THE EFFECTIVENESS OF USING CIRC TECHNIQUE TO IMPROVE STUDENTS’ READING COMPREHENSION ON RECOUNT TEXT
(Pre-Experimental Study at Second Year Students of MTsN Rajeg)

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"THE EFFECTIVENESS OF USING CIRC TECHNIQUE TO IMPROVE STUDENTS’ READING COMPREHENSION ON RECOUNT TEXT"

(Pre-Experimental Study at Second Year Students of MTsN Rajeg Tangerang)

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ENDORSEMENT SHEET

The examination committee of the faculty of Tarbiya and Teachers’ Training certifies that the “skripsi” (Scientific Paper) entitled “THE EFFECTIVENESS OF USING CIRC TECHNIQUE TO IMPROVE STUDENTS’ READING COMPREHENSION ON RECOUNT TEXT” (Pre-Experimental Study at Second Year Students of MTsN Rajeg Tangerang), written by Junariyah, student’s registration number 109014000133 was examined by the committee on March, 4th 2014. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for degree of “S.Pd” (Bachelor of Arts) in English language Education at the English Department.

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MENYATAKAN DENGAN SESUNGGUHNYA

Bahwa skripsi yang berjudul The Effectiveness of Using CIRC Technique Towards Students’ Reading Comprehension on Recount Text (pre-experimental study in the second year of Madrasah Tsanawiyah Negeri (MTsN) Rajeg-tangerang) adalah benar hasil karya ilmiah saya sendiri di bawah bimbingan dosen:

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ABSTRACT

Junariyah (109014000133). The Effectiveness of Using CIRC Technique to improve Students’ Reading Comprehension on Recount Text; pre-experimental study in the second year of Madrasah Tsanawiyah Negeri (MTsN) Rajeg-Tangerang. Skripsi of English Education Department at faculty of Tarbiyah and Teachers Training of State Islamic University Syarif Hidayatullah Jakarta, 2014.

The objective of this research is to see the effectiveness of using CIRC technique in improving students’ reading comprehension on recount text at the second year of MTs Negeri Rajeg-Tangerang academic year 2013/2014.

The method used in this study was quantitative method. The design of the study was pre-experimental design. It is called pre-experimental study because this research describes the effectiveness of using CIRC technique to improve students’ reading comprehension on recount text that was done in one class. Before doing the activity, the students were given pre-test. Then the students were taught recount text by using CIRC technique. The last, the students were given post test to know whether CIRC technique is effective or not to improve students’ reading comprehension on recount text.

The result of the study showed that there was significance different between students’ score in learning reading comprehension on recount text before and after applying CIRC technique. According to the result of statistical calculation it can be seen that $t_0$ is 6.67 and degree of freedom (df) is 24, whereas the value of $t_t$ on the degree of significance 5% and 1% are 2.064 and 2.797. In other word, the value of $t_0$ ($t_{\text{observation}}$) is higher than $t_t$ ($t_{\text{table}}$). It means that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. In conclusion CIRC technique is effective to improve students’ reading comprehension on recount text.

Keywords : CIRC Technique, Reading Comprehension, Recount Text
ABSTRAK


Penelitian ini bertujuan untuk melihat kefektifitasan penggunaan CIRC teknik dalam meningkatkan teks recount di kelas delapan MTs Negeri Rajeg-Tangerang tahun ajaran 2013/2014.


Hasil dari penelitian ini menunjukan terdapat perbedaan yang signifikan antara nilai siswa dalam belajar pemahaman membaca pada teks recount sebelum dan sesudah pengaplikasian teknik CIRC. Berdasarkan dari hasil perhitungan statistik, itu bisa dilihat bahwa $t_0$ adalah 6.67 dan tingkat kebebasannya adalah 24, sedangkan nilai dari $t_t$ pada tingkat signifikansi 5% dan 1% adalah 2.064 dan 2.797. Dengan kata lain, nilai dari $t_0$ ($t_{observation}$) lebih besar dari pada $t_t$ ($t_{table}$). Itu berarti bahwa hipotesa $H_a$ diterima dan hipotesa $H_0$ ditolak. Dan dapat disimpulkan bahwa teknik CIRC efektif untuk meningkatkan pemahaman membaca siswa pada teks recount.

Kata Kunci: CIRC Technique, Reading Comprehension, Recount Text
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In the name of Allah, the Beneficent, the Merciful. All praises be to Allah, the Lord of the worlds, who has given mercy and blessing so that the writer can complete this research. Peace and blessing be upon the prophet Muhammad SAW, his families, his companions and his faithful forever.

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Finally, may this *skripsi* can be useful for the writer in particular and for reader in general. The writer realizes that this research is still far from being perfect. Therefore, the writer hopes some suggestions and critic from the reader for completeness of the writer’s writing.

Jakarta, February 11\textsuperscript{th} 2014

The writer
TABLE OF CONTENT

TITLE
APPROVAL
ENDORSEMENT SHEET
SURAT PERNYATAAN KARYA SENDIRI
ABSTRAK ............................................. i
ABSTRAK ............................................. ii
ACKNOWLEDGEMENT ....................................... iii
TABLE OF CONTENT ...................................... v
LIST OF TABLE ...................................... viii
LIST OF APPENDICES .................................... ix

CHAPTER I INTRODUCTION
A. Background of Study ......................................... 1
B. Identification of Problem ...................................... 4
C. Limitation of Problem ....................................... 4
D. Formulation of Problem .................................... 4
E. Objective of Study ......................................... 5
F. Significance of Study ....................................... 5

CHAPTER II THEORETICAL FRAMEWORK
A. Theory of Reading ........................................... 6
   1. Understanding of Reading ................................ 6
   2. Reading Comprehension .................................. 8
   3. Level of Reading Skill .................................... 9
   4. Specific Skill in Reading ................................ 10
   5. Purposes of Reading .................................... 13
   6. Kinds of Reading ....................................... 14
BIBLIOGRAPHY ........................................................................................................ 44
APPENDICES ........................................................................................................ 46
LIST OF TABLE

Table 3.1 The Scale of Discriminating Power and Difficulty Level.............. 31
Table 4.1 The Calculation of Pre-Test ................................................. 34
Table 4.2 The Calculation of Post-Test ................................................. 36
Table 4.3 The Comparison Score of Pre-test and Post-Test ......................... 37
LIST OF APPENDICES

Appendix 1: Timelines of the Research .......................................................... 46
Appendix 2: Kisi-Kisi Validity Test ............................................................... 47
Appendix 3: Validity Test .............................................................................. 48
Appendix 4: The Result of Validity Test ......................................................... 55
Appendix 5: Syllabus ..................................................................................... 57
Appendix 6: Lesson Planning ....................................................................... 59
Appendix 7: Kisi-Kisi Pre-Test ................................................................. 83
Appendix 8: Pre-test ................................................................................. 83
Appendix 9: Kisi-Kisi Post-Test .............................................................. 88
Appendix 10: Post-test ............................................................................ 89
Appendix 11: The Answer Key ................................................................. 94
Appendix 12: Tabel Distribusi Probabilitas t-Student ............................... 95
Appendix 13: Pengesahan Proposal Skripsi ............................................. 96
Appendix 14: Surat Bimbingan Skripsi .................................................... 97
Appendix 15: Surat Permohonan Izin Penelitian ..................................... 98
Appendix 16: Surat Keterangan Penelitian ............................................. 99
Appendix 17: Surat Perubahan Judul Skripsi ....................................... 100
CHAPTER 1
INTRODUCTION

A. Background of Study

English language is the first foreign language in our country and it is learned by all students not only in primary school but also at the university level. The reason why people want to learn foreign languages especially English because they think it offers a chance for advancement in their personal life. By mastering English language, they would probably get a better job than if they only knew their national language. English has a special position in the global world since English has become one the international language of communication.

Based on the statement above, it is a must for Indonesian students to master their English subject as well as possible, as stated in the curriculum 2006 which is “the aim of learning English subject is to develop communicative competence in spoken and written form to achieve functional literacy.”\(^1\) People need communicate in making an interaction to other people around them and also in doing daily activities. With communicate, it can make people easy to use language to share their idea or something that they want to say.

Therefore, the first thing that the students have for increasing their English is they have to master the four basics English skill; listening, reading, speaking and writing. Listening and reading are included in receptive skill while speaking and writing are included in productive skill.

One of the skill that will be discussed in this skripsi is reading. Reading is one of the skills that is learnt by the students. Reading skill is one of complex and difficult skill than other skills such as listening, speaking, and writing because reading is the first skill that is connecting other skill. Reading has very important role in our life, by reading various printed materials such as newspaper, magazine, novel, academic books and so on; we are able to get a lot of information,

knowledge and enjoyment. Therefore, the ability to read the text in any form will bring great advantages to the reader. In learning process, students also need to learn how to master English especially in reading, because reading has an important role in the classroom where language learning is the central purpose. On the other hand, reading is an interaction between the reader and the writer through the written language in the process of exchanging information or idea from the writer to the reader.

Many factors that influence teaching reading, they are: teachers’ factor, facilities and infrastructure, methods of study, techniques and others. In teaching and learning process, the teacher should be able to choose the appropriate method and technique in order the objectives can be achieved. The way used to increase quality in learning English by using appropriate technique.

In teaching, there are many methods that the teachers used, they are: explaining, demonstrating, collaborating or cooperative learning and learning by teaching. Explaining or lecturing, is the process of teaching by giving spoken explanations of the subject that is to be learned and lecturing is often accompanied by visual aids to help students visualize an object or problem. Demonstrating is the process of teaching through examples or experiments. For example, a science teacher may teach an idea by performing an experiment for students. Collaboration allows students to actively participate in the learning process by talking with each other and listening to other points of view. In this teaching method, students assume the role of teacher and teach their peers. Students who teach others as a group or as individuals must study and understand a topic well enough to teach it to their peers.

Based on the description and the problem above, English teachers should find the appropriate method and technique to increase students’ interest in reading text to overcome this problem. English teachers are expected to find appropriate method and technique to make students understand the text and moreover enjoy reading.

The method that can be used by the English teacher to improve students’ reading comprehension or understanding in teaching text is cooperative learning.
Cooperative learning is a learning that required the students to work together on a common task, and the students must coordinate their efforts to complete the task.\textsuperscript{2} Cooperative learning offers many benefits: “raise the achievement of all students, help the teacher build positive relationship among students, give students the experiences, and replace the competitive organizational structure of most classrooms and schools.”\textsuperscript{3}

In other word, cooperative learning is a method where the students work in a group to achieve the material. It is more than just small group activity; it can contribute to create a community of learners willing to work collaboratively on goals important into groups. It can be concluded that classes members are organize into small group after receiving the material from the teacher. Then, they work through the assignment until all groups member successfully understand and complete it. Teacher can use cooperative learning as a method to improve students’ reading comprehension because in cooperative learning, students interact and influence one another.

One of cooperative learning method is Cooperative Integrated Reading and Composition (CIRC). “Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing in the upper elementary and middle grades (Madden, Slavin, & Stevens, 1986).”\textsuperscript{4} Cooperative integrated reading and composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.

In CIRC technique students work within cooperative teams which are coordinated with reading group instruction, in order to meet objectives in such areas as reading comprehension, vocabulary, decoding, and spelling. And students


are motivated to work with one another on these activities by the use of cooperative reward.

From the background of the problem above, the writer would like to conduct a research by the title: *The Effectiveness of using Cooperative Integrated Reading and Composition (CIRC) technique to Improve Students’ Reading Comprehension on Recount Text.*

**B. Identification of Problem**

Based on the background of the study above, there are some problems that can be identified in this research:

1. Teachers were not creative in teaching reading of recount text.
2. Lack of vocabularies and background knowledge to understand the text
3. Lack of communication between students and teacher.
4. Lack of cooperation between student and other student.
5. There is no leader in each group.

**C. Limitation of Problem**

To avoid misunderstanding and to clarify the study, the making of limitation of the study should be made. The writer limits the study on teaching English that concern on reading comprehension of recount text by using CIRC technique at Madrasah Tsanawiyah Negeri Rajeg Tangerang.

**D. Formulation of Problem**

Based on the background of the study above, the writer can formulate this problem on “Is CIRC (Cooperative integrated and reading composition) technique effective to improve students’ reading comprehension on second grade of MTs N Rajeg?”
E. Objective of Study

The objective of the study is to know the effectiveness of using CIRC (Cooperative Integrated Reading and Composition) technique in improving students’ reading comprehension of recount text.

F. Significances of Study

1. For the teacher, in order to use various technique in teaching English.
2. For the students, can make students increase their score and their understanding in reading everything.
3. For the writer, it provides with the feedback especially and gives the experience for the writers as prospective teacher.
4. For other researchers who are interested in studying related research can get the information from this study to do the further research.
CHAPTER II
THEORETICAL FRAMEWORK

A. Theory of Reading

1. Understanding of Reading

Reading has very important social role in our life. Reading is used by the readers to obtain information, this would be submitted by the author through the written language. Moreover, reading is a language skill that related to other skill. Reading also is an active process that has a goal and need a strategy.

Reading in the students’ native language and reading in a second language learned is quite different matter. Reading in a second language is much more difficult for learned as they are required to have adequate knowledge of the language which has a different system, including vocabulary and structure as well as possible. According to Allington and Michael “reading is an active cognitive process does indeed required using graphic (letters) and phonic (sound) information; but for fluent readers particularly, the language – based cues – semantic (meaning) and syntactic (grammar) – seem far and away more important than graphic and phonic cues.”1 It means that in reading activity, using sound and letter are important because when we read book or something it certainly we produce sound, and without using letter it doesn’t call reading activity because reading commonly defined as an activity where the students’ eyes focus on letter in the text or something that they read. And also when they read a text the students usually produce sound. Reading a text, book or something, it actually we read letter. In that text there is a set of letter that we call word, a set of word called sentence, a set of sentence called paragraph and a set of paragraph called text.

It impossible if the students do reading activity if there is no letters. And for

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fluent reader, semantic and grammar are more important than sound and letter. It means that the students have mastered the basic of reading activity, it is the reason that semantic and grammar more important than sound and letter.

Savage and Mooney clearly highlight that “reading involves an interaction between a reader and a piece of written material.”  

This definition gives us understanding that in a text or in a piece of written material, there are specific purposes or objective that delivered by the writer through a piece of written material to the readers. When the reader read a text, the reader also has specific purposes. For example, when the writer wrote about funny story and the reader laugh when they read the story, it means that there is an interaction between the reader and written material or the author of written material.

Furthermore, Harmer through his book the practice of English language teaching state that:

Reading is an exercise dominated by the eyes and the brains. The eyes receive message and the brain then has to work out the significance of these message. Unlike a listening text, a reading text moves at the speed of the reader (except where the reader is trying to read an advertisement that flashes past a train window). In other word it is up to the reader to decide how fast he or she wants to (or can) read a text, whereas listeners often have to do their best with a text whose speed is chosen by the speaker.

Marianne Celce-Murcia pointed out that “Reading is the most complex and difficult.” It means that reading is not only requires the reader to be able to pronounce the words properly but readers should also understand the meaning of the words are arranged. Nature of reading is visual, organized and systematic, arbitrary and abstract, but meaningful, and the most important is related to a particular language and society. Visual reading is obtained

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through the eyes that have limitations, but it contains a lot of advantages. It is concluded that reading is not an easy activity, but rather a complex activity because reading involves all higher mental processes, such as memory, thinking, imagination, setting, implementation, and troubleshooting.

Based on the statement above, the writer can conclude that in reading activity the reader need a letter to pronounced, it impossible if the reader read a text but there is no letters. The reader who read a text or written material it certainly have specific purpose, to get information, to get pleasure or etc. moreover, reading also is an activity where the readers’ eyes and brain work together. The eyes read a text and receive message from the text, then the brain was to work out the significance of the message or in other word the brain has to translate and understand the meaning of the text.

2. Reading Comprehension

Before defining reading comprehension, it is better for the writer to define the meaning of comprehension itself. The definition of comprehension comes from John F. Savage and Jean F. Mooney. They define that “comprehension is cognitive activity, the ability to derive meaning and understanding from printed language.” In other words, it can be stated that comprehension is an understanding which the reader construct the new information by describing it in the printed language.

Lewin pointed out that “reading comprehension is a very complex activity, so much occurs inside the mind of a reader as the eyes glide over the printed words. Accomplished readers (like most of us) have become so good at it through a lifetime of practice that is easy to forget how tough it really is, how complicated the comprehension process is.” It means that when the reader read the text, the mind and the eyes work together to create a comprehension.

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Pamela clearly highlight that “reading comprehension is the process of understanding the message that the author is trying to convey. Very simply, it is making meaning from the text at hand.”

In addition, according to Yetta Goodman in Alllington’s book point out that “reading comprehension is redundant phrase, because without comprehension reading has not truly happened.” Students may be able to produce or read a lot of appropriate words but they can not necessarily understand what they read, because reading for comprehension requires knowledge or special skills and reading for comprehension is also a complex activity.

Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students’ experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concepts, organizing ideas, recognizing the author’s purpose, making judgments, and evaluating.

3. Levels of Reading Skill

According to Savage and Mooney specific reading comprehension skill divided into three levels of skills, they are: (1) literal meaning-understanding and interpreting what the author has to say, (2) inferential comprehension - reading “between the lines” to infer meaning not specifically stated in a printed passage, (3) critical-creative reading – extending beyond the lines to evaluate, relate, or apply what is read. All of these points explained clearly:

a. Literal reading

The literal level of comprehension is fundamental to all the reading skills at any level because a reader must first understand what the

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The author said before he can draw an inference or make an evaluation. The literal level is considered to be the easiest level of reading comprehension because a reader is not required to go beyond what the author actually said.

b. Inferential comprehension

Inferences are ideas which a reader receives when he goes beneath the surface to sense relationships, puts facts and ideas together to draw conclusions and makes generalizations, and detects the mood of the material. Making inferences requires author and more on personal insight.

c. Critical reading

Critical reading requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active, creative looking for false statements. It means questioning, comparing, and evaluating.

One of the most important comprehension skills is finding the main ideas. This could be a literal skill if the idea is directly stated or an inferential skill if it is not directly stated. The main idea is the essence of the paragraph, or what the author is trying to get across to the reader.

4. Specific Skill in Reading

There are many specific skill in reading, they are:

a. Recognize word groups, associating sounds with their corresponding graphic symbols.
b. Deduce the meaning of words by
   1. Understanding word formation (roots, affixation, derivation and compounding)
   2. Contextual clues (e.g. one of the members of the groups exposed the plot, and the police were soon able to arrest the leader)
c. Understand explicitly stated information (e.g. I wish Ann had come = Ann did not come – hence my wish)
d. Understand relations within the sentence, especially
   1. Elements of sentence structure
   2. Negation
   3. Fronting and theme
4. Complex embedding

   e. Understand relation between parts of a text through both lexical devices (e.g. repetition, synonym, antithesis) and grammatical cohesive devices, especially anaphoric and cataphoric reference (e.g. he, they, it; the former, the latter) and connectives (e.g. since, after, because, although, however, in addition)

   f. Perceive temporal and spatial relationship and also sequences of ideas

   g. Understand conceptual meaning, especially
      1. Quantity and amount
      2. Definiteness and indefiniteness
      3. Comparison and degree
      4. Means and instrument
      5. Cause, result, purpose, reason, condition, addition, contrast, concession.

   h. Anticipate and predict what will come next in the text

   i. Identify the main idea and other salient feature in a text

   j. Generalize and draw a conclusions

   k. Understand information not explicitly stated by
      1. Making inferences (e.g. reading between the lines)
      2. Understanding figurative language

   l. Skim and scan (looking for the general meaning and reading for specific information)

   m. Read critically

   n. Adopt a flexible approach and vary reading strategies according to the type of material being read and the purpose for which it is being read.10

Furthermore, Nuttal through her book teaching reading skill in a foreign language state that there are skills and strategies of reading:

   a. Skills involving flexibility of technique: variation in reading rate, skimming, scanning, study reading, etc.

   b. Skills of utilizing information that is not strictly speaking part of the text itself: reference apparatus, graphic conventions, illustration and diagrams.

   c. Wors-attack skills: how to tackle unfamiliar lexical items by using morphology, inference from context, etc., or by using a dictionary

   d. Text-attack skills: the process of interpreting the text as a whole, using all the clues available including cohesion and rhetorical structure.11

According to Harmer, there are three reading skills that students have to acquire. Those are:

a. Scanning

The students need to be able to scan the text for particular bits of information they are searching for. This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully.

b. Skimming

The students need to be able to skim a text as if they were casting their eyes over its surface to get a general idea of what it is about. Just as with scanning, if they try to gather all the details at this stage, they will get bogged down and may not be able to get the general idea because they are concentrating too hard on specifics.

c. Reading for detailed comprehension

Whether looking for detail information or language, must be seen by students as something very different from the reading skill mentioned above. When looking for details, we expect the students to concentrate on the minutiae of what they are reading.\textsuperscript{12}

Based on the statement above, Harmer, Nuttal and Heaton have the opinion that almost the same about skill in reading. But Harmer more specified, he only explain scanning, skimming and reading for detail comprehension. Heaton explain many skills that used in reading, they are scanning, skimming, recognize word group, deduce the meaning of word, understand relation within the sentence, etc. Whereas in Nuttals’ book skill in reading is divided into four parts, they are skills involving flexibility of technique, skill of utilizing information, word attack skill and text attack skill. And based on Nuttal the most important skill are text attack skill because this skill are central of the reading process, and are complex and under-described, in spite of a revival of interest in this field. Skill that harmer pointed (skimming, 

scanning and reading for detail information) are include in skill involving flexibility.

5. Purposes of Reading

Every reader has a different purpose when they are reading, because purpose refers to reader’s aim or intention in reading a certain text. Harmer states that “in the first place, many of them want to be able to read texts in English either for their career, for study purposes or simply for pleasure”\textsuperscript{13} it points out that the reason of reading is determined by reader’s purpose either for career, study or pleasure.

According to William in McDonough and Christopher Shaw’s book usefully classifies reading into “(a) getting general information from the text, (b) getting specific information from a text; and (c) for pleasure or for interest.”\textsuperscript{14}

In addition, Rivers and Temperley (1978:187) in McDonough and Christopher Shaw’s book suggest that second language learner will want to read for the following purposes:

a. To obtain information for some purpose or because we are curious about some topic
b. To obtain instruction on how to perform some task for our work or daily life
c. To keep in touch by correspondence or to understand business letters
d. To know where or when something will take place or what is available
e. To know what is happening or has happened (as reported in newspapers, magazines, report)
f. For enjoyment or excitement\textsuperscript{15}

Based on the statements above, the writer concludes that the main purpose of reading is to find the information and to get pleasure or enjoyment. Reading for information means that we do not stop to analyze the grammatical structure and we understand the meaning of the passage.

\textsuperscript{13}Ibid., P. 68.
\textsuperscript{15}Ibid., P. 102-103.
Reading for information includes the materials which are classified as non-fiction, social studies, science, magazine, newspaper, article and news.

Reading for pleasure means that the reader may read the text either quickly or slowly based on what he likes to read. It associates largely with a novel, short stories, biography, poem and plays. Reading for pleasure is different from reading to get the information, because in reading to get the information the reader have to understand the meaning of passage in order the reader can get the information from the text.

6. **Kinds of Reading**

According to Heaton, there are two kinds of reading activities, they are: intensive and extensive reading.

a. **Intensive reading**

In this activity the reader read a text for detail information and focused on the construction of reading texts which takes place in classroom. Intensive reading is characterized by study activities, such as the particular uses of grammar and vocabulary items.

b. **Extensive reading**

In this activity the students should understand that in this type of reading their major concern is on the overall comprehension of characters and events rather than on the specific details of either language or story content. Where possible, reading for pleasure should be involves.  

Furthermore, Nuttal through her book teaching reading skills in a foreign language state that the aim of intensive reading is to guide the students’ accuracy in reading and to understand the meaning of the text: not only of what it means, but also how the meaning is produced. Whereas the aim of extensive reading is guide the student to achieve fluency and efficiency. On

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the other hand intensive means reading for accuracy and extensive means reading for fluency.\textsuperscript{17}

B. Recount Text

1. Understanding of recount text

The definition of text is important to be known. Before the writer explains about recount text the writer will explain about the text first. When talking about the text, it can be known that it was a group of word related each other into sentence, and a group of sentence related each other into paragraph and create a meaning. So, people can communicate easily each other. Mark and Kathy also highlight in their book that “people live in the world of words, when these words are put together to communicate a meaning, a piece of text is created. When we speak or write to communicate a message, we are constructing a text. When we read, listen to, or view a piece of text. We are interpreting its meaning.”\textsuperscript{18}

They are two type of text, literally and factual. Literary text include aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimics and soap operas. Their constructed to appeals our emotions and imagination. There are three main text types in this category, narrative, poetic and drama. While factual type includes advertisement, announcement, internet website, current affair shows, debates, recipes, report and instruction. They present information or ideas and aim to show, tell or persuade. The main text type in this category is recount, response, explanation, discussion, information report, exposition and procedure.\textsuperscript{19} In other word, the purposes of this type are to persuade, to inform and to construct the reader.

\textsuperscript{17}Cristine Nuttal, \textit{Teaching Reading Skill in A Foreign Language}, (Oxford: Heinemann, 1980), P. 23.
\textsuperscript{18}Mark Anderson and Kathy Anderson, \textit{Text Type in English}, (South Yara: McMillan, 1997), P.1.
\textsuperscript{19}Ibid. P. 3.
In this research the writer only focuses on recount text. Anderson clearly highlight in his book that “recount is a piece of a text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.” This statement also supported by Mukarto dkk, they clearly highlight in their book that “personal recount usually retells an experience in which the writer was personally involved. It list and describe past experiences by retelling events. It presents the events chronologically. (in the order in which they happened). The purpose of personal recount are to inform, entertain the audience (listeners or readers), or both.”

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

From those statements above, it can be conclude that recount text is a part of category of factual text because it give the explanation of some information and ideas that really happen. In other word, the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both).

2. Generic Structure of Recount Text

There are three important generic structures that take account on recount text described detail bellow.

1. Orientation

This is the introductory part of the story. It provide the background information where the author tell the reader who is in the story, where the story is happening, and when the story take place. From this part the reader can get the insight what will happens in the next part of the story.

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2. Events
   It presents events: what people do? It tells the events chronologically.
   It uses conjunctions or connectives like: first, next, then, finally and so on. They show the sequence of events

3. Re-orientation
   It presents the concluding comments. It expresses the author’s personal opinion regarding the events described.  

3. Language feature of recount
   The language features usually found in a recount are:
   a. Proper nouns to identify those involved in the text
   b. Descriptive words to give details about who, when, where, what and how
   c. The use of the past tense to retell the events
   d. Words that show the order of events (for example: first, next, then, etc). 

4. The Example of Recount Text

   **Generic Structure of Recount Text**
<table>
<thead>
<tr>
<th>Generic Structure</th>
<th>A beautiful day at jogja</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>This morning my friends and I went to EOS studio. It’s not very far from our school, so we just rode our bicycles</td>
</tr>
<tr>
<td>Events</td>
<td>First, we met Shanty and Rico outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at EOS canteen. The food was delicious. Before we went home, we took some photographs with Shanty and Rico</td>
</tr>
<tr>
<td>Re-orientation</td>
<td>It was tiring but we were very happy.</td>
</tr>
</tbody>
</table>

---


Ibid.
**Linguistic Feature of Recount Text**

<table>
<thead>
<tr>
<th>Past tense</th>
<th>Went, rode, met, took, showed,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connectors</td>
<td>First, then, after that, before, but</td>
</tr>
<tr>
<td></td>
<td>This morning, EOS Studio, EOS Canteen</td>
</tr>
</tbody>
</table>

(Adapted from 2nd grade junior high school of English text book)  

**C. Cooperative Integrated Reading and Composition (CIRC)**

Before defining CIRC technique, it is better for the writer to define the meaning of cooperative learning itself. The definition of cooperative learning comes from Cruickshank, he states that “Cooperative learning (formally called students-team learning) is the term used to describe instructional procedures whereby learners work together in small groups and are rewarded for their collective accomplishment.” In cooperative classrooms, students are expected to help each other, to discuss and argue with each other, to assess each other’s current knowledge and fill in gaps in each other’s understanding.

Larsen pointed out that cooperative learning is the way in which the students and the teacher work together and the teacher teaches the students collaboratively in order they can work together more effectively. Rusman clearly highlight that “cooperative learning is a form of learning which students learn and work in small groups cooperatively whose members consist of four or six students with heterogeneous group.”

Furthermore, based on Osen and Kagan through Richard and Rodgers’s book with the title *approach and methods in language teaching* state that “cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in

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which each learners is held accountable for his or her own learning and is motivated to increase the learning of other.\textsuperscript{29} It means that in cooperative learning the students not only give the material but also the students are motivated to increase learning of other and to help their member in groups. If there are students that did not understand the material, the teacher did not re-explanation but the students discuss it with their group.

Based on the statements above, the writer can conclude that cooperative learning is learning model where the students divided into some group and usually each group consist of four or six members. Cooperative learning is not just putting students into groups but they should learn social skills. The cooperative learning requires students to be active in the group and achieve the main goals of every member in the group. Within cooperative learning, students seek outcomes that are beneficial to themselves and beneficial to all other group members.

In language teaching its goals are:

1. To provide opportunities and naturalistic second language acquisition through the use of interactive pair and group activities.
2. To provide teacher with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g., content-based, foreign language classroom, mainstreaming)
3. To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.
4. To provide opportunities for learners to develop successful learning and communication strategies.
5. To enhance learner motivation and reduce learner stress and to create a positive affective classroom climate.\textsuperscript{30}

Cooperation is not having students sit side-by-side at the same table to talk with each other as they do their individual assignments. Cooperation is not assigning a report to a group of students where one student does all the work and the others put their names on the product as well. Cooperation involves much more than being physically near other students, discussing material, helping, or sharing material with other students.

\textsuperscript{30}\textit{Ibid}, P. 193.
Cooperative learning has five elements, they are: positive interdependence, individual accountability, face-to-face promotive interaction, appropriate use of collaborative skills and group processing. All of these points explained clearly:

1. Positive Interdependence.
   Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

2. Individual Accountability.
   All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

3. Face-to-Face Promotive Interaction.
   Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

   Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

5. Group Processing.
   Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.  

Based on the studies of Slavin, Cooperative Learning methods can be summarized as follows:

1. Student teams-achievements divisions (STAD)
2. Teams-games-tournaments (TGT)
3. Jigsaw
4. Team accelerated instruction (TAI)
5. Cooperative integrated reading and composition (CIRC)  

Cooperative learning has many kinds of technique that have the different rules. In this research, the writer focus on CIRC (Cooperative Integrated Reading

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31 Richard M. Felder1, and Rebecca Brent, Cooperative Learning, Department of Chemical Engineering, N.C. State University, Raleigh, NC 27695-7905 Education Designs, Inc., Cary, NC 27518, P. 2
and Composition) technique which is this technique relate to students’ comprehension in finishing reading test.

1. **Understanding of CIRC**

   Cooperative integrated reading and composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.

   Cruickshank clearly highlight that:

   CIRC is mainly used to teach reading and composition. In the typical CIRC procedure, the teacher sets a lesson characters and ideas in a piece of literature such as Romeo and Juliet. Student teams are then asked to read the story and to note the main characters and ideas. Team members who may work in pairs, interact to check each other and gain consensus. They then may check their understanding with another pair on their teams or against and answer sheet. While these paired and team activities are going on, the teacher convenes members from each team who are at comparable proficiency or skill level in order to teach them a new reading skill, and the cycle continues.33

   In addition, according to Slavin in his book pointed out that “CIRC is a comprehensive program for teaching reading and writing in the upper elementary and middle grades (Madden, Slavin and Steven, 1986).”34 It means that this technique is appropriate for the students in upper elementary or high level or it is not appropriate for lower level. Comprehensive in this technique means that after the students taught by this technique, in the end of the class the students are expected to be able to summarizing the story, practicing spelling, resolving the problem, decoding and mastering main idea and knowing new vocabulary.

   Based on the statement above, it can be conclude that CIRC is a technique that used to improve reading and composition or writing. In this

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34Slavin, *op. cit.*, P. 7.
technique the students work within cooperative teams which are coordinated with reading group instruction, in order to meet objectives in such areas as reading comprehension, vocabulary, decoding, and spelling. And students are motivated to work with one another on these activities by the use of cooperative reward.

2. Program Elements

CIRC consist of three principal elements: basal-related activities, direct instruction in reading comprehension, and integrated language arts and writing. In all of these activities, students work in heterogeneous learning teams. All activities follow a regular cycle that involves teacher presentation, teams practice, independent practice, peer pre-assessment, additional practice, and testing. The major components of CIRC are as follows.

a. Reading groups
Students are assigned to two or three reading groups according to their reading level. This group divided heterogeneous by virtue of the students’ ability that can be determined by their teachers.

b. Teams
Students are assigned to pair (or triads) within their reading groups, and then the pairs are assigned to teams composed of partnerships from two reading groups or levels. For example, a team might be composed of two students from high reading group and two from the low group. Team members receive points based on their individual performances on all quizzes, compositions, and book report and these points form a team score.

c. Story related activities
Students use either novels or basal readers. Stories are introduced and discussed in teacher-led reading groups that meet for approximately twenty minutes each day. In these groups, teachers set a purpose of reading, introduce new vocabulary, review old vocabulary, discuss the story after students have read it. And so on. Story discussion is
structured to emphasize such skills as making and supporting predictions and identifying the problem in a narrative.

d. Partner checking
If the students complete all of the activities, so their partner give As students complete each of these activities, their partners initial a student-assignment form indicating that they have completed and/or achieved criterion on that task.

e. Tests
Students are given a comprehension test on the story, ask to write meaningful sentence for each vocabulary word. And ask to read the word list aloud to the teacher. Students are not permitted to help one another on these tests.

f. Direct instruction in reading comprehension
Students receive direct instruction in specific reading comprehension skills, such as identifying main ideas, understanding causal relations and making inferences.

g. Integrated language arts and writing
The emphasize of this curriculum is on the writing process, and language mechanics skill are introduced as specific aids to writing rather than as separate topics. In this part, the students asked to make draft composition after consulting teammates and the teacher about their ideas and organizational plans, work with teammate to revise the content of their compositions, and then edit one another’s work using peer editing forms emphasizing grammatical and mechanical correctness. Finally, students “publish” their final composition in team and/or class book.  

3. Advantages of CIRC

1. Increase students’ opportunities to read aloud and receive feedback on their reading.
2. Train the students to respond to one another’s reading.
3. The students learn broadly applicable reading comprehension skill.
4. Increase reading comprehension of low-achieving students.³⁶

D. Teaching Recount Text Using CIRC Technique

By adopted learning model CIRC, the students are trained to enhance their ability in reading recount text. Steps that the writer use in teaching recount text as follows:

1. Teacher explains a subject of English to students, this study used worksheets that contain material that will be taught at each meeting.
2. Teacher gives exercises
3. Teachers are ready to train students to improve student skills in solving problems through the application of problem-solving model of CIRC
4. Teachers form groups of heterogeneous students
5. Teachers prepare about solving the problem in the form of cards and distribute them to each group
6. Teachers told that in each group there were a series of activities with specific.
7. Each group works on the principal activities of the CIRC. Teachers supervise the work of the group
8. Chairman of the group reported success or barriers.
9. Chairman of the group should be able to establish that each member has to understand, and can do the problem solving the given problem.
10. The teacher asks the class representatives to present findings.
11. Teachers act as resource persons or facilitator.
12. Teacher gives assignment / homework individually.
13. Teachers disperse groups and students return to their seats.

³⁶Ibid, 105
15. Teacher gives quiz.\textsuperscript{37}

E. Previous Study

The writer took one previous study as the guideline to implement the research, they are:

The first was done by Azizah who analyze the effectiveness of using CIRC technique on students’ ability to solve mathematical story problem. It was conducted by SMP 238 Jakarta for academic year 2010/2011. This study consists of 66 students, 33 students for experimental group and 33 students for control group. The experimental group taught by CIRC technique and control group was taught by conventional. The instrument used in this study is test which is consists of 12 questions in essay. The result showed that CIRC Technique is effective on students’ ability to solve mathematical story problem. The score in experimental group is higher than control group.

The next was done by Erhan Durukan who analyze the effects of the cooperative integrated reading and composition (CIRC) technique and the traditional reading and writing pedagogical methods for primary school students. The study group was composed of 45 7\textsuperscript{th} grade students enrolled at a primary school at the centre of Giresun Province in the 2009/2010 academic year. The subjects were divided into two groups – the experimental group taught by the CIRC technique and the control group taught by the traditional technique. The instruments used in this study were Written Expression Achievement Test (WEAT) and Reading Comprehension Achievement Test (RCAT). The result revealed that there was a statistically significant difference between the reading and writing skills of the experimental and control groups in terms of academic achievement and retention. This difference was discovered in favour of the cooperative integrated reading and composition technique.

\textsuperscript{37}Ibid. 106-110
Those relevant studies above have differences with this study. The first relevant study was held at SMP 238 Jakarta which analyze students’ ability to solve mathematical story problem by using CIRC technique, and the second relevant study was held at a primary school at the centre of Giresun Province in the 2009/2010 academic year which analyze the effects of the cooperative integrated reading and composition (CIRC) technique and the traditional reading and writing pedagogical methods, but this study was held at MTs N Rajeg Tangerang which analyze students’ reading comprehension on recount text by using CIRC technique. Both those study using experimental study which is consist of two classes. The first class is experiment class and the second class is control class. But in this study the researcher use pre-experimental study because the researcher only use one class without compare one class and another class. Moreover, the instruments used in the second previous study were Written Expression Achievement Test (WEAT) and Reading Comprehension Achievement Test (RCAT), but this research only used pre-test and post test and also only focus on reading.

F. Conceptual Thinking

Reading is a process of getting information from the text. It is not easy to understand the text, we need background knowledge and logical thinking to understand it. From reading many printed material such as newspaper, novel, magazine, academic book and so on, we can get a lot of information, knowledge and enjoyment. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

In teaching reading, the teacher should use the appropriate method and technique in order the students interested and understand the text and moreover enjoy reading. One of the appropriate techniques that can be used in teaching reading is CIRC (Cooperative Integrated Reading and Composition). In CIRC the students work together in a team and the students are expected to be responsible for the task group. Each member in a group has to give the idea to understand the
concept and complete the task. Moreover, this technique gives the students opportunity to interact with each other and this technique also requires students to be active in a group and achieve the main goals.

Based on the statement above, the writer assumes that CIRC technique is effective to teach reading, and it is also influence students’ achievement in reading because CIRC technique is focused on reading. So, this is the appropriate technique for teaching reading.

G. Hypothesis of Study

In this research the writer would like to find the empirical evidence whether or not CIRC technique is effective to improve reading comprehension. It also to find whether there is significant difference achievement before and after implementing CIRC technique of recount text at second grade students of MTs N Rajeg Tangerang. To accomplish this objective, the writer proposed two hypotheses to be tested:

\( H_0 \): There is no significant difference achievement of recount text between before and after implementing CIRC technique

\( H_a \): There is significant difference achievement of recount text between before and after implementing CIRC technique
CHAPTER III
RESEARCH METHODOLOGY

A. Time and Place of Research

The research was held at Madrasah Tsanawiyah Negeri Rajeg Tangerang that is located at Jl. K.H. Ahmad Dahlan, Tanjakan, Kabupaten Tangerang. The writer did this research from November, 8th 2013 to November, 25th 2013.

B. Method of Research

This research used pre-experimental study. The writer did the research on one class. The writer gave pre-test and post-test to the students. Pre-test was given before the material was taught and it was done to find out the students’ original competence. And post-test was given in the last meeting in that class. The writer conducted several meeting in teaching reading comprehension. In the first meeting, the writer gave reading comprehension test to the student, called pre-test. After four times teaching and learning reading comprehension by using CIRC (Cooperative integrated and reading composition) technique, the student was given test again called post-test. To see the influence of this technique to the students reading comprehension achievement, the writer use comparative technique, the writer compared students’ pre-test score and post-test score to see whether there are student gain score before and after treatment.

C. Population and Sample

The population of the second year students of MTs Negeri Rajeg is about 320 students. Each class consists of 40 students, starting from VIII-1 up to VIII-8. The writer used technique purposive sampling, which the way of taking the sample based the purpose. In this case 8.7 is chosen as the sample of the research because that class has not been taught about recount text. Unlike the other classes that have been taught about recount text. The writer only took one class because the writer used pre-experimental study. The writer took 25 students from that class as the
sample for conducting the process of data analysis because those students were constantly followed all the treatments given from the beginning until the end of the research.

D. Technique of Data Collecting

In collecting the data, the writer gave reading comprehension tests to the students. The test was given for getting the objectives data of students’ achievement in reading skill by using CIRC (Cooperative integrated and reading composition) technique in that class. The writer applied two tests: those are pre-test and post-test. Pre-test is given before the material was taught and post-test was given in the last meeting in that class. The test consists of twenty five questions are multiple choice. The writer gave score “a hundred” for total correct answer.

Before administering the test, the writer analyzes the validity of pre-test instrument in order to find out whether the test is good to be used or not which is consist of forty questions are multiple choices, and the writer just took twenty five question that was valid. The instruments are tested by using the following criteria:

1. Instrument validity
   The validity of the test is the extent to which it measure what is supposed to measure. In this research the writer implemented content validity to the test. This kind of validity requires a careful analysis of the language being tested and of the particular course objective. The writer consulted the course objectives of reading recount text to the English teacher, and then made the item test. The writer also consulted the item test of both pre-test instrument and post-test instrument.

2. Item discriminating power
   The important characteristic of a test item is how well it discriminates between weak and strong examines in the ability being tested. The first step is to separate the upper scoring group and the lower scoring group from the entire sample. Then take only 27% upper group and 27% lower group. Both examinees’ performances are compared by using formula:
D = discrimination index or discriminating power
n = \(\frac{1}{2}\) number of candidates in the whole group
U = upper group (the number of examinees in the upper group who answer the item correctly)
L = lower group (the number of examinees in the lower group who answer the item correctly)

3. The difficulty level
This characteristic is used to know the difficulties of test, whether the test too difficult or too easy. The formula for item difficulty is:

\[ DL = \frac{Correct\ U + Correct\ L}{N} \]

In which:
DL = index of difficulty or difficulty level
U = upper group (the number of examinees in the upper group who answer the item correctly)
L = lower group (the number of examinees in the lower group who answer the item correctly)
N = the total number of examinees including upper and lower group

Next the writer interprets the scale of both discriminating power and difficulty level.
Table 3.1

DISCRIMINATING POWER

<table>
<thead>
<tr>
<th>DP</th>
<th>Quality</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 - 0.40</td>
<td>Excellent</td>
<td>Retain</td>
</tr>
<tr>
<td>0.30 - 0.39</td>
<td>Good</td>
<td>Possibilities for improvement</td>
</tr>
<tr>
<td>0.20 - 0.29</td>
<td>Mediocre</td>
<td>Need to check/review</td>
</tr>
<tr>
<td>0.00 - 0.19</td>
<td>Poor</td>
<td>Discard/review in depth</td>
</tr>
<tr>
<td>&lt; -0.01</td>
<td>Worst</td>
<td>Definitely discard</td>
</tr>
</tbody>
</table>

DIFFICULTY LEVEL

<table>
<thead>
<tr>
<th>Difficulty Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 - 0.30</td>
</tr>
<tr>
<td>0.31 - 0.50</td>
</tr>
<tr>
<td>0.51 - 0.70</td>
</tr>
<tr>
<td>0.71 - 0.80</td>
</tr>
<tr>
<td>&gt; 0.80</td>
</tr>
</tbody>
</table>

Based on the result of instrument validation that was examined in SMP Ruhama and based on the result of calculation that used table above, it was gotten the data from 40 question multiple choices that was examined there are 24 question that was valid. Instrument that was valid are 1, 2, 3, 4, 6, 7, 10, 17, 18, 19, 20, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 39 and 40. While the instrument that was not valid are 5, 8, 11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 32, and 38.
E. Technique of Data Analyzing

Tests are used by the writer in collecting the data. The data from test are gained to find out the result of students’ reading comprehension achievement by using CIRC technique.

After getting the data, the writer used t-test, which was adapted by Anas Sudiyono, to find out the effect of using CIRC technique to improve students’ reading comprehension.

The writer has to seek the significant differences result of two samples between pre-test and post-test by using formula as followed:

\[ t_0 = \frac{M_D}{SE_{MD}} \]

The writer has to seek score of t test as followed:

1. Seek D (Difference) between score of variable I (X) and score of variable II (Y) and then D=X-Y
2. Add D then getting \( \sum D \)
3. Seek Mean from Difference by using formula:
   \[ M_D = \frac{\sum D}{N} \]
4. Seek the standard of Deviation from Difference (\( SD_D \)) by using formula:
   \[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]
5. Seek the standard error from Mean of Difference by using formula:
   \[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

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6. Seek \( t_0 \) by using formula:

\[
t_0 = \frac{M_D}{SE_{MD}}
\]

After the data was calculated, the last procedure is determining df (degree of freedom) with formula:

\[
Df = N - 1
\]

Where:
- \( M_D \) = Mean from differences
- \( SD \) = Standard of deviation
- \( SE \) = Standard error
- \( N \) = Number of students
- \( Df \) = Degree of freedom

### F. Statistical Hypothesis

The statistical hypothesis of this research can be seen as:

- \( H_0 \) : There is no significant difference achievement of recount text between before and after implementing CIRC technique
- \( H_a \) : There is significant difference achievement of recount text between before and after implementing CIRC technique

Furthermore, the writer has the criteria used as follows:

1. If \( t \)-test \((t_0) \) \( > \) t-table \((t_t)\) in significant of 1% and 5%, \( H_0 \) (the null hypothesis) is rejected and \( H_a \) is accepted. It means that the rates of mean score of post-test is higher than pre-test. The using of CIRC technique is effective to improve students’ reading comprehension.

2. If \( t \)-test \((t_0) \) \( < \) t-table \((t_t)\) in significant of 1% and 5%, \( H_0 \) (the null hypothesis) is accepted and \( H_a \) is rejected. It means that the rates of mean score of post-test is same as or lower than pre-test. The using of CIRC technique is not effective to improve students’ reading comprehension.
CHAPTER IV
RESEARCH FINDINGS

A. Description of Data

The research was done in MTs N Rajeg Tangerang that was done six times. The research was taken 1 class because it is pre-experimental class and 25 students as a sample. The researcher took 25 students because that students followed the teaching learning process from the first meeting until the last meeting.

The material that was taught in this research is recount text. The researcher gave pre-test to the students to know students’ original competence and the researcher gave post-test in the last meeting to know students’ competence after implementing CIRC Technique. The test consist of twenty five questions are multiple choices.

a. Pre-test score

The following table is the result of pre-test score before implementing cooperative learning technique in teaching (variable X / pre-test)

<table>
<thead>
<tr>
<th>Students</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>72</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>4</td>
<td>56</td>
</tr>
<tr>
<td>5</td>
<td>68</td>
</tr>
<tr>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>7</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
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<td>----</td>
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<td>9</td>
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</tr>
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<td>10</td>
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<tr>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>64</td>
</tr>
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<td>15</td>
<td>56</td>
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<td>16</td>
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<tr>
<td>17</td>
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<td>44</td>
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<td>20</td>
<td>60</td>
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<td>21</td>
<td>44</td>
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<td>23</td>
<td>48</td>
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<tr>
<td>24</td>
<td>64</td>
</tr>
<tr>
<td>25</td>
<td>48</td>
</tr>
</tbody>
</table>
| N = 25 | \(\sum X = 1272\)

Based on the table above, the writer obtained that in pre-test the lowest score is 12 and the highest score is 72.

The following table is the result of the test which is using CIRC technique in teaching reading comprehension.
Table 4.2
The result of post-test after implementing CIRC technique

<table>
<thead>
<tr>
<th>Students</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>72</td>
</tr>
<tr>
<td>2</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>56</td>
</tr>
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<td>4</td>
<td>72</td>
</tr>
<tr>
<td>5</td>
<td>68</td>
</tr>
<tr>
<td>6</td>
<td>52</td>
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<td>7</td>
<td>68</td>
</tr>
<tr>
<td>8</td>
<td>68</td>
</tr>
<tr>
<td>9</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>76</td>
</tr>
<tr>
<td>11</td>
<td>56</td>
</tr>
<tr>
<td>12</td>
<td>72</td>
</tr>
<tr>
<td>13</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>72</td>
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<tr>
<td>15</td>
<td>68</td>
</tr>
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<td>16</td>
<td>68</td>
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<tr>
<td>17</td>
<td>64</td>
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<tr>
<td>18</td>
<td>56</td>
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<td>19</td>
<td>24</td>
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<td>21</td>
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<td>22</td>
<td>64</td>
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<tr>
<td>23</td>
<td>60</td>
</tr>
<tr>
<td>24</td>
<td>72</td>
</tr>
<tr>
<td>25</td>
<td>60</td>
</tr>
</tbody>
</table>

N = 25 \quad \sum Y = 1644
Based on the table above, the writer obtained that the lowest score is 24 and the highest score is 80 which indicate that the post-test score are higher than pre-test.

B. Analysis of Data

From the data above, the writer analyzed the score from pre-test and post-test by integrating the result into the formula as follows:

1. Seek D (Diference) between score of variable I (X) and score of variable II (Y) and then D=X-Y
2. Add D then getting \( \Sigma D \)

<table>
<thead>
<tr>
<th>Students</th>
<th>X</th>
<th>Y</th>
<th>D</th>
<th>( D^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(X-Y)</td>
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<tr>
<td>1</td>
<td>72</td>
<td>72</td>
<td>0</td>
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<tr>
<td>2</td>
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<td>72</td>
<td>-12</td>
<td>144</td>
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<tr>
<td>3</td>
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<td>400</td>
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<tr>
<td>4</td>
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<tr>
<td>9</td>
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<td>144</td>
</tr>
<tr>
<td>13</td>
<td>60</td>
<td>80</td>
<td>-29</td>
<td>400</td>
</tr>
</tbody>
</table>
Based on the data above, the writer has calculated the result of $\sum D = -372$ and $\sum D^2 = 8496$.

3. Seek Mean from Difference by using formula:

$$M_D = \frac{\sum D}{N}$$

$$= \frac{-372}{25}$$

$$= -14.88$$

4. Seek the standard of Deviation from Difference ($SD_D$) by using formula:

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

$$= \sqrt{\frac{8496}{25} - \left(\frac{-372}{25}\right)^2}$$

$$= \sqrt{339.84 - (-14.88)^2}$$
= \sqrt{339.84 - 221.14}
= \sqrt{118.7}
= 10.90

5. Seek the standard error from Mean of Difference by using formula:

\[
SE_{MD} = \frac{SD_D}{\sqrt{N-1}}
\]

\[
= \frac{10.90}{\sqrt{25-1}}
= \frac{10.90}{\sqrt{24}}
= \frac{10.90}{4.90}
= 2.23
\]

6. Seek \( t_0 \) by using formula:

\[
\begin{align*}
t_0 &= \frac{M_D}{SE_{MD}} \\
&= \frac{-14.88}{2.23} \\
&= -6.67
\end{align*}
\]

The result -6.67 indicates that there is a difference of degree as much as \( 6.67 \) between variable X dan Y regardless of the minus, for it does not indicate negative score.

Then in order to complete the result of this research, the writer tried to find out the degree of freedom \( df \) with the formula:

\[
df = N-1
\]

\[
= 25-1
= 24
\]

Based on the table, \( df=24 \) at significance level of 5% and 1% are:

T table at significance level of 5% = 2.06
T table at significance level of 1% = 2.79
So the result is (2.06 < 6.67 > 2.79)
It means that $t_0$ (t observation) is higher than $t_t$ (t table)

C. Test of Hypothesis

The writer formulated the null hypothesis ($H_0$) and the alternative hypothesis ($H_a$) as follow:

$H_0$: there is no significant difference achievement in learning reading comprehension before implementing CIRC technique and after implementing CIRC technique.

$H_a$: there is significant difference achievement in learning reading comprehension before implementing CIRC technique and after implementing CIRC technique.

The assumption of this hypothesis as follow:

If $t_0 \geq t_{table}$, the null hypothesis ($H_0$) is rejected, it means that there is significant difference achievement in learning reading comprehension before implementing CIRC technique and after implementing CIRC technique.

If $t_0 \leq t_{table}$, the null hypothesis ($H_0$) is accepted, it means that there is no significant difference achievement in learning reading comprehension before implementing CIRC technique and after implementing CIRC technique.

Based on the description of the calculation above, it can be inferred that:

1) The value of $t_{table}$ in the significance 1% is 2.79 and 5% is 2.06
2) The value of $t_0$ 6.67

The writer summarized that $t_0 \geq t_{table}$, it means that the null hypothesis ($H_0$) is rejected and the alternative hypothesis is accepted. So that in this research there is significant difference achievement in learning reading comprehension before taught by using CIRC technique and after taught by using CIRC technique.
D. Interpretation of Data

Based on the analysis of the results in the table above, it can be observed that using CIRC technique is an active way in teaching reading recount text. It is proven that the score of post-test is higher than pre-test. It means that teaching reading by applying CIRC technique is better than teaching without applying CIRC technique. By using CIRC technique the students are more interested and motivated in reading. Thus, it can be concluded that CIRC technique is an attractive way in helping students’ understanding of recount text for the second grade students of MTs Negeri Rajeg Tangerang.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion
In this chapter the writer would like to conclude about what has been discussed in the previous chapter. After analyzing the result of the pre-experimental research, the writer got the data about teaching reading comprehension before using CIRC (Cooperative Integrated Reading and Composition) technique and after using CIRC technique.

Based on the data from the pre-experiment research at the second year students of MTs Negeri Rajeg, the writer found that the students’ post test score (∑Y = 1644), Mean score 65.76 in learning reading through CIRC technique are higher than the student’s pre-test scores (∑X = 1272), Mean score 50.88 that do not use CIRC technique. It is indicated that students who learnt reading using CIRC technique got a better score than students who learnt reading without using CIRC technique. The conclusion can be seen from the result of statistical calculation in the previous chapter, where value of “t₀” is higher than “ttable”. From the explanation, it can be concluded that teaching reading through CIRC technique has the effect to improve students’ reading comprehension.

B. Suggestion
After the writer made a conclusion, she tried to make some suggestion that might be useful. The suggestions are as follow:
1. For teacher, it should used Cooperative Integrated Reading and Composition (CIRC) technique in teaching learning process especially in learning reading comprehension.
2. For students, students’ reading comprehension can be reached optimally if the students go along with CIRC technique
3. For researcher, can do the experiment in the different concept in English subject besides recount text that was presented in this research.
4. For school, provide tool and infrastructure that can help teaching learning process.
BIBLIOGRAPHY


Website
## TIMELINES OF THE RESEARCH

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Activities</th>
<th>Description of the Activities</th>
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<tr>
<td>1.</td>
<td>November, 8(^{th}) 2013</td>
<td>Pre-test</td>
<td>Students was given pre-test consist of 25 multiple choices questions about recount text (personal recount and biographical recount).</td>
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<tr>
<td>2.</td>
<td>November 11(^{th}), 2013</td>
<td>First treatment</td>
<td>Students with their group discuss about personal recount which the title “My Holiday was Fantastic”</td>
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<tr>
<td>3.</td>
<td>November 15(^{th}), 2013</td>
<td>Second treatment</td>
<td>Students with their group discuss about personal recount which the title “A Beautiful Day at Jogja”</td>
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<tr>
<td>4.</td>
<td>November 18(^{th}), 2013</td>
<td>Third treatment</td>
<td>Students with their group discuss about biographical recount which the title “Thomas Alva Edison”</td>
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<tr>
<td>5.</td>
<td>November 22(^{nd}), 2013</td>
<td>Fourth treatment</td>
<td>Students with their group discuss about biographical recount which the title “Cristiano Ronaldo”</td>
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<tr>
<td>6.</td>
<td>November 25(^{th}), 2013</td>
<td>Post-test</td>
<td>Students was given post-test consist of 25 multiple choices questions about recount text (personal recount and biographical recount).</td>
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# KISI-KISI PENULISAN SOAL
## UJI VALIDITAS INSTRUMENT

<table>
<thead>
<tr>
<th>Nama Sekolah</th>
<th>MTs Negeri Rajeg</th>
</tr>
</thead>
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<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Kelas/Semester</td>
<td>VIII/1 (Ganjil)</td>
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<td>Jumlah Soal/Waktu</td>
<td>40/80 menit</td>
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<table>
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<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Indikator Soal</th>
<th>Jenis Soal</th>
<th>Soal Nomor</th>
<th>Jumlah</th>
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</thead>
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<tr>
<td>Memahami makna teks tulis fungsional dan esay pendek sederhana berbentuk <em>descriptive</em> dan <em>recount</em> yang berkaitan dengan lingkungan sekitar.</td>
<td>Merespon makna dan langkah retorika dalam esay pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <em>descriptive</em> dan <em>recount</em>.</td>
<td>1. Menentukan makna gagasan dan makna tekstual dalam teks recount</td>
<td>Multiple choices</td>
<td>1,4,7,8,9,12,13,14,18,19,20,21,23,24,26,30,32,33,34,38</td>
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<tr>
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<td></td>
<td>2. Mengidentifikasi langkah retorika teks recount</td>
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<tr>
<td></td>
<td></td>
<td>a. Orientation</td>
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<tr>
<td></td>
<td></td>
<td>b. Events</td>
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<tr>
<td></td>
<td></td>
<td>c. Re-orientation</td>
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<td>3. Mengidentifikasi tujuan komunikatif teks recount</td>
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<td></td>
<td>4. Mengidentifikasi ciri kebahasaan teks recount</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

13
A. Choose the right answers based on your understanding!

Text for number 1-5

Last holiday, my family and I spent one night at 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 lots of songs together. After that we came into the house and had a dinner. Next, we sat in the living room and watched a film on the TV screen. Finally everybody fell asleep there.

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

1. Who spent the holiday?
   a. My family did          c. We did
   b. My family and I did    d. I did

2. Where did the writer go to?
   a. Small house           c. Countryside
   b. Big garden            d. Swimming pool

3. What does the communicative purpose of the text?
   a. To entertain the reader
   b. To tell the steps of making something
   c. To tell the past experience
   d. To announce the reader about events

4. What did the writer do in front of the house?
   a. He made a fire          c. He watched a film on the TV screen
   b. They stayed in a small house    d. They had a dinner

5. When did the writer go home?
   a. In the night           c. in the morning
   b. In the afternoon       d. in the evening

Text for number 6-10

Last month SLTP Utama team entered for a tug-of-war contest with SLTP Bangsa. Two weeks before the contest, the boys of SLTP Utama team started practicing hard. “We must learn to pull the rope together at the same time,” said Amin, their team leader. “Only then will our team be strong.”

On the day of the contest, the team from SLTP Bangsa arrived at SLTP Utama in a bus. Everyone was surprised to see that these boys were much taller and bigger than the boys of SLTP Utama. “We’ll surely lose,” said Rano, a member of SLTP Utama.
“Don’t give up so easily,” said Amin. “We must try our best.” Soon the contest began. Which team do you think of the winner of the contest? It was SLTP Utama. It was too strong for the SLTP Bangsa team. Why was that so? You see the SLTP Utama boys pulled the rope together at the same time. SLTP Bangsa boys, on the other hand, were not united at all.

6. When did SLTP Utama team enter for the tug-of-war contest with SLTP Bangsa?
   a. Last month  
   b. Two weeks ago  
   c. Two months ago  
   d. One day of the week

7. What does the second paragraph tell us about?
   a. The winner of the contest  
   b. The participants of the contest  
   c. The team leader of the contest  
   d. The place and time of the contest

8. Why did the SLTP Bangsa team lose the contest?
   a. They gave up easily.  
   b. They were not united.  
   c. They were taller and bigger.  
   d. They pulled the rope at the same time.

9. Which team do you think of the winner of the contest? It was SLTP Utama.”
   The underlined word has the similar meaning with ….
   a. Loser  
   b. Enemy  
   c. Champion  
   d. Participant

10. The communicative purpose of this text is …
   a. To tell the reader about the one story  
   b. To describe about the writer’s story  
   c. To tell the reader about animal story  
   d. To describe about animal story

Text for number 11-15

It was Sunday morning December 26th 2004. The day that I would never forget forever. We went to the beach in Meulaboh, Aceh. Many people were there when I arrived.

When we were enjoying the beautiful sunrise, suddenly we were shocked by a violent shake in the ground. Everybody in the beach was panic. We soon realized that it was a very big earthquake although it struck in a very short period of time.

After that, we saw the water going on into the middle of the sea. No wonder if there were many kinds of fish left behind on the sand. We all seemed to be astonished by the view until we realized that there was a huge wave coming towards us and destroying everything in its way.

I didn’t realize what had happened until I found myself hanging on a branch of a tree.

11. When did the writer go to the beach in Meulaboh Aceh?
   a. On Saturday  
   b. On Monday morning  
   c. On Sunday morning  
   d. Every Morning

12. The text mainly discusses …
a. The story about terrible an earthquake
b. The writer’s experience with a big earthquake
c. The steps to avoid danger in your life
d. The description of a beach in Meulaboh.

13. What is the main idea of the third paragraph?
   a. The writer saw many fish on the sand.
   b. The view of the beach was very exciting.
   c. The writer liked to see the wave in the sea.
   d. Tsunami occurred and destroyed everything.

14. Everybody in the beach was panic because …
   a. The sun rose brightly
   b. There was an earthquake
   c. The beach was very enjoyable.
   d. There was an amazing view in the sea.

15. The pronoun “it” in the paragraph 2 line 3, refers to…
   a. Earthquake
   b. The writer
   c. The reader
   d. Everybody

**Text for number 16-20**

Last week, Mr. Damiri’s wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, “Help! Help! He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to his office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor’s house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf’s mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, “When you are a man, you will be just like your father,” he said.

16. Who took Mrs. Damiri to the clinic?
   a. Her son
   b. Her neighbor
   c. Her husband
   d. Her children

17. On what paragraph are telling about reorientation of the text?
   a. 1
   b. 4
   c. 2
   d. 3

18. How did the neighbor help Mrs. Damiri?
   a. He called Mrs. Damiri’s husband and ran to the kitchen.
   b. He called the fireman and put out the fire.
   c. He put out the fire and took Mrs. Damiri to the clinic.
   d. He called the fireman and advised Mrs. Damiri to stay calm

19. What is the antonym of Crying according to the text in paragraph 1?
   a. Bawl
   b. Weep
   c. Laugh
   d. Blubber
20. Why did Yusuf go to the neighbor’s house?
   a. Because Yusuf wanted to play there
   b. Because Yusuf can’t help his mother
   c. Because Yusuf wanted to call his father
   d. Because Yusuf can help his mother

21. Most events mentioned in the text happened….
   a. At the Education Centre
   b. In the botanical garden
   c. On the bus to Botanical Garden
   d. Outside the school

22. The writer of the text is….
   a. A fourth grade student
   b. A school teacher
   c. A third grade students
   d. Mr. and Mrs. James

23. What did the fourth grade students do after lunch?
   a. They had a walk
   b. They made their terrarium
   c. They returned to school
   d. They went to a pyramid terrarium

24. What was the second activity of the writer during the excursion to the Botanical Garden?
   a. Gathering at the Education Centre
   b. Going to a small garden
   c. Looking at the lovely plants
   d. Visiting a beautiful lady

25. “It was very interesting.” (par. 4) What does the underlined word refer to?
   a. A pyramid terrarium
   b. A specific room
   c. Education Centre
   d. First farm
**Text for number 26-30**

Jonas Edward Salk was an American physician and epidemiologist. He developed the first vaccine against poliomyelitis.

He was born in New York City. He received an M.D from New York University in 1939 and was appointed assistant professor of epidemiology at the university in Michigan. In 1947 he became head of the virus research laboratory at the University of Pittsburg. From 1947-1954 he was a research professor of bacteriology. He was a professor of preventive medicine and chairman of the department from 1954 to 1956. Finally he was a professor of experimental medicine from 1957 to 1963.

Salk and his colleagues develop an inactivated vaccine against polio in 1952. In 1954, the vaccine was distributed nationally, it greatly reduced the disease. In the mid-1950s the American virologist Albert Sabin developed Salk’s discovery. He found an oral vaccine. His discovery brought polio under control.

Now, people all over the world use Salk’s discovery. Indonesian government has a national program on it. However, only a few people know the inventor, Jonas Edward Salk.

26. The statement below are false about Salk’s professions, except...
   a. An assistant professor of epidemiology, in 1947
   b. Professor of experimental medicine in 1956
   c. A research professor of bacteriology in 1950
   d. A professor of preventive medicine in

27. What is the description of events of the text?
   a. Jonas Edward Salk was American physician and epidemiologist
   b. Now, people all over the world use Salk’s discovery
   c. The develop the first vaccine against poliomyelitis
   d. Sabin developed Salk’s discovery in the mid – 1950’s the American virologist

28. On what paragraph are telling about orientation of the text?
   c. 1
   d. 4

29. The pronoun “his” in the paragraph 3 line 4, refers to...
   1. Jonas Edward Salk
   2. Colleagues
   3. Albert Sabin
   4. Jonas Edward Salk and Albert Sabin

30. Who used Salk’s discovery right now?
   b. Indonesian government
   c. People all over the world
   d. Albert Salk

**Text for number 31-35**

Napoleon Bonaparte was born in 1769 on Corsica, an island in the Mediterranean Sea. At the age of 16, napoleon chose the career in the French army. Napoleon was made
a general at the age of 24 for his success in capturing the French city of Toulon, napoleon went on to invade Egypt in 1798. Napoleon victories enlarged France’s territory.

In November 1799, napoleon set up a new government with his self as leader. Napoleon reorganized national and local government. In 1804, napoleon crowned himself emperor of France as napoleon I. napoleon spent his last years as a prisoner on the island of Saint Helena in the Atlantic Ocean after he was defeated in the battle of waterloo in 1815. He died in 1821. Many of his reforms in law, government and education still govern French life today.

31. Where was napoleon born?
   a. France  
   b. Corsica  
   c. Southern sea  
   d. Egypt

32. What kind of his reforms that still govern French life today, except …
   a. Law  
   b. Government  
   c. Social  
   d. Education

33. What did he do in November 1799?
   a. Set up a new government  
   b. Invade Egypt  
   c. Capture the French city of toulon  
   d. He die

34. How old war Napoleon when he set up a new government with himself as a leader?
   a. 28  
   b. 31  
   c. 30  
   d. 20

35. What is the purpose of the text?
   a. To announced a person’s life  
   b. To amuse students about person’s life  
   c. To describe a person’s activity  
   d. To tell past events and achievement in a person’s life

Text for number 36-40

Albert Einstein

Albert Einstein, 14 march 1879-18 April 1955, was a theoretical physicist, philosopher an author who is widely regarded as one of the most influential and best known scientists and intellectuals of all time. He is often regarded as the father of modern physics. He received the 1921 Nobel Prize in Physics “for his services to theoretical physics, and especially for his discovery of the law of the photoelectric effect.”

His many contributions to physics include the special and general theories of relativity, the founding of relativistic cosmology, the first post-Newtonian expansion, explaining the perihelion advance of mercury, prediction of the deflection of light by gravity and gravitational lensing, the first fluctuation dissipation theorem which explained the Brownian movement of molecules, the photon theory and wave-particle duality. The quantum theory of atomic motion in solids, the zero point energy concept, the semi classical version of the Schrödinger equation, and the quantum theory of a monatomic gas which predicted Bose-Einstein condensation.
Einstein published more than 300 scientific ad over 150 non-scientific works; he additionally wrote and commented prolifically on various philosophical and political subjects. His great intelligence and originality has made the word “Einstein” synonymous with genius.

36. Who is Albert Einstein?
   a. A doctor  
   b. A teacher  
   c. A theoretical physics  
   d. A novelist

37. When did he receive the Nobel Prize in physics?
   a. 1879  
   b. 1955  
   c. 1921  
   d. 1890

38. According to the text, how many contributions had he achieved for physics?
   a. 10  
   b. 9  
   c. 11  
   d. 12

39. What sentence explains orientation in the text above?
   a. Albert Einstein was a theoretical physicist  
   b. His many contributions to physics include the special and general theories  
   c. Einstein published more than 300 scientific  
   d. His great intelligence and originality has made the word “Einstein”

40. When was Albert Einstein born?
   a. 1879  
   b. 1955  
   c. 1921  
   d. 1945
## The Result of Validity Test

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# SILABUS PEMBELAJARAN

**Sekolah:** MTs N Rajeg  
**Kelas:** VIII (Delapan)  
**Mata Pelajaran:** Bahasa Inggris  
**Standar Kompetensi:** Membaca

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

<table>
<thead>
<tr>
<th>Kompetensi dasar</th>
<th>Materi pembelajaran</th>
<th>Kegiatan pembelajaran</th>
<th>Indicator pencapaian kompetensi</th>
<th>Penilaian</th>
<th>Alokasi waktu</th>
<th>Sumber Belajar</th>
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| Membaca nyaring bermakna teks tulis fungsional dan essay berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar. | 1. Teks fungsional berupa  
  • Undangan  
  Contoh: Dandi,  
  Date: March 1st,  
  2008  
  Time: 10.00  
  Place: Osis Reuni  
  Don’t please come to our meeting  
  Day: Saturday  
  be late  
  Budi  
  Secretary  
  • Pesan singkat  
  Lia,  
  I’m out for shopping your meal is in refrigerator  
  Mom | 1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk “undangan”/pesan pendek  
  2. Mendengarkan undangan yang dibacakan guru/teman  
  3. Membaca nyaring teks fungsional pendek tentang undangan/pesan pendek  
  4. Menjawab pertanyaan tentang isi teks fungsional pendek “undangan”/pesan pendek  
  5. Menyetikan tujuan komunikatif teks fungsional pendek “undangan”/pesan pendek | • Membaca dengan nyaring dan bermakna teks fungsional pendek  
  • Mengidentifikasi fungsi social teks fungsional pendek  
  • Mengidentifikasi ciri kebahasaan teks fungsional pendek | Tes lisian  
  Tes tertulis  
  1. Melengkapi  
  2. Pilihan ganda  
  3. Uraian | 6x 40 menit | 1. Buku teks yang relevan  
  2. Gambar terkait tema/topik  
  3. Benda-benda sekitar |
| 2. tata bahasa
- request | 2. Teks esai berbentuk descriptive dan recount | pendek
6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek “undangan”/pesan pendek |

| Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang eribrkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount |

| 1. Teks tulis berbentuk descriptive dan recount |
- Makna gagasan |
- Makna tekstual dalam teks descriptive dan recount |

| 2. Langkah retorika teks descriptive dan recount |
3. Tujuan komunikatif teks descriptive dan recount |
4. Cirri kebahasaan teks descriptive dan recount |

| 1. Tanya jawab berbagai hal terkait tema/topic bacaan |
2. Review kosakata dan tata bahasa terkait jenis teks descriptive dan recount |
3. Membaca teks descriptive/recount |

| 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks |
5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks descriptive/recount |
6. Menyebutkan ciriciri kebahasaan teks yang dibaca |
7. Membaca nyaring dan bermakna teks descriptive/recount |

| Tes tulis |
- PG |

| 1. Menjawab maualau tentang: |
- Makna gagasan |
- Makna tekstual dalam teks descriptive and recount |
- Langkah retorika teks descriptive dan recount |
- Tujuan komunikatif teks descriptive dan recount |

| 2. States whether the statements are TRUE or FALSE |
3. Answer the question |

| 4x40 menit |
1. Choose the best option based on the teks |
2. States whether the statements are TRUE or FALSE |
3. Answer the question |

| 1. Buku teks yang relevan |
2. Koran/majalah |
3. Gambar peristiwa/tempaat |
4. Lingkungan sekitar |

| Read the text |
| Membaca nyaring |

| Tes lisan | Membaca nyaring |

| 1. Choose the best option based on the teks |
2. States whether the statements are TRUE or FALSE |
3. Answer the question |

| 1. Choose the best option based on the teks |
2. States whether the statements are TRUE or FALSE |
3. Answer the question |

| 1. Choose the best option based on the teks |
2. States whether the statements are TRUE or FALSE |
3. Answer the question |

1. Buku teks yang relevan |
2. Koran/majalah |
3. Gambar peristiwa/tempaat |
4. Lingkungan sekitar |
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP) I

Nama Sekolah : MTs Negeri Rajeg
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/1
Alokasi Waktu : 2 x 40 menit
Tema : Recount text / personal recount (Reading)

I. Standar Kompetensi
Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk 
descriptive dan recount yang berkaitan dengan lingkungan sekitar.

II. Kompetensi Dasar
Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat,
lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk 
descriptive dan recount.

III. Indikator
1. Menjelaskan pengertian personal recount
2. Menyebutkan ciri kebahasaan personal recount
3. Penggunaan simple past tense dengan tepat

IV. Tujuan Pembelajaran
Siswa dapat:
1. Menjelaskan pengertian personal recount setelah diberikan contoh dalam bentuk 
cerita.
2. Menyebutkan ciri kebahasaan personal recount setelah guru membacakan sebuah 
teks personal recount.
3. Menggunakan bentuk simple past tense dengan tepat setelah mengerjakan latihan di 
LKS.

V. Materi Pelajaran
Personal Recount(lampiran)

VI. Metode Pembelajaran
CIRC (Cooperative integrated reading and Composition)
Ceramah
Tanya Jawab
VII. Langkah–Langkah Pembelajaran

A. Kegiatan Awal
   1. Guru memberikan salam, berdoa, dan absensi
   2. Guru menyampaikan tujuan pembelajaran
   3. Guru menyampaikan bahwa metode pembelajaran yang akan digunakan adalah cooperative learning (CIRC)

B. Kegiatan Inti
   Eksplorasi
   1. Guru bertanya kepada siswa “Do you have an unforgettable experience/moment”
   2. Guru meminta beberapa siswa untuk menceritakan pengalaman mereka

   Elaborasi
   1. Guru menjelaskan pengertian teks personal recount
   2. Guru memberikan sebuah teks personal recount dan siswa diminta untuk membacanya
   3. Guru meminta siswa untuk menyebutkan ciri kebahasaan teks personal recount
   4. Guru meminta siswa untuk menyebutkan bentuk simple past tense yang ada dalam teks tersebut
   5. Guru siap melatih siswa untuk meningkatkan keterampilannya dalam memahami teks personal recount melalui penerapan CIRC
   6. Guru membentuk kelompok belajar siswa yang heterogen, setiap kelompok terdiridari 6 siswa yang tingkat kecerdasannya berbeda-beda dan setiap kelompok memiliki leadernya masing-masing dimana cara penentuan leader berdasarkan nilai tertinggi siswa yang diambil dari nilai pre-test.
   7. Guru memberikan teks personal recount kepada setiap kelompok sebagai bahan diskusi
   8. Guru meminta leader setiap kelompok untuk memimpin dan membantu anggota kelompoknya dalam memahami teks recount
   10. Guru meminta perwakilan kelompok untuk mempersentasikan hasil pekerjaan kelompoknya
   11. Guru memberikan point bagi kelompok yang menjawab dengan benar dan memberikan semangat bagi kelompok yang belum berhasil

Konfirmasi
   1. Guru dan siswa memberikan kesimpulan umum tentang materi personal recount

C. Penutup
   1. Guru memberikan kesempatan kepada siswa untuk bertanya seputar materi personal recount
   2. Guru memberikan homework tentang personal recount yang berhubungan dengan simple past tense
3. Guru menutup pembelajaran dengan berdoa setelah belajar

VIII. Sumber Belajar, Media
Buku paket bahasa inggris kelas VIII (EOS English on Sky 2)
Media text
LKS (Lembar Kerja Siswa)

IX. Penilaian

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<td>3</td>
<td>Penggunaan simple past tense dengan tepat</td>
<td>Tes tulis</td>
<td>Fill in the blank</td>
<td>Complete the following recount text with the correct forms of the verbs</td>
</tr>
</tbody>
</table>

Mengetahui,
Guru Mata Pelajaran

Tangerang, 11 November 2013
Peneliti

Mila Rohmanurhayati

NIM: 109014000133

Junariyah
A personal recount is usually retells an experience in which the writer was involved. It lists and describe past experiences by retelling events. It presents the events chronologically (in the order in which they happened). The purpose of a personal recount are to inform, entertain the audience (listeners or readers), or both.

Language feature: personal recount
1. Proper nouns to identify those involved in the text
2. Descriptive words to give details about who, when, where, what and how
3. The use of the past tense to retell the events
4. Words that show the order of events (for example: first, next, then, etc)

Example:

**Went to EOS Studio**

This morning my friends and I went to EOS studio. It’s not very far from our school, so we just rode our bicycles.

First, we met Shanty and Rico outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at EOS canteen. The food was delicious. Before we went home, we took some photographs with Shanty and Rico.

It was tiring but we were very happy.

<table>
<thead>
<tr>
<th>Proper Noun</th>
<th>Descriptive Words</th>
<th>Past Tense</th>
<th>Connectors</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>this morning</td>
<td>went</td>
<td>and</td>
</tr>
<tr>
<td>My friends</td>
<td>EOS studio</td>
<td>rode</td>
<td>first</td>
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<td></td>
<td>outside the studio</td>
<td>but</td>
<td>then</td>
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<td></td>
<td>took some photograph</td>
<td>met</td>
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<td></td>
<td>took</td>
<td>after that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>showed</td>
<td>before</td>
<td></td>
</tr>
</tbody>
</table>

**Simple past tense**

Simple past tense is a sentence that tells about events, deed, or activities that occur in the past time.

Rules:

A. Subject + to be (was, were) + complement

Example: I was a boy ten years ago

They were in the yard last Sunday

B. Subject + V2 + complement

Example: I went to Jakarta last Friday

We studied English together last week
<table>
<thead>
<tr>
<th>Was</th>
<th>Were</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>You</td>
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<tr>
<td>He</td>
<td>We</td>
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<tr>
<td>She</td>
<td>They</td>
</tr>
<tr>
<td>It</td>
<td></td>
</tr>
</tbody>
</table>

**Task 1. Choose the correct form of the verbs!**
1. Yesterday I ........................................ (was/were) at the library.
2. They ........................................ (wasn’t/weren’t) hungry.
3. You look tired ........................................ (was/were) your homework difficult?
4. Oranges ........................................ (was/were) very expensive last year.
5. My parents ........................................ (was/were) teachers.

**Task 2. Fill in the blanks with the simple past tense of the verbs in the brackets!**
1. The pop singer ........................................ (arrive) last night to stage a concert.
2. I ........................................ (meet) him in town last Monday.
3. Mrs. Lina ........................................ (make) a cake yesterday.
4. Shakespeare ........................................ (write) “Romeo and Juliet” many decades ago.
5. Roni ........................................ (fly) to Australia a fortnight ago.

Discuss this personal recount with your group, mention language feature of personal recount, and then present it in front of the class!

**My holiday was fantastic**

Last summer I got a fantastic holiday. I visited some great places. I went to an airport and was going to fly to Cleveland. I was spending there two days. I liked to see some Cleveland Cavaliers basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to.
After that, I went to New York city. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.

The places made me feel at home but I have to go home. Next time I would return to them.
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP) II

Nama Sekolah : MTs Negeri Rajeg
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Alokasi Waktu : 2 x 40 menit
Tema : Recount text / personal recount (Reading)

I. Standar Kompetensi
Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

II. Kompetensi Dasar
Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

III. Indikator
1. Mengidentifikasi generic structure dari teks personal recount
2. Menemukan stated and unstated information dari teks personal recount dengan tepat

IV. Tujuan Pembelajaran
Siswa dapat:
1. Mengidentifikasi generic structure setelah diberikan contoh dalam bentuk cerita.
2. Menemukan stated and unstated information dari teks personal recount setelah mengidentifikasi text.

V. Materi Pelajaran
Personal Recount (lampiran)

VI. Metode Pembelajaran
CIRC (Cooperative integrated reading and Composition)
Tanya Jawab
Ceramah

VII. Langkah–Langkah Pembelajaran
A. Kegiatan Awal
1. Salam dan tegur sapa
2. Apersepsi: mengingat kembali pelajaran yang lalu dan meminta siswa untuk bersiap melakukan CIRC teknik
B. Kegiatan Inti

Eksplorasi
1. Membahas homework secara bersama
2. Guru menampilkan jumble letter kepada siswa dan diminta untuk menyusun jumble letter tersebut menjadi sebuah kata kerja dalam bentuk past tense
3. Guru bertanya kepada siswa tentang perbedaan generic structure dalam personal recount teks dan teks narrative
4. Guru meminta beberapa siswa untuk menjawab perbedaan tersebut

Elaborasi
1. Guru menjelaskan generic structure yang ada dalam teks personal recount
2. Guru menjelaskan perbedaan generic structure yang ada dalam teks personal recount dengan teks narrative
3. Guru menjelaskan secara rinci mengenai stated and unstated information dan siswa mendengarkan dengan seksama
4. Guru menginstruksikan siswa untuk berkumpul kedalam kelompok awal sesuai pembagian kelompok yang telah dibentuk diawal pertemuan
5. Guru mendistribusikan potongan paragraph dari sebuah teks “A Beautiful Day at Jogja” pada setiap anggota kelompok dan setiap kelompok diminta untuk bekerjasama dalam menyusun paragraph tersebut menjadi sebuah teks atau cerita
6. Setelah semua kelompok selesai menyusun paragraph tersebut, guru meminta setiap kelompok untuk mengidentifikasi generic structure yang dipimpin oleh leadernya masing-masing
7. Guru meminta setiap kelompok untuk menjawab pertanyaan yang berkaitan dengan teks (stated and unstated information)
8. Guru meminta leader setiap kelompok untuk memimpin dan membantu anggota kelompoknya dalam memahami teks recount
9. Guru meminta perwakilan kelompok untuk mempersentasikan hasil pekerjaan kelompoknya
10. Guru memberikan reward bagi kelompok yang menjawab dengan benar dan memberikan semangat bagi kelompok yang belum berhasil

Konfirmasi
1. Guru sebagai narasumber memberikan tanggapan
2. Guru membimbing siswa untuk merangkum materi pelajaran

C. Penutup
1. Guru memberikan kesempatan kepada siswa untuk bertanya seputar materi personal recount
2. Guru memberikan tugas kepada siswa untuk latihan mengerjakan soal yang berhubungan dengan personal recount
3. Guru menginformasikan materi selanjutnya
4. Guru mengucapkan salam

VIII. Sumber Belajar, Media
Buku paket bahasa inggris kelas VIII (EOS English on Sky 2)
Media text (jumble paragraph)
LKS

IX. Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Indikator</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mengidentifikasi generic structure dari teks personal recount</td>
<td>tulis</td>
<td>Jumble paragraph</td>
<td>Arrange the paragraph into a good story and then identify the story</td>
</tr>
<tr>
<td>2</td>
<td>Menemukan stated and unstated information dari recount text dengan tepat</td>
<td>tulis</td>
<td>Short answer question</td>
<td>Check your comprehension (answer the questions below based on the text)</td>
</tr>
</tbody>
</table>

Mengetahui,
Guru Mata Pelajaran

Tangerang, 15 November 2013
Peneliti

Mila Rohmanurhayati
NIM: 109014000133

Junariyah
**Lampiran RPP II**

Generic structure: parts of personal recount

The text consists of:

1. **Orientation**
   - This is the introductory part of the story. It provides the background information where the author tells the reader who is in the story, where the story is happening, and when the story takes place. From this part, the reader can get the insight of what will happen in the next part of the story.

2. **Events**
   - It presents events: what people do? It tells the events chronologically. It uses conjunctions or connectives like: first, next, then, finally, and so on. They show the sequence of events.

3. **Re-orientation**
   - It presents the concluding comments. It expresses the author’s personal opinion regarding the events described.

Example:

**Went to EOS Studio**

This morning my friends and I went to EOS studio. It’s not very far from our school, so we just rode our bicycles.

First, we met Shanty and Rico outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at EOS canteen. The food was delicious. Before we went home, we took some photographs with Shanty and Rico.

It was tiring but we were very happy.

Exercise:

The paragraphs below have been made jumbled. However, originally they make up a story. Rearrange these sentences to reconstruct the story and answer the following question!

**A Beautiful Day at Jogja**

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again.

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited GembiraLoka Zoo.
Last week, my friends and I went to Jogja. We visited many places.

We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

Check your comprehension. Answer the questions below. Write your answer in the spaces provided.
1. What is the topic of the text?
2. The orientation
   a. Who spent the holiday?
   b. When did they spend the holiday?
   c. Where did they spend the holiday?
3. Events
   a. What did the writer do first?
   b. What did the writer do second?
   c. What did the writer do then?
4. How did the writer close the story?
5. What did the writer feel after that?
I. Standar Kompetensi
Memahami makna teks tulis fungsional dan esay pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

II. Kompetensi Dasar
Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

III. Indikator
1. Menemukan lima nama tokoh penting yang telah disediakan dalam tabel teka-teki/puzzle dengan benar.
2. Menjelaskan pengertian bigraphical recount
3. Mengidentifikasi generic structure dan language feature dari biographical recount
4. Menemukan main idea dalam sebuah peragraph dengan benar

IV. Tujuan Pembelajaran
Siswa dapat:
1. Menemukan lima nama tokoh penting yang telah disediakan dalam tabel teka-teki/puzzle dengan benar setelah siswa diminta untuk menyebutkan tokoh-tokoh yang mereka ketahui.
2. Menjelaskan pengertian tentang biographical recount setelah guru membaca sebuah teks biographical recount.
3. Mengidentifikasi generic structure dan language feature dari contoh biographical recount text yang ada dibuku paket siswa
4. Menemukan main idea dalam sebuah paragraph dengan benar setelah guru memberikan contoh main idea dari sebuah teks biographical recount.
V. Materi Pelajaran
Biographical Recount (lampiran)

VI. Metode Pembelajaran
CIRC (Cooperative integrated reading and Composition)
Tanya Jawab
Ceramah

VII. Langkah–Langkah Pembelajaran
A. Kegiatan Awal
1. Salam dan tegur sapa
2. Apersepsi: mengingat kembali pelajaran yang lalu dan meminta siswa untuk bersiap melakukan CIRC teknik
B. Kegiatan Inti
Eksplorasi
1. Guru bertanya kepada siswa tentang tokoh-tokoh yang diketahui
2. Guru meminta siswa untuk menyebutkan dan menceritakan sedikit tentang tokoh yang disebutkan
3. Guru menginstruksikan siswa untuk berkumpul kedalam kelompok awal sesuai pembagian kelompok yang telah dibentuk diawal pertemuan dimana setiap kelompok memiliki leadernya masing-masing
4. Guru membagikan table puzzle yaitu table yang berisi nama-nama tokoh dan siswa diminta untuk menemukan lima nama-nama tokoh yang tertulis dalam bentuk vertical, diagonal dan horizontal dalam waktu sepuluh menit.
5. Guru memonitor kerjasama siswa, tiap kelompok memindahkan nam-nama tokoh pada lembar kertas yang telah disediakan kemudian menempelkannya dipapan tulis.
6. Guru dan siswa menghitung jumlah jawaban yang benar pada masing-masing kelompok dan memberikan reward pada kelompok yang memiliki jawaban paling benar
Elaborasi
1. Guru menjelaskan pengertian biographical recount text
2. Guru meminta siswa untuk mengidentifikasi generic structure dan language feature dari biographical recount text yang ada di buku paket siswa
3. Guru menjelaskan secara rinci mengenai main idea dan siswa mendengarkan dengan seksama
4. Guru memberikan contoh main idea dari teks yang telah disediakan
5. Guru memberikan sebuah teks biographical recount kepada setiap kelompok sebagai bahan diskusi
6. Guru meminta leader setiap kelompok untuk memimpin dan membantu anggota kelompoknya dalam memahami teks recount
7. Guru meminta siswa untuk menuliskan main idea dan menjawab soal-soal yang berkaitan dengan teks tersebut
8. Guru meminta perwakilan kelompok untuk mempersentasikan hasil pekerjaan kelompoknya
9. Guru memberikan point bagi kelompok yang menjawab dengan benar dan memberikan semangat bagi kelompok yang belum berhasil

Konfirmasi
1. Guru dan siswa menyimpulkan materi tentang biographical recount

C. Penutup
1. Guru memberikan kesempatan kepada siswa untuk bertanya seputar materi
2. Guru menutup pembelajaran dengan berdoa setelah belajar

VIII. Sumber Belajar, Media
Buku paket bahasa inggris kelas VIII (EOS English on Sky 2)
Media text
Puzzle

IX. Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Indikator</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Menemukan lima nama tokoh penting yang telah disediakan dalam tabel teka-teki/puzzle dengan benar.</td>
<td>Tes tulis</td>
<td>Game</td>
<td>Find 5 prominent figure in the puzzle below</td>
</tr>
<tr>
<td>2</td>
<td>Menjelaskan pengertian biographical recount</td>
<td>Tes tulis</td>
<td>Essay</td>
<td>Find the meaning of biographical recount</td>
</tr>
<tr>
<td>3</td>
<td>Mengidentifikasi generic structure dan linguistic feature dari biographical recount</td>
<td>Tes tulis</td>
<td>essay</td>
<td>Answer the question based on the text</td>
</tr>
<tr>
<td>4</td>
<td>Menemukan main idea dalam sebuah peragaph dengan benar</td>
<td>Tes tulis</td>
<td>Essay</td>
<td>Find the main idea of the biographical recount text below</td>
</tr>
</tbody>
</table>
Mengetahui,
Guru Mata Pelajaran

Mila Rohmanurhayati

Tangerang, 18 November 2013
Peneliti

Junariyah
NIM: 109014000133
Find 5 prominent figures in the puzzle below

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<th>A</th>
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</table>

Biographical recount

Biography is a detailed description or account of someone’s life. It entails more than basic facts (education, work, relationship, and death), a biography also portrays a subject’s experience of these events.

The purpose of a biographical recount is to inform by retelling past events and achievements in a person’s life. It presents the events chronologically (in the order in which they happened).

The text consists of three parts:

Part 1: orientation

It gives the reader the background information as to why this person is noteworthy and should have a biography written about them.

Part 2: series of events

It presents a series of events, usually told in a chronological order. Here the writer might refer to a certain timeline.

Part 3: reorientation
It consists of a type of conclusion with a comment on the contribution this person has made or a summary and evaluation of the persons’ achievements.

**Language features of biographical recount:**
- A biographical recount uses specific names of the people involved in the biography.
- It is mainly written in simple past tense (the final paragraph could also include the present tense).
- A biographical recount also uses linking words to do with time.
  Example: in 1847, when he was 12, at the same time, next, on Tuesday 24 May, later, before, meanwhile.

*Let’s look at the example below*

**Napoleon Bonaparte**

**Orientation**

Napoleon Bonaparte was born in 1769 on Corsica, an island in the Mediterranean Sea.

**Events**

At the age of 16, Napoleon chose a career in the France army. Napoleon was made a general at the age of 24 for his success in capturing the France city of Toulon. Napoleon went on to invade Egypt in 1798. Napoleon’s victories enlarge France’s territory.

**Reorientation**

In November 1799, napoleon set up a new government with himself as a leader. Napoleon reorganized national and local government. In 1804, Napoleon crowned himself emperor of France of Napoleon I. Napoleon spent his last years as a prisoner on the island of Saint Helene in the Atlantic Ocean after he was defeated in the battle of waterloo in 1815. He died in 1821. Many of his reforms in law, government, and education still govern French life.
Linguistic feature:
- **Name of people**: Napoleon Bonaparte
- **Simple past**: made, was, went, set up, reorganized, crowned, spent, defeated, and died.
- **Linking words**: in 1769, at the age of 16, at the age of 24, in 1799, in 1804, in 1815.

**Exercise**

Discuss this text below with your group and present the result in front of the class!

**Thomas Alva Edison**

Thomas Alva Edison was one of the greatest inventors of all time. He lives from 1847 until 1931.

He was born in Milan, Ohio, in 1847. In 1854 his family moved to Port Huron, Michigan. When he was 12 he got very sick. As a result he became partially deaf. He attended school for only three months there. So his mother taught him reading writing and arithmetic.

In 1862, Edison saved a boy from being run over by a train. The boy’s operated a telegraph machine. As thanks, the father taught Edison how to operate the telegraph. Later, Edison made improvement to the telegraph.

In 1876, Edison started the first industrial research laboratory at Menlo Park, New Jersey. One of his inventions is the long-lasting light bulb.

Thomas Alva Edison died in 1931. When he died all electric current in the country was turn off.

Although he did not have enough formal education and was deaf, he became a famous inventor. Once he said “genius is one percent inspiration and ninety-nine percent perspiration”

**Answer the following questions!**
1. What does the text talk about?
2. What the meaning of biographical recount?
3. Write the language features of biographical recount based on the text!
4. Mention three part of biographical recount!
5. Write the main idea from each paragraph above!
   a. Paragraph 1:
   b. Paragraph 2:
   c. Paragraph 3:
   d. Paragraph 4:
   e. Paragraph 5:
   f. Paragraph 6:
RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP) IV

Nama Sekolah : MTs Negeri Rajeg  
Mata Pelajaran : BahasaInggris  
Kelas/Semester : VIII/1  
AlokasiWaktu : 2 x 40 menit  
Tema : Recount text / biographical recount (Reading)

I. Standar Kompetensi
Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

II. KompetensiDasar
Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

III. Indikator
1. Menemukan stated and unstated information dari biographical recount text dengan tepat.
2. Menyimpulkan teks dari setiap paragraph dengan benar

IV. Tujuan Pembelajaran
Siswa dapat:
1. Menemukan stated and unstated information dari biographical recount text setelah mengidentifikasi text
2. Menyimpulkan text dari setiap paragraph setelah membaca biographical recount text.

V. Materi Pelajaran
Biographical Recount (lampiran)

VI. Metode Pembelajaran
CIRC (Cooperative integrated reading and Composition) 
Tanya Jawab 
Ceramah
VII. Langkah–Langkah Pembelajaran

A. Kegiatan Awal
1. Guru memberikan salam, berdoa, dan absensi
2. Apersepsi: mengingat kembali pelajaran yang lalu dan meminta siswa untuk bersiap melakukan CIRC teknik

B. Kegiatan Inti

Eksplorasi
1. Guru bertanya kepada siswa mengenai informasi apa saja yang ada didalam biographical recount text.
2. Guru meminta siswa untuk menyebutkan informasi apasaja yang ada didalam biographical recount text tersebut.

Elaborasi
1. Guru menjelaskan secara rinci mengenai stated and unstated information dan siswa mendengarkan secara seksama.
2. Guru menginstruksikan siswa untuk berkumpul kedalam kelompok awal sesuai pembagian kelompok yang telah dibentuk diawal pertemuan dimana setiap kelompok memiliki leaderunya masing-masing
3. Guru membagikan sebuah biographical recount kepada setiap kelompok
4. Guru meminta setiap kelompok untuk menjawab pertanyaan yang berkaitan dengan teks (stated and unstated information)
5. Setelah itu guru meminta setiap kelompok untuk menyimpulkan text dari setiap paragraph yang dibaca
6. Guru meminta leader setiap kelompok untuk memimpin dan membantu anggota kelompoknya dalam memahami teks recount
7. Guru meminta perwakilan kelompok untuk mempersentasikan hasil pekerjaan kelompoknya
8. Guru memberikan point bagi kelompok yang menjawab dengan benar dan memberikan semangat bagi kelompok yang belum berhasil

Konfirmasi
1. Guru dan siswa bersama-sama menyimpulkan materi pelajaran

C. Penutup
1. Guru memberikan kesempatan kepada siswa untuk bertanya seputar materi biographical recount
2. Guru menanyakan perasaan siswa setelah melakukan pembelajaran
3. Guru mengucapkan salam
VIII. Sumber Belajar, Media

Buku paket bahasa inggris kelas VIII (EOS English on Sky 2)
Media text

IX. Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Indikator</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Menemukan stated and unstated information dari biographical recount text</td>
<td>Testulis</td>
<td>Short</td>
<td>Check your comprehension (answer the questions below based on the text)</td>
</tr>
<tr>
<td></td>
<td>dengantepat.</td>
<td></td>
<td>answer question</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Menyimpulkan text dari setiap paragraph dengan benar</td>
<td>Testulis</td>
<td>Essay</td>
<td>Conclude every paragraph of the text below!</td>
</tr>
</tbody>
</table>

Mengetahui,
Guru Mata Pelajaran

Mengetahui,
Guru Mata Pelajaran

Mengetahui,
Guru Mata Pelajaran

Mila Rohmanurhayati
NIM: 109014000133

Mila Rohmanurhayati
NIM: 109014000133
Cristiano Ronaldo

Cristiano Ronaldo Dos Santos Aveiro, was born on February 5th, 1985. Commonly known as Cristiano Ronaldo, is a Portuguese footballer who plays as a winger or a forward for Spanish club real Madrid and serves as captain of the Portuguese national team. Ronaldo currently holds the distinction of being the most expensive player in football history after being transferred from Manchester united to real Madrid in a transfer deal worth £80 million (€94m, US$132M), in addition, his contract with real Madrid, in which he is to be paid £11 million per year over the following six years, makes him the highest paid football player in the world.

Ronaldo begin his career as a youth player for Androninha, where he played for two years, then moved to national. In 1997, he made a move to Portuguese giants sporting CP. Ronaldo’s precocious talent caught the attention of Manchester united manager Alex Ferguson and he signed the 18-year-old for £12.24 million in 2003. The following season, Ronaldo won his first club honour, the FA cup, and reach the euro 2004 final with Portugal, in which tournament he scored his first international goal.

In 2008, Ronaldo won the Champion League with united, and was named player of the tournament. He was named the FIF Pro World Player of the Year and the FIFA World Player of the year, in addition to becoming Manchester United’s first Ballon d’Or winner in 40 years. Three-time Ballon d’Or winner Johan Cryuff said in an interview on April 2008, “Ronaldo is better than George best and Denis law, who were two brilliant and great players in the history of United.”

A. Answer the questions based on the text above!
1. What does the text talk about?
   Answer:
2. When was Cristiano Ronaldo born?
   Answer:
3. Where does he come from?
   Answer:
4. What position does he play in real Madrid?
   Answer:
5. What makes him the expensive player in football history?
   Answer:
6. How did Ronaldo start his career as a footballer?
   Answer:
7. How old was Ronaldo when he signed up with Manchester United?
   Answer:
8. What happened to Cristiano Ronaldo in 2008? 
Answer:

B. Mention the conclusion of each paragraph above!

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td></td>
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</tbody>
</table>
### KISI-KISI PENULISAN SOAL PRE-TEST RECOUNT TEXT

<table>
<thead>
<tr>
<th>Nama Sekolah</th>
<th>MTs Negeri Rajeg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Kelas/Semester</td>
<td>VIII/1 (Ganjil)</td>
</tr>
<tr>
<td>Jumlah Soal/Waktu</td>
<td>25/80 menit</td>
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</table>

<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Indikator Soal</th>
<th>Jenis Soal</th>
<th>Soal Nomor</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memahami makna</td>
<td>Teks tulis fungsional dan esay pendek sederhana berbentuk descriptive dan</td>
<td>1. Menentukan makna gagasan dan makna tekstual dalam teks recount</td>
<td>Multiple choices</td>
<td>4,7,8,11,12,</td>
<td>9</td>
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<tr>
<td></td>
<td>recount yang berkaitan dengan lingkungan sekitar.</td>
<td></td>
<td></td>
<td>13,17,19,20</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2. Mengidentifikasi langkah retorika teks recount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Orientation</td>
<td></td>
<td>5, 15,24</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Events</td>
<td></td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Re-orientation</td>
<td></td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Mengidentifikasi tujuan komunikatif teks recount</td>
<td></td>
<td>3, 9, 21</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Mengidentifikasi ciri kebahasaan teks recount</td>
<td></td>
<td>1,2,6,16,18,</td>
<td>8</td>
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<td></td>
<td></td>
<td></td>
<td>22,23,25</td>
<td></td>
</tr>
</tbody>
</table>
PRE-TEST INSTRUMENT

Nama : 
Kelas : 
Mata Pelajaran : Bahasa Inggris 
Waktu : 2 x 40 menit

Multiple Choices 25 questions
Choose the best answer to each question from the alternative given!

Text for number 1-5

Last holiday, my family and I spent one night at 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 lots of songs together. After that we came into the house and had a dinner. Next, we sat in the living room and watched a film on the TV screen. Finally everybody fell asleep there.

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

1. Who spent the holiday?
   a. My family did 
   b. My family and I did 
   c. We did 
   d. I did 

2. Where did the writer go to?
   a. Small house 
   b. Big garden 
   c. Countryside 
   d. Swimming pool

3. What does the communicative purpose of the text?
   a. To entertain the reader 
   b. To tell the steps of making something 
   c. To tell the past experience 
   d. To announce the reader about events

4. What did the writer do in front of the house?
   a. He made a fire 
   b. They stayed in a small house 
   c. He watched a film on the TV screen 
   d. They had a dinner

5. Which paragraphs tell us about the background information of the text?
   a. 1 
   b. 2 
   c. 3 
   d. 4

Text for number 6-9

Last month SLTP Utama team entered for a tug-of-war contest with SLTP Bangsa. Two weeks before the contest, the boys of SLTP Utama team started practicing hard. “We must learn to pull the rope together at the same time,” said Amin, their team leader. “Only then will our team be strong.”

On the day of the contest, the team from SLTP Bangsa arrived at SLTP Utama in a bus. Everyone was surprised to see that these boys were much taller and bigger than the boys of SLTP Utama. “We’ll surely lose,” said Rano, a member of SLTP Utama.
“Don’t give up so easily,” said Amin. “We must try our best.” Soon the contest began. Which team do you think of the winner of the contest? It was SLTP Utama. It was too strong for the SLTP Bangsa team. Why was that so? You see the SLTP Utama boys pulled the rope together at the same time. SLTP Bangsa boys, on the other hand, were not united at all.

6. When did SLTP Utama team enter for the tug-of-war contest with SLTP Bangsa?
   a. Last month
   b. Two weeks ago
   c. Two months ago
   d. One day of the week

7. What does the second paragraph tell us about?
   a. The winner of the contest
   b. The participants of the contest
   c. The team leader of the contest
   d. The place and time of the contest

8. Which team do you think of the **winner** of the contest? It was SLTP Utama.
   The underlined word has the similar meaning with ….
   a. Loser
   b. Enemy
   c. Champion
   d. Participant

9. The communicative purpose of this text is …
   a. To tell the reader about the one story
   b. To describe about the writer’s story
   c. To tell the reader about animal story
   d. To describe about animal story

Text for number 10-13

Last week, Mr. Damiri’s wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, “Help! Help! He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to his office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor’s house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf’s mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, “When you are a man, you will be just like your father,” he said.

10. On what paragraph are telling about reorientation of the text?
   a. 1
   b. 2
   c. 3
   d. 4

11. How did the neighbor help Mrs. Damiri?
   a. He called Mrs. Damiri’s husband and ran to the kitchen.
   b. He called the fireman and put out the fire.
   c. He put out the fire and took Mrs. Damiri to the clinic.
   d. He called the fireman and advised Mrs. Damiri to stay calm
12. What is the antonym of *Crying* according to the text in paragraph 1?
   a. Bawl             c. Laugh
   b. Weep             d. Blubber

13. Why did Yusuf go to the neighbor’ house?
   a. Because Yusuf wanted to play there
   b. Because Yusuf can’t help his mother
   c. Because Yusuf wanted to call his father
   d. Because Yusuf can help his mother

*Text for number 14-17*

Jonas Edward Salk was American physician and epidemiologist. He developed the first vaccine against poliomyelitis.

He was born in New York City. He received an M. D from New York University in 1939 and was appointed assistant professor of epidemiology at the university in Michigan. In 1947 he became head of the virus research laboratory at the University of Pittsburg. From 1947-1954 he was a research professor of bacteriology. He was a professor of preventive medicine and chairman of the department from 1954 to 1956. Finally he was a professor of experimental medicine from 1957 to 1963.

Salk and his colleagues develop an inactivated vaccine against polio in 1952. In 1954, the vaccine was distributed nationally, it greatly reduced the disease. In the mid-1950s the American philologist Albert Sabin developed Salk’s discovery. He found an oral vaccine. His discovery brought polio under control.

Now, people all over the world use Salk’s discovery. Indonesian government has a national program on it. However, only a few people know the inventor, Jonas Edward Salk.

14. What is the description of events of the text?
   a. Jonas Edward Salk was American physician and epidemiologist
   b. Now, people all over the world use Salk’s discovery
   c. The develop the first vaccine against poliomyelitis
   d. Sabin developed Salk’s discovery in the mid – 1950’s the American virologist Albert

15. On what paragraph are telling about orientation of the text?
   a. 1             c. 2
   b. 4             d. 3

16. The pronoun “his” in the paragraph 3 line 4, refers to…
   b. Colleagues                  d. Jonas Edward Salk and Albert Sabin

17. Who used Salk’s discovery right now?
   a. Indonesian government             c. People all over the world
   b. Few people in the world           d. Albert Salk
Text for number 18-21

Napoleon Bonaparte was born in 1769 on Corsica, an island in the Mediterranean Sea. At the age of 16, napoleon chose the career in the French army. Napoleon was made a general at the age of 24 for his success in capturing the French city of Toulon, napoleon went on to invade Egypt in 1798. Napoleon victories enlarged France’s territory.

In November 1799, napoleon set up a new government with his self as leader. Napoleon reorganized national and local government. In 1804, napoleon crowned himself emperor of France as napoleon I. napoleon spent his last years as a prisoner on the island of Saint Helena in the Atlantic Ocean after he was defeated in the battle of waterloo in 1815. He died in 1821. Many of his reforms in law, government and education still govern French life today.

18. Where was napoleon born?
   a. France   c. Southern sea
   b. Corsica   d. Egypt

19. What did he do in November 1799?
   a. Set up a new government   c. Capture the French city of toulon
   b. Invade Egypt   d. He die

20. How old war Napoleon when he set up a new government with himself as a leader?
   a. 28   c. 30
   b. 31   d. 20

21. What is the purpose of the text?
   a. To announced a person’s life
   b. To amuse students about person’s life
   c. To describe a person’s activity
   d. To tell past events and achievement in a person’s life

Text for number 22-25

Albert Einstein

Albert Einstein, 14 march 1879-18 April 1955, was a theoretical physicist, philosopher an author who is widely regarded as one of the most influential and best known scientists and intellectuals of all time. He is often regarded as the father of modern physics. He received the 1921 Nobel Prize in Physics “for his services to theoretical physics, and especially for his discovery of the law of the photoelectric effect.”

His many contributions to physics include the special and general theories of relativity, the founding of relativistic cosmology, the first post-Newtonian expansion, explaining the perihelion advance of mercury, prediction of the deflection of light by gravity and gravitational lensing, the first fluctuation dissipation theorem which explained the Brownian movement of molecules, the photon theory and wave-particle duality. The quantum theory of atomic motion in solids, the zero point energy concept, the semi classical version of the Schrödinger equation, and the quantum theory of a monatomic gas which predicted Bose-Einstein condensation.
Einstein published more than 300 scientific and over 150 non-scientific works; he additionally wrote and commented prolifically on various philosophical and political subjects. His great intelligence and originality has made the word “Einstein” synonymous with genius.

22. Who is Albert Einstein?
   a. A doctor
   b. A teacher
   c. A theoretical physics
   d. A novelist

23. When did he receive the Nobel Prize in physics?
   a. 1879
   b. 1955
   c. 1921
   d. 1890

24. What sentence explains orientation in the text above?
   a. Albert Einstein was a theoretical physicist
   b. His many contributions to physics include the special and general theories
   c. Einstein published more than 300 scientific
   d. His great intelligence and originality has made the word “Einstein”

25. When was Albert Einstein born?
   a. 1879
   b. 1955
   c. 1921
   d. 1945
## KISI-KISI PENULISAN SOAL POST-TEST RECOUNT TEXT

**Nama Sekolah**: MTs Negeri Rajeg  
**Mata Pelajaran**: Bahasa Inggris  
**Kelas/Semester**: VIII/1 (Ganjil)  
**Jumlah Soal/Waktu**: 25/80 menit

<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Indicator Soal</th>
<th>Jenis Soal</th>
<th>Soal Nomor</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memahami makna teks tulis fungsional dan esay pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.</td>
<td>Merespon makna dan langkah retorika dalam esay pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.</td>
<td>1. Menentukan makna gagasan dan makna tekstual dalam teks recount</td>
<td>PG</td>
<td>2,3,5,8,12,13,16,18,20,24</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Mengidentifikasi langkah retorika teks recount</td>
<td></td>
<td>7,14,25</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>a. Orientation</td>
<td></td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Events</td>
<td></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Re-orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Mengidentifikasi tujuan komunikatif teks recount</td>
<td></td>
<td>6,19,22</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Mengidentifikasi ciri kebahasaan teks recount</td>
<td></td>
<td>1,10,11,15,17,21,23</td>
<td>6</td>
</tr>
</tbody>
</table>
POST-TEST INSTRUMENT

Nama                      : 
Kelas                      : 
Mata Pelajaran            : Bahasa Inggris 
Waktu                     : 2 x 40 menit

Multiple Choices 25 questions 
Choose the best answer to each question from the alternative given!

Text for number 1-5

Yesterday my mother was ill. My father and I took her to the doctor. First my father talked to the lady who was in charge of registration. She typed the data about my mother on the computer. Then we waited for my mother’s turn.

When her turn comes, I accompanied her to enter the doctor’s room. The doctor listened to my mother’s complained patiently. The he examined my mother by putting the stethoscope on her chest. After that, a nurse, to take my mother’s temperature so she put a thermometer in my mother’s armpit. He told me that my mother had a bad influenza. He wrote a prescription and gave it to me. He advised my mother to stay in bed for three days and come back after a week.

Then father took my mother home directly and I went to the nearest dispensary.

1. Who was sick yesterday?
   a. The reader’s mother
   b. The writer’s mother
   c. My father
   d. The writer’s father

2. What did the doctor do first after the patience enter his room?
   a. Examined the patient first after the patients enter his room.
   b. Took the patient’s blood pleasure by using spignomonometer.
   c. Listened to the patient’s complain patiently.
   d. Wrote a prescription and gave it to the writer.

3. What is used to take the patient’s temperature?
   a. Thermometer
   b. Stethoscope
   c. Spignomonometer
   d. Electrocardiograph

4. On what paragraph are telling about reorientation of the text?
   a. 1
   b. 2
   c. 3
   d. 4

5. What is the antonym of ill according to the text in paragraph 1?
   a. Sick
   b. Fit
   c. Diseased
   d. Sore

Text for number 6 - 8

I want to tell you about my memorable time in Singapore. It was one of the best holidays I ever had.

I shall never forget the spectacular sight of the city I saw from Mount Fable that night. The roller-coaster ride, the stunts performed by the dolphins and the killer whale at the Sea
World were also exciting. I shall remember the thrill of having been on one of the longest rides in the monorail in Sentosa Island for many years to come.

I also enjoyed various varieties of seafood at the makeshift roadside stalls at the Chinatown night market. I also enjoyed the shopping trips. My family and friends agreed that the souvenirs were value for money, especially the silk scarves with pretty prints and the attractive key chains.

6. The communicative purpose of this text is …
   a. To describe about animal story
   b. To describe about the writer’s story
   c. To tell the reader about animal story
   d. To tell the reader about the one story

7. What does the first sentence tell you?
   a. The past event
   b. The opening of the story
   c. The shopping trips
   d. The varieties of seafood

8. "I shall never forget the spectacular sight of the city ......." (Paragraph 2)
   What does the underlined word mean?
   a. Nice
   b. Usual
   c. Amazing
   d. Ordinary

Text for number 9 - 11

My family and I went on trip to Solo, we went on Monday by car and stayed at my grandparents’ house.

On Tuesday, we went to Tawangmangu, we enjoy scenic view of its waterfall and had lunch there. They served traditional cuisine like wedangronde, tempebacem, fried fish and fried chicken. After that we continued our journey to Taman Jurug.

The next day, we went to Kasunan palace, we saw a lot of historical heritages in the palace. After that we went shopping to Klewer market and solo grandmall, bought some souvenirs for my cousins. In the evening we went sightseeing town.

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

9. What sentence explains event in the text above?
   a. my family and I went on trip to solo
   b. On Tuesday, we went to Tawangmangu
   c. The next day, we went to Kasunan palace
   d. On Thursday morning, we said goodbye to our grandparents

10. Where did Lia go on Wednesday?
    a. Taman Jurug
    b. Tawangmangu
    c. Grandparents’ house
    d. Kasunan palace

11. When did the writer go home?
    a. On Sunday
    b. On Tuesday
    c. on Wednesday
    d. on Monday
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.

12. 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.

13. What probably happened when someone shouted that the clock stopped?
   a. Everybody directly celebrated the New Year
   b. Everybody sings and laugh.
   c. Everybody looked for a watch.
   d. Everybody shouted too.

14. What does the first sentence tell you?
   a. The problem that the writer met
   b. The opening of the story
   c. The funny thing in the story
   d. The past event

15. “It would strike twelve in twenty minutes’ time.”
   The underlined word refers to …
   a. The clock
   b. Author’s watch
   c. The town
   d. The place

16. “The big clock refused to welcome the New Year”
   What is the antonym of the underline word …
   a. Reject
   b. Accept
   c. Prevent
   d. Repel

Dr. Mohammad Hatta was born in BukitTinggi, west Sumatra, DutchEast Indies (now Indonesia). He was Indonesia’s first vice presidents, later also served as the country’s prime minister known as the “proclamator”. He and a number of Indonesian people including the first presidents of Indonesia Soekarno, fought for the independence of Indonesia from Dutch. Despite his efforts to gain Indonesia independence, he studied in the Netherlands from 1921 until 1932.

Moreover after his early education, he studied in Dutch schools in Indonesia. He is more remembered as bung Hatta (bung is an affectionate title used to address colleagues, popular in the early 1900 and is still used by Indonesians).
17. When was Mohammad Hatta born?
   a. West Sumatra 
   b. East Sumatra 
   c. North Sumatra 
   d. South Sumatra 

18. Based on the text above, we know that
   a. Ir. Soekarno is usually called by bung Karto
   b. Bung Hatta studied in Indonesia after 1932
   c. Bung Karto and bung Hatta was closed friend
   d. Bung Hatta was the first president of Indonesia

19. What is the purpose of the text?
   a. To announced a person’s life
   b. To tell past events and achievement in a person’s life
   c. To amuse students about person’s life
   d. To describe a person’s activity

20. Known as the “Proclamator”, he … (paragraph 1)
   The underline word means a person who …
   a. Announced officially and publicly
   b. Is popular in Indonesia
   c. Helps president duty
   d. Leads a country and nation

Text for number 21 – 25
William Shakespeare was born in 1564 at Stratford-on-Avon in England. At the time Elizabeth I had been queen for six years. His father was a shopkeeper and his mother was a daughter of a farmer. William went to Stratford grammar school, where he learnt Latin, scripture, and mathematics.

When he left school, William was employed by his father. He married a local girl, Anne Hathaway, when he was eighteen. Three years later he left Stratford and went to London. Shakespeare’s life was between the year 1585 and 1590. By the end of 1590 he had joined a group of actors and had started writing plays. During the next twenty years he wrote thirty-two plays. He wrote possible more plays, which he did not have published or performed.

Shakespeare went back to Stratford-on-Avon a few years before he died in 1616 at the age of 52.

21. Where Shakespeare was born?
   a. England 
   b. France 
   c. America 
   d. Corsica

22. What is the purpose of the text?
   a. To tell about Shakespeare’s life 
   b. To report the accident
   c. To tell about Albert Einstein’s life
   d. To ask the information

23. When was Shakespeare born?
   a. 1585 
   b. 1564 
   c. 1583 
   d. 1590
24. What subject that Shakespeare did not learn?
   a. Latin                      c. mathematics
   b. Scripture                  d. social

25. On what paragraph are telling about orientation of the text?
   a. 1                          c. 2
   b. 4                          d. 3
# ANSWER KEY

## The Answer Key (Pre-Test)

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## The Answer Key (Post-Test)

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Adapted from Budi Susetyo's book (Statistika untuk Analisis Data Penelitian)
PENGESAHAN PROPOSAL SKRIPSI

Nama : Jupriyani

NIM : 1090140003

Jurusan / Prodi : Pendidikan Bahasa Inggris

Judul Proposal : The Effectiveness of Using Cooperative Integrated Reading and Composition (CIRC) Technique Toward Students’ Reading Comprehension

Proposal skripsi dengan judul tersebut diatas telah diuji pada tanggal 18.9.2013 telah direvisi sesuai dengan sarana pengujian dan telah dinyatakan LULUS.

Mengetahui,
Penguji I,

[Signature]

NIP.

[Signature]

NIP.

Penguji II,

[Signature]

NIP.

Jakarta, __________________________

(Dekan)

[Signature]

1. Dr. Latharsini, MPd.

2. Zahiril Amry, MM.
Kepada Yth.

Dr. Ratna Sari Dewi, M.Pd
Zaharil Anasy, M.Hum
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIJ Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Junariyah
NIM : 109014000133
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Judul Skripsi : The Effectiveness of Using CIRC Technique Towards Students’ Reading Comprehension on Recount Text


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Drs. Syaikh, M.Pd
NIP. 196412211991031002

Terbuka:
1. Dekan FITK
2. Mahasiswa ybs.
SURAT PERMOHONAN IZIN PENELITIAN

Nomor : Un.01/F.1/KM.01.3/443/2013
Lamp. : Outline/Proposal
Hal : Permohonan Izin Penelitian

Jakarta, 29 Oktober 2013

Kepada Yth.
Kepala MTs Negeri Rajeg
di
Tempat

Assalamu’alaikum wr. wb.
Dengan hormat kami sampaikan bahwa,
Nama : Junariyah
NIM : 109014000133
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (sembilan)
Tahun Akademik : 2009/2010

Judul Skripsi : The Effectiveness of Using CIRC Technique Towards Students' Reading Comprehension

adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr. wb.

a.n. Dekan
Kapur Pendidikan Bahasa Inggris

Drs. Syukur, M.Pd
NIP. 19541212 199103 1 002

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
SURAT KETERANGAN PENELITIAN
Nomor : MTs.28.04.04/TL.00/.238/2013

Menunjuk surat dari Universitas Islam Negeri Jakarta Program Fakultas Ilmu Tarbiyah dan Keguruan perihal permohonan izin penelitian ( riset ) Nomor :Un.01/F.1/KM.01.3/1483/2013, dengan ini Kepala MTs Negeri Rajeg Kab. Tangerang menerangkan bahwa :

Nama : JUNARIYAH
NIM : 109014000133
Fakultas : Ilmu Tarbiyah dan Keguruan
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (sembilan)
Jenjang Pendidikan : Starata satu ( S1 )
Tahun Akademik : 2009/2010

Bahwa nama tersebut telah melaksanakan kegiatan penelitian di MTs Negeri Rajeg Kab. Tangerang dalam rangka Penulisan skripsi Program Starata satu (S1), Universitas Islam Negeri Jakarta Fakultas Ilmu Tarbiyah dan Keguruan, dengan judul :

“The Effectiveness of Using CIRC Technique Towards Students’ Reading Comprehension”.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Rajeg, 05 Desember 2013

Madrasah,

[Signature]

NIP. 19670514 200112 1 001
SURAT PERUBAHAN JUDUL SKRIPSI

DEPARTEMENT AGAMA
UNIVERSITAS ISLAM NEGERI (UIN)
SYARIF HIDAYATULLAH JAKARTA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Ir. H. Djuanda No. 59 Giputat Telp. (62-21) 7443328, 7401925 Fax (62-21) 7402982

No : Istimewa
Lamp: -
Hal : Pengajuan Perubahan Judul Skripsi

Kepada Yth,
Drs. Syauki, M.Pd.
Ketua Jurusan Pendidikan Bahasa Inggris
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah Jakarta

Di
Tempat

Assalamu'alaikum Wr. Wb.

Mengingat akan berakhirnya masa studi saya di tingkat strata satu (S1), maka saya yang bertanda tangan dibawah ini:
Nama : Junariyah
NIM : 109014000133
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Pendidikan Bahasa Inggris

Bermaksud mengajukan perubahan judul skripsi sebagai salah satu syarat menyelesaikan program strata satu (S1) UIN Syarif Hidayatullah Jakarta, adapun judul yang telah saya ajukan sebelumnya adalah:
“THE EFFECTIVENESS OF USING CIRC TECHNIQUE TOWARDS STUDENTS’ READING COMPREHENSION”

Dan setelah berdiskusi dengan dosen penguji, judul penggantinya menjadi:
“THE EFFECTIVENESS OF USING CIRC TECHNIQUE TO IMPROVE STUDENTS’ READING COMPREHENSION”

Demikianlah surat pengajuan perubahan judul skripsi ini saya sampaikan. Atas segala pertimbangan dan perhatiannya saya ucapkan terima kasih.
Wassalamu’alaikum Wr. Wb.

Jakarta, 18 Maret 2014

Mengetahui:

Dosen Penguji I
Dr. Atiq Susilo, MA.

Dosen Penguji II
Atik Yuliyan, MA. TESOL.

Pemohon
Junariyah