

**USING PREVIEWING TEXT STRATEGY IN TEACHING RECOUNT  
READING TO THE EIGHTH GRADE STUDENTS OF SMP  
MUHAMMADIYAH 1 PALEMBANG**



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**Submitted as a fulfillment of requirements to get**  
**a bachelor's degree of Sarjana Pendidikan (S.Pd)**

**by**

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Assalamu'alaikum Wr.Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **“USING PREVIEWING TEXT STRATEGY IN TEACHING RECOUNT READING TO THE EIGHTH GRADE STUDNETS OF SMP MUHAMMADIYAH 1 PALEMBANG”**, di tulis oleh saudari **Tri Lestari (12250144)** telah dapat diajukan dalam sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang. Demikianlah terima kasih.

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MUHAMMADIYAH 1 PALEMBANG**

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## DEDICATION AND MOTTO

**This Thesis is Dedicated to:**

- Allah SWT for His blessing, His mercies, His messenger, His books, and everything given to me.
- The prophet Muhammad SAW who always inspires me to do the best.
- My beloved family, Harno Saputra (Father), Kartini (Mother), Eka Purnama (Brother), Jatmiko Santoso (Brother), Mesi Oktari (Sister), and all of my family who are always beside me and give a great love, pray, motivation, support, and help.
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## Motto

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

Indeed, with hardship [will be] ease (Ash-Sharh: 6)



## **SURAT PERNYATAAN**

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **“USING PREVIEWING TEXT STRATEGY IN TEACHING RECOUNT READING TO THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 1 PALEMBANG”** adalah hasil saya sendiri. Apabila ternyata bukan hasil sendiri, saya bersedia dengan pasal 70 Undang-undang No. 20 Tahun 2003 tentang “Sistem Pendidikan Nasional” yang berbunyi “Lulusan yang karya ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi atau avokasi sebagaimana dimaksud pada pasal 25 ayat (2) terbukti merupakan jiplakan, maka akan di pidana dengan penjara paling lama dua tahun penjara atau denda paling banyak Rp. 200.000.000 (Dua Ratus Juta Rupiah)”.

Demikianlah pernyataan ini saya buat dengan sebenarnya.

Palembang, April 2017

Menyatakan

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TL

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT .....</b>	<b>i</b>
<b>TABLE OF CONTENTS.....</b>	<b>ii</b>
<b>ABSTRACT .....</b>	<b>iv</b>
<b>LIST OF TABLE .....</b>	<b>v</b>
<b>LIST OF APPENDICES .....</b>	<b>vii</b>
<b>LIST OF DOCUMENTATION .....</b>	<b>viii</b>
<b>I. INTRODUCTION.....</b>	<b>1</b>
1.1 Background .....	1
1.2 Problems of the Study .....	7
1.3 Objectives of the Study .....	7
1.4 Significance of the Study .....	8
<b>II. LITERATURE REVIEW .....</b>	<b>9</b>
2.1 The Concept of Teaching .....	9
2.2 The Concept of Reading .....	10
2.3 The Concept of Comprehension .....	12
2.4 The Concept of Reading Comprehension.....	14
2.5 The Principles of Teaching Reading .....	15
2.6 The Concept of Recount Text.....	16
2.7 The Concept of Previewing Text Strategy .....	19
2.8 The Procedures of Previewing Text Strategy .....	21
2.9 Previous Related Studies.....	23
2.10 Hypotheses of the Study .....	24
2.11 Criteria for Testing Hypotheses .....	25
2.3 Research Setting .....	26
<b>III. METHOD AND PROCEDURE .....</b>	<b>27</b>
3.1 Research Design.....	27
3.2 Variables of Study.....	28
3.3 Operational Definitions.....	28
3.4 Population and Sample .....	30
3.4.1 Population .....	30
3.4.2 Sample.....	30
3.5 Data Collection .....	31
3.5.1 Test.....	31
3.6 Data Instrument Analysis.....	34

3.6.1 Validity Test.....	34
3.6.2 Reliability Test.....	37
3.6.3 Readability Test .....	38
3.7 Data Analysis .....	42
3.7.1 Scoring .....	42
3.7.2 Data Descriptions.....	43
3.7.3 Prerequisite Analysis .....	43
3.8 Hypotheses Testing .....	44
<b>IV. FINDINGS AND INTERPRETATIONS .....</b>	<b>46</b>
4.1 Findings .....	46
4.1.1 Data Descriptions.....	46
4.1.2 Prerequisite Analysis .....	54
4.1.3 Hypothesis Testing.....	56
4.2 Interpretations .....	58
<b>V. CONCLUSIONS AND SUGGESTIONS .....</b>	<b>62</b>
5.1 Conclusions .....	62
5.2 Suggestions .....	62
<b>REFERENCES .....</b>	<b>64</b>
<b>APPENDICES</b>	
<b>DOCUMENTATIONS</b>	

## ABSTRACT

The objectives of this study were to find out whether or not there was significant improvement before and after the treatment on the eighth grade students' recount reading scores by using Previewing Text strategy and to find out whether or not there was significant difference on the eighth grade students' recount reading scores between the students who were taught by using Previewing Text strategy and those who were not at SMP Muhammadiyah 1 Palembang in academic year 2016/2017. This study used quasi-experimental with 151 students from five classes. From the population, 62 students were chosen as samples VIII.A (control group) and VIII.C (experimental group) by using purposive sampling. In collecting the data, the test was used in the form of multiple choice. The test was given twice to experimental and control groups, for pretest and posttest. To verify the hypotheses, the data of pretest and posttest were analyzed by using paired sample t-test and independent sample t-test in SPSS 16.0. The findings showed that the p-output from paired sample t-test (sig2-tailed) was 0.000 which was lower than 0.05 and t- obtained 19.324 was higher than t-table (31-1) with df=30 (2.0423). The result of p-output from independent sample t-test was 0.002 which was lower than 0.05 and the t-obtained 3.180 was higher than t-table (62-2) with df=60 (2.0003). Therefore, it could be stated that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. It means that teaching reading recount text by using Previewing Text strategy had significant improvement and showed significant difference on the students' reading comprehension scores.

**Keywords:** *Reading comprehension, Previewing Text strategy.*

## LIST OF TABLES

	Page
Table 1 : The Population of the Study .....	30
Table 2 : The Sample of Study .....	31
Table 3 : The classification of students' score .....	36
Table 4 : Result of Reliability Analysis Using Split Half .....	37
Table 5 : Result of Readability of Research Instruments Texts .....	40
Table 6 : Result of Readability of Research Treatments Texts .....	41
Table 7 : Specification of the Test.....	43
Table 8 : Frequency Data of Students' Pretest Scores in Control Group .....	46
Table 9 : The Percentage of Students' Pretest Scores in Control Group.....	47
Table 10 : Frequency Data of Students' Posttest Scores in Control Group.....	48
Table 11 : The Percentage of Students' Posttest Scores in Control Group .....	49
Table 12 : Frequency Data of Students' Pretest Scores in Experimental Group....	49
Table 13 : The Percentage of Students' Pretest Scores in Experimental Group .....	50
Table 14 : Frequency Data of Students' Posttest Scores in Experimental Group...	51
Table 15 : The Percentage of Students' Pretest Scores in Experimental Group .....	52
Table 16 : Descriptive Statistics of Students' Pretest and Posttest Scores in Control Group .....	53
Table 17 : Descriptive Statistics of Students' Pretest and Posttest Scores In Experimental Group.....	53
Table 18 : The Result of Normality Test of Students' Pretest Scores in Control and Experimental Groups .....	54
Table 19 : The Result of Normality Test of Students' Posttest Scores in Control and Experimental Groups .....	55
Table 20 : The Result of Homogeneity Test on Students' Pretest Scores in Control and Experimental groups .....	55
Table 21 : The Result of Homogeneity Test on Students' Posttest Scores in Control and Experimental groups .....	56

Table 22 : Result Analysis in measuring significant improvement on Students' Pretest to Posttest Scores in Experiment Group .....	57
Table 23 : Result Analysis in measuring significant difference on Students' Posttest Scores in Control and Experimental Group .....	57

## **LIST OF APPENDICES**

- Appendix A** Interview Guideline for Teacher and Questionnaire for the Students
- Appendix B** The Result of Pretest and Posttest Scores between Control and Experimental Group
- Appendix C** Attendance List of Pretest and Posttest in Control Group
- Appendix D** Attendance List of Pretest and Posttest in Experimental Group
- Appendix E** Attendance List of Treatment in Experimental Group
- Appendix F** Syllabus of Academic
- Appendix G** Lesson Plan of Teaching Academic
- Appendix H** Construct Validity Measured by Validators
- Appendix I** Attendance List of Tryout
- Appendix J** Instruments of Tryout, Answer Sheet and Answer Key
- Appendix K** Instruments of Pretest and Posttest, Answer Sheet and Answer Key of Reading Test
- Appendix L** Validity Result of Each Question Items
- Appendix M** Research Teaching Schedule
- Appendix N** Distribution of Frequencies of Pretest and Posttest in Control and Experimental Group
- Appendix O** Descriptive Statistics of Pretest and Posttest in Control and Experimental Group
- Appendix P** Normality of Pretest and Posttest in Control and Experimental Group
- Appendix Q** Homogeneity of Pretest and Posttest in Control and Experimental Group
- Appendix R** Result of Paired and Independent Sample T-Test
- Appendix S** Pearson Correlation
- Appendix T** Table at Significant for Two Tailed
- Appendix U** Text Preview Sheet and Example of Recount Text



## **LIST OF DOCUMENTATIONS**

1. Foto Copy Kartu Mahasiswa
2. Foto Copy Kwitansi Bayaran
3. Foto Copy Ijazah
4. Foto Copy Sertifikat Komputer, KKN, BTA dan Ospek
5. Foto Copy Sertifikat TOEFL
6. Lembar Pengesahan Pengajuan Judul Skripsi
7. Surat Izin Observasi
8. Surat Keterangan Telah Melakukan Observasi
9. Lembar Penunjukan Pembimbing
10. Surat Keputusan Penunjukan Pembimbing
11. Surat Izin Try Out
12. Surat Keterangan Telah Melakukan Try Out
13. Surat Izin Penelitian dari Fakultas
14. Surat Keterangan Telah Melakukan Penelitian
15. Surat Keterangan Bebas Teori
16. Surat Keterangan Administrasi Kompre dan Munaqosyah
17. Rekapitulasi Nilai Ujian Komprehensif
18. Lembar Konsultasi Skripsi
19. Transkrip Nilai
20. Foto Penelitian

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

#### **1.1 Background**

English is global language which is used as communication in many countries for some areas. It can be used to communicate in doing daily activities. English is a global language for communication (Al Khateeb, 2015; and Crystal, 2003). This is widely used in various countries and in various fields. It can be at least understood almost everywhere among scholars and educated people.

English is one of the most favorite foreign languages that is used and taught at schools in the world including in Indonesia. English is positioned as foreign language in Indonesia. The status of English in Indonesia is the first foreign language (Hamra & Syatriana, 2010; and Marhum, 2009). As a language, it can be used to communicate in social life including in education area. English has played an important role in education as it is a compulsory subject in schools until university level (Lauder, 2008, p. 10). Therefore, the position of English in Indonesia is still as foreign language although it has dominated global language teaching.

There are four main skills in English subject. They are listening, speaking, reading and writing. Those skills are divided into receptive and productive skills.

Harmer (2001, p. 199) highlights that reading and listening are the process of receptive skill. Meanwhile, writing and speaking are the process of productive skill (Zhang, 2013, p. 834). Those skills are applied in English class. Khameis (2006, p. 111) shows that the four skills naturally appear together in every English class. It means that those skills must be practiced by students and cannot be separated from English class.

All of the skills are very important. One of them is reading. Reading is an interactive process in which the reader takes part in a conversation with the author through the text (Zare & Othman, 2013; and Medina, 2012). Reading is very useful and it cannot be separated in teaching and learning process. Reading is more essential and important skill than speaking and writing for learners of English as a second language (Petel & Jain, 2008; Brown, 2004; and Nunan, 2003). It means that reading is one of the processes of getting the information from the text and it is very important skill in English.

In relation to the importance of learning reading, there are some roles of reading. Saputri (2014, p. 3) states that reading skills enable readers to turn writing into meaning and achieve the goals of independent, comprehension, and fluency. Furthermore, Bruce and Robinson (1999, p. 3) assure that the role of reading is to develop vocabulary, syntactic knowledge, and general knowledge. Therefore, the roles of reading give the advantages for the students to enrich their vocabulary, fluency, comprehension, and knowledge in learning reading.

Reading has also many roles in academic field. According to Grabe and Stoller (2016, p. 86), the role of reading in academic is to search for information,

general comprehension, to learn new information, and to synthesize and evaluate information. Besides reading becomes global roles in academic, reading also attends in other subject areas. Cimmiyotti (2013, p. 7) asserts that reading is a skill utilized in every academic subject area and it is a logical domain to examine for a correlational relationship with other subject areas. Therefore, reading has played an important role in academic area including in all other subjects.

Regardless its importance in reading, students face a variety of difficulties while reading the text. Rahman (2007, pp. 32-33) remarks that the problem that students encounter with reading is the lack of vocabulary, the lack of interest, the complexity of the text, the idiomatic and figurative meanings, and also improper classroom activities. In addition, Sadeghi, (2007, p. 32) proposes that there are two factors which may influence reading comprehension. They are internal and external. Internal factors refer to everything related to the readers such as their cognitive abilities, strategies, knowledge, background, and affective characteristic. External factors called the text, content, and writer variable. Internal and external factors made students get difficulties to comprehend reading text.

In Indonesia, reading still becomes a problem for students. The Program for International Student Assessment (PISA) 2015 reported that the students' reading ability in Indonesia was in the 62<sup>nd</sup> placed out of 70 countries with the reading score 397 (OECD, 2016). Another survey which was conducted by Progress in International Reading Literacy Study (PIRLS, 2011) revealed that from 45 countries surveyed, Indonesia was placed in the ranked 42<sup>nd</sup> in reading achievement with the mean score 428 far below the international mean score 500.

This evidence obviously indicated low achievement of Indonesian students to comprehend the text.

In the education system of Indonesia, there are several kinds of the text that should be learned as the teaching and learning reading process. Recount text is one of the texts that should be learned by the eighth grade students in Junior High School. Based on Competency Standard - *Standar Kompetensi* (SK) and Basic Competency - *Kompetensi Dasar* (KD), the second year students are expected to be able to understand and respond the meaning in short simple essay in recount, and narrative to interact with the environment.

Based on Miner and Zitnay (2012, p. 2), recount text tells about a specific person or event. After that, Knapp and Watkins (2005, p. 35) emphasize that recount text has a basic form of sequencing units of information. Recount text simply can be defined as a text type to inform the past activity. It is used to reconstruct and describe something that has already happened. Anderson, Watt, and Hook (1999, p. 4) state that a recount describes an event that has occurred in the past. It means that recount text tells about the events or experience that happened in the past time.

A recount text is very important to be learned because the students have to learn it in two semesters respectively. Based on curriculum (KTSP 2006), they have to learn it in the first and second semester at the eighth grade. A recount text can sharpen the students' memory because they have to remember the events in the past. This is in line with Fortune and Tedick (2003, p. 1) who say that the purpose of recount is to reconstruct a chronologically ordered sequence of past

events. By mastering recount text, the students can express past events in original sequence.

In recount text, most of students got the problems. There were some difficulties which were faced by students on recount text. The students had problems in finding the main idea and the supporting idea (Makmuroh, 2010), generic structure and lack of vocabulary (Amriani, 2015), and language features (Arlina, Jufrizal, & Rozimela, 2014). It proves that many students are unable to comprehend recount text.

Based on the information acquired by conducting an informal interview to one of English teachers at SMP Muhammadiyah 1 Palembang, it was found that many students got difficulties in reading especially in recount text. First, the students got difficulty to understand the text. Second, the students got difficulty to find information in the text. Third, the students were lack of vocabulary. After that, based on the result of 10 items questionnaire given to 30 students, it was found that the students had problems in recount text. The problems were the students got confused in understanding the generic structure and language features. Then, the students were unable to find the main idea and information in the text due to lack of vocabulary. From the result of interview and questionnaire, it proves that the students have problems in reading, especially in recount text such as still confused in generic structure, language feature, and vocabulary.

Therefore, to overcome the problems it is necessary to improve students' reading achievement by applying an appropriate strategy. According to Koosha, Abdollahi and Karimi (2016, p. 70), strategy is one of the most beneficial

solutions which is needed for improving students comprehension. Afterward, Harmon (2002, p. 614) states that students' reading comprehension is influenced by the reading strategies. It means that strategy may influence the result of teaching and learning activities. The use of an appropriate strategy is needed to teach the students in teaching and learning process especially in recount reading.

One of the strategies that can be used by the teacher in teaching recount reading is Previewing Text strategy. According to Bouchard (2005, p. 49), Previewing Text is a way to set framework for understanding the content of a text. The goal of this strategy is to help students to generate questions and set purposes so that the students can monitor their comprehension before actually reading. Again, Bouchard adds that Previewing Text is reading strategy to the fourth grade until up that help students to read, understand, and really learn content from their textbooks and other nonfiction material. Palmer (2011, p. 42) states that recount is the most common type of nonfiction. So, this strategy is appropriate for the eighth grade students to comprehend reading text especially in recount reading.

Previewing Text strategy can help students to comprehend the text. It has been proven by Huang (2009). The result revealed that the Previewing treatment significantly improved students' reading comprehension at technological university in Taiwan. It proves that Previewing Text strategy is more effective in teaching reading process.

In accordance with the problems and explanations above, the implementation of Previewing Text strategy to the eighth grade students of SMP Muhammadiyah 1 Palembang in teaching recount reading was worth

investigating. So, this research was conducted with the title: **“Using Previewing Text Strategy in Teaching Recount Reading to the Eighth Grade Students of SMP Muhammadiyah 1 Palembang”**.

## **1.2 Problems of the Study**

The problems of the study are formulated in the following questions:

1. Is there significant improvement on the eighth grade students' recount reading comprehension who are taught by using Previewing Text strategy at SMP Muhammadiyah 1 Palembang before and after treatment?
2. Is there significant difference on the eighth grade students' recount reading comprehension who are taught by using Previewing Text strategy and those who are not at SMP Muhammadiyah 1 Palembang?

## **1.3 Objectives of the Study**

Based on the problems above, the objectives of this study are:

1. To find out whether or not there is significant improvement on the eighth grade students' recount reading comprehension who are taught by using Previewing Text strategy at SMP Muhammadiyah 1 Palembang before and after treatment.
2. To find out whether or not there is significant difference on the eighth grade students' recount reading comprehension who are taught by using Previewing Text strategy and those who are not at SMP Muhammadiyah 1 Palembang.



#### **1.4 Significance of the Study**

The following are some advantages of this research for the follows parties.

1. The writer

This research helped the writer to have a deeper understanding on how students' problems in reading comprehension, especially in recount reading. This research was used as a reference for the writer to improve the knowledge about teaching recount reading by using Previewing Text strategy.

2. The teachers of English

This study can offer teachers one of the alternative strategies that is Previewing Text strategy to teach and develop students' reading comprehension, especially in recount reading.

3. The students

It is hoped that the students are able to read and understand recount reading easily by using Previewing Text strategy so that it improves their reading comprehension achievement.

4. The future researchers

This study is expected to be useful in providing the references or sources for other researchers who are interested in applying similar research especially related to Previewing Text strategy and recount reading comprehension.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents: (1) the concept of teaching, (2) the concept of reading, (3) the concept of comprehension, (4) the concept of reading comprehension, (5) the principles of teaching reading, (6) the concept of recount text, (7) the concept of previewing text strategy, (8) procedure of previewing text strategy, (9) the previous related studies, (10) hypotheses of the study, (11) criteria for testing hypotheses, and (12) research setting.

#### **2.1 The Concept of Teaching**

Teaching is one of the activities that is very important in education to transfer knowledge from the teacher to the students. Harmer (2007, p. 107) defines that teaching is about transmission of knowledge from teacher to students. Teaching is more than assigning on task, but it involves modeling skill, strategy, and having students in practicing and applying what is being taught (Cooper, Kiger, Robinson, & Slansky, 2012, p. 12). Afterward, Richards (1995, p. 12) avers that teaching is usually regarded as something that teachers do in order to bring about changes in learners. Teaching is important since its functions are to provide guidance and to help the students to learn in the classroom.

Moreover, Arends (2009, p. 4) mentions that teaching is also an art based on teacher's experiences. It is the best practice to help students learn essential skills and attitudes. Furthermore, Brown (2007, p. 8), argues that teaching is

guiding and facilitating learning, enabling the learner, and setting the conditions for learning. It means that teaching is an activity which is done by the teacher to transfer knowledge and help students to improve their ability in learning.

In addition, teaching reading is an important thing of English learning to teach the learners to construct the meaning to gain information and knowledge from the text individually or in groups. Pang, Muaka, Bernhardt and Kamil (2003, p. 21) demonstrate that teaching reading is difficult word. Teacher must be aware of the progress that students make and adjust instruction to the changes abilities of the students. In teaching reading, Maharaj (2008, p. 11) states that there are five components of teaching reading. They are phonemic awareness, word recognition (sight words and phonics), comprehension, vocabulary, and fluency.

Based on the explanations above, it can be assumed that teaching is a process how the teacher gives students knowledge and information to the students of a subject matter. Also, teaching can be defined as giving instruction and knowledge based on the teachers' experience to the students so that they get much knowledge from it and they can understand or be able to do something by the teacher. Therefore, teaching English is how the teacher transfers the language and skill to the students in the classroom. Then, the objective of teaching reading is to improve the students' reading.

## **2.2 The Concept of Reading**

Reading is one of the processes of getting the information from the text. Pang et al., (2003, p. 6) define that reading is about understanding written texts.

Reading is not only transferring printed symbol but also the reader have to comprehend the content of the text. A verse from Al-Qur'an also emphasizes about reading in life. It is Al-Alaq verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ. خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ. اقْرَأْ وَرَبُّكَ الْأَكْرَمُ. الَّذِي عَلَّمَ بِالْقَلَمِ. عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ.

Meaning: "Read the name of God that creating. Creating humans are from clod-blood. Read, God is honor that had preached us. God preached human to read some lesson that they don't know yet". (Al-alaaq, verse 1-5).

Based on a verse above, Allah SWT has instructed human to read. Reading is not only from the text but also from human life and phenomenon in daily life. Afterward, reading can increase human' knowledge from what they don't know yet. Allah SWT has glorified and respect for human by knowledge so that Allah will add much knowledge who wants to learn by reading. Therefore, reading is very essential skill as instruction from Allah SWT because by mastering reading, the reader will get much new knowledge and information from the text.

Reading can be defined as the processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning from the printed text. Based on Jhingran (2014, p. 5), reading is a complex cognitive process that involves deriving meaning from print. Besides that, Tovani (2000, p. 17) adds that reading must be about thinking and constructing meaning. It is much more than pronouncing words.

In accordance with the descriptions above, it can be concluded that reading is the process of constructing meaning through dynamic instruction between the

readers and the text. By reading, the readers will get much information and knowledge from reading text.

### **2.3 The Concept of Comprehension**

Comprehension is one of competence that should be mastered by the reader. It is about the process of constructing meaning with the text. Comprehension is the process of constructing meaning by interacting with the text (Cooper et al., 2012, p. 12). Then, Pardo (2004, p. 272) argues that comprehension means readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, and information in the text.

Furthermore, Duke and Pearson (2001, p. 423) define that comprehension is what reading is all about. Effective comprehenders not only make sense of the text they are reading, but also take and understand about the information because it is complex process. Comprehension is a complex process which requires active and intentional cognitive effort on the part of the reader (Lipson & Cooper, 2002, p. 1). Comprehension is needed to understand a text in reading process in order to know and understanding the meaning of the text.

Based on Duffy (2009, p. 107), comprehension is an active cycle of mental activity. It starts when readers anticipate meaning by predicting ahead of time what they will find in a passage. Brassell and Rasinski (2008, p. 18) state that comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text. The readers have to understand the text in order they can respond what they have read. This is in line with Chen

(2014, p. 39) who mentions that without understanding the meaning of words, second language readers may have a hard time developing comprehension.

According to Ignacio and Alacbay (2011, pp. 2-3), comprehension occurs at three different levels. They are:

1. Literal level. This level is knowing what is actually stated which includes facts and details, rote learning and memorization.
2. Interpretative level. The reader gleans what is implied or meant, rather than what is actually stated.
3. Applied level. This involves taking what was said (literal) and then what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation.

The fundamental of reading is comprehension. Hamra et al., (2010, p. 30) propose that the goal of reading is to comprehend meaning and comprehension depends on the ability to get individual word meanings. The readers have to understand what is being read so that the readers can understand about the text.

In short, comprehension is about understanding what have been read. This is followed by understanding the meaning from the text. A comprehension is not only reading but also understanding its meaning of the written language. In reading, comprehension is really needed to understand and get the information from the text as the goal of reading.

## **2.4 The Concept of Reading Comprehension**

Reading comprehension is described as the ability of readers to understand deeper what has been read from the text. Reading comprehension is the primary purpose for reading to understand of printed text (Richards & Renandya, 2002; and Wawryk, Harrison & Prentice, 2004). Moreover, Klingner, Vaughn, and Boardman (2007, p. 8) define that reading comprehension involves much more than readers' responses to text. It involves interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of the text types).

Furthermore, Woolley (2011, p. 15) emphasizes that reading comprehension is the process of making meaning from text. It becomes active activity which needs an ability to understand and get ideas from printed language. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002, p. 12). Therefore, the goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

In addition, Westwood (2008, p. 31) explains that to comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

There are some indicators of reading that students have to master in reading comprehension in order to understand the text while reading. The students have to have ability to find and identify detail and factual information (Ignacio and Alacbay, 2011), main idea (Donahue, 2017), reference word (Rashid, Halim, Anuar, Ali, & Hussin, 2011), synonym and antonym in the text (Weiser, 2013), and purpose of the text (Wilhelm, 2017). Those indicators are very important for students to understand and comprehend the text. The function of those indicators is to make easier to answer the question related to reading questions.

In summary, reading comprehension means the students' ability in finding and identifying detail and factual information, main idea, reference word, synonym and antonym in the text, and purpose of the text. It can be defined as understanding the message from the written materials they have read. The students not only can read, but also comprehend its meaning.

## **2.5 The Principles of Teaching Reading**

According to Brown (2001, pp. 313-314), there are eight principles of teaching reading. They are:

1. In an interactive curriculum.

The teachers have to make sure that they don't overlook the importance of specific interaction in reading skill.

2. Teachers use techniques that are intrinsically motivating.
3. Teachers have to have balance authenticity and readability texts.
4. Teachers can encourage the development of reading strategies.



5. Teachers can use the technique include both top-up and top-down technique.
6. Teachers can follow the “SQ3R” sequence.
7. Teachers have to subdivide their technique into pre-reading, during-reading, and after-reading phases.
8. Teachers have to build some evaluate aspect to their technique.

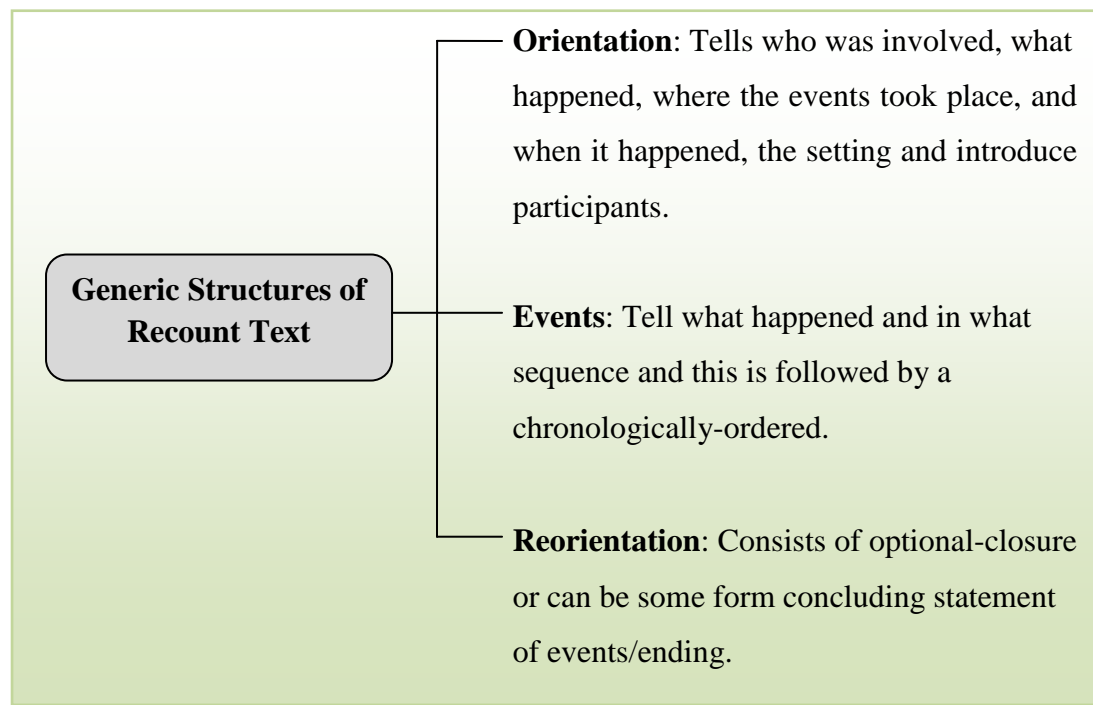
The principles of teaching reading above give benefits to the teacher as guideline when teaching in the classroom especially in teaching reading. The activity of teaching reading will be effective by following the eight principles above such as based on curriculum, use technique, etc.

## **2.6 The Concept of Recount Text**

Recount text is one of the texts that tell about past experience. Saragih, Silalahi and Pardede (2014, p. 57) emphasize that recount is written out to inform an event or to entertain people and text function as for telling an incident in the past. Afterward, Hyland (2008, p. 5) avers that a recount is a text that tells about past experiences or events. It means that recount text tells about something or sequence of events which happened in the past time.

In recount text, there are some generic structures. According to Wardiman, Jahur, and Djusma (2008, p. 70), there are three generic structures of recount text. The first is orientation. It tells who was involved, what happened, where the events took place, and when it happened, the setting and introduced participants. The second is events (event 1 and 2). This is followed by a chronologically-ordered of events that tell what happened and in what sequence. The last is

reorientation. It consists of optional-closure of events/ending or it can be some form concluding statement at the end. The clear picture of generic structures of recount text can be seen in figure 1:



(Figure 1: Generic Structures of Recount Text)

Moreover, recount text cannot be separated from language features.

According to Fortune et al., (2003, p. 1) the language features of recount text are:

1. Adverbs of time

e.g. First, then, next, afterwards, at the end of the summer, etc.

2. Past tense action verbs

e.g. Drove, began, brought, carried, saw, etc.

3. Person and place describing words

e.g. Small, huge, interesting, new, rustic, fun-filled, etc.

Furthermore, Anderson et al., (1999, p. 6) add that language features of recount text are:

1. Proper nouns and pronouns identify people, animals or things:  
e.g. Mr. Lawrence, the postman, his racquet, she.
2. Descriptive words add details about who, what, when, where and how.  
e.g. Last night in the Blue Crib restaurant, the irritated man angrily threw the broken plate off the stained table.
3. Adverbs and adverbial phrases sequence events in time and indicate place.  
e.g. In 1927, On 6 June 1824
4. Conjunctions to combine clauses and connectives to sequence events are used.  
e.g. When, but, first, then, finally, etc.
5. Quoted and reported speech is used.  
e.g. “we are off on an excursion tomorrow,” said Mrs. Sheridan enthusiastically.

Recount text has social function as the purpose of text. The purpose of recount text is to retell something or events which have already happened in chronological order (Carron, 2015; Corbett & Strong, 2011; and Department of Education and Communities, 2011). Besides that, recount text also has social function to inform and entertain (Widiati, Sulisty, Suryati, Setiawan & Ratnaningsih, 2008, p. 29). Recount text gives the audience a description of what occurred and when it occurred so that it is interesting to be learned by the students. The example of recount text can be seen below:

<b>My Adolescence</b>	
<p>Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.</p>	} Orientation
<p>After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be. To divert my emotions, I took many extracurricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.</p>	} Events
<p>I was able to control my emotions and to have a place where I could express my creativity in positive ways.</p>	} Reorientation
<small>(Source: English in Focus 2: For Grade VIII Junior High School (SMP/MTs))</small>	

(Figure 2: Example of Recount Text)

In conclusion, recount text is a kind of text to retell events that happened in the past time with the purpose to inform audiences or readers. Recount text has language features and three generic structures, namely orientation, events, and reorientation.

## 2.7 The Concept of Previewing Text Strategy

According to Bouchard (2005, p. 49) Previewing Text is a way to set framework for understanding the content of a text and help them to distinguish between important and irrelevant information. From this strategy the students will get the information easier. Previewing also proves to be a useful pre-reading

activity to activate prior knowledge that includes the text's title, layout and illustrations (Labiod, 2007, p. 70). Furthermore, Valeri (1987, p. 123) highlights that Previewing Text is an effective reading strategy to help students to retain textbook material. Previewing Text strategy can help the students to comprehend the text when learning reading process. The students can access the prior knowledge by looking title, illustration, etc of the text. Janzen and Stoller (1998, p. 256) prove that Previewing Text strategy may involve looking at portions of the text such as pictures, graphics heading, or chapter titles.

Furthermore, Bouchard adds that Previewing Text is one of reading strategy that help students read, understand, and really learn content from their textbooks and other nonfiction material for the fourth grade until up. Also, Mark (2016) avers that Previewing strategy is suitable for any material, but are rather used for nonfiction content than fiction books, easy to understand and suitable for all ages. Thus, Previewing is another pre-reading activity likely to be appropriate for situations in which texts are difficult and may contain culturally unfamiliar material (Chen et al., 1995, p. 665). Besides Previewing Text strategy is an effective reading strategy, this strategy also can help students in comprehending nonfiction material such as recount text.

Moreover, McNamara (2007, p. 475) defines that Previewing strategy involves surveying the text before reading. This generally involves reading over key parts of a text, such as the title, subheadings, bold or italicized words, figures and tables, the introduction and conclusion, and key sentences. McCormick (1989, p. 219) describes that it serves as an overview to what students will read

independently in the forthcoming lesson. In addition, Mikulecky and Jeffries (2007, p. 75) argue that Previewing is a rapid kind of reading that allows us to get a general sense of what a passage, article, or book is about and how it is organized.

The advantages of Previewing Text is to decrease the distance between the text and reader by helping the reader to retrieve relevant prior knowledge or by supplying the reader with advance information about the content of the material itself (McGinley and Danner, 1985, pp. 3-4). According to McNamara (2007, p. 475), there are several ways Previewing helps readers set up goals that guide comprehension processes. First, Previewing is helpful for allowing readers to become familiar with text contents and activate prior knowledge. Second, Previewing helps readers identify and take advantage of the text structure.

It can be concluded that Previewing Text is reading strategy to guide the students from fourth grade until up grade in reading process especially in recount text. Further, Previewing Text strategy makes the students feel easier to catch the information from the text by surveying the title, heading and subheading, illustration, etc.

## **2.8 Procedures of Previewing Text Strategy**

There are some procedures of Previewing Text strategy. According to Bouchard (2005, pp. 49-50), the procedures in teaching recount reading by using Previewing Text strategy are described as follow:

1. Pre-activities

- a. The teacher greets the students.
- b. The teacher checks the students' attendance.

2. Whilst-activities

- a. The teacher prepares overheads of several pages of the material to be previewed. Teachers can use a transparency of the worksheet and complete it as a whole class activity.
- b. The teacher guides students through a step-by-step preview of the text:
  - a). First, read the title and convert it to a question. Explain to students that they can access prior knowledge to help them generate a question.
  - b). Next, read the introduction and summary and questions.
  - c). Read the headings and subheading. Convert these to questions.
  - d). Continue by reading and emphasizing the print in different font and special effects, such as boldface, italics, color, captions, and word bubbles. Let students know that these features signal important information or key vocabulary.
  - e). Finally, discuss the illustrations, photographs, and the caption with each, as well as the graphic organizers that might include diagrams, cross sections, overlays, maps, labels, charts, graphs, and frame text.
- c. The teacher gives students a copy of the Text Preview sheet (see appendix U). Ask them to open their books to another part of the chapter and preview this section using the guidelines delineated on the worksheet.

When students have completed their sheet, ask for volunteers to share their results and discuss as a class.

### 3. Post-activities

- a. The teacher gives the students the exercises related to the topic.
- b. The teacher closes teaching and learning activity

## 2.9 Previous Related Studies

There are three previous studies which are related to the present study. The first study entitled *“The Effectiveness of Previewing as Pre Reading Activity to Improve Students Reading Comprehension”* by Wiedyani (2010). The aim of her study is to investigate the use of previewing on students’ reading comprehension. The similarities between her study with this study are in independent and dependent variables namely Previewing in teaching reading comprehension. Meanwhile, the differences are in population and sample. The result of her study showed positive effect of Previewing strategy on students’ reading comprehension at the second year students of SMP Negeri 12 Bandung.

The second study entitled *“Previewing and EFL Reading Comprehension”* by Huang (2009). The goal of his study is to know the effects of previewing on EFL reading comprehension. The similarities between Huang’s study with this study are in independent and dependent variables namely Previewing in teaching reading comprehension. However, the differences are in population and sample. The result revealed that the previewing treatment



significantly improved students' reading comprehension at technological university in Taiwan.

The third study entitled "*Effects of Previewing and Providing Background Knowledge on Taiwanese College Students' Comprehension of American Short Stories*" written by Chen and Graves (1995). The purpose of their study is to investigate the effects of previewing and providing background knowledge for American short stories on Taiwanese college students' comprehension. The similarities between Chen and Graves's study with the present study are in independent and dependent variables namely Previewing and reading comprehension. However, the difference is in the population of the study. The population in their study was the Taiwanese college students while in this study is the eighth grade students of SMP Muhammadiyah 1 Palembang. The result of their study showed strong positive effects of the previewing group than the background knowledge on Taiwanese college students' comprehension.

## **2.10 Hypotheses of the Study**

They are null hypothesis (Ho) and alternative hypothesis (Ha). The hypotheses are as follows:

1. (Ha): There is significant improvement on the eighth grade students' recount reading comprehension who are taught by using Previewing Text strategy at SMP Muhammadiyah 1 Palembang before and after treatment.
- (Ho): There is no significant improvement on the eighth grade students' recount reading comprehension who are taught by using Previewing

Text strategy at SMP Muhammadiyah 1 Palembang before and after treatment.

2. (Ha): There is significant difference on the eighth grade students' recount reading comprehension between those who are taught by using Previewing Text strategy and those who are not at SMP Muhammadiyah 1 Palembang.

(Ho): There is no significant difference on the eighth grade students' recount reading comprehension between those who are taught by using Previewing Text strategy and those who are not at SMP Muhammadiyah 1 Palembang.

## **2.11 Criteria for Testing Hypotheses**

To prove the research problems, the testing of research hypotheses are below:

1. a. If the p-output (sig. 2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 2.0423 (with  $df = 30$ ), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.
- b. If the p-output (sig. 2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 2.0423 (with  $df = 30$ ), the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.
2. a. If the p-output (sig. 2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 2.0003 (with  $df = 60$ ), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

- b. If the p-output (sig. 2-tailed) is higher than 0.05 and t-obtained is lower than t-table 2.0003 (with  $df = 60$ ), the null hypothesis ( $H_0$ ) is accepted, and the alternative hypothesis ( $H_a$ ) is rejected.

## **2.12 Research Setting**

This study was conducted at SMP Muhammadiyah 1 Palembang. SMP Muhammadiyah 1 Palembang is located on J.l KH. A. Dahlan number 23, Bukit Kecil Palembang. The headmaster of this school is Pandimin, S.Pd. There are 5 classes in eighth grade at SMP Muhammadiyah 1 Palembang.

The broad of this school area is 1.650 meters<sup>2</sup>. In the area of school, there are 20 rooms which are usually in teaching and learning. The classrooms which are used in teaching and learning process are 12x7 meters<sup>2</sup>. The facilities of this school are computer laboratory, physic and biology laboratory, library, headmaster's room, teacher's and administration's room, health unit, kitchen, canteen, teacher's toilet, school field, parking area, security post. The physical facilities of this school are table, chair, whiteboard, telephone, television and sport facilities; those are basket, volley, tennis, and badminton field.

## CHAPTER III

### METHOD AND PROCEDURE

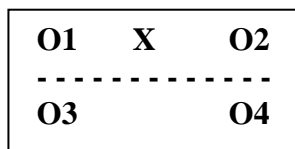
This chapter presents: (1) research design, (2) variables of the study, (3) operational definition, (4) population and sample, (5) data collection, (6) data instrument analysis, (7) data analysis, and (8) hypothesis testing.

#### 3.1 Research Design

In this study, experimental research was used. According to Fraenkel, Wallen and Hyun (2012, p. 265), experimental research is one of the most powerful research methodology that researcher can use. The design selected for this study was quasi-experimental research design.

One of the quasi-experimental was Pretest-Posttest Non-equivalent Group Design. There were two groups, they were experimental and control group which both were given pretest and posttest. The experimental group was given treatments by using Previewing Text strategy, but the control group was not.

Cohen, Manion and Morrison (2007, p. 283) formulates the figure of Pretest-Posttest Non-equivalent Groups Design as follows:



Where:

O<sub>1</sub> : Pretest in experimental group

O<sub>3</sub> : Pretest in control group

X : Treatment in experimental group using Previewing Text strategy

O<sub>2</sub> : Posttest in experimental group

O<sub>4</sub> : Posttest in control group

- - - : Dashed line indicates that the experimental and control group have not been equated by randomization

### **3.2 Variables of the Study**

According to Fraenkel et al. (2012, p. 77), variable is a concept or a noun that stands for variation within a class of objects, such as chair, weight, gender, color, size, shape, achievement, motivation.

There are two kinds of variable. They are independent variable and dependent variable. Creswell (2012, pp. 115-116) argues that dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. The independent variable in this study was Previewing Text strategy and the dependent variable was the students' recount reading.

### **3.3 Operational Definitions**

According to Marczyk, DeMatteo, and Festinger (2005, p. 96), an operational definition takes a variable from the theoretical or abstract to the concrete by defining the variable in the specific terms of the actual procedure used by the researcher to measure or manipulate the variable. In order to avoid

misunderstanding about the terms used in this study, it is necessary to define them. They are:

### **3.3.1. Reading Comprehension**

Reading can be defined as the processes between the reader and the text. In this study, reading comprehension means that students' reading ability to get information from the text, to find detail and factual information, to identify main idea, reference word, synonym and antonym in the text, and purpose of the text. It also can be described as the ability of readers to understand deeper what has been read from the text. Reading instrument test is used to measure students' reading comprehension. So, the readers can understand its meaning from the text and can get the new information.

### **3.3.2. Previewing Text Strategy**

Previewing Text strategy is reading comprehension strategy that helps the students to get the information from the text. This strategy is very useful and suitable for reader in comprehending and getting much information by surveying the text, such as the title, heading and subheading, picture, bold or italicized words, etc.

### **3.3.3. Recount Text**

Recount text is a text that tells about story or event that happened in the past time. The purpose of recount text is to retell something or events which have already happened. Recount text has generic structures and language features. In generic structures, there are orientation, events, and reorientation. Meanwhile,

language features of recount text are adverbs of time, past tense action verbs, person and place describing words, etc.

### 3.4. Population and Sample

#### 3.4.1. Population

Fraenkel et al., (2012, p. 91) mention that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called population. It means that population is whole number of the research object which are going to be investigated in a research study. Meanwhile, Krysik and Finn (2007. p. 108) state that population is the totality of people, events, organization units, and so on that the research problem is focused on. The population of this study was the eighth grade students of SMP Muhammadiyah 1 Palembang consisting of five classes. The total of the students was 151 students. The distribution of whole population could be seen in the following table 1:

**Table 1**  
**The Population of the Study**

No	Class	Total of Students
1	VIII.A	31
2	VIII.B	32
3	VIII.C	31
4	VIII.D	27
5	VIII.E	30
<b>Total</b>		<b>151</b>

*(Source: SMP Muhammadiyah 1 Palembang in academic year 2016/2017)*

#### 3.4.2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012, p. 142). The

sample was taken from two classes or groups as the sample. In doing this study, there were two classes as the experimental and the control group. To get the sample, purposive sampling was used in this study.

According to Cohen, Manion and Morrison (2007, pp. 113-114), purposive sampling is the sample has been chosen for a specific purpose. In addition, Etikan, Musa and Alkasim (2016, p. 2) state that purposive sampling is called judgment sampling. Purposive sampling had been chosen because of some reasons. First, the teacher of English was same. Second, the total of the students were also similar and the last these classes recommended by the teacher of English because they had similar ability. The distribution of whole sample could be seen in the following table 2:

**Table 2**  
**The Sample of the Study**

No	Class	Group	Number of Students
1	VIII.A	Control	31
2	VIII.C	Experimental	31
<b>Total</b>			<b>62</b>

### **3.5. Data Collection**

#### **3.5.1. Test**

According to Brown (2004, p. 3), test is a method of measuring a person's ability, knowledge, or performance in a given domain. In this study, the test was used in collecting the data. The test was multiple choices recount reading comprehension. The numbers of question items are forty, in the form of multiple choice which cover four options, namely (a, b, c, and d). All of the questions were about recount text. The texts were adopted from four books. They were English in



focus 2: for grade VIII junior high school (SMP/MTs), contextual teaching and learning bahasa Inggris: SMP/Mts kelas VIII, 9 in 1 sukses lulus UN SMP/MTs 2016, and pengayaan ujian nasional mata pelajaran bahasa Inggris tahun 2014/2015 SMP.

The purpose of the test was to know the result of teaching reading by Previewing Text strategy. There were two parts of test in this study, they were pre-test and post-test. The test items in pre-test were same as those of post-test, because the purpose of giving them was to know the progress of students reading comprehension achievement before and after treatment.

#### **3.5.1.1. Pre-test**

Pre-test was done before the treatments in both groups, experimental and control group. Creswell (2012, p. 297) states that a pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. The pre-test was given both in experimental and control group. The purpose of giving pretest to the students was to know the students' recount reading achievement before implementing Previewing Text strategy.

In pre-test for experimental and control groups, the students were tested to answer the questions and they did it in around 80 minutes. The type of test was multiple question items test with the number of the test was 40 questions. The instrument test was taken from four books. They were English in focus 2: for grade VIII junior high school (SMP/MTs), contextual teaching and learning bahasa Inggris: SMP/Mts kelas VIII, 9 in 1 sukses lulus UN SMP/MTs 2016, and

pengayaan ujian nasional mata pelajaran bahasa Inggris tahun 2014/2015 SMP. The result of pre-test was checked to decide experimental and control groups in this research.

### **3.5.1.2. Post-test**

Post-test was done after the treatments in both groups, experimental and control group. Creswell (2012, p. 297) states that a post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. This test was also given to the both of sample, experimental group and control group. The type of posttest was the same as the pretest. The aim of giving posttest to the students was to know the students' recount reading achievement after implementing Previewing Text strategy.

The same as pre-test, the students were tested to answer the questions and they did it in around 80 minutes. The type of test was multiple questions item test with the number of the test was 40 questions. The instrument test was taken from four books. They were English in focus 2: for grade VIII junior high school (SMP/MTs), contextual teaching and learning bahasa Inggris: SMP/Mts kelas VIII, 9 in 1 sukses lulus UN SMP/MTs 2016, and pengayaan ujian nasional mata pelajaran bahasa Inggris tahun 2014/2015 SMP. The result of this test compared with the result of pre-test in order to know the effect of teaching recount reading by using Previewing Text strategy to students' reading achievement. From the post-test, the data was used to measure the students' progress taught by using Previewing Text strategy.

### **3.6. Data Instrument Analysis**

#### **3.6.1. Validity Test**

Kothari (2004, p. 73) defines that validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure. In addition, Kimberlin & Winterstein (2008, p. 2278) state that validity is often defined as the extent to which an instrument measures what it purports to measure. In this research, content validity, each question item and construct validity was used.

##### **3.6.1.1. Construct Validity**

According to Marczyk, et al. (2005, p. 67), construct validity refers to the basis of the causal relationship and is concerned with the congruence between the study's results and the theoretical underpinnings guiding the research. Further, Brown (2004, p. 25) explains that construct validity is a major issue in validating large-scale standardized tests of proficiency.

Construct validity of the research instrument involves two types they were question items for pretest and posttest activities and lesson plans for control and experimental groups. After constructing the instruments and lesson plan related to some aspect measured, then it was consulted with three lecturers as validators to estimate the instruments and lesson plan. There are some criteria for expert judgments or validators, such as English educational background, English lecturer, and minimum score TOEFL 500. The validators were the lecturers of English at UIN Raden Fatah Palembang. There are three lectures as validator I, II, and III. The first validator gave score B for lesson plan and A for instrument.

After that, the second validator gave B for lesson plan and B for instrument. Then, the third validator gave A for lesson plan and B for instrument. From three validators, the results of instrument test and lesson plan form could be used with slight revision. Based on the assessment carried out by validator I, II and III, the instrument could be used in this research (see appendix H).

### **3.6.1.2. Validity of Each Question Items**

Validity test of each question item was used to indicate whether the test item of the instruments in each question was valid or not. To find out the validity of each question items, the tryout was done. The tryout of the test was held on Tuesday, 29<sup>th</sup> of November 2016 at 02.00 p.m. - 03.20 p.m. The instruments of the test were tested to 30 students to the eighth grade (VIII.I) students of SMP Nurul Iman Palembang. The result of the test was analyzed by using SPSS (Statistic Package for the Social Science) program. To know whether it was valid or not, the score of significance (r-output) should be compared with the score of “r-table” product moment. If the result of the test shows that  $r_{\text{count}}$  is higher than  $r_{\text{tabel}}$  (with  $N = 30$ ) 0.361 with sample (N) 30 students, it means that the item is valid. Then, the result of the test was analyzed by using SPSS 16.0.

In this research, there were 60 multiple choice items given to the students. It was found that 43 test items from 60 test items could be used as the instrument since the scores of significance were higher than 0.361. The result indicated that 17 items were invalid and 43 items were valid. To make the scoring of the test easier,

40 question items were used to be the instrument of pretest and posttest. The result analysis of validity in each question items can be seen in appendix L.

### 3.6.1.3. Content Validity

According to Cohen, Manion and Morrison (2000, p. 131), content validity is achieved by ensuring that the content of the test fairly samples the class or fields of the situations or subject matter in question. Hence, Hughes (1989, p. 26) states a test is said to have content validity if its content constitutes a representative sample of the language skill, structures, etc, with which it is meant to be concerned. In order to judge whether or not a test has the content validity, a specification of the skills or structures was made based on the curriculum and syllabus. The specification of the test was described in table 3:

**Table 3**  
**Specification of the Test**

Objectives	Test Materials	Indicators	Number of Items	Type of test	Answer Key
The students are able to understand the meanings in short simple essays in the term of recount text to interact with surrounding environment	Recount Text	<p>The students are able;</p> <ol style="list-style-type: none"> <li>1. To find the detail and factual information</li> <li>2. To identify the main idea</li> <li>3. To identify the reference word</li> </ol>	<p>1, 2, 3, 6, 7, 8, 12, 13, 14, 15, 17, 18, 19, 21, 23, 24, 25, 26, 29, 30, 31, 32, 33, 37, 38</p> <p>5, 10, 22, 28, 35, 40</p> <p>9, 39</p>	Multiple choice	<p>a, c, a, b, d, b, c, a, b, b, b, c, b, d, a, d, d, a, b, a, d, c, c, c, b</p> <p>a, b, a, a, b, a</p> <p>a, b</p>

		4. To find synonym and antonym in the text	4, 16, 20, 27, 34		c, b, a, b, b,
		5. To identify the purpose of text	11, 36		a, a,

### 3.6.2. Reliability Test

In accordance with Fraenkel et al., (2012, p. 154), reliability refers to the consistency of the scores obtained. In this research, the try out was given to the students in different school with this study. The score was calculated by SPSS 16.0 using internal consistency reliability in Split-Half reliability coefficient with Spearman-Brown formula.

To measure the reliability test Split-Half method, it was found that the p-output of Guttman Split-Half Coefficient is 0.747. Freankel et al. (2012, p. 157) state that a useful rule of thumb is that reliability should be at least 0.70 and preferably higher. It can be stated that the reliability of reading test items is reliable since the p-output is higher than 0.70 with sample (N) is 30 students. The analysis result of reliability test is described in table 4.

**Table 4**  
**Result of Reliability Analysis Measured Using Split Half**

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.294
		N of Items	20 <sup>a</sup>
	Part 2	Value	.451
		N of Items	20 <sup>b</sup>
		Total N of Items	40
Correlation Between Forms			.606

Spearman-Brown	Equal Length	.755
Coefficient	Unequal Length	.755
Guttman Split-Half Coefficient		.747

a. The items are: item1, item2, item3, item4, item5, item6, item7, item8, item9, item10, item11, item12, item13, item14, item15, item16, item17, item18, item19, item20.

b. The items are: item21, item22, item23, item24, item25, item26, item27, item28, item29, item30, item31, item32, item33, item34, item35, item36, item37, item38, item39, item40.

### 3.6.3. Readability Test

To know the appropriate level of reading texts for students' level in comprehending the reading texts, readability test was done. Richardson, Morgan, and Fleener (2009, p. 173) state that readability is the match between reader and text, it suggests that content is clear, well expressed, and suited to the reader. The name of application was Readability Formulas. It could be measured by using online readability test which could be accessed from [www.readabilityformulas.com](http://www.readabilityformulas.com). In readability test, there were research instrument and research treatment.

According to Fielding (2006, p. 205), there are some categories of flesch reading case score and flesch grade level. They are (1) very easy level whenever the result of flesh reading ease score is within 90-100 for the 5<sup>th</sup> grade, (2) easy text level whenever the result of flesh reading ease score is within 80-90 for the 6<sup>th</sup> grade, (3) fairly easy text level whenever the result of flesh reading ease score is within 70-80 for the 7<sup>th</sup> grade, (4) standard text level whenever the result of flesh reading ease score is within 60-70 for the 8<sup>th</sup> and 9<sup>th</sup> grade, (5) fairly difficult text level whenever the result of flesh reading ease score is within 50-60 for 10<sup>th</sup>

and 11<sup>th</sup> grade, (6) difficult text level whenever the result of flesh reading ease score is within 30-50 for post school/college, and (7) very difficult text level whenever the result of flesh reading ease score is within 0-30 for university graduate.

### **3.6.3.1. Readability of Research Instrument Texts**

There were seven results got after checking readability for research instrument texts in flesch Kincaid reading ease score. For readability test for research instrument, it was used some books. The word statistics of the texts are: (1) the result of “Go to the Doctor” is standard with 69.2 flesh reading ease score, 4.7 character per word, 2 syllable per word, 7.0 word per sentence, (2) the result of “A Tired Day” is standard with 67.9 flesh reading ease score, 3.2 character per word, 1 syllable per word, 34.0 word per sentence, (3) the result of “My Holiday” is standard with 67.7 flesh reading ease score, 4.2 character per word, 2 syllable per word, 11.0 word per sentence, (4) the result of “Unforgettable Memory” is standard with 66.2 flesh reading ease score, 4.2 character per word, 1 syllable per word, 19.0 word per sentence, (5) the result of “A Trip to Europe” is standard with 65.4 flesh reading ease score, 4.4 character per word, 2 syllable per word, 10.0 word per sentence, (6) the result of “Adolescence” is standard with 65.2 flesh reading ease score, 4.5 character per word, 2 syllable per word, 11.0 word per sentence, (7) the result of “Botanical Garden” is standard with 60.8 flesh reading ease score, 4.9 character per word, 2 syllable per word, 16.0 word per sentence. The result of readability of research instrument for recount text can be seen in table 5 below:



**Table 5**  
**Result of Readability of Research Instrument Texts**

No	Text title	Text type	Test statistics			Flesh reading ease score	Text category
			Character per word	Syllable per Word	Word per sentence		
1.	Go to the Doctor	Recount Text	4.7	2	7.0	69.2	Standard
2.	A Tired Day		3.2	1	34.0	67.9	Standard
3.	My Holiday		4.2	2	11.0	67.7	Standard
4.	Unforgettable Memory		4.2	1	19.0	66.2	Standard
5.	A Trip to Europe		4.4	2	10.0	65.4	Standard
6.	Adolescence		4.5	2	11.0	65.2	Standard
7.	Botanical Garden		4.9	2	16.0	60.8	Standard

### 3.6.3.2. Readability of Research Treatment Texts

There were some results got after checking readability for research treatment texts in flesch Kincaid reading ease score. For readability test for research treatment, it was used some books. The word statistics of the texts are: (1) the result of “My Weekend” is standard with 69.4 flesh reading ease score, 4.3 character per word, 2 syllable per word, 10.0 word per sentence, (2) the result of “Mrs. Wayan” is standard with 69.0 flesh reading ease score, 4.7 character per word, 1 syllable per word, 17.0 word per sentence, (3) the result of “My Embarrassing Experience” is standard with 68.5 flesh reading ease score, 4.2 character per word, 1 syllable per word, 17.0 word per sentence, (4) the result of “My Scruffy” is standard with 68.1 flesh reading ease score, 3.2 character per word, 1 syllable per word, 34.0 word per sentence, (5) the result of “Camping to Kerinci” is standard with 67.9 flesh reading ease score, 4.4 character per word, 1

syllable per word, 14.0 word per sentence, (6) the result of “Trip to a Hill” is standard with 67.5 flesh reading ease score, 3.3 character per word, 1 syllable per word, 34.0 word per sentence, (7) the result of “Birthday Party” is standard with 67.4 flesh reading ease score, 4.4 character per word, 2 syllable per word, 11.0 word per sentence, (8) the result of “Amazing Day” is standard with 66.7 flesh reading ease score, 4.6 character per word, 1 syllable per word, 14.0 word per sentence, (9) the result of “Going fishing for the First Time” is standard with 66.6 flesh reading ease score, 4.7 character per word, 1 syllable per word, 14.0 word per sentence, (10) the result of “Great Bromo” is standard with 65.9 flesh reading ease score, 4.7 character per word, 2 syllable per word, 13.0 word per sentence, (11) the result of “Saung Angklung” is standard with 64.4 flesh reading ease score, 4.2 character per word, 1 syllable per word, 33.0 word per sentence, (12) the result of “A Frightening Experience” is standard with 63.5 flesh reading ease score, 4.3 character per word, 1 syllable per word, 17.0 word per sentence. The result of readability of research treatment for recount text can be seen in table 6 below:

**Table 6**  
**Result of Readability of Research Treatment Texts**

No	Text title	Text type	Test statistics			Flesh reading ease score	Text category
			Character per word	Syllable per Word	Word per sentence		
1.	My Weekend	Recount Text	4.3	2	10.0	69.4	Standard
2.	Mrs. Wayan		4.7	1	17.0	69.0	Standard
3.	My Embarrassing Experience		4.2	1	17.0	68.5	Standard
4.	My Scruffy		3.2	1	34.0	68.1	Standard

5.	Camping to Kerinci		4.4	1	14.0	67.9	Standard
6.	Trip to a Hill		3.3	1	34.0	67.5	Standard
7.	Birthday Party		4.4	2	11.0	67.4	Standard
8.	Amazing Day		4.6	1	14.0	66.7	Standard
9.	Going fishing for the First Time		4.7	1	14.0	66.6	Standard
10.	Great Bromo		4.7	2	13.0	65.9	Standard
11.	Saung Angklung		4.2	1	33.0	64.4	Standard
12.	A Frightening Experience		4.3	1	17.0	63.5	Standard

### 3.7. Data Analysis

In analyzing the data, some techniques were used and described in this study, as follows:

#### 3.7.1. Scoring

Scoring is a result, usually expressed numerically of a test or examination.

According to Thissen and Wainer (2001, p. 1), a test score is a summary of evidence contained in an examinee's responses to the items of a test that are related to the construct or constructs being measured.

$$\text{Final Scoring} = \frac{\text{Total correct answer}}{\text{Total item}} \times 100$$

After testing the validity and reliability, it has gotten some questions used for pretest and posttest. There were forty questions of multiple choices. The point of each question item is 2.5, so the total score that the students got if they answer all questions correctly is 100 points. The score categorized as presented in table 7.

**Table 7**  
**The classification of students' score**

The Range of Score	Qualitative Score	
80-100	Excellent	A
70-79	Good	B
60-69	Fair	C
<59	Poor	D

*(Source: School Administration of SMP Muhammadiyah 1 Palembang in Academic Year 2016-2017)*

### **3.7.2. Data Description**

Data descriptions illustrated two analyses, they were distribution of frequency data and descriptive statistics.

#### **3.7.2.1. Distributions of Frequency Data**

In distributions of frequency data, the students' score, frequency, percentage are achieved. The distributions of frequency data were obtained from students' pretest-posttest scores in experimental and control group, Then, the distribution of frequency data was displayed in a table analysis.

#### **3.7.2.2. Descriptive Statistics**

In descriptive statistics, number of sample, the score of minimal, maximal, mean, and standard deviation. Descriptive statistics were obtained from students' pretest and posttest scores in experimental and control groups.

### **3.7.3. Prerequisite Analysis**

Before analyzing the obtained data, pre-requisite analysis was done to see whether the data obtained was normal or homogen. The procedure in prerequisite analysis was described as follows:

### **3.7.3.1. Normality Test**

Normality test was used to measure whether the obtained data was normal or not. In measuring normality test, I-sample Kolmogorov Smirnov was used. The analyzed was done by using SPSS 16.0. Moreover, Flynn (2003, p. 17) states that a value less than 0.05 indicate that the data are non-normal. The normality test was used to measure students' pretest and posttest scores in control and experimental groups.

### **3.7.3.2. Homogeneity Test**

Homogeneity test was used to measure the obtained scores whether it was homogeneity or not. According to Flynn (2003, p. 18), the data can be categorized homogenous whenever it is higher than 0.05. In measuring homogeneity test, Levene Statistics in SPSS 16.0 was used. The homogeneity test was used to measure students' pretest and posttest scores in control and experimental groups.

## **3.8. Hypothesis Testing**

In measuring significant improvement and significant difference on students' recount reading comprehension by using Previewing Text strategy, as follows:

- a. In measuring significant improvement, paired sample t-test was used for testing the students' pre-test to post-test recount reading by using Previewing Text strategy in experimental groups. A significant improvement was found whenever the p-output was lower than 0,05 and t-obtained was higher than t-table 2,0423 (with  $df\ 31-1 = 30$ ).

- b. In measuring significant difference, independent sample t-test was used for testing the students' post-test recount reading in control and experimental groups. A significant difference was found whenever the p-output was lower than 0,05 and t-obtained was higher than t-table 2,0003 (with  $df\ 62-2 = 60$ ).

## CHAPTER IV

### FINDINGS AND INTERPRETATIONS

This chapter presents: (1) findings and (2) the interpretation of this study.

#### 4.1 Findings

The findings of this research were to analyze: (1) data descriptions; (2) pre-requisite analysis; and (3) result of hypothesis testing.

##### 4.1.1 Data Descriptions

In data description, there were two analyses conducted. They were distribution of frequency data and descriptive statistic.

##### 4.1.1.1. Distribution of Frequency Data

In distribution of frequency data, it describes (1) the result of students' pretest scores in control group, (2) the result of students' posttest scores in control group, (3) the result of students' pretest scores in experimental group, and (4) the result of students' posttest scores in experimental group.

##### 4.1.1.1.1. Students' Pretest Scores in Control Group

In distribution of frequency data, the result of the pretest scores in control group is described in table 8.

**Table 8**  
**Frequency Data of Students' Pretest Scores in Control Group**  
**Pretest Control**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 35	1	3.2	3.2	3.2
40	3	9.7	9.7	12.9
45	3	9.7	9.7	22.6
47.5	1	3.2	3.2	25.8

50	1	3.2	3.2	29.0
55	4	12.9	12.9	41.9
60	6	19.4	19.4	61.3
62.5	3	9.7	9.7	71.0
65	6	19.4	19.4	90.3
70	2	6.5	6.5	96.8
72.5	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Based on the result analysis of students' pretest scores in control group, it showed that there was one student got 35 (3.2%), three students got 40 (9.7%), three students got 45 (9.7%), one student got 47.5 (3.2%), one student got 50 (3.2%), four students 55 (12.9%), six students got 60 (19.4%), three students got 62.5 (9.7%), six students got 65 (19.4%), two students got 70 (6.5%), and one student got 72.5 (3.2%).

Furthermore, the interval score, category, frequency and percentage from the result of the pretest scores in control group are described. The description is displayed in this following table:

**Table 9**  
**The Percentage of Students' Pretest Scores in Control Group**

Interval Score	Category	Pretest Control	
		Frequency	Percentage
80-100	Excellent	0	0 %
70-79	Good	3	10 %
60-69	Fair	15	48 %
<59	Poor	13	42 %
Total		31	100 %

Based on the result analysis of students' pretest scores in control group, it showed that there were 13 students (42%) who got the score <59 in poor category,



15 students (48%) got the score between 60-69 in fair category, and 3 students (10%) got the score between 70-79 in good category.

#### 4.1.1.1.2. Students' Posttest Scores in Control Group

In distribution of frequency data, the result of the posttest scores in control group is described in table 10.

**Table 10**  
**Frequency Data of Students' Posttest Scores in Control Group**  
**Posttest Control**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	3.2	3.2	3.2
45	2	6.5	6.5	9.7
47.5	1	3.2	3.2	12.9
50	3	9.7	9.7	22.6
55	1	3.2	3.2	25.8
60	5	16.1	16.1	41.9
62.5	6	19.4	19.4	61.3
65	3	9.7	9.7	71.0
70	4	12.9	12.9	83.9
72.5	3	9.7	9.7	93.5
80	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Based on the result analysis of students' posttest scores in control group, it showed that there was one student got 40 (3.2%), two students got 45 (6.5%), one student got 47.5 (3.2%), three students got 50 (9.7%), one student got 55 (3.2%), five students got 60 (16.1%), six students 62.5 (19.4%), three students got 65 (9.7%), four students got 70 (12.9%), three students got 72.5 (9.7%), and two students got 80 (6.5%).

Further, the interval score, category, frequency and percentage from the result of the pretest scores in control group are described. The description is displayed in this following table:

**Table 11**  
**The Percentage of students' Posttest Scores in Control Group**

Interval Score	Category	Posttest Control	
		Frequency	Percentage
80-100	Excellent	2	6 %
70-79	Good	7	23 %
60-69	Fair	14	45 %
<59	Poor	8	26 %
<b>Total</b>		<b>31</b>	<b>100 %</b>

Based on the result analysis of students' pretest scores in control group, it showed that there were 8 students (26%) who got the score <59 in poor category, 14 students (45%) got the score between 60-69 in fair category, 7 students (23%) got the score between 70-79 in good category, and 2 students (6%) got the score between 80-100 in excellent category.

#### 4.1.1.1.3. Students' Pretest Scores in Experiment Group

In distribution of frequency data, the result of the pretest scores in experiment group is described in table 12.

**Table 12**  
**Frequency Data of Students' Pretest Scores in Experiment Group**  
**Pretest Experiment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30	4	12.9	12.9	12.9
40	3	9.7	9.7	22.6
45	1	3.2	3.2	25.8
47.5	1	3.2	3.2	29.0
50	4	12.9	12.9	41.9

55	2	6.5	6.5	48.4
60	5	16.1	16.1	64.5
62.5	3	9.7	9.7	74.2
65	5	16.1	16.1	90.3
70	3	9.7	9.7	100.0
Total	31	100.0	100.0	

Based on the result analysis of students' pretest scores in experiment group, it showed that there were four students got 30 (12.9%), three students got 40 (9.7%), one student got 45 (3.2%), one student got 47.5 (3.2%), four students got 50 (12.9%), two students got 55 (6.5%), five students 60 (16.1%), three students got 62.5 (9.7%), five students got 65 (16.1%), and three students got 70 (9.7%).

Then, the interval score, category, frequency and percentage from the result of the pretest scores in experimental group are described. The description is displayed in this following table:

**Table 13**  
**The Percentage of Students' Pretest Scores in Experiment Group**

Interval Score	Category	Pretest Experimental	
		Frequency	Percentage
80-100	Excellent	0	0 %
70-79	Good	3	10 %
60-69	Fair	13	42 %
<59	Poor	15	48 %
Total		31	100 %

Based on the result analysis of students' pretest scores in experimental group, it showed that there were 15 students (48%) who got the score <59 in poor category, 13 students (42%) got the score between 60-69 in fair category, and 3 students (10%) got the score between 70-79 in good category.

#### 4.1.1.1.4. Students' Posttest Scores in Experiment Group

In distribution of frequency data, the result of the posttest scores in experiment group is described in table 14.

**Table 14**  
**Frequency Data of Students' Posttest Scores in Experiment Group**  
**Posttest Experiment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	2	6.5	6.5	6.5
55	1	3.2	3.2	9.7
57.5	1	3.2	3.2	12.9
60	5	16.1	16.1	29.0
62.5	1	3.2	3.2	32.3
65	4	12.9	12.9	45.2
70	2	6.5	6.5	51.6
75	4	12.9	12.9	64.5
77.5	1	3.2	3.2	67.7
80	6	19.4	19.4	87.1
82.5	2	6.5	6.5	93.5
85	1	3.2	3.2	96.8
87.5	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Based on the result analysis of students' posttest scores in experiment group, it showed that there were two students got 50 (6.5%), one student got 55 (3.2%), one student got 57.5 (3.2%), five students got 60 (16.1%), one student got 62.5 (3.2%), four students got 65 (12.9%), two students 70 (6.5%), four students got 75 (12.9%), one student got 77.5 (3.2%), six students got 80 (19.4%), two students got 82.5 (6.5%), one student got 85 (3.2%), and one student got 87.5 (3.2%).

Furthermore, the interval score, category, frequency and percentage from the result of the posttest scores in experimental group are described. The description is displayed in this following table:

**Table 15**  
**The Percentage of Students' Posttest Scores in Experiment Group**

Interval Score	Category	Posttest Experimental	
		Frequency	Percentage
80-100	Excellent	10	32%
70-79	Good	7	23%
60-69	Fair	10	32%
<59	Poor	4	13%
<b>Total</b>		<b>31</b>	<b>100 %</b>

Based on the result analysis of students' posttest scores in experimental group, it showed that there were 4 students (13%) got the score <59 in poor category, 10 students (32%) got the score between 60-69 in fair category, 7 students (23%) got the score between 70-79 in good category, and 10 students (32%) got the score between 80-100 in excellent category.

#### **4.1.2. Descriptive Statistic**

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score, standard deviation were analyzed. The scores were got from; (1) pretest scores in control group; (2) posttest scores in control group; (3) pretest scores in experimental group; and (4) posttest scores in experimental group.

##### **4.1.2.1. Students' Pretest and Posttest Scores in Control Group**

The result analysis of descriptive statistics of students' pretest and posttest in control group is described in table 16.

**Table 16**  
**Descriptive Statistic of Pretest and Posttest Scores in Control Group**

Students' Score	N	Min	Max	Mean	Std. Deviation
Pretest Score	31	35.00	72.50	56.6935	10.07032
Posttest Score		40.00	80.00	61.6129	10.05295

In descriptive statistics of students' pretest scores in control group, it was found that the minimum score was 35.00, the maximum score was 72.50, the mean score was 56.6935, and the score of standard deviation was 10.07032. In descriptive statistics of students' pretest scores in control group, it was found that the minimum posttest score was 40.00, the maximum score was 80.00, mean score was 61.6129, and the standard deviation was 10.05295.

#### **4.1.2.2. Students' Pretest and Posttest Scores in Experiment Group**

The result analysis of descriptive statistics of students' pretest in experiment group is described in table 17.

**Table 17**  
**Descriptive Statistic of Pretest and Posttest Scores in Experiment Group**

Students' Score	N	Min	Max	Mean	Std. Deviation
Pretest Score	31	30.00	70.00	53.7097	12.71271
Posttest Score		50.00	87.50	70.0000	10.70436

In descriptive statistics of students' pretest scores in experiment group, it was found that the minimum score was 30.00, the maximum score was 70.00, the mean score was 53.7097, and the score of standard deviation was 12.71271. In descriptive statistics of students' posttest scores in experiment group, it was found that the minimum score was 50.00, the maximum score was 87.50, mean score was 70.0000, and the standard deviation was 10.70436.

### 4.1.3. Prerequisite Analysis

In prerequisite analysis, two analyses should be done. They were normality and homogeneity test.

#### 4.1.3.1. Normality Test

In measuring normality test, *Kolmogorov-Smirnov* was used. The normality test is used to measure students' pretest and posttest in control and experimental groups.

##### 4.1.3.1.1. Students' Pretest Scores in Control and Experimental Groups

The computation of normality used the computation in SPSS 16.0. The result of analysis is figured out in table 18 below:

**Table 18**  
**The Result of Normality Test of Students' Pretest in Control and Experimental Groups**

No	Students' Pretest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	31	1.165	0.132	Normal
2	Experimental Group	31	1.146	0.145	Normal

Based on the table above, the result showed that the significance value of the students' pretest in control group was 0.132, while the experimental group was 0.145. From the score, it could be stated that the students' pretest score in experimental and control groups were considered normal since the result of the 1-sample Kolmogorov Smirnov were higher than 0.05.

##### 4.1.3.1.2. Students' Posttest Scores in Control and Experimental Groups

The computation of normality used the computation in SPSS 16.0. The result of analysis is figured out in table 19 below:

**Table 19**  
**The Result of Normality Test of Students' Posttest Scores in Control and Experimental Groups**

No	Students' Posttest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	31	0.992	0.278	Normal
2	Experimental Group	31	0.911	0.377	Normal

Based on the table above, the result showed that the significance value of the students' posttest in control group was 0.278, while the experimental group was 0.377. From the score, it could be stated that the students' posttest score in control and experimental group were considered normal since the result of the 1-Sample Kolmogorov Smirnov were higher than 0.05.

#### 4.1.3.2. Homogeneity Test

In homogeneity test, the students' pretest and posttest scores in control and experimental groups were analyzed by using *Levene Statistics* analysis. *Levene Statistics* is a formula used to analyze the homogeneity data. The computation of homogeneity used computation in SPSS 16.0.

##### 4.1.3.2.1. Students' Pretest Scores in Control and Experimental Groups

Homogeneity test is used to find whether the group is homogeneous or not. The result of homogeneity test of students' pretest is figured out in table 20 below:

**Table 20**  
**The Result of Homogeneity Test of Students' Pretest Scores in Control and Experimental Groups**

No	Students' Pretest	N	Levene Statistic	Sig.	Result
1	Control Group	31	2.326	0.133	Homogenous
2	Experimental Group	31			



Based on table above, it was found that the p-output is 0.133. From the result, it could be stated that the obtained score from students' pretest in experimental and control groups are homogenous, because it is higher than 0.05.

#### **4.1.3.2.2. Students' Posttest Scores in Control and Experimental Groups**

Homogeneity test is used to find whether the group is homogeneous or not. The result of homogeneity test of students' pretest is figured out in table 21 bellow:

**Table 21**  
**The Result of Homogeneity Test of Students' Posttest Scores in Control and Experimental Groups**

No	Students' Posttest	N	Levene Statistic	Sig.	Result
1	Control Group	31	1.401	0.241	Homogenous
2	Experimental Group	31			

Based on table above, it was found that the p-output was 0.241. From the result, it could be stated that the obtained score from students' posttest in experimental and control groups are homogenous, because it is higher than 0.05.

#### **4.1.4. Hypothesis Testing**

In this research, paired sample t-test and independent sample t-test are used to measure a significant improvement and a significant difference on students' recount reading score taught by using Previewing Text strategy and strategy that usually used by the teacher at SMP Muhammadiyah 1 Palembang.

##### **4.1.4.1. Result Analysis in Measuring Significant Improvement on Students'**

##### **Pretest to Posttest Score in Experimental Group**

In this research, measuring means significant improvement is presented. The analysis result of paired sample t-test is figured out in table 22 bellow:

**Table 22**  
**Result Analysis in Measuring Significant Improvement on Students' Pretest to Posttest Scores in Experimental Group**

Previewing Text Strategy	Paired Sample T-Test			Ho	Ha
	T	Df	Sig. (2-tailed)		
	19.324	30	0.000		

Based on the table analysis above, it was found that the p-output was 0.000 with  $df=30$  (2.0423), and  $t_{\text{obtained}}=19.324$ . It could be stated that the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted. Therefore, the research question number one had been answered that there was significant improvement from students' pretest to posttest scores in experimental group taught by using Previewing Text strategy since p-output was lower than 0.05 and  $t_{\text{obtained}}$  (19.324) was higher than  $t_{\text{table}}$  (2.0423).

#### 4.1.4.2. Result Analysis in measuring significant difference on Students' Posttest Score in Control and Experimental Groups

In this research, independent t-test was used to measure a significant difference on students' recount reading score taught by using Previewing Text strategy and those who are not at SMP Muhammadiyah 1 Palembang. The analysis result of independent sample t-test is figured out in table 23.

**Table 23**  
**Result Analysis in Measuring Significant Difference on Students' Posttest Score in Control and Experimental Groups**

Previewing Text Strategy and Strategy that is usually used by the teacher of English at SMP Muhammadiyah 1 Palembang	Independent Sample T-Test			Ho	Ha
	T	Df	Sig. (2-tailed)		
	3.180	60	0.002		

From the table analysis, it was found that the p-output was 0.002 with  $df=60$  (2.0003), and the t-obtained was 3.180. It could be stated that the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted. Since the p-output was lower than 0.05 and the t-obtained (3.180) was higher than t-table (2.0003). It can be stated that the problem of the study number two had been answered that there was significant difference on students' recount reading score taught by using Previewing Text strategy and those who were not at SMP Muhammadiyah 1 Palembang.

#### **4.2. Interpretation**

Based on the findings stated previously, some interpretations can be drawn as follow:

After conducting the research, it was found that the data of the students pretest and posttest in control and experimental group were normal and homogeneous. In analyzing normality test, I-Sample Kolmogorov Smirnov was used. From the result, it could be stated that the students' pretest and posttest score in control and experimental were normal since the significant of normality test was higher than 0.05. Then, the homogeneity of the sample data from pretest and posttest between control and experimental group by using Levene Statistic was analyzed. The result showed that the students' pretest and posttest score in control and experimental group were homogeny. It emphasized that the ability of the students was same. Therefore, the data could be processed by using t-test.

At the beginning, pretest was conducted in both of class. The result of pretest between VIII.A and VIII.C showed that the students' score in VIII.C was

lower than VIII.A. It was proved by the mean score of pretest in VIII.A (56.6935) which was higher than VIII.C (53.7097). Related to the mean score in pretest, it could be assumed that VIII.C needed the treatment by using Previewing Text strategy as the experimental group. Meanwhile, VIII.A got higher score so that this class was marked as control group.

In experimental group, the students were given the treatment by using Previewing Text strategy. In the first and second meetings, the students were still confused about Previewing Text strategy. Also, in the third meetings, the students were still confused in understanding the material. They could not find the main idea. They did not have enough vocabulary to comprehend the text. Between fourth and seventh meeting, they slowly could manage to find main idea, and they could know vocabulary used in the text. Finally, on the eighth to twelfth meeting they could understand the material well. They felt that it was easy to comprehend, because they could find information by surveying the text, such as the title, heading and subheading, picture, bold or italicized words, etc. These happened because McNamara (2007, p. 475) mentions that Previewing strategy involves surveying the text before reading. This generally involves reading over key parts of a text, such as the title, subheadings, bold or italicized words, figures and tables, the introduction and conclusion, and key sentences. This strategy helps students to generate questions and set purposes so that the students can monitor their comprehension before actually reading. This is supported by Bouchard (2005, p. 49) who mentions that the purpose of Previewing Text is to teach students to generate question and set purposes. It also enables them to develop a

sense of what a text or chapter selection is about before actually reading it. The steps in Previewing Text strategy can be used in various reading materials to make the students interested. Mark (2016) avers that Previewing strategy is suitable for any material, but are rather used for nonfiction content than fiction books, easy to understand and suitable for all ages. Therefore, this strategy can be as an alternative strategy for students in understanding texts, especially recount text.

From the result of paired sample t-test, it was found that there was significant improvement from students' pretest and posttest scores in experimental and control group. The students' recount reading achievement in control group also got improvement but not as significant as the experimental group. It can be seen from the result of t-obtained of paired sample t-test in experimental group was 19.324, and the result of t-obtained in control group was 5.802 (see appendix R). In other words, students' recount reading achievement in experimental group improved after they were being taught by using Previewing Text strategy. This condition happened because of some reasons such as the students become familiar with contents of the text, easy to identify the text and active to connect the materials to their prior knowledge. This is in line with McNamara (2007, p. 475) who states that there are several ways Previewing helps readers set up goals that guide comprehension processes. First, Previewing is helpful for allowing readers to become familiar with text contents and activate prior knowledge. Second, Previewing helps readers identify and take advantage of the text structure.

Moreover, based on the result of independent sample t-test, it was found that there was significant difference between the students' posttest score of

experimental group who were taught by using Previewing Text strategy and the control group who were taught by using strategy that was used by the teacher of English at SMP Muhammadiyah 1 Palembang with  $t$ - obtained 3.180.

At the same time, these research findings are not contrary to other previous related studies. It can be seen from Huang (2009) supported that there was significant improvement on students' reading comprehension at technological university in Taiwan. Then, Chen and Graves (1995) showed that the result of their study showed strong positive effects of the previewing group than the background knowledge on Taiwanese college students' comprehension.

Finally, based on the result in the research, Previewing Text strategy was successfully applied to the eighth grade students of SMP Muhammadiyah 1 Palembang. Previewing Text strategy could help the students in reading the text. Therefore, English teacher can use Previewing Text strategy in teaching and learning process as an alternative strategy to improve students' English recount reading score.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents: (a) conclusion and (b) suggestions

#### **5.1. Conclusion**

Based on the findings and interpretation in the previous chapter, some conclusions are made as follow. First, from the result of pretest to posttest in teaching recount reading by using Previewing Text strategy, significant improvement on students' recount reading achievement of the eighth grade students at SMP Muhammadiyah 1 Palembang was found. It could be seen that the p-output (0.000) was lower than 0.05 and t-obtained= 19.324 was higher than t-table (df 30= 2.0423). It could be concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

Second, significant difference on students' recount reading achievement who were taught by using Previewing Text strategy and those who were not at SMP Muhammadiyah 1 Palembang was found. It could be seen that the p-output (0.002) was lower than 0.05 and t-obtained= 3.180 was higher than t-table (df 60= 2.0003). It could be concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

#### **5.2. Suggestions**

Some suggestions are offered in order to develop the teaching and learning in EFL classroom. First, English teacher especially English teacher at SMP Muhammadiyah 1 Palembang can use Previewing Text as an alternative strategy

to improve students' recount reading achievement so that the teaching and learning process becomes more interesting and attractive for students.

Second, the students can use Previewing Text strategy to help them to comprehend their recount reading text so that the students can be motivated in improving the aspects of reading, such as vocabulary and grammar. Besides that, the students should also practice more and not be lazy to read some books especially English books.

Finally, Previewing Text strategy can be used in different grade level. It can be used for grades elementary to up level. Then, this strategy can be used in teaching reading for other nonfiction text, such as descriptive and procedure text. Hopefully, this research can be useful for theoretical references for other researchers who do similar studies which focus on the aspects of reading comprehension.



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# A P P E N D I C E S



## **Appendix A**

### **INTERVIEW GUIDELINES FOR INTERVIEWING THE TEACHER**

1. Bagaimana proses pembelajaran bahasa Inggris di kelas?
2. Skill apa yang anda anggap paling sulit untuk diajarkan dalam pelajaran bahasa Inggris?
3. Bagaimana hasil belajar siswa dalam pelajaran pada skill yang anda anggap paling sulit tersebut, apakah lebih rendah dibandingkan dengan hasil belajar skill dalam pelajaran bahasa Inggris lainnya?
4. Apa saja kendala yang dihadapi dalam kegiatan belajar pada skill tersebut?
5. Aktivitas apa yang dilakukan dalam proses belajar mengajarnya?
6. Apa saja media yang anda gunakan dalam mengajar pada skill tersebut?
7. Apa saja teknik atau strategi yang pernah anda terapkan dalam mengajar skill tersebut?
8. Bagaimana partisipasi siswa dalam kegiatan belajar mengajar?
9. Jenis teks yang mana yang paling sulit di pahami siswa?
10. Jenis soal yang mana yang lebih dikuasai oleh siswa multiple choice or written text (essay test)

## QUESTIONNAIRE FOR THE STUDENTS

### PETUNJUK :

- Pertanyaan - pertanyaan berikut ini berkaitan dengan pengajaran membaca pada pelajaran bahasa Inggris. Mohon memberikan jawaban sesuai dengan kondisi yang ada
- Jawaban yang anda berikan sama sekali tidak akan mempengaruhi nilai.
- Berilah tanda silang (x) pada jawaban yang cocok dengan pendapat Anda.

1. Bagaimanakah sikap anda terhadap pelajaran bahasa inggris?  
a. Suka                      c. Kurang suka  
b. Cukup suka.      d. Ragu-ragu
2. Apakah pelajaran Bahasa Inggris termasuk pelajaran yang penting untuk dipelajari oleh Anda?  
a. Iya                      c. Tidak  
b. Ragu-ragu      d. Cukup
3. Apa motivasi anda dalam mempelajari bahasa inggris?  
a. Agar dapat menguasai ketrampilan bahasa inggris.  
b. Untuk mendapatkan nilai yang bagus dalam pelajaran bahasa inggris.  
c. Agar bisa berkomunikasi dengan bule.  
d. Mau tidak mau, karena diajarkan di sekolah
4. Diantara empat ketrampilan berbahasa yang diajarkan dalam pelajaran bahasa inggris, manakah yang anda anggap paling sulit?  
a. Reading (membaca).  
b. Writing (menulis).  
c. Listening  
(mendengarkan/menyimak).  
d. Speaking (berbicara).
5. Apakah anda termotivasi untuk menguasai ketrampilan skill tersebut dalam bahasa inggris?  
a. Iya.                      c. Kurang  
b. Cukup.                      d. Tidak
6. Diantara empat teks yang diajarkan dalam pelajaran bahasa inggris, manakah yang anda anggap paling sulit?  
a. Descriptive                      c. Narrative  
b. Recount                      d. Procedur
7. Menurut anda, bagaimana tingkat kesulitan skill tersebut dalam bahasa inggris?  
a. Tinggi (sulit)  
b. Sedang (cukup sulit)  
c. Rendah (mudah)  
d. Nol (tidak ada kesulitan)
8. Apa saja kendala yang anda hadapi dari text yang sulit tersebut?  
a. Sulit memahami generic structures dan language features nya  
b. Malas untuk membaca  
c. Kurangnya kosa-kata  
d. Sulit mengerti arti dari text
9. Bagaimana anda menilai kemampuan anda pada skill tersebut dalam bahasa inggris?  
a. Sangat memuaskan.  
b. Memuaskan.  
c. Cukup memuaskan.  
d. Tidak memuaskan.
10. Seberapa sering anda berlatih atau mencoba skill tersebut dalam bahasa inggris di luar waktu pelajaran bahasa Inggris?  
a. Sering                      c. Sese kali  
b. Jarang                      d. Tidak perna

## Appendix B

The Result of Improvement Score from pretest to posttest in Experimental and Control Group

### (1) Students' Improvement from Pretest to Posttest in Control Group

**Students' Improvement from Pretest to Posttest in Control group**

No	Name	Control Group		Improvement (%)
		Pretest	Posttest	
1	Student 1	65	62.5	-2.5 %
2	Student 2	62.5	65	2.5 %
3	Student 3	55	50	5 %
4	Student 4	60	65	5 %
5	Student 5	65	70	5 %
6	Student 6	72.5	80	7.5 %
7	Student 7	47.5	50	2.5 %
8	Student 8	55	60	5 %
9	Student 9	40	45	5 %
10	Student 10	70	80	10 %
11	Student 11	45	50	5 %
12	Student 12	40	45	5 %
13	Student 13	60	60	0 %
14	Student 14	62.5	70	7.5 %
15	Student 15	70	72.5	2.5 %
16	Student 16	50	60	10 %
17	Student 17	45	60	15 %
18	Student 18	60	62.5	2.5 %
19	Student 19	55	60	10 %
20	Student 20	40	47.5	7.5 %
21	Student 21	65	72.5	7.5 %
22	Student 22	55	55	0 %
23	Student 23	65	70	5 %
24	Student 24	60	70	10 %
25	Student 25	45	62.5	17.5 %
26	Student 26	62.5	65	2.5 %
27	Student 27	60	62.5	2.5 %
28	Student 28	60	62.5	2.5 %
29	Student 29	65	72.5	7.5 %
30	Student 30	65	62.5	-2.5 %
31	Student 31	35	40	5 %

From the analyses above, it was found that there were 27 students who got improvement from 2.5% to 17.5%, and four students had no improvement.

**(2) Students' Improvement from Pretest to Posttest in Experimental Group**

<b>Students' Improvement from Pretest to Posttest in Experimental group</b>				
<b>No</b>	<b>Name</b>	<b>Score</b>		<b>Improvement (%)</b>
		<b>Pretest</b>	<b>Posttest</b>	
1	Student 1	50	70	20 %
2	Student 2	60	80	20 %
3	Student 3	65	80	15 %
4	Student 4	70	82.5	12.5 %
5	Student 5	30	57.5	27.5 %
6	Student 6	60	75	15 %
7	Student 7	30	50	20 %
8	Student 8	70	87.5	17.5 %
9	Student 9	65	80	15 %
10	Student 10	60	75	15 %
11	Student 11	70	85	15 %
12	Student 12	60	70	10 %
13	Student 13	55	65	10 %
14	Student 14	40	65	25 %
15	Student 15	45	60	15 %
16	Student 16	62.5	80	17.5 %
17	Student 17	50	65	15 %
18	Student 18	50	60	10 %
19	Student 19	65	80	15 %
20	Student 20	40	60	20 %
21	Student 21	60	77.5	17.5 %
22	Student 22	65	80	15 %
23	Student 23	47.5	62.5	15 %
24	Student 24	62.5	75	12.5 %
25	Student 25	55	65	10 %
26	Student 26	40	60	20 %
27	Student 27	62.5	82.5	20 %
28	Student 28	50	60	10 %
29	Student 29	65	75	10 %
30	Student 30	30	55	25 %
31	Student 31	30	50	20 %

From the analyses above, it was found that all of the students in experimental group got improvement from 10% to 27.5%.

## Appendix C

### Attendance List of Pretest and Posttest in Control Group

#### STUDENTS' ATTENDANCE LIST PRETEST-POSTTEST (CONTROL GROUP)

##### SMP Muhammadiyah 1 Palembang (Class VIII.A)

No	Name	Pretest (01-01-2017)	Posttest (16-02-2017)
1	Aisyah Angelica	<i>[Signature]</i>	<i>[Signature]</i>
2	Aldo Harizki	<i>[Signature]</i>	<i>[Signature]</i>
3	Amalia Wulandari	<i>[Signature]</i>	<i>[Signature]</i>
4	Amanda Khoirunnisa	<i>[Signature]</i>	<i>[Signature]</i>
5	Anisya Apriyanti	<i>[Signature]</i>	<i>[Signature]</i>
6	Ardana Ivanda Abdy	<i>[Signature]</i>	<i>[Signature]</i>
7	Azirah Maharani	<i>[Signature]</i>	<i>[Signature]</i>
8	Cayla Pinkan	<i>[Signature]</i>	<i>[Signature]</i>
9	Chintia Margaretha	<i>[Signature]</i>	<i>[Signature]</i>
10	Davina Herlizahara	<i>[Signature]</i>	<i>[Signature]</i>
11	Denni	<i>[Signature]</i>	<i>[Signature]</i>
12	Dinda Fidela	<i>[Signature]</i>	<i>[Signature]</i>
13	Fadila Putri Hendra	<i>[Signature]</i>	<i>[Signature]</i>
14	Hasna Dewi Asih	<i>[Signature]</i>	<i>[Signature]</i>
15	Ismi Kurnia Aisyah	<i>[Signature]</i>	<i>[Signature]</i>
16	Kiara Sofia Syahrani	<i>[Signature]</i>	<i>[Signature]</i>
17	M. Adra Bima Dyntara	<i>[Signature]</i>	<i>[Signature]</i>
18	M. Bintang Mahesa	<i>[Signature]</i>	<i>[Signature]</i>
19	M. Davin Sidqurrahman Faisal	<i>[Signature]</i>	<i>[Signature]</i>
20	M. Tristan Desmanda	<i>[Signature]</i>	<i>[Signature]</i>
21	M. Yaskur Nasir	<i>[Signature]</i>	<i>[Signature]</i>
22	Malida Sahanna	<i>[Signature]</i>	<i>[Signature]</i>
23	Mulyadi	<i>[Signature]</i>	<i>[Signature]</i>
24	Nazila Natasyah	<i>[Signature]</i>	<i>[Signature]</i>
25	Nurul Aulia Dina Khaliza	<i>[Signature]</i>	<i>[Signature]</i>
26	Rio	<i>[Signature]</i>	<i>[Signature]</i>
27	Sadrina Ayu Fazira	<i>[Signature]</i>	<i>[Signature]</i>
28	Shiddiq Budiyanoto	<i>[Signature]</i>	<i>[Signature]</i>
29	Siti Aisyah	<i>[Signature]</i>	<i>[Signature]</i>
30	Widya Aisyah	<i>[Signature]</i>	<i>[Signature]</i>
31	Zanjabila Rahma	<i>[Signature]</i>	<i>[Signature]</i>

Mengetahui,  
English Teacher

*[Signature]*

Putri Nina Aulia, S.Pd

Palembang,

2017

Researcher

*[Signature]*

Tri Lestari  
12250144

## Appendix D

### Attendance List of Pretest and Posttest in Experimental Group

#### STUDENTS' ATTENDANCE LIST PRETEST-POSTTEST (EXPERIMENTAL GROUP)

##### SMP Muhammadiyah 1 Palembang (Class VIII.C)

No	Name	Pretest (04-01-2019)	Posttest (16-02-2019)
1	A. Farhan	Afa	Afa
2	Adli Tharfi Aziz	Adli	Adli
3	Afifa Randa Syawalsa	Afifa	Afifa
4	Alifah Tiara Ceisilia	Alifah	Alifah
5	Ar Rahman	Ar Rahman	Ar Rahman
6	Ayu Pratiwi	Ayu	Ayu
7	Dewanti Maharani	Dewanti	Dewanti
8	Farhan Aziz	Farhan	Farhan
9	Fiana Yuri Sabar Dila	Fiana	Fiana
10	Firman Nursaid	Firman	Firman
11	Fitria	Fitria	Fitria
12	Kms. Asfahani Asyrofi	Kms. Asfahani	Kms. Asfahani
13	Lilia Rizki	Lilia	Lilia
14	M. Didan Jauhari	M. Didan	M. Didan
15	M. Dwi Karandasyah Putra	M. Dwi	M. Dwi
16	M. Fadhil Akbar	M. Fadhil	M. Fadhil
17	M. Fadhil Dzaki R	M. Fadhil	M. Fadhil
18	M. Fadil Romadhon	M. Fadil	M. Fadil
19	M. Rizky Afriansyah	M. Rizky	M. Rizky
20	M. Saiful	M. Saiful	M. Saiful
21	M. Taqwa	M. Taqwa	M. Taqwa
22	M. Zikri Hidayatullah	M. Zikri	M. Zikri
23	Nanda Naufal Alrafli	Nanda	Nanda
24	Nesya Devita Putri	Nesya	Nesya
25	Nur Fitriani	Nur	Nur
26	Nyimas Saela Andini	Nyimas	Nyimas
27	Okta Pratiwi	Okta	Okta
28	Ragil Juniarno	Ragil	Ragil
29	Reza Pradewa	Reza	Reza
30	Rifky Praditya	Rifky	Rifky
31	Riska Ananda	Riska	Riska

Mengetahui,  
English Teacher



Putri Nina Aulia, S.Pd

Palembang,

2017

Researcher



Tri Lestari  
12250144

## Appendix E

### Attendance List of Treatment in Experimental Group

#### STUDENTS' ATTENDANCE LIST OF TREATMENT IN EXPERIMENTAL GROUP

SMP Muhammadiyah 1 Palembang (Class VIII.C)

NO	NAME	ATTENDANCE LIST											
		1	2	3	4	5	6	7	8	9	10	11	12
1	A. Farhan	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
2	Adli Tharfi Aziz	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
3	Afifa Randa S	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
4	Alifah Tiara Ceisilia	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
5	Ar Rahman	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
6	Ayu Pratiwi	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
7	Dewanti Maharani	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
8	Farhan Aziz	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
9	Fiana Yuri Sabar D	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
10	Firman Nursaid	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
11	Fitria	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
12	Kms. Asfahani A	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
13	Lilia Rizki	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
14	M. Didan Jauhari	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
15	M. Dwi K.P	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
16	M. Fadhil Akbar	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
17	M. Fadhil Dzaki R	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
18	M. Fadil Romadhon	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
19	M.Rizky Afriansyah	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
20	M. Saiful	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
21	M. Taqwa	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
22	M. Zikri H	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
23	Nanda Naufal A	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
24	Nesya Devita Putri	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
25	Nur Fitriani	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
26	Nyimas Saela A	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
27	Okta Pratiwi	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
28	Ragil Juniarno	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
29	Reza Predewa	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
30	Rifky Praditya	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang
31	Riska Ananda	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang	Ang

Palembang, Februari 2017

Mengetahui,  
English Teacher

*Scuff.*

Putri Nina Aulia, S.Pd

Researcher

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## Syllabus of Academic

Sekolah : SMP Muhammadiyah1 Palembang  
Kelas : VIII (Delapan )  
Mata Pelajaran : Bahasa Inggris  
Semester : 2 (Dua)  
Standar Kompetensi : Membaca

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	1. Teks Esai berbentuk <i>narrative / recount</i> 2. Ciri kebahasaan Teks Esai berbentuk <i>narrative / recount</i> 3. Tujuan komunikatif teks esai <i>narratif / recount</i> 4. Langkah retorika <i>narrative / recount</i> 5. Spelling, stress, intonation	1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita populer 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks <i>narrative / recount</i> yang dibaca guru 4. Membaca nyaring teks <i>narrative / recount</i> dengan ucapan dan	Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i>  Mengidentifikasi berbagai makna teks <i>narrative / recount</i>  Mengidentifikasi tujuan komunikatif teks <i>narrative /</i>	Tes lisan          Tes tulis	Membaca nyaring          Pilihan ganda	<i>Read the story aloud.</i>          <i>Choose the right answer based on the text.</i>	4 x 40 menit	1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita.
11.2 Merespon makna dalam teks tulis fungsional				Tes Tulis	Isian singkat	<i>Complete the following sentences using</i>		



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar		intonasi yang benar 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca 6. Menentukan tujuan komunikatif teks <i>narrative / recount</i> yang di baca 7. Menentukan langkah retorika dari teks <i>narrative / recount</i> yang di baca 8. Menentukan ciri kebahasaan teks <i>narrative / recount</i> yang di baca 9. Membaca teks <i>narrative / recount</i> lainnya  1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan	<i>recount</i>  Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i>	Tes Tulis	Pertanyaan tertulis	<i>the information from the text.</i>  <i>Answer the following questions based on the text.</i>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	1. Teks fungsional : - undangan - pengumuman - pesan - iklan  2. Tujuan komunikatif  3. Ciri kebahasaan	jenis teks fungsional yang dicermati  3. Membaca nyaring teks fungsional terkait materi  4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks  5. Menyebutkan ciri-ciri teks fungsional yang dibaca  6. Membaca teks fungsional pendek lainnya dari berbagai sumber	Mengidentifikasi berbagai informasi dalam teks fungsional  Mengidentifikasi tujuan komunikatif teks fungsional  Mengidentifikasi ciri kebahasaan teks fungsional	Tes tulis  Tes tulis  Tes tulis	PG  Jawaban singkat  Jawaban singkat	<i>Choose the best option, a, b, c or d</i>  <i>Answer the following questions</i>  <i>Give short answers !</i>	4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar
❖ Karakter siswa yang diharapkan : Dapat dipercaya ( <i>Trustworthiness</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								

## Appendix G

### Lesson Plan of Teaching Academic

#### LESSON PLAN

School : SMP Muhammadiyah 1 Palembang  
Subject : English  
Grade / Semester : VIII / II  
Time Allocation : 2 x 40 Minutes (1<sup>st</sup> meeting)

#### Standard Competency

11. Understanding the meaning in short simple essay in recount, and narrative text to interact with the environment.

#### Basic Competency

11.3 Responding to the meaning and rhetorical steps in simple short essay, accurately, fluently and acceptable with regard to the environment in the form of recount and narrative text.

#### I. Indicators

The students are able to:

1. Identify the main idea of recount text
2. Identify the purpose of recount text.
3. Identify generic structure and language feature from recount text

#### II. Learning Objective

After the process of teaching and learning the students are expected to be able to:

1. Identify the main idea of recount text.
2. Identify the purpose of recount text.
3. Identify generic structure and language feature from recount text

#### III. Learning Material

##### Recount Text

Social function : to retell the event to the reader or listener.  
Generic structure : a) Orientation, b) Events, c) Re-Orientation  
Language feature : Use past tense (happened), adverbs of time (first), person and place describing words (small), proper nouns and pronouns (Mr. Lawrence, his).

#### Example of Recount text

My Weekend	
Orientation	It happened one weekend while I was at the fairground. I was with my friend Sarah and we were both really excited. The flashing lights and bright colors made everything appear magical. We were having a great time and we had been on most of the rides when Sarah pointed to the big wheel. The sign said "\$1 for a two-minute ride"
Event	At first I wasn't sure, but Sarah had been on it before. "It

Reorientation	<p>only takes two minutes,” she said. “Come on- it’s a really thrilling ride!” A minute later we were in the air. It was like flying! “This is amazing!” I shouted happily to Sarah. Then suddenly, there was a loud crash and everything stopped. I was really frightened! Sarah held my hand tightly because she was worried, too. We looked down and saw two mechanics. “Don’t worry,” they shouted. “It won’t take us long to fix it!” So we waited...and waited! At first we were amused. Everyone was running around below us. After a while though, it became scary up there.</p> <p>Two hours later, the wheel finally started to move again. I was so happy. It had been a long tiring evening. That two-minute ride had turned into a two-hour nightmare!</p>
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#### IV. Learning Strategy

Previewing Text strategy

#### V. Step of Learning Activity

Phase	Activity	Time (minute)
Engagement	Opening Activity	
<i>Pre-Activity</i>	<ol style="list-style-type: none"> <li>1. The teacher greets the students.</li> <li>2. The teacher checks the students’ attendance.</li> </ol>	5 minutes
<i>Whilst-Activity</i>	<p>Exploration:</p> <ol style="list-style-type: none"> <li>1. The teacher distributes copy of recount text to the students.</li> <li>2. The teacher asks as the whole class what they might know about the topic.</li> <li>3. The students give respon about the topic that they will learn.</li> </ol> <p>Elaboration:</p> <ol style="list-style-type: none"> <li>1. The teacher guides students through a step-by-step preview of the text.</li> <li>2. First, the teacher asks students to read the title and convert it to a question. Explain to students that they can access prior knowledge to help them generate a question.</li> <li>3. Next, the teacher instructs students to read the introduction and summary and questions.</li> <li>4. The teacher explains about headings and subheading and asks the students to convert those to questions.</li> <li>5. The teacher invites the students to continue by reading and emphasizing the print in different font and special effects, such as boldface, italics, color, captions, and word bubbles.</li> <li>6. Finally, the teacher discusses with the students about the illustrations, photographs, and the caption with each, as well as the graphic organizers that might include diagrams, cross sections, overlays, maps, labels, charts, graphs, and frame text.</li> <li>7. The last, the teacher gives students a copy of the Text Preview sheet. Ask them to open their books to another</li> </ol>	55 minutes

	part of the chapter and preview this section using the guidelines delineated on the worksheet. When students have completed their sheet, ask for volunteers to share their results and discuss as a class Confirmation: 1. The teacher asks some of the students to read their result in front of the class. 2. The teacher discusses with the students about the result of Text Preview sheet.	
<i>Post Activity</i>	1. The teacher gives the students the exercises related to the topic. 2. The students do the exercises given by teacher 3. The teacher closes teaching learning activity	20 minutes

## VI. Media/Source

1. Media : Recount text
2. Source : Pengayaan Ujian Nasional Mata Pelajaran Bahasa Inggris Tahun 2014/2015, Sekolah Menengah Pertama.
3. Dictionary
4. Other relevant books

## VII. Scoring

Reading test (Five questions essay)

Correct answer score is 20

No	Questions	Score
1.	What does the story tell about?	20
2.	How did the writer feel at first?	20
3.	What does paragraph 3 tell?	20
4.	Who is the name the writer's friend?	20
5.	What does the writer mean by "\$1 for a two-minute ride"?	20

Palembang,  
Teacher

2017

Tri Lestari  
NIM. 12250144

## Appendix H

Construct Validity Measured by Validators

### LEMBAR VALIDASI RPP

**Petunjuk:** Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

**Keterangan:**

- |                           |                                          |
|---------------------------|------------------------------------------|
| 1 = berarti “kurang baik” | a: dapat digunakan tanpa revisi          |
| 2 = berarti “cukup baik”  | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti “baik”        | c: dapat digunakan dengan banyak revisi  |
| 4 = berarti “sangat baik” | d: belum dapat digunakan                 |

No	Komponen Rencana Pembelajaran	Skor			
		1	2	3	4
<b>I.</b>	<b>Perumusan Indikator Belajar</b>				
	1. Kejelasan rumusan.			✓	
	2. Kelengkapan cakupan rumusan indikator.			✓	
	3. Kesesuaian dengan kompetensi dasar.			✓	
	4. Kesesuaian dengan standar kompetensi.			✓	
<b>II.</b>	<b>Pemilihan dan Pengorganisasian Materi Pembelajaran</b>				
	1. Kesesuaian dengan kompetensi yang akan dicapai.			✓	
	2. Kesesuaian dengan karakteristik peserta didik.			✓	
	3. Keruntutandan sistematika materi.			✓	
	4. Kesesuaian materi dengan alokasi waktu.			✓	
<b>III.</b>	<b>Pemilihan Sumber Belajar/Media Pembelajaran</b>				
	1. Kesesuaian sumber belajar/ media pembelajaran dengan kompetensi (tujuan) yang diinginkan.			✓	
	2. Kesesuaian sumber media belajar/ media pembelajaran dengan materi pembelajaran.			✓	
	3. Kesesuaian sumber belajar/ media dengan karakteristik peserta didik.			✓	
<b>IV.</b>	<b>Skenario/ Kegiatan Pembelajaran</b>				
	1. Kesesuaian strategi dalam metode pembelajaran dengan kompetensi (tujuan) pembelajaran.			✓	
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran.			✓	
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta			✓	

	didik.				
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu.			✓	
<b>V.</b>	<b>Penilaian Hasil Belajar</b>				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai.			✓	
	2. Kejelasan prosedur penilaian (awal, proses, akhir, tindak lanjut).			✓	
<b>VI.</b>	<b>Penggunaan Bahasa Tulis</b>				
	1. Ketepatan ejaan.			✓	
	2. Ketepatan pilihan kata.			✓	
	3. Kebakuan struktur kalimat.			✓	
	4. Bentuk huruf dan angka baku.			✓	
<b>VII.</b>	<b>Penilaian Validasi Umum</b>				
	Penilaian atau validasi umum terhadap instrumen.	a	(b)	c	d

Palembang, 25 Nov 2016  
Validator I



Beni Wijaya, M.Pd.

### LEMBAR VALIDASI TES

**Petunjuk:** Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

**Keterangan:**

- |                           |                                          |
|---------------------------|------------------------------------------|
| 1 = berarti “kurang baik” | a: dapat digunakan tanpa revisi          |
| 2 = berarti “cukup baik”  | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti “baik”        | c: dapat digunakan dengan banyak revisi  |
| 4 = berarti “sangat baik” | d: belum dapat digunakan                 |

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
<b>I.</b>	<b>Aspek Petunjuk</b>				
	1. Petunjuk tes dinyatakan jelas			✓	
	2. Kriteria skor dinyatakan jelas			✓	
<b>II.</b>	<b>Aspek Cakupan Tes Prestasi Kognitif</b>				
	1. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas			✓	
<b>III.</b>	<b>Aspek Bahasa</b>				
	1. Rumusan pernyataan komunikatif			✓	
	2. Menggunakan bahasa yang sesuai dengan kaidah bahasa indonesia yang baik dan benar			✓	
	3. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
<b>IV</b>	<b>Penilaian validasi umum</b>	a	b	c	d

**Kesimpulan:**

.....

.....

Palembang, 25 Nov 2016  
Validator I



Beni Wijaya, M. Pd.



### LEMBAR VALIDASI RPP

**Petunjuk:** Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!


**Keterangan:**

- |                           |                                          |
|---------------------------|------------------------------------------|
| 1 = berarti “kurang baik” | a: dapat digunakan tanpa revisi          |
| 2 = berarti “cukup baik”  | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti “baik”        | c: dapat digunakan dengan banyak revisi  |
| 4 = berarti “sangat baik” | d: belum dapat digunakan                 |

No	Komponen Rencana Pembelajaran	Skor			
		1	2	3	4
<b>I.</b>	<b>Perumusan Indikator Belajar</b>				
	1. Kejelasan rumusan.				✓
	2. Kelengkapan cakupan rumusan indikator.				✓
	3. Kesesuaian dengan kompetensi dasar.				✓
	4. Kesesuaian dengan standar kompetensi.				✓
<b>II.</b>	<b>Pemilihan dan Pengorganisasian Materi Pembelajaran</b>				
	1. Kesesuaian dengan kompetensi yang akan dicapai.				✓
	2. Kesesuaian dengan karakteristik peserta didik.				✓
	3. Keruntutandan sistematika materi.				✓
	4. Kesesuaian materi dengan alokasi waktu.				✓
<b>III.</b>	<b>Pemilihan Sumber Belajar/Media Pembelajaran</b>				
	1. Kesesuaian sumber belajar/ media pembelajaran dengan kompetensi (tujuan) yang diinginkan.				✓
	2. Kesesuaian sumber media belajar/ media pembelajaran dengan materi pembelajaran.				✓
	3. Kesesuaian sumber belajar/ media dengan karakteristik peserta didik.				✓
<b>IV.</b>	<b>Skenario/ Kegiatan Pembelajaran</b>				
	1. Kesesuaian strategi dalam metode pembelajaran dengan kompetensi (tujuan) pembelajaran.				✓
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran.				✓
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta				✓

	didik.				
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu.				✓
<b>V.</b>	<b>Penilaian Hasil Belajar</b>				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai.			✓	
	2. Kejelasan prosedur penilaian (awal, proses, akhir, tindak lanjut).			✓	
<b>VI.</b>	<b>Penggunaan Bahasa Tulis</b>				
	1. Ketepatan ejaan.			✓	
	2. Ketepatan pilihan kata.				✓
	3. Kebakuan struktur kalimat.				✓
	4. Bentuk huruf dan angka baku.				✓
<b>VII.</b>	<b>Penilaian Validasi Umum</b>				
	Penilaian atau validasi umum terhadap instrumen.	a	(b)	c	d

Palembang, 18-11- 2016  
Validator II

  
Amalia Hasanah, M.Pd.

## LEMBAR VALIDASI TES

**Petunjuk:** Berilah tanda cek (✓) dalam kolom penilaian yang sesuai menurut pendapat anda!

**Keterangan:**

- |                           |                                          |
|---------------------------|------------------------------------------|
| 1 = berarti "kurang baik" | a: dapat digunakan tanpa revisi          |
| 2 = berarti "cukup baik"  | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti "baik"        | c: dapat digunakan dengan banyak revisi  |
| 4 = berarti "sangat baik" | d: belum dapat digunakan                 |

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
<b>I.</b>	<b>Aspek Petunjuk</b>				
	1. Petunjuk tes dinyatakan jelas				✓
	2. Kriteria skor dinyatakan jelas		✓		
<b>II.</b>	<b>Aspek Cakupan Tes Prestasi Kognitif</b>				
	1. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas				✓
<b>III.</b>	<b>Aspek Bahasa</b>				
	1. Rumusan pernyataan komunikatif			✓	
	2. Menggunakan bahasa yang sesuai dengan kaidah bahasa indonesia yang baik dan benar			✓	
	3. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
<b>IV</b>	<b>Penilaian validasi umum</b>	a	(b)	c	d

**Kesimpulan:**

*Put the questions in arrangement of RPTOFL*  
*Questions*

Palembang, 19-11-2016  
 Validator II

*Amalia Hasanah*  
Amalia Hasanah, M. Pd.

### LEMBAR VALIDASI RPP

**Petunjuk:** Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

**Keterangan:**

- |                           |                                          |
|---------------------------|------------------------------------------|
| 1 = berarti “kurang baik” | a: dapat digunakan tanpa revisi          |
| 2 = berarti “cukup baik”  | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti “baik”        | c: dapat digunakan dengan banyak revisi  |
| 4 = berarti “sangat baik” | d: belum dapat digunakan                 |

No	Komponen Rencana Pembelajaran	Skor			
		1	2	3	4
<b>I.</b>	<b>Perumusan Indikator Belajar</b>				
	1. Kejelasan rumusan.			✓	
	2. Kelengkapan cakupan rumusan indikator.			✓	
	3. Kesesuaian dengan kompetensi dasar.			✓	
	4. Kesesuaian dengan standar kompetensi.			✓	
<b>II.</b>	<b>Pemilihan dan Pengorganisasian Materi Pembelajaran</b>				
	1. Kesesuaian dengan kompetensi yang akan dicapai.			✓	
	2. Kesesuaian dengan karakteristik peserta didik.			✓	
	3. Keruntutandan sistematika materi.			✓	
	4. Kesesuaian materi dengan alokasi waktu.			✓	
<b>III.</b>	<b>Pemilihan Sumber Belajar/Media Pembelajaran</b>				
	1. Kesesuaian sumber belajar/ media pembelajaran dengan kompetensi (tujuan) yang diinginkan.			✓	
	2. Kesesuaian sumber media belajar/ media pembelajaran dengan materi pembelajaran.			✓	
	3. Kesesuaian sumber belajar/ media dengan karakteristik peserta didik.			✓	
<b>IV.</b>	<b>Skenario/ Kegiatan Pembelajaran</b>				
	1. Kesesuaian strategi dalam metode pembelajaran dengan kompetensi (tujuan) pembelajaran.			✓	
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran.			✓	
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta			✓	

	didik.				
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu.			✓	
<b>V.</b>	<b>Penilaian Hasil Belajar</b>				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai.			✓	
	2. Kejelasan prosedur penilaian (awal, proses, akhir, tindak lanjut).			✓	
<b>VI.</b>	<b>Penggunaan Bahasa Tulis</b>				
	1. Ketepatan ejaan.			✓	
	2. Ketepatan pilihan kata.			✓	
	3. Kebakuan struktur kalimat.			✓	
	4. Bentuk huruf dan angka baku.			✓	
<b>VII.</b>	<b>Penilaian Validasi Umum</b>				
	Penilaian atau validasi umum terhadap instrumen.	a	b	c	d

Palembang, 24 Nov 2016

Validator III

Deta Desvita Sari, M.Pd.

## LEMBAR VALIDASI TES

**Petunjuk:** Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

**Keterangan:**

- |                           |                                          |
|---------------------------|------------------------------------------|
| 1 = berarti "kurang baik" | a: dapat digunakan tanpa revisi          |
| 2 = berarti "cukup baik"  | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti "baik"        | c: dapat digunakan dengan banyak revisi  |
| 4 = berarti "sangat baik" | d: belum dapat digunakan                 |

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
<b>I.</b>	<b>Aspek Petunjuk</b>				
	1. Petunjuk tes dinyatakan jelas			✓	
	2. Kriteria skor dinyatakan jelas				✓
<b>II.</b>	<b>Aspek Cakupan Tes Prestasi Kognitif</b>				
	1. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas			✓	
<b>III.</b>	<b>Aspek Bahasa</b>				
	1. Rumusan pernyataan komunikatif			✓	
	2. Menggunakan bahasa yang sesuai dengan kaidah bahasa indonesia yang baik dan benar			✓	
	3. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
<b>IV</b>	<b>Penilaian validasi umum</b>	a	b	c	d

**Kesimpulan:**

See my suggestions.....  
 .....

Palembang, 24 Nov 2016

Validator III

Deta Desvita Sari, M. Pd.

# Appendix I

## Attendance List of Tryout

### DAFTAR HADIR TRYOUT SISWA DI SMP NURUL IMAN PALEMBANG

Tanggal : 29-11-2016

Kelas : VIII.1

No	Nama Siswa	Tanda Tangan
1	Revalina.Rahmadhani	1.
2	AliFiyah Putri S.	2.
3	YUYUN AFRIANI	3.
4	BERLIANTI RAHMALIA	4.
5	Alifa Nava Anggara	5.
6	Rilka Nabila Husna	6.
7	Dicky Andrian	7.
8	Andiko Saputra	8.
9	ANISA FADILLAH	9.
10	Zefa rahma yulianti	10.
11	M. Wahyu Aditya	11.
12	M. BISKY	12.
13	Bineang J-B	13.
14	M. al. idrus	14.
15	DEKI ARDI ANSYAH	15.
16	Tiara Desliana	16.
17	Zakia Pebriyanti	17.
18	Desti aulia PUTRY	18.
19	<del>Novi</del> Novi Wusnaini	19.
20	M. IKBAL	20.
21	ROUSTHAN	21.
22	Diky Ustiawan	22.
23	M. SYATHIRUL GUNAWAN	23.
24	Hyaratul Akbar	24.
25	M. alviansyah	25.
26	Reza Putri kinanti	26.
27	M. Pandu Aldino	27.
28	Randi. Gustian	28.
29	Nando SAPUTRA	29.
30	<del>M. ARI</del> M. REYHAN	30.
31		31.
32		32.
33		33.
34		34.

35		35.
36		36.
37		37.
38		38.
39		39.
40		40.

Mengetahui,

Guru Mata Pelajaran



YULIS.....SUSWITA S.Pd

Palembang, 24 Nov 2016  
Mahasiswa



Tri Lestari  
12250144



## Appendix J

### Intruments of Tryout, Answer Key and Answer Sheet

#### INSTRUMENT

Class	: VIII (Delapan)
Time	: 90 minutes
Skill	: Reading

#### Directions:

1. Write your name on your answer sheet.
2. Read the directions from each text.
3. Choose the correct answer by crossing (x) a, b, c, or d on your answer sheet.
4. Each correct answer will be scored 1.66

#### Read the text and answer the questions 1-8!

##### Go to the Doctor

One day Sandra Dewi fell sick in the middle of the English lesson. All the students did reading tasks.  
Line Suddenly Sandra Dewi vomited. All  
5 other students stopped writing. Mrs. Lidia helped her immediately. The chairman of the class sent for the school's doctor.

Line In five minutes the doctor came.  
10 He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure.  
Line Then he took her temperature.

15 "I'm afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough, too. I'll give her some pills for her malaria, some  
Line tablets for her fever, and syrup for her  
20 cough. She needs a week's rest", said the doctor.

(Source: Contextual Teaching and Learning Bahasa Inggris: SMP)

1. What happened to Sandra Dewi?  
a. She was nervous      c. She was cry  
b. She vomited      d. She was lazy
2. What did the students do when Sandra Dewi vomited?  
a. The students stopped writing and helped Dewi to go to the school's doctor  
b. They kept studying in the class  
c. They measured her blood pressure and her temperature  
d. They gave the medicine
3. What was the name of the teacher?  
a. Mrs. Widia      c. Mrs. Lidia  
b. Mrs. Fania      d. Mrs. Claudia
4. What did the doctor do?  
a. He examined her carefully  
b. He sent Sandra to clinic  
c. He gave the drink  
d. He gave food
5. What was Sandra Dewi suffering from?  
a. Tuberculosis      c. Flu  
b. Malaria      d. Heart attack
6. What did the doctor recommend?  
a. To take some pills and need a week's rest  
b. To eat much water and fruit  
c. To take a year rest at home  
d. To take some fruit and need a month rest
7. "She has a very bad cough, too" (Paragraph 3 line 19). The opposite meaning of the underlined word is....

- a. Clear                      c. Good
  - b. Nervous                  d. Ugly
8. What is the main idea of second paragraph?
- a. The doctor came and examined Sandra Dewi carefully
  - b. The doctor went to Singapore to attend the event
  - c. Sandra Dewi needed a week rest at home
  - d. The students and the teacher helped Sandra Dewi

Read the text and answer the questions 9-18!

#### A Tired Day

Line                      Last Friday, a friend of mine  
5                      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 the  
                         clothes section. I let him choose one.  
Line                      An hour later, I got bored watching him  
10                      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  
Line                      couldn't find him. I waited for him for a  
15                      few moments then finally I gave up and  
                         decided to go home.

Line                      When I arrived home, my mother  
20                      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.  
Line                      Reluctantly, I walked to the department  
25                      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.

Line                      When I arrived home, I was tired.  
30                      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.

(Source: 9 in 1 Sukses Lulus UN SMP/MTs 2016)

9. The text is about...
- a. an embarrassing day
  - b. shopping with mother
  - c. the writer and his friend
  - d. my friend and his motorcycle
10. The writer couldn't contact his friend because...
- a. he went home alone
  - b. his cell phone was broken
  - c. he was in the parking area
  - d. his friend was still choosing a shirt
11. When did the writer and his friend go to the department store?
- a. Last Sunday                      b. Last Monday
  - b. Last Saturday                      d. Last Friday
12. What would the writer's friend buy in department store?
- a. Shirt                      c. Cassette
  - b. Shoes                      d. Hat
13. What time did they go to the department store?
- a. At 03.10 p.m.                      c. At 02.00 p.m.
  - b. At 03.00 p.m.                      d. At 03.30 p.m.
14. How did they go to the department store from home?
- a. By car                      c. By bus
  - b. On foot                      d. By motorcycle
15. "An hour later, I got bored" (Paragraph 1 line 7). What does the word "I" refers to?
- a. Writer                      c. writer's friend
  - b. Mother                      d. Customer
16. What is the main idea of second paragraph?
- a. The writer left him and went to the cassette counter
  - b. The writer felt tired because his friend went home
  - c. His friend ate many foods in the department store
  - d. The writer waited for his friend for a few moments

17. Which statement is NOT TRUE according to the text?
- Mother asked him to come back to the department store.
  - Mother wanted him looking for a new shirt
  - Mother asked him to buy a new shirt in the department store
  - Mother asked him to give surprised to his friend
18. From the story above we can conclude that there was a problem because...
- the writer couldn't contact his friend
  - the writer's friend was in the clothes section
  - the writer and his friend couldn't ride the motorcycle
  - the writer and his friend decided to go to the department store

**Read the text and answer the questions 19-25!**

#### My Holiday

Line 5 Last holiday I went to Cipanas with my family. We went by car at 07.00 in the morning. We had prepared the entire thing for holiday. Our journey ran well because there was no traffic jam in Puncak so we got there at 09.00 o'clock.

Line 10 Firstly, we visited "Taman Bunga Nusantara" or Nusantara Flower Garden. It was really beautiful. We saw many kinds of flowers planted and arranges according to their species. They made a lovely configuration, like animals, clock, etc. It was amazing for us. We spent holiday together without any trouble because it was surprise to visit it. After that, we saw many circuses around us. They performed very well and entertained the guests so that we felt happy. We also enjoyed the mini train provided to travel round the park.

Line 25 After visiting the flower garden, we visited Cipanas Presidential place. Many people visited that place. Our journey was really wonderful and amazing. It would become nice memory for us when spending holiday at Cipanas. Line 30 I saw many buildings around us. The building was big and high. It is a very beautiful building surrounded by panoramic view fresh and cold air.

(Source: 9 in 1 Sukses Lulus UN SMP/MTs 201)

19. What the story tells about?
- Holiday in Kupang
  - Holiday in Bali
  - Holiday in Cipanas
  - Holiday in Palembang
20. How did they go to Cipanas for holiday?
- By car
  - On foot
  - By bus
  - By plane
21. What time did they go to Cipanas?
- at 08.00
  - at 07.00
  - at 06.00
  - at 05.00
22. What did they see in Taman Bunga Nusantara?
- They ate delicious food in the restaurant
  - They saw many kinds of flowers planted and arranges according to their species
  - They went to Puncak at 09.00 o'clock when they had arrived with family
  - They saw Cipanas Presidential place. It is a very beautiful building
23. What did the writer do after visiting Taman Bunga Nusantara?
- They went to mountain
  - They searched the food in the restaurant
  - They visited Cipanas Presidential place
  - They visited Puncak with family



Line 5 They were to going to travel through Netherland, Belgium, Germany, Switzerland, and France for two weeks. The guide for the tour was a Swiss. On the day 15' of the travel guide told the check passports, their traveler, cheques, and their foreign cash. He told them to keep them safely.

Line 10 They travelled in a comfortable coach with a toilet, music, and video. The guide stopped the coach at many famous places. He explained the cultural importance of the places. They stayed in big hotels for the night and ate in the restaurants.

Line 20 On the way, they stopped at small inns to eat lunch. In big towns, they went for shopping. They bought many souvenirs for their friends. They enjoyed the two week tour.

(Source: 9 in 1 Sukses Lulus UN SMP/MTs 2016).

34. The text is about...

- a. Travelling
- b. Racking
- c. Shopping
- d. Visiting

35. Where were Mr and Mrs. Charly touring?

- a. Africa
- b. America
- c. Europe
- d. Australia

36. How many countries did they travel in Europe?

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

37. The guide told them to check their immigration....., such as passport, visa and exit permit.

- a. Papers
- b. Records
- c. Letters
- d. Documents

38. What did they do in Europe?

- a. Shopping in big town
- b. Staying in famous places
- c. Visiting interesting places
- d. Eating in big restaurant

39. "They enjoyed the two week tour" (Paragraph 3 line 25). The underlined word has the same meaning as...

- a. Got bored with
- b. Got pleasure from
- c. Became addicted to
- d. Blaned will became amazed at

40. What is the main idea of second paragraph?

- a. They travelled in a comfortable coach with good facilities
- b. They travelled in five countries when they in Europe
- c. They enjoyed the two week tour in Europe.
- d. They were refreshing to visit some stores

Read the text and answer the questions 41-53!

#### Adolescence

Line 5 Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

Line 10 After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be. To divert my emotions, I took many extracurricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course.

Line 20 Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

Line 25 I was able to control my emotions and to have a place where I could express my creativity in positive ways.

(Source: English in Focus 2: for Grade VIII Junior High School)

41. When did the writer read about adolescence?  
 a. Last week      c. Last Friday  
 b. Last morning      d. Last night
42. Where did the writer find out about adolescence?  
 a. Newspaper      c. Comic  
 b. Magazine      d. Novel
43. What is adolescence?  
 a. A time of change between childhood and adulthood  
 b. A time to play basketball with my friends  
 c. An extracurricular activities in adulthood  
 d. An emotional about everything in childhood
44. Is adolescence a period of physical growth only?  
 a. Yes, it is      c. No, it is  
 b. No, it is not      d. Yes, it is not
45. How old was the writer when he experienced adolescence?  
 a. Seventeen      c. Fifteen  
 b. Sixteen      d. Fourteen
46. How did it make him feel?  
 a. Calm      c. Emotional  
 b. Kind      d. Humble
47. What did the writer do to divert his emotions?  
 a. He took many extracurricular activities  
 b. He spend holiday while getting emotion  
 c. He went to market with his friends  
 d. He watch movie at home
48. What did the writer do on Tuesday?  
 a. Playing basketball  
 b. Taking piano lessons  
 c. Joining an English course  
 d. Spending the days with family
49. What did the writer do on Wednesdays and Thursdays?  
 a. He had extra science and math lessons  
 b. He had extra physic and science lessons  
 c. He had extra math and biology lesson  
 d. He had extra science and biology lessons
50. When did the writer spend the days with his family?  
 a. Friday      c. Weekend  
 b. Monday      d. Tuesday
51. What is the opposite meaning of "positive" word in paragraph 4 line 25?  
 a. Negative      c. Plus  
 b. Minus      d. Mark
52. "I learned that it was a time" (Paragraph 1 line 2). The underlined word has synonym with...  
 a. Began      c. Remembered  
 b. Studied      d. Forgot
53. What is the main idea of third Paragraph?  
 a. He cannot control his emotion in positive ways  
 b. He can control his emotion in positive ways  
 c. He takes many activities at school  
 d. He reads a magazine last night

**Read the text and answer the questions 56-60!**

#### **Botanical Garden**

I went to a botanical garden. It was large, landscaped parks where plants were grown for scientific purposes and for public display. People could stroll down flowers bordered paths or sat on benches and admired the beautiful plants. Most of the plants were labeled with their popular as well

Line as their scientific names.

10 In greenhouses, long, low buildings made of glass and artificially heated; the more delicate plants were cultivated.

Line One of the greatest botanical gardens in the world today is the Royal Botanic Garden at Kew, England. It is commonly known as Kew Gardens.

20 One of the largest botanical gardens in the United States is the New York Botanical Gardens, Bronx, New York, which contains 13,000 species varieties of plants.

(Source: English in Focus 2: for Grade VIII Junior High School)

60. What is the main idea of second paragraph?

- a. In greenhouses, long, low buildings made of glass and artificially heated
- b. One of the largest botanical gardens in the United States is the New York
- c. People could stroll down flowers bordered paths or sat on benches
- d. Plants were grown for scientific purposes and for public display

54. What are botanical gardens?

- a. Trees
- b. Shrubs
- c. Plants
- d. Vegetables

55. What are botanical gardens used for?

All the answers are correct, except...

- a. for camping
- b. for scientific researches
- c. for scientific purposes
- d. for public display

56. What are most of the plants labeled with?

All the answers are correct, except....

- a. with their scientific names
- b. with their popular names
- c. with their unfamiliar names
- d. with their familiar names

57. What is a greenhouse?

- a. Stone
- b. Glass
- c. Bricks
- d. Wood

58. "In greenhouses, long, low buildings" (Paragraph 2 Line 10). The opposite meaning of the underlined word is...

- a. Bad
- b. Good
- c. Far
- d. Short

59. "It was large" (Paragraph 1 line 1). The underlined word "it" refers to....

- a. Greenhouses
- b. Botanic Garden
- c. Landscaped
- d. Scientific

Good Luck

## ANSWER KEY

1.	B	21.	B	41.	D
2.	A	22.	B	42.	B
3.	C	23.	C	43.	A
4.	A	24.	B	44.	B
5.	B	25.	A	45.	D
6.	A	26.	B	46.	C
7.	C	27.	B	47.	A
8.	A	28.	C	48.	C
9.	C	29.	B	49.	A
10.	B	30.	C	50.	C
11.	D	31.	A	51.	A
12.	A	32.	D	52.	B
13.	B	33.	A	53.	B
14.	D	34.	A	54.	C
15.	A	35.	C	55.	A
16.	B	36.	D	56.	C
17.	A	37.	D	57.	B
18.	A	38.	A	58.	D
19.	C	39.	B	59.	B
20.	A	40.	A	60.	A



ANSWER SHEET

Name :

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## Appendix K

Instruments of Pretest and Posttest, Answer Sheet and Answer Key of Reading Test

### INSTRUMENT

School	: SMP Muhammadiyah 1 Palembang
Class	: VIII (Delapan)
Time	: 80 minutes
Skill	: Reading

#### Directions:

1. Write your name on your answer sheet.
2. Read the directions from each text.
3. Choose the correct answer by crossing (x) a, b, c, or d on your answer sheet.
4. Each correct answer will be scored 2.5

#### Read the text and answer the questions 1-5!

##### Go to the Doctor

One day Sandra Dewi fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Sandra Dewi vomited. All other students stopped writing. Mrs. Lidia helped her immediately. The chairman of the class sent for the school's doctor.

In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature.

"I'm afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough, too. I'll give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs a week's rest", said the doctor.

(Source: Contextual Teaching and Learning Bahasa Inggris: SMP)

1. What did the students do when Sandra Dewi vomited?
  - a. The students stopped writing and helped Dewi to go to the school's doctor
  - b. They kept studying in the class
  - c. They measured her blood pressure and her temperature
  - d. They gave the medicine
2. What was the name of the teacher?
  - a. Mrs. Widia
  - b. Mrs. Fania
  - c. Mrs. Lidia
  - d. Mrs. Claudia
3. What did the doctor recommend?
  - a. To take some pills and need a week's rest
  - b. To eat much water and fruit
  - c. To take a year rest at home
  - d. To take some fruit and need a month rest
4. "She has a very bad cough, too" (Paragraph 3 line 18). The opposite meaning of the underlined word is....
  - a. Clear
  - b. Nervous
  - c. Good
  - d. Ugly
5. What is the main idea of second paragraph?
  - a. The doctor came and examined Sandra Dewi carefully
  - b. The doctor went to Singapore to attend the event

- c. Sandra Dewi needed a week rest at home
- d. The students and the teacher helped Sandra Dewi

**Read the text and answer the questions 6-11!**

### A Tired Day

Line Last Friday, a friend of mine  
asked me to accompany him to buy a  
new shirt at a department store. We left  
5 home at 03.00 p.m. by motorcycle. As  
soon as we arrived there, we went to the  
clothes section. I let him choose one.  
An hour later, I got bored watching him  
confused in choosing a shirt. So I left  
10 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 find him. I waited for him for a  
15 few moments then finally I gave up and  
decided to go home.

Line When I arrived home, my mother  
told me that my friend called. She said  
that he was in the department store  
20 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  
25 the parking area. He just went home. I  
was very tired. There was no other  
choice. I had to walk home again.

Line When I arrived home, I was tired.  
I was very angry but when I saw my  
30 friend's broad smile greet me in front of  
the door, I just could not help laughing.

(Source: 9 in 1 Sukses Lulus UN SMP/MTs 2016)

- 6. The writer couldn't contact his friend because...
  - a. he went home alone
  - b. his cell phone was broken
  - c. he was in the parking area
  - d. his friend was still choosing a shirt

- 7. When did the writer and his friend go to the department store?

- a. Last Sunday                      b. Last Monday
- b. Last Saturday                  d. Last Friday

- 8. What time did they go to the department store?

- a. At 03.10 p.m.                      c. At 02.00 p.m.
- b. At 03.00 p.m.                      d. At 03.30 p.m.

- 9. "An hour later, I got bored" (Paragraph 1 line 7). What does the word "I" refers to?

- a. Writer                              c. Writer's friend
- b. Mother                              d. Customer

- 10. What is the main idea of second paragraph?

- a. The writer left him and went to the cassette counter
- b. The writer felt tired because his friend went home
- c. His friend ate many foods in the department store
- d. The writer waited for his friend for a few moments

- 11. Which statement is NOT TRUE according to the text?

- a. Mother asked him to come back to the department store.
- b. Mother wanted him looking for a new shirt
- c. Mother asked him to buy a new shirt in the department store
- d. Mother asked him to give surprised to his friend

**Read the text and answer the questions 11-16!**

### My Holiday

Line Last holiday I went to Cipanas  
with my family. We went by car at  
07.00 in the morning. We had prepared  
the entire thing for holiday. Our journey  
5 ran well because there was no traffic  
jam in Puncak so we got there at 09.00  
o'clock.

Line Firstly, we visited "Taman  
Bunga Nusantara" or Nusantara Flower  
10 Garden. It was really beautiful. We saw  
many kinds of flowers planted and  
arranges according to their species.  
Line They made a lovely configuration, like  
animals, clock, etc. It was amazing for  
15 us. We spent holiday together without  
any trouble because it was surprise to  
visit it. After that, we saw many  
circuses around us. They performed  
Line very well and entertained the guests so  
20 that we felt happy. We also enjoyed the  
mini train provided to travel round the  
park.

Line After visiting the flower garden,  
we visited Cipanas Presidential place.  
25 Many people visited that place. Our  
journey was really wonderful and  
amazing. It would become nice memory  
for us when spending holiday at  
Line Cipanas. I saw many buildings around  
30 us. The building was big and high. It is  
a very beautiful building surrounded by  
panoramic view fresh and cold air.

(Source: 9 in 1 Sukses Lulus UN SMP/MTs 201)

12. What does the story tell about?
  - a. Holiday in Kupang
  - b. Holiday in Bali
  - c. Holiday in Cipanas
  - d. Holiday in Palembang
13. How did they go to Cipanas for holiday?
  - a. By car
  - b. On foot
  - c. By bus
  - d. By plane
14. What time did they go to Cipanas?
  - a. at 08.00
  - b. at 07.00
  - c. at 06.00
  - d. at 05.00
15. What did they see in Taman Bunga Nusantara?
  - a. They ate delicious food in the restaurant
  - b. They saw many kinds of flowers planted and arranges according to their species

- c. They went to Puncak at 09.00 o'clock when they had arrived with family
- d. They saw Cipanas Presidential place. It is a very beautiful building

16. "It is a very beautiful building surrounded by panoramic" (Paragraph 3 line 31). The underlined word has meaning with...

- a. Bad
- b. Wonderful
- c. Ugly
- d. Kind

Read the text and answer the questions 17-22!

### Unforgettable Memory

Line Last Saturday I woke up early, but  
I didn't get up because there was no  
school. Suddenly, my telephone was  
5 rung. It was my friend Fanny, she asked  
me to go out at 10.00 o'clock. She  
wanted to buy something in traditional  
market.

Line Finally, we were out. In the street,  
I saw a piece of pink coupon. Interested  
10 with its color, I took it, then Fanny and I  
read this out. We were fully shocked, it  
was a receipt of a four nights tour to  
Lombok!! The expired date was that  
Line day. To our surprised, the name was  
15 Fanny Fenita and the birth date was  
exactly the same like Fanny my friend,  
and it was also valid for two persons.  
My God!! We were thinking that maybe  
Line the coupon just fell from the sky and it  
20 was there for us.

Line We were in hurried to the address  
of the tour agency that issued the  
coupon. The tour agency took care of  
everything. We went home and still  
25 could not believe what was going on.  
Two days later we were on the Senggigi  
Beach, lied in the warmth sun.  
Moreover, we had long public holiday,  
so we could enjoy the "gift" happily.  
Line We also bought some presents for our  
30 family and friends.

(Source: English in Focus 2: for Grade VIII Junior High School)

17. Who is the writer's friend name?  
 a. Ferah                      Hanny  
 b. Fanny                      d. Nany
18. Where did they go for the tour?  
 a. Palembang                c. Lombok  
 b. Bali                        d. Bandung
19. How long did they spend for holiday?  
 a. Three                      c. One  
 b. Four                        d. Two
20. "We were fully shocked" (Paragraph 2 line 11). The underlined word has meaning with...  
 a. Surprised                      c. Interested  
 b. Worried                        d. Hurried
21. What did the writer feel when they were holiday?  
 a. Sad                        c. Angry  
 b. Confuse                      d. Happy
22. What is the main idea of third paragraph?  
 a. They were very happy and they went to Senggigi beach  
 b. They stayed in the big villa near the beach  
 c. They read the coupon and couldn't believe it  
 d. They spent much time in the big villa by seeing the sunset

**Read the text and answer the questions 23-28!**

### A Trip to Europe

Line 5                      Mr. and Mrs. Charly were on a tour to Europe. They were traveling on a guided tour to five countries. They were to going to travel through Netherland, Belgium, Germany, Switzerland, and France for two weeks. The guide for the tour was a Swiss. On the day 15' of the travel guide told the check passports, their traveler, cheques, and their foreign cash. He told them to keep them safely.

Line 10

Line 15                      They travelled in a comfortable coach with a toilet, music, and video. The guide stopped the coach at many famous places. He explained the cultural importance of the places. They stayed in big hotels for the night and ate in the restaurants.

Line 20                      On the way, they stopped at small inns to eat lunch. In big towns, they went for shopping. They bought many souvenirs for their friends. They enjoyed the two week tour.

Line 25

*(Source: 9 in 1 Sukses Lulus UN SMP/MTs 2016).*

23. The text is about...  
 a. Travelling                      c. Shopping  
 b. Racking                        d. Visiting
24. How many countries did they travel in Europe?  
 a. Two                        c. Four  
 b. Three                        d. Five
25. The guide told them to check their immigration....., such as passport, visa and exit permit.  
 a. Papers                        c. Letters  
 b. Records                        d. Documents
26. What did they do in Europe?  
 a. Shopping in big town  
 b. Staying in famous places  
 c. Visiting interesting places  
 d. Eating in big restaurant
27. "They enjoyed the two week tour" (Paragraph 3 line 25). The underlined word has the same meaning as...  
 a. Got bored with  
 b. Got pleasure from  
 c. Became addicted to  
 d. Blaned will became amazed at
28. What is the main idea of second paragraph?  
 a. They travelled in a comfortable coach with good facilities

- b. They travelled in five countries when they in Europe
- c. They enjoyed the two week tour in Europe.
- d. They were refreshing to visit some stores
- c. An extracurricular activities in adulthood
- d. An emotional about everything in childhood

**Read the text and answer the questions 29-35!**

#### Adolescence

Last night, I read an article about adolescence in a magazine. I **learned** that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be. To divert my emotions, I took many extracurricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course.

Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

(Source: English in Focus 2: for Grade VIII Junior High School)

- 29. Where did the writer find out about adolescence?
  - a. Newspaper
  - b. Magazine
  - c. Comic
  - d. Novel
- 30. What is adolescence?
  - a. A time of change between childhood and adulthood
  - b. A time to play basketball with my friends
- 31. How old was the writer when he experienced adolescence?
  - a. Seventeen
  - b. Sixteen
  - c. Fifteen
  - d. Fourteen
- 32. What did the writer do on Tuesday?
  - a. Playing basketball
  - b. Taking piano lessons
  - c. Joining an English course
  - d. Spending the days with family
- 33. When did the writer spend the days with his family?
  - a. Friday
  - b. Monday
  - c. Weekend
  - d. Tuesday
- 34. "I learned that it was a time" (Paragraph 1 line 2). The underlined word has synonym with...
  - a. Began
  - b. Studied
  - c. Remembered
  - d. Forgot
- 35. What is the main idea of third Paragraph?
  - a. He cannot control his emotion in positive ways
  - b. He can control his emotion in positive ways
  - c. He takes many activities at school
  - d. He reads a magazine last night

**Read the text and answer the questions 36-40!**

#### Botanical Garden

I went to a botanical garden. It was large, landscaped parks where plants were grown for scientific purposes and for public display. People could stroll down flowers bordered paths or sat on benches and admired the beautiful plants. Most of the plants were labeled with their popular as well

Line as their scientific names.  
 10 In greenhouses, long, low  
 buildings made of glass and artificially  
 heated; the more delicate plants were  
 cultivated.  
 Line One of the greatest botanical  
 15 gardens in the world today is the Royal  
 Botanic Garden at Kew, England. It is  
 commonly known as Kew Gardens.  
 One of the largest botanical gardens in  
 Line the United States is the New York  
 20 Botanical Gardens, Bronx, New York,  
 which contains 13,000 species  
 varieties of plants.  
 (Source: English in Focus 2: for Grade VIII Junior High  
 School)

36. What are botanical gardens used for?  
 All the answers are correct, except...
- a. for camping
  - b. for scientific researches
  - c. for scientific purposes
  - d. for public display
37. What are most of the plants labeled with?  
 All the answers are correct, except....
- a. with their scientific names
  - b. with their popular names
  - c. with their unfamiliar names
  - d. with their familiar names
38. What is a greenhouse?
- a. Stone
  - b. Glass
  - c. Bricks
  - d. Wood
39. "It was large" (Paragraph 1 line 1). The underlined word "it" refers to.....
- a. Greenhouses
  - b. Botanic Garden
  - c. Landscaped
  - d. Scientific
40. What is the main idea of second paragraph?
- a. In greenhouses, long, low buildings made of glass and artificially heated
  - b. One of the largest botanical gardens in the United States is the New York
  - c. People could stroll down flowers bordered paths or sat on benches
  - d. Plants were grown for scientific purposes and for public display

Good Luck

## ANSWER KEY

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



## ANSWER SHEET

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**Appendix L**  
**Validity Result of Each Questions Items**

<b>No</b>	<b>Validity Test</b>	<b>Sig.(2-tailed) of Pearson Correlation</b>	<b>r-table score</b>	<b>Result</b>
1	Item no 1	0	0.361	Invalid
2	Item no 2	0.417	0.361	<b>Valid</b>
3	Item no 3	0.478	0.361	<b>Valid</b>
4	Item no 4	0.122	0.361	Invalid
5	Item no 5	0.299	0.361	Invalid
6	Item no 6	0.491	0.361	<b>Valid</b>
7	Item no 7	0.417	0.361	<b>Valid</b>
8	Item no 8	0.478	0.361	<b>Valid</b>
9	Item no 9	0.188	0.361	Invalid
10	Item no 10	0.581	0.361	<b>Valid</b>
11	Item no 11	0.478	0.361	<b>Valid</b>
12	Item no 12	0.491	0.361	<b>Valid</b>
13	Item no 13	0.491	0.361	<b>Valid</b>
14	Item no 14	0.115	0.361	Invalid
15	Item no 15	0.478	0.361	<b>Valid</b>
16	Item no 16	0.417	0.361	<b>Valid</b>
17	Item no 17	0.417	0.361	<b>Valid</b>
18	Item no 18	0.478	0.361	<b>Valid</b>
19	Item no 19	0.938	0.361	<b>Valid</b>
20	Item no 20	0.491	0.361	<b>Valid</b>
21	Item no 21	0.417	0.361	<b>Valid</b>
22	Item no 22	0.417	0.361	<b>Valid</b>
23	Item no 23	0.272	0.361	Invalid
24	Item no 24	0.465	0.361	<b>Valid</b>
25	Item no 25	0.299	0.361	Invalid
26	Item no 26	0.417	0.361	<b>Valid</b>
27	Item no 27	0.354	0.361	Invalid
28	Item no 28	0.491	0.361	<b>Valid</b>
29	Item no 29	0.417	0.361	<b>Valid</b>
30	Item no 30	0.299	0.361	Invalid
31	Item no 31	0.417	0.361	<b>Valid</b>
32	Item no 32	0.417	0.361	<b>Valid</b>
33	Item no 33	0.417	0.361	<b>Valid</b>
34	Item no 34	0.797	0.361	<b>Valid</b>
35	Item no 35	0.299	0.361	Invalid
36	Item no 36	0.491	0.361	<b>Valid</b>
37	Item no 37	0.491	0.361	<b>Valid</b>
38	Item no 38	0.491	0.361	<b>Valid</b>
39	Item no 39	0.478	0.361	<b>Valid</b>
40	Item no 40	0.417	0.361	<b>Valid</b>
41	Item no 41	0.188	0.361	Invalid
42	Item no 42	0.822	0.361	<b>Valid</b>
43	Item no 43	0.417	0.361	<b>Valid</b>
44	Item no 44	0.208	0.361	Invalid
45	Item no 45	0.417	0.361	<b>Valid</b>

46	Item no 46	0.272	0.361	Invalid
47	Item no 47	0.354	0.361	Invalid
48	Item no 48	0.938	0.361	<b>Valid</b>
49	Item no 49	0.417	0.361	<b>Valid</b>
50	Item no 50	0.822	0.361	<b>Valid</b>
51	Item no 51	0.354	0.361	Invalid
52	Item no 52	0.417	0.361	<b>Valid</b>
53	Item no 53	0.645	0.361	<b>Valid</b>
54	Item no 54	0.299	0.361	Invalid
55	Item no 55	0.478	0.361	<b>Valid</b>
56	Item no 56	0.491	0.361	<b>Valid</b>
57	Item no 57	0.417	0.361	<b>Valid</b>
58	Item no 58	0.354	0.361	Invalid
59	Item no 59	0.581	0.361	<b>Valid</b>
60	Item no 60	0.797	0.361	<b>Valid</b>

## Appendix M

### Teaching Schedule

#### Teaching Schedule

No.	Teaching Schedule	Text Title	Kinds of Text	Meeting	Time Allocation
1	04-01-17 (09.00-10.20)	Pre Test	Recount	1 <sup>st</sup>	2x40
2	05-01-17 (08.20-09.40)	My Weekend	Recount	2 <sup>nd</sup>	2x40
3	11-01-17 (09.00-10.20)	Mrs. Wayan	Recount	3 <sup>th</sup>	2x40
4	12-01-17 (08.20-09.40)	My Embarrassing Experience	Recount	4 <sup>th</sup>	2x40
5	18-01-17 (09.00-10.20)	My Scruffy	Recount	5 <sup>th</sup>	2x40
6	19-01-17 (08.20-09.40)	Camping to Kerinci	Recount	6 <sup>th</sup>	2x40
7	25 -02-17 (09.00-10.20)	Trip to a Hill	Recount	7 <sup>th</sup>	2x40
8	26-02-17 (08.20-09.40)	Birthday Party	Recount	8 <sup>th</sup>	2x40
9	01-09-17 (09.00-10.20)	Amazing Day	Recount	9 <sup>th</sup>	2x40
10	02-02-17 (08.20-09.40)	Going fishing for the First Time	Recount	10 <sup>th</sup>	2x40
11	08-02-17 (09.00-10.20)	Great Bromo	Recount	11 <sup>th</sup>	2x40
12	09-02-17 (08.20-09.40)	Saung Angklung	Recount	12 <sup>th</sup>	2x40
13	15-02-17 (09.00-10.20)	A Frightening Experience	Recount	13 <sup>th</sup>	2x40
14	16-02-17 (08.20-09.40)	Post Test	Recount	14 <sup>th</sup>	2x40

## Appendix N

### Distribution of Frequencies of Pretest and Posttest in Control and Experimental Group

#### 1. Distribution of Frequencies of Pretest Control Group

```
FREQUENCIES VARIABLES=Pretest_Control  
  
/ORDER=ANALYSIS.
```

#### Frequencies

[DataSet0]

##### Statistics

Pretest\_Control

N	Valid	31
	Missing	0

##### Pretest\_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	3.2	3.2	3.2
	40	3	9.7	9.7	12.9
	45	3	9.7	9.7	22.6
	47.5	1	3.2	3.2	25.8
	50	1	3.2	3.2	29.0
	55	4	12.9	12.9	41.9
	60	6	19.4	19.4	61.3
	62.5	3	9.7	9.7	71.0
	65	6	19.4	19.4	90.3
	70	2	6.5	6.5	96.8
	72.5	1	3.2	3.2	100.0
Total		31	100.0	100.0	

2. Distribution of Frequencies of Posttest in Control Group

```
FREQUENCIES VARIABLES=Posttest_Control  
  
/ORDER=ANALYSIS.
```

Frequencies

[DataSet0]

Statistics

Posttest_Control		
N	Valid	31
	Missing	0

Posttest_Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.2	3.2	3.2
	45	2	6.5	6.5	9.7
	47.5	1	3.2	3.2	12.9
	50	3	9.7	9.7	22.6
	55	1	3.2	3.2	25.8
	60	5	16.1	16.1	41.9
	62.5	6	19.4	19.4	61.3
	65	3	9.7	9.7	71.0
	70	4	12.9	12.9	83.9
	72.5	3	9.7	9.7	93.5
	80	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

### 3. Distribution of Frequencies of Pretest in Experimental Group

```
FREQUENCIES VARIABLES=Pretest_Experiment  
/ORDER=ANALYSIS.
```

#### Frequencies

[DataSet0]

#### Statistics

Pretest\_Experiment

N	Valid	31
	Missing	0

#### Pretest\_Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	4	12.9	12.9	12.9
	40	3	9.7	9.7	22.6
	45	1	3.2	3.2	25.8
	47.5	1	3.2	3.2	29.0
	50	4	12.9	12.9	41.9
	55	2	6.5	6.5	48.4
	60	5	16.1	16.1	64.5
	62.5	3	9.7	9.7	74.2
	65	5	16.1	16.1	90.3
	70	3	9.7	9.7	100.0
Total		31	100.0	100.0	

#### 4. Distribution of Frequencies of Posttest in Experimental Group

```
FREQUENCIES VARIABLES=Posttest_Experiment  
  
/ORDER=ANALYSIS.
```

### Frequencies

[DataSet0]

#### Statistics

Posttest\_Experiment

N	Valid	31
	Missing	0

Posttest_Experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	6.5	6.5	6.5
	55	1	3.2	3.2	9.7
	57.5	1	3.2	3.2	12.9
	60	5	16.1	16.1	29.0
	62.5	1	3.2	3.2	32.3
	65	4	12.9	12.9	45.2
	70	2	6.5	6.5	51.6
	75	4	12.9	12.9	64.5
	77.5	1	3.2	3.2	67.7
	80	6	19.4	19.4	87.1
	82.5	2	6.5	6.5	93.5
	85	1	3.2	3.2	96.8
	87.5	1	3.2	3.2	100.0
	Total	31	100.0	100.0	



## Appendix O

### Descriptive Statistics of Pretest and Posttest in Control and Experimental Group

#### 1. Descriptive Statistics of Pretest Control Group

```
DESCRIPTIVES VARIABLES=Pretest_Control  
/STATISTICS=MEAN STDDEV MIN MAX.
```

#### Descriptives

[DataSet0]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	31	35.00	72.50	56.6935	10.07032
Valid N (listwise)	31				

#### 2. Descriptive Statistics of Posttest in Control Group

```
DESCRIPTIVES VARIABLES=Posttest_Control  
/STATISTICS=MEAN STDDEV MIN MAX.
```

#### Descriptives

[DataSet0]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Control	31	40.00	80.00	61.6129	10.05295
Valid N (listwise)	31				

3. Descriptive Statistics of Pretest in Experimental Group

```
DATASET NAME DataSet0 WINDOW=FRONT.  
DESCRIPTIVES VARIABLES=Pretest_Experiment  
  
/STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

[DataSet0]

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experiment	31	30.00	70.00	53.7097	12.71271
Valid N (listwise)	31				

4. Descriptive Statistics of Posttest in Experimental Group

```
DESCRIPTIVES VARIABLES=Posttest_Experiment  
  
/STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

[DataSet0]

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Experiment	31	50.00	87.50	70.0000	10.70436
Valid N (listwise)	31				

## Appendix P

### Normality of Pretest and Posttest in Control and Experimental Group

#### 1. Normality of Pretest in Control Group

```
NPART TESTS  
  /K-S (NORMAL)=Pretest_Control  
  /MISSING ANALYSIS.
```

##### NPar Tests

[DataSet0]

##### One-Sample Kolmogorov-Smirnov Test

		Pretest_Control
N		31
Normal Parameters <sup>a</sup>	Mean	56.6935
	Std. Deviation	10.07032
Most Extreme Differences	Absolute	.209
	Positive	.108
	Negative	-.209
Kolmogorov-Smirnov Z		1.165
Asymp. Sig. (2-tailed)		.132

a. Test distribution is Normal.

#### 2. Normality of Posttest in Control Group

```
NPART TESTS  
  /K-S (NORMAL)=Posttest_Control  
  /MISSING ANALYSIS.
```

##### NPar Tests

[DataSet0]

##### One-Sample Kolmogorov-Smirnov Test

		Posttest_Control
N		31
Normal Parameters <sup>a</sup>	Mean	61.6129
	Std. Deviation	10.05295
Most Extreme Differences	Absolute	.178
	Positive	.102
	Negative	-.178
Kolmogorov-Smirnov Z		.992
Asymp. Sig. (2-tailed)		.278

a. Test distribution is Normal.

### 3. Normality of Pretest in Experimental Group

NPART TESTS

/K-S (NORMAL)=Pretest\_Experiment

/MISSING ANALYSIS.

#### NPar Tests

[DataSet0]

One-Sample Kolmogorov-Smirnov Test

		Pretest_Experiment
N		31
Normal Parameters <sup>a</sup>	Mean	53.7097
	Std. Deviation	12.71271
Most Extreme Differences	Absolute	.206
	Positive	.100
	Negative	-.206
Kolmogorov-Smirnov Z		1.146
Asymp. Sig. (2-tailed)		.145

a. Test distribution is Normal.

### 4. Normality of Posttest in Experiment Group

NPART TESTS

/K-S (NORMAL)=Posttest\_Experiment

/MISSING ANALYSIS.

#### NPar Tests

[DataSet0]

One-Sample Kolmogorov-Smirnov Test

		Posttest_Experiment
N		31
Normal Parameters <sup>a</sup>	Mean	70.0000
	Std. Deviation	10.70436
Most Extreme Differences	Absolute	.164
	Positive	.131
	Negative	-.164
Kolmogorov-Smirnov Z		.911
Asymp. Sig. (2-tailed)		.377

a. Test distribution is Normal.

## Appendix Q

### Homogeneity of Pretest and Posttest in Control and Experimental Group

#### 1. Homogeneity of Pretest in Control and Experimental Group

```
ONEWAY SS_Score BY Categories  
  /STATISTICS HOMOGENEITY  
  /MISSING ANALYSIS.
```

##### Oneway

[DataSet0]

##### Test of Homogeneity of Variances

SS\_Score

Levene Statistic	df1	df2	Sig.
2.326	1	60	.133

##### ANOVA

SS\_Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	138.004	1	138.004	1.049	.310
Within Groups	7890.726	60	131.512		
Total	8028.730	61			

#### 2. Homogeneity of Posttest in Control and Experimental Group

```
ONEWAY SS_Score BY Categories  
  /STATISTICS HOMOGENEITY  
  /MISSING ANALYSIS.
```

##### Oneway

[DataSet0]

##### Test of Homogeneity of Variances

SS\_Score

Levene Statistic	df1	df2	Sig.
1.401	1	60	.241

##### ANOVA

SS\_Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1090.323	1	1090.323	10.112	.002
Within Groups	6469.355	60	107.823		
Total	7559.677	61			

## Appendix R

### Result of Paired and Independent Sample T-Test

#### 1. Result of Paired Sample T-Test on Students' Pretest to Posttest in Experimental group

```
T-TEST PAIRS=Pretest_Experiment WITH Posttest_Experiment (PAIRED)
/CRITERIA=CI (.9500)

/MISSING=ANALYSIS.
```

#### T-Test

[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_Experiment	53.7097	31	12.71271	2.28327
	Posttest_Experiment	70.0000	31	10.70436	1.92256

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest_Experiment & Posttest_Experiment	31	.934	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest_Experiment - Posttest_Experiment	-1.629E1	4.69357	.84299	-18.01194	-14.56871	-19.324	30	.000

## 2. Result of Paired Sample T-Test on Students' Pretest to Posttest in Control group

```
T-TEST PAIRS=Pretest_Control WITH Posttest_Control (PAIRED)
/CRITERIA=CI (.9500)

/MISSING=ANALYSIS.
```

### T-Test

[DataSet0]

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest_Control	56.6935	31	10.07032	1.80868
Posttest_Control	61.6129	31	10.05295	1.80556

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Pretest_Control & Posttest_Control	31	.890	.000

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest_Control - Posttest_Control	-4.91935	4.72069	.84786	-6.65092	-3.18779	-5.802	30	.000

### 3. Result of Independent Sample T-Test on Students' Pretest Score in Control and Experimental Groups

```
T-TEST GROUPS=Categories(1 2)
/MISSING=ANALYSIS
/VARIABLES=SS_Score

/CRITERIA=CI (.9500) .
```

#### T-Test

[DataSet0]

**Group Statistics**

	Categories	N	Mean	Std. Deviation	Std. Error Mean
SS_Score	PretestControl	31	56.6935	10.07032	1.80868
	PretestExperiment	31	53.7097	12.71271	2.28327

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SS_Score	Equal variances assumed	2.326	.133	1.024	60	.310	2.98387	2.91284	-2.84268	8.81042
	Equal variances not assumed			1.024	57.013	.310	2.98387	2.91284	-2.84897	8.81671



#### 4. Result of Independent Sample T-Test on Students' Posttest Score in Control and Experimental Groups

```
T-TEST GROUPS=Categories(1 2)
/MISSING=ANALYSIS
/VARIABLES=SS_Score

/CRITERIA=CI (.9500) .
```

#### T-Test

[DataSet0]

**Group Statistics**

Categories		N	Mean	Std. Deviation	Std. Error Mean
SS_Score	PosttestControl	31	61.6129	10.05295	1.80556
	PosttestExperiment	31	70.0000	10.70436	1.92256

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SS_Score	Equal variances assumed	1.401	.241	-3.180	60	.002	-8.38710	2.63748	-13.66284	-3.11135
	Equal variances not assumed			-3.180	59.765	.002	-8.38710	2.63748	-13.66327	-3.11093

## Appendix S

### Pearson Correlation

		item1
item1	Pearson Correlation	1
	Sig. (2-tailed)	
	N	30
item2	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item3	Pearson Correlation	.135
	Sig. (2-tailed)	.478
	N	30
item4	Pearson Correlation	.288
	Sig. (2-tailed)	.122
	N	30
item5	Pearson Correlation	-.196
	Sig. (2-tailed)	.299
	N	30
item6	Pearson Correlation	-.131
	Sig. (2-tailed)	.491
	N	30
item7	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item8	Pearson Correlation	.135
	Sig. (2-tailed)	.478
	N	30
item9	Pearson Correlation	.247
	Sig. (2-tailed)	.188
	N	30
item10	Pearson Correlation	-.105
	Sig. (2-tailed)	.581
	N	30
item11	Pearson Correlation	.135
	Sig. (2-tailed)	.478
	N	30
item12	Pearson Correlation	-.131
	Sig. (2-tailed)	.491
	N	30
item13	Pearson Correlation	-.131
	Sig. (2-tailed)	.491
	N	30
item14	Pearson Correlation	.294
	Sig. (2-tailed)	.115
	N	30
item15	Pearson Correlation	.135
	Sig. (2-tailed)	.478
	N	30
item16	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item17	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item18	Pearson Correlation	.135
	Sig. (2-tailed)	.478
	N	30
item19	Pearson Correlation	-.015
	Sig. (2-tailed)	.938
	N	30
item20	Pearson Correlation	-.131
	Sig. (2-tailed)	.491
	N	30
item21	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item22	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item23	Pearson Correlation	.207
	Sig. (2-tailed)	.272
	N	30
item24	Pearson Correlation	.139
	Sig. (2-tailed)	.465
	N	30
item25	Pearson Correlation	.196
	Sig. (2-tailed)	.299
	N	30
item26	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item27	Pearson Correlation	-.175
	Sig. (2-tailed)	.354
	N	30
item28	Pearson Correlation	-.131
	Sig. (2-tailed)	.491
	N	30
item29	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item30	Pearson Correlation	-.196
	Sig. (2-tailed)	.299
	N	30

item31	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item32	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item33	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item34	Pearson Correlation	.049
	Sig. (2-tailed)	.797
	N	30
item35	Pearson Correlation	-.196
	Sig. (2-tailed)	.299
	N	30
item36	Pearson Correlation	-.131
	Sig. (2-tailed)	.491
	N	30
item37	Pearson Correlation	-.131
	Sig. (2-tailed)	.491
	N	30
item38	Pearson Correlation	-.131
	Sig. (2-tailed)	.491
	N	30
item39	Pearson Correlation	.135
	Sig. (2-tailed)	.478
	N	30
item40	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item41	Pearson Correlation	.247
	Sig. (2-tailed)	.188
	N	30
item42	Pearson Correlation	-.043
	Sig. (2-tailed)	.822
	N	30
item43	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item44	Pearson Correlation	-.237
	Sig. (2-tailed)	.208
	N	30
item45	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item46	Pearson Correlation	.207
	Sig. (2-tailed)	.272
	N	30
item47	Pearson Correlation	-.175
	Sig. (2-tailed)	.354
	N	30
item48	Pearson Correlation	-.015
	Sig. (2-tailed)	.938
	N	30
item49	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item50	Pearson Correlation	-.043
	Sig. (2-tailed)	.822
	N	30
item51	Pearson Correlation	-.175
	Sig. (2-tailed)	.354
	N	30
item52	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item53	Pearson Correlation	.088
	Sig. (2-tailed)	.645
	N	30
item54	Pearson Correlation	-.196
	Sig. (2-tailed)	.299
	N	30
item55	Pearson Correlation	.135
	Sig. (2-tailed)	.478
	N	30
item56	Pearson Correlation	-.131
	Sig. (2-tailed)	.491
	N	30
item57	Pearson Correlation	-.154
	Sig. (2-tailed)	.417
	N	30
item58	Pearson Correlation	-.175
	Sig. (2-tailed)	.354
	N	30
item59	Pearson Correlation	-.105
	Sig. (2-tailed)	.581
	N	30
item60	Pearson Correlation	.049
	Sig. (2-tailed)	.797
	N	30

## Appendix T

**Table at Significant for Two Tailed**

df	0.10	0.05	0.025	0.01
2	2.9200	4.3027	6.2054	9.9250
3	2.3534	3.1824	4.1765	5.8408
4	2.1318	2.7765	3.4954	4.6041
5	2.0150	2.5706	3.1634	4.0321
6	1.9432	2.4469	2.9687	3.7074
7	1.8946	2.3646	2.8412	3.4995
8	1.8595	2.3060	2.7515	3.3554
9	1.8331	2.2622	2.6850	3.2498
10	1.8125	2.2281	2.6338	3.1693
11	1.7959	2.2010	2.5931	3.1058
12	1.7823	2.1788	2.5600	3.0545
13	1.7709	2.1604	2.5326	3.0123
14	1.7613	2.1448	2.5096	2.9768
15	1.7531	2.1315	2.4899	2.9467
16	1.7459	2.1199	2.4729	2.9208
17	1.7396	2.1098	2.4581	2.8982
18	1.7341	2.1009	2.4450	2.8784
19	1.7291	2.0930	2.4334	2.8609
20	1.7247	2.0860	2.4231	2.8453
21	1.7207	2.0796	2.4138	2.8314
22	1.7171	2.0739	2.4055	2.8188
23	1.7139	2.0687	2.3979	2.8073
24	1.7109	2.0639	2.3910	2.7970
25	1.7081	2.0595	2.3846	2.7874
26	1.7056	2.0555	2.3788	2.7787
27	1.7033	2.0518	2.3734	2.7707
28	1.7011	2.0484	2.3685	2.7633
29	1.6991	2.0452	2.3638	2.7564
30	1.6973	2.0423	2.3596	2.7500
31	1.6955	2.0395	2.3556	2.7440
32	1.6939	2.0369	2.3518	2.7385
33	1.6924	2.0345	2.3483	2.7333
34	1.6909	2.0322	2.3451	2.7284
35	1.6896	2.0301	2.3420	2.7238
36	1.6883	2.0281	2.3391	2.7195
37	1.6871	2.0262	2.3363	2.7154
38	1.6860	2.0244	2.3337	2.7116
39	1.6849	2.0227	2.3313	2.7079
40	1.6839	2.0211	2.3289	2.7045
41	1.6829	2.0195	2.3267	2.7012
42	1.6820	2.0181	2.3246	2.6981
43	1.6811	2.0167	2.3226	2.6951
44	1.6802	2.0154	2.3207	2.6923
45	1.6794	2.0141	2.3189	2.6896
46	1.6787	2.0129	2.3172	2.6870
47	1.6779	2.0117	2.3155	2.6846
48	1.6772	2.0106	2.3139	2.6822
49	1.6766	2.0096	2.3124	2.6800
50	1.6759	2.0086	2.3109	2.6778

df	0.10	0.05	0.025	0.01
51	1.6753	2.0076	2.3095	2.6757
52	1.6747	2.0066	2.3082	2.6737
53	1.6741	2.0057	2.3069	2.6718
54	1.6736	2.0049	2.3056	2.6700
55	1.6730	2.0040	2.3044	2.6682
56	1.6725	2.0032	2.3033	2.6665
57	1.6720	2.0025	2.3022	2.6649
58	1.6716	2.0017	2.3011	2.6633
59	1.6711	2.0010	2.3000	2.6618
60	1.6706	2.0003	2.2990	2.6603
61	1.6702	1.9996	2.2981	2.6589
62	1.6698	1.9990	2.2971	2.6575
63	1.6694	1.9983	2.2962	2.6561
64	1.6690	1.9977	2.2954	2.6549
65	1.6686	1.9971	2.2945	2.6536
66	1.6683	1.9966	2.2937	2.6524
67	1.6679	1.9960	2.2929	2.6512
68	1.6676	1.9955	2.2921	2.6501
69	1.6672	1.9949	2.2914	2.6490
70	1.6669	1.9944	2.2906	2.6479
71	1.6666	1.9939	2.2899	2.6469
72	1.6663	1.9935	2.2892	2.6458
73	1.6660	1.9930	2.2886	2.6449
74	1.6657	1.9925	2.2879	2.6439
75	1.6654	1.9921	2.2873	2.6430
76	1.6652	1.9917	2.2867	2.6421
77	1.6649	1.9913	2.2861	2.6412
78	1.6646	1.9908	2.2855	2.6403
79	1.6644	1.9905	2.2849	2.6395
80	1.6641	1.9901	2.2844	2.6387
81	1.6639	1.9897	2.2838	2.6379
82	1.6636	1.9893	2.2833	2.6371
83	1.6634	1.9890	2.2828	2.6364
84	1.6632	1.9886	2.2823	2.6356
85	1.6630	1.9883	2.2818	2.6349
86	1.6628	1.9879	2.2813	2.6342
87	1.6626	1.9876	2.2809	2.6335
88	1.6624	1.9873	2.2804	2.6329
89	1.6622	1.9870	2.2800	2.6322
90	1.6620	1.9867	2.2795	2.6316
91	1.6618	1.9864	2.2791	2.6309
92	1.6616	1.9861	2.2787	2.6303
93	1.6614	1.9858	2.2783	2.6297
94	1.6612	1.9855	2.2779	2.6291
95	1.6611	1.9852	2.2775	2.6286
96	1.6609	1.9850	2.2771	2.6280
97	1.6607	1.9847	2.2767	2.6275
98	1.6606	1.9845	2.2764	2.6269
99	1.6604	1.9842	2.2760	2.6264
100	1.6602	1.9840	2.2757	2.6259

## Appendix U

### Text Preview

Direction: Follow these guidelines and preview the assigned text

1. Read the title. Create a question using the title.

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2. Read the introduction, summary, and question. What are the author's main points?

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3. Read the heading and subheading. Create question from them.

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4. What print is in boldface, italic, color, caption, or word bubbles?

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5. Look at the illustrations and pictures. What do they tell you about the content?

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## Going Fishing for the First Time

Last week, my uncle asked me to go fishing with *him* in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. When we got to the river, there were already some people. They were also fishing. Then, we looked for convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle **taught** me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really *heavy* catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face. It was embarrassing!



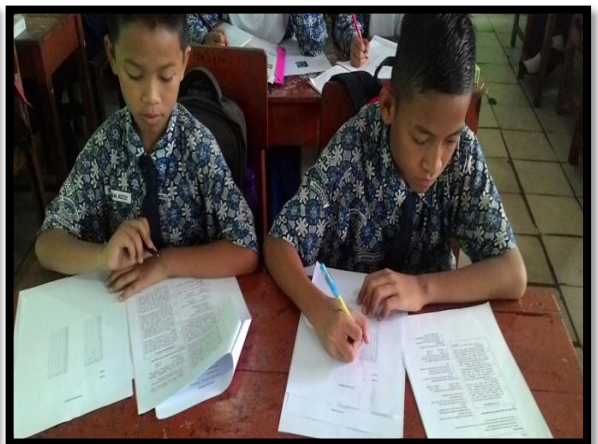
(Source: Scaffolding: English for Junior High School Students grade VIII)

## **TRYOUT AT SMP NURUL IMAN PALEMBANG**



## **PRETEST IN EXPERIMENTAL AND CONTROL GROUPS AT SMP MUHAMMADIYAH 1 PALEMBANG**

### **EXPERIMENTAL GROUP**

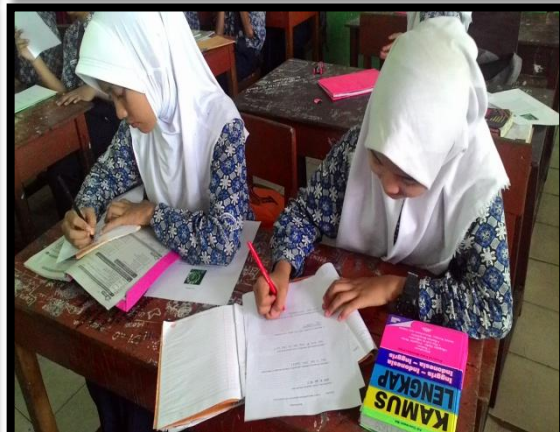
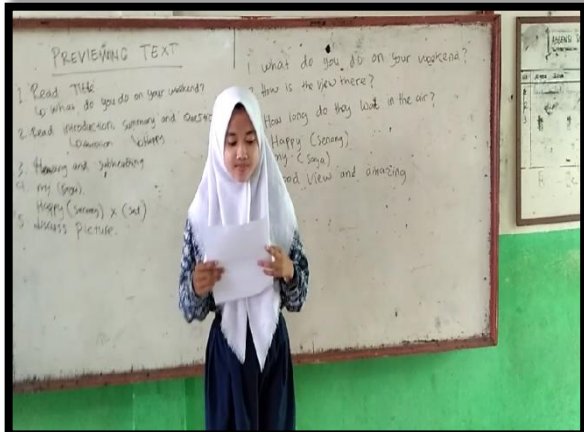
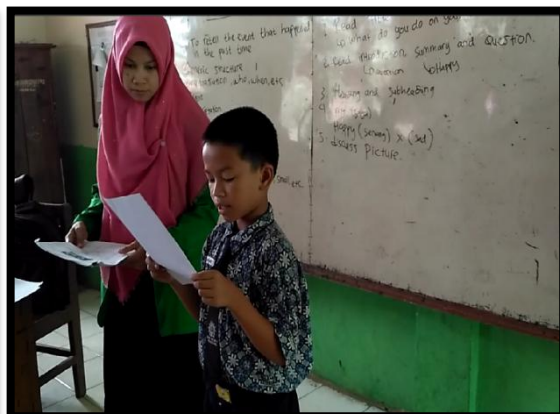
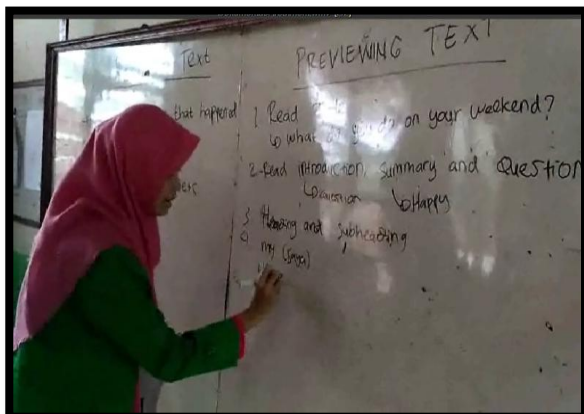


### **CONTROL GROUP**





## TREATMENT IN EXPERIMENTAL GROUP AT SMP MUHAMMADIYAH 1 PALEMBANG



## POSTTEST IN EXPERIMENTAL AND CONTROL GROUPS AT SMP MUHAMMADIYAH 1 PALEMBANG

### EXPERIMENTAL GROUP



### CONTROL GROUP

