Chapter V

Conclusion and Suggestion

This chapter explains about the conclusion of this research and suggestion toward for the teacher and for the further researcher

Conclusion

Based on the explanation in the previous chapter, the researcher takes the conclusion that form the first meeting till the end the students gave positive responses to the strategy, positive relationships, motivation and materials used when learning with TSTS. This technique can increase their self-confidence, social interactions, individual accountability, and group skills. They also got better improvement in their reading comprehension because they could better understand the material by learning together as a team. The students discussed and shared the materials with the others in their group. They also freely communicated with each other and were more enthusiastic when joining the class. Moreover, the students learned more actively and got more benefits from group work than they could get from individual learning with the learning process. Furthermore it can be conclude that TSTS is one of the strategy that can be used to improve reading skill especially in recount text.

As the result of this research, the researcher found that there were the differences between the result of students' reading comprehension in pre test and post test. In pre test, the highest score that obtained by students is 13 and the lowest one is 4 with the average of all the students is 8,41. In contrary the students' highest score in post-test is 17 and the lowest score is 10 with the average students' is 13.8. From this result, it can be concluded that the students' average score improved after applying TSTS method.

Finally, after considering the resultin this research, the researcher found that the hypothesis verification in this research was received where in the case that t_{count} is larger than t_{list}. The t_{count} was 4,39 and the t_{list} was 2,07 all of them counted by similarity level namely 23 (n-1) then level significant α= 0,05. Thus, it is clearly seen that $t_{count} \geq t_{list}$ or $3,39 \leq 2,07$. The values that have been explained in this passage mean that the hypothesis can be accepted or the other words that teaching reading by applying two stay two stray strategy can improve the students' ability in comprehending reading recount text.

Suggestion

The researcher believes that reading strategy is a tool to improve the learning target. As well as other strategies, Two stay two stray strategy gives a positive effect for students to improve their ability in reading especially in recount text. Therefore, the researcher suggest to the teacher to use this strategy in teaching English especially in reading skill. By applying two stay two stray strategy in reading class, the students are able to identify the difficult words, to find the important parts in every passage, and to generate the questions well.

When teaching recount text in reading skill, the teacher should be more active and professional in managing the class by explaining clearly about the instruction and the role of each student and prepare the material well by using two stay two stray strategy. It has an aim to improve the students' interest during learning process in reading recount text. As the last suggestion, the researcher suggests for further research to conduct the same research in different kind of texts and different of students' level.

References

Arends, Richard I. (2008). *Learning to teach*. Jogjakarta: pustaka pelajar

Fatsah, Hasanuddin. (2014). *Teaching English as foreign language*. Jogjakarta: deepublish

Furahasekai. (2011, September 07). *Pembelajaran cooperative tipe two stay two stray*. Retrieved from http://furahasekai.com/2011/09/07/pembelajaran-kooperatif-tipe-two-stay-two-stray/

Grabe, W and Stoller, F. L. (2002). *Teaching and researching reading.* Great Britain: Pearson Education reserved.

Margono, S. (2005). *Metodologi penelitian pendidikan.* Jakarta:Pt Asdi Mahasatya

Masruroh, jazilatul. (2015, September 8). *Recount text*. Retrieved from http://www.englishindo.com/2014/03/recount-text-full-materi-contoh.html

Mulyasa. (2008). *Kurikulum tingkat satuan pendidikan*. Bandung: pt remaja rosdakarya

Mulyasa. (2009). *Implementasi kurikulum satuan pendidikan*. Jakarta: bumi aksara

Nasria, ika nitasari. (2013). *Interaksi dalam pembelajaran.* Retrieved from https://nasriaika1125.wordpress.com/2013/09/28/interaksi-dalam-pembelajaran/

Rahmayani, nofia. (2013, mey 21). *Using two stay two stray in teaching reading*. Retrieved fromhttp://nofiarahmayani.blogspot.com/2013/05/using-two-stay-two-stray-in-teaching.html

Sanjaya, wina. (2009). *Strategi pembelajaran*. Jakarta: kencana

Slavin, Robert E. (2005). *Cooperative learning*. London: Allymand Bacon

Sudjana. (2005). *Metode statistika.* Bandung: Tarsito

Sugiyono. (2009). *Metode penelitian pendidikan*. Bandung: alfabeta

Appendix 1

The Name of Sample

1. Abdul firman nento
2. Abdul farid ahmad
3. Al kasrin monoarfa
4. Ade griya tuadingo
5. Awista podungge
6. Enal asuke
7. Izha mahendra umar
8. Itsandri dali
9. Lisnawati mooduto
10. Lusiana botutihe
11. Marselino wenas
12. Muazri lihawa
13. Nelpa ahadu
14. Putri regina toi
15. Pewistin matulu
16. Rianto S. katili
17. Fajrin hulumudi
18. Samsiarasti gerungan
19. Sri mita huljanna dali
20. Sri wirna wati todilo
21. Triawati djauhari
22. Tiara yunus
23. Wiwi kuyo
24. Supandri djauhari

Appendix 2

The Instrument of Try-Out

A. Choose the correct answer based on the text.(Choose A, B, C or D for the correct answer)

Reading text 1

When a light passenger plane flew off course some time ago, it crashed in the mountains and its pilot was killed. The only passenger, a young woman and her two baby daughter, were unhurt. It was the middle of minter. Snow lay thick on the ground. The woman knew that the nearest village was miles away. When it grew dark, she turned a suit-case into a bed and put the children inside it. She covered them with all the clothes she could find. During the night, I got terribly cold. The woman kept as near as she could to the children and even tried to get into the case herself, but it was to small. Early next morning, she heard planes passing overhead and wondered how she could send a signal. Then she had an idea. She stamped out the letters 'SOS' in the snow. Fortunately, a pilot saw the signal. He then sent a message by Radio to the nearest town. It was not long before a helicopter arrived on the scene to rescue the survivors of the plane crash. (taken from: materi pelatihan terintegrasi "bahasa inggris")

1. What is the main idea of the text?
   a. A passenger plane flew off
   b. A young woman and two babies daughter were unhurt
   c. A woman turned a suit case into a bed
   d. The helicopter was arrived on the scene

2. According to the passage, what is the idea of woman?
   a. Kept her children
   b. Sent a message to the SOS?
   c. Covered the children
   d. Find a signal

3. According to the passage, who did unhurt in the plane?
   a. Only passenger   c. two babies
   b. The woman   d. the passenger, the woman and her babies

4. When a **light** passenger plane flew off
   The underline word has a same meaning with…….
   a. Ball   c. sun
   b. Lamp   d. glass

Reading text 2

I was in hospital last week. The doctor told me that I had to have an operation. I had to stay in the hospital for a week.
The room in which I stayed was facing the garden, so I could see flowers outside from the windows. But I didn't like the food there. It was tasteless.
The doctor told me that I had to have a special diet. I mustn't eat any spicy food in the future.
(taken from: https://wordpress.com/kumpulan-soal-soal-bahasa-inggris-kelas-8-smp/

5.   Where did the writer go?
   a.   In the hospital   c. in the school
   b.   In the store   d. in the garden

6.   According to the text, which the following sentence is TRUE?
   a.   The room in the hospital is bad
   b.   The writer stay in the hospital for a week
   c.   The writer like the food in the hospital
   d.   The writer must any spicy

7.   Why did the writer stay in the hospital?
   a.   because the writer was ill
   b.   because the writer was asked to do so
   c.   because the writer had to have an operation
   d.   because the writer likes it

Reading text 3

Rahmat went to a tailor to have his shirt and trousers made last Sunday. The tailor measured his hip and waist and also the length of the trousers. He also measured his chest.
The tailor cut the cloth according to Rahmat's measurement. Then he sewed the clothes on his sewing machine. He sewed the zipper on the trousers. The tailor's wife fixed the buttons. The clothes were ready in five days. Rahmat tried them on. They fit him well.
(taken from: https:// wordpress.com/kumpulan-soal-soal-bahasa-inggris-kelas-8-smp/)

8.   Where rahmat did go last Sunday?
   a.   To a tailor   c. to a store
   b.   To a cloth store   d. to a bookstore

9.   Rahmat**went** to a tailor. The antonym of the underline word is?
   a.   Arrive   c. do
   b.   Leave   d. left

Reading text 4

On Children's Day in 1999, a technology company treated more than 200 underprivileged children to a 'high-tech' experience. They were given training on information technology. The company wanted to provide opportunities for these children to learn more about the Internet and the latest technology. They wanted to help the less fortunate in the community.

The children had an enjoyable and educational experience that day. They were exposed to the new technology for the first time and they were very interested. The company hoped to conduct many more such training sessions for these children. They fell that the skills the children had would be useful to them when they grew up.

The company was very active in caring for the less fortunate. They even put aside one day a year for their employees to do volunteer work to help the needy. They also donated money to many charitable organizations. Many people had benefited from their efforts. Many also praised the company for being so generous towards the needy.

(taken from: http://www.matiolestari.com/2013/06/contoh-recount-text-pendek-bahasa.html)

10. What is the topic of the text?
    a. Children   c. children's day
    b. Children's experience   d. children's educational

11. Who did very active for the less fortunate?
    a. Children   c. technology
    b. Company   d. people

12. The company was very **active** in caring. The synonym of the underline word?
    a. Energetic   c. possessive
    b. Non active   d. excited

Reading text 5

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around LondonThey boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food. The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.   (Taken from: http://www.englishindo.com/2014/03/recount-text-full-materi-contoh.html)

13. What is the main idea of the text ?

    a. Vacation to London   c. went to London
    b. Mr. Richard's family was on vacation   d. two week in Landon

14. Which is the following statement is TRUE?

    a. They went to the England Embassy to get visas
    b. The hotel was a well-known five-star hotel.
    c. Mr. Richard and his family went to London Welcome Desk
    d. There was a restaurant serving American and Japanese food

15. Where Mr. Richard and family went ?

    a. American   c. Japan
    b. London   d. China

Reading text 6

I had a terrible day yesterday.
First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.
Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.
Finally, I walked the three miles to my school only to discover that it was Sunday!
I hope I never have a day as the one I had yesterday.

(Taken from: http://www.matiolestari.com/2013/06/contoh-recount-text-pendek-bahasa.html)

16. What is the topic of the text?
    a. My bad day on Sunday
    b. Bad day on yesterday
    c. Terrible day
    d. Woke up late

17. What time did he get the bus?
    a. 07.30   c. 09.00
    b. 08.00   d. 09.30

18. What did he do when he missed a bus?
    a. He take the taxi   c. he try to get any bus

b. He walked to school   d. he didn't go to school

19. Of course I **missed** it. I wanted to take a taxi.
     The underline word has a same meaning with…….
     a. Get
     b. Lose
     c. Take
     d. Put

Reading text 7

My mom got me ready for school and then I had to wait for him to brush my hair and put each
piece in just the perfect position. I had to show her my shoes that I had cleaned the night before
by me and my school bag should be neatly placed on my shoulder before I could get near the
door in my room. Only after my mother was completely satisfied, whether I would be allowed to
rush out of my house.
I would leave home at 7 am at the point and make your way down the path. After walking about
500 meters I could see the tower of my high school. Play will be full in the summer and the noise
would make me want to rush into the courtyard and into a good game of football before the bell.
That's how I now want to go to school.
(Taken from: http://www.matiolestari.com/2013/06/contoh-recount-text-pendek-bahasa.html)

20. What is the main idea of the text?
     a. I go to school   c. my mom got me ready for school
     b. In the morning   d. in the school

21. My mom **got** me ready for school. What is the antonym of the underline word?
     a. Give   c. take
     b. Put   d. use

22. What the writer do after walking 500 meters?
     a. The writer play will be full in the summer
     b. The writer could to rush into the courtyard
     c. The writer go to school
     d. The writer leave at home

23. When did she leave the home?
     a. 8 am   c. 8 pm
     b.   7 pm   d. 7 am

24. At the end of the story, what happened to the writer?
    a. The writer will be full in the summer
    b. The writer want to rush
    c. The writer will be allowed to rush out of the house
    d. The writer want to go to school

Reading text 8

Last weekend, my friends and I went camping in the mountain Ciremai. We reached the camping ground as we walked for about a half hour from the parking lot. We built the camp next to the rocks and trees. It was getting dark and cold enveloped us, so we built a bonfire.

The next day, we spent our time observing plantation and insects while the girls were preparing food for lunch together. In the afternoon we went to the river and catch a fish for dinner. At night, we held a bonfire night. We sing, dance, read poetry, comedy, having fun, playing magic tricks, and even some of us do stand up comedy and highly entertaining us all to laugh. On Monday, we packed our bags and got ready to go home, respectively.

(Taken from: http://www.sekolahbahasainggris.com/contoh-soal-bahasa-inggris-english-kelas-8-smp-dan-mts/)

25. According to the text, which the following is TRUE?
    a. The writer and his friends reach the camping ground
    b. The writer and his friends spent their time observing
    c. The writer and his friends play football, eat, and having fun

26. Where did the writer and his friends go to camping?
    a. Blue mountain   c. catch a fish
    b. Mountain Ciremai   d. go home

27. What is the topic of the text?
    a. Camping at mount   c. camping
    b. Camping at mount ceremai d. traveling at mount ceremai

28. Highly entertaining us all to **laugh.** What is the antonym of the underline word?
    a. angry   c. cry
    b. fury   d.fun

29. When did they pack their bags?
    a. At night   c. On Monday
    b. In the afternoon   d. On Sunday

30. What is the synonym of the word **entertaining**?
    a. Amusing   c. laugh at
    b. Boring   d. aggravating

Reading text 9

I think my first memories started when I was about three or perhaps four years old. I remember falling from a tree and breaking my arms. I think I was playing in the garden of the big, old house we lived in. It was in a suburb of London. I can remember starting school when I was five.
        There was a little boy called Thomas in the same class. He used to pull my hair when the teacher was not looking. One day I hit him on the head with a book and he began to cry. The teacher was very angry with me. I remember him saying, "Little girls don't do things like that." But since then Thomas never pulled my hair again.
(Taken from: http://www.sekolahbahasainggris.com/contoh-soal-bahasa-inggris-english-kelas-8-smp-dan-mts/)

31. The writer started studying in his school when she was …… years old.
    a. 3   c. 4
    b. 5   d. 6

32. Thomas never pulled the writer's hair again because ……
    a. He was afraid of the writer
    b. The writer was bigger than he was
    c. He was afraid of the teacher
    d. The teacher was angry with thewriter

33. What is the main idea of the text?
    a. First memories   c. experience fall from the tree
    b. Fall from the tree   d. experience fall from the tree and breaking the arms

34. Who did a little boy that the same class with the writer?
    a. Thomas   c. Kevin
    b. James   d. Stuart

35. I think my first **memories** started when I was about three or perhaps four years old. The underline word has a same meaning with………..
    a. Remember   c. mind
    b.Remembrance   d. forgotten

Reading text 10

I really enjoyed my holiday in Australia. Last Sunday I visited a marine park called Sea World which is at surfers' Paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there.
The first thing I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water. There were huge turtles, sharks, and a beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then I watched the

performance of sea animals. The saw was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water. One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle. After the saw I had lunch. There were several big restaurant at the park and I had lunch in a restaurant that was shape like a ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the 'corkscrew'- because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

(Taken from:)

36. Which of the following sea animals is known as 'killer'?
    a. Sea lions
    b. Dolphins
    c. Turtles and seals
    d. Whales

37. What is the main idea of paragraph two?
    a. There was a water-ski show held on a lake.
    b. The sea animals performed fantastic things in the water.
    c. The writer had lunch in one of the restaurants at the park.
    d. The writer visited the Oceanorium to watch all sorts of fish and performance

38. "There were **huge** turtles, sharks, and a beautiful tropical sea fish." (Paragraph 2)
    The antonym of the underlined word is …………
    a. tiny
    b. enormous
    c. heavy
    d. massive

39. What made the writer very excited?
    a. Watching a girl riding on a back of a turtle
    b. Watching a girl riding on a back of a whale
    c. Watching a man feeding the shark
    d. Riding the roller coaster

40. He wore a **special** diving suit, the underline word has a same meaning with?
    a. Particularly
    b. General
    c. Specific
    d. Certain

Appendix 3

Key Answer of Try-out

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

Appendix 4

Students' Score Try-Out

No	Sample	Number of test								
		1	2	3	4	5	6	7	8	9
1	Student 1	1	1	1	1	1	0	1	1	1
2	Student 2	1	0	1	1	1	0	0	1	0
3	Student 3	1	1	1	1	1	1	0	1	0
4	Student 4	1	1	1	1	1	0	0	1	0
5	Student 5	1	1	1	1	1	0	1	1	0
6	Student 6	0	1	1	1	1	1	0	1	1
7	Student 7	1	1	1	1	0	1	1	0	1
8	Student 8	1	1	1	1	1	0	0	1	0
9	Student 9	1	0	1	1	1	1	1	1	1
10	Student 10	1	1	1	1	1	1	0	1	0
11	Student 11	1	1	1	1	1	0	0	1	0
12	Student 12	1	1	1	1	0	0	1	1	0
13	Student 13	0	1	1	1	1	1	1	1	0
14	Student 14	1	1	1	1	1	1	0	1	0
15	Student 15	1	1	1	1	1	1	0	1	1
16	Student 16	1	1	1	1	0	1	1	0	1
17	Student 17	1	0	1	1	1	1	0	1	0
18	Student 18	1	1	0	1	0	1	1	1	1
19	Student 19	1	1	1	1	1	1	1	1	0
20	Student 20	1	1	1	1	1	1	0	1	0
21	Student 21	1	1	1	0	1	1	1	1	0
22	Student 22	1	1	1	1	1	1	0	1	0
23	Student 23	1	1	1	1	1	1	0	1	0
24	Student 24	1	1	1	1	1	0	0	1	0
$\sum X$		22	21	23	23	20	16	10	22	7
$(\sum X)2$		484	441	529	529	400	256	100	484	49
$\sum XY$		449	417	466	469	405	389	205	454	153
$\sum X2$		22	21	23	23	20	16	10	22	7
R hitung		0.046	-0.41	-0.249	-0.038	-0.006	1.364	0.211	-0.016	0.551
R tabel		0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404
Status		**Invalid**	**Invalid**	**Invalid**	**Invalid**	**Valid**	**Invalid**	**Invalid**	**Invalid**	**Valid**

	Number of test										
10	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
0	1	0	1	1	1	0	1	0	0	1
1	0	0	1	0	1	0	1	1	0	1
0	0	0	1	1	1	0	1	0	1	1
0	0	0	1	0	1	0	1	0	0	1
0	0	0	1	1	0	0	1	0	0	1
1	1	0	1	0	0	1	1	1	0	0
0	1	0	1	1	1	0	1	0	0	1
1	1	0	1	1	1	1	1	1	0	1
1	1	0	1	0	1	1	1	1	0	1
0	0	1	1	1	1	0	1	1	0	1
0	1	0	1	1	1	0	1	0	0	1
0	1	0	1	1	1	0	0	0	1	1
0	0	0	1	0	1	0	0	0	1	1
1	0	0	1	1	1	1	1	1	0	1
1	1	1	1	1	1	0	1	0	0	1
1	1	1	1	0	0	1	1	1	0	0
1	1	1	1	1	1	1	1	1	0	1
1	0	1	1	1	1	0	1	0	0	1
1	1	0	1	0	1	1	1	1	0	1
1	0	0	1	1	1	1	1	0	0	1
0	1	0	1	1	1	0	0	0	0	1
1	0	0	1	1	1	0	1	1	0	1
0	1	0	1	0	1	0	1	0	0	1
1	0	0	0	1	1	1	1	0	0	1
13	13	5	23	16	21	9	21	10	3	22
169	169	25	529	256	441	81	441	100	9	484
313	285	137	485	344	445	233	454	254	73	468
13	13	5	23	16	21	9	21	10	3	22
0.679	0.538	0.614	0.173	0.318	0.143	0.694	0.441	0.611	-0.441	-0.004
0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404
Valid	**Valid**	**Valid**	**Invalid**	**Invalid**	**Invalid**	**Valid**	**Valid**	**Valid**	**Invalid**	**Invalid**

Number of test									
21	22	23	24	25	26	27	28	29	30
1	1	0	1	1	1	1	0	0	0
0	0	0	1	1	0	1	0	0	0
1	1	0	1	1	1	1	0	0	0
0	0	1	0	0	0	0	0	0	0
0	0	1	0	1	1	1	0	0	0
0	0	1	1	1	0	0	0	1	0
1	1	0	1	1	1	1	0	0	0
1	1	1	1	1	1	0	0	0	0
1	0	1	1	1	1	0	0	0	1
0	1	1	1	1	1	1	0	1	0
0	0	1	1	1	0	0	0	0	0
0	1	0	0	0	0	1	0	0	0
0	0	0	1	0	0	0	0	1	0
0	1	1	1	1	1	1	0	0	0
1	0	1	1	1	0	0	0	0	1
0	0	1	1	1	0	0	0	1	0
1	1	1	1	1	1	0	1	1	0
0	1	1	1	1	1	1	0	1	0
1	0	1	1	1	1	1	0	0	0
0	1	1	1	1	0	0	0	1	0
0	1	1	1	0	0	1	0	1	0
0	1	0	1	0	0	0	0	0	0
0	0	1	0	1	0	1	0	1	0
1	0	1	1	0	0	1	0	0	0
9	12	17	20	18	11	13	1	9	2
81	144	289	400	324	121	169	1	81	4
219	273	401	451	412	271	283	57	229	83
9	12	17	20	18	11	13	1	9	2
0.840	0.493	0.409	0.825	0.805	0.931	0.029	0.053	0.200	0.513
0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404
Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Invalid	Invalid	Valid

| Number of test | | | | | | | | | | Y | Y2 |
31	32	33	34	35	36	37	38	39	40		
0	1	1	1	0	0	0	1	0	0	24	576
0	0	0	1	0	0	1	0	0	0	16	256
0	0	1	1	0	0	0	1	0	0	22	484
0	0	0	0	0	0	0	0	0	0	11	121
0	0	0	1	1	0	0	1	0	0	18	289
0	0	0	1	1	1	1	0	0	0	21	441
0	1	1	1	0	0	0	1	0	0	23	529
0	0	1	1	0	0	1	0	0	0	24	576
1	1	1	1	0	0	0	1	0	1	28	784
0	0	0	1	0	1	0	0	0	1	24	576
0	0	0	1	0	0	0	0	0	1	17	289
1	0	0	0	0	0	0	0	1	0	16	225
0	0	0	0	1	0	0	0	1	1	16	225
0	0	1	1	1	0	0	0	0	0	24	576
0	0	1	1	1	0	1	0	0	0	25	625
0	0	0	1	1	1	1	0	0	0	22	441
0	1	1	0	1	1	1	0	0	0	29	841
1	0	0	1	1	0	0	1	0	0	25	576
1	1	1	1	0	0	0	1	0	1	28	784
0	0	0	1	0	1	1	0	0	0	22	441
1	0	1	1	1	0	0	1	0	0	22	484
0	0	1	1	0	1	0	0	0	1	20	400
0	0	0	1	0	0	0	1	0	1	19	361
0	1	0	1	0	0	0	0	0	1	19	361
5	6	11	20	9	6	7	9	2	8	515	11261
25	36	121	400	81	36	49	81	4	64		
150	159	278	453	237	174	167	223	71	211		
5	6	11	20	9	6	7	9	2	8		
0.406	0.723	0.931	0.522	0.258	0.300	-0.626	0.461	-0.556	-0.019		
0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404		
Valid	Valid	Valid	Valid	Invalid	Valid	Invalid	Invalid	Invalid	Invalid		

Appendix 5

The Validity Testing of Instrument

$$r_1 = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(473) - 22(515)}{\sqrt{[24(22) - 484][26(11261) - 265225]}}$$

$$= \frac{22}{\sqrt{221,716}} = \frac{22}{470,87} = 0.046 \qquad \textbf{Invalid}$$

$$r_2 = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(441) - 21(515)}{\sqrt{[24(21) - 441][24(11261) - 265225]}}$$

$$= \frac{-231}{\sqrt{317,457}} = \frac{-231}{563,44} = -0.41 \qquad \textbf{Invalid}$$

$$r_3 = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(490) - 23(515)}{\sqrt{[24(23) - 529][24(11261) - 265225]}}$$

$$= \frac{-85}{\sqrt{115897}} = \frac{-85}{340.436} = -0.249 \qquad \textbf{Invalid}$$

$$r_4 = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(493) - 23(515)}{\sqrt{[24(23) - 529][24(11261) - 265225]}}$$

$$= \frac{-13}{\sqrt{115897}} = \frac{-13}{340,43} = -0.038 \qquad \textbf{Invalid}$$

$$r_5 = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(429) - 20(515)}{\sqrt{[24(20) - 400][24(11261) - 265225]}}$$

$$= \frac{-4}{\sqrt{403,120}} = \frac{-4}{634,97} = \text{-0.006} \qquad \textbf{Invalid}$$

$r_6 = \dfrac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(389) - 16(515)}{\sqrt{[24(16) - 256][24(11261) - 265225]}}$$

$$= \frac{1096}{\sqrt{644992}} = \frac{1096}{803,11} = 1.364 \qquad \textbf{Valid}$$

$r_7 = \dfrac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(222) - 10(515)}{\sqrt{[24(10) - 100][24(11261) - 265225]}}$$

$$= \frac{178}{\sqrt{705,460}} = \frac{178}{839,91} = 0.211 \qquad \textbf{Invalid}$$

$r_8 = \dfrac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(470) - 22(515)}{\sqrt{[24(22) - 484][24(11261) - 265225]}}$$

$$= \frac{-50}{\sqrt{221,716}} = \frac{-50}{470,86} = \text{-0.016} \qquad \textbf{Invalid}$$

$r_9 = \dfrac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(168) - 7(515)}{\sqrt{[24(7) - 49][24(11261) - 265225]}}$$

$$= \frac{427}{\sqrt{599,641}} = \frac{427}{774,36} = 0.551 \qquad \textbf{Valid}$$

$r_{10} = \dfrac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(303) - 13(515)}{\sqrt{[24(13) - 169][24(11261) - 265225]}}$$

$$= \frac{577}{\sqrt{720,577}} = \frac{577}{848,86} = 0.679 \qquad \textbf{Valid}$$

$$r_{11} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(298) - 13(515)}{\sqrt{[24(13) - 169][24(11261) - 265225]}}$$

$$= \frac{457}{\sqrt{720,557}} = \frac{457}{848,86} = 0.538 \qquad \textbf{Valid}$$

$$r_{12} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(125) - 5(515)}{\sqrt{[24(5) - 25][24(11261) - 265225]}}$$

$$= \frac{425}{\sqrt{478,705}} = \frac{425}{691,88} = 0.614 \qquad \textbf{Valid}$$

$$r_{13} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(496) - 23(515)}{\sqrt{[24(23) - 529][24(11261) - 265225]}}$$

$$= \frac{59}{\sqrt{115897}} = \frac{59}{340,43} = 0.173 \qquad \textbf{Invalid}$$

$$r_{14} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(354) - 16(515)}{\sqrt{[24(16) - 256][24(11261) - 265225]}}$$

$$= \frac{256}{\sqrt{644,992}} = \frac{256}{803,12} = 0.318 \qquad \textbf{Invalid}$$

$$r_{15} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(454) - 21(515)}{\sqrt{[24(21) - 441][24(11261) - 265225]}}$$

$$= \frac{81}{\sqrt{317,457}} = \frac{81}{563,44} = 0.143 \qquad \textbf{Invalid}$$

$$r_{16} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(217) - 9(515)}{\sqrt{[24(9) - 81][24(11261) - 265225]}}$$

$$= \frac{573}{\sqrt{680,265}} = \frac{573}{824,79} = 0.694 \qquad \textbf{Valid}$$

$$r_{17} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(461) - 21(515)}{\sqrt{[24(21) - 441][24(11261) - 265225]}}$$

$$= \frac{249}{\sqrt{317,457}} = \frac{249}{563,44} = 0.441 \qquad \textbf{Valid}$$

$$r_{18} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(236) - 10(515)}{\sqrt{[24(10) - 100][24(11261) - 265225]}}$$

$$= \frac{514}{\sqrt{705,460}} = \frac{514}{839,92} = 0.611 \qquad \textbf{Valid}$$

$$r_{19} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(54) - 3(515)}{\sqrt{[24(3) - 9][24(11261) - 265225]}}$$

$$= \frac{-249}{\sqrt{317,457}} = \frac{-249}{563,44} = -0.441 \qquad \textbf{Invalid}$$

$$r20 = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(472) - 22(515)}{\sqrt{[24(22) - 484][24(11261) - 265225]}}$$

$$= \frac{-2}{\sqrt{221,716}} = \frac{-2}{470,87} = \text{-0.004} \qquad \textbf{Invalid}$$

$r_{21} = \dfrac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(222) - 9(515)}{\sqrt{[24(9) - 81][24(11261) - 265225]}}$$

$$= \frac{693}{\sqrt{680,265}} = \frac{693}{824,79} = 0.840 \qquad \textbf{Valid}$$

$r_{22} = \dfrac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(275) - 12(515)}{\sqrt{[24(12) - 144][24(11261) - 265225]}}$$

$$= \frac{420}{\sqrt{725,616}} = \frac{420}{851,84} = 0.493 \qquad \textbf{Valid}$$

$r_{23} = \dfrac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(378) - 17(515)}{\sqrt{[24(17) - 289][24(11261) - 265225]}}$$

$$= \frac{317}{\sqrt{599,641}} = \frac{317}{774,37} = 0.409 \qquad \textbf{Valid}$$

$r_{24} = \dfrac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(451) - 20(515)}{\sqrt{[24(20) - 400][24(11261) - 265225]}}$$

$$= \frac{524}{\sqrt{403,120}} = \frac{524}{634,92} = \text{0.825} \qquad \textbf{Valid}$$

$r_{25} = \dfrac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(411) - 18(515)}{\sqrt{[24(18) - 324][24(11261) - 265225]}}$$

$$= \frac{594}{\sqrt{544,212}} = \frac{594}{737,71} = 0.805 \qquad \textbf{Valid}$$

$$r_{26} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(269) - 11(515)}{\sqrt{[24(11) - 121][24(11216) - 265225]}}$$

$$= \frac{791}{\sqrt{720,577}} = \frac{791}{848,87} = 0.931 \qquad \textbf{Valid}$$

$$r_{27} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(280) - 13(515)}{\sqrt{[24(13) - 169][24(11261) - 265225]}}$$

$$= \frac{25}{\sqrt{720,577}} = \frac{25}{848,87} = 0.029 \qquad \textbf{Invalid}$$

$$r_{28} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(29) - 1(515)}{\sqrt{[24(1) - 1][24(11261) - 265225]}}$$

$$= \frac{181}{\sqrt{115,897}} = \frac{181}{340,44} = 0.053 \qquad \textbf{Invalid}$$

$$r_{29} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(200) - 9(515)}{\sqrt{[24(9) - 81][24(11261) - 265225]}}$$

$$= \frac{165}{\sqrt{680,265}} = \frac{165}{824,79} = 0.200 \qquad \textbf{Invalid}$$

$$r_{30} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{24(53) - 2(515)}{\sqrt{[24(2) - 4][24(11261) - 265225]}}$$

$$= \frac{242}{\sqrt{221,716}} = \frac{242}{470,87} = 0.513 \qquad \textbf{Valid}$$

$r_{31} = \dfrac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(119) - 5(515)}{\sqrt{[24(5) - 25][24(11261) - 265225]}}$$

$$= \frac{281}{\sqrt{478,705}} = \frac{281}{691,89} = 0.406 \qquad \textbf{Valid}$$

$r_{32} = \dfrac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(151) - 6(515)}{\sqrt{[24(6) - 36][24(11261) - 265225]}}$$

$$= \frac{534}{\sqrt{544,212}} = \frac{534}{737,71} = 0.723 \qquad \textbf{Valid}$$

$r_{33} = \dfrac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(269) - 11(515)}{\sqrt{[24(11) - 121][24(11261) - 265225]}}$$

$$= \frac{791}{\sqrt{720,577}} = \frac{791}{848,87} = 0.931 \qquad \textbf{Valid}$$

$r_{34} = \dfrac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(443) - 20(515)}{\sqrt{[24(20) - 400][24(11261) - 265225]}}$$

$$= \frac{332}{\sqrt{403,120}} = \frac{332}{634,92} = 0.522 \qquad \textbf{Valid}$$

$r_{35} = \dfrac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(202) - 9(515)}{\sqrt{[24(9) - 81][24(11261) - 265225]}}$$

$$= \frac{213}{\sqrt{680,265}} = \frac{213}{824,79} = 0.258 \qquad \textbf{Invalid}$$

$r_{36} = \dfrac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(138) - 6(515)}{\sqrt{[24(6) - 36][24(11261) - 265225]}}$$

$$= \frac{222}{\sqrt{544,212}} = \frac{222}{737,71} = 0.300 \qquad \textbf{Invalid}$$

$r_{37} = \dfrac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(130) - 7(515)}{\sqrt{[24(7) - 49][24(11261) - 265225]}}$$

$$= \frac{-485}{\sqrt{599,641}} = \frac{-485}{774,37} = \text{-0.626} \qquad \textbf{Invalid}$$

$r_{38} = \dfrac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(209) - 9(515)}{\sqrt{[24(9) - 81][24(11261) - 265225]}}$$

$$= \frac{381}{\sqrt{680,265}} = \frac{381}{824,79} = 0.461 \qquad \textbf{Valid}$$

$r_{39} = \dfrac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(32) - 2(515)}{\sqrt{[24(2) - 4][24(11216) - 265225]}}$$

$$= \frac{-262}{\sqrt{221,716}} = \frac{-262}{470,87} = \text{-0.556} \qquad \textbf{Invalid}$$

$R_{40} = \dfrac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$

$$= \frac{24(171) - 8(515)}{\sqrt{[24(8) - 64][24(11261) - 265225]}}$$

$$= \frac{-16}{\sqrt{644,992}} = \frac{-16}{803,12} = \text{-0.019} \qquad \textbf{Invalid}$$

Appendix 6

Validity of the Test

No. of Question	Coefficient of Validity	Status of Validity
1	0.046	**INVALID**
2	-0.41	**INVALID**
3	-0.249	**INVALID**
4	-0.038	**INVALID**
5	-0.006	**INVALID**
6	1.364	VALID
7	0.211	**INVALID**
8	-0.016	**INVALID**
9	0.551	VALID
10	0.679	VALID
11	0.538	VALID
12	0.614	VALID
13	0.173	**INVALID**
14	0.318	**INVALID**
15	0.143	**INVALID**
16	0.694	VALID
17	0.441	VALID
18	0.611	VALID
19	-0.441	**INVALID**
20	-0.004	**INVALID**
21	0.840	VALID
22	0.493	VALID
23	0.409	VALID
24	0.825	VALID
25	0.805	VALID
26	0.931	VALID
27	0.029	**INVALID**
28	0.053	**INVALID**
29	0.200	**INVALID**
30	0.513	VALID
31	0.406	VALID
32	0.723	VALID
33	0.931	VALID
34	0.522	VALID
35	0.258	**INVALID**
36	0.300	**INVALID**
37	-0.626	**INVALID**
38	0.461	VALID
39	-0.556	**INVALID**
40	-0.019	**INVALID**

Appendix 7

Reliability of the Test

$$r_{11} = (\frac{K}{K-1})\ (1 - \frac{M\ (K-M)}{K_{vt}}$$

$$vt\ = \frac{(\Sigma Y^2) - \frac{(\Sigma Y)^2}{n}}{n}$$

N   = 24   M   = 21.458 (the result of ΣY divided with N)

ΣY   = 515   K   = 40 (The count of items)

ΣY^2 = 11261

(ΣY)^2 = 265225

$$Vt\ = \frac{11261 - \frac{265225}{24}}{24}$$

$$Vt = \frac{11261 - 11,051}{24}$$

$$Vt\ = 468.74$$

$$r_{11} = (\frac{K}{K-1})\ (1 - \frac{M\ (K-M)}{K_{vt}})$$

$$r_{11} = (\frac{40}{40-1})\ (1 - \frac{21,4(40-21,4)}{40(468.74)})$$

$$r_{11} = (\frac{40}{39})\ (1 - \frac{21,4(18.5\ )}{18749}$$

$$= {}_{1.025}\left(1 - \frac{260,76}{18749}\right)$$

$$= 1.025\,[1 - 0,013907]$$

$$= 1.025\,[0.986]$$

$$= 1.010\,(1)$$

Based on the calculation, the value of reliability was classified into the interpretation data (Arikunto, 1010, p.319) between 0, 800 − 1. 000. It means that the value of it was "**VERY HIGH**".

Appendix 8

The Instrument of Pre-test and Post-test

B. Choose the correct answer based on the text.(Choose A, B, C or D for the correct answer)

Reading text 1

I was in hospital last week. The doctor told me that I had to have an operation. I had to stay in the hospital for a week.
The room in which I stayed was facing the garden, so I could see flowers outside from the windows. But I didn't like the food there. It was tasteless.
The doctor told me that I had to have a special diet. I mustn't eat any spicy food in the future.
(taken from: https://wordpress.com/kumpulan-soal-soal-bahasa-inggris-kelas-8-smp/

41.   According to the text, which the following sentence is TRUE?
  e.   The room in the hospital is bad
  f.   The writer stay in the hospital for a week
  g.   The writer like the food in the hospital
  h.   The writer must any spicy

Reading Text 2

Rahmat went to a tailor to have his shirt and trousers made last Sunday. The tailor measured his hip and waist and also the length of the trousers. He also measured his chest.
The tailor cut the cloth according to Rahmat's measurement. Then he sewed the clothes on his sewing machine. He sewed the zipper on the trousers. The tailor's wife fixed the buttons. The clothes were ready in five days. Rahmat tried them on. They fit him well.
(taken from: https:// wordpress.com/kumpulan-soal-soal-bahasa-inggris-kelas-8-smp/)

42. Rahmat **went** to a tailor. The antonym of the underline word is?
  c.   Arrive   c. do
  d.   Leave   d. left

Reading Text 3

On Children's Day in 1999, a technology company treated more than 200 underprivileged children to a 'high-tech' experience. They were given training on information technology. The company wanted to provide opportunities for these children to learn more about the Internet and the latest technology. They wanted to help the less fortunate in the community.
The children had an enjoyable and educational experience that day. They were exposed to the new technology for the first time and they were very interested. The company hoped to conduct many more such training sessions for these children. They fell that the skills the children had would be useful to them when they grew up.
The company was very active in caring for the less fortunate. They even put aside one day a year for their employees to do volunteer work to help the needy. They also donated money to many

charitable organizations. Many people had benefited from their efforts. Many also praised the company for being so generous towards the needy.

(taken from: http://www.matiolestari.com/2013/06/contoh-recount-text-pendek-bahasa.html)

43. What is the topic of the text?
    c. Children   c. children's day
    d. Children's experience   d. children's educational

44. Who did very active for the less fortunate?
    c. Children   c. technology
    d. Company   d. people

45. The company was very **active** in caring. The synonym of the underline word?
    c. Energetic   c. possessive
    d. Non active   d. excited

Reading Text 4

I had a terrible day yesterday.
First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.
Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.
Finally, I walked the three miles to my school only to discover that it was Sunday!
I hope I never have a day as the one I had yesterday.

(Taken from: http://www.matiolestari.com/2013/06/contoh-recount-text-pendek-bahasa.html)

46. What is the topic of the text?
    e. My bad day on Sunday
    f. Bad day on yesterday
    g. Terrible day
    h. Woke up late

47. What time did he get the bus?

    c. 07.30   c. 09.00
    d. 08.00   d. 09.30

48. What did he do when he missed a bus?
    c. He take the taxi   c. he try to get any bus
    d. He walked to school   d. he didn't go to school

Reading Text 5

My mom got me ready for school and then I had to wait for him to brush my hair and put each piece in just the perfect position. I had to show her my shoes that I had cleaned the night before by me and my school bag should be neatly placed on my shoulder before I could get near the

door in my room. Only after my mother was completely satisfied, whether I would be allowed to rush out of my house.

I would leave home at 7 am at the point and make your way down the path. After walking about 500 meters I could see the tower of my high school. Play will be full in the summer and the noise would make me want to rush into the courtyard and into a good game of football before the bell. That's how I now want to go to school.

(Taken from: http://www.matiolestari.com/2013/06/contoh-recount-text-pendek-bahasa.html)

49. My mom **got** me ready for school. What is the antonym of the underline word?
    c. Give   c. take
    d. Put   d. use

50. What the writer do after walking 500 meters?
    e. The writer play will be full in the summer
    f. The writer could to rush into the courtyard
    g. The writer go to school
    h. The writer leave at home

51. When did she leave the home?
    c. 8 am   c. 8 pm
    d. 7 pm   d. 7 am

52. At the end of the story, what happened to the writer?
    e. The writer will be full in the summer
    f. The writer want to rush
    g. The writer will be allowed to rush out of the house
    h. The writer want to go to school

Reading Text 6

Last weekend, my friends and I went camping in the mountain Ciremai. We reached the camping ground as we walked for about a half hour from the parking lot. We built the camp next to the rocks and trees. It was getting dark and cold enveloped us, so we built a bonfire.

The next day, we spent our time observing plantation and insects while the girls were preparing food for lunch together. In the afternoon we went to the river and catch a fish for dinner. At night, we held a bonfire night. We sing, dance, read poetry, comedy, having fun, playing magic tricks, and even some of us do stand up comedy and highly entertaining us all to laugh. On Monday, we packed our bags and got ready to go home, respectively.

(Taken from: http://www.sekolahbahasainggris.com/contoh-soal-bahasa-inggris-english-kelas-8-smp-dan-mts/)

53. According to the text, which the following is TRUE?
    d. The writer and his friends reach the camping ground
    e.   The writer and his friends spent their time observing
    f.   The writer and his friends play football, eat, and having fun

54. Where did the writer and his friends go to camping?
    c.   Blue mountain   c. catch a fish
    d.   Mountain Ciremai   d. go home

55. Highly entertaining us all to **laugh.** What is the antonym of the underline word?
    c. angry   c. cry
    d. fury   d.fun

56. What is the synonym of the word **entertaining**?
    c. Amusing   c. laugh at
    d. Boring   d. aggravating

Reading text 7

> I think my first memories started when I was about three or perhaps four years old. I remember falling from a tree and breaking my arms. I think I was playing in the garden of the big, old house we lived in. It was in a suburb of London. I can remember starting school when I was five.
>
> There was a little boy called Thomas in the same class. He used to pull my hair when the teacher was not looking. One day I hit him on the head with a book and he began to cry. The teacher was very angry with me. I remember him saying, "Little girls don't do things like that." But since then Thomas never pulled my hair again.
>
> (Taken from: http://www.sekolahbahasainggris.com/contoh-soal-bahasa-inggris-english-kelas-8-smp-dan-mts/)

57. The writer started studying in his school when she was …… years old.
    c. 3   c. 4
    d. 5   d. 6

58. Thomas never pulled the writer's hair again because ……
    e. He was afraid of the writer
    f. The writer was bigger than he was
    g. He was afraid of the teacher
    h. The teacher was angry with the writer

59. What is the main idea of the text?

    c. First memories   c. experience fall from the tree
    d. Fall from the tree   d. experience fall from the tree and breaking the arms

60. Who did a little boy that the same class with the writer?
    c. Thomas   c. Kevin
    d. James   d. Stuart

Appendix 9

Key Answer of Pre-test and Post-test

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

Appendix 10

Raw of Pre-Test Score

No	Sample	Number Of test								
		1	2	3	4	5	6	7	8	9
1	Student 1	1	0	0	1	1	0	1	1	1
2	Student 2	0	0	0	1	0	0	1	1	0
3	Student 3	1	0	0	1	1	0	1	0	0
4	Student 4	1	0	0	1	0	0	1	1	0
5	Student 5	0	0	1	1	0	0	1	0	1
6	Student 6	0	0	0	0	0	0	0	1	0
7	Student 7	1	0	0	1	1	0	1	0	0
8	Student 8	0	0	1	0	0	1	1	1	1
9	Student 9	1	0	1	1	0	0	1	1	0
10	Student 10	1	0	0	1	1	1	1	1	0
11	Student 11	0	0	0	1	0	0	1	1	0
12	Student 12	0	0	0	0	0	1	0	1	0
13	Student 13	0	0	1	1	0	1	0	0	0
14	Student 14	1	0	1	1	0	1	1	1	1
15	Student 15	1	0	1	0	0	0	1	1	0
16	Student 16	0	0	0	0	0	0	1	1	0
17	Student 17	0	1	0	1	1	0	0	0	0
18	Student 18	1	0	0	1	1	0	1	0	0
19	Student 19	1	0	1	0	0	0	1	1	1
20	Student 20	0	0	0	1	0	0	1	0	1
21	Student 21	1	0	0	1	0	0	0	1	0
22	Student 22	0	0	0	1	0	1	1	1	1
23	Student 23	1	0	1	1	0	0	1	1	0
24	Student 24	1	0	0	1	0	0	1	0	1
	$(\sum X)$	13	1	8	18	6	6	19	16	8
	$(\sum X)2$	169	1	64	324	36	36	361	256	64

No	Number of test											Y	Y2
	10	11	12	13	14	15	16	17	18	19	20		
1	0	1	0	1	0	0	1	1	1	0	0	11	121
2	1	1	1	1	0	0	0	0	1	0	0	8	64
3	0	0	1	0	1	1	0	0	1	0	0	8	64
4	0	1	0	0	0	1	0	0	0	0	0	6	36
5	1	1	1	0	1	1	0	0	0	1	0	10	100
6	0	0	1	1	0	0	0	1	0	0	0	4	16
7	0	0	1	0	1	1	1	1	0	1	0	10	100
8	1	1	1	0	1	0	0	1	0	1	0	11	121
9	0	1	1	1	1	0	0	1	0	1	0	11	121
10	1	1	1	0	1	0	0	0	1	0	0	11	121
11	1	1	1	1	0	0	0	0	1	0	0	8	64
12	0	1	0	0	0	0	0	1	0	0	1	5	25
13	0	0	1	0	0	0	1	0	0	0	1	6	36
14	1	1	1	1	1	0	0	0	0	1	0	13	169
15	0	1	1	1	1	1	0	1	0	0	0	10	100
16	0	0	0	0	0	1	1	0	0	1	0	5	25
17	1	0	0	0	0	0	0	0	0	0	0	4	16
18	0	0	1	0	1	1	1	1	0	1	0	10	100
19	1	1	0	1	1	0	0	1	0	1	0	11	121
20	0	1	1	1	0	0	0	0	0	1	0	7	49
21	0	1	1	1	1	0	0	0	0	1	0	8	64
22	0	1	1	1	1	0	0	0	0	1	0	10	100
23	0	0	1	1	1	0	0	0	0	0	0	8	64
24	0	1	1	1	0	0	0	0	0	0	0	7	49
ΣX	8	16	18	13	13	7	5	9	5	11	2	202	1846
ΣX2	64	256	900	169	169	49	25	81	25	121	4	3174	

Appendix 11

The Step Finding of the Interval Pre-test

1. The first procedure is found out the highest score and lowest score in set up interval. It is:

   The highest score (max) was 13

   The lowest score (min) was 4

   R=Max-Min

   $= 13 - 4$

   $= 9$

2. The second procedure was to set amount the interval class (K)

   K= 1+ 3.3 log n

   $= 1+ 3.3 \ (\log 24)$

   $= 1 + 3.3 \ (1.380)$

   $= 1 + 4.554$

   $= 5.554 = 6$

3. The third procedure found the wide of the interval class (P)

   $P = \frac{R}{K}$

   $P = \frac{9}{6}$

   $= 1.5 = 2$

   Finally, the class interval of pre-test was 2

Appendix 12

The Step of Finding the Mean Score and Standard Deviation of Pre-test

1. **Mean score**

$$X = \frac{\Sigma X}{n}$$

$$X = \frac{202}{24}$$

$$X = 8.41$$

2. **Standard Deviation**

$$S^2 = \frac{n \, \Sigma_x 2 - (\Sigma x)^2}{n \, (n-1)}$$

$$S^2 = \frac{24 \, (3174) - (202)^2}{24 \, (24-1)}$$

$$S^2 = \frac{24 \, (3174) - 40804}{24 \, (23)}$$

$$S^2 = \frac{76176 - 40804}{552}$$

$$= \frac{35372}{552} = 64.07 = \sqrt{64.07} = 8.00$$

Appendix 13

The Normality Analysis of Pre-test

No	Xi	Zi	F(zi)	S(zi)	F(iz)-S(zi)
1	11	0.407428571	0.658153377	0.041666667	0.61648671
2	8	-0.065714286	0.473802649	0.083333333	0.390469316
3	8	-0.065714286	0.473802649	0.125	0.348802649
4	6	-0.381142857	0.351548624	0.166666667	0.184881957
5	10	0.249714286	0.598595845	0.208333333	0.390262512
6	5	-0.696571429	0.243035521	0.25	-0.006964479
7	10	0.249714286	0.598595845	0.291666667	0.306929178
8	11	0.407428571	0.658153377	0.333333333	0.324820044
9	11	0.407428571	0.658153377	0.375	0.283153377
10	11	0.407428571	0.658153377	0.416666667	0.24148671
11	8	-0.065714286	0.473802649	0.458333333	0.015469316
12	4	-0.538857143	0.294992715	0.5	-0.205007285
13	6	-0.381142857	0.351548624	0.541666667	-0.190118043
14	13	0.722857143	0.765116172	0.583333333	0.181782839
15	10	0.249714286	0.598595845	0.625	-0.026404155
16	5	-0.538857143	0.294992715	0.666666667	-0.371673951
17	3	-0.696571429	0.243035521	0.708333333	-0.465297813
18	10	0.249714286	0.598595845	0.75	-0.151404155
19	11	0.407428571	0.658153377	0.791666667	-0.13351329
20	7	-0.223428571	0.411600985	0.833333333	-0.421732349
21	8	-0.065714286	0.473802649	0.875	-0.401197351
22	10	0.249714286	0.598595845	0.916666667	-0.318070822
23	8	-0.065714286	0.473802649	0.958333333	-0.484530684
24	7	-0.223428571	0.411600985	1	-0.588399015
Σ	202	2.35922E-15	12.02023122	12.5	-0.479768781

Lo= 0.6164 **S= 8.00**

Lt= 0.1886   **X= 8.41**

Appendix 14

Raw of Post-Test Score

No	Sample	Number of test								
		1	2	3	4	5	6	7	8	9
1	Student 1	1	1	1	0	0	1	0	1	1
2	Student 2	1	0	1	1	0	1	1	1	1
3	Student 3	1	1	1	1	1	1	0	1	0
4	Student 4	1	0	1	1	0	0	1	1	0
5	Student 5	1	0	1	0	0	0	1	1	0
6	Student 6	1	1	1	1	0	1	0	1	0
7	Student 7	1	1	1	1	1	1	0	1	0
8	Student 8	0	0	1	1	0	0	1	1	1
9	Student 9	1	0	1	1	0	0	1	1	0
10	Student 10	1	0	1	1	1	1	0	1	0
11	Student 11	1	0	0	0	0	1	1	1	0
12	Student 12	0	0	0	0	0	0	0	1	1
13	Student 13	1	0	1	1	0	0	1	1	0
14	Student 14	1	0	1	1	1	1	1	1	1
15	Student 15	1	0	1	0	0	0	1	0	1
16	Student 16	1	0	1	1	0	0	1	1	0
17	Student 17	1	0	0	0	0	1	1	0	0
18	Student 18	1	1	0	1	1	1	1	0	1
19	Student 19	1	0	1	0	0	0	1	1	1
20	Student 20	0	0	1	1	0	0	1	0	0
21	Student 21	1	0	1	1	0	0	1	1	1
22	Student 22	0	0	0	1	0	0	1	1	1
23	Student 23	0	0	1	0	0	1	1	0	1
24	Student 24	1	1	1	0	0	0	0	0	0
	($\sum$X)	19	6	19	15	5	11	17	18	11
	($\sum$X)2	361	36	361	225	25	121	289	324	121

No	Number of test										
	10	11	12	13	14	15	16	17	18	19	20
1	1	1	1	1	0	1	1	0	1	1	1
2	0	1	1	1	1	1	1	0	1	1	1
3	1	1	1	1	1	1	0	1	0	1	0
4	1	1	0	1	0	1	1	0	1	1	1
5	0	1	1	1	0	1	1	0	1	1	1
6	1	1	1	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	0
8	1	1	1	1	1	1	1	0	1	1	1
9	0	1	1	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1	1	1	1	1
11	1	1	1	1	1	0	1	0	1	1	1
12	1	0	0	1	1	1	0	1	1	1	1
13	1	1	0	1	0	1	1	0	1	1	1
14	1	1	1	1	1	1	1	0	1	1	0
15	0	1	1	1	0	1	1	1	1	1	1
16	1	1	0	1	0	1	1	1	1	0	0
17	1	1	0	1	1	0	1	0	1	1	1
18	0	1	0	1	0	1	1	0	1	1	1
19	1	1	1	1	1	1	1	0	1	1	1
20	0	1	0	1	0	1	1	0	1	1	1
21	1	1	1	1	1	1	0	0	1	1	1
22	0	1	1	1	1	0	0	0	1	1	1
23	1	1	1	1	1	1	1	0	1	1	1
24	1	1	0	0	1	1	1	1	1	1	1
∑X	17	23	16	23	16	21	20	9	23	23	20
∑X2	289	529	256	529	256	441	400	81	529	529	400

Appendix 15

The Step Finding of the Interval Post-test

1. The first procedure is found out the highest score and lowest score in set up interval. It is:

   The highest score (max) was 17

   The lowest score (min) was 10

   R=Max-Min

   $= 17\text{-}10$

   $= 7$

2. The second procedure was to set amount the interval class (K)

   K= 1+ 3.3 log n

   $= 1+ 3.3 \ (\log 24)$

   $= 1 + 3.3 \ (1.380)$

   $= 1 + 4.554$

   $= 5.554 = 6$

3. The third procedure found the wide of the interval class (P)

   $P = \frac{R}{K}$

   $P = \frac{7}{6}$

   $= 1.2 = 1$

Appendix 16

The Step of Finding the Mean Score and Standard Deviation of Post-test

1. **Mean score**

$$X = \frac{\Sigma X}{n}$$

$$X = \frac{332}{24}$$

$$X = 13.84$$

2. **Standard Deviation**

$$S^2 = \frac{n \, \Sigma_x 2 - (\Sigma x)^2}{n \, (n-1)}$$

$$S^2 = \frac{24 \, (6102) - (332)^2}{24 \, (24-1)}$$

$$S^2 = \frac{24 \, (6102) - 110224}{24 \, (23)}$$

$$S^2 = \frac{146448 - 110224}{552}$$

$$= \frac{36224}{552} = 65.62 = \sqrt{65.62} = 8.100 = 8.11$$

Appendix 17

The Normality of Post-test Data

No	Xi	Zi	F(Zi)	S(Zi)	F(z)-S(Zi)
1	15	0.241017964	0.595229403	0.041666667	0.553562737
2	16	0.44760479	0.672780777	0.083333333	0.589447444
3	15	0.241017964	0.595229403	0.125	0.470229403
4	13	-0.172155689	0.431657567	0.166666667	0.2649909
5	12	-0.378742515	0.352439539	0.208333333	0.144106206
6	17	0.654191617	0.743505819	0.25	0.493505819
7	17	0.654191617	0.743505819	0.291666667	0.451839152
8	15	0.241017964	0.595229403	0.333333333	0.26189607
9	15	0.241017964	0.595229403	0.375	0.220229403
10	17	0.654191617	0.743505819	0.416666667	0.326839152
11	13	-0.172155689	0.431657567	0.458333333	-0.026675767
12	10	-0.791916168	0.21420478	0.5	-0.28579522
13	13	-0.172155689	0.431657567	0.541666667	-0.1100091
14	17	0.654191617	0.743505819	0.583333333	0.160172486
15	13	-0.172155689	0.431657567	0.625	-0.193342433
16	12	-0.378742515	0.352439539	0.666666667	-0.314227127
17	11	-0.585329341	0.279163145	0.708333333	-0.429170189
18	14	0.034431138	0.513733323	0.75	-0.236266677
19	15	0.241017964	0.595229403	0.791666667	-0.196437263
20	10	-0.791916168	0.21420478	0.833333333	-0.619128554
21	15	0.241017964	0.595229403	0.875	-0.279770597
22	11	-0.585329341	0.279163145	0.916666667	-0.637503522
23	14	0.034431138	0.513733323	0.958333333	-0.44460001
24	12	-0.378742515	0.352439539	1	-0.647560461
∑	332	-2.38698E-15	12.01633185	12.5	-0.483668148

Lo = 0.5894

Lt = 0.1886

X= 13.84

S= 8.11

Appendix 18

The Difference (*d*) of Students' Score of Pre-test and Post-test

No	Score of Pre-test (X_1)	Score of Post-test (X_2)	Difference (*d*) (X_1)- (X_2)	Difference Square (d^2)
1	11	15	4	16
2	8	16	8	64
3	8	15	7	49
4	6	13	7	49
5	10	12	2	4
6	5	17	12	144
7	10	17	7	49
8	11	15	4	16
9	11	15	4	16
10	11	17	6	36
11	8	13	5	25
12	4	4	0	0
13	6	13	7	49
14	13	17	4	16
15	10	13	3	9
16	5	12	7	49
17	4	11	7	49
18	10	14	4	16
19	11	15	4	16
20	7	10	3	9
21	8	15	7	49
22	10	11	1	1
23	8	14	6	36
24	7	12	5	25
$\sum$	202	326	124	792

Appendix 19

The Applying of T-test

$$SD_D = \sqrt{\frac{\Sigma_D{}^2}{N}} - \sqrt{\left(\frac{(\Sigma D)^2}{N}\right)}$$

$$= \sqrt{\frac{792}{24}} - \sqrt{\left(\frac{124^2}{24}\right)}$$

$$= \sqrt{33} - 26.70$$

$$= \sqrt{6.3} = 2.51$$

$$t_0 \quad = \frac{\left(\frac{\Sigma D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N-1}}\right)}$$

$$= \frac{\left(\frac{124}{24}\right)}{\left(\frac{2.51}{\sqrt{24-1}}\right)}$$

$$= \left(\frac{5.167}{\frac{2.51}{\sqrt{23}}}\right)$$

$$= \left(\frac{5.25}{\frac{2.51}{4.79}}\right)$$

$$= \frac{5.167}{0.52} = 9.9$$

Appendix 20

t_{list} For hypothesis Verification

The criteria of the hypothesis verification of this research:

H_0 will be received if $t\ (1- \frac{1}{2}\alpha) \leq t \leq (1- \frac{1}{2}\alpha)$

$t = (1- \frac{1}{2}\alpha)\ (n\text{-}1)$

$= (1- \frac{1}{2}\ 0.05)\ (24\text{-}1)$

$= (1\text{-}\ 0.25)\ (23)$

$= (0.95)\ (23)$

Based on the list of t- distribution, the value of (0.95) (23) was 1.71

Appendix 21

<div align="center">

Rencana Pelaksanaan Pembelajaran
(meeting 1)

</div>

Sekolah : SMP Negeri 5 Bolaang Uki
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Skill/Jenis Teks : Membaca/ Recount
Alokasi Waktu : 2 X 40 menit

Standar Kompetensi
11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar
11.1 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

Indicator
- Menentukan topic bacaan
- Mengidentifikasi makna kata, kalimat dari teks recount yang dibaca
- Mengidentifikasi gagasan utama dari teks recount yang dibaca
- Mengidentifikasi struktur teks
- Mengidentifikasi pertanyaan yang tersurat/tersirat

Tujuan Pembelajaran.
1. Merespon informasi yang terdapat dalam teks *recount*
2. Mengidentifikasi gagasan utama dalam teks *recount*

Materi Pembelajaran

Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldensmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center

My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

Metode Pembelajaran/Teknik:
Two stay two stray strategies

Pertemuan 1
Langkah-Langkah Kegiatan
1. **Kegiatan Awal (5')**
   - Greeting and checking
   - Apersepsi :
     - Have you been heard do you have experience in the past?
   - Menjelaskan tujuan pembelajaran dan pentingnya materi yang akan dipelajari

2. **Kegiatan Inti (35')**

   - Guru menjelaskan tentang recount text
   - Guru menjelaskan metode pembelajaran yang akan diguanakan dalam teks ini
   - Guru membagi siswa dalam beberapa kelompok masing-masing kelompok terdiri dari 4 orang
   - Guru membagi learning log dan teks yang akan dipelajari kepada masing-masing siswa di dalam tiap kelompok
   - Setiap siswa dimasing-masing kelompok mengidentifikasi arti dari kata-kata yang tidak diketahui
   - Siswa mendiskusikan masaalah bersama dengan masing-masing kelompok
   - Guru menyuruh dua orang siswa untuk mengunjungi kelompok lain dan dua orang lainnya tinggal ditempat untuk menyampaikan informasi pada dua orang kelompok lain yang bertamu
   - Setelah memperoleh informasi dari dua anggota kelompok yang tinggal, dua anggota kelompok yang bertamu kembali ke kelompok masing-masing
   - Masing-masing kelompok mendiskusikan hasil penemuan mereka dari kelompok lain dan sama-sama menyelesaikan hasil dari kerja mereka.
   - Guru mengundang 1 group untuk melaporkan hasil kerja mereka
   - Siswa diminta menjawab pertanyaan berdasarkan teks

3. **Kegiatan Akhir (5')**
   - Guru menyimpulkan hasil diskusi
   - Siswa mengumpulkan learning log siswa
   - Guru menutup proses pembelajaran

Bahan dan sumber belajar
Teks recount
https://pakpuguh.wordpress.com/2011/08/15/recount-text/

Penilaian
- Bentuk pertanyaan
- Instrumen penelitian

Milangodaa Utara,   Januari 2016

Mengetahui
Guru mata pelajaran   Mahasiswa
Bahasa inggris

Senny Sophia Lendo, S.Pd   Siti Herningsih Abas
NIP. 19710903 201001 2 001   NIM. 321 411 129

Kepala sekolah SMP N 5 Bolaang Uki

Rusli Masiono, S.Pd
NIP. 19750130 200501 1 004

Rencana Pelaksanaan Pembelajaran
(meeting 2)

Sekolah : SMP Negeri 5 Bolaang Uki
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Skill/Jenis Teks : Membaca/ Recount
Alokasi Waktu : 2 X 40 menit

Standar Kompetensi
11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar
11.1 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

Indicator
- Menentukan topic bacaan
- Mengidentifikasi makna kata, kalimat dari teks recount yang dibaca
- Mengidentifikasi gagasan utama dari teks recount yang dibaca
- Mengidentifikasi struktur teks
- Mengidentifikasi pertanyaan yang tersurat/tersirat

Tujuan Pembelajaran.
3. Merespon informasi yang terdapat dalam teks *recount*
4. Mengidentifikasi gagasan utama dalam teks *recount*

Materi Pembelajaran

My Horrible Experience

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali.

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

Metode Pembelajaran/Teknik:
Two stay two stray strategies

Pertemuan 2
Langkah-Langkah Kegiatan
4. **Kegiatan Awal (5')**
   - Greeting and checking
   - Apersepsi :
     - Have you been heard do you have experience in the past?
   - Menjelaskan tujuan pembelajaran dan pentingnya materi yang akan dipelajari

5. **Kegiatan Inti (35')**
   - Guru menjelaskan tentang recount text
   - Guru menjelaskan metode pembelajaran yang akan diguanakan dalam teks ini
   - Guru membagi siswa dalam beberapa kelompok masing-masing kelompok terdiri dari 4 orang
   - Guru membagi learning log dan teks yang akan dipelajari kepada masing-masing siswa di dalam tiap kelompok
   - Setiap siswa dimasing-masing kelompok mengidentifikasi arti dari kata-kata yang tidak diketahui
   - Siswa mendiskusikan masaalah bersama dengan masing-masing kelompok
   - Guru menyuruh dua orang siswa untuk mengunjungi kelompok lain dan dua orang lainnya tinggal ditempat untuk menyampaikan informasi pada dua orang kelompok lain yang bertamu
   - Setelah memperoleh informasi dari dua anggota kelompok yang tinggal, dua anggota kelompok yang bertamu kembali ke kelompok masing-masing
   - Masing-masing kelompok mendiskusikan hasil penemuan mereka dari kelompok lain dan sama-sama menyelesaikan hasil dari kerja mereka.
   - Guru mengundang 1 group untuk melaporkan hasil kerja mereka
   - Siswa diminta menjawab pertanyaan berdasarkan teks

6. **Kegiatan Akhir (5')**
   - Guru menyimpulkan hasil diskusi
   - Siswa mengumpulkan learning log siswa
   - Guru menutup proses pembelajaran

Bahan dan sumber belajar
Teks recount
https://pakpuguh.wordpress.com/2011/08/15/recount-text/

Penilaian
- Bentuk pertanyaan
- Instrumen penelitian

Milangodaa Utara,   Januari 2016

Mengetahui
Guru mata pelajaran Bahasa inggris   Mahasiswa

Senny Sophia Lendo, S.Pd
NIP. 19710903 201001 2 001   Siti Herningsih Abas
                                                           NIM. 321 411 129

Kepala sekolah SMP N 5 Bolaang Uki

Rusli Masiono, S.Pd
NIP. 19750130 200501 1 004

Rencana Pelaksanaan Pembelajaran
(meeting 3)

Sekolah : SMP Negeri 5 Bolaang Uki
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Skill/Jenis Teks : Membaca/ Recount
Alokasi Waktu : 2 X 40 menit

Standar Kompetensi
11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar
11.1 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

Indicator
- Menentukan topic bacaan
- Mengidentifikasi makna kata, kalimat dari teks recount yang dibaca
- Mengidentifikasi gagasan utama dari teks recount yang dibaca
- Mengidentifikasi struktur teks
- Mengidentifikasi pertanyaan yang tersurat/tersirat

Tujuan Pembelajaran.
5. Merespon informasi yang terdapat dalam teks *recount*
6. Mengidentifikasi gagasan utama dalam teks *recount*

Materi Pembelajaran

My Grandpa's Funeral in Toraja

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa's coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there. The funeral ceremonies made my family and me tired. However, we were grateful because it ran smoothly.

Metode Pembelajaran/Teknik:
Two stay two stray strategies

Pertemuan 3
Langkah-Langkah Kegiatan
7. **Kegiatan Awal (5')**
   - Greeting and checking
   - Apersepsi :
     - Have you been heard do you have experience in the past?
   - Menjelaskan tujuan pembelajaran dan pentingnya materi yang akan dipelajari

8. **Kegiatan Inti (35')**
   - Guru menjelaskan tentang recount text
   - Guru menjelaskan metode pembelajaran yang akan diguanakan dalam teks ini
   - Guru membagi siswa dalam beberapa kelompok masing-masing kelompok terdiri dari 4 orang
   - Guru membagi learning log dan teks yang akan dipelajari kepada masing-masing siswa di dalam tiap kelompok
   - Setiap siswa dimasing-masing kelompok mengidentifikasi arti dari kata-kata yang tidak diketahui
   - Siswa mendiskusikan masaalah bersama dengan masing-masing kelompok
   - Guru menyuruh dua orang siswa untuk mengunjungi kelompok lain dan dua orang lainnya tinggal ditempat untuk menyampaikan informasi pada dua orang kelompok lain yang bertamu
   - Setelah memperoleh informasi dari dua anggota kelompok yang tinggal, dua anggota kelompok yang bertamu kembali ke kelompok masing-masing
   - Masing-masing kelompok mendiskusikan hasil penemuan mereka dari kelompok lain dan sama-sama menyelesaikan hasil dari kerja mereka.
   - Guru mengundang 1 group untuk melaporkan hasil kerja mereka
   - Siswa diminta menjawab pertanyaan berdasarkan teks

9. **Kegiatan Akhir (5')**
   - Guru menyimpulkan hasil diskusi
   - Siswa mengumpulkan learning log siswa
   - Guru menutup proses pembelajaran

   Bahan dan sumber belajar
   Teks recount
   https://pakpuguh.wordpress.com/2011/08/15/recount-text/

   Penilaian
   - Bentuk pertanyaan

- Instrumen penelitian

Mengetahui   Milangodaa Utara,   Januari 2016
Guru mata pelajaran Bahasa inggris
                                                    Mahasiswa

Senny Sophia Lendo, S.Pd
NIP. 19710903 201001 2 001   Siti Herningsih Abas
                                                    NIM. 321 411 129

                        Kepala sekolah SMP N 5 Bolaang Uki

                            Rusli Masiono, S.Pd
                          NIP. 19750130 200501 1 004

Rencana Pelaksanaan Pembelajaran
(meeting 4)

Sekolah : SMP Negeri 5 Bolaang Uki
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Skill/Jenis Teks : Membaca/ Recount
Alokasi Waktu : 2 X 40 menit

Standar Kompetensi
11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar
11.1 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

Indicator
- Menentukan topic bacaan
- Mengidentifikasi makna kata, kalimat dari teks recount yang dibaca
- Mengidentifikasi gagasan utama dari teks recount yang dibaca
- Mengidentifikasi struktur teks
- Mengidentifikasi pertanyaan yang tersurat/tersirat

Tujuan Pembelajaran.
7. Merespon informasi yang terdapat dalam teks *recount*
8. Mengidentifikasi gagasan utama dalam teks *recount*

Materi Pembelajaran

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was " Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride " Honda 75 ". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. " Yes, I can ".

One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch. After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was

very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

Metode Pembelajaran/Teknik:
Two stay two stray strategies

Pertemuan 2
Langkah-Langkah Kegiatan
   10. Kegiatan Awal (5')
   - Greeting and checking
   - Apersepsi :
     - Have you been heard do you have experience in the past?
   - Menjelaskan tujuan pembelajaran dan pentingnya materi yang akan dipelajari

   11. Kegiatan Inti (35')
   - Guru menjelaskan tentang recount text
   - Guru menjelaskan metode pembelajaran yang akan diguanakan dalam teks ini
   - Guru membagi siswa dalam beberapa kelompok masing-masing kelompok terdiri dari 4 orang
   - Guru membagi learning log dan teks yang akan dipelajari kepada masing-masing siswa di dalam tiap kelompok
   - Setiap siswa dimasing-masing kelompok mengidentifikasi arti dari kata-kata yang tidak diketahui
   - Siswa mendiskusikan masaalah bersama dengan masing-masing kelompok
   - Guru menyuruh dua orang siswa untuk mengunjungi kelompok lain dan dua orang lainnya tinggal ditempat untuk menyampaikan informasi pada dua orang kelompok lain yang bertamu
   - Setelah memperoleh informasi dari dua anggota kelompok yang tinggal, dua anggota kelompok yang bertamu kembali ke kelompok masing-masing
   - Masing-masing kelompok mendiskusikan hasil penemuan mereka dari kelompok lain dan sama-sama menyelesaikan hasil dari kerja mereka.
   - Guru mengundang 1 group untuk melaporkan hasil kerja mereka
   - Siswa diminta menjawab pertanyaan berdasarkan teks

   12. Kegiatan Akhir (5')
   - Guru menyimpulkan hasil diskusi
   - Siswa mengumpulkan learning log siswa
   - Guru menutup proses pembelajaran

   Bahan dan sumber belajar
   Teks recount
   https://pakpuguh.wordpress.com/2011/08/15/recount-text/

   Penilaian
   - Bentuk pertanyaan
   - Instrumen penelitian

Mengetahui
Guru mata pelajaran Bahasa inggris

Milangodaa Utara,   Januari 2016

Mahasiswa

Senny Sophia Lendo, S.Pd
NIP. 19710903 201001 2 001

Siti Herningsih Abas
NIM. 321 411 129

Kepala sekolah SMP N 5 Bolaang Uki

Rusli Masiono, S.Pd
NIP. 19750130 200501 1 004

Appendix 22

Appendix 22

Appendix 23

Documentation of post test

CURRICULUM VITAE

Siti Herningsih Abas was born in Milangodaa December, 16, 1992. She is the second of three children from the marriage couple of Muhadjir Abas and Mukmin Saripi. She graduated from elementary school at SDN 1 Milangodaa, 2005. She continued her study to junior high school at SMP Negeri 5 Bolaang Uki and graduated in 2008. Afterward, She became the students of SMK N 1 Gorontalo and graduated in 2011. Furthermore, She entered Universitas Negeri Gorontalo to be a college student and surprisingly, She took English Department in Faculty of Letters and Culture as her major.

During the time of his study in UniversitasNegeri Gorontalo, he joined in some academic activities.

1. The participant of Masa Orientasi Mahasiswa Baru (MOMB) 2011

2. The participant of Cross Cultural Understanding 2013

3. The participant of Drama in 2014

4. The participant of international students conference

5. The participant of a week of field work in Jogjakarta in 2013

6. The participant of teaching practice 2 at MAN Batudaa in 2015

7. The participant of community empowerment (KKS in Leyao Kec. Tomilito Kab. Gorontalo Utara