test of student' reading comprehension by using SPSS).

a. The hypotheses are:

H_o = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

b. The Criteria of the test are follows:

H_o is accepted if $Sig. > \alpha = 0.05$

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

Table 6
The Result Homogeneity Test of the Experimental and Control Class

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.001	1	34	.981

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that $\text{Sig. (Pvalue)} = 0.981 > \alpha = 0.05$. It demonstrated that H_0 was accepted because $\text{Sig. (Pvalue)} > \alpha = 0.05$. It means that the variance of the data was homogenous.

c. The Result of Hypothetical Test

Based on the previous explanation that 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 Group Investigation towards students' reading comprehension on recount text at the first semester of the eighth grade of MTs. Hasanuddin Bandar Lampung, in the academic year of 2017.

H_0 : There is no significant influence of using Group Investigation towards students' reading comprehension on recount text at the first semester of the eighth grade of MTs. Hasanuddin Bandar Lampung, in the academic year of 2017.

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

H_0 is accepted if $Sig. (Pvalue) > \alpha = 0.05$

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

Table 7
The Result of Hypothetical test

t	Df	Sig. (2-tailed)
4.388	34	.000

Based on the results obtained in the independent sample t-test in Table 7, that the value of significant generated $Sig. (P_{value}) = 0.000 < \alpha = 0.05$. So, H_a is accepted and H_0 is rejected. Based on the computation, it can be concluded that there was a significant influence of using Group Investigation toward student reading comprehension on recount text at the first semester of the eighth grade of MTs Hasanuddin Bandar Lampung in academic year of 2017.

2. Discussion

At the beginning of the research, the pretest was administered to know students' achievement in reading ability before they were given treatments by the researcher. The result showed that mean score of pretest in experimental class was 37.45 and at the end of the research, post-test was given to measure the improvement of the students' reading ability in experimental class after treatments done. The mean score of post-test in experimental class was 80.6 hence the researcher got gain score of pretest and posttest 43.15. It can be conclude that there is significant influence by using group investigation toward students reading score in experimental and student got score posttest higher than pretest in experimental class.

The first meeting in control class, the researcher was given the pretest to know students' achievement in reading ability before they were given treatments by the researcher. The researcher got the result that showed the mean score of pretest in control class was 59 and at the end of the research, post-test was given to know the improvement of the students' reading ability in control class after treatments done. The mean score of post-test in experimental class was 78.22 with the result that the researcher got gain score of pretest and posttest 19.22. It means that there is influence in control class but the data present that the score after taught by using Group Investigation in experimental class is better than the score after taught by using reading aloud in control class.

There are differences data presentations between taught by using Group Investigation as a strategy and taught by using Reading Aloud as a strategy. The data present that the score taught by using Group Investigation as a strategy was 80.6 and the score taught by using Reading Aloud as a strategy was 78.22, it explains that the posttest scores between experimental class and control class did not have a significant difference but the researcher found the gain of the score between experimental class and control class had significant difference. The gain score in experimental class was 43.15 and the gain score in control class was 19.22. It can be concluded that taught by using group investigation more effective than taught by using reading aloud.

From the result, we can see that the result of students' post-test is higher in pre-test. Besides that, group investigation can improve each aspect of students reading comprehension including main idea (topic), expression / idiom/ phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content. The result of pre-test and post-test also showed that the students who taught by using Group Investigation got better result than the students who taught by using Reading Aloud.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It

means that the treatments had influence of using Group Investigation towards students' reading comprehension on recount text, hence alternative hypothesis is accepted. It had been supported by the previous research conducted by Zulkifli et.al., about The Use of Group Investigation to Improve Reading Comprehension of the Second Year Student at Sman 2 Bangko, this strategy make students give idea and share their idea to their friend. Hence students can get new idea from their friend, student can make a discussion, connection, and comment, ask a question and clarify something. Therefore, they need help the teachers work to motivate and in support them to increase their comprehension in reading and science to make them interest about it. group investigation also gives the students a chance to work with a group discussing what will happen next in the text, if the students share their ideas with the friends in reading class, it will help their friends who are not understand the content of the text.

CHAPTER V **CONCLUSION AND SUGGESTION**

A. Conclusion

At the end of the research, the post-test was given to measure the influence of Group Investigation towards students' reading comprehension on recount text in both classes after treatments done. The mean score of post-test in experimental class was 80.6 and the mean score of post-test in control class was 78.22. It showed that the students' post-test score in experimental class was higher than students' post-test 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 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Based on the result of data analysis, the researcher concluded that there was significant influence of group investigation towards students' reading comprehension on recount text at the first semester of the eighth grade of MTs Hasanuddin Bandar Lampung in the academic year of 2017/2018.

B. Suggestion

Based on the result of this research, the researcher proposed suggestions as:

1. Suggestion to the teacher
 - a. In this research, the researcher found out that group investigation can be used to develop and motivate the students' reading comprehension. Due to the finding, English teacher can help students increase their reading comprehension by using group investigation.
 - b. Teachers should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. It was important for teachers to pay more attention to students' activity during the teaching learning process in order to achieve the goal of study. The last, the teachers should be able to create the teaching learning process enjoyable, such as selecting interesting method or strategy.
 - c. Students should know some methods which may be used in learning to improve their understanding.
 - d. Group investigation is a good strategy to help students in increasing reading comprehension. It will help the teacher to make the students understand fast. However, this strategy also has some weakness. The problem usually happens when using this strategy is because not all student discuss about the material given, sometimes there are some students who do not discuss the material given. To solve it the teacher must prepare the using group investigation well

and the teacher must guide the student, motivate the student and support them to increase their attention.

2. Suggestion for students

The students should study hard and more practice in reading English to improve their reading comprehension. They also should be active and creative in learning activity.

3. Suggestion to the further research

In this research the researcher focused on the influence of group investigation towards students' reading comprehension on recount text. Therefore, it is suggested for the next researcher to investigate the influence of other strategy towards other English skills such as listening, speaking, writing or reading ability.

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Appendix 1

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

NO	Question	Answer	Conclusion
1	Teknik / Metode apakah yang ibu gunakan dalam mengajar reading ?	Yang ibu gunakan selama ini yaitu demonstrasi praktik secara langsung ke anak-anak dan penggunaannya secara kondisional.	Guru menggunakan praktik demonstrasi secara langsung ke siswa kelas VIII yang ada di MTs Hasanuddin Bandar Lampung.
2	Apakah ibu selalu menggunakan metode tersebut?	Tidak Selalu	Guru tidak selalu menggunakan metode ini ketika mengajar reading.
3	Bagaimana prosedur mengajarkan metode tersebut di reading ?	Saya ambil 2 atau 3 anak saya suruh membaca setelah mereka selesai membaca baru saya bacakan bacaan yang benar seperti ini, kemudian saya minta anak untuk mendengarkan saya bagaimana cara membacanya, kemudian anak-anak mengikuti.	Guru meminta sebagian murid untuk membacakan teks berbahasa inggris, kemudian guru menyimak dengan seksama, dan setelah itu guru mengoreksi bacaan murid dan memberikan contoh cara membaca yang benar kepada murid dan setelah itu guru meminta murid untuk mengikuti bacaannya.
4	Apakah ada permasalahannya pertama karena anaknya kurang minat dalam belajar bahasa inggris, kemudian banyak kendala ada satu yang mau belajar, satu yang bermain, jadi kendalanya itu komplek. Minatnya kurang	Ada, permasalahannya pertama karena anaknya kurang minat dalam belajar bahasa inggris, kemudian banyak kendala ada satu yang mau belajar, satu yang bermain, jadi kendalanya itu komplek. Minatnya kurang	Permasalahan yang dihadapi guru ketika mengajar reading adalah kurang minat siswa dalam mempelajari bahasa inggris khususnya reading dan kurang nya konsentasi siswa dalam

			proses belajar mengajar karena di sebabkan banyaknya siswa yang bermain ketika proses belajar mengajar.
5	Bagaimana cara ibu menyikapi permasalahan seperti itu ketika belajar reading?	Saya ajak anak ini untuk bermain semacam game	Guru memberikan semacam game ketika mengajar guna mendapatkan perhatian lebih dari siswa.

Appendix 2

THE RESULT OF INTERVIEW WITH THE STUDENT IN THE PRELIMINARY RESEARCH

Annisa Wati

NO	Question	Answer	Conclusion
1	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Baik, santai dalam mengajarkannya, tidak bertele-tele dalam mengajar, dan menyenangkan.	Guru mengajar dengan cara yang cukup baik, yaitu santai, fokus terhadap apa yang di bahas, dan menyenangkan.
2	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Iya, dengan cara mengetes.	Iya guru memiliki metode khusus dalam mengajar reading, semacam memberikan pertanyaan kepada murid
3	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Ya, Menyenangkan sekali	Siswa merasa senang ketika guru mengajar <i>Reading</i> di kelas.
4	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Jatung terasa mau copot	Walaupun menyenangkan siswa merasa kesulitan ketika belajar.
5	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Susah karena bahasanya ribet	Siswa kesulitan saat belajar reading.

Amri

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Baik orangnya santai dan tidak gampang emosi.	Guru mengajar dengan santai, baik dan tidak mudah marah ketika mengajar di kelas.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Iya, mis Elviarni memberikan metode khusus.	Iya guru memberikan metode khusus kepada siswa.
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Ya, menyenangkan	Siswa merasa senang ketika guru mengajar <i>Reading</i> di kelas.

	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Baik	Siswa merasa baik ketika guru mengajar.
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Tidak tau cara membacanya	Kesulitan siswa saat mempelajari reading adalah siswa bingung cara membacanya.

Suep

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Alhamdulillah baik agak agak jahat.	Siswa berpendapat bahwa guru baik dalam mengajar tapi terkadang jahat mungkin maksud siswa terkadang guru menegur dengan cara yang sedikit keras sehingga siswa berpendapat seperti ini.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Iya.	Iya, guru memiliki metode khusus.
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Iya.	Guru mengajarkan <i>Reading</i> dengan cara yang menyenangkan.
	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Kesel Banget	Siswa merasa kesal ketika guru mengajar <i>Reading</i> di kelas mungkin siswa merasa kesulitan saat belajar <i>Reading</i> di kelas.
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Artinya doang	Siswa merasa kesulitan dalam memahami makna teks bahasa inggris karena siswa tidak mengetahui artinya teks tersebut.

Nur Fauzan

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Kadang-kadang enak ngajarnya kadang-kadang ga enak.	Siswa merasa cara guru mengajar terkadang bisa dimengerti terkadang sulit dimengerti.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Iya, Mis Elviarni memberikan metode khusus dalam mengajar.	Iya guru memberikan metode khusus kepada siswa.
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Tidak	Siswa merasa cara mengajar yang dilakukan oleh guru tidak menyenangkan.
	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Tidak mengerti	Siswa merasa tidak mengerti ketika guru mengajar.
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Tidak tau cara membaca inggrisnya	Siswa memiliki kesulitan dalam pronunciation atau cara membaca.

M. Azis Saputra

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Dia orangnya sabar murah senyum sering hafalan terus.	Menurut siswa guru memiliki pribadi yang sabar dan murah senyum ketika mengajar tetapi guru selalu memberikan hafalan teks bahasa inggris kepada siswa.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Iya,	Iya guru memberikan metode khusus kepada siswa.
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Ya,	Guru menyenangkan ketika mengajar.

	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Senang tapi saya gak suka belajar bahasa inggris	Siswa merasa Senang ketika guru mengajar tetapi siswa kurang memiliki minat dalam belajar bahasa inggris.
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Kalo buat soal	Siswa merasa kesulitan memahami teks dalam bentuk soal.

Thia Rahayu

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Baik dan sabar juga sangat menyenangkan	Siswa merasa senang ketika diajarkan oleh guru karena guru memiliki karakter yang baik dan sabar.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Iya, dia memberikan metode khusus.	Iya guru memberikan metode khusus kepada siswa dalam mengajar <i>Reading</i> .
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Ya, sangat menyenangkan	Cara mengajarkan guru sangat menyenangkan bagi siswa.
	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Senang	Siswa merasa senang belajar bahasa inggris.
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Cara bicaranya yang sulit	Siswa memiliki kesulitan dalam pengucapan kata yang ada dalam bahasa inggris.

Anisya Nurjannah

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Baik	Guru mengajar bahasa inggris dengan cukup baik.
	Apakah Mis Eviarni	Iya, mis Elviarni memberikan	Iya guru memberikan

	memberikan metode khusus dalam mengajar <i>Reading</i> ?	metode khusus.	metode khusus kepada siswa.
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Ya, Mis Elviarni memberikan bahasa inggris menyenangkan	Cara penyampaian guru sangat menyenangkan bagi siswa ini.
	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Sungguh senang	Siswa merasa senang ketika guru mengajar.
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Menurut saya bahasa inggris itu susah dan sulit untuk memahaminya	Siswa merasa sulit untuk memahami teks berbahasa inggris.

Rika Sundari

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Baik.	Guru mengajar bahasa inggris dengan baik bagi siswa.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Iya, mis Elviarni memberikan metode khusus dengan menulis	Iya guru memberikan metode khusus kepada siswa dengan cara menulis.
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Iya	Iya cara mengajar guru menyenangkan bagi siswa
	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Perasaan saya buk Elvi mengajarkan dengan baik dan benar	Siswa merasa guru telah mengajarkan <i>Reading</i> dengan baik dan benar.
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Menurut saya teks bahasa inggris itu sulit	Teks bahasa inggris sulit untuk dipahami maknya bagi siswa.

Nur Vadilla

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Menyenangkan banget	Guru mengajar dengan cara yang sangat menyenangkan.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Dengan cara mengetest atau hafalan	Guru menguji siswa dan juga memberikan hafalan kepada siswa.
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Menyenangkan karena baik	Siswa merasa senang ketika diajar oleh guru karena guru baik terhadap siswa.
	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Serasa jantung mau copot	Siswa merasa kesuitan dalam memahami makna teks bahasa inggris.
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Susah ngomongnya ribet	Siswa kesulitan dalam cara membaca bahasa inggris dari setiap kata dan kalimat.

M. Zidny Ilmy

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Cara mengajarnya adalah baik, sopan, suka senyum.	Guru mengajar dengan cara yang baik sopan dan murah senyum terhadap siswa.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Iya, kalo saya tidak lancar bahasa inggris pasti diajarkan untuk menghafal	Guru memiliki kecenderungan memberikan hafalan kepada siswa.
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Ya, karena ibu elvi mengajarnya menghafal	Siswa merasa senang ketika guru mengajar karena guru mengajar dengan cara memberikan hafalan.
	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Ceria dan semangat untuk belajar.	Siswa merasa ceria dan semangat belajar.
	Menurut kamu apa yang membuat kamu	Kadang bingung ngeliat tulisan bahasa inggris	Siswa kesulitan dalam membaca bahasa inggris

	kesulitan untuk memahami teks bahasa inggris yang kamu baca?		sehingga mereka sulit memahami teks yang ada.
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Laila Safitri

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Sebelum mengajar menasehati / ngoceh	Guru memberikan motivasi terlebih dahulu sebelum memulai pelajaran.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Enggak.	Guru tidak memiliki metode khusus dalam mengajar <i>Reading</i> .
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Enggak	Siswa merasa tidak senang dalam belajar <i>Reading</i> .
	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Ngantuk	Siswa merasa mengantuk ketika proses belajar mengajar.
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Pengucapannya susah	Siswa kesulitan pada masalah pengucapan dalam bahasa inggris yang dinilai sangat sulit.

Mardhiah

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Dengan cara serius saat mengajar	Guru mengajar dengan cara yang serius ketika memberikan materi.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Tidak.	Guru tidak memberikan metode khusus ketika mengajar <i>Reading</i> .
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Ya, sangat menyenangkan	Siswa merasa sangat senang ketika guru mengajar <i>Reading</i> di kelas.

	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Perasaanku saat Mis Elvi mengajar sangat	Siswa merasa senang ketika guru memberikan materi <i>Reading</i> kepada siswa walaupun guru tidak memberikan metode khusus saat mengajar <i>Reading</i> .
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Iya saat menulis dan membaca	Siswa memiliki kesulitan saat menulis dan membaca.

Latifatu Rofiko

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Sebelum belajar nasehatin dulu	Guru memberikan beberapa nasihat sebelum memulai pelajaran.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Enggak.	Tidak, guru tidak memberikan metode yang special ketika mengajar <i>Reading</i> .
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Enggak.	Guru mengajarkan <i>Reading</i> dengan cara yang tidak menyenangkan bagi siswa.
	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Ngantuk	Cara penyampain / metode yang dilakukan guru ketika mengajar <i>Reading</i> membuat sebagian siswa merasa mengantuk.
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Pengucapannya susah	Siswa merasa kesulitan dengan cara pengucapan setiap kata bahasa inggris.

Nur Rachma Liani

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa	Serius tapi sangat menyenangkan.	Siswa merasa cara guru mengajar dengan serius dan juga menyenangkan.

	inggris?		
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Iya.	Iya guru memberikan metode khusus kepada siswa.
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Iya sangat menyenangkan	Cara mengajarkan guru menyenangkan bagi siswa ini.
	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Sedikit cagung	Siswa merasa canggung ketika guru mengajar.
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Cara pengucapannya karena sedikit sulit.	Siswa memiliki kesulitan dalam pronunciation.

M. Tio Pratama

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Santai	Menurut siswa guru mengajar dengan santai.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Cara pengucapannya	Guru memberikan metode khusus kepada siswa tentang cara pengucapan sebuah kata.
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Ya,	Guru menyenangkan ketika mengajar.
	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Mengikutinya	Siswa mengikuti pelajaran sesuai dengan apa yang guru instruksikan.
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Cara membaca	Siswa kesulitan dengan cara membaca teks bahasa inggris yang guru berikan.

Firdaus

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Bahasanya mudah dipahami dan dimengerti	Guru ketika mengajar menggunakan bahasa yang mudah dipahami dan dimengerti.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Mis menulis dipapan tulis dan kita disuruh menghafalnya .	Guru menulis sebuah teks kemudian siswa diminta untuk menghafal teks tersebut.
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Ya, sangat menyenangkan dan seru	Bagi siswa cara mengajarkan guru sangat menyenangkan dan seru.
	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Senang tapi ngantuk	Siswa merasa senang belajar bahasa inggris akan tetapi siswa merasa mengantuk dengan materi yang disampaikan oleh guru.
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Cara membacanya karane tidak sesuai dengan tulisan	Siswa masih kurang mengusai cara pengucapan setiap kata dalam bahasa inggris sehingga dia merasakan kesulitan ketika dihadapkan dengan berbahasa inggris.

Kirang

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Mis Elviarni kalau mengajar itu santai, terus kadang menulis kosa kata yang tidak kita ketahui.	Guru mengajar bahasa inggris dengan cukup baik dan juga guru akan menulis kosa kata baru yang belum diketahui oleh siswa untuk dibahas.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Iya.	Iya guru memberikan metode khusus kepada siswa.
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Ya, saya senang kalau Mis Elviarni mengajar karena menyenangkan	Cara penyampaian guru sangat menyenangkan bagi siswa ini sehingga siswa merasa senang setiap kali guru mengajar.
	Bagaimana perasaan	Sangat senang karena kita bisa	Siswa merasa senang ketika

	kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	tau pengucapannya	guru mengajar <i>Reading</i> dan juga siswa merasa guru selalu mendemonstrasikan cara pengucapan kosa kata bahasa inggris yang baik dan benar.
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Terkadang saya tidak mengerti artinya	Siswa memiliki kecenderungan mengerti sebagian makna / arti dalam sebuah teks dan sebagian lainnya siswa tidak paham akan maknanya.

M. Zaky

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Santai.	Guru mengajar bahasa inggris dengan santai.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Iya.	Iya guru memberikan metode khusus kepada siswa.
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Kadang-kadang	Terkadang guru menyenangkan bagi siswa terkadang tidak.
	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Biasa aja	Siswa merasa tidak ada hal istimewa ketika guru mengajar <i>Reading</i> kepada siswa.
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Membaca dialognya	Siswa kesulitan dalam membaca dialog berbahasa inggris.

Nabila Nuraini

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Mis Elvi memberikan atau menyuruh menghafal teks dan dia memberikan teks dan membuat / menyalin ke teks	Guru mengajar dengan cara meminta anak didik untuk menghafal teks kemudian guru meminta anak didik

		bahasa Indonesia atau sebaliknya.	untuk menerjemahkan teks tersebut.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Memberikan teks untuk dihafal.	Guru memberikan teks kepada siswa untuk dihafal, sehingga siswa hanya menghafal tanpa mengetahui makna dari teks tersebut.
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Sedikit Menyenangkan	Siswa merasa guru sedikit menyenangkan.
	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Agak mengembirakan	Siswa merasa agak senang ketika guru mengajar.
	Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Tidak mengerti artinya	Siswa tidak mengerti arti kata atau teks dalam bahasa inggris.

Larasati

NO	Question	Answer	Conclusion
	Bagaimanakah cara Mis Eviarni dalam mengajar bahasa inggris?	Sebelum belajar menasehati dahulu	Guru memulai pembelajaran dengan cara memotivasi siswa.
	Apakah Mis Eviarni memberikan metode khusus dalam mengajar <i>Reading</i> ?	Enggak	Guru tidak memiliki metode khusus.
	Apakah Mis Elviarni mengajar <i>Reading</i> / bahasa inggris menyenangkan?	Lumayan	Siswa merasa guru lumayan menyenangkan.
	Bagaimana perasaan kamu ketika Mis Elviarni sedang mengajar <i>Reading</i> ?	Ngantuk.	Siswa merasa ngantuk dalam pengajaran <i>Reading</i> disebabkan metode / cara penyampain guru.

	<p>Menurut kamu apa yang membuat kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?</p>	<p>Bahasanya susah</p>	<p>Dalam hal ada kemungkinan 2 kesulitan siswa 1. pengucapan 2. Meaning dari kata</p>
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Appendix 2

**STUDENTS' READING SCORE CLASS VIII A – VIII B
MTs. HASANUDDIN BANDAR LAMPUNG
IN 2017 ACADEMIC YEAR**

VIII A

NO	NAMES	SCORE
1	Amri	70
2	Ahmad Solihin	68
3	Anisya Nurjannah	68
4	Anjas Zulfa Mulya S	-
5	Annisa Wati	68
6	Thia Rahayu	70
7	Danu Alamsyah	72
8	Dela Safitri	70
9	Firdaus	70
10	Faisal Aziz	72
11	M. Jafar Denas Mujtahidi	72
12	Ririn Sania	70
13	Lisda Azizah	70
14	Mardiah	70
15	Hafidz Al Asfihani	68
16	M. Zidny llmy	68
17	M.Juhan Refaldi	68
18	Nur Rachma Liani	-
19	M. Afrianto	-
20	Nurvadila	75
21	Nurlaila Ali	72
22	Rika Sundari	70
23	Syamsul Hadi	70

VIII B

NO	NAMES	SCORE
1	Aan Istiadi	68
2	Abay Kurnia	24
3	Aziz Saputra	68
4	Danu Ferdiansyah	68
5	Egi Saputra	28
6	Khoirunnisa	68
7	Kirana	74
8	Laila Safitri	70
9	Larasati	72
10	Latifatur Rofiqoh	72
11	M. Fajar Sidiq	68
12	M. Indra Lesmono	60
13	M. Tio Pratama	70
14	M. Zaki	68
15	Miftahul Ulum	60
16	Nabila Nuraini	68
17	Niken Adelia	68
18	Nopi Pebrian	-
19	Nur Fauzan	68
20	Raden Erlangga	-
21	Rendi Anggara	68
22	Siti Nur Alisah	75
23	Siti Rahayu Ningsih	72

Appendix 3

FORMULIR VALIDASI UNTUK READING TEST PADA PRETEST DAN POSTTEST

Petunjuk:

Untuk setiap pertanyaan, berilah respon anda dengan tanda (✓) pada kotak yang tersedia.

NO	Question	Yes	No	Comments
1.	Apakah indikator-indikator sudah mencakup aspek yang ingin diukur?			
2.	Apakah petunjuk pengerjaan sudah jelas ?			
3.	Apakah Alokasi waktu sudah cukup?			
4.	Apakah item nomor 2, 12, 22, 25, 31, 44 sudah sesuai dengan aspek nomor 1?			
5.	Apakah item nomor 21, 29, 38, 40 sudah sesuai dengan aspek nomor 2?			
6.	Apakah item nomor 5, 13, 18, 26, 48 sudah sesuai dengan aspek nomor 3?			
7.	Apakah item nomor 4, 6, 17, 30, 33, 37, 39, 45, 46 sudah sesuai dengan aspek nomor 4?			
8.	Apakah item nomor 7, 15, 16, 20, 27, 32, 43 sudah sesuai dengan aspek nomor 5?			
9	Apakah item nomor 9, 24, 31, 35, 36, 49 sesuai dengan aspek nomor 6?			
10	Apakah item nomor 3, 8, 14, 19, 28, 42, 47 sesuai dengan aspek nomor 7?			
11	Apakah item nomor 1, 10, 11, 23, 34, 50 sesuai dengan aspek nomor 8?			

Komentar:

Tolong berilah beberapa komentar atau saran anda, mungkin itu dapat mengembangkan test ini menjadi lebih baik.

.....
.....
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Tanggal,
Validator

Satria Adi Pradana, M.Pd
NIP.

Appendix 5
Test Item for Pretest After Validity

Reading Comprehension Test for Pretest

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

Choose the correct answer by crossing (x) a,b,c or d based on the text !

Read the text to answer question number 1 to 4

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 colorful candles. After dark, the whole neighborhood 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 : <http://pak-anang.blogspot.com/Soal-Pengayaan-Bahasa-Inggris-SMP-UN-2013>

1. The main idea of paragraph 3 is...
 - a. the preparations for Diwali was very long.
 - b. Diwali was celebrated everywhere.
 - c. the writer was very happy with Diwali.
 - d. during Diwali, houses were decorated with lamps and candles.

2. When is Diwali held?
 - a. In Autumn
 - b. Every year
 - c. First week of Desember
 - d. End of October

3. **This** festival lasts for five days....

The **underlined** word refers to...

- a. Celebration.
- b. Diwali.
- c. India.
- d. Lighting the lights.

4. The writer feels that Diwali is a...festival.

- a. frightening
- b. peaceful
- c. fascinating
- d. moving

Read the text carefully and answer questions 5 to 6!

Iwan went to Jakarta two weeks ago. He went to Monas. There he used a lift to get to the top and he enjoyed the beauty of Jakarta from there. Then, he took a busway to Taman Mini Indonesia Indah. He visited the museum of science and technology. He also watched a film in Keong Mas Theatre. After that he went to Ancol. He saw people riding jet-sky. He rode a cable car there. Finally, he went home. He felt tired but happy.

Adapted From: <http://smpnegeri1cipongkor.blogspot.co.id/2013/02/berlatih-soal-recount-text.html>

5. Which of the following statement is NOT TRUE according to the text?

- a. Iwan went to Jakarta
- b. Iwan went to Monas
- c. He visited the museum of science and technology
- d. Iwan visited Lampung

6. Finally, he went **home**. He felt tired but happy.

The **underlined** word has synonym to....

- a. House.
- b. Villa.
- c. Hotel.
- d. Café.

Read the text to answer question number 7 to 8

Last week was a terrible day for me. My cousin and I were playing football in front of the house to spend time with us.

First, it was really fun until I kicked the ball too strong, so the ball hit me to the window and broke the window. When we wanted to escape, all of a sudden we all heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us. We are very afraid of her, but we do not know what to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the sound of skin. Then we know that homeowners allow dogs to chase us. And we were struggling to run as fast as her as we can.

But, I fell down so the dog managed to capture me and bit my leg. It really hurts me. Then the dog ran back into the house. My cousin took me to the doctor and told my parents . In the end, the doctor said that I was exposed to rabies. Then I was hospitalized for one week more.

That's a terrible day of the week for me, may not happen to me again in his next week Sunday.

Adapted From : <http://brechonana.blogspot.com/2014/12/contoh-recount-text-beserta-10-soal.html>

7. Who brought author to the doctor?
 - a. the owner of the house
 - b. his mother
 - c. police
 - d. his cousin

8. What the doctor said at author?
 - a. He is fine
 - b. The doctors say that the author is exposed to rabies
 - c. Stop run
 - d. he's healthy

Read the text carefully and answer questions 9 to 10 !

Last week, my family and I went to the beach for spending our holiday. We were my mother, my father , my elder brother and me. You can guess that in the beach was full of the visitors, so we decided to went there earlier, it was around 6 a.m. My parents had us to prepare google, swimming suit and clothes . My mother had planned to have breakfast with boiled instant noodle which would be cooked in the beach. My father prepared our tent and car.

We went the beach so earlier, the road was lonely. We got the beach around 7 p.m it was because it was not far from our city. After arriving the beach, we bought the entering ticket, each the entering ticket was Rp. 10.000/ person. My father decided to set the tent near of the tree, my mother set the fire and started to boil the instant noodle. We had to have breakfast before playing in the beach especially swimming. Finishing the breakfast, we went from the tent and went to beach.

My father swam fast and well, because my elder brother and I could not swim so we played the sand in spite of my mother took care of us from the tent. I collect the shell , my elder brother built the palace from the sand, my mother sometimes went us to make sure that we were fine. She was still baking the bread so we could not play together.

My mother called us to get the tent to enjoy the juicy orange juice and toast. When I looked the watch, it showed 9 morning, we enjoyed there . My parent told us to stop the holiday in the beach because we had to enter the wedding party of our relation at 12. We arrived at home at 10, and were ready to wear kebaya and batik in the wedding. It was happy time for the family time, going to the beach be our alternative to wasting the tiring day.

Adapted From: <http://www.studybahasainggris.com/contoh-recount-text-going-to-the-beach-beserta-latihan-soal-dan-jawaban/>

9. What is the text about?
 - a. Family and I went to the beach for spending our holiday
 - b. Going to Bali

- c. The happiness of having a great father
 - d. Play volley ball
10. The expression word “***fine***” in paragraph 3 could be best replaced by....
- a. Good.
 - b. Happy.
 - c. Bore.
 - d. Cool.

Question for numbers 11 to 15

Last week, I and my dad went to a store. We went there to buy some candies. In the store, the candies looked so good. I would have bought a lot of them but my dad said I could only have three. I gave the store owner the money for the candies. As we left the store, I ate one of the candies. It was yummy. I hope we come back soon.

Adapted From: <https://ghazimuharam.wordpress.com/2013/12/18/soal-bahasa-inggris-sltpmtssmp-kelas-viii-semester-gasal/>

11. What is the main idea from the text ?
- a. My dad and I buy candies
 - b. I go the candy shop
 - c. The candy is good
 - d. I go to the candy store
12. Which of the following is implied in the passage?
- a. the writer liked ball
 - b. the writer liked balloon
 - c. the writer liked candy
 - d. the writer liked mom
13. Where did the writer go last week ?
- a. book store
 - b. toys store
 - c. beach
 - d. candy store
14. The idiom “ **The candies looked so good** ”
Could be best replaced by...
- a. bad.
 - b. arrogant.
 - c. wonderful.
 - d. evil.
15. As **we** left the store, I ate one of the candies.
The **underlined** word refers to...
- a. Bobi and I.
 - b. Mom and I.

- c. Dad and I.
- d. Andi and I.

Read the text to answer question number 16 to 18

Adam's Diary

May 2010

23 Sunday.

When I got up, I felt ill, I went back to bed. Mum called the doctor. But he couldn't come, because he was ill too.

24 Monday.

The doctor came at 11 O'clock. He wrote a prescription for some medicine. Mum bought it in the drugstore. It was horrible. Yuck!

25 Tuesday.

Dad bought me model aeroplane. I read the instructions, but I couldn't make it, because the dog ate the glue.

Adapted From: <https://psikologisufistik.wordpress.com/2013/05/01/contoh-1-soal-uas-bahasa-inggris-smp-kelas-8-semester-genap/>

16., but I couldn't make **it**.

The **underlined** word refers to

- a. Father.
- b. Adam.
- c. Aeroplane.
- d. Doctor.

17. When I got up, I felt **ill**, ...

The expression the underline word could be best replaced by....

- a. health
- b. fine
- c. okay
- d. sick

18. Which of the following statement is NOT TRUE according to the text?

- a. Adam went to market
- b. Adam was sick
- c. Adam got model aeroplane
- d. The doctor came at 11 O'clock

Read the text to answer question number 19 to 21

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. Everyday 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: <https://psikologisufistik.wordpress.com/2013/05/01/contoh-1-soal-uas-bahasa-inggris-smp-kelas-8-semester-genap/>

19. Which of the following statement is NOT TRUE according to the text?
- he loves food
 - The writer went to Paris
 - he visited museum
 - his friend lend a book
20. When the writer went to paris?
- Sunday
 - Last week
 - Last month
 - Last holiday
21. “A friendly waiter” the idiom word of could be replaced by...
- Bad Friend
 - Good Waiter
 - Postman
 - Mother

Text For question 22 to 23

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogyakarta Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

Adapted from: <http://www.caramudahbelajarbahasainggris.net/2015/04/contoh-dan-soal-recount-text-beserta-jawabannya.html>

22. When did they go home?
- On Saturday morning
 - On Friday evening
 - On Thursday evening
 - On Friday afternoon
23. What are the big temples in Prambanan?
- angkor wat, syiwa, and sudra temples
 - paria, brahmana, and temples
 - brahmana, syiwa, and wisnu temples
 - wisnu, syiwa, and borobudur temples

Read the text to answer question number 24

Last holiday my students and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro. On Friday, we went to the sanctuaries in Prambanan. There are three major sanctuaries, the Brahmana, Syiwa and Wisnu sanctuaries. They are truly stunning. We went by just Brahmana and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled. On Saturday morning we went to Yogyakarta Kraton. We spent around two hours there. We were fortunate on the grounds that we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur. We touched base there at four p.m. At 6 p.m. we heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus.

Adapted from: <http://www.sekolahbahasainggris.com/kumpulan-contoh-soal-recount-text-beserta-kunci-jawaban-terbaru/>

24. Which of the following is implied in the passage?

- a. the writer went to Bandung
- b. the writer went to Jakarta
- c. the writer went to Lampung
- d. the writer went to Jogjakarta

Read the text and answer questions 25

Last 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.

First, we made a fire in front of the house. Then, we sat around the fire and sang together. We were all very happy. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. All of us had a good time. Finally, every body fell asleep there.

We woke up very late in the morning and had breakfast. In the afternoon, we went home.

Adapted from : <http://kbs.jogjakota.go.id/arsip.php?pelajaran=2&kelas=9&kriteria=&page=37>

25. All of these are what the writer did outside the house, EXCEPT....

- a. he played football.
- b. he had a bonfire.
- c. he sat around the fire.
- d. he sang together.

Answer Key

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

Answer Sheet

Name :
Stu. Number :

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

Appendix 6**Test Item for Posttest After Validity****Reading Comprehension Test for Posttest**

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

Choose the correct answer by crossing (x) a,b,c or d based on the text !

Question for numbers 1 to 5

Last week, I and my dad went to a store. We went there to buy some candies. In the store, the candies looked so good. I would have bought a lot of them but my dad said I could only have three. I gave the store owner the money for the candies. As we left the store, I ate one of the candies. It was yummy. I hope we come back soon.

Adapted From: <https://ghazimuharam.wordpress.com/2013/12/18/soal-bahasa-inggris-sltpmtssmp-kelas-viii-semester-gasal/>

1. What is the main idea from the text ?
 - a. My dad and I buy candies
 - b. I go the candy shop
 - c. The candy is good
 - d. I go to the candy store

2. Which of the following is implied in the passage?
 - a. the writer liked ball
 - b. the writer liked balloon
 - c. the writer liked candy
 - d. the writer liked mom

3. Where did the writer go last week ?
 - a. book store
 - b. toys store
 - c. beach
 - d. candy store

4. The idiom “ **The candies looked so good** “
 Could be best replaced by...
 - a. bad.
 - b. arrogant.
 - c. wonderful.
 - d. evil.

5. As we left the store, I ate one of the candies.

The underlined word refers to...

- a. Bobi and I.
- b. Mom and I.
- c. Dad and I.
- d. Andi and I.

Read the text and answer questions 6

Last 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.

First, we made a fire in front of the house. Then, we sat around the fire and sang together. We were all very happy. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. All of us had a good time. Finally, everybody fell asleep there.

We woke up very late in the morning and had breakfast. In the afternoon, we went home.

Adapted from : <http://kbs.jogjakota.go.id/arsip.php?pelajaran=2&kelas=9&kriteria=&page=37>

6. All of these are what the writer did outside the house, **EXCEPT**....

- a. he had a barbecue party for dinner.
- b. he had a bonfire.
- c. he sat around the fire.
- d. he sang together.

Read the text to answer question number 7 to 9

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. Everyday 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: <https://psikologisufistik.wordpress.com/2013/05/01/contoh-1-soal-uas-bahasa-inggris-smp-kelas-8-semester-genap/>

7. Which of the following statement is NOT TRUE according to the text?

- a. he loves food
- b. The writer went to Paris
- c. he visited museum
- d. his friend lend a book

8. When the writer went to paris?

- a. Sunday
- b. Last week
- c. Last month
- d. Last holiday

9. "A friendly waiter" the idiom word of could be replaced by...

- a. Bad Friend
- b. Good Waiter
- c. Postman
- d. Mother

Read the text to answer question number 10 to 12

Adam's Diary

May 2010

23 Sunday.

When I got up, I felt ill, I went back to bed. Mum called the doctor. But he couldn't come, because he was ill too.

24 Monday.

The doctor came at 11 O'clock. He wrote a prescription for some medicine. Mum bought it in the drugstore. It was horrible. Yuck!

25 Tuesday.

Dad bought me model aeroplane. I read the instructions, but I couldn't make it, because the dog ate the glue.

Adapted From: <https://psikologisufistik.wordpress.com/2013/05/01/contoh-1-soal-uas-bahasa-inggris-smp-kelas-8-semester-genap/>

10., but I couldn't make it.

The underlined word refers to

- a. Father.
- b. Adam.
- c. Aeroplane.
- d. Doctor.

11. When I got up, I felt ill, ...

The expression the underline word could be best replaced by....

- a. health
- b. fine
- c. okay
- d. sick

12. Which of the following statement is NOT TRUE according to the text?

- a. Adam went to market
- b. Adam was sick
- c. Adam got model aeroplane
- d. The doctor came at 11 O'clock

Read the text to answer question number 13 to 16

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 colorful candles. After dark, the whole neighborhood 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 : <http://pak-anang.blogspot.com/Soal-Pengayaan-Bahasa-Inggris-SMP-UN 2013>

13. The main idea of paragraph 3 is...

- a. the preparations for Diwali was very long.
- b. Diwali was celebrated everywhere.
- c. the writer was very happy with Diwali.
- d. during Diwali, houses were decorated with lamps and candles.

14. When is Diwali held?

- a. In Autumn
- b. Every year
- c. First week of Desember
- d. End of October

15. This festival lasts for five days....

The underlined word refers to...

- a. Celebration.
- b. Diwali.
- c. India.
- d. Lighting the lights.

16. The writer feels that Diwali is a...festival.

- a. frightening
- b. peaceful
- c. fascinating
- d. moving

Read the text to answer question number 17 to 18

Last week was a terrible day for me. My cousin and I were playing football in front of the house to spend time with us.

First, it was really fun until I kicked the ball too strong, so the ball hit me to the window and broke the window. When we wanted to escape, all of a sudden we all heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us. We are very afraid of her, but we do not know what to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the sound of skin. Then we knew that homeowners allow dogs to chase us. And we were struggling to run as fast as her as we can.

But, I fell down so the dog managed to capture me and bit my leg. It really hurts me. Then the dog ran back into the house. My cousin took me to the doctor and told my parents. In the end, the doctor said that I was exposed to rabies. Then I was hospitalized for one week more.

That's a terrible day of the week for me, may not happen to me again in his next week Sunday.

Adapted From : <http://brechonana.blogspot.com/2014/12/contoh-recount-text-beserta-10-soal.html>

17. Who brought author to the doctor?

- a. the owner of the house
- b. his mother
- c. police
- d. his cousin

18. What the doctor said at author?

- a. He is fine
- b. The doctors say that the author is exposed to rabies
- c. Stop run
- d. he's healthy

Text For question 19 to 20

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogyakarta Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

Adapted from: <http://www.caramudahbelajarbahasainggris.net/2015/04/contoh-dan-soal-recount-text-beserta-jawabannya.html>

19. When did they go home?
- On Saturday morning
 - On Friday evening
 - On Thursday evening
 - On Friday afternoon
20. What are the big temples in Prambanan?
- angkor wat, syiwa, and sudra temples
 - paria, brahma, and temples
 - brahma, syiwa, and wisnu temples
 - wisnu, syiwa, and borobudur temples

Read the text carefully and answer questions 21 to 22!

Iwan went to Jakarta two weeks ago. He went to Monas. There he used a lift to get to the top and he enjoyed the beauty of Jakarta from there. Then, he took a busway to Taman Mini Indonesia Indah. He visited the museum of science and technology. He also watched a film in Keong Mas Theatre. After that he went to Ancol. He saw people riding jet-sky. He rode a cable car there. Finally, he went home. He felt tired but happy.

Adapted From: <http://smpnegeri1cipongkor.blogspot.co.id/2013/02/berlatih-soal-recount-text.html>

21. Which of the following statement is NOT TRUE according to the text?
- Iwan went to Jakarta
 - Iwan went to Monas
 - He visited the museum of science and technology
 - Iwan visited Lampung
22. Finally, he went **home**. He felt tired but happy.
The **underlined** word has synonym to....
- House.
 - Villa.
 - Hotel.
 - Café.

Read the text to answer question number 23

Last holiday my students and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro. On Friday, we went to the sanctuaries in Prambanan. There are three major sanctuaries, the Brahma, Syiwa and Wisnu sanctuaries. They are truly stunning. We went by just Brahma and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled. On Saturday morning we went to Yogyakarta Kraton. We spent around two hours there. We were fortunate on the grounds that we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur. We touched base there at four p.m. At 6 p.m. we heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus.

Adapted from: <http://www.sekolahbahasainggris.com/kumpulan-contoh-soal-recount-text-beserta-kunci-jawaban-terbaru/>

23. Which of the following is implied in the passage?

- a. the writer went to Bandung
- b. the writer went to Jakarta
- c. the writer went to Lampung
- d. the writer went to Jogjakarta

Read the text carefully and answer questions 24 to 25 !

Last week, my family and I went to the beach for spending our holiday. We were my mother, my father , my elder brother and me. You can guess that in the beach was full of the visitors, so we decided to went there earlier, it was around 6 a.m. My parents had us to prepare google, swimming suit and clothes . My mother had planned to have breakfast with boiled instant noodle which would be cooked in the beach. My father prepared our tent and car.

We went the beach so earlier, the road was lonely. We got the beach around 7 p.m it was because it was not far from our city. After arriving the beach, we bought the entering ticket, each the entering ticket was Rp. 10.000/ person. My father decided to set the tent near of the tree, my mother set the fire and started to boil the instant noodle. We had to have breakfast before playing in the beach especially swimming. Finishing the breakfast, we went from the tent and went to beach.

My father swam fast and well, because my elder brother and I could not swim so we played the sand in spite of my mother took care of us from the tent. I collect the shell , my elder brother built the palace from the sand, my mother sometimes went us to make sure that we were fine. She was still baking the bread so we could not play together.

My mother called us to get the tent to enjoy the juicy orange juice and toast. When I looked the watch, it showed 9 morning, we enjoyed there . My parent told us to stop the holiday in the beach because we had to enter the wedding party of our relation at 12. We arrived at home at 10, and were ready to wear kebaya and batik in the wedding. It was happy time for the family time, going to the beach be our alternative to wasting the tiring day.

Adapted From: <http://www.studybahasainggris.com/contoh-recount-text-going-to-the-beach-beserta-latihan-soal-dan-jawaban/>

24. What is the text about?

- a. Family and I went to the beach for spending our holiday
- b. Going to Bali
- c. The happiness of having a great father
- d. Play volley ball

25. The expression word “*fine*” in paragraph 3 could be best replaced by....

- a. Good.
- b. Happy.
- c. Bore.
- d. Cool.

Answer Key

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

Answer Sheet

Name :
Stu. Number :

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

Appendix 7

SILABUS PEMBELAJARAN

Sekolah : MTs Hasanuddin
Kelas : VIII (Delapan)
Mata Pelajaran : Bahasa Inggris
Semester : 1 (Satu)
Standar Kompetensi : Membaca

1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>1. Teks fungsional pendek berupa</p> <ul style="list-style-type: none"> - Undangan - pesan singkat <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> - Request <p>3. Kosa kata</p> <ul style="list-style-type: none"> - kata terkait – tema dan jenis teks <p>4. UngkapanBaku</p> <ul style="list-style-type: none"> - Don't be late ! - Don't miss it ! <p>1.3. Merespon makna dan langkah retorika dalam eseи pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk</p>	<ul style="list-style-type: none"> • Pesan Singkat Lia, I'm out for shopping your meal is in refrigerator Mom 2. Teks eseи berbentuk descriptif dan recount 1. Teks tulis berbentuk descriptive dan recount • Makna gagasan • Makna textual dalam teks descriptive/reco 	<p>4. menjawab pertanyaan tentang isi teks fungsional pendek “undangan” /pesan pendek</p> <p>5. Menyebutkan tujuan komunikatif teks fungsional pendek “undangan” /pesan pendek</p> <p>6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek “undangan” /pesan pendek</p> <p>1. Tanya jawab berbagai hal terkait tema/topik bacaan</p> <p>2. Review kosakata dan tatabahasa terkait jenis teks descriptive/reco</p>	<p>ciri kebahasaan teks fungsional pendek</p>	<p>Tes tulis</p>	<p>PG</p> <p>T / F</p>	<p><i>on the text</i></p> <p>1. Choose the best option based on the text.</p> <p>2. State whether the statements are TRU or FALSE.</p> <p>3. Answer the</p>	<p>4 x 40 menit</p>	<p>1. Buku teks yang relevan</p> <p>2. Koran/majalah</p> <p>3. Gambar peristiwa/tempat</p> <p>4. Lingkungan sekitar</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<i>descriptive dan recount</i>	<i>recount</i> 2. Langkah retorika teks <i>descriptive dan recount</i> 3. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i> 4. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i>	unt 3. Membaca teks <i>descriptive/recount</i> 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks <i>descriptive / recount</i> 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca 7. Membaca nyaring dan bermakna teks <i>descriptive / recount</i>	dan <i>recount</i> 4. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i> 5. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i> 6. Membaca nyaring teks <i>descriptive</i> dan <i>recount</i> .	Tes lisan	Membaca nyaring	<i>questions</i> <i>Read the text aloud.</i>		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness) Rasa hormat dan perhatian (respect) Tekun (diligence)								

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung,
Mahasiswa Peneliti

2017

Elviarni, S.Pd
NIP.

Achmad Alfarez
NPM. 1311040164

Mengetahui
Kepala Sekolah Mts Hasanuddin Bandar Lampung

NIP. _____

Appendix 8
Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	:	MTs Hasanuddin Bandar Lampung
Mata Pelajaran	:	Bahasa Inggris
Kelas/ Semester	:	VIII/ 1
Alokasi Waktu	:	6 x 40 Menit
Topik Pembelajaran	:	Recount Text
Skill	:	Reading
Pertemuan	:	3 kali pertemuan

A. Standar Kompetensi Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk **recount** untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk **recount**.

C. Indikator

1. Mengidentifikasi aspek-aspek dalam reading comprehension (*Main idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context*)
2. Mengeidentifikasi Langkah-langkah retorika dalam teks recount

D. Tujuan Pembelajaran

1. Siswa dapat Mengidentifikasi aspek-aspek dalam reading comprehension (*Main idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context*)

2. Siswa dapat Mengidentifikasi Langkah-langkah retorika dalam teks recount

E. Method atau teknik : Group Investigation

F. Materi

- **Recount Text**

Recount is a text which tells a series of events in the past and has its own generic structure. Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

- **The Generic Structures of Recount**

1. Orientation : Provides the setting and introduces participants
2. Events : Tell what happened, in what sequence.
3. Re-orientation : Optional-closure of events.

- **Language Features of Recount Text**

The Language Features of Recount Text are as follows:

- 1) Introducing personal participant ; I, my students, etc
- 2) Using chronological connection ; then, finally, etc
- 3) Using linking verb ; was, were, continued, etc
- 4) Using action verb ; went, visited, etc
- 5) Using simple past tense ; (S + V2) , went, etc

- **Materi Pertemuan ke-1**

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temple in Prambanan. There are three big temples, the Brahma, Syiwa, and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temples is being renovated.

On Friday morning, we went to Yogyakarta Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to

Borobudur. We arrived there at four p.m. At 5 p.m. we heard an announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by Wisata bus.

- ***Materi Pertemuan ke-2***

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement.

Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

- ***Materi Pertemuan ke-3***

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. *It had gone!* My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

G. Langkah-langkah Kegiatan Pembelajaran

- **Kegiatan Pendahuluan (10 Menit)**

- Apersepsi :

1. Guru memberi Salam
2. Berdo'a Sebelum belajar
3. Mengecek kehadiran siswa
4. Menanyakan kabar siswa

- Motivasi :

1. Guru Menyampaikan tujuan belajar berdasarkan situasi kelas
2. Guru menjelaskan tentang pentingnya pelajaran yang akan dipelajari

- **Kegiatan Inti (60 Menit)**

- **Eksplorasi (10 menit)**

1. Siswa ditanya apakah mereka pernah membaca cerita tentang pengalaman liburan seseorang
2. Siswa ditanya apakah mereka pernah berlibur atau mempunyai pengalaman masa lalu
3. Siswa dijelaskan tentang materi *recount text* Holiday in Yogyakarta
4. Siswa diperlihatkan contoh dari text recount
5. Siswa ditanya tentang topic dari *recount text*

- **Elaborasi (40 menit)**

1. Siswa diminta untuk membuat kelompok
2. Siswa diberikan oleh guru beberapa topik bahasan mengenai *recount text* untuk mereka pilih
3. Siswa diberikan lembar kerja
4. Siswa diarahkan oleh guru untuk dapat mengidentifikasi topik *recount text* yang telah diberikan oleh guru secara berkelompok
5. Siswa bersama-sama menyusun rencana apa yang akan mereka investigasi secara berkelompok

6. Siswa menginvestigasi topik bahasan yang telah di berikan oleh guru secara berkelompok
7. Siswa menyiapkan hasil investigasi ke dalam lembar kerja untuk dipaparkan di depan kelas
8. Siswa diminta untuk memaparkan hasil invetigasi mereka mengenai cerita teks *recount* yang mereka baca di depan kelas
9. Siswa menerima tanggapan atau feedback dari guru atas hasil investigasi meraka

• **Konfirmasi (10 menit)**

10. Siswa disuruh menjawab pertanyaan – pertanyaan pilihan ganda mengenai *recount text* sesuai intruksi soal
11. Siswa dan guru bersama- sama membahas jawaban pertanyaan
12. Siswa ditanya apakah siswa sudah memahami makna yang diajarkan

b. Kegiatan Penutup (10 Menit)

1. Siswa ditanya terhadap kesulitan materi yang telah dibahas
2. Siswa dipandu oleh guru Membuat kesimpulan tentang materi yang sudah dipelajari pada saat itu.
3. Guru memberikan pekerjaan rumah untuk siswa
4. Guru Menutup pelajaran dengan berdoa bersama-sama.

H. Media dan Sumber

1. *White board, marker, dan dictionary.*
2. *Worksheet*
3. Teks yang berhubungan dengan teks *recount*

I. Penilaian

1. Jenis tagihan : Tes tertulis
2. Bentuk instrument : Pilihan Ganda
3. Instrument : Recount text

Read the following passages and choose a, b, c, or d for each of the questions following :

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temple in Prambanan. There are three big temples, the Brahma, Syiwa, and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temples is being renovated.

On Friday morning, we went to Yogyakarta Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard an announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by Wisata bus.

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 Yogyakarta Kraton

2. The structure of the first paragraph is called
 - a. reason
 - b. re-orientation
 - c. events
 - d. orientation

3. Which of the following statement is **TRUE**?
 - a. The writer and the students went to Yogyakarta for having research.
 - b. The writer went to Borobudur first and then to Kraton.
 - c. The writer left for Jakarta on Friday
 - d. The writer was very disappointed with the guide.

4. Which temple was being renovated?
 - a. Syiwa
 - b. Syiwa and Wisnu
 - c. Brahma
 - d. Wisnu

5. The content is composed as an/an
 - a. recount.
 - b. narrative.
 - c. report.
 - d. anecdote.

Key answer :

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

J. Scoring

Pedoman penskoran : masing-masing soal jika dijawab dengan benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir dalam skala 0 – 100 sebagai berikut :

Skor perolehan

Nilai akhir : ----- X 100

Skor maksimal

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung,
Mahasiswa Peneliti

2017

Elviarni, S.Pd

Achmad Alfarezi
NPM. 1311040164

Mengetahui
Kepala Sekolah MTs Hasanuddin Bandar Lampung

(H. Janim, S.Pd)

Appendix 9
Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Hasanuddin Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/ 1
Alokasi Waktu : 6 x 40 Menit
Topik Pembelajaran : Recount Text
Skill : Reading
Pertemuan : 3 kali pertemuan

A. Standar Kompetensi Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount*

C. Indikator

1. Mengidentifikasi aspek-aspek dalam reading comprehension (*Main idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context*)
2. Mengidentifikasi Langkah-langkah retorika dalam teks recount

D. Tujuan Pembelajaran

1. Siswa dapat Mengidentifikasi aspek-aspek dalam reading comprehension (*Main idea, phrase in context, inference, grammatical feature, detail, excluding fact not written, supporting ideas, vocabulary in context*)
2. Siswa dapat Mengidentifikasi Langkah-langkah retorika dalam teks recount

E. Strategy : Reading Aloud

F. Materi

- **Recount Text**

Recount is a text which tells a series of events in the past and has its own generic structure. Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

- **The Generic Structures of Recount**

1. Orientation : Provides the setting and introduces participants
2. Events : Tell what happened, in what sequence.
3. Re-orientation : Optional-closure of events.

- **Language Features of Recount Text**

The Language Features of Recount Text are as follows:

- 1) Introducing personal participant ; I, my group, etc
- 2) Using chronological connection ; first, then, next, etc
- 3) Using linking verb ; was, were, saw, heard, etc
- 4) Using action verb ; walked, Shopping, go, change, etc
- 5) Using simple past tense ; (S + V2) , saw, went, etc

- **Materi Pertemuan ke-1**

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temple in Prambanan. There are three big temples, the Brahma, Syiwa, and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temples is being renovated.

On Friday morning, we went to Yogyakarta Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard an announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by Wisata bus.

- ***Materi Pertemuan ke-2***

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement.

Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

- ***Materi Pertemuan ke-3***

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. *It had gone!* My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

G. Langkah-langkah Kegiatan Pembelajaran

- **Kegiatan Pendahuluan (10 Menit)**

- Apersepsi :

1. Guru memberi Salam
2. Berdo'a Sebelum belajar
3. Mengecek kehadiran siswa
4. Menanyakan kabar siswa

- Motivasi :

1. Guru Menyampaikan tujuan belajar berdasarkan situasi kelas
2. Guru menjelaskan tentang pentingnya pelajaran yang akan dipelajari

- **Kegiatan Inti (60 Menit)**

- **Eksplorasi (10 menit)**

1. Siswa ditanya apakah mereka pernah membaca cerita tentang pengalaman liburan seseorang
2. Siswa ditanya apakah mereka pernah berlibur atau mempunyai pengalaman masa lalu
3. Siswa dijelaskan tentang materi *recount text*
4. Siswa dijelaskan tentang *Reading Aloud*, dan siswa diperlihatkan contoh dari text recount
5. Siswa ditanya tentang topic dari *recount text*

- **Elaborasi (40 menit)**

1. Siswa diperkenalkan dengan prosedur *Reading Aloud* untuk memastikan siswa memahami bagaimana menggunakan *Reading Aloud*
2. Siswa diberikan teks *recount* yang menarik bagi siswa
3. Guru membaca dulu teks *recount* dan menyoroti kata-kata yang merupakan kunci untuk memahami cerita.
4. Siswa diberikan beberapa pertanyaan berkaitan dengan teks yang dibaca.
5. Siswa membaca text *recount* secara individual sekali tanpa berhenti
6. Siswa mendengarkan guru membaca teks *recount* beberapa kali

7. Siswa membaca lagi teks recount untuk meningkatkan pemahaman mereka
8. Siswa mengulangi lagi membaca teks dengan jeda.
9. Guru memberikan beberapa pertanyaan untuk menguji pemahaman siswa berhubungan dengan teks
10. Siswa dan guru melakukan diskusi tentang cerita yang telah dibaca
11. Guru menilai pemahaman siswa mengenai kosa kata baru dengan mengajukan beberapa pertanyaan tentang arti dari kosa kata baru tersebut

• **Konfirmasi (10 menit)**

1. Siswa disuruh menjawab pertanyaan – pertanyaan pilihan ganda sesuai intruksi soal
2. Siswa dan guru bersama-sama membahas jawaban pertanyaan
3. Siswa Menanyakan apakah siswa sudah memahami makna yang diajarkan

b. Kegiatan Penutup (10 Menit)

1. Siswa ditanya terhadap kesulitan materi yang telah dibahas
2. Siswa dipandu oleh guru Membuat kesimpulan tentang materi yang sudah dipelajari pada saat itu.
3. Guru memberikan pekerjaan rumah untuk siswa
4. Guru Menutup pelajaran dengan berdoa bersama-sama.

H. Media dan Sumber

1. *White board, marker, dan dictionary.*
2. teks yang berhubungan dengan teks recount

I. Penilaian

1. Jenis tagihan : Tes tertulis
2. Bentuk instrument : Pilihan Ganda
3. Instrument : Recount text

Read the following passages and choose a, b, c, or d for each of the questions following :

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temple in Prambanan. There are three big temples, the Brahma, Syiwa, and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temples is being renovated.

On Friday morning, we went to Yogyakarta Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard an announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by Wisata bus.

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 Yogyakarta Kraton

2. The structure of the first paragraph is called
 - a. reason
 - b. re-orientation
 - c. events
 - d. orientation

3. Which of the following statement is **TRUE**?
 - a. The writer and the students went to Yogyakarta for having research.
 - b. The writer went to Borobudur first and then to Kraton.
 - c. The writer left for Jakarta on Friday
 - d. The writer was very disappointed with the guide.

4. Which temple was being renovated?
 - a. Syiwa
 - b. Syiwa and Wisnu
 - c. Brahma
 - d. Wisnu

5. The content is composed as an/an
 - a. recount.
 - b. narrative.
 - c. report.
 - d. anecdote.

Key answer :

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

J. Scoring

Pedoman penskoran : masing-masing soal jika dijawab dengan benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir dalam skala 0 – 100 sebagai berikut :

Skor perolehan

Nilai akhir : ----- X 100

Skor maksimal

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung,
Mahasiswa Peneliti

2017

Elviarni, S.Pd

Achmad Alfarezi
NPM. 1311040164

Mengetahui
Kepala Sekolah MTs Hasanuddin Bandar Lampung

(**H. Janim, S.Pd**)

*Appendix 10***Student Worksheet**

Group :
Members of Group :

1.
2.
3.
4.
5.

Title :

1. Who are the character in this story?

.....
.....
.....

2. This story tells about...

.....
.....
.....

3. What happened in this stroy?

.....
.....
.....

4. Where did story happened?

.....
.....
.....

5. When did story happened?

.....
.....
.....

*Appendix 11***LIST SAMPLE OF THE RESEARCH**

Experimental Class			
NO	NAMES	Gender	CODE
1	Amri	M	E-1
2	Ahmad Solihin	M	E-2
3	Anisya Nurjannah	F	E-3
4	Anjas Zulfa Mulya S	M	E-4
5	Annisa Wati	F	E-5
6	Thia Rahayu	F	E-6
7	Danu Alamsyah	M	E-7
8	Dela Safitri	F	E-8
9	Firdaus	M	E-9
10	Faisal Aziz	M	E-10
11	M. Jafar Denas Mujtahidi	M	E-11
12	Ririn Sania	F	E-12
13	Lisda Azizah	F	E-13
14	Mardiah	F	E-14
15	Hafidz Al Asfihani	M	E-15
16	M. Zidny llmy	M	E-16
17	M.Juhan Refaldi	M	E-17
18	Nur Rachma Liani	F	E-18
19	M. Afrianto	M	E-19
20	Nurvadila	F	E-20
21	Nurlaila Ali	F	E-21
22	Rika Sundari	F	E-22
23	Syamsul Hadi	M	E-23

Control Class			
NO	NAMES	Gender	CODE
1	Aan Istiadi	M	C-1
2	Abay Kurnia	M	C-2
3	Aziz Saputra	M	C-3
4	Danu Ferdiansyah	M	C-4
5	Egi Saputra	M	C-5
6	Khoirunnisa	F	C-6
7	Kirana	F	C-7
8	Laila Safitri	F	C-8
9	Larasati	F	C-9
10	Latifatur Rofiqoh	F	C-10
11	M. Fajar Sidiq	M	C-11
12	M. Indra Lesmono	M	C-12
13	M. Tio Pratama	M	C-13
14	M. Zaki	M	C-14
15	Miftahul Ulum	M	C-15
16	Nabila Nuraini	F	C-16
17	Niken Adelia	F	C-17
18	Nopi Pebrian	M	C-18
19	Nur Fauzan	M	C-19
20	Raden Erlangga	M	C-20
21	Rendi Anggara	M	C-21
22	Siti Nur Alisah	F	C-22
23	Siti Rahayu Ningsih	F	C-23

Appendix 12

Result of the Pre-test in the Control Class

Statistics

Score		
N	Valid	20
	Missing	26
Mean		59.00
Std. Error of Mean		4.174
Median		62.67 ^a
Mode		60
Std. Deviation		18.666
Variance		348.421
Range		56
Minimum		24
Maximum		80

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	1	2.2	5.0	5.0
	28	2	4.3	10.0	15.0
	32	1	2.2	5.0	20.0
	48	1	2.2	5.0	25.0
	52	2	4.3	10.0	35.0
	60	4	8.7	20.0	55.0
	68	2	4.3	10.0	65.0
	72	1	2.2	5.0	70.0
	76	3	6.5	15.0	85.0
	80	3	6.5	15.0	100.0
Total		20	43.5	100.0	
Missing	System	26	56.5		
Total		46	100.0		

Appendix 13

Result of the Pre-test in the Experimental Class

Statistics		
Score		
N	Valid	22
	Missing	24
Mean		37.45
Std. Error of Mean		3.142
Median		34.67 ^a
Mode		32
Std. Deviation		14.738
Variance		217.212
Range		64
Minimum		16
Maximum		80

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	1	2.2	4.5	4.5
	20	2	4.3	9.1	13.6
	24	1	2.2	4.5	18.2
	28	3	6.5	13.6	31.8
	32	4	8.7	18.2	50.0
	36	2	4.3	9.1	59.1
	40	2	4.3	9.1	68.2
	44	2	4.3	9.1	77.3
	48	1	2.2	4.5	81.8
	52	1	2.2	4.5	86.4
	56	2	4.3	9.1	95.5
	80	1	2.2	4.5	100.0
	Total	22	47.8	100.0	
Missing	System	24	52.2		
Total		46	100.0		

Appendix 14

Students' Score of Pretest and Posttest in Experimental and Control Class VIII A and VIII B at the MTs. Hasanuddin Bandar Lampung in the academic year of 2017

Experimental Class				Control Class			
NO	Code	Pre Test	Post Test	NO	Code	Pre Test	Post Test
1	E-1	36	72	1	C-1	60	68
2	E-2	20	92	2	C-2	24	72
3	E-3	40	88	3	C-3	80	76
4	E-4	40	80	4	C-4	-	80
5	E-5	44	88	5	C-5	28	-
6	E-6	32	72	6	C-6	68	-
7	E-7	28	88	7	C-7	76	84
8	E-8	24	96	8	C-8	68	84
9	E-9	28	80	9	C-9	76	88
10	E-10	20	-	10	C-10	80	-
11	E-11	80	-	11	C-11	28	72
12	E-12	44	56	12	C-12	60	84
13	E-13	56	88	13	C-13	76	80
14	E-14	52	84	14	C-14	52	76
15	E-15	32	92	15	C-15	60	92
16	E-16	-	80	16	C-16	80	80
17	E-17	28	88	17	C-17	60	72
18	E-18	48	76	18	C-18	-	-
19	E-19	32	88	19	E-19	48	80
20	E-20	36	-	20	C-20	-	-
21	E-21	32	80	21	C-21	32	80
22	E-22	56	60	22	C-22	72	84
23	E-23	16	64	23	C-23	52	56

Appendix 15

Result of the Post-test in the Experimental Class

Statistics	
Score	
N	Valid
	Missing
Mean	80.60
Std. Error of Mean	2.467
Median	83.20 ^a
Mode	88
Std. Deviation	11.033
Variance	121.726
Range	40
Minimum	56
Maximum	96

Posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	2.2	5.0	5.0
	60	1	2.2	5.0	10.0
	64	1	2.2	5.0	15.0
	72	2	4.3	10.0	25.0
	76	1	2.2	5.0	30.0
	80	4	8.7	20.0	50.0
	84	1	2.2	5.0	55.0
	88	6	13.0	30.0	85.0
	92	2	4.3	10.0	95.0
	96	1	2.2	5.0	100.0
	Total	20	43.5	100.0	
Missing	System	26	56.5		
Total		46	100.0		

Appendix 16

Result of the Post-test in the Control Class

		Statistics			
Score					
N	Valid				18
	Missing				28
Mean					78.22
Std. Error of Mean					1.946
Median					79.43 ^a
Mode					80
Std. Deviation					8.257
Variance					68.183
Range					36
Minimum					56
Maximum					92

Score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	2.2	5.6	5.6
	68	1	2.2	5.6	11.1
	72	3	6.5	16.7	27.8
	76	2	4.3	11.1	38.9
	80	5	10.9	27.8	66.7
	84	4	8.7	22.2	88.9
	88	1	2.2	5.6	94.4
	92	1	2.2	5.6	100.0
	Total	18	39.1	100.0	
Missing	System	28	60.9		
Total		46	100.0		

Appendix 17

The Result Normality Test of the Experimental Class and Control Class

Tests of Normality

Technique	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Gain	Experimental	.105	19	.200*	.959	19
	Control	.194	17	.090	.916	17

a. Lilliefors Significance Correction

*Appendix 18***The Result of Homogeneity Test****Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Gain	Based on Mean	.001	1	34	.981
	Based on Median	.016	1	34	.900
	Based on Median and with adjusted df	.016	1	33.992	.900
	Based on trimmed mean	.000	1	34	.986

*Appendix 19***The Result of Hypothetical Test****Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means							95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper		
Gain	Equal variances assumed	.001	.981	4.368	34	.000	25.36223	5.80664	13.56172	37.16274	
	Equal variances not assumed			4.388	33.960	.000	25.36223	5.78018	13.61497	37.10949	

*Appendix 20***Documentation of Research using Group Investigation**

(Students are identifying the topic and making plan together)



(Students are Carrying Out the Investigation)



(Students are making Investigation the Topic Together)



(Students are preparing the final report)