

**THE INFLUENCE OF USING THINK ALOUD STRATEGY
TOWARDS STUDENTS' READING COMPREHENSION ON RECOUNT TEXT
AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTs DARUL HUDA
BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017**



(A Thesis)

**Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

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ABSTRACT

THE INFLUENCE OF USING THINK ALOUD STRATEGY TOWARDS STUDENTS' READING COMPREHENSION ON RECOUNT TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTs DARUL HUDA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

By
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Reading is one of language skills that should be mastered by the students. In reading the text, readers can find the knowledge and get information from printed text. The students' reading comprehension of MTs Darul Huda Bandar Lampung is still low especially in reading recount text. It can be seen from the students' reading score in preliminary research. There were 59.05% of the students who got the score under 70 as the criteria of minimum mastery. To solve the problem, the researcher applied Think Aloud Strategy. Think Aloud Strategy is one strategy to help students comprehend the text because they work using their thinking. The objective of this research is to know whether there is a significant influence of using Think Aloud Strategy towards reading comprehension on recount text at first semester of the eighth grade of MTs Darul Huda Bandar Lampung in the academic year of 2016/2017.

The research methodology was quasi experimental design. In this research, the population was the eighth grade of MTs Darul Huda Bandar Lampung. The sample of this research was two classes consisting of 36 students for experimental class and 34 students for control class. In the experimental class, the researcher used Think Aloud Strategy and in the control class the teacher used Lecturing Strategy. The treatments were held in 3 meetings in which 2 x 40 minutes 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 $Sig. = 0.040$ and $\alpha = 0.05$. It means that H_a is accepted because $Sig. < \alpha = 0.040$. Therefore, there is a significant influence of using Think Aloud Strategy towards reading comprehension on recount text at the first semester of the eighth grade of MTs Darul Huda Bandar Lampung.

Keywords : Think Aloud Strategy, Reading Comprehension, Recount Text.



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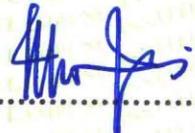
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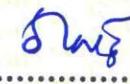
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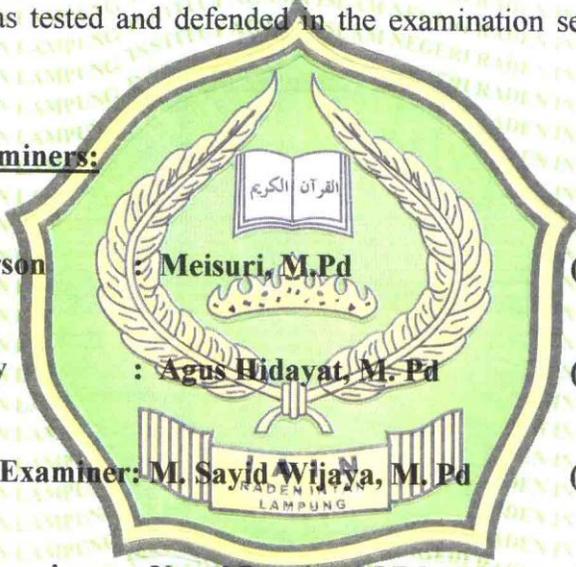
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I hereby state that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' or experts' opinions or findings included in the thesis were quoted or cited in accordance with ethical standards.

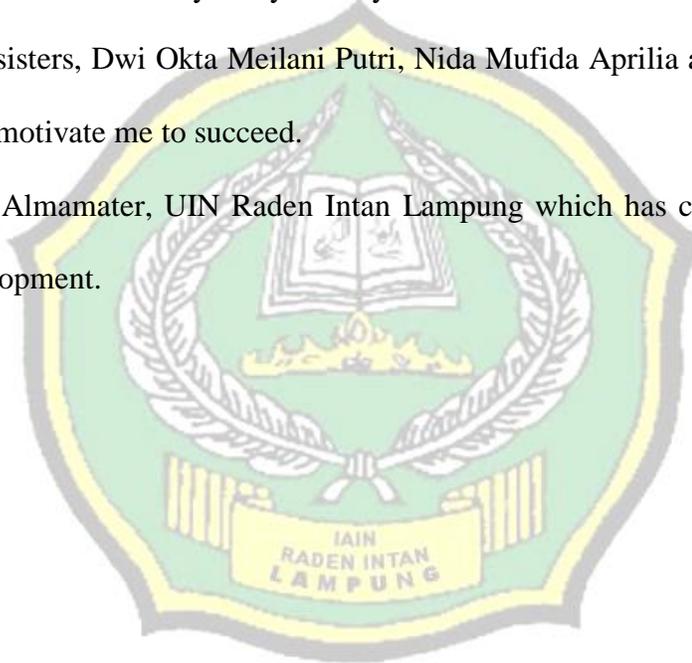
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DEDICATION

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

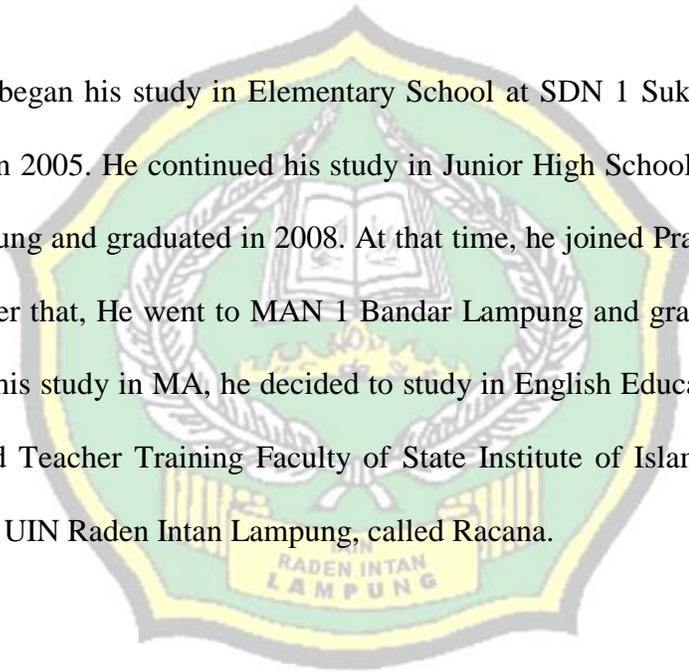
1. My beloved parents, Maslangik, and Maymunah, who always pray, support and guide me to be success in my study and my life.
2. My beloved sisters, Dwi Okta Meilani Putri, Nida Mufida Aprilia and Nur Asyifa, who always motivate me to succeed.
3. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my development.



CURRICULUM VITAE

The name of the researcher is Ade Noviandi Saputra. He was born in Bandar Lampung on November, 5th 1992. He is the first child of Mr. Maslangik and Mrs. Maymunah. He has three sisters whose names are Dwi Oktameilani P, Nida Mufida A and Nur Asyifa.

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Praise be to Allah, the most gracious and the most merciful, who has given his blessing and chance for completing this thesis entitled “The influence of using Think Aloud Strategy towards students’ reading comprehension on recount text at the first semester of the eighth grade of MTs Darul Huda Bandar Lampung in the academic year of 2016/2017” This thesis is written as one of requirements of S-1 degree the English Education Study Program of UIN Raden Intan Lampung. In finishing this thesis, the researcher obtained so many helps, supports, loves and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, May 2017
The Researcher,

Ade Noviandi Saputra
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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is activity where people read material. Reading is considered as one of important skill, which has to be learned because it can influent the other language skills. Without students have reading skill, they have not ability in listening, speaking and writing. The relationship of reading and writing that is read is an early process training and improving oral language skills so as to develop written language skills in the form of literature, reading and speaking relationship is reading help improve oral language and reading by listening relationships are reading to help students better understand what is heard. Reading is very important for students, because there are many advantages from learning reading. By Reading, the students will be able to increase their knowledge. The readers have to choose materials to read and increase knowledge for others readers. The readers have to choose the material for them to read for examples are newspaper, magazine, book, novel, coursebook etc.

According to Silberstein “Reading is communicative activity”.¹ And then, according to Harmer “Reading is useful for language acquisition”.² Based on the definition above, reading is language acquisition to communicative between another readers. Reading also has a positive effect on students’ vocabulary knowledge, on their

¹ Sandra Silberstein, *Techniques And Resources in Teaching Reading* (New York: Oxford University Press,1994), p.9.

² Jeremy Harmer, *How To Teach English* (London: Longman,2007), p.99.

spelling and on their writing.³ They read English text to increase vocabulary. It gets better knowledge in information. The readers have a lot of information, people should know, and they should find many kinds of information sources that are written in English. Thus, to get information, people should read many kinds of information. Reading is a source of getting information. No one can get much information without reading. Because it can help to know the simple information to the more complex one. In addition, the main important things that the readers should have the ability to comprehend what they have read.

However, students sometimes get difficulties to read text and understand about text English text especially about recount text. According to Harmer “ provided that students more or less understand what they read, the more they read, the better they get at it”.⁴ It means that, when the student will be understand if often read the reading material. Reading the same book over and over again is one requirement for children in the learning process. Repeatedly reading is part of the process of deepening. Children will learn more about the words and the information contained in the book repeatedly.

It is based on the preliminary research that was conducted at MTs Darul Huda. The researcher conducted interview with English teacher there. His name is Novi. He said that eight grade students of the school have the difficulty in reading. The students

³ *Ibid.*

⁴ *Ibid.*

still difficult in reading also on comprehending and understanding text. The students do not have enough vocabulary and difficult to comprehend English text. The researcher indicates that teachers do not get the right strategy in teaching reading to students, so the students are difficult to understand about what they read.

Table 1 shows the students' English reading score.

Table I
The Students' Reading Score in the Second Semester of The Seven Grade at MTs Darul Huda Sukabumi in 2015/2016 Academic Year

No	Class	Students' Score		Number of students
		<70	≥70	
1	VII A	18	16	34
2	VII B	22	13	35
3	VII C	22	14	36
Total		62	43	105
Percentage		59.05%	40.5%	100%

Source :Scoring book of English Teacher (Novi Mirhadi, S.Pd)

Based on the table above, there were 43 students of the 105 students who passed the test based on criteria of minimum mastery (KKM) and 62 students failed. In this case, the students' score of KKM in MTs Darul Huda Sukabumi was 70 and there were many students who got the score under 70. It was found that the total number of students who got difficulty in reading was 62. It means that students who got difficulty in reading were 59.05 %.

Beside conducting an interview to some students in order to know their opinion about reading lesson. Most of students do not like English because students have difficulty in comprehending English text.

Based on the explanation above, the researcher use Think Aloud strategy, for teaching reading. According to Hunaina, think aloud is a strategy that used in teaching and learning reading comprehension. Think aloud is verbalizing the teachers' thought loudly and demonstrate the readers' active role in reading process.⁵ It means that the students will be active on the role the process of understanding the text, it can make students think, and the strategy can improve the poor reader comprehension. This strategy alternatively helps student to understand what they read.

The researcher hopes students can understand what they read especially on recount text. The researcher want to apply the strategies in MTs Darul Huda Bandar Lampung. Therefore, the researcher proposed a research entitle "The influence of using Think Aloud strategy towards students' reading comprehension on recount text at the first semester of the eighth grade of MTs Darul Huda Bandar Lampung in the academic year of 2016/2017.

⁵ Hunaina, *Teaching Reading Comprehension By Combining Think Aloud Strategy And Read, Encode, Annotate, And Ponder (Reap) Strategy At Junior High School* (Sumatra Barat: STKIP PGRI Sumbar), p.6.

B. Identification of The Problem

Based on the background the problem, the researcher identifies that the problem as follow :

1. Students' reading comprehension is low especially on recount text.
2. In teaching reading, a teacher needs Strategy to help student
3. The students difficulty is comprehending English text.

C. Limitation of The Problem

From the identification of the problem, the researcher focused on using Think Aloud strategy towards students' reading comprehension on recount text.

D. Formulation of The Problem

In relation to the research background above, the formulation of the problem “ Is there any significant influence of using Think Aloud strategy towards students' reading comprehension on recount text ?”.

E. Objective of The Research

The objective of the research is to know wether there is any significant influence of using think aloud strategy towards students' reading comprehension on recount text.

F. Use of The Research

The uses of this research are as follow :

1. Theoritically

This research will provide information and alternative to teach in the classroom.

The teacher can use Think Aloud Strategy.

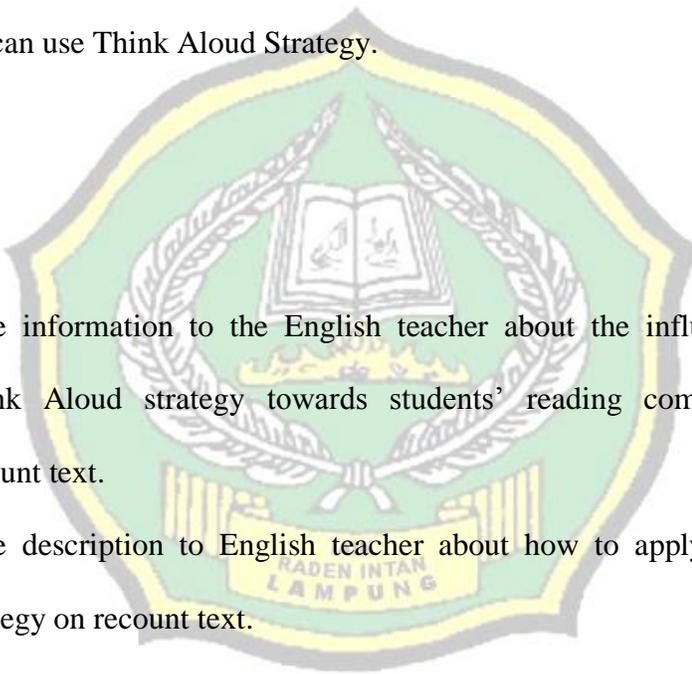
2. Practically

a. Teacher

- 1) Give information to the English teacher about the influence of using Think Aloud strategy towards students' reading comprehension on recount text.
- 2) Give description to English teacher about how to apply Think Aloud strategy on recount text.
- 3) As the comparison of strategy and Think aloud strategy in order to know the effective strategy to teaching reading comprehension.

b. Students

- 1) Help the students to comprehend their read.
- 2) Give reading comprehend concept by Think Aloud strategy



c. School

- 1) The students can be interested in English learning especially reading.
- 2) To increase students' result in learning English

d. Graduation students

- 1) Give information about strategy learning especially reading
- 2) Give graduation alternative strategy in teaching learning especially reading.

G. Scope of The Problem

1. Subject of The Research

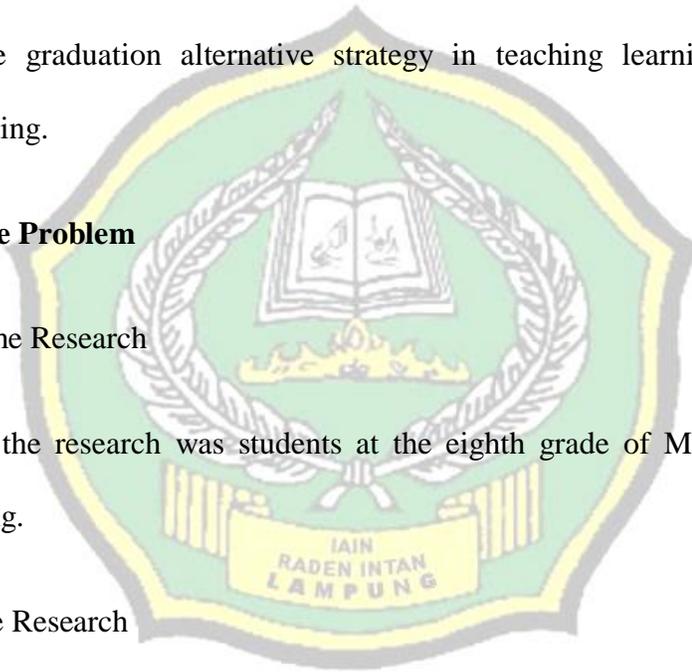
The subject of the research was students at the eighth grade of MTs Darul Huda Bandar Lampung.

2. Object of The Research

The object of this research was the of use Think Aloud Strategy towards' reading comprehension on recount text.

3. Place of The Research

The place of the research was at MTs Darul Huda Bandar Lampung



4. Time of The Research

The research was conducted at the first semester in the academic year of 2016/2017



CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Teaching and Learning English as a Foreign Language

English is prime language in the world. It is used in many countries as native language, second language and foreign language. In conclusion, English is one of international languages. Patel and Jain state that “Foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language”.⁶ It means that English is the language used in the world as a mother tongue or language capable of uniting communication between the world's population, use English in communication with others in the world.

According to Jeremy English as a foreign language is generally taken to apply the students who are studying general English at school and institutes in their own country or as transitory visitors in a target language country.⁷ It means that English is generally used only for teaching students who are learning English, but the importance of the English language requires every student to be able to use English. The English teacher should be able to create a real situation that can be used to support learning and teaching process in order that the students are able to use English naturally for communication. The students should be put into situation that they can use English for communication both in written and spoken forms.

⁶ M.F Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools & Techniques* (Vaishali Nagar: Sunrise, 2008), p.35.

⁷ Jeremy Harmer, *How to Teach Writing* (Edinburg Gate: Longman Group, 2004), p.39.

In teaching English as a foreign language the teacher helps and guides the students how to learn English easily and hope that they are able to be active and able to speak English. As stated Brown that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something providing with knowledge causing to know or understand.⁸ It Means that teacher in the learning process is very important in the development of the children's ability. Give teachers knowledge that is not known by the student, making the pattern of education that can improve student ability. The success of students in a lesson is evidence of the success of measures or means used by teachers in teaching student.

According to explanation above, the researcher assumes that Learning as a foreign language is a conscious learning process to understand English as a foreign language or the target language, English as prime language in the world, in this learning process the teacher or educator has an important role. Teachers provide new knowledge that has never been known to the student, making the pattern of education as a step for the teachers transferring knowledge. Teachers as mentors who guide students to improve their ability, in this case to understand English as a foreign language.

⁸ Brown, H Douglas, *Teaching by Principle an Interactive Approach to Language Pedagogy* (San Francisco: Longman,1988), p.7.

B. Concept of Reading

According to Jennifer, Reading is thinking and understanding and getting at the meaning behind a text.⁹ It means that reading is a process through which the reader to get a message from an article. As the process of beginning readers are invited to think about reading, to know the meaning of the symbols that exist as a message to be delivered by the author, and understand the contents of the message so that a series of new thinking that is conveyed by the author to the reader so that the reader gets the sense from the text. It is Supported by Karen Statement that reading is the act of making sense of print.¹⁰ It means that reading is the act of making a reader able to perceive the meaning of the work that has been read, It means that the reading will show any expression of the author so the reader can understand the reading material well. read an arrest and understanding of ideas are the reader activity that accompanied the outpouring of the soul in living up to the script.

According to Harris and Graham, Reading is an activity that has a purpose.¹¹ Moreover, Scanlon Et.al state that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.¹² It means that reading is a process to get understanding from a text. The reader can understand

⁹ Jennyfer Serravallo, *Teaching Reading In Small Group* (Porsmouth: Heinemann), 2010, p.43.

¹⁰ Karen Tankersley, *The threads of Reading* (Alexandria: Association for Supervision and Curriculum Development (ASCD), 2003), p. 146.

¹¹ Karen R Haris and Graham Steve, *Teaching Reading Comprehension to students with learning difficulties*, (New York: The Guilford press, 2015), p.104.

¹² Donna M. Scanlon, Kimberly L. Anderson and Joan M. Sweeney, *Early Intervention for Reading Difficultie* (London: T he Guilford Press, 2010), p. 9.

information by interpreting source information from a text. Then, reading has purpose to comprehend of the text. Reading also one of the ways to know information.

To understand text, the reader needs to be able to;

1. Read the words
2. Retrieve the words' meanings
3. Put the words together to form meaningful ideas
4. Assemble a larger model of what the text is about.¹³

According to explanation above the researcher assumes that reading is an act done by a person to get the meaning of a text. Thinking and understanding and getting at the meaning behind a text. A complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. The reader needs process to understanding text.

C. Concept of Reading Comprehension

Reading is one of the skills in English. Reading must comprehend the topic of the text.

According to Scanlon Et.al., Comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to the topic of the text.¹⁴ It means that reading comprehension is the reader's understanding before and after reading the passage, because the readers have an opinion or

¹³ *Ibid*, p.10.

¹⁴ *Ibid*, p. 276.

understanding of his own before reading the text, and then connect the reader with the results of reading comprehension before reading the opinion that the conclusion of the text. Then, Willis states that Comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader.¹⁵ it means the mean comprehension is understanding awoke between readers with text, through thoughts while reading text. the interaction between text with the reader is in the process of building understanding text. Comprehension is a process of understanding text done by the readers to probe the information. Reading as the important skill English, the reader have to know the topic and passage of the text, and reading comprehension is the process to know the passage. Comprehension as the process is during the reader reading and understanding the passage. Before ready the text the reader should have their own suggestion related to the topic then it used to understand and elaborate the passage of the text. Therefore reading is also interaction activity between the text and the reader.

Karen states, 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.¹⁶ It means that reading comprehension is a process reader on reading activities build understanding of a text. He combines logical thinking which is owned by a collection of letters, words and sentences in the text and use world knowledge, and fluency.

¹⁵ Judy Willis, *Teaching the Brain to Read*, (Virginia: ASCD Publications, 2008), p. 138.

¹⁶ Karen R. Harris and Steve Graham, *Op.Cit*, p.2.

According to Brown, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.¹⁷ It means comprehension is ability to understand and getting information something, in this case, the students are able to answer and understand a descriptive reading question forms.

In teaching reading, teacher must know specification of reading comprehension.

According to Brown, specification in reading comprehension :

1. Main idea (topic)
2. Phrases in content
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea
8. Vocabulary content.¹⁸



It means that specification of reading comprehension must be applied in the process of teaching reading. Reading comprehension is not only understanding content of the text but also knowing main idea in the text.

¹⁷ H. Douglas Brown, *Op.Cit.*, p. 291.

¹⁸ H. Douglas Brown, *Language Assessment : Principles and classroom Practices*, (San Fransisco : Longman, 2003), p. 206.

Based on the explanation above, it can be summarized that reading comprehension is a process in which the reader tries to understand the content of the text. Meanwhile, reading is getting information from a text. The readers read the text to get information about main idea (topic), phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written (unstated details), supporting idea, and vocabulary content. The readers describe those components by using their own language. Comprehension means skill to understanding the purpose and meaning of the text of the text, that the Readers understand the content of the readings.

From the specifications above and suggestion from validator that make sure the instruments, the researcher concluded that on general reading aspects are :

1. Ideas (Main Idea and Supporting Idea)
2. Meaning Expression/phrase and Vocabulary
3. Details (Implied and Specifically Detail)
4. Gramatical Features
5. Excluding Fact Not Written

D. Concept of the Text

A text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or phrase or a clause, or a sentence or a discourse. Meaningful is

full of meaning.¹⁹ It means that a linguistic unit that is arranged in a neat and structured, so it has a meaning should be understood by the reader. The unit consists of a meaningful sign which can support the meaning of the text.

Creating a text requires us to make choice about the words we use and how we put them together. If we make the right choice then we can communicate with others. Our choice of words will depend on our purpose and our surroundings (context).²⁰ It Means that a text, formed from the words that the preparation is done by powerful idea, so it has meaning. Put in the right position so that the reader can understand the contents of the message and understand the purpose of the text.

Based on theories above it can be concluded that Text is a unity of meaning that have relationships between words to one another. Formed by words that are prepared in accordance with the position of the word, so it has meaning. Mistake in drafting the position of the word, can change the meaning and purpose of the text.

1. Concept of The Recount Text

According to Mark Anderson and Kathy Anderson said that, “Recount is a piece of text that retells past events, usually in the order in which they occurred. Its

¹⁹ Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: PT Graha Ilmu, 2007), p. 1.

²⁰ Mark Anderson and and Khaty Anderson, *Text Types In English 2*, (South Yarra: Mac. Millan,2003),p.1.

purpose is to provide the audience with a description of what occurred and when it occurred”.²¹ It means that recount contains about events that have happened in the past. Recount is a depiction of a situation that has occurred. More over according to Emi, Recount text is a text that telling what happened or the past .²² It means that Recount text is a kind of genre story, the use of recount text is to explain what has been experienced by the author. Through the recount text the author tells of an incident that had occurred.

According to Ken Hyland also mentioned the purpose of recount is “To reconstruct past experiences by retelling events in original sequences”.²³ It means that the purpose of recount text is telling the reader about an incident that had been right.

Based on explanation above it can be concluded that Recount text is a text that tells about something that occurred in the past in order to give information in chronological order of what had happened.

2. Generic Structure

Recount text is to retell events in a purpose of informing or entertaining. The generic structure of Recount text ;

1. Orientation

²¹ Mark Anderson and Kathy Anderson, *Text Types in English 3* (South Yarra: McMillan Education PTY LTD, 1957), p.24.

²² Emi Emilia, *Pendekatan Genre Based Dalam Pengajaran Bahasa Inggris: Petunjuk Guru*, (Bandung: Riski Press, 2011) p.74

²³ Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003), p. 20.

2. Events

3. Re-orientation²⁴

The orientation is a part of recount text that tells the introduction of the interesting event being told. The series of event is the sequence of things that happen from the beginning until the end. Lastly, a Re-orientation is the feeling and impression after doing the events.²⁵ It means that recount text consists from 3 sections, the orientation as information for reader to know the interesting event being told, The series of event as a sequential series tells the story of what had happened about the accident. Re-Orientation containing about feelings and impressions after the events that have passed.

3. The example of text

On Friday, there was a football match between Indonesia and Japan. It held on Gelora Bung Karno stadium. I went to Gelora Bung Karno stadium with my friend, Jono. **Orientation**

Before entering Gelora Bung Karno stadium, we looked the bus that took Indonesian football players. Then, we followed that bus to main-entrance. I found that Bambang Pamungkas left from the bus. When, we wanted to get close to Bambang Pamungkas, a security guard held me back. But, I think that security guard was familiar. He was my old friend, Budi. After that, he let me in, finally I could meet Bambang pamungkas and got his signature. **Event**

Next, I went back to my seat at the stadium and the match just began. It was an amazing day and good match. **Re-Orientation**²⁶

E. Concept of Teaching Reading

²⁴ Frances Cristie And Beverl Derewianda, *Learning To Write Across The Years Of Schooling* (London: Continuum,2008) p.7

²⁵ Jenny Hammond, Et al, *English for Social Purpose* (Sydney: Macquarie University Press, 1992), p. 89.

²⁶ Era. "Referensi Belajar Bahasa Inggris." Online: <http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html>, Accessed on Friday 12 April 2016 at 11.05 a.m

Teaching is a process to transfer knowledge. The goal of teaching reading is not only teaching to read, but more than that. Comprehending the text well is one of the reading goals.

This idea is supported by the fact that reading has become a part of our daily activities people read many texts, ranging from holiday brochures to academic books. Therefore, the ability to read English texts in any form will give a great number of advantages to our lives.

Jeremy Harmer states, the principle behind the teaching reading:

1. Reading is not passive skill
2. Students need to be engaged with what they are reading
3. Students should be encouraged to respond to the content of a reading text, not just to the language
4. Prediction is a major factor in reading
5. Match the task to the topic
6. Good teachers exploit reading texts to the full.²⁷

Based on the explanation above, reading is one of basic skill that the students must master. Teaching reading is not boring activity. The teacher has to choose appropriate text, in teaching reading. It makes the students active in the class.

Brown states that there are three activity in teaching reading, such as pre-reading activity, whilst-reading activity and post-reading activity”.

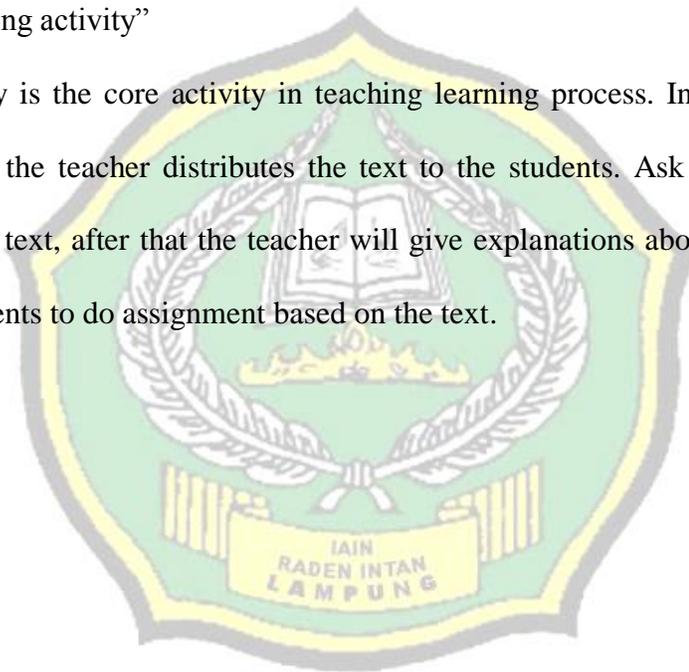
²⁷ Jeremy Harmer, *How To Teach English* (Cambridge: Longman, 1987), p.101.

1. “Pre-reading activity”

This activity is designed to prepare the students for actual reading of the selected materials. In other words, the teacher helps the students anticipate the text they will read. In pre-teaching activity the teachers introduce the topic by brainstorming through media, and pictures.

2. “Whilst-reading activity”

This activity is the core activity in teaching learning process. In whilst reading activity, the teacher distributes the text to the students. Ask the students to read the text, after that the teacher will give explanations about text, and ask the students to do assignment based on the text.



3. “Post-reading activity”

It is an activity in teaching reading to comprehend the text. In post teaching activity, the teacher asks the students to retell about the text and make summary about the text.²⁸

²⁸ H. Douglas Brown, *Teaching by Principles: An Interaction Approach to Language Pedagogy*, San Francisco: Longman, 1994, p.85 in Nadia Putri, “teaching reading comprehension by using combination of directed reading thinking activity (drta) and say something strategies for senior

It can be concluded that teacher teaches reading by preparing some steps in the class. In teaching reading, the teacher use pre-reading activity, whilst-reading activity, and post reading activity. To activating the students in comprehending the text.

Based on the explanation above, it can be inferred that the teacher should know the process of teaching reading by encouraging the students to read as much as possible. The teacher also should make a plan in order to make the process of teaching reading in the class become easier. It can make the students are interested, more active and easier to comprehend the text in the learning process, especially in reading.

F. Concept of Metacognitive Strategies

According to Cunningham, Metacognition is thinking about our thinking.²⁹ The researcher assumes metacognition is an idea to find a way to solve things. In this case metacognitive strategies is a person's thinking in solving a problem. Find the origin of the problem and then make a plan to resolve the problem.

According to Judi Metacognition is “thinking about thinking.” It is a person’s awareness or analysis of the cognitive processes they use to think and to learn.³⁰ It means that metacognition is being aware of what we know and do not know, understanding what

high school students” Program Studi pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat, 2013), p. 3.

²⁹ Cunningham and Shagoury, *Starting With Comprehension* (Portland: Sten House Publisher, 2006), p. 24.

³⁰ Judi Moreillon, *Colaborasi strategy for teaching reading comprehension* (Chicago: American library association publisher, 2007), p.157.

we will need to know for a certain task and having an idea of how to use our current skills to analyze the information.

According to Willis Metacognitive strategies can be taught to help students mentally process the information they read and to recognize what they can do to build future success.³¹ It means that metacognitive strategies processes designed for students to 'think' about their 'thinking'. Teachers who use metacognitive strategies can positively impact students who have difficulty in learning by helping them to develop an appropriate plan for learning information, which can be memorized and eventually routine. Students should aware of how they learn, they will use these processes to efficiently acquire new information, and consequently, become more of an independent thinker.

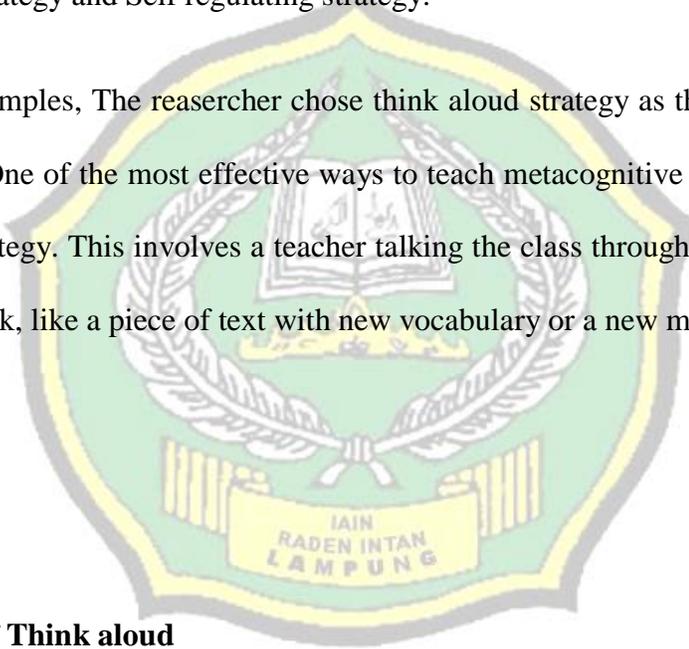
Willis also stated, Comprehension metacognition practice can be prompted by directing, modeling, scaffolding, and practicing to help students identify what they do not understand and select the best individual strategies to resolve their comprehension difficulties.³² It Means that it can directly train students to be able to understand a problem encountered, metacognitive students will work to help solve the existing problems. this strategy Involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature.

³¹ *Ibid*, p. 155.

³² *Ibid*.

From the explanation above, it can be conclude that metacognitive strategies can help students. Awareness of students to understand the issues. A cognitive process to understand and do something. Learn the unknown. The strategy is to force the students to figure out the problem and then make a plan or a way to resolve the problem. but on the metacognitive strategies consists of think aloud strategy, Questioning Strategy and Self regulating strategy.

Based on those examples, The reasercher chose think aloud strategy as the strategy used for this study. One of the most effective ways to teach metacognitive strategies is the think-aloud strategy. This involves a teacher talking the class through her thinking as she tackles a task, like a piece of text with new vocabulary or a new math concept.



G. Concept Of Think aloud

According to Haris and Hodges, Think-aloud is a metacognitive technique or strategy in which a teacher verbalizes thoughts aloud while reading a selection orally, thus modeling the process of comprehension³³. It means that strategy think aloud prompts the user to speak his reading aloud so that it can be heard by others. It can make a

³³ Harris, T.L., & Hodges, R.E. (1995). *The literacy dictionary: The vocabulary of reading and writing*. (Newark DE: International Reading Association, 1995), p. 256. In Cathy Collins block susan e. israel, *The Abcs of Performing Highly Effective Think-Alouds: The Reading Teacher*, vol. 58, no. 2 (oct., 2004), p.154.

reading comprehension will be easier to understand and with a better understanding of the contents of the reading, students will be able to predict or solve problems.

According to Bainbridge and Pantaleo, although think aloud strategy has generally been employed as a technique to improve the comprehension of poor readers, think aloud also demonstrate the active role of readers in the reading process.³⁴ It means that the strategy think aloud students are invited to participate actively in the process of reading. Students read aloud and then thinking earnestly to understand a passage so that they are able to resolve the issue or question on the reading.

According to Amelia Et.al, Think aloud is one strategy that included the metacognitive strategies. Strategy think aloud, the teacher asks the students to say what they think and resolve any given problem.³⁵ It means that think aloud is an example of metacognitive strategy, the metacognitive strategic refers to the thinking of students in learning. With the metacognitive strategies, students can design what will be learned, monitor the progress of learning outcomes, and assess what has been learned. think aloud strategy asks students to say what is thought by them after embaca a text, as well as to solve problems of thought.

³⁴ Bainbridge, Joyce and Silvia Pantaleo. *Learning with Literature in the Canada: Elementary Classroom*, (Edmonton: University of Alberta Press, 1999) p. 162. In Hunaina, "Teaching Reading Comprehension By Combining Think Aloud Strategy And Read, Encode, Annotate, And Ponder (Reap) Strategy At Junior High School "Program Studi Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat, P.5.

³⁵ Abdul Muin and Siska Amelia, *strategi think aloud dalam meningkatkan Kemampuan pemecahan masalah matematis siswa* (Jakarta: UIN Syarif Hidayatullah Press,2013) p. 42.

According to explanation above, the researcher concluded think aloud is an example of metacognitive strategy, the metacognitive strategic refers to the thinking of students in learning. Think aloud strategy is a strategy that helps students to understand the reading. On this strategy students will be asked to say what they think so that teachers can control students' reading comprehension abilities increase. This strategy is also asking the students to play an active role in the process of reading, so that students will use thinking skills and students will try to understand the text and solve problems.

H. Procedure of Think Aloud Strategy

Think aloud strategy is a strategy that can be used by teacher as a model for students in reading a text. According to Booth the procedure of using think aloud strategy in teaching reading involves the following steps:

1. Before teacher asks students to think aloud, teacher has to establish a climate of trust.
2. Once such an environment is established, teacher can begin to ask students to tell what their thinking. A natural time to ask is when teacher see a student's stumble while reading.
3. When listening to the student describes his or her thought processes, teacher needs to refrain from asking leading questions for students.
4. When students have finished describing their thinking process, teacher can discuss how this particular strategy helps them to problem solve.

5. Articulating the process helps the students to become aware of strategies.³⁶

According to Vacca and Vacca, the steps of think aloud are :

1. Choose a trade book that is grade-level appropriate for the topic of study;
2. Preview reading material to find any unfamiliar vocabulary or parts in the story that can confuse students;
3. Give background knowledge on the topic at hand. Then take a book walk (flipping through the pages) to look at illustrations and nonfiction features;
4. While reading, pause and make comments about what you are thinking in order to clarify for students how comprehension is taking place;
5. Verbalize predictions, confusing parts, or connections with prior knowledge to help show comprehension of the text (in an effort to lead children to make predictions);
6. Close the lesson with a strong connection to the book, or short review of the purpose of the story.³⁷

Based on theories above it can be constructed by the researcher :

1. Before teacher asks students to think aloud, teacher has to establish a climate of trust.

³⁶ Booth David, *Guiding the Reading Process: Technique and Strategies for Successful Interaction in K-8 Classroom* (Markham: Pembroke Publisher,1998),p. 73. In . In Hunaina,"*Teaching Reading Comprehension By Combining Think Aloud Strategy And Read, Encode, Annotate, And Ponder (Reap) Strategy At Junior High School* "Program Studi Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat, p.6.

³⁷ Vacca, R. T., & Vacca, J. L. (2010). Content area reading: Literacy and learning across the curriculum, 10th ed. Columbus, OH: Allyn & Bacon in Evan Ortlieb and Megan Norris. *Using the Think-Aloud Strategy to Bolster Reading Comprehension of Science Concepts: Current Issues In Education*, Volume 15, Number 1(March 13, 2012), p. 4.

2. Choose a trade book that is grade-level appropriate for the topic of study.
3. The teacher asks the student to read.
4. Preview reading material to find any unfamiliar vocabulary or parts in the story that can confuse students.
5. While reading, pause and make comments about what you are thinking in order to clarify for students how comprehension is taking place.
6. When students have finished describing their thinking process, teacher can discuss how this particular strategy helps them to problem solve.
7. Close the lesson with a strong connection to the book, or short review of the purpose of the story.

I. Advantages and Dis-Advantages of Think Aloud Strategy

1. Advantages of Think Aloud Strategy

- a. Increases students' scores on comprehension tests,
- b. Adds to students' self-assessment of their comprehension,
- c. Enhances students' abilities to select thinking processes to overcome

comprehension challenges while they read.³⁸

From explanation above the researcher conclude that Think Aloud Strategy helps students to understand the reading in accordance with their capabilities, because through this strategy students are encouraged to measure their own

³⁸ Cathy Collins block susan e. israel, *The Abcs of Performing Highly Effective Think-Alouds: The Reading Teacher*, vol. 58, no. 2 (oct., 2004), p.158.

abilities through the results of his understanding of a text and terms in will motivate them to study harder.

2. Dis-Advantages of Think Aloud Strategy

The disadvantages of think aloud strategy is on the section, Each student perform the think-aloud with you (As Teacher) in a one-to-one conference.³⁹

It means that Think Aloud Strategy need much time to make effective reading comprehension, but in ths research , the researcher make a small group, it used to be easy, the after on small group, the teacher will ask student to read the text, but just one or two person who asked by teacher, and it will be randomly.

J. Concept of Guided Reading Strategy

According to Andrew, Guide Reading is done with a small group of students of similar reading levels, students who have a similar skill deficit, or with one student.⁴⁰

It means that Guided reading is a strategy that is formed with the classification of students. This strategy is used in class and then a group having the same reading level.

According to Fountas and Pinnel, Guided reading is well underway, and the reality is that continuous professional learning is needed to Ensure that this instructional approach

³⁹ *Ibid.*

⁴⁰ Andrew P Jhonson, *Teaching Reading and Writing* (Plymouth: Rowman and Littlefield Education ,2008), p. 165.

is powerful.⁴¹ It Means that guided reading desperately needs the teacher's role as a motivator for students to read and control the students' skills in reading. important for students to continue to learn some vital lessons, in this case reading to broaden students and increase student knowledge.

According to Vygotsky, Guided reading is the idea that students learn best when they are provided strong instructional support to extend themselves by reading texts that are on the edge of their learning not too easy but not too hard.⁴² It means that Indirectly guided reading helps students to think balance in reading comprehension, means not too hard and not too easy. It is more obvious shortcomings of guided reading which is less to maximize the power of thought the child so that the child becomes less rapidly in understanding a text.

According to explanation above Guided Reading is a strategy which on the first step was to form a group reading, group reading this has the same ability level between one student to another. the purpose of the formation of study groups, students should be able to exchange information with friends in the group, so students are able to understand a reading with her group, but remain in the guidance of teachers.

K. Procedures of Guided Reading

1. The teacher chooses a small group of students with similar reading strengths and needs who are reading approximately the same level text.

⁴¹ Irene Fountas and Gay Su Pinnell, *Guided Reading: Romance and Reality*, The Reading Teacher Vol. 66 Issue 4 Dec 2012 / Jan 2013, p.4.

⁴² Vygotsky, L.S, *Mind and society: The development of higher psychological processes* (Cambridge, MA: Harvard University Press, 1978) .p.2.

2. S/he chooses a book for the group to read that supports the intended teaching point of the lesson. The goal is to provide a delicate balance of instruction at the beginning of the guided reading session – just enough to clarify any potential misconceptions, while leaving enough words and concepts for the students to solve on their own.⁴³

On the other statement, the steps of guided reading strategy are :

1. The teacher selects an unfamiliar text to support the teaching of a specific focus.
2. The teacher orients the students to the text to prepare them for independent reading of the text.
3. The teacher makes the purpose for reading explicit to the students.
4. The students read the text independently as the teacher helps them to use the reading strategies they know.
5. The teacher supports the students to discuss and respond critically to the text through focussed questions and prompts.⁴⁴

Based on theories above it can be constructed:

1. The teacher chooses a small group of students with similar reading strengths and needs who are reading approximately the same level text.

⁴³ Michel M Felter, *When Guided Reading Isn't Working: Strategies for Effective Instruction*, Journal of Language and Literacy Education Vol. 10 Issue 2 -- Fall 2014 , P.135.

⁴⁴ "ESL Developmental Continuum P-10", *Department of Education and Early Childhood Development*.p.1.

2. The teacher orients the students to the text to prepare them for independent reading of the text.
3. The teacher makes the purpose for reading explicit to the students.
4. The teacher supports the students to discuss and respond critically to the text through focussed questions and prompts.

L. Advantages and Dis –Advantages of Guided Reading Strategy

1. Advantages of Guided Reading Strategy

- a) Learners more active role;
- b) The material can be completed in the classroom;
- c) Motivating the students to love to read;
- d) Master's easy to know and understand the students lazy and industrious.⁴⁵

From explanation above, The researcher concluded that advantages of Guided Reading strategy is the teacher can help student on reading.

2. Dis- Advantages of Guided Reading Strategy

The disadvantages can be summarized as :

⁴⁵ **Atna Suhatman, *Teknik Pelaksanaan Metode Reading Guide Dalam Pembelajaran Bahasa Indonesia Di Madrasah Tsanawiyah,*** (Kementerian Agama Republik Indonesia Balai Diklat Jakarta tahun 2008) online at <http://bdkjakarta.kemenag.go.id> accessed on Wednesday 20 April 2016 at 08.31 p.m

- a) Time constraints can also have a detrimental effect on guided reading : it is important to allocated sufficient individual attention during the session.
- b) Guided Reading must serve a purpose, if the learning objective is not clear, the session will not have fulfilled its objective.⁴⁶

From explanation above the researcher concluded Time constraints can have a detrimental effect on guided reading; it is important to allocate sufficient time to ensure that all students have sufficient individual attention during the session. This can cause another problem; while the teacher is working with the allocated group it is essential that other students are also working productively. This can be a difficult aspect of guided reading to manage. Also, the reading must serve a purpose. If the learning objective is not clear, the session will not have fulfilled its objective.

M. Frame Of Thinking

English is foreign language in Indonesia. English has four skills. Reading is one of important skills for students. The teacher should be able to choose suitable material and has a good strategy to teach English to be more interesting in the class. In the learning process, it is not only focus on the material but also the teacher should choose the appropriate strategy to teach the students in the class. Teacher makes the

⁴⁶ Alison William, What are the advantages and disadvantages of guided reading available, online at [http : //www.ehow.com/info_1048405_advantages-disadvantages-Guided-Reading](http://www.ehow.com/info_1048405_advantages-disadvantages-Guided-Reading) Accessed on Friday 8 April 2016 at 11.05 a.m

students are interested and give their attention to follow learning process, especially in reading to comprehend a text or the material.

Reading will give readers an understanding and information. In reality, students are difficult to comprehend English text. It happens because students do not master many vocabularies, so they do not have motivation to learn reading. In this case, the researcher gives alternative by using Think Aloud Strategy. Think Aloud Strategy is a strategy for teaching reading to motivate and make the students are easier in reading activity also can to cotroled by teacher. Strategy not only can help the students to be more active in reading activity but also make the students comprehend reading text. In other words by Think Aloud Strategy the students can understand about the text to get more information in reading comprehension. In this case, the researcher will use Think Aloud Strategy in teaching reading comprehension, especially on recount text.

N. Hypothesis

Concerning to the theories and the frame of thinking, the researcher formulates the hypothesis as follows:

Ha : There is a significant influence of using Think Aloud Strategy towards' Students' Reading Comprehension on recount text at the eight grade of MTs Darul Huda bandar Lampung in the academic year of 2016/2017.

Ho : There is no a significant influence of Think Aloud Strategy Towards' Students' Reading Comprehension on Recount Text at the eight grade of MTs Darul Huda bandar Lampung in the academic year of 2016/2017.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting the research, the researcher used experimental research design. According Ary *et,al*, experimental research is the general plans for carrying out a study with and 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.⁴⁷ It means that experimental design is a research design that is used to find the influence of one variable to another.

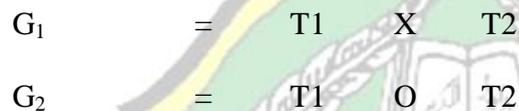
In this research, the researcher used quasi experimental research design. Quasi experimental design are similar to randomly experimental design in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to the treatment groups.⁴⁸ That is appropriate to this research's subject because this research's subject is in groups. So if the researcher randomly assigns the students into the two groups, it would disrupt the classroom learning.⁴⁹ It means that in quasi experimental research the researcher does not randomly assign the students. The researcher assigned the sample by taking randomly the class of the students, so it would not disrupt the classroom learning.

⁴⁷ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, (Canada: Wadsworth, 2002), p.301

⁴⁸ *Ibid*, p.316.

⁴⁹ *Ibid*, p.309.

The variety of quasi experimental design can be divided into two main categories, they are post-test only control group, and pre-test post-test group design. In this research, the researcher apply quasi-experimental pre-test post-test group design. The researcher assigned intact groups the experimental and control, administer a pre-test to both groups, conducted treatment activities with the experimental group only, and the administered a post-test to assess the differences between the two groups.⁵⁰ The research design can be presented as follows:



Note:

- G_1 = Group one (experimental class)
- G_2 = Group two (control class)
- T_1 = Pre-test
- T_2 = Post-test
- X = treatment by using Think Aloud Strategy
- O = treatment by Guded Reading Strategy.⁵¹

⁵⁰ *Ibid*, p.310.

⁵¹ Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.142.

B. Variable of The Research

According to Hatch “ Variable can be defined as an attribute of a person or an object which “Varies” from person or from object to object”.⁵² And also statetd that “ The independent variable is the major variable which is selected, manipulated and measured by the research. The dependent variable, on the other hand, is the variable which you observe and measure to determine the effect of the independent variable”⁵³

In this research, there are two variables investigated, they are as follows:

1. The independent variable uses Think Aloud Strategy (X)
2. Dependent variable is students’ reading comprehension on recount text (Y)

C. The Operational Definition of Variables

The Operational Definition of Variables are as follow :

1. Think Aloud strategy is a strategy that helps students to understand the reading, especially on recount text. It means that in this reasearch, the researcher used Think Aloud as strategy in teaching reading comprehension on recount text.
2. The students, Reading comprehension on recount is the students' knowledge about how to comprehend the recount text. It means that they are able to understand about what they read.

⁵² Hatch Evelyn and Hossein Farhady, *Research Design Statistic* (Los Angeles: New Burry House Publisher,1982), p.12.

⁵³ *Ibid*, P. 15.

D. Population, Sampling Technique And Sample

1. Population

According to Creswell a population is a group of individuals who have the same characteristic.⁵⁴ Population of The research was the entire students at the Eight grade of MTs Darul Huda Bandar Lampung. There were 105 students. The Eight Grade consisted of three classes.

2. Sampling Technique

According to Creswell cluster random sampling is the researcher chooses a sample in two or more stages because either the researchers cannot easily identify the population or the population is extremely large.⁵⁵ The researcher used two classes, there are procedure to take the sample:

- a. First, the researcher made four small pieces of rolled paper which each piece was named of each class. All the name classes put into a bottle
- b. Second, the researcher shaked a bottle and take one small piece of rolled paper. It was become sample for treatment. The first rolled paper come out and the experimental class and the second one as rolled paper the control class. The first rolled paper got class VIII C for experimental class. The second one as rolled paper was class VIII A for control class.

⁵⁴ *Ibid*, p.142.

⁵⁵ *Ibid*, p.145.

3. Sample

According to Creswell sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁵⁶ The eight grade consisted of three classes which two of them as the sample. The first rolled paper was class VIII C for experimental class. The second one as rolled paper was class VIII A for control class.

E. Data Collecting Technique

In collecting data, the researcher used tests, pretest and posttest. There are as follows:

1. Pretest

Pretest is to know the result of the students before treatment in the class. The researcher got pretest result in form multiple choice for control and experimental class.

2. Posttest

It is final test of the learning. The researcher gave the students same test. That is multiple choice. In test allotment of the test is for control and experimental class. Especially experimental class, it is used to know the result after treatment. So, the researcher can know the influence by after treatment and before treatment.

⁵⁶ *Ibid*, p.142

F. Research Instrument

In this research, the researcher used multiple choice question (MCQ) as a tool for testing to know students' ability in comprehending recount text. The text content 20 items with 4 alternative options. The test is aim to measure students reading ability in comprehending Recount text. In measuring the students' reading comprehension, the test uses language assessment theory. Some specification commonly use in measuring reading comprehension.

9. Main idea (topic)
10. Expression / phrases in content
11. Inference (implied detail)
12. Grammatical feature
13. Detail (scanning for a specifically stated detail)
14. Excluding fact not writted (unstated details)
15. Supporting idea
16. Vocabulary content⁵⁷

From the specifications above and suggestion from validator, Deri Hedrawan, M. Pd that make sure the instruments, the researcher concluded that on generall reading aspects are :

6. Ideas (Main Idea and Supporting Idea)

⁵⁷ H. Douglas Brown, *Language Assessment Principles and classroom Practices*,(San Fransisco :Longman, 2003), p.206.

7. Meaning Expression /Phrase and Vocabulary
8. Details (Implied and Specifically Detail)
9. Gramatical Features
10. Excluding Fact Not Written

The specification of pretest and posttest items before validity test are as follow :

Table 2
The Test Specifications for Pre Test before Try-out

No	Aspect	Items Number		Total
		Pretest		
		Event	Old	
1.	Ideas			8
	a.Main Idea	14, 12	11, 13, 33	
	b.Supporting Idea	2, 6	37	
2.	Meaning Expression /Phrase and Vocabulary			8
	a. Meaning Expression	26, 28	27, 31	
	b. Vocabulary	8, 16	7, 9	
3.	Details			8
	a. Implied Details	4	1	
	b. Specifically Details	10, 22, 34	3, 21, 23	
4.	Grammatical Features	18, 20, 32, 36	19, 25, 29, 39	8
5.	Excluding Fact Not Written	24, 30, 38, 40	5, 15, 17, 35	8
Total		20	20	40

Based on the tabel, Ideas (Main Idea and Supporting Idea) consists of 8 numbers. They are number 2, 6, 12, 14, 11, 13, 33, and 37. Meaning Expression /Phrase and Vocabulary consists of 8 numbers. They are number 8, 16, 26, 28, 7, 9, 27, and 31. Details (Implied and Specifically Detail) consists of 8 numbers. They are number 4, 10, 22, 34, 1, 3, 21, and 33. Grammatical Features consists of 8 numbers. They are number 18, 20, 32, 36 19, 25, 29, and 39. Excluding Fact Not Written consists of 8

numbers. They are number 24, 30, 38, 40, 5, 15, 17, and 35. So the total number is 40.

Tabel 3
The Test Specifications for Post Test before try out

No	Aspect	Items Number		Total
		Pretest		
		Even	Old	
1.	Ideas			8
	a. Main Idea	4, 10, 36	15, 29	
	b. Supporting Idea	12	9, 13	
2.	Meaning Expression /Phrase and Vocabulary			8
	a. Meaning Expression	20, 24, 26	25, 33	
	b. Vocabulary	14	1,5	
3.	Details			8
	a. Implied	34	21, 23	
	b. Specifically	2, 18, 40	7, 11	
4.	Grammatical Features	8, 16, 28, 32	19, 31, 35,39	8
5.	Excluding Fact Not Written	6, 22, 30, 38	3, 17, 27, 37	8
	Total	20	20	40

Based on the tabel, Ideas (Main Idea and Supporting Idea) consists of 8 numbers. They are number 4, 10, 12, 36, 9, 13, 15, and 29. Meaning Expression /Phrase and Vocabulary consists of 8 numbers. They are number 14, 20, 24, 26, 1, 5, 25, and 33 Details (Implied and Specifically Detail) consists of 8 numbers. They are number 2, 18, 34, 40, 7, 11, 21, and 23. Grammatical Features consists of 8 numbers. They are number 8, 16, 28, 32, 19, 31, 35, and 39. Excluding Fact Not Written consists of 8 numbers. They are number 6, 22, 30, 38, 3, 17, 27, and 37. So the total number is 40.

Table 4
The specifications of Pretest After Try Out

No	Aspect	Items Number		Total
		Pretest		
		Even	Old	
1.	Ideas			6
	a. Main Idea	12	11, 13	
	b. Supporting Idea	2, 6	37	
2.	Meaning Expression /Phrase and Vocabulary			2
	a. Meaning Expression	-	27, 31	
	b. Vocabulary	-	-	
3.	Details			4
	a. Implied	4	-	
	b. Specifically	22	21, 23	
4.	Grammatical Features	18, 36	39	3
5.	Excluding Fact Not Written	24, 40	15, 17, 35	5
Totally				20

Based on the tabel, Ideas (Main Idea and Supporting Idea) consists of 6 numbers. They are number 2, 12, 14, 11, 13, and 37. Meaning Expression /Phrase and Vocabulary consists of 2 numbers. They are number 27 and 31. Details (Implied and Specifically Detail) consists of 4 numbers. They are number 4, 22, 21, and 23. Grammatical Features consists of 3 numbers. They are number 18, 36, and 39. Excluding Fact Not Written consists of 5 numbers. They are number 24, 40, 15, 17, and 35. So the total number is 20.

Tabel 5
The specifications of Posttest After Try Out

No	Aspect	Items Number		Total
		Pretest		
		Even	Old	
1.	Ideas			4
	a. Main Idea	4	9, 29	
	b. Supporting Idea	12	-	
2.	Meaning Expression /Phrase and Vocabulary			4
	a. Meaning Expression	26	1,5,25	
	b. Vocabulary	-	-	
3.	Details			6
	a. Implied	34	23	
	b. Specifically	2, 18, 40	7	
4.	Grammatical Features	28	39	2
5.	Excluding Fact Not Written	6, 22,	17, 37	4
Total				20

Based on the tabel, Ideas (Main Idea and Supporting Idea) consists of 4 numbers. They are number 4, 12, 9, and 29. Meaning Expression /Phrase and Vocabulary consists of 4 numbers. They are number 26, 1, 5, and 25. Details (Implied and Specifically Detail) consists of 6 numbers. They are number 2, 18, 34, 40, 7, and 23. Grammatical Features consists of 2 numbers. They are number 28 and 39. Excluding Fact Not Written consists of 4 numbers. They are number 6, 22, 17, and 37. So the total number is 20.

G. Research Procedure

There are three steps has done in conducted this research, They are :

1. Planning

a. Determining The Subject of The Research

The subject of the research was the students at the second semester of the Eight Grade at MTs Darul Huda Bandar Lampung.

b. Designing The Instrument of The Research

The instrument was given to the students are multiple choice question. The students got instrument for both the classes but in different ways.

c. Try Out to The Test

Try out was conducted to identify how accurate and effective the test before they are used to collect the data of the research and identify whether the test can be administered or not. It can be seen from the reliability and validity of the test.

2. Application

After making the planning, the researcher tried to apply the research. The steps were as follows:

a. In first meeting, the researcher gave try out test.

This test was multiple choice that consists of 40 items with four options a, b, c, and d.

- b. In second meeting, the researcher gave items after determined by validity and reliability analysis of try out. It means that only valid and reliable test items used in the pre test.
- c. In Last meeting, the researcher gave post test with test items after determine by validity and reliable test items used in post test

3. Reporting

The last step that should be done in the research procedure is reporting. It can be shown as follows:

1. Analyze data that is received from try-out test.
2. Analyze data that is received from pre-test and post test.
3. Making report on the finding.

H. Scoring System

The scoring research that used was formula from arikunto⁵⁸:

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

Notes:

S: Score

R: Totally answer right

N: Totally item

⁵⁸ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta : Bumiaksara, 2012), p.272

I. Validity and Reliability

This some criteria test validity and reliability.

1. Validity of Test

Arikunto states that a test is valid if it measures what it purpose to measure.⁵⁹ It means that valid is to know the result of test is good, the researcher will measure test. This research used content validity, construct validity and internal validity.

a. Content Validity

According to Creswell, content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.⁶⁰ It means that instrument of the test has to appropriate from subject learning and content in skill learning. Test should be appropriate with learning material. Then, materials was taught and the test has appropriate with KD and KI in syllabus. It can be seen in appendix 1.

The researcher made the instrument related to recount text. To know whether the test have a good validity or not, the items of the test to the expert. In this case, the researcher consulted to an English lecture at UIN Raden Intan Lampung, Deri Hedrawan,M.Pd., to make sure the instruments were valid. The materials had been

⁵⁹ *Ibid*, p.80

⁶⁰ John W. Creswell, *Op.Cit*, p.618

taught and has appropriate with KD and KI in syllabus. The purpose of the learning had been related to indicator. It can be seen in appedix 1.

b. Construct Validity

According to Creswell, construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument.⁶¹ It means that construct validity is determining kind of test based on the theoretical which measure reading comprehension. This research made a reading test that can measure students' reading comprehension. . The assessment is using eight specifications of reading comprehension that adapted from Brown. To make sure, the researcher consulted the instrument to the lecturer. The researcher consulted the test to the lecturer named Deri Hedrawan, M.Pd.

On the first meeting, 12nd Oct 2016 the researcher get suggestion from validator that the test sholud be appropriate with syllabus and then for the second meeting, 13rd Oct 2016, the validator gave suggestion that the test must suitable with students grade level. On the third meeting, 18th Oct 2016. the validator gave suggestion that eight specifications of reading comprehension that adapted from Brown is too hard and the specification not too different, so the validator ask researcher to try make it become 5 Items on Generally specifications, the aspects are :

⁶¹ *Ibid*, p.618

1. Ideas (Main Idea and Supporting Idea)
2. Meaning Expression /Phrase and Vocabulary
3. Details (Implied and Specifically Detail)
4. Gramatical Features
5. Excluding Fact Not Written

It means that there are 3 aspects that included on the others aspects reading. Ideas (Main Idea and Supporting Idea), Meaning Expression /Phrase and Vocabulary and Details (Implied and Specifically Detail). On the last meeting, 19th Oct 2016, after reseracher used 5 aspects reading comprehension, and consulted the instrument test, the validator has agree.

The researcher consulted the test to the lecturer named Deri Hedrawan, M.Pd. in consulting the test, the researcher wanted to see whether the specification reading comprehension and items number had been fixed. After the researcher consulted the test with the lecturer, he said that the reading test material was suitable for the students level. It can be seen in appendix 7.

c. Internal Validity

According to Creswell, internal validity, which relates to the validity of inferences drawn about the cause and effect relationship between the independent and

dependent variables.⁶² It means that to know score the best result of each items correlated with the score about the totality of the test result. This research used ANATES Version 4 program to know validity of the which consist of 40 items multiple choice. In this research the researcher consulted the instrument of the test to the lecture named Deri Hedrawan, M.Pd, after consulted the researcher gave try out to 35 students at VIII B class in 21st – 22nd october 2016 at MTs Darul Huda Bandar Lampung, to make sure wether the instrument had been valid or no. As the result the lecture said the instrument of the data was valid. It can be seen in appendix 7

In the first step of pre-test try out, there were 20 items considered invalid. They were the items number 1, 3, 5, 6, 7, 8, 9, 10, 16, 19, 20, 25, 26, 28 29, 30, 32, 33, 34, and 38. After that, valid items in pretest try out were 20 items. They were the items number 2, 4, 11, 12, 13, 14, 15, 17, 18, 21, 22, 23, 24, 27, 31, 35, 36, 37, 39, and 40

In the second step of posttest try out, there were 20 items considered invalid. They were the items number 3, 8, 10, 11, 13, 14, 15, 16, 19, 20, 21, 24, 27, 30, 31, 32, 33, 35, 36, and 38. After that, valid items in pretest try out were 20 items. They were the items number 1, 2, 4, 5, 6, 7, 9, 12, 17, 18, 22, 23, 25, 26, 28, 29, 34, 37, 39, and 40.

⁶² *Ibid*, p.303

2. Reliability of Test

According to Creswell, Reliability means that scores from an instrument are stable and consistent.⁶³ Reliability refers to consistency of the test. The researcher used ANATES Version 4 program. ANATES can help analysis of item quickly, easy and accurately. ANATES is necessary in the research to assess the good instrument or not.

The criteria of reliability test are :

0.800-1.000 = Very high reliability

0.600-0.800 = High reliability

0.400-0.600 = Medium reliability

0.200-0.400 = Low reliability

0.00-0.200 = Very low reliability⁶⁴



From the criteria of reliability above, it can be drawn a conclusion that the result of reliability for pre-test has a high reliability since it amounts to 0.80 and the result of reliability for post-test has a high reliability because it amounts to 0.67. It means that reliability of instruments in the research are reliable.

⁶³ John W. Creswell, *Op.Cit*, p.159

⁶⁴ Suhairmi Arikunto, *Op.Cit*, p.89

J. Data Analysis

1. Normality test

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not.⁶⁵ In this study the researcher use statistical computation by using SPSS (*Statistical Package for the Social Science*) for normality of test. The test of normality employed are Kolmogorov – Smirnov and Saphiro – Wilk.

The hypothesis formulas are:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution

While the criteria acceptance or rejection of hypothesis were :

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

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

2. Homogeneity Test

Before administering the data into t-test, it is necessary to be certain that the data are homogeneous or not. The researcher used Levene's in SPSS (*Statistical Package for the Social Sciences*) of version 16

⁶⁵ Budiyo. 2004. *Statistika Untuk Penelitian*. Surakarta: 11 maret University Press. p.170

The hypotheses for the homogeneity test are:

H_0 = The variance of the data is homogeneous

H_a = The variance of the data is not homogeneous

The test criteria :

H_0 is accepted if $\text{sig} \geq \alpha = 0.05$

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

K. The Hypothetical Test

In this research, the researcher used formulation Independent sample T-test. The researcher used SPSS (Statistical Package for the Social Sciences) of version 16.

The hypothesis are :

H_a : There is a significant influence of using Think Aloud Strategy towards students' reading comprehension on recount text at the first semester of the eight grade of MTs Darul Huda Bandar Lampung in academic year 2016/2017.

H_0 : There is no a significant influence of using Think Aloud Strategy towards students' reading comprehension on recount text at the first semester of the eight grade of MTs Darul Huda Bandar Lampung in academic year 2016/2017.

Where criteria of hypothesis are :

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

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



CHAPTER IV RESULT AND DISCUSSION

A. Description of Treatments

The research had been conducted since Oktober of 2016. This research had been carried through six steps. They involved try out test, pre-test, three time treatments, and post test. To find out the influence of using Think Aloud Strategy , the researcher identified several results, they were: the score of students before treatment, the score of students after treatment, the differences between students' score in pre-test and post-test and from the differences of students' atmosphere between the students who are taught by using Think Aloud Strategy and those taught by Lecturing Strategy in teaching and learning process (Guided Reading Strategy), they were in teaching reading comprehension, especially in MTs Darul Huda Bandar Lampung.

Before the test was used as an instrument to collect the data, it had been tried out to the students in tryout class. The researcher prepared 80 items as the instrument of the test, 40 items for pre-test and 40 items for post-test. From 80 test items of tryout, some items were chosen as instrument of the test. The choosing of the instrument had been done by considering two categories, validity and reliability. After being tryout the researcher used 20 questions for the pre-test. The test given before and after the students followed the learning process was provided by the researcher. This test was given for control class and experimental class. Before the activities were conducted, the researcher determined the materials and lesson plans. The experimental class

learnt by using Think Aloud Strategy, while the control class used Guided Reading Strategy.

1. Description of the first treatment

The first treatment was administrated on November 9th 2016. The student felt extremely surprised when the new teacher came. The lesson begun by greeting and introducing himself which caused the students felt curious to know the next step of teaching learning process. The topic in the first treatment is “whatcing football match”.

The researcher divided the students into small group that consist of five until six students.

After the students sat in their group, the researcher divided the role of each member in the group. After that, the researcher gave a text to the all group.

Before the students worked together in their group, the researcher explained about the step of using Think Aloud Strategy. The researcher explained how to use the Think Aloud Strategy Learning. Then, the students read the text, the teacher asked studen about the text.

In the preview the students do brainstorming about the text just from see the title after that the students made prediction about the topic of the text, the students can discuss with their group but still used their thinking. Then, the students looking for difficult word in the text, the students led by clunk expert use fix up strategy to looking for the

meaning of the difficult word. In stage get the gist, the students helped with gist expert search about the main idea of the text, the students must be discussed and share their opinion to get the best main idea. In last stage The students made a conclusion about what they have learned and discuss it. After that the students read their learning.

In last activity, the researcher together with the students made conclusions of what they have learned. After that, the researcher evaluated the students by asking some question to some students randomly. Finally the researcher closed the first meeting.

2. Description of the second treatment

The second treatment was administrated on November 15th 2016. It was better than the first treatment because the students felt in accustomed in teaching learning process through Think Aloud Strategy. The researcher did almost the same activity to begin the class as what the researcher did in the first treatment. But the topic in the second meeting was Vacation to Surabaya.

In the second treatment, it was better than the first treatment, because the students has knew the Strategy and material before the lesson began. The procedure of Think Aloud Strategy done better than previous treatment, therefore the students more active and motivate in learning process with the second treatment.

3. Description of the third treatment

The third treatment was administrated on November 16th 2016. The researcher held the activity as usual from beginning until closing. The activities in third meeting still same with the first meeting and second meeting. The topic in the second meeting was “Go To Jogjakarta”. The result in this meeting was better than previous treatment, because the students had been familiar with the strategy. It makes learning activity was easier and more interested, thus the students had fun and enjoyed the learning activity.

B. Data Analysis

1. Result of the Analysis

This research was aimed to know whether there is significant influence of using Think Aloud Strategy towards students’ reading comprehension on recount text at the first semester of the eighth grade of MTs Darul Huda Bandar Lampung in the academic year of 2016/2017. The total number of the sample was 70 students, two classes were chosen as control class and experimental class.

The instrument of this research was test. Pre-test consisted 20 multiple-choice items and post-test consisted of 20 multiple-choice items with four options. Pretest was conducted previously on November 8th for class VIII A as a control class and VIII

C as the experimental class. The pre-test was administrated in order to see the students' score in reading text.

After conducting the three meetings of using Think Aloud Strategy the researcher gave the posttest to the sample. The post-test was conducted on November 22nd, 2016 for the control class and experimental class.

1. Result of Pre-test

The pre-test was administered in order to know students' Reading comprehension before the treatments given. It can be seen from the pre-test score of students' reading comprehension in the experimental class and control class. After the data were analyzed, the result showed that the mean score of the pretest in the control class was 55.88. The highest score was 75.00 and the lowest was 35.00. The mode score was 55.00. The median Score was 55.00 in completing the test.

While in experimental class the mean score was 50.55, the highest score was 70.00 and the lowest score was 35.00. the median score was 50.00 and the mode score was 45.00 in which there were 11 students scored 45.00 in the completing test.

2. Result of Post-test

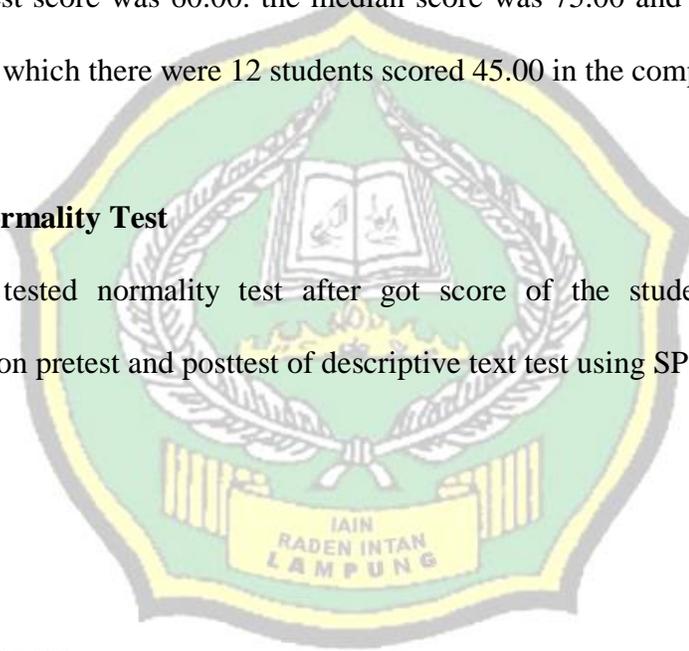
The post-test was administered in order to know students' Reading comprehension after the treatments given. It can be seen from the post-test score of students' reading comprehension in the experimental class and control class. After the data

were analyzed, the result showed that the mean score of the post-test in the control class was 75.00. The highest score was 90.00 and the lowest was 65.00. The mode score was 75.00. The median Score was 75.00 in completing the test.

While in experimental class the mean score was 76.25, the highest score was 90.00 and the lowest score was 60.00. the median score was 75.00 and the mode score was 75.00 in which there were 12 students scored 45.00 in the completing test.

3. Result of Normality Test

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



a. The hypotheses are:

H_0 : The data have normal distribution.

H_a : The data do not have normal distribution

b. The test criteria

If the value $(p) \geq$ significant $(\alpha = 0.05)$ It means that, H_0 was accepted

If the value $(p) <$ significant $(\alpha = 0.05)$ It means that, H_a was accepted

Tabel 6

Pretest of Normality

Nilai Posttest experi and Control	Kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
	Experimental	.181	36	.004	.941	36	.056
	Control	.161	34	.025	.949	34	.112

a. Lilliefors Significance Correction

Tabel 7
Posttest of Normality

Nilai Posttest experi and Control	Kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
	Experimental	.181	36	.004	.941	36	.099
	Control	.185	34	.005	.949	34	.069

a. Lilliefors Significance Correction

Based on the table 6 above, the researcher compared of normality in pretest using Shapiro-Wilk. The reseracher used shapiro- wilk because the subject of the reserach are more than 30 students. The result of normality in pretest of experimental class was .056 with significant 0.05. It can be concluded that the result pretest was higher than the significant 0.05. Furthermore, the normality in pretest of controlled was .112 with significant 0.05. It can be concluded that the result pre test was higher than the significant 0.05. Therefore, the data pretest of Experimental and Controlled class was normal distribution.

Based on the table 7 above, the researcher compared of normality in posttest using Shapiro-Wilk. The result of normality in posttest of experimental class was 0.099

with significant 0.05. It can be concluded that the result posttest was higher than the significant 0.05. Furthermore, the normality in posttest of control was 0.069 with significant 0.05. It can be concluded that the result posttest was higher than the significant 0.05. Therefore, the data posttest of Experimental and Control class was normal distribution.

4. Result of Homogeneity Test

The researcher tested homogeneity test after he got score of student reading comprehension in experimental and control class (pretest and posttest of reading comprehension in descriptive text by using SPSS)

a. The hypotheses are:

H_0 : the variance of the data is homogeneous

H_a : the variance of the data is not homogeneous

b. The criteria of the test are as follows:

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

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

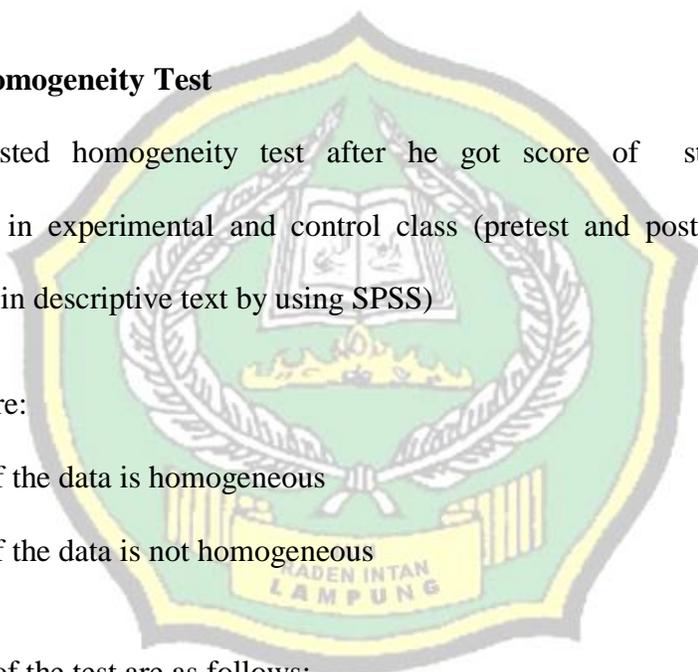


Table 8
Test of Homogeneity of variances
Nilai pretest experi and and control

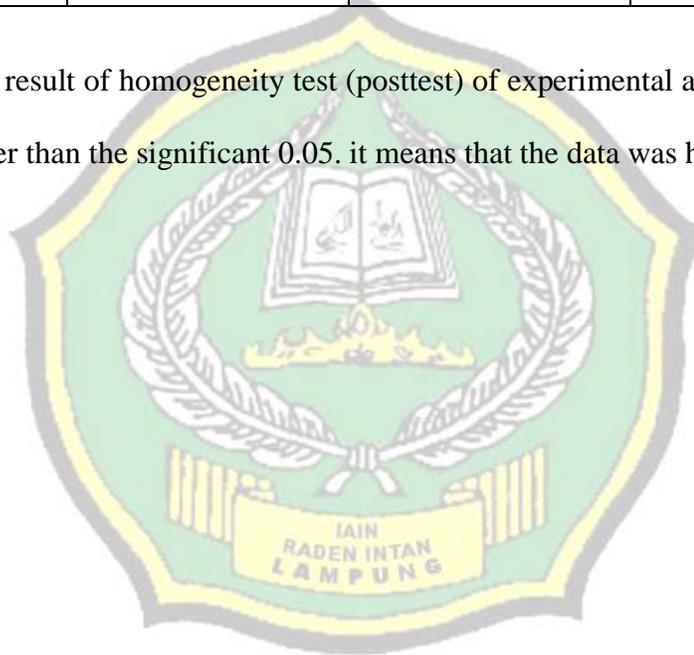
Levene Statistik	Df 1	Df 2	Sig.
1.051	1	68	.309

Based on table, the result of homogeneity test (Pretest) of experimental and control class was 0.309 higher than the significant 0.05. it means that the data was homogeneity.

Table 9
Test of Homogeneity of variances
Nilai posttest experi and and control

Levene Statistik	Df 1	Df 2	Sig.
.238	1	68	.627

Based on table, the result of homogeneity test (posttest) of experimental and control class was 0.627 higher than the significant 0.05. it means that the data was homogeny.



6. 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 Think Aloud Strategy

towards students' reading comprehension on recount text at the first semester of the eighth grade of MTs Darul Huda Bandar Lampung in the academic year of 2016/2017.

H_0 : There is no significant influence of using Think Aloud Strategy towards students' reading comprehension on recount text at the first semester of the eighth grade of MTs Darul Huda Bandar Lampung in the academic year of 2016/2017.

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

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

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

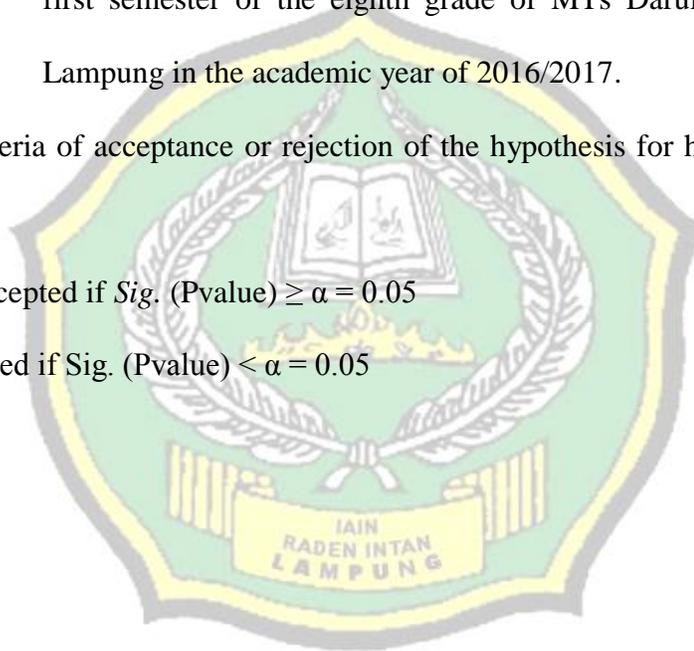


Table 10
Independent Sample T. Test

T	Df	Sig (2-Tailed)
2.095	68	.040

Based on the results obtained in the independent sample t-test in Table 10, that the value of significant generated $Sig.(P_{value}) = 0.040 < \alpha = 0.05$. So, H_a is accepted. Based on

the computation, it can be concluded that there was a significant influence of using Think Aloud Strategy towards reading comprehension on recount text at the first semester of the eight grade of Darul Huda Bandar Lampung in the academic year 2016/2017.

c. Discussion

Based on the finding of the research, it was found that the students who were taught by using Think Aloud Strategy have increased their ability in reading comprehension. It might be due to in Think Aloud the students were highly involved in reading process, since they had to explore the text and related it to their life.

Based on the result of the pre-test before Think Aloud Strategy was implemented, the ability of students to comprehend the text was lower. After Think Aloud Strategy was implemented, students reading comprehension was better than before. After getting the treatments and post-test was conducted, it found that there was significant differences between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of control class was 55.88 and in the post-test was 75.00 while the mean of pre-test score of experimental class was 50.55 and in the post-test was 76.25. It means that the most improvement was in the experimental class.

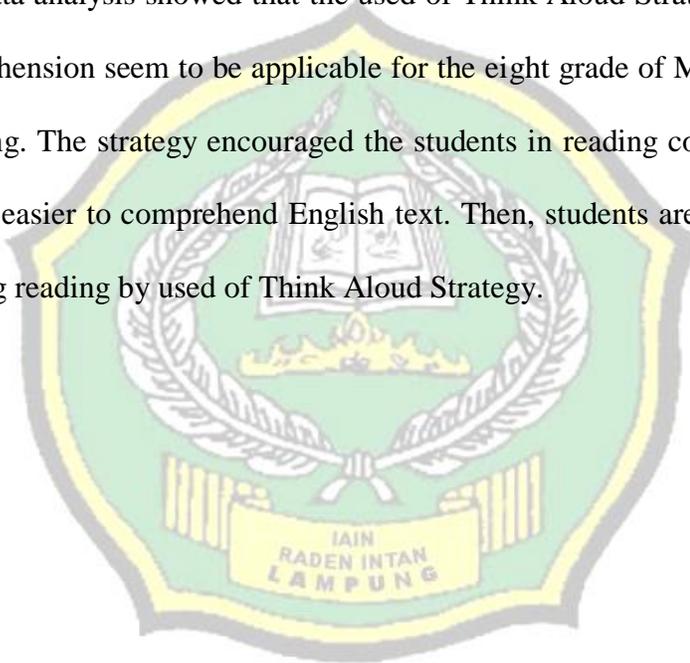
Think aloud strategy was implemented in the process of teaching reading. The strategy made students interested in reading lesson. Then, students were easier to comprehend English text. Students is comprehending English text by eight specification of reading comprehension. The aspects of reading comprehension as main idea, inference, and detail more dominant in think aloud strategy but specification phrases in content, grammatical feature, excluding fact not written, supporting idea and vocabulary can be used in think aloud also think aloud strategy to improve students reading comprehension.

There were some problem met by the researcher during the implementation of think aloud strategy on recount text. First, most of the students were inhibited to use English in their communication. They were afraid to make mistake. Second, the students always consulted to dictionary to find the word that they used because, they were lack vocabulary. After using thnk-aloud strategy, students are able to understand the text better than before, this is because students used their thoughts and share to the teacher about their thinking. Indirectly, the strategy help students to activate their last experiences background knowledge.. Using this strategy, students prefer to use their thinking and learning experience compared with using a dictionary, because students accompanied by teachers as fasilitator their reading comprehension.

In general, the teaching learning process ran well, the students cooperated well throughout third treatments. Based on the analysis of the data and the testing of

hypothesis, the result of the calculation by SPSS Version 16 found that the hypothesis null (H_0) was rejected and the hypothesis alternative (H_a) was accepted. From the analysis above, we knew that the students using think aloud strategy in teaching recount text could improve students' score reading comprehension on recount text.

The result of the data analysis showed that the used of Think Aloud Strategy in teaching reading comprehension seem to be applicable for the eight grade of MTs Darul Huda Bandar Lampung. The strategy encouraged the students in reading comprehension is good. They are easier to comprehend English text. Then, students are enthusiastic in process teaching reading by used of Think Aloud Strategy.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the post-test was given to measure the influence of using Think Aloud Strategy towards students' reading comprehension on recount text in both classes after treatments done. The mean score of post-test in experimental class was 76.25 and the mean score of post-test in control class was 75.00. 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 0.040. 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 Think Aloud Strategy towards students' reading comprehension on recount text at the first semester of the eighth grade of MTs Darul Huda Bandar Lampung in the academic year of 2016/2017.

B. Suggestion

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

1. For the teacher

Considering the Strategy, the researcher suggests the English teachers to apply

Think Aloud Strategy as one of the strategy in teaching reading

comprehension on recount text because it can help the students in comprehension the text easier. By implementing think aloud strategy, the students interested in reading lesson, they follow the class and they become more comfortable in learning reaccount text. Moreover, Think-aloud strategy gives opportunities developing students knowledge by verbalizing their thinking in reading lesson. Think-aloud strategy also gives them chance to be actively reading and involved with the text, so that they enjoy the class during teaching learning process.

2. For the students

Considering the strategy, the researcher suggests the students to Think Aloud Strategy as one of the strategy in doing reading comprehension, it can be used for comprehending any kind of reading texts.

3. For the researcher

In this research, the researcher used Think Aloud Strategy to help students of Junior High School, especially on recount text. Further, reseracher may conduct this strategy on level of students, for example Junior High School. They can apply other kind of texts, for examples, narrative, report, recount text etc.

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APPENDIX. 1

SILABUS PEMBELAJARAN

Sekolah : MTs DARUL HUDA BANDAR LAMPUNG

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Membaca

1. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan	1. Teks Essai berbentuk <i>narrative / recount</i> 2. Ciri kebahasaan Teks Essai berbentuk	1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita populer 2. Tanya jawab menggali informasi dalam	<ul style="list-style-type: none"> Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i> Mengidentifikasi berbagai makna teks <i>narrative /</i> 	isian	Membaca nyaring	<i>Read the story aloud.</i> <i>Choose the right answer based on</i>	x 40 menit	1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	<p><i>narrative / recount</i></p> <p>3. Tujuan komunikatif teks esai <i>narratif / recount</i></p> <p>4. Langkah retorika <i>narrative / recount</i></p> <p>Spelling, stress, intonation</p>	<p>cerita berdasarkan gambar</p> <p>3. Mendengarkan teks <i>narrative / recount</i> yang dibaca guru</p> <p>4. Membaca nyaring teks <i>narrative / recount</i> dengan ucapan dan intonasi yang benar</p> <p>5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca</p> <p>6. Menentukan tujuan komunikatif teks <i>narrative / recount</i> yang di baca</p>	<p><i>recount</i></p> <ul style="list-style-type: none"> Mengidentifikasi tujuan komunikatif teks <i>narrative / recount</i> Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i> 	<p>Tulis</p> <p>Tulis</p>	<p>isian singkat</p> <p>tanyaan tertulis</p>	<p><i>the text.</i></p> <p><i>plete the following sentences using the information from the text.</i></p> <p><i>ver the following questions based on the text.</i></p>		<p>terkait cerita</p> <p>4. Rekaman cerita</p> <p>5. Tape recorder</p> <p>CD player</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		7. Menentukan langkah retorika dari teks <i>narrative / recount</i> yang di baca 8. Menentukan ciri kebahasaan teks <i>narrative / recount</i> yang di baca 9. Membaca teks <i>narrative / recount</i> lainnya 1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional		Tulis				

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	<p>teks fungsional :</p> <ul style="list-style-type: none"> - undangan - pengumuman - pesan <p>tujuan komunikatif</p> <p>kebahasaan</p>	<p>terkait materi</p> <p>4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</p> <p>5. Menyebutkan ciri-ciri teks fungsional yang dibaca</p> <p>6. Membaca teks fungsional pendek lainnya dari berbagai sumber</p>	<ul style="list-style-type: none"> • Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengidentifikasi ciri kebahasaan teks fungsional 	<p>Penulisan</p> <p>Penulisan</p> <p>Penulisan</p>	<p>PG</p> <p>wawancara singkat</p> <p>wawancara singkat</p>	<p>Choose the best option, a,b,c or d</p> <p>Answer the following questions</p> <p>short answers !</p>	<p>x 40 menit</p>	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

mengetahui;
Kepala Sekolah MTs Darul Huda Bandar Lampung

(M. Nurrahman, S.Pd.)

.....,2016
Kepala Mapel Bahasa Inggris,

(S. Mirhadi, S.Pd.)

APPENDIX.3

The Result of Interview The Teacher

	Pertanyaan	Jawaban	Kesimpulan
	Sudah berapa lama Mr Novi Mirhadi mengajar di MTs Darul Huda Bandar Lampung?	Mulanya tahun 2012, tahun ini 4 tahun	Mulai dari 2012 sampai sekarang, sudah 4 tahun
	Apakah masalah yang dihadapi Mr Novi Mirhadi pada saat mengajar bahasa Inggris di kelas VIII?	Kondisi kelas siswa masih pemula mereka agak susah mulainya dari awal, terutama mengetahui kata baru (vocab)	Siswa susah dalam mengetahui arti vocabulary di bahasa Inggris ke bahasa Indonesia.
	Bagaimana kemampuan siswa dalam membaca text bahasa Inggris?	Kemampuan Mereka kurang maksimal dalam membaca text berbahasa Inggris.	Kemampuan siswa rendah dalam bahasa Inggris terutama di membaca.
	Bagaimana pemahaman siswa setelah membaca text bahasa Inggris?	Siswa kesulitan dalam memahami topic di dalam teks. Karena mereka sulit dalam mengartikan kosakata.	Siswa kesulitan dalam memahami topic text dan mengartikan kosakata.
	Strategi apa yang mrs. Gunakan saat mengajar bahasa Inggris, khususnya reading?	Dalam kelas biasanya saya menggunakan Guided Reading strategy untuk mengajar	Mrs. menggunakan Guided Reading strategy

APPENDIX.3

The Result of Interview The Students

No	Name Students	Interview	Simpulan
	Students 1	<p>1. Apa kamu suka bahasa inggris? Aku suka bahasa inggris. Tetapi susah pengucapannya</p> <p>2. Apakah kamu kesulitan dalam belajar bahasa inggris di kelas? Iya, karena nggak ngerti bahasa inggris</p> <p>3. Apakah gurumu menggunakan strategy menyenangkan saat belajar bahasa inggris? Tidak pernah</p> <p>4. Kesulitan apa saat kamu belajar reading (membaca) dalam teks bahasa inggris? Saat membaca bahasa inggris sulit saat pengucapkannya</p> <p>5. Apakah kamu bisa mengerti text bahasa inggris saat membacanya ? Aku tidak tau arti kata dalam teks bahasa inggris</p>	<p>Surid tidak suka bahasa inggris. Mereka kesulitan dalam belajar bahasa inggris. Bahkan menurut mereka, pelajaran bahasa inggris membosankan. Siswa kesulitan dalam belajar bahasa inggris karena mereka susah memahami teks dalam bahasa inggris dan kesulitan mereka dalam memaham</p>
	Students 2	<p>1. Apa kamu suka bahasa inggris? Aku tidak suka bahasa inggris. Karena susah pengucapannya</p> <p>2. Apakah kamu kesulitan dalam belajar bahasa inggris di kelas? Iya, karena nggak ngerti bahasa inggris</p> <p>3. Apakah gurumu menggunakan strategy menyenangkan saat belajar bahasa inggris? Tidak pernah</p> <p>4. Kesulitan apa saat kamu belajar reading (membaca) dalam teks bahasa inggris?</p>	<p>kosakata.guru mereka menggunakan strategy repeated reading</p>

		<p>Saat membaca bahasa inggris sulit saat pengucapkannya</p> <p>5. Apakah kamu bisa mengerti text bahasa inggris saat membacanya ?</p> <p>Aku tidak tau arti kata dalam teks bahasa inggris</p>	
	idents 3	<p>1. Apa kamu suka bahasa inggris?</p> <p>Suka bahasa inggris.</p> <p>2. Apakah kamu kesulitan dalam belajar bahasa inggris di kelas?</p> <p>Iya, karena sulit memahami pelajaran bahasa inggris</p> <p>3. Apakah gurumu menggunakan strategy menyenangkan saat belajar bahasa inggris?</p> <p>Tidak</p> <p>4. Kesulitan apa saat kamu belajar reading (membaca) dalam teks bahasa inggris?</p> <p>Saat membaca bahasa inggris sulit saat pengucapkannya</p> <p>5. Apakah kamu bisa mengerti text bahasa inggris saat membacanya ?</p> <p>Aku tidak tau arti kata dalam teks bahasa inggris</p>	
	idents 4	<p>1. Apa kamu suka bahasa inggris?</p> <p>aku tidak suka bahasa inggris.</p> <p>2. Apakah kamu kesulitan dalam belajar bahasa inggris di kelas?</p> <p>Iya, karena sulit memahaminya</p> <p>3. Apakah gurumu menggunakan strategy menyenangkan saat belajar bahasa inggris?</p> <p>Pernah tapi jarang sekali</p> <p>4. Kesulitan apa saat kamu belajar reading (membaca)</p>	

		<p>dalam teks bahasa inggris? Saat membaca bahasa inggris sulit saat pengucapkannya</p> <p>5. Apakah kamu bisa mengerti text bahasa inggris saat membacanya ? Aku tidak tau arti kata dalam teks bahasa inggris</p>	
	idents 5	<p>1. Apa kamu suka bahasa inggris? Saya tidak suka. Karena sulit bahasa inggris</p> <p>2. Apakah kamu kesulitan dalam belajar bahasa inggris di kelas? Iya, karena nggak ngerti bahasa inggris</p> <p>3. Apakah gurumu menggunakan strategy menyenangkan saat belajar bahasa inggris? Iya, karena waktu belajar di kelas. Kami mengikuti ibu guru membaca</p> <p>4. Kesulitan apa saat kamu belajar reading (membaca) dalam teks bahasa inggris? Saat membaca sulit saat mengucapkannya</p> <p>5. Apakah kamu bisa mengerti teks bahasa inggris saat membacanya ? saya tidak mengerti kata-kata bahasa inggris</p>	
	idents 6	<p>6. Apa kamu suka bahasa inggris? aku tidak suka bahasa inggris. Karena susah pengucapannya</p> <p>7. Apakah kamu kesulitan dalam belajar bahasa inggris di kelas? Iya, karena nggak ngerti bahasa inggris</p> <p>8. Apakah gurumu menggunakan</p>	

		<p>strategy menyenangkan saat belajar bahasa inggris?</p> <p>Tidak pernah</p> <p>9. Kesulitan apa saat kamu belajar reading (membaca) dalam teks bahasa inggris?</p> <p>Saat membaca bahasa inggris sulit saat pengucapkannya</p> <p>10. Apakah kamu bisa mengerti text bahasa inggris saat membacanya ?</p> <p>Aku tidak tau arti kata dalam teks bahasa inggris</p>	
	idents 7	<p>1. Apa kamu suka bahasa inggris?</p> <p>Saya tidak terlalu suka</p> <p>2. Apakah kamu kesulitan dalam belajar bahasa inggris di kelas?</p> <p>Iya, karena pengucapan dan kosa katanya sulit</p> <p>3. Apakah gurumu menggunakan strategy menyenangkan saat belajar bahasa inggris?</p> <p>Tidak pernah</p> <p>4. Kesulitan apa saat kamu belajar reading (membaca) dalam teks bahasa inggris?</p> <p>Tidak tau cara pengucapannya</p> <p>5. Apakah kamu bisa mengerti text bahasa inggris saat membacanya ?</p> <p>Tidak bisa</p>	
	idents 8	<p>1. Apa kamu suka bahasa inggris?</p> <p>suka</p> <p>2. Apakah kamu kesulitan dalam belajar bahasa inggris di kelas?</p> <p>Iya, suka tapi sulit</p> <p>3. Apakah gurumu menggunakan strategy menyenangkan saat</p>	

		<p>belajar bahasa inggris? Tidak tau, biasanya membosankan</p> <p>4. Kesulitan apa saat kamu belajar reading (membaca) dalam teks bahasa inggris? Mengartikan teks bahasa inggris</p> <p>5. Apakah kamu bisa mengerti text bahasa inggris saat membacanya ? Tidak karena nggak tau artinya</p>	
	idents 9	<p>1. Apa kamu suka bahasa inggris? Tidak</p> <p>2. Apakah kamu kesulitan dalam belajar bahasa inggris di kelas? Iya, kasena susah di pahami</p> <p>3. Apakah gurumu menggunakan strategy menyenangkan saat belajar bahasa inggris? Tidak , membosankan</p> <p>4. Kesulitan apa saat kamu belajar reading (membaca) dalam teks bahasa inggris? Mengartikan teks bahasa inggris</p> <p>5. Apakah kamu bisa mengerti text bahasa inggris saat membacanya ? Tidak karena nggak tau artinya</p>	
	idents 10	<p>1. Apa kamu suka bahasa inggris? Tidak</p> <p>2. Apakah kamu kesulitan dalam belajar bahasa inggris di kelas? Iya, kasena susah di pahami</p> <p>3. Apakah gurumu menggunakan strategy menyenangkan saat belajar bahasa inggris? Tidak , membosankan</p> <p>4. Kesulitan apa saat kamu</p>	

		<p>belajar reading (membaca) dalam teks bahasa inggris? Mengartikan teks bahasa inggris 5. Apakah kamu bisa mengerti text bahasa inggris saat membacanya ? Tidak karena nggak tau artinya</p>	
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Appendix 4

**STUDENTS' READING SCORE CLASS VIII A – VIII C
MTs DARUL HUDA BANDAR LAMPUNG
IN 2015 ACADEMIC YEAR**

VIII A			VIII B		
	NAMA	NILAI	NO	NAMA	NILAI
1	Helia safitri	60	1	li	60
2	gustia eka pati	59	2	gung suryanto	60
3	amad fadil	75	3	ra ariska	70
4	amad Nurhadi	75	4	ndre eka maulana	65
5	ie riski andika	80	5	orilia eka asih	70
6	belia adilian	60	6	ra Amanda saputri	68
7	lul hali walaqi	78	7	evi lestari	75
8	amad effendi	63	8	an fitria	74
9	ah safitri	60	9	mas Prasetyo	65
10	odi karis ramadhan	75	10	ta triyani	60
11	vi mei santika	75	11	ra adila	68
12	amar prasetya	75	12	win yuda agata	70
13	ni yana	62	13	hrezza nandika	65
14	ni syahra	75	14	bi kurniawan	60
15	bi febrianti	60	15	ra fadillah	70
16	li rahmawati	60	16	lmi nurhidayah	65
17	sika berlian indra	75	17	rfi maulana	75
18	olik mawardi	62	18	ristia	68
19	lita anggreyani	62	19	is safitri	74
20	ies subangi	80	20	arhanah	68
21	cky galih .p	75	21	sna	70
22	Alif setiawan	75	22	lda kurniati	65
23	Syarif	62	23	r'aliayah hidayat	67
24	rhani	63	24	rdin hidayah	68
25	etty fadilah	80	25	arul anisa	70
26	hman mutiara ayu	69	26	arul fadillah	65
27	o andika putra	75	27	tra suprayogo	70
28	sky fakhur rozy	75	28	ni	67
29	hana	65	29	ka pramudita	65
30	lfiya anjelita	75	30	ngkut toto susilo	75
31	tri mia lestari	65	31	abila andani	65
32	ni aprian	64	32	ahroli	65
33	kha safitri	67	33	gar prasetia	75
34	mil amanullah	66	34	idia ningsih	68
			35	oga ramadhani	65

VIII C

NO	NAMA	NILAI
1	ng sunandar	65
2	el tira ramadhan	68
3	mad rohim	69
4	mad noval asmana	68
5	gesti erawati	75
6	ng supriyadi	69
7	nelia	67
8	jar aditia kusuma	68
9	di novalia selvia	69
10	yu rauf hidayat	71
11	lan sriyani	65
12	den purnama	68
13	an sasi kirana	69
14	ni setiawan	69
15	di rosadi	70
16	ni irawan	65
17	wi windi astute	72
18	iana anafi	68
19	edi prayoga	75
20	ngki prayoga	68
21	ndun widari	75
22	safitri	68
23	rina	65
24	is santika	73
25	fiano anggola	68
26	uhaimin ghani	68
27	Roby haryanto	69
28	hman	68
29	ska dias saputri	75
30	sita	69
31	fri saputra	75
32	bnah Juliana	60
33	tio pangestu	75
34	ahyu cahya azzahra	74
35	Gilang	75
36	Amanudin	74

APPENDIX. 5

Lesson Plan For Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

I. Identitas Mata Pelajaran

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / I

Pertemuan ke : 1

Alokasi Waktu : 2 x 40 menit

Skill : Reading

II. Standar Kompetensi

1. Membaca

Memahami makna dalam esei pendeksederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

III. Kompetensi Dasar

1. Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk *recount* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

IV. Indikator

- Membaca nyaring dan bermakna teks esai berbentuk *recount*
- Mengidentifikasi berbagai makna teks *recount*
- Mengidentifikasi tujuan komunikatif teks *recount*
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks *recount*

V. Tujuan pembelajaran

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks *recount*
2. Siswa dapat mengidentifikasi fungsi komunikatif teks *recount*
3. Siswa dapat mengidentifikasi langkah retorika teks *recount*
4. Siswa dapat menyebutkan ciri kebahasaan teks *recount*

VI. Materi Ajar

- a. Definition of recount text. Recount text is a piece of text that retells past events, usually in in order in which they ocured.
- b. Fungsi sosial mendiskripsikan kejadian yang telah dialami.
- c. Generic structure of recount text
 1. Orientation
 2. Events
 3. Re-Orientation
- d. The example of recount text

Watching football match

On Friday, there was a football match between Indonesia and Japan. It held on Gelora Bung Karno stadium. I went to Gelora Bung Karno stadium with my friend, Jono.

Before entering Gelora Bung Karno stadium, we looked the bus that took Indonesian football players. Then, We followed that bus to main-entrance. I found that Bambang Pamugkas left from the bus. When, we wanted to get close to Bambang Pamungkas, a security guard held me back. But, I thinked that security guard was familiar. He was my old friend, Budi. After that, he let me in, finally I could meet Bambang pamungkas and got his signature.

Next, I went back to my seat at the stadium and the match just began. It was an amazing day and good match.

VII. Metode Pembelajaran

Think Aloud Strategy

VIII. Langkah-langkah pembelajaran

Kegiatan Pembelajaran	Waktu (menit)
<p data-bbox="280 390 418 422"><i> PENDAHULUAN</i></p> <ol style="list-style-type: none"> <li data-bbox="337 443 1036 594">a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli) <li data-bbox="337 615 1052 709">b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin) 	10'
<p data-bbox="280 737 410 768"><i> Kegiatan Inti</i></p> <p data-bbox="280 789 370 821"><i> Eksplorasi</i></p> <ol style="list-style-type: none"> <li data-bbox="337 842 992 936">a. Siswa dikondisikan oleh Guru dibentuk seperti kelompok belajar. <li data-bbox="337 957 1003 1052">b. Siswa disiapkan oleh Guru untuk dapat menerima pelajaran serta disiapkan topik pembelajaran. <p data-bbox="337 1073 467 1104"><i> Elaborasi</i></p> <ol style="list-style-type: none"> <li data-bbox="337 1125 837 1157">a. Siswa diberikan teks untuk dibaca. <li data-bbox="337 1178 1049 1283">b. Siswa diminta oleh guru untuk membaca teks yang telah diberikan <li data-bbox="337 1304 967 1398">c. Siswa diinstrusikan oleh guru, untuk mencari unfamiliar vocabulary dari teks. <li data-bbox="337 1419 992 1577">d. Siswa diberhentikan pada saat membaca , kemudian siswa diminta untuk menjelaskan isi pemikirannya tentang teks yang dibaca. <li data-bbox="337 1598 1024 1755">e. Siswa diminta untuk mendiskusikan isi pemikiran mereka tentang text tersebut bersama dengan kelompoknya. <li data-bbox="337 1776 967 1808">f. Siswa mendiskusikan hasil pemikiran mereka 	60'

	<p>tentang teks bersama sama dengan kelompok lain</p> <p><i>Konfirmasi</i></p> <p>Siswa diminta untuk menyambungkan pelajaran dengan pembukaan awal belajar</p>	
	<p>Kegiatan Akhir</p> <p>a. Siswa membuat kesimpulan dalam pelajaran</p> <p>b. Guru menutup pelajaran</p>	10'

IX. Sumber/Bahan/Alat

- Buku BSE
- Kamus
- Worksheet
- Internet

X. Penilaian

Teknik : Test tertulis

Bentuk : Multiple Choice

Instrument :

Read the text carefully and then answer the question by crossing the correct answer !

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.

Question

1. What is the topic of the text above?
 - a. My vacation
 - b. *Vacation to Surabaya*
 - c. Vacation with family
 - d. Vacation to foreign country
2. What did the writer do when the bus stop for rest in Lamongan?
 - c. The writer bought some souvenirs
 - d. The writer drank some cold lemonade
 - e. The writer went to the toilet
 - f. *The writer got off the bus to get a cup of ginger tea*
3. What did the writer feel when the bus is not there?
 - a. *Ashamed*
 - b. Shocked and confused
 - c. Sad and Angry
 - d. Disappointed
4. How many friend that the writer had to join the vacation?
 - a. *One*
 - b. Two
 - c. Three
 - d. Four
5. The bus was not there. *It* had gone!
The word *it* in paragraph three refers to?
 - a. The writer
 - b. The writer's friend
 - c. *The bus*
 - d. The waitress

Keys

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

Bandar Lampung, November 2016

Mengetahui,

Guru Mata Pelajaran

Mahasiswa Penelitian

Novi Mirhadi, S.Pd,M.Pd.I

Ade Noviandi Saputra

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NIP:--

Lesson Plan For Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

I. Identitas Mata Pelajaran

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / I

Pertemuan ke : 1

Alokasi Waktu : 1 x 40 menit

Skill : Reading

II. Standar Kompetensi

Membaca

Memahami makna dalam esei pendeksederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

III. Kompetensi Dasar

Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk *recount*, dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

IV. Indikator

- Membaca nyaring dan bermakna teks esai berbentuk *recount/ narrative*
- Mengidentifikasi berbagai makna teks *recount/ narrative*
- Mengidentifikasi tujuan komunikatif teks *recount/ narrative*
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks *recount/ narrative*

V. Tujuan pembelajaran

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks *recount*
2. Siswa dapat mengidentifikasi fungsi komunikatif teks *recount*
3. Siswa dapat mengidentifikasi langkah retorika teks *recount*
4. Siswa dapat menyebutkan ciri kebahasaan teks *recount*

VI. Materi Ajar

- a. Definition of recount text. Recount text is a piece of text that retells past events, usually in in order in which they ocured.
- b. Fungsi sosial mendiskripsikan kejadian yang telah dialami.
- c. Generic structure of recount text
 4. Orientation
 5. Events
 6. Re-Orientation
- d. The example of recount text

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.

VII. Metode Pembelajaran

Think Aloud Strategy

- Langkah-langkah pembelajaran

No	Kegiatan Pembelajaran	Waktu (menit)
	<p data-bbox="280 604 418 636">Pendahuluan</p> <ul style="list-style-type: none"> <li data-bbox="354 657 1068 800">a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli) <li data-bbox="354 821 1068 905">b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin) 	10'
	<p data-bbox="280 926 418 957">Kegiatan Inti</p> <p data-bbox="280 978 370 1010"><i>eksplorasi</i></p> <ul style="list-style-type: none"> <li data-bbox="483 1031 1068 1115">b. Siswa dikondisikan oleh Guru dibentuk seperti kelompok belajar. <li data-bbox="337 1136 1068 1220">c. Siswa disiapkan oleh Guru untuk dapat menerima pelajaran serta disiapkan topik pembelajaran. <p data-bbox="337 1262 467 1293"><i>Elaborasi</i></p> <ul style="list-style-type: none"> <li data-bbox="337 1314 841 1346">g. Siswa diberikan teks untuk dibaca. <li data-bbox="337 1367 1068 1451">h. Siswa diminta oleh guru untuk membaca teks yang telah diberikan <li data-bbox="337 1472 1068 1556">i. Siswa diinstruksikan oleh guru, untuk mencari unfamiliar vocabulary dari teks. <li data-bbox="337 1577 1068 1745">j. Siswa diberhentikan pada saat membaca , kemudian siswa diminta untuk menjelaskan isi pemikirannya tentang teks yang dibaca. <li data-bbox="337 1766 1068 1808">k. Siswa diminta untuk mendiskusikan isi pemikiran 	60'

	<p>mereka tentang text tersebut bersama dengan kelompoknya.</p> <p>1. Siswa mendiskusikan hasil pemikiran mereka tentang teks bersama sama dengan kelompok lain</p> <p><i>Konfirmasi</i></p> <p>Siswa diminta untuk menyambungkan pelajaran dengan pembukaan awal belajar</p>	
	<p>Kegiatan Akhir</p> <p>c. Siswa membuat kesimpulan dalam pelajaran</p> <p>d. Guru menutup pelajaran</p>	10'
	<p>gitan Pembelajaran</p>	aktu (menit)
	<p>ndahualuan</p> <p>c. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)</p> <p>d. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)</p>	10'
	<p>giatan Inti</p> <p><i>eksplorasi</i></p> <p>d. Siswa dikondisikan oleh Guru dibentuk seperti kelompok belajar.</p> <p>e. Siswa disiapkan oleh Guru untuk dapat menerima pelajaran serta disiapkan topik pembelajaran.</p> <p><i>Elaborasi</i></p> <p>a. Siswa diberikan teks untuk dibaca.</p>	60'

	<p>b. Siswa diinstrusikan oleh guru, untuk mencari unfamiliar vocabulary dari teks.</p> <p>c. Siswa diberhentikan pada saat membaca , kemudian siswa diminta untuk menjelaskan isi pemikirannya tentang teks yang dibaca.</p> <p>d. Siswa diminta untuk mendiskusikan isi pemikiran mereka tentang text tersebut bersama dengan kelompoknya.</p> <p>e. Siswa mendiskusikan hasil pemikiran mereka tentang teks bersama sama dengan kelompok lain</p>	
	<p>Kegiatan Akhir</p> <p>e. Siswadiminta menyambungkan pelajaran dengan pembukaan awal belajar.</p> <p>f. Guru menutup pelajaran</p>	10'

- Sumber/Bahan/Alat

Buku BSE

Kamus

Worksheet

Internet

- Penilaian

Teknik : Test tertulis

Bentuk : Multiple Choice

Instrument :

Read the text carefully and then answer the question by crossing the correct answer !

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 Brahmna and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled. On Saturday morning we went to Yogya 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.

1. The content above basically talks about
 - a. the writer's trip to Yogyakarta
 - b. the writer's first visit to Prambanan
 - c. the writer's impression about the guide
 - d. the writer's experience at Yogya Kraton
2. The content is composed as an/a
 - a. recount
 - b. narrative
 - c. Report
 - d. Spoof
3. Is purpose of the text.....
 - a. tell past events
 - b. entertain readers
 - c. describe the smugglers
 - d. report an event to the police
4. What else the big temples in Prambanan?
 - a. angkor wat, syiwa, and sudra temples
 - b. paria, brahmna, and temples
 - c. brahmna, syiwa, and wisnu temples
 - d. wisnu, syiwa, and borobudur temples
5. When did they go home?
 - a. On Saturday morning
 - b. On Friday evening
 - c. On Friday afternoon
 - d. On Saturday evening
6. Why did they just visit Brahmna and Syiwa sanctuaries?
 - a. because there was no wisnu temple
 - b. because wisnu temple was amazing
 - c. because wisnu temple was too small
 - d. because wisnu temple was being repaired

Keys

1. a
2. a
3. a
4. c
5. d
6. d

Bandar Lampung, November 2016

Mengetahui,

Guru Mata Pelajaran

Mahasiswa Penelitian

Novi Mirhadi, S.Pd,M.Pd.I

Ade Noviandi Saputra

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Siti Fatimah, S.Pd

NIP. --

Lesson Plan For Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 3)

I. Identitas Mata Pelajaran

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / I

Pertemuan ke : 3

Alokasi Waktu : 2 x 40 menit

Skill : Reading

II. Standar Kompetensi

Membaca

Memahami makna dalam esei pendeksederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

III. Kompetensi Dasar

Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk *recount*, dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

IV. Indikator

- a) Membaca nyaring dan bermakna teks esai berbentuk *recount/ narrative*
- b) Mengidentifikasi berbagai makna teks *recount/ narrative*
- c) Mengidentifikasi tujuan komunikatif teks *recount/ narrative*
- d) Mengidentifikasi langkah retorika dan ciri kebahasaan teks *recount/ narrative*

V. Tujuan pembelajaran

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks *recount*
2. Siswa dapat mengidentifikasi fungsi komunikatif teks *recount*
3. Siswa dapat mengidentifikasi langkah retorika teks *recount*
4. Siswa dapat menyebutkan ciri kebahasaan teks *recount*

V. Materi Ajar

- a. Definition of recount text. Recount text is a piece of text that retells past events, usually in in order in which they ocured.
- b. Fungsi sosial mendiskripsikan kejadian yang telah dialami.
- c. Generic structure of recount text
 1. Orientation
 2. Events

3. Re-Orientation

d. The example of recount text

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 Brahmmana, Syiwa and Wisnu sanctuaries. They are truly stunning. We went by just Brahmmana and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled. On Saturday morning we went to Yogya 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.

VI. Metode Pembelajaran

Think Aloud Strategy

VII. Langkah-langkah pembelajaran

	Kegiatan Pembelajaran	Waktu (menit)
	<p data-bbox="279 1161 418 1192">Pendahuluan</p> <ul style="list-style-type: none"> <li data-bbox="337 1220 1068 1360">a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli) <li data-bbox="337 1381 1068 1472">b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin) 	10'
	<p data-bbox="279 1537 418 1568">Kegiatan Inti</p> <p data-bbox="279 1596 370 1627"><i>eksplorasi</i></p> <ul style="list-style-type: none"> <li data-bbox="337 1654 1068 1745">a. Siswa dikondisikan oleh Guru dibentuk seperti kelompok belajar. <li data-bbox="337 1766 1068 1820">b. Siswa disiapkan oleh Guru untuk dapat menerima 	60'

	<p>pelajaran serta disiapkan topik pembelajaran.</p> <p><i>Elaborasi</i></p> <ol style="list-style-type: none"> a. Siswa diberikan teks untuk dibaca. b. Siswa diinstrusikan oleh guru, untuk mencari unfamiliar vocabulary dari teks. c. Siswa diberhentikan pada saat membaca , kemudian siswa diminta untuk menjelaskan isi pemikirannya tentang teks yang dibaca. d. Siswa diminta untuk mendiskusikan isi pemikiran mereka tentang text tersebut bersama dengan kelompoknya. e. Siswa mendiskusikan hasil pemikiran mereka tentang teks bersama sama dengan kelompok lain 	
	<p>Kegiatan Akhir</p> <ol style="list-style-type: none"> a. Siswadiminta menyambungkan pelajaran dengan pembukaan awal belajar. b. Guru menutup pelajaran 	10'

VIII. Sumber/Bahan/Alat

Buku BSE

Kamus

Worksheet

Internet

IX. Penilaian

Teknik : Test tertulis

Bentuk : Multiple Choice

Instrument :

Read the text carefully and then answer the question by crossing the correct answer !

Grandpa's Birthday

It was my Grandpa's birthday last Sunday.

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

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

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

Answer the questions bellow!

1. What is the topic of the text?
 - b. Party
 - c. Nice Shopping
 - d. *Grandpa's birthday*
 - e. Weekend in grandpa's house
1. What did the writer do in the kitchen?
 - a. Cooked meal
 - b. Prepared for lunch
 - c. Roasted a lobster
 - d. *Made a cake*
2. How many the siblings that the writer has?
 - a. One
 - b. *Two*
 - c. Three
 - d. Four
3. What was the present from the writer?

- a. Cake
- b. Flowers
- c. Chocolate
- d. *Batik shirt*

4. *It* was a big and beautiful cake. The word *It* in paragraph three refers to?

- a. Batik shirt
- b. *Cake*
- c. Flowers
- d. Chocolate

Keys

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

Bandar Lampung, November 2016

Mengetahui,

Guru Mata Pelajaran

Mahasiswa Penelitian

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Lesson Plan For Control Class

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 1)

III. Identitas Mata Pelajaran

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / I

Pertemuan ke : 1

Alokasi Waktu : 2 x 40 menit

Skill : Reading

IV. Standar Kompetensi

Membaca

Memahami makna dalam esei pendeksederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

III. Kompetensi Dasar

Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk *recount*, dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

IV. Indikator

- Membaca nyaring dan bermakna teks esai berbentuk *recount/ narrative*
- Mengidentifikasi berbagai makna teks *recount/ narrative*
- Mengidentifikasi tujuan komunikatif teks *recount/ narrative*
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks *recount/ narrative*

X. Tujuan pembelajaran

2. Siswa dapat mengidentifikasi berbagai informasi dalam teks *recount*

2. Siswa dapat mengidentifikasi fungsi komunikatif teks *recount*
3. Siswa dapat mengidentifikasi langkah retorika teks *recount*
4. Siswa dapat menyebutkan ciri kebahasaan teks *recount*

XI. Materi Ajar

a. Definition of recount text.

Recount text is a piece of text that retells past events, usually in in order in which they ocured.

b. Fungsi sosial mendiskripsikan kejadian yang telah dialami.

c. Generic structure of recount text

7. Orientation
8. Events
9. Re-Orientation

d. The example of recount text

On Friday, there was a football match between Indonesia and Japan. It held on Gelora Bung Karno stadium. I went to Gelora Bung Karno stadium with my friend, Jono.

Before entering Gelora Bung Karno stadium, we looked the bus that took Indonesian football players. Then, we followed that bus to main-entrance. I found that Bambang Pamugkas left from the bus. When, we wanted to get close to Bambang Pamungkas, a security guard held me back. But, I thinked that security guard was familiar. He was my old friend, Budi. After that, he let me in, finally I could meet Bambang pamungkas and got his signature.

Next, I went back to my seat at the stadium and the match just began. It was an amazing day and good match.

XII. Metode Pembelajaran

Guided Reading Strategy

XIII. Langkah-langkah pembelajaran

	Kegiatan Pembelajaran	Waktu (menit)
	<p>Pendahuluan</p> <ul style="list-style-type: none"> ▪ Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli) ▪ Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin) 	10'
	<p>Kegiatan Inti</p> <p><i>Eksplorasi</i></p> <ul style="list-style-type: none"> ▪ Siswa dibagi menjadi beberapa kelompok belajar kecil. ▪ Siswa diberikan penjelasan dan disiapkan untuk membaca bersama kelompok yang telah dibentuk. <p><i>Elaborasi</i></p> <p>m. Siswa diminta untuk menganalisa isi teks.</p> <p>n. Siswa berdiskusi tentang isi teks bersama kelompok belajarnya.</p> <p><i>Konfirmasi</i></p> <ul style="list-style-type: none"> ▪ Siswa memnjelaskan ide pikiran mereka masing masing dalam bentuk diskusi antar kelompok belajar. 	60'
	<p>Kegiatan Akhir</p> <p>g. Siswa membuat kesimpulan dalam mata pelajaran</p> <p>h. Guru menutup mata pelajaran</p>	10'

IX. Sumber/Bahan/Alat

- Buku BSE

- Kamus
- Worksheet
- Internet

XI. Penilaian

Teknik : Test tertulis

Bentuk : Multiple Choice

Instrument :

Read the text carefully and then answer the question by crossing the correct answer !

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.

Question

6. What is the topic of the text above?
 - a. My vacation
 - b. *Vacation to Surabaya*
 - c. Vacation with family
 - d. Vacation to foreign country
7. What did the writer do when the bus stop for rest in Lamongan?
 - a. The writer bought some souvenirs
 - b. The writer drank some cold lemonade
 - c. The writer went to the toilet
 - d. *The writer got off the bus to get a cup of ginger tea*
8. What did the writer feel when the bus is not there?

- e. *Ashamed*
 - f. Shocked and confused
 - g. Sad and Angry
 - h. Disappointed
9. How many friend that the writer had to join the vacation?
- e. *One*
 - f. Two
 - g. Three
 - h. Four
10. The bus was not there. *It* had gone!
The word *it* in paragraph three refers to?
- e. The writer
 - f. The writer's friend
 - g. *The bus*
 - h. The waitress

Keys

- 6. B
- 7. D
- 8. A
- 9. A
- 10. C

Bandar Lampung, November 2016

Mengetahui,

Guru Mata Pelajaran

Mahasiswa Penelitian

Novi Mirhadi, S.Pd,M.Pd.I

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Kepala Sekolah MT.s Darul Huda Bandar Lampung

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Lesson Plan For Control Class

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 2)

I. Identitas Mata Pelajaran

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / I

Pertemuan ke : 2

Alokasi Waktu : 1 x 40 menit

Skill : Reading

II. Standar Kompetensi

Membaca

Memahami makna dalam esei pendeksederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

III. Kompetensi Dasar

Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk *recount*, dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

IV. Indikator

- Membaca nyaring dan bermakna teks esai berbentuk *recount/narrative*
- Mengidentifikasi berbagai makna teks *recount/narrative*
- Mengidentifikasi tujuan komunikatif teks *recount/narrative*
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks *recount/narrative*

V. Tujuan pembelajaran

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks *recount*
2. Siswa dapat mengidentifikasi fungsi komunikatif teks *recount*
3. Siswa dapat mengidentifikasi langkah retorika teks *recount*
4. Siswa dapat menyebutkan ciri kebahasaan teks *recount*

VI. Materi Ajar

a. Definition of recount text.

Recount text is a piece of text that retells past events, usually in in order in which they ocured.

b. Fungsi sosial mendiskripsikan kejadian yang telah dialami.

c. Generic structure of recount text

10. Orientation

11. Events

12. Re-Orientation

d. The example of recount text

On Friday, there was a football match between Indonesia and Japan. It held on Gelora Bung Karno stadium. I went to Gelora Bung Karno stadium with my friend, Jono.

Before entering Gelora Bung Karno stadium, we looked the bus that took Indonesian football players. Then, we followed that bus to main-entrance. I found that Bambang Pamugkas left from the bus. When, we wanted to get close to Bambang Pamungkas, a security guard held me back. But, I thought that security guard was familiar. He was my old friend, Budi. After that, he let me in, finally I could meet Bambang pamungkas and got his signature.

Next, I went back to my seat at the stadium and the match just began. It was an amazing day and good match.

- Metode Pembelajaran

Guided Reading Strategy

- Langkah-langkah pembelajaran

	gitan Pembelajaran	aktu (menit)
	Pendahuluan <ul style="list-style-type: none"> ▪ Mengucapkan salam dengan ramah kepada siswa 	10'

	<p>ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)</p> <ul style="list-style-type: none"> ▪ Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin) 	
	<p>Kegiatan Inti</p> <p><i>Eksplorasi</i></p> <ul style="list-style-type: none"> ▪ Siswa dibagi menjadi beberapa kelompok belajar kecil. ▪ Siswa diberikan penjelasan dan disiapkan untuk independent reading. <p><i>Elaborasi</i></p> <p>o. Siswa diminta untuk menganalisa isi teks.</p> <p>p. Siswa berdiskusi tentang isi teks bersama kelompok belajarnya.</p> <p><i>Konfirmasi</i></p> <ul style="list-style-type: none"> ▪ Siswa memnjelaskan ide pikiran mereka masing masing dalam bentuk diskusi antar kelompok belajar. 	60'
	<p>Kegiatan Akhir</p> <p>i. Siswa membuat kesimpulan dalam mata pelajaran</p> <p>j. Guru menutup mata pelajaran</p>	10'

IX. Sumber/Bahan/Alat

- Buku BSE
- Kamus
- Worksheet
- Internet

XII. Penilaian

Teknik : Test tertulis

Bentuk : Multiple Choice

Instrument :

Read the text carefully and then answer the question by crossing the correct answer !

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 Yogya 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.

7. The content above basically talks about
 - a. the writer's trip to Yogyakarta
 - b. the writer's first visit to Prambanan
 - c. the writer's impression about the guide
 - d. the writer's experience at Yogya Kraton
8. The content is composed as an/a
 - a. recount
 - b. narrative
 - c. Report
 - d. Spoof
9. Is purpose of the text.....
 - a. tell past events
 - b. entertain readers
 - c. describe the smugglers
 - d. report an event to the police
10. What else the big temples in Prambanan?
 - a. angkor wat, syiwa, and sudra temples
 - b. paria, brahmana, and temples
 - c. brahmana, syiwa, and wisnu temples
 - d. wisnu, syiwa, and borobudur temples
11. When did they go home?
 - a. On Saturday morning

- b. On Friday evening
 - c. On Friday afternoon
 - d. On Saturday evening
12. Why did they just visit Brahmmana and Syiwa sanctuaries?
- a. because there was no wisnu temple
 - b. because wisnu temple was amazing
 - c. because wisnu temple was too small
 - d. because wisnu temple was being repaired

Keys

- 2. a
- 3. a
- 4. a
- 5. c
- 6. d
- 7. d

Bandar Lampung, November 2016

Mengetahui,

Guru Mata Pelajaran

Mahasiswa Penelitian

Novi Mirhadi, S.Pd,M.Pd.I

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Siti Fatimah, S.Pd

Lesson Plan For Control Class

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 3)

I. Identitas Mata Pelajaran

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / I

Pertemuan ke : 3

Alokasi Waktu : 1 x 40 menit

Skill : Reading

II. Standar Kompetensi

Membaca

Memahami makna dalam esei pendeksederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

III. Kompetensi Dasar

Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk *recount*, dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

IV. Indikator

- a. Membaca nyaring dan bermakna teks esai berbentuk *recount/ narrative*
- f. Mengidentifikasi berbagai makna teks *recount/ narrative*
- g. Mengidentifikasi tujuan komunikatif teks *recount/ narrative*
- h. Mengidentifikasi langkah retorika dan ciri kebahasaan teks *recount/ narrative*

V. Tujuan pembelajaran

- 1. Siswa dapat mengidentifikasi berbagai informasi dalam teks *recount*
- 2. Siswa dapat mengidentifikasi fungsi komunikatif teks *recount*
- 3. Siswa dapat mengidentifikasi langkah retorika teks *recount*
- 4. Siswa dapat menyebutkan ciri kebahasaan teks *recount*

VI. Materi Ajar

a. Definition of recount text.

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On Friday, there was a football match between Indonesia and Japan. It held on Gelora Bung Karno stadium. I went to Gelora Bung Karno stadium with my friend, Jono.

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Next, I went back to my seat at the stadium and the match just began. It was an amazing day and good match.

VII. Metode Pembelajaran

Guided Reading Strategy

VIII. Langkah-langkah pembelajaran

	Kegiatan Pembelajaran	Waktu (menit)
	Pendahuluan <ul style="list-style-type: none"> ▪ Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli) ▪ Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin) 	10'
	Kegiatan Inti <p><i>Eksplorasi</i></p> <ul style="list-style-type: none"> ▪ Siswa dibagi menjadi beberapa kelompok belajar kecil. ▪ Siswa diberikan penjelasan dan disiapkan untuk independent reading. <p><i>Elaborasi</i></p> <p>q. Siswa diminta untuk menganalisa isi teks.</p> <p>r. Siswa berdiskusi tentang isi teks bersama kelompok belajarnya.</p> <p><i>Konfirmasi</i></p> <ul style="list-style-type: none"> ▪ Siswa memnjelaskan ide pikiran mereka masing masing dalam bentuk diskusi antar kelompok belajar. 	60'
	Kegiatan Akhir <p>k. Siswa membuat kesimpulan dalam mata pelajaran</p> <p>l. Guru menutup mata pelajaran</p>	10'

IX. Sumber/Bahan/Alat

- Buku BSE

- Kamus
- Worksheet
- Internet

X. Penilaian

Teknik : Test tertulis

Bentuk : Multiple Choice

Instrument :

Read the text carefully and then answer the question by crossing the correct answer !

Grandpa's Birthday

It was my Grandpa's birthday last Sunday.

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

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

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

Answer the questions bellow!

2. What is the topic of the text?
 - a. Party
 - b. Nice Shopping
 - c. *Grandpa's birthday*
 - d. Weekend in grandpa's house
3. What did the writer do in the kitchen?
 - e. Cooked meal
 - f. Prepared for lunch

- g. Roasted a lobster
h. *Made a cake*
4. How many the siblings that the writer has?
- e. One
f. *Two*
g. Three
h. Four
5. What was the present from the writer?
- e. Cake
f. Flowers
g. Chocolate
h. *Batik shirt*
6. *It* was a big and beautiful cake. The word *It* in paragraph three refers to?
- e. Batik shirt
f. *Cake*
g. Flowers
h. Chocolate

Keys

6. C
7. B
8. D
9. D
10. B

Bandar Lampung, November 2016

Mengetahui,

Guru Mata Pelajaran

Mahasiswa Penelitian

Novi Mirhadi, S.Pd,M.Pd.I

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Kepala Sekolah MT.s Darul Huda Bandar Lampung

Siti Fatimah, S.Pd

Appendix 7

Form of Construct Validity for Reading Test (PRE-TEST)

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Penelaah : Deri Hedrawan, M.Pd

Petunjuk pengisian format pengisian butir soal :

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

NO	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas VIII di semester 1?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah instruksi dapat di pahami siswa?			
4	Apakah instruksi sudah sesuai dengan aspek yang akan di ukur?			
5	Apakah alokasi waktu sudah cukup?			

6	Apakah items number 2, 6, 12, 14, 11, 13, 33, 37 Sudah sesuai dengan aspek nomor 1?			
7	Apakah items number 8, 16, 26, 28, 7, 9, 27, 31 Sudah sesuai dengan aspek nomor 2?			
8	Apakah items number 4, 10, 22, 34, 1, 3, 21, 23 Sudah sesuai dengan aspek nomor 3?			
9	Apakah items number 18, 20, 32, 36, 19, 25, 29, 39 Sudah sesuai dengan aspek nomor 4?			
10	Apakah items number 24, 30, 38, 40, 5, 15, 17, 35 Sudah sesuai dengan aspek nomor 5?			

Form of Construct Validity for Reading Test
(POST TEST)

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Penelaah : Deri Hedrawan, M.Pd

NO	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas VIII di semester 1?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah instruksi dapat di pahami siswa?			
4	Apakah instruksi sudah sesuai dengan aspek yang akan di ukur?			
5	Apakah alokasi waktu sudah cukup?			
6	Apakah items number 4, 10, 12, 36, 9, 13, 15, 29 Sudah sesuai dengan aspek nomor 1?			
7	Apakah items number 14, 20, 24, 26, 1, 5, 25, 33 Sudah sesuai dengan aspek nomor 2?			
8	Apakah items number 2, 18, 34, 40, 7, 11, 21, 23 Sudah sesuai dengan aspek nomor 3?			
9	Apakah items number 8, 16, 28, 32,			

	19, 31, 35, 39 Sudah sesuai dengan aspek nomor 4?			
10	Apakah items number 6, 22, 30, 38, 3, 17, 27, 37 Sudah sesuai dengan aspek nomor 5?			

Bandar Lampung.....2016
Validator

(.....)

APPENDIX.8**PRE TEST**

Reading Comprehension Test for TO pre Test.

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 !

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

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

1. When did the clock stopped?

- A. At 11.55 b. At 5.12
C. At 12.00 d. At 12.02

2. What did you get from the text?

- A. strike the laughing people
B. see the newly bought clock
C. welcome the New Year
D. stop people who shouted

3. Based on the text, where was the writer?

- A. At the center of the town
 B. At home
 C. AT the beach
 D. At the market
4. When did the event happen?
 A. The end of the year
 B. in the middle of the year
 C. Christmas celebration
 D. at the weekend as usual
5. Which of the following is not true according to the text?
 A. the writer was waiting to celebrate the New Year.
 B. the writer brought a watch.
 C. the writer was very happy.
 D. The writer celebrated the New Year with his family.
6. Why did the writer went to go to the townhall?
 A. Because the writer went to join on The new year Moment
 B. Because the writer went to see the Town Hall Clock
 C. Because the writer went to buy something
 D. Because the writer went to met someone
7. “It was the last day of the year and a large crowd of people had gathered under the Town Hall clock.”
 What is the closest meaning of the underlined word?
 A. Join
 B. Come
 C. Assemble
 D. Together
8. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock.
 What is the closest meaning of the underlined word?
 A. lots of
 B. big
 C. many
 D. mass
9. “The big clock refused to welcome the New Year”
 What is the synonym of the word
 A. admitted
 B. accepted
 C. rejected
 D. hate

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>

10. What is Diwali?
 - a. Celebration
 - b. Wonderful designs
 - c. Festival of Lights
 - d. Home and temple in India
11. What is the main idea of paragraph 3 ?
 - a. The preparations for Diwali was very long.
 - B. Diwali was celebrated everywhere.
 - C. The writer was very happy with Diwali.
 - d. Houses were decorated with lamps and candles.
12. “People cleaned their homes and painted wonderful designs called rangolis on the walls and floors.”

It is implied...

 - a. All indian join on the moment
 - b. All human join on the moment
 - c. not All indian join on the moment
 - d. People cleaned their homes and painted wonderful
13. According to from the text we know that ...
 - a. Diwali was a fairy tale.
 - b. all ages joined the celebration.

- c. the writer were afraid of the festival.
- d. Diwali was an ordinary festival.

Read the text carefully and answer questions !

Maria Yuryevna Sharapova is a Russian professional tennis player. She was born in 1987 in Ngayan, Siberia. At the age of three, Sharapova moved with her family to Sochi. She began playing tennis at the age of four using a racket given to her by Yevgeny Kafelnikov's father. At the age five or six, at a tennis clinic in Moscow, Sharapova was spotted by Martina Navratilova, who urged her parents to get her serious coaching in the USA.

At the age of seven, she and her father boarded a plane to the USA with only \$700. Her father took her to the Nick Bollettieri Tennis Academy where one of the coaches checked her out. The story goes that Maria knocked his hat off with the tennis ball, thereby making a favorable impression. This led her to obtaining a scholarship. At the age of nine, she was signed up by a number of sponsors including Prince (racquets), Oakley and Nike.

In 2004, Sharapova became the second youngest Wimbledon women's champion in open era (after Martina Hingis) by defeating defending two-time champion Serena Williams in straight sets (6-1, 6-4). In the process she also became the first Russian ever to win that tournament.

Adapted From: <http://englishahkam.blogspot.co.id/2013/04/recount-text.html>

14. What is the text about?

- a. The family of Maria Sharapova
- b. Professional tennis players in the world
- c. The happiness of having a great father
- d. The working experience of Maria Sharapova

15. Which statement is not true about Maria Sharapova being a model of some products?

- a. Three
- b. Four
- c. Five
- d. Nine

16. "... was spotted by Martina Navratilova ..." (Paragraph 2)
The synonym of the underlined word is...

- a. searched
- b. seen
- c. placed
- d. introduced

Last week, my dad and I 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-sltptssmp-kelas-viii-semester-gasal/>

17. Which of the following is not true according to the text?

- a. The writer goes to a store last week
- b. The Writer buy the candy
- c. The writer buy seven kinds of candy
- d. The writer likes the candy

18. "It was yummy."

- The underlined word refers to..
- a. Store
 - b. Candy
 - c. Money
 - d. Store Owner

19. In the text above, what tense is mainly used mainly by writer?

- a. Present Tense
- b. Present Perfect Tense
- c. Future tense
- d. Past Tense

20. "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."

What tense is used by the writer on the underlined sentence?

- a. Present Tense
- b. Past Perfect Tense
- c. Future tense
- d. Past Tense

21. Who went to the store?

- a. I
- b. the writer and his dad.
- c. my dad
- d. the writer

22. Where is the writer buy the candy?

- a. at Left The store
- b. at The store
- c. at dady's home
- d. at School

23. What did the writer think about the candy?
- delicious
 - bad
 - good
 - Average

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/>

24. Which of the following is not true according to the text?

- The writer could french
- The writer didn't understand french
- The writer visited meseum and sat in public garden
- The writer goess to paris

25. What tense is mainly used by the writer?

- Simple present tense
- Simple past tense
- Present continues tense
- Simple future tense

26. 'I read a few lines, ...'

What does the underlined phrase mean?

- words in a postcard
- text on the book
- museum guiding
- garden's rules

I am used to travelling by air but only on one occasion I felt frightened. After taking off, we flew low over the city. It slowly went high to the sky. But suddenly it turned round and flew back to the airport. An air-hostess told us to keep calm and to get off the plane quietly as soon as it landed. After we landed, the police searched the plane carefully. Everybody on board was worried and we grew curious about what was happening.

Later we learnt that there was a very important person on board. Earlier somebody told the police that there was a bomb on the plane. Fortunately, they didn't find a bomb and five hours later we were able to take off again.

27. "I felt frightened"
The underline phrase can be replaced by?
- Afraid
 - Sad
 - Cheerful
 - Happy
28. "we grew curious."
The underlined word refers to...
- Shock
 - excited
 - sad
 - happy
29. "It slowly went high to the sky."
The underlined words refers to...
- An air-hostess
 - The plane
 - The passenger.
 - The airport
30. Which of the following is not true according to the text?
- The writer travelling by air
 - The writer curious about the plane
 - The writer felt frightened
 - The writer to travelling with his family
31. "only on one occasion I felt frightened"
What is the closest meaning of the underlined word?
- Hate
 - Brave
 - Shy
 - Scary
32. What tense is used by the writer on the text above?
- Past Tense
 - Present Tense
 - Future tense
 - Present Perfect Tense

On Thursday, We visited the temples in Prambanan. There are 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 Yogya 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.

33. The text above mainly discusses about.....
- the writer's impression about the Guide
 - the writer's first visit to Prambanan
 - the writer's trip to Yogyakarta
 - the writer's experience at Yogya Kraton
34. How many big temples are there on Prambanan?
- Three
 - Two
 - One
 - Four

TESSIE

We were moving house and dad asked me to help him sort out all the boxes in the storeroom. I hadn't been in the storeroom for aged and wondered what we would find. One wall was lined with shelves, stacked with boxes almost to the ceiling there were many other wrapped up objects of different shapes and size. Dad opened the boxes and rummaged through them. I moved over to a wooden box and was just about to lift the lid when it toppled over. Everything fell out into a heap.

'Be careful!' shouted dad, 'There may be something fragile in there.' Then I saw it! My heart began to pound and my knees began to shake. It was a rubber ring. It had belonged to my beloved dog, Tessie. She died two years ago.

I was only four when we got Tessie. I chose her from among other puppies. She was my best friend. Although she had a basket in the kitchen she would creep up to my room at night and sleep in the bottom of the bed. If I was cold she would snuggle up next to me.

Tessie could do anything. She could beg and sit and shake a paw. I taught her to fetch things. One Christmas I bought her a rubber ring I wrapped it up in shiny paper and placed it under the Christmas tree. She played with it everyday. Tessie would wait at the front door when she knew it was time for me to come home from school. She would howl the panting with the rubber ring in front of her. If I didn't play, she would howl

and wouldn't stop until I did. In the weekend we would take the ring to his playground and play for hours and hours until neither of us could run anymore.

35. The statement here is not true...
- the writer was moving home
 - the writer bought Tessie a rubber ring
 - Tessie had an accident
 - Tessie was the writer's best friend at her school

36. She played with it everyday.
The underlined word refers to...

- Rubber ring
- Paw
- Tessie
- Box

37. What does the first sentence tell you about?

- The writer fell ill
- The writer moved school
- The writer want to go to the beach
- The writer moved home

38. Which of the following is not true according to the text?

- Tessie is writer's friend at home
- Tessie died because ill
- Tessie died two years ago
- The writer's bought the rubber ring for tessie

The holiday had come. At first, I had no ideas how to spend my free time. I had no plan because I knew my parents were very busy. My father was finishing his project, while my mother had to take care my little sister. She was just five months.

Luckily, one of my friends, Zaki, didn't have any plans either. So he came to my house nearly every day during the holiday. We did a lot of things.

On the first day, we went around the city by motorcycle. We stopped by at some malls in the city and enjoyed window shopping. The next day I thought Zaki how to play volleyball. It took three days for him to be able to do the service gswell. We spent the last two days by visiting museum in our city: Ronggowarsito and Mandala Bakti museum. We learnt a lot of from the things displayed in the museum.

39. It took three days for him to be able to do the service gswell

The underlined word refers to...

- a. Museum
 - b. The moment
 - c. Volleyball
 - d. Zaki
40. Which of the following is true according to the text?
- A. the writer visit on museum lampung
 - B. the writer going to bali for holiday
 - C. the writer doesn't have plan for holiday
 - D. the writer going to museum of contry with parents

Anwer Key

1. b
2. a
3. c
4. b
5. d
6. a
7. b
8. b
9. c
10. d
11. d
12. a
13. d
14. a
15. a
16. b
17. b
18. b
19. c
20. c
21. c
22. b
23. a
24. a
25. b
26. a
27. a
28. b
29. b
30. a
31. d
32. a
33. c
34. a
35. d
36. a
37. d
38. b
39. b
40. c

Appendix 9**Reading Comprehension Test TO for Posttest****Mata Pelajaran : Bahasa Inggris****Kelas : VIII****Waktu : 60 menit**

The following text is for questions number 1 to 3.

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 Brahmmana, Syiwa and Wisnu sanctuaries. They are truly stunning. We went by just Brahmmana and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled. On Saturday morning we went to Yogya 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://englishahkam.blogspot.co.id/2012/12/recount-text-jawaban.html>

1. "We stayed at Morison Hotel which is not a long way from Malioboro."

The underlined word has synonym to...

- a. Arrived
- b. Lived

- c. Came
- d. Visited

2. When the writer goes to yogya kraton?

- a. Saturday

- b. Sunday
 - c. Monday
 - d. Friday
3. Which of the following is not true according to the text?
- a. They left jogja by bus
 - b. They stayed at morison hotel
 - c. They visited to all sancturies
 - d. The writer is teacher

Text For question 4 to 6

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 Yogya 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>

4. The text above mainly discusses about.....
- a. the writer's first visit to Prambanan
 - b. the writer's trip to Yogyakarta
 - c. the writer's impression about the guide
 - d. the writer's experience at Yogya Kraton
5. Which temple is being renovated ?
- a. Syiwa
 - b. Borobudur
 - c. Brahmana
 - d. Wisnu
6. Which of the following statement is **TRUE** ?
- a. There are three big temples
 - b. The writer went to Borobudur first and then to keraton

- c. Malioboro is very far from Dirgahayu hotel
- d. The writer left for Jakarta on Friday

Read The text to answer questions !

Playing Hide and Seek at Night

When I was a kid, I used to play hide and seek with friends. We used to play in the yard behind my house. The yard was a perfect place because it was surrounded by dense banana trees. We usually played until late at night.

One day, when I was trying to find a place to hide among the banana trees, I slipped and fell into the river. I used to take a bath at the river, but never at night! In the dark, everything looked different. I couldn't think clearly, I felt something tickling my feet. I was struggling to go out, but my feet were trapped in the mud.

Thank God, my friend finally came and helped me. He, then called others, and I was saved.

Adapted from ;<http://englishahkam.blogspot.co.id/2013/05/contoh-soal-recount-text-beserta-jawaban.html>

7. What made the yard a perfect place for the game? It was ...
 - a. just behind the writer's house.
 - b. surrounded by dense banana trees.
 - c. a place where he takes a bath
 - d. near a river.
8. **We** used to play in the yard behind my house.
The underlined word refers to...
 - a. friends
 - b. banana trees
 - c. the writer
 - d. the writer and friends
9. What is the main idea of paragraph two?
 - a. The river was very dark.
 - b. The writer was hiding among the banana trees.
 - c. The writer's feet were trapped in the mud.
 - d. Something strange was tickling the writer's feet.

Read the text carefully and answer questions !

I was on a tour bus with my classmates. We were on our trip going back to school after a long day visiting museums and an amusement park. We felt very thirsty. We gave a big hurrah when two of our friends distributed soft drinks.

Soon the bus was noisy with gulping sounds. Everyone was enjoying his/her own

drink. Everyone ? Well, no ... I found the taste of the soft drink some kind of funny. It was sour. I felt suspicious and quickly looked for the expiry date printed on the back of the carton. May 20! Gosh ... that was nearly two months ago. I stood up, cleared my throat and said, "Stop drinking! This soft drinks are already expired. The expiry date is last May." At once almost everyone stopped drinking. Some of my friends even threw their half empty drinks into the garbage bins along the bus aisle.

Then, I heard a voice shouting, " You fool, that's May next year, not May this year!" Now everybody gave me a dark look. I felt terrible because I knew that we were still thirsty. I found out later that the drinks tasted sour because they had a new lime flavor.

Adapted from : <http://englishahkam.blogspot.co.id/2013/03/contoh-soal-recount-text-beserta-jawaban.html>

10. What does the text above tell us about?
 - a. The new product of soft drink.
 - b. Tiring journey to the museum.
 - c. The advertisement of the soft drink.
 - d. Embarrassing experience of the writer.

11. What did the writer do when he looked at the expired date of the drink ?
 - a. He threw the drink in the bin.
 - b. He gave the drink to his friend.
 - c. He kept the drink under his seat. He kept the drink under his seat.
 - d. He asked his friend to stop drinking soon.

12. From the text we know that the writer
 - a. the writer had made mistakes looking at the expired date of the drink.
 - b. the writers' friends thanked him for reminding them
 - c. the writer knew that the flavor of the drink was not good
 - d. knew the exact expired date of the drink

Read the text find the best answer !

Unforgettable Moment

Two days ago, Jenny and Eric had dinner at an Italian restaurant. Both of them ordered one medium pizza. Jenny had a bowl of soup as the appetizer and Eric had a bowl of fruit salad. They ordered soft drink for Eric and orange for Jenny.

They enjoyed their meal until Jenny found a piece of button in her soup. They made a complaint to the restaurant manager. They asked for a replacement. The manager was very sorry about it and gave them the replacement of the soup.

Adapted from : http://englishahkam.blogspot.co.id/2013/05/recount-text_21.html

13. Based on the text above we know that
- the manager of the restaurant didn't feel sorry
 - both Eric and Jenny enjoyed their meal in the restaurant
 - Eric and Jenny had orange juice
 - the first meal that Jenny had was pizza
14. "Jenny had a bowl of soup as the appetizer and"
- The word "**appetizer**" means a small of food that we have a meal.
- before
 - when
 - after
 - over
15. What is the main idea of the second paragraph?
- Jenny and Eric complained about the soup
 - Jenny and Eric had dinner together
 - The manager asked for apology
 - Eric ate a bowl of fruit of salad

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

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

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

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

16. "I just missed **it**".
- The underlined word refers to...
- breakfast
 - The bus
 - father
 - arrived at school on time

17. Which of the following is not true according to the text?

- a. The writer has late
- b. The writer arrived at school on the time
- c. The writer forgot to bring his homework
- d. The writer goes to school with her father

Read the text carefully and answer questions !

Unlucky Sunday

It was a sunny Sunday. There was nobody at home because everybody visited my grandmother. I didn't join them because my father asked to me to stay at home. I was lonely so I decided to walk along the street.

When I reached Tofa's house, there was somebody calling me. Tofa called me from a branch of a tree. He tried to cut a branch but he couldn't. then I decided to help him cut the branch. At first, he doubted my ability, but I convinced him that I was an expert. So he gave the saw to me and started to cut the branch. I was a little bit careless and fell on the ground. Tofa took me to the hospital to get medical treatment.

It was an unlucky Sunday and I got lesson to be more careful.

Adapted from : http://englishahkam.blogspot.co.id/2013/05/recount-text_21.html

18. Why did the writer stay at home ?
- a. Because nobody at home
 - b. Because his father asked him to stay at home
 - c. Because it was Sunday
 - d. Because he was lonely
19. "When I reached Tofa's house, there was somebody calling me,, the underlined word refers to ...
- a. the writer
 - b. father.
 - c. Tofa
 - d. grandmother
20. "At first, he doubted my ability".
The underlined word can be best replaced by...
- a. believe
 - b. trusted
 - c. disbelieve
 - d. destroyed
21. What lesson did the writer get from the incident ?
- a. Sunday was unlucky day
 - b. He was careless

- c. Be more carefully
- d. Learnt how to saw a tree branch

Read the text and answer questions 22 to 24

Last week, I spent my holiday in Jakarta. I went there by bus. My bust departed at seven o'clock sharp in the morning. In the middle of the trip, the bus suddenly stopped. I felt afraid immediately, I thought about bad things that could happen on the street. Then I saw the driver's assistant got off the bust. After he returned, he told me and the other passengers that there was a road accident and the police already handled it. However, my bus could go nowhere for a while. My bus was trapped in queue for about three and a half hours. I finally arrived a lebak bulus bus station at dawn. It was the most tiring trip I ever had.

Adapted from : http://englishahkam.blogspot.co.id/2013/05/recount-text_21.html

22. which of the following is **not true** according to the text ?
- a. last week the writer went to jakarta
 - b. the trip run well
 - c. the writer felt afraid
 - d. the bust suddenly stopped
23. What the time did the writer probably arrive at lebak bulus bus station ?
- a. At noon
 - b. 4 Pm
 - c. 4 Am
 - d. In the middle of the night
24. My bus was trapped in the **queue...**"
- The underlined word has the following meanings, **EXCEPT...**
- a. lining up
 - b. standing in line
 - c. fighting for
 - d. waiting in line

Read the text and answer questions 25 to 26

That morning, I went dressed as usual. I was about leaving for school when I noticed that my shoes were filthy. I went back inside to polish them. Staying home those five extra minutes probably saved my life.

When I came outside again, I heard somebody yelled, "tsunami!" I thought it was joke. But, then I looked up and saw a huge wall of dirty water. My mother pushed me inside and slammed the door, just as the wave struck our house. It felt like we'd been hit by a rain.

Though the windows, we could see people floating by holding onto whatever they could.

A boy was clinging to a piece of lumber. It was a nightmare for everyone of us.

Our family was fortunate, and I'm not nervous about tsunamis anymore. But when my family wanted to move to another town, I told my mother, "we're not living at the beach. We're going to live in mountain!"

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

25. "Our family was **fortunate.**"

The underlined word can be replaced by...

- a. famous
- b. lucky
- c. lack of
- d. prosperous

26. It was a nightmare for everyone of use.

The expression underlined word has synonym to...

- a. nightmarish
- b. nighthawk
- c. nightdress
- d. nightwatchman

Read the text and answer questions

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>

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

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

28. We stayed in a small house.

What is staying the present verb from the underlined ?

- a. Staying

- b. stays word
- c. stayed
- d. stay

29. The content above basically talks about ...
- a. The writer's garden
 - b. The writer's home
 - c. The writer's holiday
 - d. The writer's dinner

Read the text and answer questions 30 to 32

It was raining heavily and Murni was wet and cold. She had forgotten to bring her raincoat to school again. As she walked in the rain, she remembered her mother reminding her in the morning not to forget her raincoat. She wished she had not been so forgetful.

Murni was always forgetful. Once she forgot to feed her cat. The cat got so hungry that it messed up the kitchen looking for food. Murni also always forgot to do her homework. Therefore, she was often punished by her teacher. Once, her teacher sent her to see the headmaster for not remembering to do her English homework for the third time.

Murni's mother did not know what else to do with her. She was getting tired of having to remind Murni to do her homework, to lock the door, to feed the cat and to brush her teeth. Murni, too, wished that she could just remember to do all these things without being reminded.

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

30. Which of the following statements is NOT TRUE ?
- a. Murni was a lazy girl
 - b. Murni pretended to be forgetful
 - c. Murni cannot remember things easily
 - d. Murni did not like being reminded
31. She wished she had not been so forgetful.
What tense that used by the writer on the sentence?
- a. Past perfect continuous tense
 - b. Past continuous tense
 - c. Past perfect tense
 - d. Simple Past tense

32. When Murni forgot to feed her cat, the cat...
- became very hungry and thin
 - cleaned up the kitchen
 - messed up the kitchen
 - became mad

Read the text carefully and answer questions !

One day, Andrew, an Australia reporter, was driving home from his office. It was a very hot day. The air conditioner was not working, so Andrew wound down his car window to let enough air come in his car. Then he switched on the radio.

When he reached the traffic lights, they were red. Andrew stopped his car and waited patiently for the lights to turn green. He notice a white van coming from the opposite direction.

When the lights turned green, both vehicles started moving. As the van passed andrew's car, it suddenly slipped over. The back door of the van nose and broke it. Andrew's nose was bleeding badly. He was **furious** that he yelled at the van driver. Poor Andrew had to stop at a hospital to see a doctor before he went home.

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

33. The idiom word “ **hot day** “ in line 1 can be replaced by... ?
- Rain day
 - Sunny day
 - Snow day
 - Sunday
34. Where was Andrew driving home from?
- The workplace
 - The studio
 - The supermarket
 - A sausage factory
35. “ **He** was so furious that he yelled at the van driver”
The underlined word is best replaced by.....
- driving
 - Andrew
 - andres' nose
 - green lights

Iwan went to Jakarta two weeks ago. He went to Monas. There he used a lift to get to the top an 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>

36. What is the main idea of the text?
- Iwan's holiday
 - Iwan watched theatre film
 - Iwan goes to Jakarta
 - Iwan wants to Ancol
37. Which of the following is not true according to the text?
- Iwan took a busway to Taman Mini Indonesia Indah.
 - Iwan saw people riding jet-sky
 - Iwan went to Monas
 - Iwan and his father go to Jakarta
38. Which place was not visited by Iwan?
- TMII
 - Cibubur
 - Ancol
 - the museum of science and technology
39. What is the purpose of the text ?
- Giving the information about Jakarta
 - Telling that Jakarta is a beautiful place
 - Giving the information about Iwan's vacation
 - Describing that Iwan was tired but happy
40. How did he go to TMII?
- by bicycle
 - by jet-sky
 - by lift
 - by bus

Answer Key

1. B
2. A
3. C
4. B
5. D
6. A
7. B
8. B
9. C
10. D
11. D
12. A
13. D
14. A
15. A
16. B
17. B
18. B
19. C
20. C
21. C
22. B
23. B
24. C
25. B
26. A
27. C
28. D
29. C
30. D
31. A
32. A
33. B
34. A
35. B
36. C

- 37. D
- 38. B
- 39. C
- 40. D

APPENDIX. 10

Reading Comprehension Test for Pre Test.

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 !

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

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

1. What did you get from the text?
 - A. strike the laughing people
 - B. see the newly bought clock
 - C. welcome the New Year
 - D. stop people who shouted

2. When did the event happen?
 - A. The end of the year
 - B. in the middle of the year
 - C. Christmas celebration
 - D. at the weekend as usual

Diwali

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>

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

4. “People cleaned their homes and painted wonderful designs called rangolis on the walls and floors.”

It is implied...

 - a. All indian join on the moment
 - b. All human join on the moment
 - c. not All indian join on the moment
 - d. People cleaned their homes and painted wonderful

5. According to from the text we know that ...
 - a. Diwali was a fairy tale.
 - b. all ages joined the celebration.
 - c. the writer were afraid of the festival.
 - d. Diwali was an ordinary festival.

Read the text carefully and answer questions !

Maria Yuryevna Sharapova is a Russian professional tennis player. She was born in 1987 in Ngayan, Siberia. At the age of three, Sharapova moved with her family to Sochi. She began playing tennis at the age of four using a racket given to her by Yevgeng Kafelnikov's father. At the age five or six, at a tennis clinic in Moscow, Sharapova was spotted by Martina Navratilova, who urged her parents to get her serious coaching in the USA.

At the age of seven, she and her father boarded a plane to the USA with only \$700. Her father took her to the Nick Bollettieri Tennis Academy where one of the coaches checked her out. The story goes that Maria knocked his hat off with the tennis ball, thereby making a favorable impression. This led her obtaining a scholarship. At the age of nine, she was signed up by a number of sponsors including Prince (racquets), Oakley and Nike.

In 2004, Sharapova became the second youngest Wimbledon women's champion in open era (after Martina Hingis) by defeating defending two-time champion Serena Williams in straight sets (6-1, 6-4). In the process she also became the first Russian ever to win that tournament.

Adapted From: <http://englishahkam.blogspot.co.id/2013/04/recount-text.html>

6. What is the text about?

- a. The family of Maria Sharapova
- b. Professional tennis players in the world
- c. The happiness of having a great father
- d. The working experience of Maria Sharapova

7. Which statement is not true about Maria Sharapova's age when she became a model of some products?

- a. Three
- b. Four
- c. Five
- d. Nine

Last week, my dad and I 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-sltptssmp-kelas-viii-semester-gasal/>

8. Which of the following is not true according to the text?

- a. The writer goes to a store last week
- b. The Writer buy the candy
- c. The writer buy seven kinds of candy
- d. The writer likes the candy

9. "It was yummy."

- | | | | | |
|-----|-------------|------|--------|-------|
| The | underlined | word | refers | to.. |
| a. | | | | Store |
| b. | | | | Candy |
| c. | | | | Money |
| d. | Store Owner | | | |

10. Who went to the store?

- a. I
- b. the writer and his dad.
- c. my dad
- d. the writer

11. Where is the writer buy the candy?

- | | | | | | |
|----|-----------|----|------|--------|-------|
| a. | at | | Left | The | store |
| b. | | at | | The | store |
| c. | | at | | dady's | home |
| d. | at School | | | | |

12. What did the writer think about the candy?

- a. delicious
- b. bad
- c. good
- d. Average

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/>

13. Which of the following is not true according to the text?

- a. The writer could french
- b. The writer didn't understand french

- c. The writer visited museum and sat in public garden
- d. The writer goes to paris

I am used to travelling by air but only on one occasion I felt frightened. After taking off, we flew low over the city. It slowly went high to the sky. But suddenly it turned round and flew back to the airport. An air-hostess told us to keep calm and to get off the plane quietly as soon as it landed. After we landed, the police searched the plane carefully. Everybody on board was worried and we grew curious about what was happening.

Later we learnt that there was a very important person on board. Earlier somebody told the police that there was a bomb on the plane. Fortunately, they didn't find a bomb and five hours later we were able to take off again.

14. "I felt frightened"

The underline phrase can be replaced by?

- e. Afraid
- f. Sad
- g. Cheerful
- h. Happy

15. "only on one occasion I felt frightened"

What is the closest meaning of the underlined word?

- e. Hate
- f. Brave
- g. Shy
- h. Scary

TESSIE

We were moving house and dad asked me to help him sort out all the boxes in the storeroom. I hadn't been in the storeroom for aged and wondered what we would find. One wall was line with shelves, stacked with boxes almost to the ceiling there were many other wrapped up objects of different shafts and size Dad open the boxes and rummaged through them. I moved over to a wooden box and was just about to lift the lid when it toppled over. Everything fell out into a heap.

Be careful!' shouted dad, There may be something fragile in there Then I saw it! My heart began to pound and my knees began to shake. It was a rubber ring. It had belonged to my beloved dog. Tessie. She died two years ago.

I was only four when we got Tessie. I chose her from among other puppies. She was my best friend. Although she had a basket in the kitchen she would creep up to my room at night and sleep in the bottom of the bed. If I was cold she would snuggle up next to me.

Tessie could do anything. She could beg and sit and shake a paw. I taught her to fetch things. One Christmas I bought her a rubber ring I wrapped it up in shiny paper and place it under Christmas tree. She played with it everyday. Tessie would wait at the front door when she knew it was time for me to come home from school. She would howl the panting with the rubber ring in front of her If didn't play, she would howl and wouldn't stop until I did. In the weekend we would take the ring to his playground and play for hours and hours until neither of us could run anymore.

16. The statement here is not true...
 - e. the writer was moving home
 - f. the writer bought Tessie a rubber ring
 - g. Tessie had an accident
 - h. Tessie was the writer's best friend at her school
17. She played with it everyday.
The underlined word refers to...
 - e. Rubber ring
 - f. Paw
 - g. Tessie
 - h. Box
18. What does the first sentence tell you about?
 - e. The writer fell ill
 - f. The writer moved school
 - g. The writer want to go to the beach
 - h. The writer moved home

The holiday had come. At first, I had no ideas how to spend my free time. I had no plan because I knew my parents were very busy. My father was finishing his project, while my mother had to take care my little sister. She was just five months.

Luckily, one of my friends, Zaki, didn't have any plans either. So he came to my house nearly every day during the holiday. We did a lot of things.

On the first day, we went around the city by motorcycle. We stopped by at some malls in the city and enjoyed window shopping. The next day I thought Zaki how to play volleyball. It took three days for him to be able to do the service gswell. We spent the last two days by visiting museum in our city: Ronggowarsito and Mandala Bakti museum. We learnt a lot of from the things displayed in the museum.

19. It took three days for him to be able to do the service gswell

The underlined word refers to...

- e. Museum
- f. The moment
- g. Volleyball
- h. Zaki

20. Which of the following is true according to the text?
- E. the writer visit on museum lampung
 - F. the writer going to bali for holiday
 - G. the writer doesn't have plan for holiday
 - H. the writer going to museum of contry with parents

Anwer Key

- 41. a
- 42. b
- 43. d
- 44. a
- 45. d
- 46. a
- 47. a
- 48. b
- 49. b
- 50. c
- 51. b
- 52. a
- 53. a
- 54. a
- 55. d
- 56. d
- 57. a
- 58. d
- 59. b
- 60. c

Appendix 11**Reading Comprehension Test for Posttest****Mata Pelajaran : Bahasa Inggris****Kelas : VIII****Waktu : 60 menit**

The following text is for questions number 1 to 3.

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 Brahmna, Syiwa and Wisnu sanctuaries. They are truly stunning. We went by just Brahmna and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled. On Saturday morning we went to Yogya 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://englishahkam.blogspot.co.id/2012/12/recount-text-jawaban.html>

4. "We stayed at Morison Hotel which is not a long way from Malioboro."

The underlined word has synonym to...

- e. Arrived
- f. Lived

- g. Came
- h. Visited

5. When the writer goes to yogya kraton?

- e. Saturday

- f. Sunday
- g. Monday
- h. Friday

Text For question 3 to 5

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 Yogya 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>

7. The text above mainly discusses about.....
 - a. the writer's first visit to Prambanan
 - b. the writer's trip to Yogyakarta
 - c. the writer's impression about the guide
 - d. the writer's experience at Yogya Kraton

8. Which temple is being renovated ?
 - e. Syiwa
 - f. Borobudur
 - g. Brahmana
 - h. Wisnu

9. Which of the following statement is **TRUE** ?
 - e. There are three big temples
 - f. The writer went to Borobudur first and then to keraton
 - g. Malioboro is very far from Dirgahayu hotel
 - h. The writer left for Jakarta on Friday

Read The text to answer questions !

Playing Hide and Seek at Night

When I was a kid, I used to play hide and seek with friends. We used to play in the yard behind my house. The yard was a perfect place because it was surrounded by dense banana trees. We usually played until late at night.

One day, when I was trying to find a place to hide among the banana trees, I slipped and fell into the river. I used to take a bath at the river, but never at night! In the dark, everything looked different. I couldn't think clearly, I felt something tickling my feet. I was struggling to go out, but my feet were trapped in the mud.

Thank God, my friend finally came and helped me. He, then called others, and I was saved.

Adapted from <http://englishahkam.blogspot.co.id/2013/05/contoh-soal-recount-text-beserta-jawaban.html>

10. What made the yard a perfect place for the game? It was ...
- just behind the writer's house.
 - surrounded by dense banana trees.
 - a place where he takes a bath
 - near a river.
7. What is the main idea of paragraph two?
- The river was very dark.
 - The writer was hiding among the banana trees.
 - The writer's feet were trapped in the mud.
 - Something strange was tickling the writer's feet.

Read the text carefully and answer questions !

I was on a tour bus with my classmates. We were on our trip going back to school after a long day visiting museums and an amusement park. We felt very thirsty. We gave a big hurrah when two of our friends distributed soft drinks.

Soon the bus was noisy with gulping sounds. Everyone was enjoying his/her own drink. Everyone ? Well, no ... I found the taste of the soft drink some kind of funny. It was sour. I felt suspicious and quickly looked for the expiry date printed on the back of the cartoon. May 20! Gosh ... that was nearly two months ago. I stood up, cleared my throat and said, "Stop drinking! This soft drinks are already expired. The expiry date is last May." At once almost everyone stopped drinking. Some of my friends even threw their half empty drinks into the garbage bins along the bus aisle.

Then, I heard a voice shouting, " You fool, that's May next year, not May this year!" Now everybody gave me a dark look. I felt terrible because I knew that we were still thirsty. I found out later that the drinks tasted sour because they had a new lime flavor.

Adapted from : <http://englishahkam.blogspot.co.id/2013/03/contoh-soal-recount-text-beserta-jawaban.html>

8. From the text we know that the writer
- the writer had made mistakes looking at the expired date of the drink.
 - the writers' friends thanked him for reminding them
 - the writer knew that the flavor of the drink was not good
 - knew the exact expired date of the drink

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

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

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

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

9. Which of the following is not true according to the text?
- The writer has late
 - The writer arrived at school on the time
 - The writer forgot to bring his homework
 - The writer goes to school with her father

Read the text carefully and answer questions !

Unlucky Sunday

It was a sunny Sunday. There was nobody at home because everybody visited my grandmother. I didn't join them because my father asked to me to stay at home. I was lonely so I decided to walk along the street.

When I reached Tofa's house, there was somebody calling me. Tofa called me from a branch of a tree. He tried to cut a branch but he couldn't. then I decided to help him cut the branch. At first, he doubted my ability, but I convinced him that I was an

expert. So he gave the saw to me and started to cut the branch. I was a little bit careless and fell on the ground. Tofa took me to the hospital to get medical treatment. It was an unlucky Sunday and I got lesson to be more careful.

Adapted from : http://englishahkam.blogspot.co.id/2013/05/recount-text_21.html

10. Why did the writer stay at home ?
- Because nobody at home
 - Because his father asked him to stay at home
 - Because it was Sunday
 - Because he was lonely

Read the text and answer questions 22 to 24

Last week, I spent my holiday in Jakarta. I went there by bus. My bust departed at seven o'clock sharp in the morning. In the middle of the trip, the bus suddenly stopped. I felt afraid immediately, I thought about bad things that could happen on the street. Then I saw the driver's assistant got off the bust. After he returned, he told me and the other passengers that there was a road accident and the police already handled it. However, my bus could go nowhere for a while. My bus was trapped in queue for about three and a half hours. I finally arrived a lebak bulus bus station at dawn. It was the most tiring trip I ever had.

Adapted from : http://englishahkam.blogspot.co.id/2013/05/recount-text_21.html

11. which of the following is **not true** according to the text ?
- last week the writer went to jakarta
 - the trip run well
 - the writer felt afraid
 - the bust suddenly stopped
12. What the time did the writer probably arrive at lebak bulus bus station ?
- At noon
 - 4 Pm
 - 4 Am
 - In the middle of the night

Read the text and answer questions

That morning, I went dressed as usual. I was about leaving for school when I noticed that my shoes were filthy. I went back inside to polish them. Staying home those five extra minutes probably saved my life.

When I came outside again, I heard somebody yelled, "tsunami!" I thought it was joke. But, then I looked up and saw a huge wall of dirty water. My mother pushed me

inside and slammed the door, just as the wave struck our house. It felt like we'd been hit by a rain.

Though the windows, we could see people floating by holding onto whatever they could.

A boy was clinging to a piece of lumber. It was a nightmare for everyone of us.

Our family was fortunate, and I'm not nervous about tsunamis anymore. But when my family wanted to move to another town, I told my mother, "we're not living at the beach. We're going to live in mountain!"

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

13. "Our family was **fortunate.**"

The underlined word can be replaced by...

- e. famous
- f. lucky
- g. lack of
- h. prosperous

14. It was a nightmare for everyone of use.

The expression underlined word has synonym to...

- a. nightmarish
- b. nighthawk
- c. nightdress
- d. nightwatchman

Read the text and answer questions

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>

15. We stayed in a small house.

What is staying the present verb from the underlined ?

- a. Staying
- b. stays word
- c. stayed
- d. stay

16. The content above basically talks about ...
- The writer's garden
 - The writer's home
 - The writer's holiday
 - The writer's dinner

Read the text carefully and answer questions !

One day, Andrew, an Australia reporter, was driving home from his office. It was a very hot day. The air conditioner was not working, so Andrew wound down his car window to let enough air come in his car. Then he switched on the radio.

When he reached the traffic lights, they were red. Andrew stopped his car and waited patiently for the lights to turn green. He notice a white van coming from the opposite direction.

When the lights turned green, both vehicles started moving. As the van passed andrew's car, it suddenly slipped over. The back door of the van nose and broke it. Andrew's nose was bleeding badly. He was **furious** that he yelled at the van driver. Poor Andrew had to stop at a hospital to see a doctor before he went home.

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

17. Where was Andrew driving home from?
- The workplace
 - The studio
 - The supermarket
 - A sausage factory

Iwan went to Jakarta two weeks ago. He went to Monas. There he used a lift to get to the top an 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>

18. Which of the following is not true according to the text?
- Iwan took a busway to Taman Mini Indonesia Indah.
 - Iwan saw people riding jet-sky
 - Iwa went to Monas
 - Iwan and his father go to jakarta

19. What is the purpose of the text ?

- a. Giving the information about jakarta
 - b. Telling that Jakarta is beautiful place
 - c. Giving the information about Iwan's vacation
 - d. Describing that Iwan was tired but happy
20. How did he goes to TMII?
- a. by bicycle
 - b. by jet-sky
 - c. by lif
 - d. by bus

Answer Key

- 41. b
- 42. a
- 43. b
- 44. d
- 45. a
- 46. b
- 47. c
- 48. a
- 49. b
- 50. b
- 51. b
- 52. b
- 53. b
- 54. a
- 55. d
- 56. c
- 57. a
- 58. d
- 59. c
- 60. d

APPENDIX. 14

Documentation

Try Out



Pretest



Treatment



Post Test



Appendix 15

Pre Test

Case Processing Summary

Kelompok	Case					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Nilai Pre test experi	36	100.0%	0	.0%	36	100.0%
Nilai Pre test control	34	100.0%	0	.0%	34	100.0%

Descriptives

Kelompok			Statistic	Std. Error
Nilai Pre test	Experiment	Mean	50.56	1.288
		95% confidence interval for	Lower bound	47.94
		Mean	53.17	
		50% trimmed mean	Upper bound	50.34
		Median	50.00	
		Variance	59.683	
		Std. Deviation	7.725	
		Minimum	35	
		Maximum	70	
		Range	35	
		Interquartile range	10	
		Skewness	.444	.399
		Kurtosis	.116	.768

Kelompok			Statistic	Std. Error
Nilai Pre test	Control	Mean	55.88	1.721

		% confidence interval for	lower bound	52.38	
		mean	Upper bound	59.38	
		5% trimmed mean		55.98	
		Median		55.00	
		Variance		100.713	
		Std. Deviation		10.036	
		Minimum		35	
		Maximum		75	
		Range		40	
		Interquartile range		11	
		Skewness		-.090	.403
		Kurtosis		.024	.788

Test of Normality

	Kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Lai Pretest	Experi	.181	36	.004	.941	36	.056
	Control	.161	34	.025	.949	34	.112

Test Homogeneity Variances

Levene Statistic	Df1	Df2	Sig.
1.051	1	68	.309

Post Test

Case Processing Summary

Kelompok	Case					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Nilai Pre test experi	36	100.0%	0	.0%	36	100.0%
Nilai Pre test control	34	100.0%	0	.0%	34	100.0%

Descriptives

Kelompok			Statistic	Std. Error	
Nilai Post test	Experiment	Mean	76.25	1.185	
		% confidence interval for	lower bound	73.84	
			Upper bound	78.66	
		50% trimmed mean		76.27	
		Median		75.00	
		Variance		50.536	
		Std. Deviation		7.109	
		Minimum		60	
		Maximum		90	
		Range		30	
		Interquartile range		10	
		Skewness		.036	.393
		Kurtosis		-.329	.768

Kelompok			Statistic	Std. Error
Nilai Pre test	Control	Mean	77.06	1.099
		% confidence interval for	lower bound	74.82

		interval for			
		mean	Upper bound	79.30	
		50% trimmed mean		77.01	
		Median		75.00	
		Variance		41.087	
		Std. Deviation		6.410	
		Minimum		65	
		Maximum		90	
		Range		25	
		Interquartile range		6	
		Skewness		.162	.403
		Kurtosis		-.409	.788

Test of Normality

	Kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Lai Pretest	Experi	.181	36	.004	.949	36	.099
	Control	.185	34	.005	.942	34	.069

Test Homogeneity Variances

Levene Statistic	Df1	Df2	Sig.
.238	1	68	.627