THE EFFECTIVENESS OF USING JIGSAW TECHNIQUE ON STUDENTS’ READING COMPREHENSION OF RECOUNT TEXT

(A Quasi Experimental Study at the Eight Grade of MTs Mathla’ul Huda Parung Panjang - Bogor)

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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiyah and Teachers’ Training certifies that the “skripsi” (Scientific Paper) entitled The Effectiveness of Jigsaw Technique on Students’ Reading Comprehension of RecountText (A Quasy Experimental Study at the Eight Grade of Students MTs Mathla’ul Huda Parung-Panjang Bogor), written by Imda Nurul Huda Makmur, students’ registration number 109014000002 was examined by the Committee on July 31th 2015. The “skripsi” has been accepted and declared to have fulfilled one of the requirements of the Degree of “S.Pd” (S1) in English Education at the English Education Department.

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ABSTRACT

THE EFFECTIVENESS OF USING JIGSAW TECHNIQUE ON STUDENTS’ READING COMPREHENSION OF RECOUNT TEXT A Quasi Experimental Study at the Eight Grade of Students MTs Mathla’ul Huda Parung-Panjang Bogor. Skripsi of English Education at Faculty of Tarbiyah and Teachers’ Training of State Islamic University Syarif Hidayatullah Jakarta, 2014.

This research was aimed to see the effectiveness of Jigsaw technique towards students’ reading skill of recount text. The sample were eight year students of MTs Mathla’ul Huda Parung-Panjang Bogor with 30 students for each class. The students of class A were as the control and VIII B as the experimental class. The effectiveness of Jigsaw technique can be seen from the students’ reading scores.

The writer used quantitative method by using quasi-experimental design. The research methodology use Simple Random Sampling as the sampling technique. The research instrument was 45 multiple choice questions including a pre-test and post-test.

The result of the study showed that the Jigsaw technique is effective to use in teaching reading comprehension of recount text. Gained score of the experimental class (24.5) is higher than the controlled class (11.86). From the result of statistic calculation, it is obtained that the value of t-observation (to) is 24.5 and degree of freedom (df) is 58. In the table of significance 5%, the value of degree of significance is 1.67. Comparing those values, the result is 4.09 >1.67 which means t-observation (to) score is higher than t-table (tt) score. In other word, the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected. Therefore teaching reading comprehension of recount text by using Jigsaw technique is effective.

Keywords: Reading Comprehension, Jigsaw Technique, Recount Text, Experimental Study.

IMDA NURUL HUDA MAKMUR (PBI)
ABSTRAK


Penulis menggunakan metode kuantitatif dengan menggunakan disain kuasi-eksperimen sebagai metode penelitiannya dan menggunakan simple random sampling sebagai teknik pengambilan sample. Instrument penelitian ini adalah tes tulis yaitu 45 soal pilihan ganda untuk pre-test berikut post-testnya.


Kata kunci: Jigsaw Teknik, Memahami Bacaan, Teks Recount, Penelitian Eksperimental

IMDA NURUL HUDA MAKMUR (PBI)
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In the name of Allah, the Beneficent and the Merciful

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Jakarta, 31 July 2015

The writer
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CHAPTER I

INTRODUCTION

This chapter explains about the background of the study, identification of problem, limitation of the problem, formulation of the problem, objective of the study, significance of the study, and research hypotheses.

A. Background of the study

In the globalization era, there are many languages known as international language, one of them is English. English is a language which is world-wide used. As Harmer states that today English is the world’s most widely studied foreign language. ¹ Moreover, English plays as the important roles in many fields such as transportation, education, advertising, business, industry and so on.

In Indonesia, The Department of Education has decided that English as a school subject since elementary school. ² The government hoped that Indonesian students could master English language because by mastering English language the students can develop their knowledge in every subject and relation with other countries. So the aim of English learning is to enable students to develop correct, clear, imaginative and effective communication.

The students should master four language skills. Those are, listening, speaking, reading, and writing skill. Listening and reading skills are regarded as receptive skills,³ while speaking and writing skills are considered as productive skills.⁴ In line with syllabus, the teaching-learning process of English language concentrates on those four skills. One of the four skills above, which plays a

² Elisa Yani Wijaya, The Effect of Jigsaw on Elementary Students’ Reading Comprehension Achievement, (Magister Scientiae, 2006), p.22
⁴ Ibid p. 246
significant role in mastering English is reading. Silberstein stated “Reading is a complex information processing skill in which the reader interacts with text in order to (re) create meaningful discourse. From the statements above it means that reading is a way to get an information from a text and to form an interpretation and to draw a conclusion of that information. In addition according to Harmer, it is important to study reading texts for the way they use the language.

As one of the language skills, reading plays an important role because it helps the students learn to read English articles, books, magazines, and nonfiction books, and for some people it may be the way to use and to practice English. Through reading various printed materials as mentioned above, we are able to gain a lot of information, pleasure, and problem solution. Hence, the ability to read the texts in any form will contribute a great deal advantages in our life such as gaining success at school and have a lot of information.

There are many kinds of text types that should be learnt by students in Junior High School. One of reading text types that second year students of Junior High School that should be learnt and mastered is recount text. Recount text is a piece of text that retells past events, usually in order in which they happened.

Based on my practice teaching in MTs Al-Husna Lebak Bulus, there are some difficulties probably faced by the students in reading activity, such as they cannot conclude the idea of the text, they couldn’t find the major elements of the recount text including orientation, event, and reorientation. In addition, they lost their concentration when reading the text and most of them just have the ability to pronounce single word without conveying the message of the text. See appendix

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In summary, there are some problems in reading comprehension activities. Students have difficulties in getting information from the text, in this case is recount text. Then, this situation brings them to having low achievements in reading activity.

Those cases are quite problematical ones. Therefore, the writer try to implement a new technique in teaching reading. We need to solve this soon to avoid further difficulties to the text reading lesson if their low degree of reading comprehension is not improved soon. So the writer consider that it is necessary to find out the alternative way to create a comfort and an interesting method related to the students’ condition. They need to be more practices to increase their reading comprehension. The teacher has to use appropriate teaching strategies. Because in fact, the teacher still adopts inappropriate strategies to improve students’ reading comprehension. For example, the teacher usually ask every students to read orally then asked them to translate the story. Besides, during teaching and learning activity, the teacher explained the schematic structures and linguistics features of the story almost of the time. Hence it made students are seldom to participate in the class. Then the teacher gave them some minutes to do exercise meanwhile most of students did not pay attention to the teachers’s explanation. Furthermore, the teacher rarely let her students tried to analyzed the story. The result is the students felt bored and they did not enjoy learning and they are difficult to gained the best score.

Then the idea of Jigsaw is to bring in the class. Jigsaw is chosen because it’s one of cooperative languages, in which students work in small groups, create the class to be more student-centered and learn to be more active, while the teacher’s role is not only as an instructor but also as a facilitator. In addition, Slavin explained that:

“In jigsaw, students work in heterogeneous teams. They are assigned chapters or other units to read, and they are given expert sheets that contains different topics for each team member to focus on when reading. When everyone has finished reading, students from different team with the same topic meet in
expert group to discuss their topic. Then the expert group return to their team. Finally, students take assessment that cover all the topics.  

The statement above shows that the students should learn together in order to get some information from the materials. In addition, the students has to face the callenge together and also explaining to their classmate about the ideas that have they grasps.

The writer considers that Jigsaw can be an alternative technique for students when doing reading comprehension in achieving their academic success later. The writer takes a quasi-experimental research design to get the evidence about whether Jigsaw technique is effective on students’ reading comprehension of recount text.

B. Identification of the Problem

Based on the background above the writer finds the problem about reading comprehension from the students as follows:

1. The students can not conclude the idea of the text.
2. The students less their concentration when reading the text
3. Most of the students just have the ability to pronounce single words without conveying the message of the text.
4. Lack of the teacher’s knowledge in applying the appropriate technique in teaching reading of recount texts

C. Limitation of the Problem

To clarify the problem, it is necessary to make limitation of the problem. The problem is limited in the effectiveness of classroom Jigsaw towards students’ reading skill.

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D. Formulation of the Problem

Based on the background above, the writer formulates the problem question: “Is Jigsaw technique effective on students’ reading comprehension of recount text at the eight grade students’ reading skill?”

E. Objective of the Study

The objective of this study is to find out whether jigsaw learning activity effective for students’ reading comprehension of recount text at eight grade students of MTs yayasan Mathla’ul Huda.

F. Significance of the study

1. For English teacher.
   The result of this study is expected to be useful for English teachers to give an alternative methods in teaching reading of recount text.

2. For further researchers
   The study gives a basic reference for further researchers who want to conduct similar study and they are able to conduct further the result of this research.

3. For the students.
   The result of this study helps them to solve the problem in reading of recount text and increase their reading skill.

G. Research Hypothesis

a. Alternative Hypothesis (Ha) = “There is effectiveness in students’ reading comprehension of recount text using jigsaw technique compared with students’s without Jigsaw technique.”

b. Null Hypothesis (Ho) = “There is no effectiveness in students’ reading comprehension of recount text using jigsaw technique compared with students’ without Jigsaw technique.”
The researcher will formulate the hypothesis as follows: “Using Jigsaw technique is effective on students’ reading comprehension of recount text at the eight grade students of MTs Mathla’ul Huda” and if the result of research is improving, then this research will acceptable.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter explains about some theories related to the study. The theories focus on reading comprehensions of recount text and jigsaw technique. This chapter also describes the relevant studies, conceptual framework, hypotheses, and statistic hypotheses.

A. Reading

1. General Concept of Reading

Generally, reading is a communication between the reader and the words or the printed word symbols. Similar to Heilman and Blair, they said that “reading is interaction with language that has been coded into print.” \(^1\) It means that reading is an interaction between the reader and the text in order to get some informations.

According to DeBoer and Dallman that “Reading is an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language.”\(^2\) It means that reading is not only to get information but also to process it on the reader mind in order to understand the meaning. That assumption is in line with a linguist expert, Bernhardt, who said that, “Reading is considered as a cognitive process in which it demands a process to apprehend the meaning, to gain information, and to learn in which those should be considered to the process of mind.”\(^3\) So to understand of the text in reading, the reader makes use of interaction

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1 Arthur W. Heilman and Timothy R. Blair, *Principles and Practice of Teaching Reading*, (America: Columbus, Ohio, 1981), p.3
among eyes and mind to grasp the message related to what the writer is trying to communicate.

Based on those statements, clearly, reading is a complex process in getting meaning or in to understanding the message. And reading skills also is a thinking process.\(^4\) In sum up, reading is a means of language acquisition of communication and of sharing information and ideas. And it is a kind of activities to understand a written language. It is not only how to get the meaning of each words or sentences but the important one is how to the reader can get and conclude the ideas of writer’s writing.

2. Reading Comprehension

Comprehension is the ability to understand completely and be familiar with situation, facts, etc. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individual words by using memory and knowledge of letter and sound patterns, matching the resulting pronunciation to meaning, and finally connects these words into idea units.\(^5\)

In line with the statement above according to Blachowicz and Ogle, Comprehension is a process that is constructive. Comprehension doesn’t “happen” at one point; rather, it is a process that takes place over time. During this time, good readers are active in constructive meaning through the process of interacting or transacting with what they read and integrating this knowledge with what they already know.\(^6\) From the

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\(^4\) Dorothy Piercey, *Reading Activities in Content Areas*, (Boston: London Arizona State University), p. 26


statement above it can be concluded that comprehension is the ability to get enlightenment on something through several steps in process.

Lems concludes that reading comprehension in not a static competency.\textsuperscript{7} It depends on reader’s purpose to read and reader’s basic knowledge with the text in used. In addition, the role of strategies helps the reading comprehension achieved.

Lewin said in his book that “Reading comprehension is a very complex activity.”\textsuperscript{8} There are so much occur in the readers mind as the eyes glide over the printed words. It needs a lifetime of practice to become a good reader, thus, how complicated the comprehension process is.

Based on those definitions above, reading is an important activity used in learning process, but it becomes more useful when the readers can comprehend what they read. Overall, reading comprehension can be concluded as the ability to understand the meaning or idea in the written text completely and chronologically. Eventhough reading comprehension has long process, what the readers should be comparable with the process itself.

In line with those theories, it conludes that reading comprehension ability is a must for people to have it. Based on this research, students need to comprehend what they read in order to get academic success. Of course, reading comprehension is a long activity, but with the appropriate technique for each student/reader, it is not possible that the long activity becomes an interesting activity that makes the students/reader and easily comprehend what they read on the text.

\textsuperscript{7} Kristin Lems, \textit{Teaching Reading to English Language Learners: Insight from Linguistic}, (NewYork: The Guilford Press, 2010), p. 170

\textsuperscript{8} Larry Lewin, \textit{Paving The Way in Reading and Writing}, (San Fransico: Jossey-Bass, 2003), p. 2
3. **Purpose of Reading**

When the readers begin to read, they usually have their own purpose. Generally, the crucial purpose of reading is to get information.

Grabe and Stoller divided reading into four purposes those are: reading to search for simple information, reading to learn from texts, reading to integrate information, writing and critisizing the texts, and reading for general comprehension. The further explanation is as follows:⁹

a. **Reading to search for simple information**

It is a common reading that usually held by the reader, they usually use scanning technique in reading to search for simple information such as looking for the time, name, place, etc. Not only scanning, but also skimming is used to search the information for instance, getting writer’s purpose of the passage.

b. **Reading to learn from texts**

The readers read the text to get the knowledge; it means that they learn something from a text. It needs abilities to remember the main idea, recognize and build rhetorical frame in the text, and corellate the prior knowledge to the text that has been read.

c. **Reading to integrate information, writing and critisizing the texts**

The reader integrate all the information that be found in the text to get the reader’s goal, it is to get the information or the pleasure. Meanwhile, reading to write and reading to critisizing the texts is the ability to built and critisizing the information from text, and the represent common academic tasks that call upon the reading abilities needed to integrate information.

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d. Reading for general comprehension

It is the main goal of reading; most of the reader the text to get the general comprehension of it. They do not need to analyzed the structure or to know the exact meaning of the words only get what the message of the writer.

Generally, reading purposes as mentioned above are to comprehend and understand the printed material, either getting information or pleasure. For instance, when the reader reads the pessage for pleasure they do not to know the exact meaning of certain word in order to get the massage from the text.

4. Kinds of Reading

There are two kinds of reading according to Jeremy Harmer. He divided reading into intensive and extensive reading.\(^{10}\)

a. Intensive Reading

As Nuttal stated, “intensive reading involves approaching the text under the guidance of a teacher or a task which forces the students to focus on the text, the aim is to arrive at the understanding, not only of what the next means, but of how the meaning is produced”.\(^ {11}\) In other words, intensive reading used to gain a deep understanding of a text which is important for readers. To reach the comprehension in reading, it is necessary to pay attention of reading accuracy concerning reading text, vocabulary, and organization. Then that comprehension of the content may be facilitated.

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In addition Harmer said that, “intensive reading is use to get a details of reading texts, such as from poems, magazines, novels, newspaper, and so on.” The kinds of reading text above is depend on students’ purposes to learn. The teacher usually ask students to work out what kind of text they are reading, and they have to find the details of meaning, vocabulary, grammar.

From the statement above, we can see that intensive reading use based on the reader specific purposes like business, science, etc. Therefore, the reader should focus on the text in order to carrying comprehension and then expected to use the information to support others learning activities.

b. Extensive Reading

One of the good way to improve knowledge of foreign language is to go and live among its speakers. However many people are hardly to have that opportunity to live in other countries. Therefore, there is another way to improve knowledge that is to read extensively in that language.

According to Nuttal, extensive reading is assumed as follows: “It is assumed that in order to understand the whole (e.g. book), we must first understand the parts (sentences, paragraphs, chapters) of which it is made up. However, we can in fact often understand a text adequately without grasping every part of it: students have to be encouraged to develop this facility.”

To sum up, the reading selection which appropriate related to extensive reading is reading for pleasure. In reading activity, a readers does not need to understand every words because the aim is merely needs to get an overall understanding of the text.

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13 Ibid p. 110
14 Christine Nuttal, *op. cit.*, p. 128
15 Ibid p. 128
16 Ibid p. 38
In addition, Harmer defined that extensive reading should involve reading for pleasure. So the students may read newspaper, magazines, poems, novels, etc. In order to get their pleasure and they also get a opportunity to choose what they want to read with the aims to read fastest.\textsuperscript{17}

Harmer’s statement above reflect that extensive reading lead the reader to read the text with pleasure. It is enable readers to enjoy what they read. If the reader enjoy their reading, they will know better and used to read fast.

There are four factors which contributes to the success of extensive reading, they are:\textsuperscript{18}

a. Library, it is one of acces for students to read many differences of books in order to improve their level of reading ability.

b. Choice, students should have a choice to what they what to read, because they will more likely to read if they have own decission about what they want to read.

c. Feedback, students should have opportunity to get a feedback from what they read and they will get pleasure from it.

d. Time, as a teacher or facilitator, we should give students time to read just to get their comfortable with the activity.

To sum up, factors that influence to the success of extensive reading are the students should be given a place that have many collections of book and let them to read they want to read in order to get the meaning of a passage give them some minutes to do read with pleasure.

\textsuperscript{17} Jeremy Harmer, \textit{How to Teach English}, (Oxford: Pearson Education Ltd., 2007) p. 99
\textsuperscript{18} Ibid p. 110
B. Recount Text

1. Definition of Recount Text

There are some genres that should be studied by junior high school students; one of them is recount text. Recount text is a piece of text that retells past events, usually in the order in which they happened.\(^{19}\) A recount text tells about something that happened in the past. Therefore it uses past tense. Another opinion is stated by Priyana, “Recount text is a text tells us about a part of experience”\(^{20}\) It means that recount text is to tell someone about something or event in the past. Besides that, recount text also retell author’s or other people’s experiences, feeling, and responses to those experience.

Furthermore, according to Knapp on Natanael’s journal that, “A recount text is basically it is written out to make a report about an experience of a series of related event. Its goal is to inform an event or to entertain people.”\(^{21}\) The detail in recount text can include what happened, who was involved, where it took place, when it happened and why it happened, there are some kinds of recount text: eyewitness, letter, conversation, television interview, and speeches. The further explanation as follows:\(^{22}\)

a. Eyewitness account is one example of a recount. The eyewitness may be called on to give details about an event such as a car accident, an explosion or a fight. The purpose

\(^{19}\) Mark Anderson and Kathy Anderson, Text Types in English type1, (Australia: Macmillan, 2003), p. 48

\(^{20}\) Joko Priyana, Ph. D, Interlanguage: English for Senior High School Student, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p. 18


\(^{22}\) Anderson. op. cit., p. 49
of the account is to provide the details about the event in the order in which they occurred.

b. Letters, it can be written for all sorts of reasons. Some recount can be recount text types because the writer retells event to the reader.

c. Conversation is a spoken text between two or more people. It can have different purpose to explain, to describe or to argue. Some conversation can have the purpose of recounting events. Example of recount conversation are: “talking with your family about what you did at school”.

d. Television interview. It is a special type of conversation that can be recount text. Often on current affairs shows or chat shows that the guests are asked to recount part of their lives. The interviewer may prompt the interviewee to recount the events.

e. Speeches, is a spoken text that can have a variety of purpose. A recount speech would be one where the speaker tells the audience about past happening. The speaker would recount the events in order in which they took place.

From the recount text type that mentioned above it can be said that recount text is a text which is told by the writer/the speaker in the past form because, recount text tells about the writer's/the speaker’s past experience or the past event that has already occurred.

Therefore, a recount text tells about something that occur in the past which it uses past tense. In addition, recount text consists of orientation, event, and reorientation. The purpose of recount text is to inform or entertain the reader or the listener. It is in line with Hartono in
his book *Genre of Text* who stated that the social function of recount text is to retell events for the purpose of informing and entertaining.\(^{23}\)

### 2. Characteristics of Recount Text

A recount text has several linguistic feature, so we can easily recognize it, they are:

a. Focus on individual participants. For example, in first person I & we, or in the third person: he, she, they

b. Uses of Past Tense

c. Focus on a temporal sequence of event

d. Use of material (or action) clauses.\(^{24}\)

On the other hand, Anderson marks another characteristics of recount text as follows:

a. Proper nouns to identify those involved in the text.

b. Descriptive words to give details about who, what, when, where, and how.

c. The use of past tense to retells the events.

d. Words that show the order of events (i.e: first, second, next, then, finally, etc.)\(^{25}\)

### 3. Types of Recount Text

Based on Mukarto classification, there are three kinds of recount text which consist of personal recount, procedural recount, and biographical recount. It will be explained in more details as below:

\(^{23}\) Rudi Hartono, *Genre of Text*, (Semarang: English Departement Faculty of Language and Art, 2005), p. 6

\(^{24}\) Ibid., p. 8

\(^{25}\) Mark Anderson and Kathy Anderson, *Text Types in English 1*, (South yarra: mcmillan, 1997), p. 50
a. Personal recount

A personal recount text usually retells an experience in which the writer was personally involved. It lists and describes past event experiences by retelling events. It presents the events chronologically (in order in which they happened). The purposes of personal recount text are to inform or to entertain the reader.

b. Procedural recount

A procedural recount records events such as a science experiment or a cooking experience. The purpose of procedural recount text is to inform the reader about the procedure to do something.

c. Biographical recount

The purpose of biographical recount is to inform the reader by retelling past events and achievements in a person’s life. A biographical recount uses specific names of the people involved in the biography.²⁶

4. Purpose of Recount Text

The purpose of recount text is to give the audience a description of what occurred and when it occurred.²⁷ Besides, the purpose of recount text is to inform or entertain the reader or listener it is in line with Hartono in his book Genre of Text who stated that the social function of recount text is to retell events for the purpose of

²⁷ Mark Anderson and Kathy Anderson, *Text Types in English type1*, (Australia: Macmillan, 2003), p. 48
informing entertaining. Bases on the description above, recount text’s purpose is to inform to the reader about the past event, or to entertain the reader by the content of the text.

5. Schematic Structure of Recount Text

The schematic structure of recount text consist of three parts, namely orientation, event, and reorientation. The further explanation is as follows:

1.) Orientation

Josephine S.M. states that orientation tells about the setting in time and place, and the characters. Thus, in the first paragraph the narrator tells the audiences who is in the story, what it is happening, where it is happening, and what is going.

2.) Sequence of event

This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrators’ point of view.

3.) Reorientation

The last paragraph but it is not necessary that conclude that story.

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28 Rudi hartono, *op. cit.*, p. 6
29 Josephine S.M., *op. cit.*, p. 123
In sum up, it can be conclude that the recount text consists of orientation that explain the time and place of the story, sequence of event that explain the chronological of event of the story and re-orientation that conclude the story.

6. The Language Feature of Recount Text

According to Anderson and Anderson the language features of recount text are:

1.) Proper noun to identify those involved in the text.
2.) Descriptive words to give details about who, what, when, where, 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).

This is the example of recount text:

Dear Dewi

Dear Mom and Dad.

Andy and I (proper noun) visited the North Sumatra (Descriptive Word) Last week. We visited Lake Toba, the biggest lake in Indonesia. It was great! Lake Toba is about 176 km from Medan. Asahan River flows from this lake. The water forms many beautiful waterfalls, like Sigura-gura and Tangga. In the middle of the lake, there is an island called Samosir. Batak ethnic people live on this land. (Orientation)

After visiting the lake, we continued our journey to Sipiso-piso waterfall in Karo. I took picture of it. I will shoe you when I get home. The next day, we went (Past Tense) surfing at Nias Beach (Descriptive Word). It was great. The waves were big. (Event)

When we were in Nias, we saw the “Ombo Batu” ceremony. It is a traditional ceremony in Nias. In this ceremony, some young

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30 Mark Anderson and Kathy Anderson, Text Types in English Type 1,.. p. 50.
men have to jump over a stone. The height of the stone is about 2 meters. (Event)

I bought some presents at the Visitors Centre. I bought some traditional clothes and a book’ I’ll see you next week.

It was a wonderful journey (Reorientation)

Regards

It can be concluded that the language feature of recount text of the passage above is to inform the reader that there are some proper noun, a descriptive words, words that show past tense, and words show time.

C. Jigsaw Technique

1. Definition of Jigsaw Technique

According to Ruddell, Jigsaw was introduced by Aronson for the purpose of encouraging active participation in group setting by students from different ethnic, cultural, and racial background.  

Jigsaw grouping is based on the characteristics of a jigsaw puzzle, those are:

a. Students are given interlocking parts of a whole picture
b. Each students learns and communicates her or his part, but no one can see the whole picture until all of the parts in place

Hence they discuss them together.  

From the definition above, it can conclude that Jigsaw is a creative way to represent idea or information through small group discussion.

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31 Aronson in Martha Rapp Ruddell, Teaching Content Reading and Writing 5th Edition, (USA: Jhon Willey & Sons, Inc. 2008), p. 432
32 Ibid., p. 433.
2. **Principle of Jigsaw**

   There are five principles of jigsaw technique according to Coelho, they are:\(^3^3\)

   a. **Small heterogeneous groups**

      Groups need to be small in order to provide maximum opportunities for oral interaction. Groups of four are very flexible, because they can be easily into pairs for some activities. Larger than four reduces amount of interactions opportunities and some students may begin to contribute and participate than the other.

   b. **Positive independence**

      Groups share two kinds of independence in living and working together. They depend on one another to achieve tasks and personal and social support.

   c. **Individual accountability**

      Although students work together, each of them is individually accountable to the group and the teacher for completion for his or her own assignment or portion of it, and for helping others.

   d. **Purposeful talk**

      It is through language that learners come to understand ideas. Students need opportunities to explore ideas through oral interaction: through “thinking aloud” in small non judgemental forum.

   e. **Group skills**

      Students who have delivered an explanation about a mode of learning such as competitive or individual mode will learn effectively in group works, because they have

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\(^{33}\) Coelho, Winer, Lise; Olsen, Judy Winn-Bell, *All Sides of the Issues; Activities for Cooperative Jigsaw Group*, Edited by Helen Munch, (California: Alta Book Center Publisher, 1998), p. 130-131
interaction with the other and they learn how to manage disagreement.

Based on the description above it can be conclude that there are five principles of recount text is to improve students’ thinking different and build their independence to talk out or to give explanation about what they learn in a different groups. Besides, it makes students’ learning actively because they have interaction with the other.

3. The Advantages and Disadvantages of Jigsaw

There are some advantages and disadvantages of using jigsaw according to Clark.34

A. Advantages

1. Cross-role teams as one of the characteristics of jigsaw technique can “break the mold” solutions because the synergy that comes from combining a diversity of thinking and perspective.

2. Cooperation and mutual trust become valuable and necessary to academic achievement.

3. Designed for ensuring that all students in the class are responsible for learning and teaching what they have learned to others.

B. Disadvantages

1. For some students, it may create an overwhelming sense of pressure to perform when they return to their home group.

2. Students may wrong about their second language communication skill, learning difficulties, or social status, blocking their ability to contribute in their home group.

In sum up, jigsaw learning activity gives students responsible for learning and teaching the other about what they have learned. In other side, it makes students difficult to communicate in second language and may it blocking students ability to give a contribution for their home group.

4. Technique of Using Jigsaw

According to Aronson (2008) on Adams’ Journal there are ten step considered important in the implementation of the Jigsaw classroom.35

a. Students are divided into a 5 or 6 person jigsaw group. The group should be diverse in terms of ethnicity, gender, ability, and race.

b. One student should be appointed as the group leader. This person should initially be the most mature student in the group.

c. The day’s lesson is divided into 5-6 segments (one for each member)

d. Each student is assigned one segment to learn. Students should only have direct access to only their own segment.

e. Students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.

f. Temporary experts group should be formed in which one student from each jigsaw group joins other students assigned to the same segment. Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation they are going to make to their jigsaw group.

g. Students come back to their jigsaw group.

35 Francis Hull Adams, Using Jigsaw Technique as an Effective Way of Promoting Cooperative Learning Among Primary Six Pupils in Fiji, International Journal of Education and Practice, 2013, 1, p 64-74
h. Students present his or her segment to the group. Other members are encouraged to ask question for clarification.

i. The teacher needs to float from group to group in order to observe the process. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teachers can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves.

j. A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games, but that they really count.

From the steps above, the first activity is teacher introduce the concept of jigsaw, tell them hat jigsaw would be helpful to develop their reading comprehension of a story. Second, teacher divided students into some groups, each groups has 5-6 members. Third, ask students to read the text then teacher give the explanation about recount text. After that explain the schematic structures of recount text, then teacher divided students into 9 groups and it called as an expert groups. After that teacher ask students to analyze or organize the schematic structure of the text. And then students go back to first groups to explain to the other member of group what they have in expert group. The last, teacher gives the question based on the text.

5. Teaching Recount Text by Using Jigsaw

Based on Walker, there are three steps in teaching recount text using jigsaw.\(^36\)

\(^{36}\)http://e-resources.pnri.go.id:2061/view/processes/n149.xml?rsl
a. Grouping and division of the task

The teacher divided the class into groups of four or six depending on the number of the pieces of the text. These are the “home team”. Then the teacher distributes the pieces of the text. Each receives the pieces from the text consisting different information but they are all related constructing a story or a topic. The students are given some time to read and study their text before they leave their “home team”.

b. Working in the expert groups

Each student leaving his/her home team, from a group with people from other group who have the same pieces of text. These are their “expert team”. Each students working in the expert group, has task that is discussing the pieces of text with the students in his/her expert groups: first, learn the pieces of the text and secondly listen to the other students in his/her expert group to take a conclusion.

So that, each expert has two tasks, those are:

1. To learn the text so that will be expert about the pieces of the text.
2. To be ready to teach their teammates when they later return to their home team.

The teacher appoints a discussion leader for each expert team. The discussion leader does not have to be an able students. All students should have an opportunity to fill this role. The teacher’s job is moderate the discussion, calling on team members who raise their hands and trying to see that everyone participates. Team members should take notes on all points discussed.

While the expert teams are working, the teacher should spend time with each expert team in turn. Students may wish to answer questions and resolve the problems, but should not try to take over leadership of the teams, that is the discussion leader’s responsibility.
c. Working in the jigsaw group

The students return to their home teams, which is called jigsaw group. The teacher asks the members of each jigsaw group to teach each other what they have learned. The time to teach each other is limited. The teacher emphasized to the students that they have a responsible to their teammates to be good teachers as well as good listeners. Teacher may wish to have the experts question after they explain, to see that they have learnerd the material and they are ready for the quiz. The teacher distributes the quizzes and allows time for everyone to finish. It can be a group or an individual work.

In sum up, there are some steps in teaching recount text by using jigsaw. First, the teacher should divided students into group of four, each group received a different materials and it called by home team. After that, each students in home team leave the group to work in new expert group to learn and discussed the materials. The last, students go back to home team to teach each member of group the material and after that the teacher gives evaluation.

D. Expository Technique

Expository technique is the approach that emphasizes on deliver the information by the teacher to the students. These are the steps of expository technique:

a. Learning resources/teacher is convey about the concepts and basic principles as well as concrete examples. In this step learning resources can use a variety of methods that are considered appropriate to convey the information.

b. Making the conclusion of the whole discussion either done by source

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37 http://blog.uad.ac.id/nani1300001210/2014/12/24/a-teknik-pemberian-informasi-expository-techniques
learning/teacher or learning community or shared between learning resources with residents to learn.

E. Previous study

The first previous study is taken from Awwaliya’s study about Using Jigsaw Reading Technique in Improving Students’ Reading Comprehension. The aim of this study is to find out the effectiveness of jigsaw reading technique in improving students’ comprehension of descriptive text at second grade of SMPN 18 Pontianak. This study was used quasi-experiment method with non-equivalent control group design. The research was done in two classes, namely experiment class and controlled class. The result of data analysis showed that jigsaw reading technique was effective in improving students’ reading comprehension of descriptive text. The effect size of jigsaw reading technique was 1.21 (large effect). Besides, the data showed that the quarrel score between pretest and posttest in experiment group (10,89) was higher than the quarrel score between pretest and posttest in controlled group (6,03). From the explanation above it can be conclude that this technique could improved students’ reading comprehension of descriptive text.

The second related study is The Effect of Using Jigsaw Technique on Students’ Reading Comprehension Achievement. The aim of this study is to know the effectiveness of using jigsaw technique on students’ Reading Comprehension. The population of the research is the whole students of eight class of SMP Taman Islam which consists four classes. The writer takes two classes, namely experiment class and controlled class. As controlled class taught reading by using conventional technique and experiment class taught reading by using jigsaw technique. In collecting

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38 Rizky Awwaliya, Using Jigsaw Reading Technique in Improving Students’ Reading Comprehension, 2013 (http://download.portalgaruda.org/article).
39 Endang Larasati, The effect of Using Jigsaw Technique on Students’ Reading Comprehension Achievement (An Experimental Study at Eight Class of SMP Taman Islam Jakarta), (Skripsi,Faculty of Tarbiya’ and Teachers’ Training, Syarif Hidayatullah State Islamic University, Jakarta, 2009).
the data, the writer gave tests to the students. The tests are given for getting the objectives data of student’s achievement in reading skill by using jigsaw technique in experiment class and using conventional technique in controlled class. The writer applies two tests; those are pre test and post test. Pre test was given before teaching learning process and post test was given after teaching learning process.

The last related study is The Effect of Using the Jigsaw Reading Technique on the EFL Pre-service Teachers’ Reading Anxiety and Comprehension by Farouk Abd Elsami’ Ali. The aim of this study is to identify the effect of using the Jigsaw Reading technique on the EFL pre-service teachers’ English language reading anxiety and comprehension. The subjects of the study were seventy-two students enrolled in the third year English Department, Faculty of Education, Cairo University, Fayoum Branch. They were randomly assigned to either the experimental or control group; each consisted of thirty six students. The experimental group was instructed to read sixteen passages using the jigsaw reading technique. The control group read the same passage individually. The subjects of both group were exposed to comprehension. The experiment lasted for two months and a half introducing two reading passages for each group per week.

The subjects’ reading anxiety was pre-and post-tested using a Foreign Language Reading Anxiety Scale (FLRAS) designed by the reseacher. Their reading comprehension was also pre- and post-tested using the TOEFL reading comprehension section. Findings of the study showed there was a statistically significant difference between the means of scores obtained by the subjects of the treatment group and those of the control group in foreign language reading anxiety in favor of the treatment group. This indicates that the use of the Jigsaw Reading technique resulted in

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lowering the foreign language reading anxiety of the treatment group subjects. Findings also showed that the subjects of the treatment group outperformed those of the control group in reading comprehension; something which can be considered as an outcome of reading anxiety reduction.

F. Hypotheses

Hypotheses are single tentative guesses, good hunches – assumed for use in devising theory or planning experiments intended to be given a direct experimental test when possible”. (Eric Rogers, 1966). In addition according to Creswell, hypotheses are statements that narrow the purpose statement into specific predictions about the relationship among variables. From the statement above in can be concluded that hypotheses is temporary answer to the problem that still predicted because its truth should be proven. Then, the hypotheses of this research is using Jigsaw technique is effective on students’ reading comprehension of recount text.

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41 Ajith Rao, Developing hypotheses and research questions, 2001, p. 6 (www.public.asu.edu).
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses place and time of the research, research method and design, population and sample of the research, research instrument, data collection technique, data analysis technique, hypotheses testing and statistical hypotheses.

A. Place and Time of The Research

The research was held in MTs Mathla’il Huda Parung Panjang which is located on Jl. Raya Mohammad Toha No. 10, Parung Panjang Bogor 16360. This research was carried out for a month, start from February 1st to 28th 2015.

B. Method and Design of Research

This research conducted quantitatively through quasi-experimental design. According to McMillan and Schumacher on his book that Quasi-Experimental Research is a good design of the research because although it is not true experiments, it provides reasonable controlled over most sources of invalidity and it is usually stronger than the pre-experimental design.\(^1\) Quasi-experimental design focuses on treatment and outcome, hence the data was taken from pre-test and post-test.

This research divided the population into two groups; the experiment group and the control group. The first group is experimental group will be given the treatment of Jigsaw technique and the second as a control group will not given the treatment with jigsaw technique. Here shown the research design table; explained of the two group pre-test and post-test based on Anas Sudijono.\(^2\)

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Table 3.1 Experimental and Control Design

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>X</td>
<td>T</td>
<td>Xe</td>
</tr>
<tr>
<td>Control</td>
<td>Y</td>
<td>O</td>
<td>Yc</td>
</tr>
</tbody>
</table>

Notes:

X = Students’ reading comprehension scores of experimental group in pre-test

Y = Students’ reading comprehension scores of control group in pre-test

T = treatment using jigsaw technique

O = treatment using non-jigsaw technique

Xe = students’ reading comprehension scores of experimental group in post-test

Yc = students’ reading comprehension scores of control group in post-test

C. Population and sample

The population of this research is eight grade students of MTs Mathla’ul Huda Parung Panjang Bogor. There are only two classes, therefore, the technique of sampling that used is Simple Random Sampling. The researcher uses Simple Random Sampling because taking a sample of the population member was randomly without regard to existing strata in the population. Thereby done when members of the population are considered homogeneous.

In this research, the population were 100 of eight grade students from two classes. The writer took VIII B as the experimental class that has

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4 Ibid, p 120.
50 students and VIII A as the control class that has 50 students. VIII B was chosen as the experimental class because it had lower mean score in pre-test than VIII A. Experimental class was taught reading comprehension through Jigsaw technique, while the other was taught through expository technique. The teaching and learning process was carried out for eight meetings.

In the last, the writer only got students’ data as sample in each class. This condition happened because there were some students who did not come in each meeting, either pre-test, treatment, or post-test. Hence, the writer decided to take only 30 students as sample in each class based on their attendance.

D. Research Instrument

Instrument is device (such as a pencil and paper test, a questionnaire, or a rating scale) that the researcher uses it to gather the data. The data refer to the information which is obtained on the subject of the research. The instrument used in this research is a paper and pencil test in this case is multiple choice. Multiple choice test offers a useful way of testing reading comprehension. Then, the good multiple choice tests tend to be reliable.

The quality of instrument used in a research is very important. Validity and reliability are essential requirements should be fulfilled to ensure the instrument is qualified.

1. Validity

One of important principles in language assessment is validity. The research instrument should have validity testing to know its eligibility. The test used as the instrument in this research also need to be examined before the students tested. In a research, validity refers to the appropriateness, the correctness, or the usefulness of the inference a researcher makes. Briefly, validity of

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the test is extent to which it measures what it is supposed to measure.\textsuperscript{6}

2. Reliability

Reliability is a necessary characteristic of any good test: a test must first be reliable as a measuring instrument. If the test is administrated to the same candidates on different occasions, then to the extent that it produces differing results, it is not reliable.\textsuperscript{7} It means if you give the same test to the same students or matched students on two different occasions, the test should yield similar result.

There were 45 items question of instrument were tested toward students of eight grade at MTs Mathla’ul Huda, before applied them to the samples, to know its validity and reliability. The validity and reliability test were analyzed by using ANATES software.

The result shows that the instrument were reliable. The reliability of pre-test instrument score is 0.91 and the post-test instrument score is 0.76 while the standard of reliable is 0.60. Hence, it can be concluded that it is reliable. At last, the writer limited the question into 30 from 45 questions that were tested, with 27 questions of pre-test and 20 questions of post-test were fixed and some others were choosen as the question after edited. (For further data, see appendix 6).

E. Technique of Collecting the Data

To know the effectiveness of using Jigsaw technique in this quantitative research, the writer used test as the instruments to get the data through multiple choice questions. There were two kinds of test used:

\textsuperscript{6} Ibid., p. 159
\textsuperscript{7} Ibid., p. 162
a. Pre-test

Pre-test was delivered at the first time before the treatment applied in both experimental and control class. The pre-test was held on February 3\textsuperscript{rd}, 2015 and February 4\textsuperscript{th}, 2015. The pre-test conducted to the control class (VIII A) and experimental class (VIII B).

b. Post-test

Post-test was held as the final test after applying the treatment. The treatment of Jigsaw is only given to the experimental class (VIII B). It is used to see whether or not Jigsaw effective to improve students’ reading comprehension achievement. The post-test was held on February 26\textsuperscript{th} at control class and February 28\textsuperscript{th}, 2015 at experimental class.

F. Technique of Analysis the Data

The gathered data are used to find out the differences of students’ achievement in experimental class and controlled class. In line with this, the writer uses statistic calculation through t-test formula in manual calculation and SPSS (Statistic Product and Statistic Solution). It is used to examine the significance difference of students’ reading comprehension achievement between experimental class and controlled class. The formula of t-test is express as follows:\(^8\)

\[ t_d = \frac{M_1 - M_2}{SE} \]

\[ M_1 = \text{Mean of Variable X} \]
\[ M_2 = \text{Mean of variable Y} \]
\[ SE = \text{Standard Error} \]

In order to get the calculation of t-test, there are several steps will be taken, they are as follows:

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\(^8\)Anas Sudijono, \textit{op. cit.}, p. 314.
1. Determining Mean of variable X, with formula:

\[ M_1 = \frac{\sum X}{N_1} \]

2. Determining Mean of variable Y, with formula:

\[ M_2 = \frac{\sum Y}{N_2} \]

3. Determining Standard of Deviation Score of Variable X, with formula:

\[ S_1 = \sqrt{\frac{\sum X^2}{N_1}} \]

4. Determining Standard of Deviation Score of Variable Y, with formula:

\[ S_2 = \sqrt{\frac{\sum Y^2}{N_2}} \]

5. Determining Standard Error Mean of Variable X, with formula:

\[ S_{M_1} = \frac{S_1}{\sqrt{N_1 - 1}} \]

6. Determining Standard Error Mean of Variable Y, with formula:

\[ S_{M_2} = \frac{S_2}{\sqrt{N_2 - 1}} \]

7. Determining Standard Error of different Mean of Variable X and Mean of Variable Y, with formula:

\[ S_{M_1 - M_2} = \sqrt{S_{M_1}^2 + S_{M_2}^2} \]

8. Determining \( t_0 \) with formula:

\[ t_0 = \frac{M_1 - M_2}{S_{M_1 - M_2}} \]
9. Determining Degrees of Freedom (df), with formula:

\[ d = (N_1 + N_2) - 2 \]

G. The Statistical Hypothesis

Before deciding the result of hypothesis, there are statistical research hypotheses as follows:

- **H₀**: \( \mu_A = \mu_B \)
- **H₁**: \( \mu_A \neq \mu_B \)

**Explanation:**

- **H₀**: Null hypothesis
- **H₁**: Alternative hypothesis

\( \mu_A \): Students’ reading comprehension achievement, who are taught through Jigsaw technique

\( \mu_B \): Students’ reading comprehension achievement, who are taught without Jigsaw technique

The writer’s assumption of those hypotheses are as follow:

1. If \( t > t_{\text{table}} \), the Null Hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means there is a significant difference of students’ reading comprehension achievement between students who are taught through Jigsaw technique and students who are taught without Jigsaw technique.

2. If \( t \leq t_{\text{table}} \), the Null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It means there is no a significant difference of students’ reading comprehension achievement between students who are taught through Jigsaw technique and students who are taught without Jigsaw technique.
CHAPTER IV

RESEARCH FINDING

This chapter presents findings of the study. The findings describe into the data description, the data analysis, and the data interpretation.

A. The Data Description

This part shows the general description of students’ score in both the experimental class and the control class. The description is divided into some sections: the pre-test scores, the post-test scores, and the gained scores.

During this research, the researcher designed eight meetings in this study. In the first meeting, the pre-test was given to get students’ background knowledge. The second to the sixth, both of classes are taught about recount text through different treatment. The experiment class was taught through Jigsaw technique and the controlled class taught through expository technique. After giving the treatment, the students in each class had to answer some questions related to the text. It is used to know whether the students got higher improvement in their reading comprehension of achievement after using Jigsaw than using expository. In the last meeting, the post-test was given to check whether students’ achievement of reading comprehension recount text increased.

The treatment is only given to the experimental class by giving some materials. In this research, the materials are given to the students based on the syllabus that actually similar with the materials for reading skill. The material was given to the students about recount text with reading as focused skill. The researcher gave the topic to students to discuss. The students directly used the materials that have been covered in a handout given by the researcher. The students’ reading comprehension achievement was measured by using a test in multile choice form. Before
the instrument given to the students, the researcher conducted validity and reliability test. There were 45 numbers of questions given to 30 eight grade students of MTs Mathla’ul Huda. The result of validity and reliability test was analyzed by using ANATEST software. In the pre-test there were 27 valid questions from 45 questions and in the post test there were 20 valid questions from 45 questions which were gained it should be 30 questions to be tested. There fore, there were 3 numbers of pre-test questions that should be revised and 10 numbers of post-test questions that should be revised. Further information about validity and reliability result can be seen in the appendix. Here the table showed how the research conducted.

Table 4.1
Research Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Meeting</th>
<th>Date</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENT CLASS</td>
<td>1</td>
<td>Feb, Wednesday 4th 2015</td>
<td>Giving a pre test</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Feb, Saturday 7th 2015</td>
<td>Discussing “Sandy” using jigsaw technique</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Feb, Wednesday 11th 2015</td>
<td>Discussing “Holiday in grama and granpa’s house” using jigsaw technique</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Feb, Saturday 14th 2015</td>
<td>Discussing “Thomas Alva Edison” using jigsaw technique</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Feb, Wednesday 18th 2015</td>
<td>Discussing “Muhammad Hatta” using jigsaw technique</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Feb, Saturday</td>
<td>Discussing “The wrong</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Action</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>21\textsuperscript{st} 2015</td>
<td>Discussing “Jonas Edward” using jigsaw technique</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Feb, Wednesday 25\textsuperscript{th} 2015</td>
<td>Discussing “Jonas Edward” using jigsaw technique</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Feb, Saturday 28\textsuperscript{th} 2015</td>
<td>Giving a post test</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Feb, Tuesday 3\textsuperscript{rd} 2015</td>
<td>Giving a pre test</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Feb, Thursday 5\textsuperscript{th} 2015</td>
<td>Discussing “Sandy” not using jigsaw technique</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Feb, Tuesday 10\textsuperscript{th} 2015</td>
<td>Discussing “Holiday in granma and granpa’s house” not using jigsaw technique</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb, Thursday 12\textsuperscript{th} 2015</td>
<td>Discussing “Thomas Alva Edison” not using jigsaw technique</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Feb, Tuesday 17\textsuperscript{th} 2015</td>
<td>Discussing “Muhammad Hatta” not using jigsaw technique</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb, Thursday 19\textsuperscript{th} 2015</td>
<td>Discussing “The wrong number” not using jigsaw technique</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb, Tuesday 24\textsuperscript{th} 2015</td>
<td>Discussing “Jonas Edward” not using jigsaw technique</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Feb, Thursday 26\textsuperscript{th} 2015</td>
<td>Giving a post test</td>
<td></td>
</tr>
</tbody>
</table>
1. The Pre test Scores

Table 4.2 reports the students’ pre-test scores of the experiment class and the control class. There are 30 students in both the experimental class and the controlled class as the sample.

<table>
<thead>
<tr>
<th>Students</th>
<th>The Pre-test Score of Experimental Class</th>
<th>The Pre-Test Scores of Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>46</td>
<td>56</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>36</td>
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</tr>
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<td>6</td>
<td>40</td>
<td>53</td>
</tr>
<tr>
<td>7</td>
<td>56</td>
<td>66</td>
</tr>
<tr>
<td>8</td>
<td>73</td>
<td>46</td>
</tr>
<tr>
<td>9</td>
<td>53</td>
<td>66</td>
</tr>
<tr>
<td>10</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td>53</td>
<td>63</td>
</tr>
<tr>
<td>12</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td>13</td>
<td>60</td>
<td>66</td>
</tr>
<tr>
<td>14</td>
<td>53</td>
<td>50</td>
</tr>
<tr>
<td>15</td>
<td>46</td>
<td>53</td>
</tr>
<tr>
<td>16</td>
<td>60</td>
<td>56</td>
</tr>
<tr>
<td>17</td>
<td>53</td>
<td>73</td>
</tr>
<tr>
<td>18</td>
<td>60</td>
<td>53</td>
</tr>
<tr>
<td>19</td>
<td>56</td>
<td>60</td>
</tr>
</tbody>
</table>
The above table shows the students’ pre-test scores of the experimental class and the controlled class. The test was given in the first meeting before giving any treatment. Both the experimental class and the controlled class have 36 as the lowest score of pre-test, 50 as the median score, and 73 as the highest score. Besides, the mean score experimental class is 54.13 and the controlled class is 56.36. Hence, it can be concluded that the pre-test scores of the experimental class and the controlled class seemed to be equivalent.

2. The Post-Test Scores

Table 4.3 reports the students’ post-test scores of the experimental class and the controlled class. Each class has 30 students as sample.
Table 4.3

The Students’ Post-Test Scores

<table>
<thead>
<tr>
<th>Students</th>
<th>The Post-test Scores of Experiment Class</th>
<th>The Post-test Scores of Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>73</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>86</td>
<td>56</td>
</tr>
<tr>
<td>4</td>
<td>66</td>
<td>76</td>
</tr>
<tr>
<td>5</td>
<td>86</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>83</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>90</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>83</td>
<td>76</td>
</tr>
<tr>
<td>9</td>
<td>86</td>
<td>63</td>
</tr>
<tr>
<td>10</td>
<td>93</td>
<td>63</td>
</tr>
<tr>
<td>11</td>
<td>70</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>66</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>80</td>
<td>56</td>
</tr>
<tr>
<td>14</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>15</td>
<td>73</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>76</td>
<td>63</td>
</tr>
<tr>
<td>17</td>
<td>86</td>
<td>86</td>
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<tr>
<td>18</td>
<td>83</td>
<td>53</td>
</tr>
<tr>
<td>19</td>
<td>70</td>
<td>60</td>
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<tr>
<td>20</td>
<td>83</td>
<td>66</td>
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<tr>
<td>21</td>
<td>83</td>
<td>76</td>
</tr>
<tr>
<td>22</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>23</td>
<td>66</td>
<td>63</td>
</tr>
<tr>
<td>24</td>
<td>90</td>
<td>60</td>
</tr>
<tr>
<td>25</td>
<td>73</td>
<td>56</td>
</tr>
</tbody>
</table>
The data above are the post-test scores of the experimental class and the controlled class. The post-test was given in the last meeting after the treatment. In the post-test, the lowest score of the experimental class is 60 and controlled class is 50. Meanwhile, the median of the experimental class is 80 and the controlled class is 63. Besides, the highest score of experimental class is 93 and the controlled class is 90. The mean of the experimental class is 78,86 and the controlled class is 66,13. Therefore, it can be seen that the experimental class has higher significant score than the controlled class. Later, the writer did T-test to know whether post-test score of the experimental class and the controlled class is different.

3. **Gained Score**

### Table 4.4

<table>
<thead>
<tr>
<th>Students</th>
<th>The Gained Scores of Experimental Class</th>
<th>The Gained Scores of Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>36</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>26</td>
<td>-3</td>
</tr>
</tbody>
</table>
The table data above describes that the gained score for the experimental class is higher than the controlled class. The lowest gained score of experimental
class is 10 and the controlled class is -13, while the highest gained score of the experimental class is 43 and the controlled class is 30. Meanwhile, the median of the experimental class is 24.5 and the controlled class is 13. In addition, the mean of gained score in the experimental class is 24.5 and the controlled class is 11.86.

B. The Data Analysis

This section is intended to answer the research question whether jigsaw technique is effective in teaching reading comprehension at the eight grade of MTs Mathla’ul Huda ParungPanjang Bogor. T-test was used to answer the research question and conducted in both the experimental class and the controlled class by using SPSS:

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>30</td>
<td>54.13</td>
<td>8.386</td>
<td>1.531</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>30</td>
<td>56.37</td>
<td>9.342</td>
<td>1.706</td>
</tr>
</tbody>
</table>

Table 4.5
The t-test of Pre-Test in The Experimental Class and The Controlled Class
### Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>1.024</td>
<td>.316</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.5 reports the t-test analysis of pre-test of both the experimental class and the controlled class. The analysis showed that the difference was significant at .334. It indicates that there is no significant difference between the pre-test score of the experimental class and the controlled class; the significance level of 0.334 is higher than 0.05. therefore, it can be concluded that the pre-test scores of the experimental class and the controlled class are equal. The group statistics table shows that the mean of experimental is 54.13 and the mean of controlled class is 56.37. Meanwhile, the mean difference both the experimental class and the controlled class is -2.233. besides, the interval of the difference is between -6.821 and 2.355
Secondly, after analyzing the t-test score of pre-test in the experimental class and the controlled class, the t-test was also done for post-test score in the experimental class and the controlled class. The result can be seen as follow:

Table 4.6

The t-test of Post-test in the Experimental Class and the Controlled Class

<table>
<thead>
<tr>
<th>Group Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>y</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

Independent Samples Test

<table>
<thead>
<tr>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Equal variance assumed</td>
</tr>
<tr>
<td>Equal variance not assumed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Equal variance assumed</td>
</tr>
<tr>
<td>Equal variance not assumed</td>
</tr>
</tbody>
</table>
Table 4.6 describes the t-test analysis of post-test for both the experimental class and the controlled class. The significance different was showed, that is 0.000. This result reports that the significance level of 0.000 is lower than 0.05, in other words it can be concluded that there was the significance of the treatment. The group statistics table shows that post-test score mean of the experimental class is 78.63 and the controlled class is 66.13. In addition, the mean difference between the experimental class and the controlled class is 12.500. Meanwhile, the interval of the difference is between 7.767 and 17.233.

The last, in order to see the comparison of scores between the experimental class and the controlled class, the writer took t-test measurement of gained score in both of them. Gained score is calculated by computing the difference between the pre-test and post-test score for each student. It is really important to know whether there is a significance difference between them and to answer whether the alternative hypothesis (Ha) is accepted or rejected. In other words, this score is to strengthen the statistical calculation of the improvement score from the pre-test to the post-test. The t-test calculation can be seen as following table:

<table>
<thead>
<tr>
<th></th>
<th>x1</th>
<th>30</th>
<th>24.50</th>
<th>9.134</th>
<th>1.668</th>
</tr>
</thead>
<tbody>
<tr>
<td>x2</td>
<td>2</td>
<td>30</td>
<td>11.87</td>
<td>14.314</td>
<td>2.613</td>
</tr>
</tbody>
</table>
### Independent Samples Test

<table>
<thead>
<tr>
<th>Equal variances assumed</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>4.09</td>
<td>49.259</td>
</tr>
</tbody>
</table>

The above tables described that there is a significant difference from measurement score of the experimental class and the controlled class. Based on the result of the statistic calculation above, the score of tobserved is 4.09. By using degree of freedom 5%, the value of 58 (the degree of significance) as stated in the t-table is 1.67.

Besides, the writer also made the calculation from the scores of the experimental class and the controlled class by using manual formula. The
following table is the result of the comparison between the experimental class and the controlled class:

Table 4.8

The Comparison Scores of Each Student in the Experimental Class and the Controlled Class

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>X</th>
<th>Y</th>
<th>X-MX</th>
<th>Y-MY</th>
<th>(X-MX)²</th>
<th>(Y-MY)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>20</td>
<td>-4.5</td>
<td>8.14</td>
<td>20.25</td>
<td>66.26</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>4</td>
<td>-10.5</td>
<td>-7.86</td>
<td>110.25</td>
<td>61.78</td>
</tr>
<tr>
<td>3</td>
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<td>132.25</td>
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<td>30</td>
<td>-11.5</td>
<td>18.14</td>
<td>132.25</td>
<td>329.06</td>
</tr>
<tr>
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<td>26</td>
<td>-3</td>
<td>1.5</td>
<td>-1.18</td>
<td>2.25</td>
<td>1.39</td>
</tr>
<tr>
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<td>43</td>
<td>17</td>
<td>18.5</td>
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<td>90.25</td>
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</tr>
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<td>30</td>
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<td>18.14</td>
<td>210.25</td>
<td>329.06</td>
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<td>72.25</td>
<td>1.39</td>
</tr>
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<td>1.14</td>
<td>72.25</td>
<td>1.29</td>
</tr>
<tr>
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<td>-13</td>
<td>-7.5</td>
<td>-24.86</td>
<td>56.25</td>
<td>618.02</td>
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<tr>
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<td>2.14</td>
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</tr>
<tr>
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<td>1.29</td>
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<td>34</td>
<td>4</td>
<td>9.5</td>
<td>-7.86</td>
<td>90.25</td>
<td>61.78</td>
</tr>
<tr>
<td>25</td>
<td>20</td>
<td>10</td>
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<td>-1.86</td>
<td>20.25</td>
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<td>33</td>
<td>20</td>
<td>8.5</td>
<td>8.14</td>
<td>72.25</td>
<td>66.26</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>10</td>
<td>5.5</td>
<td>-1.86</td>
<td>30.25</td>
<td>3.46</td>
</tr>
<tr>
<td>30</td>
<td>20</td>
<td>7</td>
<td>-4.5</td>
<td>-4.86</td>
<td>20.25</td>
<td>23.62</td>
</tr>
<tr>
<td>Σ</td>
<td>735</td>
<td>356</td>
<td>0</td>
<td>0.2</td>
<td>2419.5</td>
<td>5941.47</td>
</tr>
<tr>
<td>Mean</td>
<td>24.5</td>
<td>11.86</td>
<td>0</td>
<td>0.00</td>
<td>80.65</td>
<td>198.05</td>
</tr>
</tbody>
</table>

The procedures of calculation are as follow:

1. The mean of variable X

\[ M_x = \frac{\sum x}{n} \]

\[ M_x = \frac{7}{3} \]

\[ M_x = 24.5 \]

2. The mean of variable Y

\[ M_y = \frac{\sum y}{n} \]

\[ M_y = \frac{3}{3} \]

\[ M_y = 11.86 \]
3. Determining standard of deviation score of variable X
$$SD_x = \sqrt{\frac{\sum x^2}{N_1}}$$
$$SD_x = \sqrt{\frac{2}{3}}$$
$$SD_x = \sqrt{80.65}$$
$$SD_x = 8.98$$

4. Determining standard of deviation score of variable Y
$$SD_y = \sqrt{\frac{\sum y^2}{N_2}}$$
$$SD_y = \sqrt{\frac{5}{3}}$$
$$SD_y = \sqrt{198.05}$$
$$SD_y = 14.07$$

5. Determining standard error of mean of variable X
$$SE_x = \frac{S}{\sqrt{N_1 - 1}}$$
$$SE_x = \frac{8.9}{\sqrt{2}}$$
$$SE_x = 1.66$$

6. Determining standard error of mean of variable Y
$SE_y = \frac{S_y}{\sqrt{N_y - 1}}$

$SE_y = \frac{1.0}{\sqrt{3} - 1}$

$SE_y = \frac{1.0}{\sqrt{2}}$

$SE_y = \frac{1.0}{\sqrt{3}}$

$SE_y = 2.61$

7. Determining standard error of different mean of variable $X$ and variable $Y$

$SE_{MX-My} = \sqrt{S_M + S_M}$

$SE_{MX-My} = \sqrt{(1.66)^2 + (2.61)^2}$

$SE_{MX-My} = \sqrt{2.75 + 6.81}$

$SE_{MX-My} = \sqrt{9.56}$

$SE_{MX-My} = 3.09$

8. Determining $t_o$

$t_o = \frac{M_X - M_y}{SE_M - SE_M}$

$t_o = \frac{2.5 - 1.8}{3.0}$

$t_o = \frac{1.6}{3.0}$

$t_o = 4.09$
9. Determining t-table in significance level 5% with degree of freedom (df)

\[ df = (N_1 + N_2) - 2 \]

\[ df = (30 + 30) - 2 \]

\[ df = 58 \]

Thus, the degree of freedom (df) is 58 and the critical value of the df 58 by using the degree of significance 5% is 1.671 and the \( t_{\text{observe}} \) is 4.09.

Clearly, it can be seen that the post-test score of experimental class is higher than the score of controlled class. The result of the comparison between \( t_{\text{observe}} \) and \( t_{\text{table}} \) is \( 4.09 > 1.67 = t_{\text{observe}} > t_{\text{table}} \).

C. The Data Interpretation

In this section, the writer describes the interpretation of the research finding and summarizes the hypotheses. The research is held to answer the question whether the use of jigsaw technique is effective to improve students’ reading comprehension achievement at the eight grade of MTs Mathla’ul Huda Parung Panjang Bogor. In order to answer the question, the writer writes the Alternative Hypothesis (Ha) and the Null Hypothesis (Ho) as follows:

1. The Null Hypothesis (Ho): there is no significant difference of students’ reading comprehension achievement between students who are taught through jigsaw technique and students who are taught without jigsaw technique.

2. The Alternative Hypothesis (Ha): there is a significant difference of students’ reading comprehension achievement between students who are taught through jigsaw technique and students who are taught without jigsaw technique.
To prove the hypothesis, the data obtained in experimental class and control classes are calculated by using $t_{\text{test}}$ formula with assumption as follows:

1. If $t_o > t_{\text{table}}$, the Null Hypothesis ($H_0$) is rejected and alternative hypothesis ($H_a$) is accepted. It is proven that jigsaw technique is effective to improve students’ reading comprehension.

2. If $t_o \leq t_{\text{table}}$, the Null hypothesis ($H_0$) is accepted and alternative hypothesis ($H_a$) is rejected. It is proven that jigsaw technique is not effective to improve students’ reading comprehension.

According to the analysis of the result above, there is a significant difference between the post-test score in the experimental class and controlled class. Both of t-test result by using SPSS and manual formula are the same. The result shows that the experimental class got higher post-test score than the controlled class. Thus, there is a significance measurement score in experimental class and the controlled class. The data are $M_x = 24.5$, $M_y = 11.86$, $SD_x = 8.98$, $SD_y = 14.07$, $t (60) = 4.09$.

The result reports that $t$-test is higher than $t$-table ($4.09 > 1.67$). It can be defined that teaching reading comprehension of recount text by using jigsaw technique is more effective than teaching reading comprehension of recount text without jigsaw technique since alternative hypothesis ($H_a$) was accepted and the null hypothesis was rejected. In other words, teaching reading comprehension of recount text by using jigsaw technique gives positive influence on the students’ achievement of the second grade in MTs Mathla’ul Huda Parung Panjang Bogor.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion. In this chapter the writer would like to give some conclusion and offer some suggestion that may have relation to the subject.

A. Conclusion

Based on the result of the analysis, it can be said that using jigsaw technique is effective. It can be seen from the students’ score who are taught using jigsaw technique is better than the students’ score who are not taught by using jigsaw technique. This result has answered the research question that the use of jigsaw technique in teaching reading comprehension of recount text is quite effective in teaching reading.

Based on the result of the research, it showed that the value the calculation of $t_0 = 4.09$, and the value of $t_0$ (t-table) from the df 58 on degree of significance 5% = 1.67. It means that $t_0 > t_0$ or $H_0$ is accepted and $H_0$ is rejected. Hence, jigsaw technique is effective on students’ achievement in reading comprehension of recount text at eight grade of MTs Mathla’ul Huda Parung Panjang Bogor.

B. Suggestion

Based on the writer’s research and observation, she assumed that jigsaw technique is a good way of teaching reading comprehension of recount text. Therefore, the researcher would like to give some suggestion as follows:

1. The teacher should try to use jigsaw technique as one of the alternative techniques in teaching.

2. Jigsaw technique can make the students more confident, easy to understand, to practice cooperatively with other. Then the teacher should to be creative in order to make teaching and learning process become more interesting. Enjoyable, and effective for students.
3. The students have to read more about reading text in order to get more knowledge and make reading activity become a good habit.

4. Both the teacher and the students can well collaborate in teaching and learning process. It is used to make them easier in solving the problems faced in teaching and learning process.

5. For other researchers, the result of this study is expected can help the other researcher who will conduct further research in the same topic. This study can give them an alternative suggestion and additional information about teaching reading comprehension, especially jigsaw technique.

6. Researchers should be aware of some potential possible problems that may arise in carrying out these activities. Some students may be very resistant to this strategy. Some shy students will be very uncomfortable at first while others prefer to work alone, and the fact that non-motivated students may not take their responsibilities seriously. It is important to help the students to see that reading is important to improve their knowledge and working in a group would be beneficial for them.

The suggestion above are given based on the research that was done by the writer. The writer hopes the suggestion can give positive contribution for improving the teaching and learning process in MTs Mathla’ul Huda Parung Panjang Bogor.
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APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KELAS EKSPERIMENT

Nama Sekolah : MTs Mathla’ul Huda
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII A
Alokasi waktu : 2 x 45 Menit
Pertemuan ke : 1-6
Topik Pembelajaran : Recount Text

I. Standar Kompetensi:
Membaca
11. Memahami makna teks fungsional pendek dan esei berbentuk recount dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. Kompetensi Dasar:
11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk recount.

III. Indikator
1. Mengidentifikasi berbagai informasi dalam teks monolog recount
2. Mengidentifikasi tujuan komunikatif recount text
3. Mengidentifikasi ciri kebahasaan recount text
4. Menemukan informasi rinci dalam recount text
5. Menemukan makna kata tertentu dalam recount text
6. Mengidentifikasi kejadian dalam recount text
7. Mengidentifikasi langkah-langkah retorika dalam recount text
8. Mengidentifikasi generic structure dari recount text

IV. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
1. Mengetahui dan mengidentifikasi berbagai informasi penting dalam teks monolog recount meliputi orientation, sequence of event, and resolution.
2. Mengetahui dan mengidentifikasi tujuan komunikatif teks monolog recount
3. Mengetahui dan mengidentifikasi ciri kebahasaan teks monolog recount
4. Menemukan informasi rinci dalam teks monolog recount
5. Menemukan makna kata tertentu dalam teks monolog recount
6. Mengidentifikasi langkah-langkah retorika dalam recount text
7. Mengidentifikasi generic structure dari recount text

V. Materi Pembelajaran
A. Pengertian Recount Text
Recount text is one of the types of English text that retells events or experience in the past. The purpose of recount text is to provide information or to entertain the reader.

B. The Generic Structure of Recount Text

1. Orientation
Tells about setting in time, place, and the characters. Thus, in the first paragraph the narrator tells the audience who is in the story, what is happening, where it is happening.

2. Sequence of event
Tells how the character react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which happen) or with falsback. The audience is given the narrators’ point of view.

3. Reorientation
Summarizes the story include the repetition sequence of event, events or activities that are told.
C. Characteristics of Recount Text

1. Using simple past tense (Example: I was happy, we went to beach, etc)
2. Using conjunction and time connectives (Example, and, but, the, after, that, then, next, meanwhile, etc)
3. Using adverbs and adverbial phrase (Example: yesterday, at my house, slowly, etc)
4. Using action verbs (Example: went, slept, run, brought, etc)
5. Focused on individual or group participant. (Example: in first person I and we; or in the third person he, she, they)

4. Pemberian contoh teks recount

Text 1, 7 February 2015 / Used on control class 5 February

Sandy

I remember the day when I first got Sandy, my 7 year old cat. I wanted to name her because she was so cute. My older sister Michelle convinced me to name her Sandy Bucket instead; so we could call her Sandy for short. I was so attached to Sandy. Every time I saw her, I couldn’t walk away; I would just have to hug her. I even slept at the end of my bed, so I could hug her the whole night even though I was freezing.

I always remember so many fun times with Sandy. As we would run and jump off the end of our pier, and Sandy chase after us. When I was scared or mad, I just hug Sandy and everything wouldn’t be so bad.

But one night, right before I went to bed, my mom let her out. While I went to sleep, my mom went to call Sandy back in. But she didn’t come in, so I thought she maybe went inside my neighbor’s house. As my mom and dad went outside to look for Sandy, I became really worried. They couldn’t find her. Every ten minutes they would go out to look for her, so I went to bed hoping she was safe. I just thought she got lost and would come back next day.

The next day was the worst. My mom woke us early and told me and my sister, Michelle, that Sandy died last night. I was so sad and did not want to do anything that day. When I was going to school, I could not stop crying. At school all my friends console me and tried to make me
stop crying, but I couldn’t. My teacher would always look at me and ask why I was crying. Even my friend was crying with me.

When I got home I went to my room crying really loudly. I wanted to scream. I came downstairs and hugged my mom. She said we could get another cat. Then, she was trying to find a new cat on the internet. But I did not want another cat. I want Sandy. She never found one that looked like Sandy or at the same age or even in the same kind.

That night I slept with my mom and we prayed for Sandy. I kept thinking she was a ghost at the end of the bed, so I stayed closed to my mom. The next day I figured out that if Sandy was a ghost, she would not scare me or haunt me. She would be waiting for me to play with her.

I still think about Sandy every day and I wish she could come back.

Text 2, 11 February 2015 / Used on controll class 10 February
Holiday in Grandma and Grandpa’s House

One week ago, I got holiday. It was because at my school was held the final examination for all students on the last level in my school or many people called it as UAN. Then in my leisure time, I chose to go to my grandmother’s house in Bogor.

The reasons I chose that place were because I not only missed my grandma and grandpa, but I also really liked to visit Bogor because this area had cool weather, and beautiful scenery. So that by those reasons, I believed that it could refresh my brain from all burden in the school like the home work that required me to finish it.

When I was in my grandma and grandpa’s house, I was invited by them to see their tea garden. I was excited to do that. Then, we went to that garden by private car. After we arrived in the garden, I saw all in the green one and I saw many people worked to pick tea leaves. I could not say anything when seeing those phenomena. I awed with those things. I was though how perfect the God creation was.

By seeing those phenomena, I run to that garden to see the workers directly to know how in picking the tea leave correctly. There, I introduced myself to them as grandchild of their boss. So did them. In
that garden, I was not only taught by them about how to pick tea leaves correctly, but I also was taught about how to indentify tea leaves which were ready to be taken. So that, I did not do the mistake in choosing the tea leaves to be picked.

After studying during a half an hour from my grandma and grandpa’s workers, I tried to pick tea leaves with my own. I wanted to help them and I did not want them to observe me in doing that. It was because I believed that I could do it correctly as they taught me before. Then, after an hour, I picked the leaves. I showed my result to them. They said that my work was good. I was very satisfied and happy about it because I could show to my grandma and grandpa that I could do it, as their workers did.

*Adopted from: [www.caramudahbelajarbahasainggris.net](http://www.caramudahbelajarbahasainggris.net)*

**Text 3, 14 February 2015 / Used on control class 12 February**

**Thomas Alva Edison**

Thomas Alva Edison was one of the greatest investors of all time. He lived from 1847 until 1931. He was born in Milan, Ohio, in 1847 his family moved to Port Huron, Michigan. When he was 12 he got very sick. As 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 father operated a telegraph machine. As thanks, the father taught Edison how to operate 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 turned off. Although he did not have enough formal education and was deaf, he became a famous investor. Once he said, “Genius is one percent inspiration and ninety-nine percent perspiration”.

(English on sky for junior high school students year VIII)
Muhammad Hatta

Muhammad Hatta was one of Indonesian founding fathers. He lived from 1902 until 1980. Together with Soekarno, he proclaimed the independence of Indonesia on 17th August 1945.

Muhammad Hatta was born on 12th August 1902 in Bukittinggi, West Sumatra. When he was still in junior high school in Bukittinggi he joined the league of Young Sumatra. When he finished his study in Bukittinggi, he moved to Batavia. Then, he went to the Netherlands to continue his study. When he was there, he participated actively in the national Movement. As a result, he was arrested by the Dutch government.

In 1932, Bung Hatta went back to Indonesia. He joined a political organization called Pendidikan Nasional Indonesia. This organization wanted Indonesian people to know many things about politics. Because of this activity he was arrested again. He was sent to Boven Digul, and later to Banda Neira as a prisoner. Before the Japanese invaded Indonesia in 1942 he was brought back to Java.

On 17th August 1945, two days after Japan surrendered to the Allies, Bung Karno and Bung Hatta declared the independence of Indonesia. Then, they were selected as the president and vice president. Bung Hatta was the vice president until 1956. He resigned and concentrated in writing. On 14th March 1980 Bung Hatta passed away in Jakarta.

Muhammad Hatta was one of the greatest people in Indonesia. People will always remember him as an honest and sincere person.

The Wrong Number

I had a good friend in the university. Her name was Kurnia. Nevertheless, because there was problem with her in university where we studied, it made her...
move to another university. Then she moved to private university that had long distance with my university. For that background, it made me and Kurnia long not to see again.

Four months since Kurnia moved to another university, Kurnia and I did not ever meet yet. I missed her so much. So did she. It was because at before Kurnia and I were always together. We often shared together toward everything that happened to us. Then, I decided to visit her in her dormitory.

Before going to Kurnia’s dormitory, I asked her dormitory’s address that could be met by myself. Then, she gave her complete dormitory’s address that was on Jl. R.A. Kartini No. 13, Subang, Bandung. Then, by receiving Kurnia’s address, I went to visit her. Even though, I did not know where the location was.

In making me find easier her location, she gave me other directions. For example, she gave the directions about what kind of transportations that might be chosen by me, what the name of that transportation was.

By the direction, I went to Kurnia house. I was accompanied by Putri, my sister. I and my sister used transportation as which suggested by her. Then, almost 2 hours, my sister and I were on the bus. Finally we arrived in Subang. Then, the next step my sister and I was to find the Kurnia’s address that was on Jl. R.A. Kartini No. 13. Nevertheless, during a half hour, we did not find that address. That we found was Jl. R.A. Kartini No. 30.

Then, I confirmed to my friend again about where her address exactly whether on Jl. R.A. Kartini No. 13 or Jl. R.A. Kartini No. 30. Then she confirmed about her address and said sorry by giving wrong number. Her true address was on R.A. Kartini No. 30. It was because the number was changed recently. She forgot. Then, after that my sister and I back again to the first address that we found, on R.A. Kartini No. 30. Then, finally we found Kurnia, my good friend.

Adopted from: www.caramudahbelajarbahasainggris.net

Text 6, 25 February 2015 / Used on controll class 24 February

Jonas Edward

Jonas Edward Salk was an American physician and epidemiologist. He developed the first vaccine against poliomyelitis. He lived from 1914 to 1995.
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 of Michigan. In 1947 he became head of the virus research laboratory at the University of Pittsburgh.

From 1949-1954 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 developed 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 that brought polio under control.

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

VI. Metode pembelajaran/Teknik:

Jigsaw technique

VII. Langkah-langkah kegiatan:

a. Kegiatan pendahuluan (10’)
   1. Salam dan tegur sapa
   2. Mengkondisikan kelas (mempersiapkan siswa untuk mengikuti pembelajaran yang akan dilakukan dengan meminta siswa untuk duduk dengan rapi / teratur dan berdo’a bersama)
   3. Guru mengabsen siswa
   4. Guru menjelaskan tujuan pembelajaran

Nilai dan karakter: komunikatif

b. Kegiatan inti (70’):
   1. Guru membagi siswa dalam kelompok kecil (kelompok inti) beranggotakan lima orang. Setiap siswa diberi nomor kepala misalnya 1,2,3,4,5.
5. Guru menugaskan semua kelompok ahli untuk memahami dan dapat menyampaikan informasi tentang hasil dari wacana / tugas yang telah dipahami kepada kelompok inti.
7. Guru memberikan kesempatan secara bergiliran masing-masing siswa untuk menyampaikan hasil dari tugas di kelompok asal.

Nilai dan karakter: gemar, membaca, toleransi, dan aktif.

c. Kegiatan penutupan (10'')
1. Meminta siswa menyimpulkan materi pelajaran
2. Bertanya tentang hal-hal yang telah dipelajari
3. Menyimpulkan materi dan hal-hal yang telah dibahas

Nilai dan karakter: komunikatif

VIII. Sumber belajar
1. English in focus for grade VIII
2. Internet

IX. Penilaian
a. Rubrik penilaian

<table>
<thead>
<tr>
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</tr>
<tr>
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<td>0</td>
</tr>
</tbody>
</table>
Parung, 25 Februari 2015

Mengetahui,

Guru Bahasa Inggris,

Hilyatus Sundusiah, SS

Peneliti,

Imda Nurul Huda Makmur
I. Standar Kompetensi:

Membaca

11. Memahami makna teks fungsional pendek dan esei berbentuk recount dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. Kompetensi Dasar:

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk recount.

III. Indikator

1. Mengidentifikasi berbagai informasi dalam teks monolog recount
2. Mengidentifikasi tujuan komunikatif recount text
3. Mengidentifikasi ciri kebahasaan recount text
4. Menemukan informasi rinci dalam recount text
5. Menemukan makna kata tertentu dalam recount text
6. Mengidentifikasi kejadian dalam recount text
7. Mengidentifikasi langkah-langkah retorika dalam recount text
8. Mengidentifikasi generic structure dari recount text
IV. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Mengetahui dan mengidentifikasi berbagai informasi penting dalam teks monolog recount meliputi orientation, sequence of event, and resolution.
2. Mengetahui dan mengidentifikasi tujuan komunikatif teks monolog recount.
3. Mengetahui dan mengidentifikasi ciri kebahasaan teks monolog recount.
4. Menemukan informasi rinci dalam teks monolog recount.
5. Menemukan makna kata tertentu dalam teks monolog recount.
6. Mengidentifikasi langkah-langkah retorika dalam recount text.
7. Mengidentifikasi generic structure dari recount text.

V. Materi Pembelajaran

A. Pengertian Recount Text

Recount text is one of the type of English text retells events or experience in the past. The purpose of recount text is to provide information or to entertain the reader.

B. The Generic Structure of Recount Text

1. Orientation

Tells about setting in time, place, and the characters. Thus, in the first paragraph the narrator tells the audience who is in the story, what it is happening, where it is happening.

2. Sequence of event

Tells how the character react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which happen) or with falsback. The audience is given the narrators’ point of view.

3. Reorientation

Summarizes the story include the repetition sequence of event, events or activities that are told.
C. Characteristics of Recount Text

1. Using simple past tense (Example: I was happy, we went to beach, etc)
2. Using conjunction and time connectives (Example, and, but, the, after, that, then, next, meanwhile, etc)
3. Using adverbs and adverbial phrase (Example: yesterday, at my house, slowly, etc)
4. Using action verbs (Example: went, slept, run, brought, etc)
5. Focused on individual or group participant. (Example: in first person I and we; or in the third person he, she, they)

4. Pemberian contoh teks recount
Text 1-6 are the same with the experiment texts.

VI. Metode pembelajaran/Teknik:

Expository technique

VII. Langkah-langkah kegiatan:

a. Kegiatan pendahuluan (10’)
1. Salam dan tegur sapa
2. Mengkondisikan kelas (mempersiapkan siswa untuk mengikuti pembelajaran yang akan dilakukan dengan meminta siswa untuk duduk dengan rapi / teratur dan berdo’a bersama)
3. Guru mengabsen siswa
4. Guru menjelaskan tujuan pembelajaran
   Nilai dan karakter: komunikatif

b. Kegiatan inti (75’):

   Eksplorasi (15’)
1. Beberapa orang siswa diminta untuk membacakan teks yang diberikan dengan nyaring
2. Meminta siswa mencari kata-kata sulit yang terdapat di dalam teks untuk kemudian dibahas bersama
   Nilai dan karakter: komunikatif dan aktif
Elaborasi (45’)
1. Membahas kalimat past tense yang terdapat di dalam teks
2. Meminta siswa membuat kalimat past tense
3. Meminta beberapa siswa menuliskan terjemahan kalimat per kalimat secara bergantian di papan tulis
4. Mereview materi di pertemuan sebelumnya terkait dengan generic structures teks recount
5. Siswa mengidentifikasi generic structure dan informasi dalam teks tersebut meliputi tokoh, latar, masalah, dan solusi.
6. Meminta setiap siswa untuk menjawab pertanyaan yang berkaitan dengan teks yang diberikan.

Nilai dan karakter: Komunikatif, aktif, dan gemar membaca

Konfirmasi (15’)
1. Siswa difasilitasi untuk mengungkapkan jawaban mereka atas pertanyaan mengenai struktur dan informasi yang sudah teridentifikasi pada teks
2. Guru mengkonfirmasi jawaban siswa

Nilai dan karakter: komunikatif

c. Kegiatan penutupan (5’)
1. Siswa difasilitasi untuk mengungkapkan kesulitan selama proses belajar
2. Guru memberikan kesimpulan terhadap materi yang telah disampaikan, kemudian dilanjutkan dengan menutup proses belajar

Nilai dan karakter: komunikatif

VIII. Sumber belajar
1. English in focus for grade VIII
2. Internet

IX. Penilaian
a. Rubrik penilaian

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Parung, 24 Februari 2015

Mengetahui,

Guru Bahasa Inggris,  
Peneliti,

Hilyatus Sundusiah, SS  
Imda Nurul Huda Makmur
INSTRUMENT UJI VALIDITAS PRE TEST

Multiple Choices: 45 Questions

Choose the best answer for each question based on the alternative given!

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

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

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

1. What does the text above tell us about?
   A. The new product of soft drink  
   B. Tiring journey to the museum  
   C. Embarrassing experience of the water  
   D. The advertisement of the soft drink

2. What did the writer do when he looked at the expired date of the drink?
   A. He threw the drink in the bin  
   B. He gave the drink to his friend  
   C. He asked his friend to stop drinking soon  
   D. He kept the drink under his seat

3. From the text we know that the writer...
   A. Knew the exact expired date of the drink  
   B. The writers’ friends thanked him for reminding them  
   C. The writer knew that the flavor of the drink was not good  
   D. The writer had made mistakes looking at the expired date of the drink

In December 2006, I went to Doha to participate in the 2006 Asian Games taking part in the Beach Volley Ball Championship. We prepared for a long time, training hard and fighting for approval of our participant. Nothing was easy. My partner, my coach, King, and I were aiming to get into the top 8 at the Asian Games.

Unfortunately, I sprained my ankle one week before departure, which frustrated me beyond belief. I had physiotherapy every day following the injury, and tried to recover as quickly as possible. Of course, the ankle could not heal completely in a few days, so I had no choice but I just try my best and have my ankle taped when I played in matches.

We played against a team from Thailand, Mongolia, and Malaysia. The most difficult and important match was that against the Malaysian Team. We played well for the match and tried our very best. But finally we lost them and ranked 9. It was so close. We nearly reached our goal-to be among the first 8 teams.
4. The writer’s team was bitten by team from...
   A. Qatar
   B. Thailand
   C. Mongolia
   D. Malaysia

5. What is the main idea of paragraph 2?
   A. The ankle could not heal
   B. The writer sprained her ankle
   C. The writer tried hard to recover
   D. The ankle made the writer frustrated

6. According to the writer … team was difficult to beat.
   A. Thai
   B. Qatari
   C. Indonesian
   D. Malaysian

Last Friday, my friend asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn’t find him there. My cell phone was broken so I couldn’t call him. I went to the parking area. I saw his motorcycle was there but I couldn’t find him. I waited for him for a few moment then finally gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend’s broad smile greet me in front of the door, I just could not help laughing.

7. The text above is about...
   A. An embarrassing day
   B. Shopping with mother
   C. The writer and his friend
   D. My friend and his motorcycle

8. The writer couldn’t contact his friend because...
   A. He went home alone
   B. His cell phone was broken
   C. His friend was still choosing a shirt
   D. He was in the parking area

9. From the story above we can conclude that there was a problem because...
   A. The writer couldn’t contact his friend
   B. The writer’s friend was in the clothes section
   C. The writer and his friend couldn’t ride the motorcycle
   D. The writer and his friend decided to go to the department store

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

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

Source: http://englishahkam.blogspot.com/2013/05/recount-text21.html
10. Based on the text above we know that...
   A. The manager of the restaurant didn’t feel sorry
   B. The first meal that Jenny had was pizza
   C. Eric and Jenny had orange juice
   D. Both Eric and Jenny enjoyed their meal in the restaurant

11. What is the main idea of the second paragraph?
   A. Jenny and Eric complained about the soup
   B. Jenny and Eric had dinner together
   C. The manager asked for apology
   D. Eric ate a bowl of fruit of salad

12. Why did Jenny make a complaint?
   A. She found a piece of button in her soup
   B. She asked for replacement
   C. The meal was very nice
   D. The manager was angry

13. “Jenny had a bowl of soup as the appetizer and ...”
   The word appetizer means a small of food that we have.... a meal.
   A. After
   B. When
   C. Before
   D. Over

14. What is the purpose of the writer to write the text above?
   A. To tell the writer’s experience in the past
   B. To describe an Italian restaurant
   C. To inform to eat in a restaurant
   D. To entertain the readers

“Don’t eat just before going to bed!” my brother used to tell me. “You might get a nightmare.” How right she was. I never believed her until it happened to me. It was on a night when I felt hungry just as I was about to go to bed. So I made myself a peanut-butter sandwich and a large cold glass of milk. After consuming them I went to bed.

Soon I drifted off – into a trouble sleep. I dreamt that I was with a group of people. I as a king for an old woman. I was not sure why we were looking for her but we all seemed afraid of her. Somehow we had to find her. So there I was, searching high and low for her in rightful places I had never been before. Sometimes I seemed to be flying while at other times I seemed unable to move. The whole atmosphere was one of fear, like a dreadful horror-movie in which I was a victim.

After some searching I entered a darkened room and saw a figure sleeping on a bed. As I got nearer the figure suddenly threw away the blanket, got up and stared at me. It was an ugly old woman with shiny golden teeth. She raised her claw-like fingers and walked towards me.

I wanted to run but was unable to. I tried to scream but found that I could not. In horror I struggled and struggled to get away from the frightful woman.

The next moment I gave a muffled yell and found myself panting on my bed. My goodness, what a horrible nightmare it was! For a minute or so I lay on my bed not daring to close my eyes for fear of falling a sleep again and continuing the nightmare. Then, I sat up on my bed until tyhe horrible feeling passed. From then on I never eat just before going to sleep.


15. Why did writer never eat again before going to sleep?
   A. He was afraid being a fat boy
   B. He was afraid to meet an old woman
   C. He didn’t want to have a trouble sleep
D. He didn’t want to get a horrible nightmare

16. “The next moment I gave a muffled yell and ...”
The underlined word means...
A. Quiet and less clear
B. Noisy and shooting
C. Loud and screaming
D. Forceful and talkative

17. “I never believed her until it happened to me...”
The word it refers to...
A. A bed
B. A nightmare
C. A sandwich
D. Peanut butter

18. What is the purpose of the writer to write the text?
A. To share a bad dream
B. To describe an old woman
C. To retell a frightening experience
D. To advice not to eat before sleeping

It was early in the morning we left Ubud and travelled to Gili Air which is one of three islands of Lombok. It took 4 hours in total by boat. The travelling was not bad but it was a hot day. I said to Jane on the slow boat “It’s alright babe, it won’t be so hot and stuffy once we get moving.”

When we got to Gili Air it was still quite so we were able to get a bungalow near the beach for about $ 15 a night plus breakfast. We shared our room with quite a number of geckos. Some of them were quite large ones. The weather was still hot when I went diving. Jane waited for me at the seashore. She observed some fishermen who had just caught some fish. She did not want to dive because she had a trauma with sea animals. We had three days here which we spent walking around the island which takes about an hour. Every night, we sat on the couches near the beach and watched the waves and the stars. It was a fantastic journey that I ever had.

19. The purpose of writing the text above is...
A. To amuse the readers
B. To advertise a tourism object
C. To retell the writer’s experience
D. To describe the view in Lombok

20. Jane did not join diving with the writer because...
A. The weather was hot at that time
B. She had a bad experience with sea animals
C. There were some fishermen catching the fish
D. She preferred to wait for the writer at the seashore

21. “It was a fantastic journey that I ever had.” (last paragraph)
The underlined word is similar in meaning to...
A. Meaningful
B. Wonderful
C. Interesting
D. Amazing

22. We can conclude from the text we know that the hotel we stayed ...
A. Had geckos farm
B. Was not luxurious
C. Served lunch and dinner
D. Only had bungalow

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu hotel which is not far from Malioboro.
On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu Temples. They are really amazing. We visited only Brahmana and Syiwa Temples because Wisnu Temples is being renovated.

On Friday morning, we went to Yogyakarta Keraton. We spent two hours there. We were lucky because we had led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at 4 p.m. At 5 p.m. we heard an announcement that Borobudur gate was closed. In the evening, we left for Jakarta by Wisata bus.

23. The text mainly discusses...
A. The writer’s trip to Yogyakarta
B. The writer’s first visit to Prambanan
C. The writer’s impression about the guide
D. The writer’s experience at Yogyakarta keraton

24. Which temple is being renovated?
A. Syiwa
B. Wisnu
C. Brahna
D. Borobudur

25. Which of the following statement is TRUE?
A. The writer and the students went to Yogyakarta for having a research
B. The writer went to Borobudur first and then to keraton
C. The writer was very disappointed with the guide
D. The writer left for Jakarta on Friday

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

(resource: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

26. When did the clock stop?
A. At 5.12
B. At 11.55
C. At 12.00
D. At 12.02

27. Why did the people gather under the Town Hall clock?
A. To welcome the new year
B. To see the newly bought clock
C. To strike the laughing people
D. To stop people who shouted

28. Based on the text, where was the writer?
A. At the centre of the town
B. At home
C. At the beach
D. At the market

29. When did the event happen?
A. In the middle of the year
B. The end of the year
C. Christmas celebration
D. At the weekend as usual
I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn’t go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn’t have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

36. What happened to the writer yesterday?
   A. He has a terrible day
   B. He gets a terrible day
   C. He had a terrible day
   D. He got a terrible day

37. Why did he wake up an hour late?
   A. Because he didn’t set alarm clock
   B. Because his alarm clock didn’t go off
   C. Because he didn’t see alarm clock
   D. Because his alarm clock didn’t work

38. What did he do after having breakfast?
A. He got dressed so quickly that he forgot to wear socks
B. He wear socks so quickly that he forgot to get dressed
C. He ran out of the house trying to get the 9:30 bus
D. He burned his hand when he was makin breakfast

39. How far did the writer walk?
A. He walked for two miles
B. He walked for three miles
C. He walked for four miles
D. He walked for five miles

40. What does the writer hope?
A. The writer hopes to discover that it was Sunday
B. The writer hopes to take a taxi
C. The writer hopes he never had a day like yesterday
D. The writer hopes that yesterday will be better

When I was a kid, I used to play hide and seek with friends. We used to play in the yard behind my house. The yard was a perfect place because it was surrounded by dense banana trees. We usually played until late at night. One day, when I was trying to find a place to hide among the banana trees, I slipped and fell into the river. I used to take a bath at the river, but never at night! In the dark, everything looked different. I couldn’t think clearly, I felt something tickling my feet. I was struggling to go out, but my feet were trapped in the mud. Thank God, a friend finally came and helped me. He then called others, and I was saved.

41. What made the yard a perfect place for the game? It was...
A. Surrounded by dense banana trees
B. Just behind the writer’s house
C. A place where he takes a bath
D. Near a river

42. Why was the writer scared when he fell into the river?
A. He had never been to the river at night
B. He had never been to the river before
C. He found the river was very deep
D. He didn’t like the water

43. What is the main idea of paragraph two?
A. The writer was very dark
B. The writer’s feet were trapped in the mud
C. The writer was hiding among the banana trees
D. Something strange was tickling the writer’s feet

That Sunday evening I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but couldn’t find it. I was panicky. I asked everyone in the house whether they knew where my cell phone was but no one knew. Well, I lost it thought. Then I had an idea. I asked my brother to call my cell phone. Surprised, I heard it ringing in my jacket. My cell phone was there.

44. What is the text about?
A. The lost cell phone
B. My friend’s cell phone
C. Cell phone in the jacket
D. My brother’s cell phone

45. From the text, we know that the writer is... person.
A. A careful
B. A cautious
C. A forgetful
D. An attentive
APPENDIX 2

INSTRUMENT UJI VALIDITAS POST TEST

Multiple Choices: 45 Questions

Choose the best answer for each question based on the alternative given!

The text for question 1-10

Dear Mom and Dad,

Andy and I visited the North Sumatra last week. We visited Lake Toba, the biggest lake in Indonesia. It was great! Lake Toba is about 176 km from Medan. Asahan River flows from this lake. It forms many beautiful waterfalls, like Sigura-gura and Tangga. In the middle of the lake, there is an island called Samosir. Batak ethnic people live on this land.

After visiting the lake, we continued our journey to Sipiso-piso waterfall in Karo. I took picture of it. I will show you when I get home. The next day, we went surfing at Nias Beach. It was great. The waves were big.

When we were in Nias, we saw the “Ombo Batu” ceremony. It is a traditional ceremony in Nias. In this ceremony, some young men have to jump over a stone. The height of the stone is about 2 meters.

I bought some presents at the Visitors Centre. I bought some traditional clothes and a book. I’ll see you next week.

It was the wonderful journey.

Regards

1. The story above tells about...
   A. Doni’s experience in North Sumatra
   B. Doni’s journey to Samosir
   C. Doni’s experience to see “Ombo Batu”
   D. Doni’s journey to Sipiso-piso

2. According to the text which of the following is NOT true?
   A. Lake Toba is about 176 km from Medan
   B. Batak ethnic people live in Samosir land
   C. Lake Toba is the biggest lake in Indonesia
   D. The height of the stone is about 4 meters

3. Based on the story which one of the following is stated as sequence of events...
   A. Batak ethnic people live in Samosir
   B. Andi and Doni visited Lake Toba
   C. Asahan river flown from Lake Toba
   D. Andi and Doni saw the “Ombo Batu” ceremony

4. When did Doni and Andi visit North Sumatra?
   A. Tomorrow
   B. Two days ago
   C. Yesterday
   D. Last week

5. Which of the following is stated as the reorientation?
   A. Lake Toba was a great
   B. The journey was wonderful
   C. Nias beach was a great
The waves were big

6. What did Andi and Doni do after visiting the lake?
   A. They visited Lake Toba
   B. They continue their journey to Sipiso-piso
   C. They bought some presents
   D. They went surfing at Nias beach

7. Where did Andi and Doni go surfing?
   A. At Losari beach
   B. At Senggigi beach
   C. At Nias beach
   D. At Anyer beach

8. What does the ethnic people who live in Samosir Island?
   A. Batak ethnic people
   B. Padang ethnic people
   C. Java ethnic people
   D. Sunda ethnic people

9. “Tangga” is name of a...
   A. River
   B. Waterfall
   C. Lake
   D. Ocean

10. “It was great!” The underlined word in paragraph two refers to...
    A. River
    B. Ombo batu
    C. Lake Toba
    D. Nias beach

The text for question 11-20

An Unforgettable Trip to Bromo

Last holiday, my friend and I decided to go to Bromo. We left Semarang in the afternoon. After a very long trip, we finally arrived in Proboliggo. We arrived at the hotel at 2 p.m, and immediately were ready for our trip to the mountain.

Bromo actually belongs to the Tengger group. This group consists of four mountains, namely Bromo, Penanjakan, Batok, and Widodaren. Driving on our 1997 Suzuki Carry, we climbed Penanjakan to enjoy the sunrise. It was amazing.

From Penanjakan, we left Bromo. During our trip, a horrible thing happened. Although Bromo is a lower than Penanjakan, our trip proved to be very difficult. While our car was slowly moved backward! We quickly jumped out of the car. The driver asked us to push the car, and we did so accordingly. We pushed and pushed the car but the engine refuse to start. When we were too tired to push, we stooped and leaned our backs to the car to stop its sliding backwards. It was horrible. All of as were desperate. After thirty minutes, the engine worked again. We cried in happiness. Then we continued our journey.

We spent an hour in Bromo. I climbed the mountain on horseback and enjoyed the beauty of the smoky crater. However, most of my friends refused to climb the mountain. they were too tired to do so. Pushing the car made them exhausted.

11. What time did the writer and his friend arrive at the hotel?
    A. Three o’clock
    B. Seven o’clock
    C. Two o’clock
D. Five o’clock
12. Why did the writer and his friend go to the Pananjakan? Because....
   A. They want to enjoy the sunrise
   B. They want to take a picture
   C. They want to enjoy the sunset
   D. They want to see the mountain
13. According to the text, which of the following is NOT stated as sequence of events?
   A. The writer and his friend spent an hour in Bromo
   B. The writer and his friend pushed a car
   C. The writer and his friend decided to go to Bromo
   D. The writer and his friend climbed the mountain on horseback
14. How long did the engine work again?
   A. Thirty minutes
   B. Sixty minutes
   C. Twenty minutes
   D. Ten minutes
15. Which of the following mountain is included into “Tengger” group?
   A. Galunggung
   B. Widodaren
   C. Cereme
   D. Jaya Wijaya
16. The following statements are included into the orientation of the story, EXCEPT
   A. The trip is carried out last holiday
   B. The writer went to Bromo with his friend
   C. The writer and his friend arrived in Proboliggo
   D. The writer’s friend refuse to climbed the mountain
17. It can be implied from the story that....
   A. The trip was exhausted
   B. The great thing happened during the trip
   C. The sunrise was horrible
   D. The writer and his friend are very happy
18. The driver asked the traveler to ...
   A. Clean the car
   B. Repair the car
   C. Push the car
   D. Wash the car
19. Which of the following is NOT stated in the story?
   A. The writer and his friend cried happiness
   B. The writer and his friend enjoyed the beauty crater
   C. The writer and his friend bought some drinks
   D. The writer and his friend left Semarang in the afternoon
20. “I climbed the mountain on horseback and enjoyed the beauty of the smoky crater.”
    What is the opposite of enjoyed....
   A. Happy
   B. cheerful
   C. Surfeited
   D. Relaxed

The text for questions 21-30

A Bad Day for Marani

One day Marani was ill. She had pain in her stomach. She could not eat any food. Marani’s father thought it was serious. He was taught that she might need an operation. He wanted her to see a doctor immediately. Her mother took her to the clinic. Marani did not like to see a doctor. This was the first
time she had been to clinic. They had to wait for a long time. There were many patients in the waiting room. Then, the nurse called out her name and she went in to see the doctor.

The doctor smiled and told her not to worry. Marani felt comfortable talking to her. This was the first time she had been to see her. So the doctor wanted to know her age and where she went to school. She asked her about the game she played. She asked her how she felt. Marani told the doctor that she felt a pain in the stomach. She wanted to know when she got the pain. She told her that it was always soon after her meal. The doctor looked at her tongue and her eyes.

Then the doctor told her that it was nothing serious. She gave her some powder to mix in water and drink. She also gave her some tablets to eat after food. She told her not to eat spicy food for a few days.

Marani was glad that she did not need an operation.

21. What is the passage about?
   A. Marani’s illness not being serious
   B. The treatment in the clinic
   C. Marani’s first experience to see a doctor
   D. The food that Marani eat

22. According to the text, which of the statement is NOT discussed in the story?
   A. Marani did not like to see a doctor
   B. Marani felt comfortable in the clinic
   C. Marani’s illness was very serious
   D. Marani got many toys from her father

23. Which of the following is included into orientation of the story?
   A. Marani’s mother took her to the airport
   B. Marani had pain in her stomach
   C. Marani’s father bought a medicine
   D. Marani got heart attack

24. Which of the following is stated as the re-orientation?
   A. Marani was glad that she didn’t need an operation
   B. Marani was scared that she need to see a doctor
   C. Marani was sad that she didn’t need operation
   D. Marani was shocked that she had a stomachache

25. Where did Marani’s mother take her to?
   A. Hospital
   B. Drugstore
   C. Clinic
   D. Dentist

26. What did NOT do to treat Marani?
   A. He looked at her tongue and her eyes
   B. He asked about her favorite song
   C. He asked about her school
   D. He asked her not to worry

27. What did the doctor give to Marani?
   A. Muffins and fruits
   B. Powder and tablets
   C. Sweet and cookies
   D. Capsules and powder

28. Who is the main character in the story? ...
   A. Marani
   B. Mom
   C. Doctor
   D. Nurse
29. Why did Marani wait a long time to see a doctor? Because...
   A. The doctor was busy  
   B. Many patients in the waiting room  
   C. The nurse didn’t call her name  
   D. The doctor didn’t come to the clinic

30. “Then the doctor told her that it was nothing serious.”
   The underlined word refers to....
   A. Stomach  
   B. Operation  
   C. Illness  
   D. Tongue and eyes

The text for questions 31-40

Illness

One day I was sitting in the local library, I started to read a medical encyclopedia that was lying on the table in front of me. The first illness I read about was cholera. As I read the list of symptoms, it occurred to me that perhaps I had cholera myself. I sat for a while, too frightened to move.

Then, in a kind of dream, I started to turn the pages of the book. I came to malaria. Yes, there was no doubt about it – I had malaria too. And I certainly had hepatitis. And yellow fever. And so it went on. I read through the whole book, and by the end I came to the conclusion that I had every illness.

I sat and thought, and I became more and more worried. I wondered how long I had to live. I examined myself. I felt my pulse. At first, I couldn’t find it at all; then suddenly it seems start off. I look at my watch to time it – it was beating 147 minutes. I tried to feel my heart. I couldn’t feel it. It wasn’t beating. I stuck my tongue out and tried to look at it. I could only see the end of it, but from that I was even more certain that before that I had yellow fever.

I went straight to my doctor, who was a good friend of mine. “What’s the matter with you?” he asked. “I have every illness in the medical encyclopedia.” I told him how I read the medical encyclopedia. Then he sat down and wrote a prescription. It said:

- 3 good meals everyday  
- A two–mile walk everyday morning  
- Be in bed at 11 o’clock every night  
- Don’t read a medical books!

I followed the doctor’s instruction, and I am happy to say that now I feel quite well again.

31. What the text tells you about?
   A. The kind of illness  
   B. The worry of illness  
   C. The medical book  
   D. The encyclopedia of illness

32. From the text, we know that the writer is ... person
   A. A worry  
   B. A careful  
   C. A cautious  
   D. A forgetful

33. Why did the writer sit for a while? Because...
   A. He was frightened to write  
   B. He was frightened to say  
   C. He was frightened to read
D. He was frightened to move
34. “I started to read a medical encyclopedia that was.....”
   What is the similar of started ....
   A. Stop
   B. Finish
   C. Begin
   D. Try
35. What was the only illness that the writer didn’t have?
   A. Malaria
   B. Housemaid’s knee
   C. Cholera
   D. Hepatitis
36. Which of the following statement is NOT being discussed in the text?
   A. The writer had leukemia
   B. The medical encyclopedia
   C. The cholera symptom
   D. The writer had a yellow fever
37. Which of the following statement is included into re-orientation of the story?
   A. The writer went straight to the doctor
   B. The writer become more and more worried
   C. The writer very happy because felt well again
   D. The writer examined himself
38. The following statements are not included into sequence of events, EXCEPT...
   A. The writer was sitting in the local library
   B. The doctor opened the writer’s mouth
   C. The doctor wrote the prescription
   D. The writer tried to feel his heart
39. Why did the writer examine himself? Because he wanted...
   A. To know whether he health or no
   B. To know the beat of his heart
   C. To feel to the pulse
   D. To know how long he had to live
40. Which of the following statements is being discussed in the story?
   A. The heart attack
   B. The yellow fever
   C. The skin cancer
   D. The stomachache

The text for question 41-45

My Rush Time as a Journalist

I usually wake up at eight o’clock a.m. and went to the Press Center to check the daily schedule
Schedule of briefings and press conferences. It was usually held by the United Nation officials or disaster mitigation team.

It was challenging to visit the different refuge camps to find soft stories, human interest stories. After that I went back to the Press Center to cover the press conferences of the day.

It was heart breaking when I saw these survivors fight for food and secondhand clothing. Unfortunately as they said, the food and clothing were limited and inadequate. Emerging to glaring, fool noon, it was time to go back to Press Center to write stories and race againsts time. I was always fearing that the internet would come crushing down.
After everything was done, only I remembered to eat. Most time, I only ate once a day because I always had to rush and again it was difficult to find food. I had to travel quite far. I needed to spend 1 30- 45 minutes by car just to find fresh food.

41. “I usually wake up at eight o’clock” this statement is included into schematic structure of ....
   A. Reorientation
   B. Identification
   C. Orientation
   D. Event

42. What did the writer see at refuge camps?
   A. The survivor look for the job
   B. The survivor fight for food
   C. The survivor work in their land
   D. The survivor fight for the hanger

43. What did the writer do in the press center in the noon?
   A. He wrote the stories
   B. He reported the report
   C. He read the schedule
   D. He analyzed the data

44. “I went back to the Press Center to cober the press conferences of the day.” This statement is included into schematic structure of ...
   A. Reorientation
   B. Identification
   C. Event
   D. Orientation

45. Why did the writer eat once a day? Because ....
   A. He had to rush
   B. The writer forgot to eat
   C. The writer was busy
   D. The writer was statisfied
APPENDIX 3

BLUE PRINT KISI-KISI SOAL UJI VALIDITAS POST-TEST

<table>
<thead>
<tr>
<th>Nama sekolah</th>
<th>Aspek / Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTs Mathlaul Huda</td>
<td>Reading / Recount Text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mata pelajaran</th>
<th>Jumlah soal</th>
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<tbody>
<tr>
<td>Bahasa Inggris</td>
<td>45 Soal</td>
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<table>
<thead>
<tr>
<th>Klas / Semester</th>
<th>Alokasi waktu</th>
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</thead>
<tbody>
<tr>
<td>II</td>
<td>45 Menit</td>
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</tbody>
</table>

1. Menemukan gagasan di dalam teks seperti:
   - Gagasan pokok
     - Gagasan pendukung
     - Informasi tersirat /tidak tersirat
   - 1, 21, 32
   - 28, 32
   - 2, 8, 9, 13, 15, 16, 19, 22, 23, 24, 26, 26, 27, 36, 37, 38, 40
   - 10, 20, 30, 34

2. Makna vocabulary
   - 4, 11, 25, 29, 33, 41

3. Menentukan langkah retorika (schematic structure), yaitu:
   - Orientation
     - Sequence of event
     - reorientation
   - 4, 11, 25, 29, 33, 41
   - 3, 6, 7, 12, 14, 18, 35, 39, 42, 43, 44
   - 5, 17, 27, 45
<table>
<thead>
<tr>
<th>Nama sekolah</th>
<th>MTs Mathlaul Huda</th>
<th>Aspek / Skill</th>
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<tbody>
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<td>Jumlah soal</td>
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</tbody>
</table>

**1. Menemukan gagasan di dalam teks seperti:**
- **Gagasan pokok**
- **Gagasan pendukung**
- **Informasi tersirat / tidak tersirat**

**2. Makna vocabulary**

**3. Menentukan langkah retorika (schematic structure), yaitu:**
- **Orientation**
- **Sequence of event**
- **reorientation**

<table>
<thead>
<tr>
<th>1, 5, 7, 11, 23, 43, 44</th>
<th>1, 5, 7, 11, 23, 43, 44</th>
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<tbody>
<tr>
<td>45</td>
<td>10, 14, 18, 19, 25, 28, 30, 32, 39</td>
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<tr>
<td>13, 16, 17, 21, 33, 34, 35</td>
<td>13, 16, 17, 21, 33, 34, 35</td>
</tr>
<tr>
<td>36, 37, 41, 36, 37, 41, 36, 37, 41</td>
<td>2, 8, 12, 15, 20, 24, 26, 27, 31, 38, 42</td>
</tr>
<tr>
<td>3, 4, 6, 9, 22, 29, 40</td>
<td>3, 4, 6, 9, 22, 29, 40</td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Indikator</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
</tbody>
</table>
| Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, recount, spoof, dan hortatory exposition | 1. Menemukan gagasan di dalam teks seperti: | Pilihan ganda | 1. What does the text above tell us about?  
A. The new product of soft drink  
B. Tiring journey to the museum  
C. *Embarrassing experience of the water*  
D. The advertisement of the soft drink  
5. What is the main idea of paragraph 2?  
A. The ankle could not heal  
B. The writer sprained her ankle  
C. The writer tried hard to recover  
D. The ankle made the writer frustrated  
7. The text above is about...  
A. *An embarrassing day*  
B. Shopping with mother  
C. The writer and his friend  
D. My friend and his motorcycle  
11. What is the main idea of the second paragraph?  
A. *Jenny and Eric complained about the soup*  
B. Jenny and Eric had dinner together  
C. The manager asked for apology  
D. Eric ate a bowl of fruit of salad | 45 soal |
| 23. The text mainly discusses... | A. The writer’s trip to Yogyakarta  
B. The writer’s first visit to Prambanan  
C. The writer’s impression about the guide  
D. The writer’s experience at Yogyakarta keraton |
|--------------------------------------|
| 43. What is the main idea of paragraph two? | A. The writer was very dark  
B. The writer’s feet were trapped in the mud  
C. The writer was hiding among the banana trees  
D. Something strange was tickling the writer’s feet |
|--------------------------------------|
| 44. What is the text about? | A. The lost cell phone  
B. My friend’s cell phone  
C. Cell phone in the jacket  
D. My brother’s cell phone |
|--------------------------------------|
| 45. From the text, we know that the writer is ... person. | A. A careful  
B. A cautious  
C. A forgetful  
D. An attentive |
|--------------------------------------|
| 10. Based on the text above we know that... | A. The manager of the restaurant didn’t feel sorry  
B. The first meal that Jenny had was pizza  
C. Eric and Jenny had orange juice  
D. Both Eric and Jenny enjoyed their meal in the restaurant |
|--------------------------------------|
| 14. What is the purpose of the writer to write the text above? | A. To tell the writer’s experience in the past  
B. To describe an Italian restaurant  
C. To inform to eat in a restaurant  
D. To entertain the readers |
|--------------------------------------|
| 18. What is the purpose of the writer to write the text? | A. To share a bad dream  
B. To describe an old woman  
C. To retell a frightening experience  
D. To advice not to eat before sleeping |
2. Makna vocabulary

19. The purpose of writing the text above is...
   A. To amuse the readers
   B. To advertise a tourism object
   C. To retell the writer’s experience
   D. To describe the view in Lombok

25. Which of the following statement it TRUE?
   A. The writer and the students went to Yogyakarta for having a research
   B. The writer went to Borobudur first and then to keraton
   C. The writer was very disappointed with the guide
   D. The writer left for Jakarta on Friday

28. Based on the text, where was the writer?
   A. At the centre of the town
   B. At home
   C. At the beach
   D. At the market

30. Which of the following is not true according 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

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

39. How far did the writer walk?
   A. He walked for two miles
   B. He walked for three miles
   C. He walked for four miles
   D. He walked for five miles

13. “Jenny had a bowl of soup as the appetizer and ...”
   The word appetizer means a small of food that we have.... a meal.
   A. After
16. “The next moment I gave a muffled yell and ...”
   The underlined word means...
   A. Quiet and less clear
   B. Noisy and shooting
   C. Loud and screaming
   D. Forceful and talkative

17. “I never believed her until it happened to me...”
   The word it refers to...
   A. A bed
   B. A nightmare
   C. A sandwich
   D. Peanut butter

21. “It was a fantastic journey that I ever had.” (last paragraph)
   The underlined word is similar in meaning to...
   A. Meaningful
   B. Wonderful
   C. Interesting
   D. Amazing

33. “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

34. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock.
   What is the closets meaning of the underlined word?
   A. Mass
   B. Big
   C. Many
   D. Lots of
3. Menentukan langkah retorika (schematic structure), yaitu:
   a. Orientation
   b. Sequence of event

35. “The big clock refused to welcome the New Year”
   What is the synonym of the word...
   A. Reject
   B. Accept
   C. Admit
   D. Hate

36. What happened to the writer yesterday?
   A. He has a terrible day
   B. He gets a terrible day
   C. He had a terrible day
   D. He got a terrible day

37. Why did he wake up an hour late?
   A. Because he didn’t set alarm clock
   B. Because his alarm clock didn’t go off
   C. Because he didn’t see alarm clock
   D. Because his alarm clock didn’t work

41. What made the yard a perfect place for the game? It was...
   A. Surrounded by dense banana trees
   B. Just behind the writer’s house
   C. A place where he takes a bath
   D. Near a river

2. What did the writer do when he looked at the expired date of the drink?
   A. He threw the drink in the bin
   B. He gave the drink to his friend
   C. He asked his friend to stop drinking soon
   D. He kept the drink under his seat

8. The writer couldn’t contact his friend because...
   A. He went home alone
   B. His cell phone was broken
   C. His friend was still choosing a shirt
   D. He was in the parking area

12. Why did Jenny make a complaint?
   A. She found a piece of button in her soup
   B. She asked for replacement
C. The meal was very nice
D. The manager was angry
15. Why did writer never eat again before going to sleep?
   A. He was afraid being a fat boy
   B. He was afraid to meet an old woman
   C. He didn’t want to have a trouble sleep
   D. He didn’t want to get a horrible nightmare
20. Jane did not join diving with the writer because...
   A. The weather was hot at that time
   B. She had a bad experience with sea animals
   C. There were some fishermen catching the fish
   D. She preferred to wait for the writer at the seashore
24. Which temple is being renovated?
   A. Syiwa
   B. Wisnu
   C. Brahma
   D. Borobudur
26. When did the clock stopped?
   A. At 5.12
   B. At 11.55
   C. At 12.00
   D. At 12.02
27. Why did the people gather under the Town Hall clock?
   A. To welcome the new year
   B. To see the newly bought clock
   C. To strike the laughing people
   D. To stop people who shouted
31. What probably happened when someone shouted that the clock stopped?
   A. Everybody directly celebrate the New Year
   B. Everybody sings and laugh
   C. Everybody looked for a watch
   D. Everybody shouted too
38. What did he do after having breakfast?
   A. He got dressed so quickly that he forgot to wear
c. Reorientation

B. He wore socks so quickly that he forgot to get dressed
C. He ran out of the house trying to get the 9:30 bus
D. He burned his hand when he was making breakfast

42. Why was the writer scared when he fell into the river?
A. He had never been to the river at night
B. He had never been to the river before
C. He found the river was very deep
D. He didn’t like the water

3. From the text we know that the writer...
A. Knew the exact expired date of the drink
B. The writer’s friends thanked him for reminding them
C. The writer knew that the flavor of the drink was not good
D. The writer had made mistakes looking at the expired date of the drink

4. The writer’s team was bitten by team from...
A. Qatar
B. Thailand
C. Mongolia
D. Malaysia

6. According to the writer, the team was difficult to beat.
A. Thai
B. Qatari
C. Indonesian
D. Malaysian

9. From the story above we can conclude that there was a problem because...
A. The writer couldn’t contact his friend
B. The writer’s friend was in the clothes section
C. The writer and his friend couldn’t ride the motorcycle
D. The writer and his friend decided to go to the department store

22. We can conclude from the text we know that the hotel we stayed...
<p>| | | |</p>
<table>
<thead>
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</thead>
</table>
| A. Had geckos farm  
B. Was not luxurious  
C. Served lunch and dinner  
D. Only had bungalow  |

29. When did the event happen?  
A. In the middle of the year  
B. **The end of the year**  
C. Christmas celebration  
D. At the weekend as usual  

40. What does the writer hope?  
A. The writer hopes to discover that it was Sunday  
B. The writer hopes to take a taxi  
C. **The writer hopes he never had a day like yesterday**  
D. The writer hopes that yesterday will be better
### APPENDIX 4

#### KISI-KISI PENULISAN SOAL UJI VALIDITAS POST-TEST 2015 / 2016

<table>
<thead>
<tr>
<th>Nama sekolah</th>
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<td>Bahasa Inggris</td>
<td>Jumlah soal</td>
<td>45 Soal</td>
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<tr>
<td>Kelas / Semester</td>
<td>II</td>
<td>Alokasi Waktu</td>
<td>45 Menit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
<th>Jenis Soal</th>
<th>Soal</th>
<th>Jumlah Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merespon makna dan langkah retorika makna dalam esei yang menggunakan</td>
<td>1. Menemukan gagasan di dalam teks seperti:</td>
<td>Pilihan ganda</td>
<td>1. The story above tells about...</td>
<td>45</td>
</tr>
<tr>
<td>ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks</td>
<td>a. Gagasan pokok</td>
<td></td>
<td>A. Doni’s experience in North Sumatra</td>
<td></td>
</tr>
<tr>
<td>kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam</td>
<td>b. Gagasan pendukung</td>
<td></td>
<td>B. Doni’s journey to Samosir</td>
<td></td>
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<tr>
<td>teks berbentuk narrative, recount, spoof, dan hortatory exposition</td>
<td></td>
<td></td>
<td>C. Doni’s experience to see “Ombo Batu”</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>D. Doni’s journey to Sipiso-piso</td>
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<td></td>
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<td>21. What is the passage about?</td>
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<td></td>
<td>A. Marani’s illness not being serious</td>
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<td></td>
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<td></td>
<td>B. The treatment in the clinic</td>
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<td></td>
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<td></td>
<td>C. Marani’s first experience to see a doctor</td>
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<td></td>
<td></td>
<td>D. The food that Marani eat</td>
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<td>31. What the text tells you about?</td>
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<td></td>
<td></td>
<td></td>
<td>A. The kind of illness</td>
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<td></td>
<td>B. The worry of illness</td>
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<td></td>
<td>C. The medical book</td>
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<td></td>
<td>D. The encyclopedia of illness</td>
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<td>28. Who is the main character in the story? ...</td>
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<td></td>
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<td>A. Marani</td>
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<td>B. Mom</td>
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<td>C. Doctor</td>
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<td>D. Nurse</td>
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<td>Question</td>
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</tbody>
</table>
| 2.       | A. Lake Toba is about 176 km from Medan  
          B. Batak ethnic people live in Samosir land  
          C. Lake Toba is the biggest lake in Indonesia  
          D. The height of the stone is about 4 meters |
| 8.       | A. Batak ethnic people  
          B. Padang ethnic people  
          C. Java ethnic people  
          D. Sunda ethnic people |
| 9.       | A. River  
          B. Waterfall  
          C. Lake  
          D. Ocean |
| 13.      | A. The writer and his friend spent an hour in Bromo  
          B. The writer and his friend pushed a car  
          C. The writer and his friend decided to go to Bromo  
          D. The writer and his friend climbed the mountain on horseback |
| 15.      | A. Which of the following mountain is included into “Tengger” group? |
A. Galunggung  
B. Widodaren  
C. Cereme  
D. Jaya Wijaya

16. The following statements are included into the orientation of the story, EXCEPT
A. The trip is carried out last holiday  
B. The writer went to Bromo with his friend  
C. The writer and his friend arrived in Proboliggo  
D. The writer's friend refuse to climbed the mountain

19. Which of the following is NOT stated in the story?
A. The writer and his friend cried happiness  
B. The writer and his friend enjoyed the beauty crater  
C. The writer and his friend bought some drinks  
D. The writer and his friend left Semarang in the afternoon

22. According to the text, which of the statement is NOT discussed in the story?
A. Marani did not like to see a doctor  
B. Marani felt comfortable in the clinic  
C. Marani's illness was very serious  
D. Marani got many toys from her father

23. Which of the following is included into orientation of the story?
A. Marani's mother took her to the airport  
B. Marani had pain in her stomach  
C. Marani's father bought a medicine  
D. Marani got heart attack
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
</table>
| 24. Which of the following is stated as the re-orientation? | A. Marani was glad that she didn’t need an operation  
B. Marani was scared that she need to see a doctor  
C. Marani was sad that she didn’t need operation  
D. Marani was shocked that she had a stomachache |
| 26. What did NOT do to treat Marani? | A. He looked at her tongue and her eyes  
B. He asked about her favorite song  
C. He asked about her school  
D. He asked her not to worry |
| 36. Which of the following statement is NOT being discussed in the text? | A. The writer had leukemia  
B. The medical encyclopedia  
C. The cholera symptom  
D. The writer had a yellow fever |
| 37. Which of the following statement is included into re-orientation of the story? | A. The writer went straight to the doctor  
B. The writer become more and more worried  
C. The writer very happy because felt well again  
D. The writer examined himself |
| 38. The following statements are not included into sequence of events, EXCEPT... | A. The writer was sitting in the local library  
B. The doctor opened the writer’s mouth  
C. The doctor wrote the prescription |
2. Makna vocabulary

40. Which of the following statements is being discussed in the story?
   A. The heart attack
   B. The yellow fever
   C. The skin cancer
   D. The stomachache

10. “It was great!”
   The underlined word in paragraph two refers to...
   A. River
   B. Ombo batu
   C. Lake toba
   D. Nias beach

20. “I climbed the mountain on horseback and enjoyed the beauty of the smoky crater.”
   What is the opposite of enjoyed....
   A. Happy
   B. cheerful
   C. Surfeited
   D. Relaxed

30. “Then the doctor told her that it was nothing serious.”
   The underlined word refers to....
   A. Stomach
   B. Operation
   C. Illness
   D. Tongue and eyes

34. “I started to read a medical encyclopedia that was.....”
   What the similarity of started ....
   A. Stop
   B. Finish
   C. Begin
   D. Try
3. Menentukan langkah-lanngkah retorika (schematic structure), yaitu:
   a. Orientation

4. When did Doni and Andi visit North Sumatra?
   A. Tomorrow
   B. Two days ago
   C. Yesterday
   D. Last week

11. What time did the writer and his friend arrived at the hotel?
   A. Three o’clock
   B. Seven o’clock
   C. Two o’clock
   D. Five o’clock

25. Where did Marani’s mother take her to?
   A. Hospital
   B. Drugstore
   C. Clinic
   D. Dentist

29. Why did Marani wait a long time to see a doctor? Because...
   A. The doctor was very busy
   B. Many patients in waiting room
   C. The nurse didn’t call her name
   D. The doctor didn’t dome to the clinic

33. Why did the writer sit for a while? Because...
   A. He is frighten to write
   B. He is frighten to say
   C. He is frighten to read
   D. He is frighten to move

41. “I usually wake up at eight o’clock” this statement is included into schematic structure of ....
   A. Reorientation
   B. Identification
   C. Orientation
   D. Event
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<th>Question</th>
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<td>b. Sequence of event</td>
<td>3. Based on the story which one of the following is stated as sequence of event...&lt;br&gt;A. Batak ethnic people live in Samosir&lt;br&gt;B. Andi and Doni visited Lake Toba&lt;br&gt;C. Asahan river flown from Lake Toba&lt;br&gt;D. Andi and Doni saw the “Ombo Batu” ceremony</td>
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<td>6. What did Andi and Doni do after visiting the lake?</td>
<td>A. They visited Lake Toba&lt;br&gt;B. They continue their journey to Sipiso-piso&lt;br&gt;C. They bought some presents&lt;br&gt;D. They went surfing at Nias beach</td>
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<td>7. Where did Andi and Doni go surfing?</td>
<td>A. At Losari beach&lt;br&gt;B. At Senggigi beach&lt;br&gt;C. At Nias beach&lt;br&gt;D. At Anyer beach</td>
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<td>12. Why did the writer and his friend Pananjakan? Because....</td>
<td>A. They want to enjoy the sunrise&lt;br&gt;B. They want to take a picture&lt;br&gt;C. They want to enjoy the sunset&lt;br&gt;D. They want to see the mountain</td>
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<td>14. How long did the engine work again?</td>
<td>A. Thirty minutes&lt;br&gt;B. Sixty minutes&lt;br&gt;C. Twenty minutes&lt;br&gt;D. Ten minutes</td>
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<td>18. The driver asked the traveler to ...</td>
<td>A. Clean the car&lt;br&gt;B. Repair the car&lt;br&gt;C. Push the car&lt;br&gt;D. Wash the car</td>
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35. What was the only illness that the writer didn’t have?
   A. Malaria
   B. Housemaid’s knee
   C. Cholera
   D. Hepatitis

39. Why did the writer examine himself?
   Because he wanted...
   A. To know either he health or no
   B. To know the beat of his heart
   C. To feel to the pulse
   D. To know how long he had to live

42. What did the writer see at refugee camps?
   A. The survivor look for the job
   B. The survivor fight for food
   C. The survivor work in their land
   D. The survivor fight for the hanger

43. What did the writer do in the press center in the noon?
   A. He wrote the stories
   B. He reported the report
   C. He read the schedule
   D. He analyzed the data

44. “I went back to the Press Center to cover the press conferences of the day.” This statement is included in the schematic structure of...
   A. Reorientation
   B. Identification
   C. Event
   D. Orientation

5. Which of the following is stated as the reorientation?
   A. Lake Toba was a great
   B. The journey was wonderful
C. Nias beach was a great
D. The waves were big
17. It can be implied from the story that....
   A. The trip exhausted
   B. The great thing happened during the trip
   C. The sunrise was horrible
   D. The writer and his friend are very happy
27. What did the doctor give to Marani?
   A. Muffins and fruits
   B. Powder and tablets
   C. Sweet and cookies
   D. Capsules and powder
45. Why did the writer eat once a day? Because
    ....
   A. He had to rush
   B. The writer forget to eat
   C. The writer very busy
   D. The writer satisfied
### APPENDIX 5

THE ANSWER KEYS INSTRUMENT PRE TEST AND POST TEST

#### PRE TEST

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APPENDIX 6

PRE-TEST

Multiple Choices: 30 Questions

Choose the best answer for each question based on the alternatives given!

The text for question 1-2

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

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

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

1. The text above is about...
   A. Embarrassing experience of the soft drink
   B. Terrible day
   C. Expiry date of the soft drink
   D. The taste of the soft drink

2. From the text we know that the writer...
   A. Knew the exact expired date of the drink
   B. The writers’ friends thanked him for reminding them
   C. The writer knew that the flavor of the drink was not good
   D. The writer had made mistakes looking at the expired date of the drink

The text for question 3-4

In December 2006, I went to Doha to participate in the 2006 Asian Games taking part in the Bach Volley Ball Championship. We prepared for a long time, training hard and fighting for approval of our participant. Nothing was easy. My partner, clear, my coach, King, and I were aiming to get into the top 8 at the Asian Games.

Unfortunately, I sprained my ankle one week before departure, which frustrated me beyond belief. I had physiotherapy every day following the injury, and tried to recover as quickly as possible. Of course, the ankle could not heal completely in a few days, so I had no choice but I just try my best and have my ankle taped when I played in matches.

We played against a team from Thailand, Mongolia, and Malaysia. The most difficult and important match was that against the Malaysian Team. We played well for the match and
tried our very best. But finally we lost them and ranked 9. It was so close. We nearly reached our goal to be among the first 8 teams.

3. The writer’s team was bitten by team from...
   A. Qatar
   B. Thailand
   C. Mongolia
   D. Malaysia

4. According to the writer ... team was difficult to beat.
   A. Thai
   B. Qatari
   C. Indonesian
   D. Malaysian

**The text for question 5-7**

Last Friday, my friend asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn’t find him there. My cell phone was broken so I couldn’t call him. I went to the parking area. I saw his motorcycle was there but I couldn’t find him. I waited for him for a few moment then finally gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend’s broad smile greet me in front of the door, I just could not helping laughing.

5. The text above is about...
   A. An embarrassing day
   B. Shopping with mother
   C. The writer and his friend
   D. My friend and his motorcycle

6. Why did the writer couldn’t contact his friend?
   A. Because his cell phone was broken
   B. Because his friend was still in the department store
   C. Because he got bored watching his friend
   D. Because he went home

7. From the story above we can conclude that there was a problem because...
   A. The writer couldn’t contact his friend
   B. The writer’s friend was in the clothes section
   C. The writer and his friend couldn’t ride the motorcycle
   D. The writer and his friend decided to go to the department store
The text for question 8-10

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

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

Source: http://englishahkam.blogspot.com/2013/05/recount-text21.html

8. What is the main idea of the second paragraph?
A. Jenny and Eric complained about the soup
B. Jenny and Eric had dinner together
C. The manager asked for apology
D. Eric ate a bowl of fruit of salad

9. Why did Jenny make a complaint?
A. She found a piece of button in her soup
B. She asked for replacement
C. The meal was very nice
D. The manager was angry

10. What is the purpose of the writer to write the text above?
A. To tell the writer’s experience in the past
B. To describe an Italian restaurant
C. To inform to eat in a restaurant
D. To entertain the readers

The text for question 11-12

“Don’t eat just before going to bed!” my brother used to tell me. “You might get a nightmare.” How right she was. I never believed her until it happened to me.

It was on a night when I felt hungry just as I was about to go to bed. So I made myself a peanut-butter sandwich and a large cold glass of milk. After consuming them I went to bed.

Soon I drifted off into a trouble sleep. I dreamt that I was with a group of people looking for an old woman. I was not sure why we were looking for her but we all seemed afraid of her. Somehow we had to find her. So there I was, searching high and low for her in rightful places I had never been before. Sometimes I seemed to be flying while at other times I seemed unable to move. The whole atmosphere was one of fear, like a dreadful horror-movie in which I was a victim.

After some searching I entered a darkened room and saw a figure sleeping on a bed. As I got nearer the figure suddenly threw away the blanket, got up and stared at me. It was an ugly old woman with shiny goldenn teeth. She raised her claw-like fingers and walked towards me.

I wanted to run but was unable to. I tried to scream but found that I could not. In horror I struggled and struggled to get away from the frightful woman.
The next moment I gave a muffled yell and found myself panting on my bed. My goodness, what a horrible nightmare it was! For a minute or so I lay on my bed not daring to close my eyes for fear of falling a sleep again and continuing the nightmare. Then, I sat up on my bed until the horrible feeling passed. From then on I never eat just before going to sleep.


11. Why did writer never eat again before going to sleep?
   A. He was afraid being a fat boy
   B. He was afraid to meet an old woman
   C. He didn’t want to have a trouble sleep
   D. He didn’t want to get a horrible nightmare

12. “The next moment I gave a muffled yell and ...”
   The underlined word means...
   A. Quiet and less clear
   B. Noisy and shooting
   C. Loud and screaming
   D. Forceful and talkative

The text for question 13-14

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

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

On Friday morning, we went to Yogyakarta Keraton. We spent two hours there. We were lucky because we led by a smart and friendly guide. Then we continued out journey to Borobudur. We arrived there at 4 p.m. At 5 p.m we heard an announcement that Borobudur gate was closed. In the evening, we left for Jakarta by Wisata bus.

13. What is the main idea of paragraph 2?
   A. The writer’s visit to Prambanan
   B. The writer went to Yogyakarta keraton
   C. The writer’s trip to Borobudur
   D. The writer’s experience at Malioboro

14. Why did the writer didn’t visited Wisnu Temples?
   A. Because the writer should go to Yogyakarta Keraton
   B. Because Wisnu Temples is being renovated
   C. Because the writer felt tired
   D. Because the writer continued his journey

The text for question 15-21

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

(resource: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

15. When did the clock stopped?
   A. At 5.12
   B. At 11.55
   C. At 12.00
   D. At 12.02

16. Why did the people gather under the Town Hall clock?
   A. To welcome the new year
   B. To see the newly bought clock
   C. To strike the laughing people
   D. To stop people who shouted

17. When did the event happen?
   A. In the middle of the year
   B. The end of the year
   C. Christmas celebration
   D. At the weekend as usual

18. 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

19. What probably happened when someone shouted that the clock stopped?
   A. Everybody directly celebrate the New Year
   B. Everybody sings and laugh
   C. Everybody looked for a watch
   D. Everybody shouted too

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

21. “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

The text for question 22-26

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn’t go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.
Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn’t have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

22. What happened to the writer yesterday?
   A. He has a terrible day
   B. He gets a terrible day
   C. He had a terrible day
   D. He got a terrible day

23. Why did he wake up an hour late?
   A. Because he didn’t set alarm clock
   B. Because his alarm clock didn’t go off
   C. Because he didn’t see alarm clock
   D. Because his alarm clock didn’t work

24. What did he do after having breakfast?
   A. He got dressed so quickly that he forgot to wear socks
   B. He wear socks so quickly that he forgot to get dressed
   C. He ran out of the house trying to get the 9:30 bus
   D. He burned his hand when he was makin breakfast

25. How far did the writer walk?
   A. He walked for two miles
   B. He walked for three miles
   C. He walked for four miles
   D. He walked for five miles

26. What does the writer hope?
   A. The writer hopes to discover that it was Sunday
   B. The writer hopes to take a taxi
   C. The writer hopes he never had a day like yesterday
   D. The writer hopes that yesterday will be better

The text for question 27-28

When I was a kid, I used to play hide and seek with friends. We used to play in the yard behind my house. The yard was a perfect place because it was surrounded by dense banana trees. We usually played until late at night. One day, when I was trying to find a place to hide among the banana trees, I slipped and fell into the river. I used to take a bath at the river, but never at night! In the dark, everything looked different. I couldn’t think clearly, I felt something tickling my feet. I was struggling to go out, but my feet were trapped in the mud. Thank God, a friend finally came and helped me. He then called others, and I was saved.

27. What made the yard a perfect place for the game? It was...
   A. Surrounded by dense banana trees
   B. Just behind the writer’s house
   C. A place where he takes a bath
   D. Near a river

28. What is the main idea of paragraph two?
   A. The writer was very dark
That Sunday evening I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but couldn’t find it. I was panicky. I asked everyone in the house whether they knew where my cell phone was but no one knew. Well, I lost it thought. Then I had an idea. I asked my brother to call my cell phone. Surprised, I heard it ringing in my jacket. My cell phone was there.

29. What is the text about?
   A. The lost cell phone
   B. My friend’s cell phone
   C. Cell phone in the jacket
   D. My brother’s cell phone

30. From the text, we know that the writer is ... person.
   A. A careful
   B. A cautious
   C. A forgetful
   D. An attentive
Dear Mom and Dad,

Andy and I visited the North Sumatra last week. We visited Lake Toba, the biggest lake in Indonesia. It was great! Lake Toba is about 176 km from Medan. Asahan River flows from this lake. The writer forms many beautiful waterfalls, like Sigura-gura and Tangga. In the middle of the lake, there is an island called Samosir. Batak ethnic people live in this land.

After visiting the lake, we continued our journey to Sipiso-piso waterfall in Karo. I took picture of it. I will show you when I get home. The next day, we went surfing at Nias Beach. It was great. The waves were big.

When we were in Nias, we saw the “Ombo Batu” ceremony. It is a traditional ceremony in Nias. In this ceremony, some young men have to jump over a stone. The height of the stone is about 2 meters.

I bought some presents at the Visitors Centre. I bought some traditional clothes and a book. I’ll see you next week.

It was wonderful journey.

Regards

1. The text above is about...
   A. The writer’s experience in North Sumatra
   B. The writer’s journey to Samosir
   C. The writer’s experience to see “Ombo Batu”
   D. The writer’s journey to Sipiso-piso

2. According to the text which of the following is TRUE?
   A. The height of the stone is about 2 meters
   B. Batak ethnic people live in Nias
   C. Lake Toba is about 167 km from Medan
   D. The writer didn’t see the Ombo Batu Ceremony

3. What did the young men in Ombo Batu ceremony?
   A. Jump over a stone
   B. Jump over a wall
   C. Jump over a coral
   D. Jump over a tree

4. What is the reorientation of the text?
   A. It was wonderful journey
   B. It was a great journey
   C. It was amazing journey
   D. It was hard journey

5. Where did Andi and Doni saw the “Ombo Batu” ceremony?
   A. At Losari
   B. At Senggigi
   C. At Nias
An Unforgettable Trip to Bromo

Last holiday, my friend and I decided to go to Bromo. We left Semarang in the afternoon. After a very long trip, we finally arrived in Proboliggo. We arrived at the hotel at 2 p.m, and immediately were ready for our trip to the mountain.

Bromo actually belongs to the Tengger group. This group consists of four mountains, namely Bromo, Penanjakan, Batok, and Widodaren. Driving on our 1997 Suzuki Carry, we climbed Pananjakan to enjoy the sunrise. It was amazing.

From Pananjakan, we left to Bromo. During our trip, a horrible thing happened. Although Bromo is lower than Pananjakan, our trip proved to be very difficult. While our car was slowly moved backward! We quickly jumped out of the car. The driver asked us to push the car, and we did so accordingly. We pushed and pushed the car but the engine refuse to start. When we were too tired to push, we stooped and learned our backs to the car to stop its sliding backwards. It was horrible. All of us were desperate. After thirty minutes, the engine worked again. We cried in happiness. Then we continued our journey.

We spent an hour in Bromo. I climbed the mountain on horseback and enjoyed the beauty of the smoky crater. However, most of my friends refused to climb the mountain. They were too tired to do so. Pushing the car made them exhausted.

7. What time did the writer and his friend arrived at the hotel?
   A. Three o’clock   
   B. Seven o’clock  
   C. Two o’clock   
   D. Five o’clock

8. Why did the writer and his friend Pananjakan? Because....
   A. They want to enjoy the sunrise  
   B. They want to take a picture  
   C. They want to enjoy the sunset  
   D. They want to see the mountain

9. According to the text, which of the following is NOT stated as a sequence of events?
   A. The writer and his friend spent an hour in Bromo  
   B. The writer and his friend pushed a car  
   C. The writer and his friend decided to go to Bromo  
   D. The writer and his friend climbed the mountain on horseback

10. How long did the engine work again?
    A. Thirty minutes  
    B. Sixty minutes  
    C. Twenty minutes  
    D. Ten minutes

11. It can be implied from the story that....
    A. The trip exhausted  
    B. The great thing happened during the trip  
    C. The sunrise was horrible

D. At Anyer

6. “It was wonderful journey”
   What is the similarity of the underlined word in the last paragraph...
   A. Trip  
   B. Experience  
   C. Stay  
   D. Fun
The text for questions 12-18

A Bad Day for Marani

One day Marani was ill. She had pain in her stomach. She could not eat any food. Marani’s father thought it was serious. He thought that she might need an operation. He wanted her to see a doctor immediately. Her mother took her to clinic. Marani did not like to see a doctor. This was the first time she had been to clinic. They had to wait a long time. There were many patients in the waiting room. Then, the nurse called out her name and she went in to see the doctor.

The doctor smiled and told her not to worry. Marani felt comfortable talking to her. This was the first time she had been to see her. So the doctor wanted to know her age and where she went to school. She asked her about the game she played. She asked her how she felt. Marani told the doctor that she felt a pain in the stomach. She wanted to know when she got the pain. She told her that it was always soon after her meal. The doctor looked at her tongue and her eyes.

Then the doctor told her that it was nothing serious. She gave her some powder to mix in water and drink. She also gave her some tablets to take after food. She told her not to eat spicy food for a few days.

Marani was glad that she did not need an operation.

12. What is the passage about?
   A. Marani’s illness not being serious
   B. The treatment in the clinic
   C. Marani’s first experience to see a doctor
   D. The food that Marani eats

13. Which of the following is stated as the re-orientation?
   A. Marani was glad that she didn’t need an operation
   B. Marani was scared that she needed to see a doctor
   C. Marani was sad that she didn’t need operation
   D. Marani was shocked that she had a stomachache

14. Where did Marani’s mother take her to?
   A. Hospital
   B. Drugstore
   C. Clinic
   D. Dentist

15. What did the doctor give to Marani?
   A. Muffins and fruits
   B. Powder and tablets
   C. Sweet and cookies
   D. Capsules and powder

16. Who is the main character in the story? ...
   A. Marani
   B. Mom
   C. Doctor
   D. Nurse

17. Why did Marani wait a long time to see a doctor? Because...
   A. The doctor was very busy
   B. Many patients in waiting room
   C. The nurse didn’t call her name
   D. The doctor didn’t come to the clinic

18. “Then the doctor told her that it was nothing serious.”
   The underlined word refers to....
Illness

One day I was setting in the local library, I started to read a medical encyclopedia that was lying on the table in front of me. The first illness I read about was cholera. As I read the list of symptoms, it occurred to me that perhaps I had cholera my self. I sat for a while, too frightened to move.

Then, in a kind of dream, I started to turn the pages of the book. I came to malaria. Yes, there was no doubt about it – I had malaria too. And I certainly had hepatitis. And yellow fever. And so it went on. I read through the whole book, and by the end I came to the conclusion that I had every illness.

I sat and thought, and I became more and more worried. I wondered how long I had to live. I examined myself. I felt my pulse. At first, I couldn’t find it at all; then suddenly it seems start off. I look at my watch to time it – it was beating 147 minutes. I tried to feel my heart. I couldn’t feel it. It wasn’t beating. I stuck my tongue out and tried to look at it. I could only see the end of it, but from that I was even more certain that before that I had yellow fever.

I went straight to my doctor, who was a good friend of mine. “What’s the matter with you?” he asked. “I have every illness in the medical encyclopedia.” I told him how I read the medical encyclopedia. Then he opened my mouth and looked at my tongue, and he felt my pulse, and he listened to my heart. Then he sat down and wrote a prescription. It said:

- 3 good meals everyday
- A two – mile walk everyday morning
- Be in bed at 11 o’clock every night
- Don’t read a medical books!

I followed the doctor’s instruction, and I am happy to say that now I feel quite well again.

19. From the text, we know that the writer is ... person
A. A worry
B. A careful
C. A cautious
D. A forgetful

20. “I started to read a medical encyclopedia that was.....”
What the similarity of started ....
A. Stop
B. Finish
C. Begin
D. Try

21. What was the only illness that the writer didn’t have?
A. Malaria
B. Housemaid’s knee
C. Cholera
D. Hepatitis

22. Which of the following statement is NOT being discussed in the text?
A. The writer had leukemia
B. The medical encyclopedia
C. The cholera symptom
D. The writer had a yellow fever
23. Which of the following statement is included into re-orientation of the story?
   A. The writer went straight to the doctor
   B. The writer become more and more worried
   C. The writer very happy because felt well again
   D. The writer examined himself

24. The following statements are not included into sequence of events, EXCEPT...
   A. The writer was sitting in the local library
   B. The doctor opened the writer’s mouth
   C. The doctor wrote the prescription
   D. The writer tried to feel his heart

25. Why did the writer examine himself? Because he wanted...
   A. To know the either he health or no
   B. To know the beat of his heart
   C. To feel to the pulse
   D. To know how long he had to live

The text for question 26-30

My Rush Time as a Journalist

I usually wake up at eight o’clock a.m. and went to the Press Center to check the daily schedule

Schedule of briefings and press conferences. It was usually held by the United Nation officials or disaster mitigation team.

It was challenging to visit the different refuge camps to finds soft stories, human interest stories. After that I went back to the Press Center to cover the press conferences of the day.

It was heart breaking when I saw these survivors fight for food and secondhand clothing. Unfortunately as they said, the food and clothing were limited and inadequate. Emerging to glaring, fool noon, it was time to go back to Press Center to write stories and race against time. I was always fearing that the internet would come crushing down.

After everything was done, only I remembered to eat. Most time, I only ate once a day because I always had to rush and again it was difficult to find food. I had to travel quite far. I needed to spend 1 30-45 minutes by car just to find fresh food.

26. When did the writer usually wake up?
   A. At eight o’clock
   B. At seven o’clock
   C. At six o’clock
   D. At five o’clock

27. Why did the writer visit the different refuge camps?
   A. To finds a fresh food
   B. To finds soft stories and human interest stories
   C. To finds the data
   D. To finds the survivors

28. What did the writer do in the press center in the noon?
   A. He wrote the stories
   B. He reported the report
   C. He read the schedule
   D. He analyzed the data

29. Why did the writer went back to the Press Center?
   A. To cover the press Conferences of the day
   B. To write stories and race
C. To check the daily schedule  
D. To cover the schedule of briefing  
30. How long did the writer find a fresh food by car?  
A. 30 – 55 minutes  
B. 45 – 50 minutes  
C. 30 – 40 minutes  
D. 25 – 50 minutes
APPENDIX 7

BLUE PRINT KISI-KISI PENULISAN SOAL PRE-TEST

Nama sekolah: MTs Mathlaul Huda
Mata pelajaran: Bahasa Inggris
Kelas / Semester: II
Aspek / Skill: Reading / Recount Text
Jumlah soal: 30 Soal
Alokasi waktu: 45 Menit

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Menemukan gagasan di dalam teks seperti:</td>
</tr>
<tr>
<td></td>
<td>a. Gagasan pokok</td>
</tr>
<tr>
<td></td>
<td>1, 5, 8, 13, 28, 29</td>
</tr>
<tr>
<td></td>
<td>b. Gagasan pendukung</td>
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<td></td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>c. Informasi tersirat/tidak tersirat</td>
</tr>
<tr>
<td></td>
<td>10, 18, 20, 25</td>
</tr>
<tr>
<td>2.</td>
<td>Makna vocabulary</td>
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<td></td>
<td>12, 21</td>
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<tr>
<td>3.</td>
<td>Menentukan langkah retorika (schematic structure), yaitu:</td>
</tr>
<tr>
<td></td>
<td>a. Orientation</td>
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<td></td>
<td>31, 23, 27</td>
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<td></td>
<td>b. Sequence of event</td>
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<tr>
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<td>6, 9, 11, 14, 15, 16, 19, 24</td>
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<tr>
<td></td>
<td>c. Reorientation</td>
</tr>
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<td>2, 3, 4, 7, 17, 26</td>
</tr>
</tbody>
</table>
BLUE PRINT KISI-KISI PENULISAN SOAL POST-TEST

Nama sekolah: MTs Mathlaul Huda
Mata pelajaran: Bahasa Inggris
Kelas / Semester: II
Aspek / Skill: Reading / Recount Text
Jumlah soal: 30 Soal
Alokasi waktu: 45 Menit

1. Menemukan gagasan di dalam teks seperti:
   a. Gagasan pokok
   b. Gagasan pendukung
   c. Informasi tersirat /tidak tersirat

2. Makna vocabulary

3. Menentukan langkah retorika (schematic structure), yaitu:
   a. Orientation
   b. Sequence of event
   c. reorientation

<table>
<thead>
<tr>
<th>1. Menemukan gagasan di dalam teks seperti:</th>
<th>2. Makna vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Gagasan pokok</td>
<td>1, 12</td>
</tr>
<tr>
<td>b. Gagasan pendukung</td>
<td>16, 19</td>
</tr>
<tr>
<td>c. Informasi tersirat /tidak tersirat</td>
<td>2, 9, 13, 22, 23, 24</td>
</tr>
<tr>
<td>2. Makna vocabulary</td>
<td>6, 18, 20</td>
</tr>
<tr>
<td>3. Menentukan langkah retorika (schematic structure), yaitu:</td>
<td></td>
</tr>
<tr>
<td>a. Orientation</td>
<td>7, 14, 17, 26,</td>
</tr>
<tr>
<td>b. Sequence of event</td>
<td>3, 5, 8, 10, 21, 25, 27, 28, 29</td>
</tr>
<tr>
<td>c. reorientation</td>
<td>4, 11, 15, 30</td>
</tr>
</tbody>
</table>
### APPENDIX 8

#### KISI-KISI PENULISAN SOAL PRE-TEST 2015/2016

<table>
<thead>
<tr>
<th>Nama sekolah</th>
<th>MTs Mathlaul Huda</th>
<th>Mata pelajaran</th>
<th>Bahasa Inggris</th>
<th>Aspek / Skill</th>
<th>Reading / Recount Text</th>
<th>Jumlah soal</th>
<th>30 Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelas / Semester</td>
<td>II</td>
<td>Alokasi Waktu:</td>
<td>45 Menit</td>
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</tbody>
</table>

**Nama sekolah:** MTs Mathlaul Huda  
**Mata pelajaran:** Bahasa Inggris  
**Kelas / Semester:** II  
**Alokasi Waktu:** 45 Menit

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
<th>Jenis Soal</th>
<th>Soal</th>
<th>Jumlah</th>
</tr>
</thead>
</table>
| Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, recount, spoof, dan hortatory exposition | 1. Menemukan gagasan dalam teks seperti:  
   a. Gagasan pokok | Pilihan ganda |  
   1. The text above is about...  
   A. **Embarrassing experience of the soft drink**  
   B. Terrible day  
   C. Expire date of the soft drink  
   D. The taste of the soft drink |  
   5. The text above is about...  
   A. **An embarrassing day**  
   B. Shopping with mother  
   C. The writer and his friend  
   D. My friend and his motorcycle |  
   8. What is the main idea of the second paragraph?  
   A. **Jenny and Eric complained about the soup**  
   B. Jenny and Eric had dinner together  
   C. The manager asked for apology  
   D. Eric ate a bowl of fruit of salad |  
   13. What is the main idea of paragraph 2?  
   A. **The writer’s visit to Prambanan**  
   B. The writer went to Yogyakarta keraton  
   C. The writer’s trip to Borobudur  
   D. The writer’s experience at Malioboro | 30 soal |
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
</table>
| 28. What is the main idea of paragraph two? | A. **The writer was very dark**  
B. The writer’s feet were trapped in the mud  
C. The writer was hiding among the banana trees  
D. Something strange was tickling the writer’s feet |
| 29. What is the text about? | A. The lost cell phone  
B. My friend’s cell phone  
C. **Cell phone in the jacket**  
D. My brother’s cell phone |
| 30. From the text, we know that the writer is ... person. | A. A careful  
B. A cautious  
C. **A forgetful**  
D. An attentive |
| 10. What is the purpose of the writer to write the text above? | A. **To tell the writer’s experience in the past**  
B. To describe an Italian restaurant  
C. To inform to eat in a restaurant  
D. To entertain the readers |
| 18. Which of the following is not true according 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** |
| 20. What does the first sentence tell you? | A. The problem that the writer met  
B. The funny thing in the story  
C. **The opening of the story**  
D. The past event |
| 25. How far did the writer walk? | A. He walked for two miles  
B. **He walked for three miles**  
C. He walked for four miles  
D. He walked for five miles |
2. Makna vocabulary

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<tbody>
<tr>
<td>2.</td>
<td>Menentukan langkah retorika (schematic structure), yaitu:</td>
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<tr>
<td>3.</td>
<td>a. Orientation</td>
</tr>
<tr>
<td></td>
<td>b. Sequence of event</td>
</tr>
</tbody>
</table>

12. “The next moment I gave a *muffled* yell and ...”
   The underlined word means...
   A. **Quiet and less clear**
   B. Noisy and shooting
   C. Loud and screaming
   D. Forceful and talkative

21. “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

31. What happened to the writer yesterday?
   A. He has a terrible day
   B. He gets a terrible day
   C. **He had a terrible day**
   D. He got a terrible day

23. Why did he wake up an hour late?
   A. Because he didn’t set alarm clock
   B. **Because his alarm clock didn’t go off**
   C. Because he didn’t see alarm clock
   D. Because his alarm clock didn’t work

27. What made the yard a perfect place for the game? It was...
   A. **Surrounded by dense banana trees**
   B. Just behind the writer’s house
   C. A place where he takes a bath
   D. Near a river

6. Why did the writer couldn’t contact his friend?
   A. **Because his cell phone was broken**
   B. Because his friend was still in the department store
   C. Because he got bored watching his friend
   D. Because he went home

9. Why did Jenny make a complaint?
   A. **She found a piece of button in her soup**
B. She asked for replacement  
C. The meal was very nice  
D. The manager was angry  

11. Why did writer never eat again before going to sleep?  
A. He was afraid being a fat boy  
B. He was afraid to meet an old woman  
C. He didn’t want to have a trouble sleep  
D. He didn’t want to get a horrible nightmare  

14. Why did the writer didn’t visited Wisnu Temples?  
A. Because the writer should go to Yogyakarta Keraton  
B. Because Wisnu Temples is being renovated  
C. Because the writer felt tired  
D. Because the writer continued his journey  

15. When did the clock stopped?  
A. At 5.12  
B. At 11.55  
C. At 12.00  
D. At 12.02  

16. Why did the people gather under the Town Hall clock?  
A. To welcome the new year  
B. To see the newly bought clock  
C. To strike the laughing people  
D. To stop people who shouted  

19. What probably happened when some one shouted that the clock stopped?  
A. Everybody directly celebrate the New Year  
B. Everybody sings and laugh  
C. Everybody looked for a watch  
D. Everybody shouted too  

24. What did he do after having breakfast?  
A. He got dressed so quickly that he forgot to wear socks  
B. He wear socks so quickly that he forgot to get dressed  
C. He ran out of the house trying to get the 9:30 bus  
D. He burned his hand when he was making breakfast
2. From the text we know that the writer...
   A. Knew the exact expired date of the drink
   B. The writers’ friends thanked him for reminding them
   C. The writer knew that the flavor of the drink was not good
   **D. The writer had made mistakes looking at the expired date of the drink**

3. The writer’s team was bitten by team from...
   A. Qatar
   B. Thailand
   C. Mongolia
   D. **Malaysia**

4. According to the writer ... team was difficult to beat.
   A. Thai
   B. Qatari
   C. Indonesian
   D. **Malaysian**

7. From the story above we can conclude that there was a problem because...
   A. The writer couldn’t contact his friend
   B. The writer’s friend was in the clothes section
   C. The writer and his friend couldn’t ride the motorcycle
   D. The writer and his friend decided to go to the department store

17. When did the event happen?
   A. In the middle of the year
   B. **The end of the year**
   C. Christmas celebration
   D. At the weekend as usual

26. What does the writer hope?
   A. The writer hopes to discover that it was Sunday
   B. The writer hopes to take a taxi
   C. **The writer hopes he never had a day like yesterday**
   D. The writer hopes that yesterday will be better
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
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<th>Soal</th>
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<tr>
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<td>1. Menemukan gagasan di dalam teks seperti:</td>
<td>Pilihan ganda</td>
<td>1. The text above is about...</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>a. Gagasan pokok</td>
<td></td>
<td>A. The writer’s experience in North Sumatra</td>
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<tr>
<td></td>
<td>b. Gagasan pendukung</td>
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<td>B. The writer’s journey to Samosir</td>
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<td>C. The writer’s experience to see “Ombo Batu”</td>
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<td></td>
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<td>D. The writer’s journey to Sipiso-piso</td>
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<td>12. What is the passage about?</td>
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<td></td>
<td>A. Marani’s illness not being serious</td>
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<td>B. The treatment in the clinic</td>
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<td>C. Marani’s first experience to see a doctor</td>
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<td></td>
<td>D. The food that Marani eat</td>
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<td>16. Who is the main character in the story?</td>
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<td></td>
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<td></td>
<td>A. Marani</td>
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<td></td>
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<td>B. Mom</td>
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<td></td>
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<td>C. Doctor</td>
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<td>D. Nurse</td>
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<td>19. From the text, we know that the writer is ... person</td>
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<td></td>
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<td></td>
<td>A. A worry</td>
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<td>B. A careful</td>
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<td>C. A cautious</td>
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<tr>
<td>Question</td>
<td>Answer</td>
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<tr>
<td>c. Informasi tersirat dan tidak tersirat</td>
<td>D. A forgetful</td>
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<tr>
<td>2. According to the text which of the following is TRUE?</td>
<td>A. The height of the stone is about 2 meters</td>
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<td></td>
<td>B. Batak ethnic people live in Nias</td>
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<td></td>
<td>C. Lake Toba is about 167 km from Medan</td>
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<td></td>
<td>D. The writer didn’t saw the Ombo Batu Ceremony</td>
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<tr>
<td>9. According to the text, which of the following is NOT stated as sequence of events?</td>
<td>A. The writer and his friend spent an hour in Bromo</td>
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<tr>
<td></td>
<td>B. The writer and his friend pushed a car</td>
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<tr>
<td></td>
<td>C. The writer and his friend decided to go to Bromo</td>
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<tr>
<td></td>
<td>D. The writer and his friend climbed the mountain on horseback</td>
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</tr>
<tr>
<td>13. Which of the following is stated as the re-orientation?</td>
<td>A. Marani was glad that she didn’t need an operation</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>B. Marani was scare that she need to see a doctor</td>
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<tr>
<td></td>
<td>C. Marani was sad that she didn’t need operation</td>
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<tr>
<td></td>
<td>D. Marani was shock that she had a stomachache</td>
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</tr>
<tr>
<td>22. Which of the following statement is NOT being discussed in the text?</td>
<td>A. The writer had leukemia</td>
<td></td>
<td></td>
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<td></td>
<td>B. The medical encyclopedia</td>
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<td>C. The cholera symptom</td>
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<td>D. The writer had a yellow fever</td>
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<td>23. Which of the following statement is included into re-orientation of the story?</td>
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2. **Makna vocabulary**

<table>
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<th>24. The following statements are not included into sequence of events, EXCEPT...</th>
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<tr>
<td>A. The writer was sitting in the local library</td>
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<td>B. The doctor opened the writer’s mouth</td>
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<td>C. The doctor wrote the prescription</td>
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<td>D. The writer tried to feel his heart</td>
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6. “It was wonderful journey”

What is the similarity of the underlined word in the last paragraph...

| A. Trip |
| B. Experience |
| C. Stay |
| D. Fun |

18. “Then the doctor told her that it was nothing serious.”

The underlined word refers to....

| A. Stomach |
| B. Operation |
| C. Illness |
| D. Tongue and eyes |

20. “I started to read a medical encyclopedia that was.....”

What the similarity of started ....

| A. Stop |
| B. Finish |
| C. Begin |
| D. Try |
3. Menentukan langkah-langkah retorika (schematic structure), yaitu:
   a. Orientation
   b. Sequence of event
7. What time did the writer and his friend arrived at the hotel?
   A. Three o’clock
   B. Seven o’clock
   C. Two o’clock
   D. Five o’clock
14. Where did Marani’s mother take her to?
   A. Hospital
   B. Drugstore
   C. Clinic
   D. Dentist
17. Why did Marani wait a long time to see a doctor? Because...
   A. The doctor was very busy
   B. Many patients in waiting room
   C. The nurse didn’t call her name
   D. The doctor didn’t come to the clinic
26. When did the writer usually wake up?
   A. At eight o’clock
   B. At seven o’clock
   C. At six o’clock
   D. At five o’clock
3. What did the young men in Ombo Batu ceremony?
   A. Jump over a stone
   B. Jump over a wall
   C. Jump over a coral
   D. Jump over a tree
5. Where did Andi and Doni saw the “Ombo Batu” ceremony?
   A. At Losari
   B. At Senggigi
   C. At Nias
   D. At Anyer
8. Why did the writer and his friend
Pananjakan? Because...
A. They want to enjoy the sunrise
B. They want to take a picture
C. They want to enjoy the sunset
D. They want to see the mountain

10. How long did the engine work again?
A. Thirty minutes
B. Sixty minutes
C. Twenty minutes
D. Ten minutes

21. What was the only illness that the writer didn’t have?
A. Malaria
B. Housemaid’s knee
C. Cholera
D. Hepatitis

25. Why did the writer examine himself?
Because he wanted...
A. To know the either he health or no
B. To know the beat of his heart
C. To feel the pulse
D. To know how long he had to live

27. Why did the writer visit the different refuge camps?
A. To finds a fresh food
B. To finds soft stories and human interest stories
C. To finds the data
D. To finds the survivors

28. What did the writer do in the press center in the noon?
A. He wrote the stories
B. He reported the report
C. He read the schedule
D. He analyzed the data
c. Reorientation

29. Why did the writer went back to the Press Center?
   A. To cover the press Conferences of the day
   B. To write stories and race
   C. To check the daily schedule
      To cover the schedule of briefing

4. What is the reorientation of the text?
   A. It was wonderful journey
   B. It was a great journey
   C. It was amazing journey
   D. It was hard journey

11. It can be implied from the story that....
   A. The trip exhausted
   B. The great thing happened during the trip
   C. The sunrise was horrible
   D. The writer and his friend are very happy

15. What did the doctor give to Marani?
   A. Muffins and fruits
   B. Powder and tablets
   C. Sweet and cookies
   D. Capsules and powder

30. How long did the writer find a fresh food by car?
   A. 30 – 55 minutes
   B. 45 – 50 minutes
   C. 30-40 minutes
   D. 25-50 minutes
## APPENDIX 9

### THE ANSWER KEYS PRE-TEST AND POST TEST

#### PRE TEST

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APPENDIX 10

This is the students’ score of reading based on my practice teaching in MTs Al-Husna:

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