**APPENDIX 1**

**Meeting Schedule**

| Meeting | Date | Topic | Activity |
|---------|------|-------|----------|
| First | January 9th, 2013 | Recount Text | • Teacher gives pre test to the students |
| Second | January 10th, 2013 | My unforgettable holiday | • Teacher teaches about recount text ( about definition, generic structure and the language feature of recount text)<br>• Teacher prepares the material about the text entitled *My holiday in Bali*<br>• Teacher applies PQRST strategy which stands for Preview, Questions, Reading, State, and Test. Teacher use full guides to the student during reading process (Before, |

| | | | |
|---|---|---|---|
| | | | whilst, and after reading).<br>• In the end Teacher gives more questions to the students about important detail of the text. |
| Third | January 16<sup>th</sup> , 2013 | My experience | • Teacher prepares the material about the text entitled by ***Shanty's diary.***<br>• Teacher applies PQRST strategy which stands for Preview, Questions, Reading, State, and Test and guide the student during reading process (Before, whilst, and after reading) as the previous meeting, and modify the activity more interesting<br>• In the end Teacher gives more questions to the students about important |

| | | | detail of the text. |
|---|---|---|---|
| Fourth | January 17th, 2013 | Adolescence | • Teacher prepares the material about the text entitled by *My Adolescence*<br><br>• Teacher applies PQRST strategy which stands for Preview, Questions, Reading, State, and Test and guide the student during reading process (Before, whilst, and after reading) as the previous meeting and modify the activity |
| Fifth | January 23th, 2013 | Life performance | • Teacher prepares the material about the text entitled by *Traditional Dance Festival.*<br><br>• Teacher applies PQRST strategy which stands for Preview, Questions, Reading, State, and Test. |

| | | | Teacher guide the student during reading process. |
|---|---|---|---|
| | | | • After reading process then teacher asks to the students to retell the story by using their own word in front of class. |
| Sixth | January 30th, 2013 | Recount Text | • Teacher gives post test to the students. |

**Try out analysis pre test**

| Number of item | Number of students | | | | | | | | | | | | | | | | | | | | | | | | | CA |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | |
| 1 | X | X | X | X | | X | X | X | X | X | X | X | X | X | X | - | | - | X | | | | | X | | 16 |
| 2 | X | X | X | | X | | | X | - | X | X | X | X | X | - | X | X | X | X | | | | X | | | 15 |
| 3 | X | X | X | | | | X | X | X | X | - | - | X | | X | X | X | X | - | | | | | | X | 13 |
| 4 | X | X | - | X | X | X | X | X | | X | X | X | | - | X | | X | | X | | | - | X | X | X | 16 |
| 5 | - | X | X | | X | X | X | X | X | X | X | - | - | X | | - | X | X | X | | X | X | | | | 15 |
| 6 | X | X | X | X | X | X | | - | | X | | | X | - | X | | | | X | X | | X | X | X | | 14 |
| 7 | X | X | X | X | X | X | | X | X | X | - | | | | X | X | X | X | X | | X | - | | | | 15 |
| 8 | X | X | X | X | X | X | | | X | X | X | - | | X | | X | | X | X | X | | | X | | | 15 |
| 9 | X | X | X | X | X | | X | - | X | | X | X | X | - | X | X | - | | - | X | X | - | X | | X | 16 |
| 10 | X | X | X | X | | X | - | X | X | X | | X | X | X | | - | X | - | | | | X | | | | 13 |
| 11 | X | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | X | | | X | X | X | X | X | X | 22 |
| 12 | X | X | X | X | X | X | | | | X | | X | X | | X | | | - | | X | | X | | X | | 13 |
| 13 | X | X | X | | | X | X | | | X | X | X | | X | | X | X | X | - | X | X | - | | X | | 16 |
| 14 | X | X | X | X | X | X | X | | X | | X | | | - | X | | - | | X | X | | | | | X | 13 |
| 15 | X | X | X | | X | | X | | X | | X | | X | | X | X | | X | X | | X | X | | X | | 15 |
| 16 | X | X | X | X | X | X | | X | | X | | X | X | X | | | - | | | X | X | X | | | | 14 |
| 17 | X | X | X | X | X | | X | - | X | X | X | X | X | X | X | X | X | X | X | | | X | X | X | X | 21 |
| 18 | X | | X | X | X | X | | X | | | | X | X | X | - | X | | X | - | X | | X | | X | | 14 |
| 19 | X | X | X | X | | | X | - | X | X | X | | - | - | X | - | X | - | X | | X | - | | | X | 13 |
| 20 | X | X | X | X | X | X | | X | X | X | X | X | X | X | - | X | - | | | X | | - | X | | | 16 |
| 21 | X | | X | X | X | X | X | X | X | - | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | 22 |
| 22 | | X | X | X | | X | X | - | | X | | | X | X | - | X | X | X | | X | | X | | | | 13 |
| 23 | X | X | X | | | X | X | X | X | X | X | X | | | X | | | - | X | | X | - | | X | | 14 |
| 24 | X | | X | X | X | | X | X | | - | X | | - | X | - | X | - | X | X | | | X | X | | X | 14 |
| 25 | X | | X | X | X | | X | X | X | X | X | X | X | X | X | X | X | - | | X | X | X | X | X | X | 21 |
| 26 | X | X | X | X | X | X | X | | X | | | - | X | X | | X | X | X | - | X | | X | X | | | 16 |
| 27 | X | X | | X | | X | X | | | X | X | X | | | X | | | X | X | | X | | | X | X | 14 |
| 28 | X | X | X | | X | X | | | | - | | X | X | X | - | X | - | X | - | | X | | X | | X | 13 |
| 29 | X | X | X | X | | | X | X | | X | | X | | X | X | | X | X | X | | X | X | | | | 15 |
| 30 | | X | | X | X | X | X | X | X | | X | | X | | | | | X | | X | | | X | X | | 13 |
| 31 | X | X | X | | | X | X | X | X | | | X | X | X | | X | | | | | X | X | X | | X | 15 |
| 32 | X | X | | X | X | | | X | X | | X | X | | | X | | X | | X | | X | | | X | | 13 |
| 33 | X | | | X | X | | X | X | X | X | | X | X | X | | X | | | | | | | X | | X | 13 |
| 34 | | X | X | X | X | X | | X | | | X | | | | X | | X | X | | X | | X | | X | | 13 |
| 35 | X | X | X | | X | X | X | X | X | X | X | X | | X | X | X | X | | X | | X | X | X | X | X | 21 |
| | 31 | 30 | 30 | 27 | 25 | 24 | 23 | 22 | 22 | 22 | 22 | 22 | 21 | 21 | 20 | 20 | 18 | 18 | 17 | 17 | 17 | 17 | 16 | 16 | 15 | |

Note :

R.S: Raw Scores (each item has 1 point)

Yellow = high group, Blue= medium group, Purple= low group

**Try out analysis post test**

| Number of item | Number of Students | | | | | | | | | | | | | | | | | | | | | | | CA |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 24 | 23 | 25 | |
| 1 | X | | X | X | X | X | X | X | X | | X | | X | X | - | | | | X | | | | X | 15 |
| 2 | | X | | X | X | X | X | X | X | X | X | X | | - | X | X | | X | X | | | | | 16 |
| 3 | X | X | | X | X | X | | - | - | X | X | X | X | X | X | | X | - | | | X | | | 16 |
| 4 | X | X | X | - | X | X | | X | X | X | - | X | | X | | | X | X | - | | X | X | | 15 |
| 5 | X | X | | X | X | | X | X | X | X | X | X | X | | - | - | | | X | X | X | | | 16 |
| 6 | X | X | X | X | X | | X | | | X | - | | X | | X | | X | X | X | X | | | X | 14 |
| 7 | X | X | X | X | X | X | X | X | X | X | X | X | X | | X | X | X | X | X | - | X | | X | 22 |
| 8 | X | X | X | X | | X | X | - | X | X | X | | X | | X | | X | X | X | | | | | 15 |
| 9 | X | X | X | | X | X | | X | X | | - | - | X | X | X | X | X | | - | - | X | X | | 15 |
| 10 | X | | X | X | X | - | X | X | | X | X | X | - | | - | X | | | | X | | X | | 14 |
| 11 | X | X | X | | X | X | | X | | | X | X | | - | - | X | X | X | | | X | X | | 15 |
| 12 | X | | X | X | X | X | X | X | | X | | | - | X | | X | X | | | X | | | X | 14 |
| 13 | X | | X | X | | X | X | X | X | X | X | X | X | | X | | X | | - | - | X | | X | 15 |
| 14 | X | X | X | | | X | X | | X | | | - | X | X | | | X | | X | X | | X | | 13 |
| 15 | X | X | | X | X | X | | X | X | | | X | X | X | X | | | | X | X | X | | X | 16 |
| 16 | X | | X | X | X | | X | X | | X | X | - | | | X | X | X | | X | X | | | | 14 |
| 17 | X | X | X | X | X | X | X | X | X | X | | X | X | X | X | | X | | X | | X | X | X | 21 |
| 18 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | X | X | | | | X | 21 |
| 19 | X | X | X | X | | X | | | X | X | - | X | - | X | - | - | X | X | - | X | X | | | 14 |
| 20 | X | X | X | X | X | | X | X | X | X | X | - | | - | X | X | X | X | | - | | | | 15 |
| 21 | X | | | X | X | X | | | X | - | X | X | | X | X | | X | X | - | X | | | | 14 |
| 22 | X | | X | X | | X | X | | | X | X | X | X | - | X | X | X | | | X | | | | 13 |
| 23 | | X | X | X | | X | | X | X | X | | X | X | X | | | X | X | - | X | | | | 15 |
| 24 | X | X | | | X | X | X | X | X | - | | - | X | - | X | - | | | X | X | | X | | 13 |
| 25 | | X | X | X | X | X | | X | | X | | X | - | X | | X | X | X | - | | X | X | | 16 |
| 26 | X | X | | X | X | X | X | - | | X | X | X | | X | X | X | | | - | X | | X | | 15 |
| 27 | X | X | X | | | X | X | X | X | X | | X | X | | | | | | X | | X | X | X | 14 |
| 28 | X | X | X | X | X | | X | X | X | X | X | - | X | - | X | | | X | - | | X | | | 15 |
| 29 | X | X | X | X | | X | | | | X | X | X | X | X | | | | | X | X | X | | | 14 |
| 30 | X | X | X | X | X | | X | | X | | | | X | | | X | X | X | | | | | X | 14 |
| 31 | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | X | X | | X | X | X | X | X | 22 |
| 32 | X | X | X | | X | | X | X | X | | X | | X | | | | | | X | X | X | | X | 15 |
| 33 | X | X | X | | | X | X | X | X | X | X | X | | X | | | | | | | | X | | 13 |
| 34 | X | X | X | X | X | | X | X | X | | X | X | X | X | | | X | | | X | | | X | 16 |
| 35 | X | X | X | X | X | | X | | X | X | X | X | X | X | X | X | | X | X | | X | X | X | 21 |
| | 32 | 28 | 28 | 27 | 26 | 25 | 25 | 24 | 24 | 24 | 21 | 21 | 21 | 20 | 19 | 19 | 18 | 18 | 17 | 17 | 16 | 15 | 15 | |

Note :
 R.S: Raw Scores (each item has 1 point)

Red = high group, Yellow= medium group. Green= low group

**Analysis of Pre test**

| x | f | fx | x | x2 | fx2 |
|---|---|---|---|---|---|
| 31 | 1 | 31 | 9,68 | 93,7 | 93,7 |
| 30 | 2 | 60 | 8,68 | 75,34 | 150,68 |
| 27 | 1 | 27 | 5,68 | 32,26 | 32,26 |
| 25 | 1 | 25 | 3,68 | 13,54 | 13,54 |
| 24 | 1 | 24 | 2,68 | 7,18 | 7,18 |
| 23 | 1 | 23 | 1,68 | 2,82 | 2,82 |
| 22 | 5 | 110 | 0,68 | 0,46 | 2,3 |
| 21 | 2 | 42 | -0,32 | 0,1 | 0,2 |
| 20 | 2 | 40 | -1,32 | 1,74 | 3,48 |
| 18 | 2 | 36 | -3,32 | 11,02 | 22,04 |
| 17 | 4 | 68 | -4,32 | 18,66 | 74,64 |
| 16 | 2 | 32 | -5,32 | 28,3 | 56,6 |
| 15 | 1 | 15 | -6,32 | 39,94 | 39,94 |
|  |  | **533** |  |  | 499,38 |

mean = 21.32

**Analysis of post test**

| x | f | fx | x | x2 | fx2 |
|---|---|---|---|---|---|
| 32 | 1 | 32 | 10,16 | 103,22 | 103,22 |
| 28 | 2 | 56 | 6,16 | 37,94 | 75,88 |
| 27 | 1 | 27 | 5,16 | 26,62 | 26,62 |
| 26 | 1 | 26 | 4,16 | 17,3 | 17,3 |
| 25 | 2 | 50 | 3,16 | 9,98 | 19,96 |
| 24 | 3 | 72 | 2,16 | 4,66 | 13,98 |
| 23 | 2 | 46 | 1,16 | 1,34 | 2,68 |
| 21 | 3 | 63 | 0,84 | 0,7 | 0,49 |
| 20 | 1 | 20 | -1,84 | 3,38 | 3,38 |
| 19 | 2 | 38 | -2,84 | 8,06 | 64,96 |
| 18 | 2 | 36 | -3,84 | 14,74 | 29,48 |
| 17 | 2 | 34 | -4,84 | 23,42 | 46,84 |
| 16 | 1 | 16 | -5,84 | 34,1 | 34,1 |
| 15 | 2 | 30 | -6,84 | 46,78 | 93,56 |
|  |  | 546 |  |  | 532,45 |

mean =  21.84

**Frequency Distribution of Student's Score on post test Try-out**

| Raw Score | F | Group |
|:---:|:---:|:---|
| 15 | 2 | |
| 16 | 1 | Low |
| 17 | 2 | |
| 18 | 2 | |
| 19 | 2 | |
| 20 | 1 | |
| 21 | 3 | Medium |
| 23 | 2 | |
| 24 | 3 | |
| 25 | 2 | |
| 26 | 1 | |
| 27 | 1 | High |
| 28 | 2 | |
| 32 | 1 | |
| | N= 25 | |

Group Classification derives from the number of students X 30% (expert judgment of 25% - 30% interval). It's possible to take another percentage between the intervals. So, 20 X 30% = 6 (take the first total 6 of the upper sequence from the 'f' and another total 6 from the bottom of the table above).

**Item Analysis based on the result of the Post test try-out**

| Items | Correct Answer | Wrong Answer | HGC | IDL | IDP | Conclusion |
|-------|---------------|--------------|-----|------|------|------------|
| 1 | 15 | 10 | 6 | 0.6 | 0.66 | Accepted |
| 2 | 16 | 9 | 5 | 0.64 | 0.5 | Accepted |
| 3 | 16 | 9 | 5 | 0.64 | 0.5 | Accepted |
| 4 | 15 | 10 | 5 | 0.6 | 0.2 | Accepted |
| 5 | 16 | 9 | 5 | 0.64 | 0.33 | Accepted |
| 6 | 14 | 11 | 6 | 0.56 | 0.2 | Accepted |
| 7 | 22 | 3 | 7 | 0.88 | 0.33 | Reviced/Discarded |
| 8 | 15 | 10 | 6 | 0.6 | 0.5 | Accepted |
| 9 | 15 | 10 | 5 | 0.6 | 0.2 | Accepted |
| 10 | 14 | 11 | 5 | 0.56 | 0.5 | Accepted |
| 11 | 15 | 10 | 5 | 0.6 | 0.2 | Accepted |
| 12 | 14 | 11 | 6 | 0.56 | 0.5 | Accepted |
| 13 | 15 | 10 | 5 | 0.6 | 0.33 | Accepted |
| 14 | 13 | 12 | 5 | 0.52 | 0.2 | Accepted |
| 15 | 16 | 9 | 5 | 0.64 | 0.2 | Accepted |
| 16 | 14 | 11 | 5 | 0.56 | 0.2 | Accepted |
| 17 | 21 | 4 | 7 | 0.84 | 0.5 | Reviced/Discarded |
| 18 | 21 | 4 | 7 | 0.84 | 0.5 | Reviced/Discarded |
| 19 | 14 | 11 | 5 | 0.56 | 0.2 | Accepted |
| 20 | 15 | 10 | 6 | 0.6 | 0.66 | Accepted |
| 21 | 14 | 11 | 4 | 0.56 | 0.2 | Accepted |
| 22 | 13 | 12 | 5 | 0.52 | 0.5 | Accepted |
| 23 | 15 | 10 | 4 | 0.6 | 0.2 | Accepted |
| 24 | 13 | 12 | 5 | 0.52 | 0.5 | Accepted |
| 25 | 16 | 9 | 5 | 0.64 | 0.2 | Accepted |
| 26 | 15 | 10 | 6 | 0.6 | 0.5 | Accepted |
| 27 | 14 | 11 | 5 | 0.56 | 0.2 | Accepted |
| 28 | 15 | 10 | 6 | 0.6 | 0.66 | Accepted |
| 29 | 14 | 11 | 5 | 0.56 | 0.33 | Accepted |
| 30 | 14 | 11 | 6 | 0.56 | 0.5 | Accepted |
| 31 | 22 | 3 | 7 | 0.88 | 0.33 | Reviced/Discarded |
| 32 | 15 | 10 | 5 | 0.6 | 0.2 | Accepted |
| 33 | 13 | 12 | 5 | 0.52 | 0.66 | Accepted |
| 34 | 16 | 9 | 6 | 0.64 | 0.5 | Accepted |
| 35 | 21 | 4 | 6 | 0.84 | 0.2 | Reviced/Discarded |

**Analysis of Post test**

HGC            : High Group Who answers the items correctly

LGC            : Low Group who answer the items correctly

IDL            : Index of Difficulty Level (0,2 – 0,8)

IDP            : Index of Discrimination power ($\geq$ 0,2)

HGC            : Look at the table of the students' answers on the try-out test items, then identify how many correct answers determined by each student belong to HIGH group

LGC            : Look at the table of the students' answers on the try-out test items, then identify how many correct answers determined by each student belong to LOW group

IDL            : Correct Answer : $\sum$ Students X 100%

Example     : 15: 20 X 100%

15: 20 = **0,75**

IDP            : HGC – LGC : 6

Example     6– 3: 6

3 : 6 = **0,5**

| X | F | FX | $\chi$ | $\chi^2$ | F $\chi^2$ |
|---|---|---|---|---|---|
| 32 | 1 | 32 | 10.16 | 103.22 | 103.22 |
| 28 | 2 | 56 | 6.16 | 37.94 | 75.88 |
| 27 | 1 | 27 | 5.16 | 26.62 | 26.62 |
| 26 | 1 | 26 | 4.16 | 17.3 | 17.3 |
| 25 | 2 | 50 | 3.16 | 9.98 | 19.96 |
| 24 | 3 | 72 | 2.16 | 4.66 | 13.98 |
| 23 | 2 | 46 | 1.16 | 1.34 | 2.68 |
| 21 | 3 | 63 | 0.84 | 0.7 | 0.49 |
| 20 | 1 | 20 | -1.84 | 3.38 | 3.38 |
| 19 | 2 | 38 | -2.84 | 8.06 | 64.96 |
| 18 | 2 | 36 | -3.84 | 14.74 | 29.48 |
| 17 | 2 | 34 | -4.84 | 23.42 | 46.84 |
| 16 | 1 | 16 | -5.84 | 34.1 | 34.1 |
| 15 | 2 | 30 | -6.84 | 46.78 | 93.56 |
| | | 546 | | | 532.45 |

$$\overline{X} = \frac{FX}{n} = \frac{546}{25} = 21.84$$

$$\chi = X - \overline{x}$$

$$S\,x = \sqrt{\frac{\sum F\chi 2}{N-1}} = \sqrt{\frac{532.45}{25-1}} = \sqrt{\frac{532.45}{24}} = \sqrt{22.18} = 4.7$$

$$r_{xx} = \frac{K.Sx^2 - \overline{x}(k - \overline{x})}{Sx^2 \cdot (k - 1)}$$

$$= \frac{30. \,(4,7)^2 - 21,84\,(30 - 21,84)}{(4,7)^2 \cdot (30 - 1)}$$

$$= \frac{(30.\,22,09) - (21,84\,.\,8,16)}{22,09.29}$$

$$= \frac{662,7 - 178,21}{640,61}$$

$$= \frac{484,49}{640,61} = 0,75$$

X      : Scores obtained from sample group of 16 items with 1 item has 1 point

F      : Number of test participant who get the particular score

FX     : F x X

$X$      : X – Mean (42 – 29.4 = 12, 6)

Mean   : FX: Number of students

$\chi^2$      $: X \, x \, X$

$F\chi^2$     $: F \, x \, \chi^2$

**The analysis of item validity of Pre test**

| Number of Item | Question | Content Feature |
|---|---|---|
| 1 | Why did Yusuf go to the circuit? | Information details |
| 2 | What was the first thing Yusuf did when he arrived at the circuit? | |
| 3 | Why did Yusuf lose the race? | |
| 4 | How did Yusuf feel? | |
| 6 | When did the writer go to the dance party? | |
| 7 | Why did she dance on stage? | |
| 8 | Why didn't she realize that she got too close to the rim of the stage? | |
| 9 | What happened after she fell down the stage? | |
| 10 | How did the writer feel? | |
| 11 | Where did the event take place? | |
| 12 | What the thing did the writer get from the teacher? | |
| 13 | Why did the writer fail to insert the pencil into the hole? | |
| 15 | When did Salma and her parents go to holiday in Singapore? | |
| 16 | How many place of interest did Salma and her parents visit? | |
| 20 | Which of the following statements is NOT TRUE according to the text? | |
| 21 | Who took Mrs. Damiri to the clinic? | |
| 22 | How did the neighbor help Mrs. Damiri? | |
| 25 | How did Mr.Dandiri feel? | |
| 26 | Most events mentioned in the text happened…. | |
| 27 | The writer of the text is…. | |
| 28 | What did the fourth grade students do after lunch? | |
| 29 | What was the second activity of the writer during the excursion to the Botanical Garden? | |
| 5 | What is the purpose of the writing the text? | Inferring certain text or paragraph |
| 15 | What is the main idea of the second paragraph? | |
| 19 | What is the purpose of the text above? | |
| 22 | The main idea of the second paragraph is … | |
| 11 | "I quickly took **it**…"(paragraph 2) | Reffering to pronoun |
| 23 | "**She** was crying with pain and the pan was on fire" (paragraph 1) | |

| | What does the underlined word refer to? | |
|---|---|---|
| 28 | "**it** was very interesting." (par. 4) What does the underlined word refer to? | |
| 16 | They were **thrilled** to see…."(paragraph 3) The synonym of the underlined word is…. | Reffering to vocabulary |

**Appendix: The analysis of item validity of Post test**

| Number of Item | Question | Content Feature |
|---|---|---|
| 1 | What was the name of the event? | Information details |
| 2 | How long did the event last? | |
| 3 | What was the writer doing? | |
| 4 | How did the writer feel? | |
| 6 | Where did the story happen? | |
| 7 | How did they go to the beach? | |
| 8 | Who did the writer and his friend find when they reached the beach? | |
| 9 | How did the writer think about the trip? | |
| 11 | Which picture goes with the condition of the writer in the morning? | |
| 12 | When did the writer forget to brush his teeth? | |
| 13 | How did the writer get the toothache? | |
| 14 | What is an aspirin for? | |
| 15 | Why did the writer refuse to go to the dentist? | |
| 17 | Which statement is TRUE according to the text? | |
| 19 | When did the guests enjoy the games? | |
| 20 | What happened with the light when the guests were playing "hide and seek"? | |
| 21 | Who won the best costume? | |
| 22 | From the text we know that fancy dress party is…. | |
| 24 | Why did the writer have plans to spend his free time? | |
| 26 | How long did Holiday last? | |
| 27 | How did the writer feel when he knew Zaky didn't have any plan either? | |
| 28 | Where did they spend holiday during two days? | |
| 29 | Which statement is TRUE according to the text? | |
| 30 | How many days did Zaky Spend to practice serving? | |
| 5 | "**It** was called the "performance day". The underlined word refers to? | Reffering to pronoun |
| 10 | "**it** was only five kilometers from our houses." (Line 1). The word "It" refers to…. | |

| 25 | "**_She_** was just five months"<br>The word **_she_** refers to? | |
|----|----|----|
| 16 | "Soon I **regretted** my decision…."(Last paragraph)<br>The underlined word means? | Reffering to vocabulary |
| 23 | "George got the first **prize.**" (paragraph 4)<br>The underlined word means…. | |

**Frequency Distribution of Student's Score on post test Try-out**

| Raw Score | F | Group |
|---|---|---|
| 15 | 1 | |
| 16 | 2 | Low |
| 17 | 4 | |
| 18 | 2 | |
| 20 | 2 | Medium |
| 21 | 2 | |
| 22 | 5 | |
| 23 | 1 | |
| 24 | 1 | |
| 25 | 1 | |
| 27 | 1 | High |
| 30 | 2 | |
| 31 | 1 | |
| | N= 25 | |

Group Classification derives from the number of students X 30% (expert

judgment of 25% - 30% interval). It's possible to take another percentage between

the intervals. So, 20 X 30% = 6 (take the first total 6 of the upper sequence from

the 'f' and another total 6 from the bottom of the table above).

**Item Analysis based on the result of the Pre test try-out**

| Items | Correct Answer | Wrong Answer | HGC | LGC | IDL | IDP | Conclusion |
|---|---|---|---|---|---|---|---|
| 1 | 16 | 9 | 6 | 2 | 0.64 | 0.66 | Accepted |
| 2 | 15 | 10 | 4 | 2 | 0.6 | 0.33 | Accepted |
| 3 | 13 | 12 | 4 | 1 | 0.52 | 0.5 | Accepted |
| 4 | 16 | 9 | 6 | 4 | 0.64 | 0.33 | Accepted |
| 5 | 15 | 10 | 5 | 3 | 0.6 | 0.33 | Accepted |
| 6 | 14 | 11 | 6 | 5 | 0.56 | 0.2 | Accepted |
| 7 | 15 | 10 | 6 | 2 | 0.6 | 0.66 | Accepted |
| 8 | 15 | 10 | 6 | 3 | 0.6 | 0.5 | Accepted |
| 9 | 16 | 9 | 6 | 4 | 0.64 | 0.33 | Accepted |
| 10 | 13 | 12 | 5 | 1 | 0.52 | 0.66 | Accepted |
| 11 | 22 | 3 | 7 | 6 | 0.88 | 0.2 | Reviced/Discarded |
| 12 | 13 | 12 | 6 | 3 | 0.52 | 0.5 | Accepted |
| 13 | 16 | 9 | 6 | 3 | 0.64 | 0.5 | Accepted |
| 14 | 13 | 12 | 7 | 3 | 0.52 | 0.66 | Accepted |
| 15 | 15 | 10 | 5 | 4 | 0.6 | 0.2 | Accepted |
| 16 | 14 | 11 | 6 | 3 | 0.56 | 0.5 | Accepted |
| 17 | 21 | 4 | 6 | 5 | 0.84 | 0.2 | Reviced/Discarded |
| 18 | 14 | 11 | 5 | 3 | 0.56 | 0.33 | Accepted |
| 19 | 13 | 12 | 5 | 3 | 0.52 | 0.33 | Accepted |
| 20 | 16 | 9 | 6 | 2 | 0.64 | 0.66 | Accepted |
| 21 | 22 | 3 | 6 | 6 | 0.88 | 0 | Reviced/Discarded |
| 22 | 13 | 12 | 5 | 2 | 0.52 | 0.5 | Accepted |
| 23 | 14 | 11 | 5 | 3 | 0.56 | 0.33 | Accepted |
| 24 | 14 | 11 | 5 | 4 | 0.56 | 0.22 | Accepted |
| 25 | 21 | 4 | 5 | 6 | 0.84 | | Reviced/Discarded |
| 26 | 16 | 9 | 7 | 3 | 0.64 | 0.66 | Accepted |
| 27 | 14 | 11 | 5 | 4 | 0.56 | 0.2 | Accepted |
| 28 | 13 | 12 | 5 | 3 | 0.52 | 0.33 | Accepted |
| 29 | 15 | 10 | 5 | 3 | 0.6 | 0.33 | Accepted |
| 30 | 13 | 12 | 5 | 3 | 0.56 | 0.33 | Accepted |
| 31 | 15 | 10 | 5 | 4 | 0.6 | 0.2 | Accepted |
| 32 | 13 | 12 | 4 | 3 | 0.56 | 0.2 | Accepted |
| 33 | 13 | 12 | 4 | 2 | 0.56 | 0.33 | Accepted |
| 34 | 13 | 12 | 5 | 3 | 0.56 | 0.33 | Accepted |
| 35 | 21 | 4 | 6 | 6 | 0.84 | 0 | Reviced/Discarded |

**Analysis of Pre test**

HGC   : High Group Who answers the items correctly

LGC   : Low Group who answer the items correctly

IDL    : Index of Difficulty Level (0,2 – 0,8)

IDP    : Index of Discrimination power ($\geq$ 0,2)

HGC   : Look at the table of the students' answers on the try-out test items, then

        identify how many correct answers determined by each student belong to

        HIGH group

LGC   : Look at the table of the students' answers on the try-out test items, then

identify how   many correct answers determined by each student belong to LOW

group

IDL    : Correct Answer: $\sum$ Students X 100%

Example: 15: 25 X 100%

        15: 25 = **0,6**

IDP    : HGC – LGC: 6

Example: 6– 3:  6

        3 : 6 = **0,5**

| X | F | FX | $\chi$ | $\chi^2$ | $F\chi^2$ |
|---|---|---|---|---|---|
| 31 | 1 | 31 | 9.68 | 93.7 | 93.7 |
| 30 | 2 | 60 | 8.68 | 75.34 | 150.68 |
| 27 | 1 | 27 | 5.68 | 32.26 | 32.26 |
| 25 | 1 | 25 | 3.68 | 13.54 | 13.54 |
| 24 | 1 | 24 | 2.68 | 7.18 | 7.18 |
| 23 | 1 | 23 | 1.68 | 2.82 | 2.82 |
| 22 | 5 | 110 | 0.68 | 0.46 | 2.3 |
| 21 | 2 | 42 | -0.32 | 0.1 | 0.2 |
| 20 | 2 | 40 | -1.32 | 1.74 | 3.48 |
| 18 | 2 | 36 | -3.32 | 11.02 | 22.04 |
| 17 | 4 | 68 | -4.32 | 18.66 | 74.64 |
| 16 | 2 | 32 | -5.32 | 28.3 | 56.6 |
| 15 | 1 | 15 | -6.32 | 39.94 | 39.94 |
| | | **533** | | | 499.38 |

$$\overline{X} = \frac{FX}{n} = \frac{533}{25} = 21{,}32$$

$$\chi = X - \overline{x}$$

$$Sx = \sqrt{\frac{\sum F\chi 2}{N-1}} = \sqrt{\frac{499{,}38}{25-1}}, = \sqrt{\frac{499{,}38}{24}} = \sqrt{20{,}80} = 4{,}56$$

$$r_{xx} = \frac{K.Sx^2 - \overline{x}(k - \overline{x})}{Sx^2 \cdot (k-1)}$$

$$= \frac{30.\,(4{,}56)^2 - 21{,}32\,(30 - 21{,}32)}{(4{,}56)^2 \cdot (30-1)}$$

$$= \frac{(30.\,20{,}79) - (21{,}32.8{,}64)}{20{,}79.\,29}$$

$$= \frac{623{,}7 - 184{,}2}{602{,}91}$$

$$= \frac{439,5}{602,91} = 0,72$$

X      : Scores obtained from sample group of 16 items with 1 item has 1 point

F      : Number of test participant who get the particular score

FX      : F x X

$X$      : X – Mean (42 – 29.4 = 12, 6)

Mean    : FX: Number of students

$\chi^2$      $: X \, x \, X$

$F\chi^2$      $: F \, x \, \chi^2$

**Choose the correct answer with crossing a, b, c or d!**

Read the following text to answer question 1-5

Yusuf went to marina circuit in the morning to join a car race

He arrived at seven and directly checked up his Engine. The race started at eight. At first he led the race, but it wasn't long because suddenly another car hit his car from behind. He lost the race and his car was broken.

He was very disappointed.

1. Why did Yusuf go to the circuit?
   a. To watch his friend racing
   b. To check his engine
   c. To join a car race
   d. To hit other cars
2. What was the first thing Yusuf did when he arrived at the circuit?
   a. Checking up his engine
   b. Leading the race
   c. Starting the race
   d. Losing the race
3. Why did Yusuf lose the race?
   a. Because he lose his car
   b. Because he was hit by another car
   c. Because his car was broken
   d. Because he was disappointed
4. How did Yusuf feel?
   a. Cheerful
   b. Excited
   c. Happy
   d. Upset
5. What is the purpose of the writing the text?
   a) To persuade the readers to go to Marina circuit
   b) To inform the readers about Yusuf's hobby
   c) To tell the past events happened to Yusuf
   d) To describe the Marina Circuit

Read the following text to answer question 6-10

Last years, I went to a dance party, in the middle of the party, I saw a guy that I had a crush on to get his attention. I went to the stage and started to dance with my friends, it was my first dance and I was so busy dancing that I didn't pay attention to anything else. I didn't realize that I got to close to the rim of the stage. Suddenly I tripped and feel of the stage. The music stopped a while and everyone laughed, including the guy that I had a crush on. I felt so stupid.

It was a dance party that I would never forget.

6. When did the writer go to the dance party?
    a. Two years a go
    b. This year
    c. Last year
    d. Next year
7. Why did she dance on stage
    a. To make jokes
    b. To show off her talent
    c. To get the boy's attention
    d. To make her embarrassed
8. Why didn't she realize that she got too close to the rim of the stage?
    a. Because she was nervous
    b. Because she was busy dancing
    c. Because the place was very dark
    d. Because the boy was looking at her
9. What happened after she fell down the stage?
    a. Every body pitied her
    b. Everybody laugh at her
    c. The boy made her relax
    d. The boy helped her
10. How did the writer feel?
    a. Embarrassed
    b. Proud
    c. Happy
    d. Regretful

Read the following text to answer question 11-15

One day, my English teacher asked me to demonstrate how to sharpen a pencil in front of the class. I walked quickly to the front of the classroom. Then my teacher handed me sharpener and pencil. I was very nervous. I held the pencil on right hand and the sharpener on the left hand. After that, I tried to insert the pencil into the hole, but I missed the hole because my hands were trembling nervously. I tried again. Still I missed it. My friend laughed at me. I became more nervous. My teacher smiled and said." Relax! Don't be nervous!"

I finally could finish it and I felt relieved. When I wanted to go back my seat, my teacher gave her right had to me. I quickly took it and shook her hand. But then she said, No, Andi, I want to you give me back the pencil and the sharpener. "My face turned red for the second time and my friends couldn't stop laughing at me

I was so embarrassed.

11. Where did the event take place?
   a. In the living room
   b. In a classroom
   c. At a bookstore
   d. At a stationer's
12. What the thing did the writer get from the teacher
   a. A pencil, sharpener and teacher's hand
   b. A big smile and laugh
   c. A pencil and sharpener
   d. A sharpener
13. Why did the writer fail to insert the pencil into the hole?
   a. Because he could not find the hole
   b. Because the pencil was dull
   c. Because his hands were trembling
   d. Because he was sick
14. "I quickly took **it**…"(paragraph 2)
    The underlined word refers to….
   a) The pencil
   b) The sharpener
   c) The writer's pen
   d) The teacher's hand
15. What is the main idea of the second paragraph?
   a) The writer did the task nervously
   b) The writer missed his friends
   c) The writer felt embarrassed for the second time
   d) The writer's friends are happy

Read the following text to answer question 16-20
   Last month, Salma and her parents were on holiday in Singapore. It was first Salma's first visit, but her parents had been to Singapore several times for business.
   The first place of interest they went to was the Singapore zoo; they enjoyed watching the animals and had close encounters with them.
   The next day, they visited Chinatown point. They shopped lots of clothing made of silk. Then they visited the Mandai Orchid Garden. They were thrilled to see orchids of different colors.
   They really enjoyed their stay in Singapore

16. When did Salma and her parents go to holiday in Singapore?
   a. Last month
   b. Last year
   c. This year
   d. Next year

17. How many place of interest did Salma and her parents visit?
    a. Two
    b. Three
    c. Four
    d. Five
18. They were **thrilled** to see…."(paragraph 3) The synonym of the underlined word is….
    a. Needed
    b. Excited
    c. Enchanted
    d. Interested
19. What is the purpose of the text above?
    a) To tell the readers about salma and her parents' vacation in Singapore
    b) To make the readers know that Singapore has many place of interest.
    c) To attract the readers to go to Singapore
    d) To persuade the readers to read more about Singapore
20. Which of the following statements is NOR TRUE according to the text?
    a) They visited Chinatown Point on the second day
    b) They enjoyed different colors of Orchid Garden
    c) They never visited Singapore before
    d) They enjoyed watching the animals at the Singapore zoo


Read the following text to answer question 21-25
### Accident
    Last week, Mr. Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help! He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to his office. The other children had gone to school.
    Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.
    When Mr. Dardiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," he said.

21. Who took Mrs. Damiri to the clinic?
    a) Her son
    b) Her neighbor
    c) Her husband
    d) Her child

22. The main idea of the second paragraph is …
    a) Mrs. Damiri had an accident.
    b) Mr. Damiri was proud of his son.
    c) Yusuf asked his the neighbor for help.
    d) Mr. Damiri and his other children had gone.

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

24. "**She** was crying with pain and the pan was on fire" (paragraph 1)
    What does the underlined word refer to?
    a) Mr. Dardiri
    b) Mrs. Damiri
    c) Yusuf
    d) Mr. Dardiri child

25. How did Mr.Dandiri feel?
    a) Embarrassed
    b) Proud
    c) Angry
    d) Afraid

Read the following text to answer question 26-30

On Thursday 24 April we went to the Botanical Gardens. We walked down and boarded the bus.

After we arrived at the garden, we walked down to the Education Centre. The third grade students went to have a look around. First, we went to the first farm and Mrs. James read us some information. Then, we looked at all the lovely plants. After that we went down to a little spot in the Botanical Garden and had a morning tea break.

Next, we did sketching and then we met the fourth grade students at the Education Centre to have lunch. Soon after that, it was time for us to go and make our terrariums while the fourth year students went to have walk.

A lady took us into special room and introduced herself, and then she explained what we were going to do. Next, she took us to a pyramid terrarium. It was really interesting.

After we had finished, we met the fourth grade students outside the gardens. Then we reboarded the bus and returned to school.

26. Most events mentioned in the text happened….
    a) At the Education Centre
    b) In the botanical garden
    c) On the bus to Botanical Garden
    d) outside the school
27. The writer of the text is….
    a) A fourth grade students
    b) A school teacher
    c) A third grade students
    d) Mr. and Mrs. James
28. What did the fourth grade students do after lunch?
    a) they had a walk
    b) they made their terrarium
    c) they returned to school
    d) they went to a pyramid terrarium
29. What was the second activity of the writer during the excursion to the Botanical Garden?
    a) gathering at the Education Centre
    b) going to a small garden
    c) looking at the lovely plants
    d) visiting a beautiful lady
30. "**it** was very interesting." (par. 4) What does the underlined word refer to?
    a) A pyramid terrarium
    b) A specific room
    c) education Centre
    d) first farm

**The Key Answer of Pre Test**

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

**RENCANA PELAKSANAAN PEMBELAJARAN**

**11.3**

| | |
|---|---|
| Nama Satuan Pendidikan | : **SMP Muhammadiyah 7 Cerme** |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas, Semester | : VIII / 2 |
| Aspek/ Skill | : Reading |
| Jenis Teks | : Recount teks |
| Tema | : My unforgettable holiday |
| Alokasi waktu | : 2 X 40 menit ( 1 pertemuan ). |

| **Standar Kompetensi** | 11 | Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar. |
|---|---|---|
| **Kompetensi Dasar** | 11.3 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *nararative.* |
| **Sub Kompetensi Dasar** | 11.3.1 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount. (*berupa langkah retorika teks recount) |
| **Sub-sub kompetensi** | 11.3.2 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount:* bagaimana menentukan bagian-bagian daro teks *recount.* |

1. **Indikator**

   a) Mengidentifikasi jenis teks

   b) Menentukan bagian-bagian dari teks recount

   c) Menterjemahkan teks

2. **Tujuan pembelajaran**

   a) Diberi teks recount, siswa dapat mengidentifikasi jenis teks dengan benar

   b) Diberi teks recount, siswa dapat menentukan bagian-bagian dari teks recount dengan benar

   c) Diberi teks recount, siswa dapat menerjemahkan teks dengan benar

3. **Nilai karakter**

   a) Dapat dipercaya *( Trustworthines)*.

   b) Rasa hormat dan perhatian (*Respect* ).

   c) Tekun ( *Diligence* ).

4. **Materi Pembelajaran**

   • Langkah retorika teks recount

   - **Orientation** : Tells who was involved, what happened, where the events took place, and when it happened.

   - **Events** : Tell what happened and in what sequence.

   - **Reorientation** : Consists of optional-closure of events/ ending.

   • Text recount tentang my holiday

   • Kosa kata yang terkait tema/ jenis teks:

   - Trip
   - Beautiful
   - Happy
   - Tired
   - Vacation
   - Village

5. **Metode Pembelajaran:**

   PQRST strategy

   (Preview, Questions, Read, State and Test)

**6. Langkah-langkah Kegiatan Pembelajaran**

| Kegiatan Guru | Kegiatan Siswa |
|---|---|
| **Kegiatan awal** | |
| ✓ Guru mengucap salam | • Siswa menjawab salam |
| ✓ Menanyakan kehadiran | • Siswa menjawab pertanyaan guru |
| ✓ Menanyakan kesehatan siswa | |
| ✓ Guru memperkenalkan diri | • Siswa merespon |
| ✓ Guru mengekplorasi pemahaman siswa tentang recount teks | • Siswa merespon |
| **Kegiatan Inti** | |
| ✓ **P**: Guru memberi contoh teks recount dengan menuliskan judul di papan tulis (Holiday in Singapore) | • Siswa memperhatikan dan memahami judul |
| ✓ Guru menuliskan teks dipapan tulis | • Siswa menulisnya dibuku |
| ✓ **Q:** Guru membuat pertanyaan berdasarkan 5W+1H | • Siswa memperhatikan |
| ✓ **R:** Guru memminta Siwa membaca teks | • Siswa yang ditunjuk membaca teks |
| ✓ Mendiskusikan isi teks. | • Menjelaskan: |
| |     - bagian-bagian teks, |
| |     - bagian orientation |
| |     - bagian event |
| |     - bagian reorientation |

| | |
|---|---|
| ✓ **S:** Guru meminta siswa menceritakan kembali isi teks | • Siwa yang ditunjuk menjawab |
| ✓ **T:** Guru memberikan worksheet pada siswa Meminta siswa membaca teks. | • Siswa mengerjakan soal<br>• Mendiskusikan |
| **Kegiatan Akhir**<br>✓ Menanyakan kesulitan siswa selama PBM<br>✓ Menyimpulkan materi pembelajaran | • Siswa menyampaikan apa yang dipelajari dan mengutarakan |

7. **Media, alat, dan sumber bahan pelajaran**

   a) Buku teks yang Relevan ; Bhs Inggris Kelas VIII English Scaffolding

   b) Gambar-gambar yang relevan.

   c) Kamus

8. **Assesmen dan penilaian**

   • Asesmen proses informal

   Guru memantau kegiatan siswa dalam proses belajar

   • Asesmen proses formal

   Diberi 3 soal tentang tahapan bagaimana cara menyusun langkah retorika teks recount. siswa dapat menjawab 2 soal tentang tahapan bagaimana cara menyusun langkah retorika teks recount.

   • Asesmen Hasil

   Media yg digunakan berupa worksheet

| NO | INDIKATOR | BENTUK PENILAIAN | TEKNIK PENILAIAN | INSTRUMENT |
|---|---|---|---|---|
| 1 | Disediakan sebuah teks recount siswa dapat menjawab pertantayaan dengan benar. | Tes tulis | Uraian | *Answer the following questions!* |

a) **Instrument**

**My Holiday in Flores**

I went to flores last month. I went there to visit Australian volunteer English teachers in Maumere, Ende and Bajawa. As a result, I also enjoyed the beauty of the island.

I started my first day in Maumere with Jo Keating. After visiting several schools in the city, we took an amazing journey over the mountains to the south cost. We visited a new junior high school there. Then, I traveled to Ende to meet Sharon Kidman. Ende has great market with a lovely selection of traditional woven ikat cloth and great seafood.

My Next Trip was Detusoko. It is a mountain village. I went there with Ginny Edwards. Detusoko is not far from mount Kelimutu. We woke up at 4 am to see three different colored lakes dawn. It was truly inspiring.

My final trip was to Bajawa. It is a small town high in the mountains. It was very cold place. Yet my trip was fun and memorable. I would like to go back to flores one day.

*(Adapted from : Kang GURU, December 2002)*

**A. The generic structure**

| 1. Orientation | |
|---|---|
| 2. Events | |
| 3. Reorientation | |

**B. Answer the following questions based on the text!**

1) Where did the writer go on his first day?
2) Where did the writer go after visiting Ende?
3) What was the writer's last destination?
4) How did they feel during that day?
5) When did the writer go to florest?
6) It is a mountain village."it" refers to?
7) What is the main idea of the second paragraph?

**b) Pedoman Penilaian:**

1. Untuk A dan B tiap jawaban benar skor 10

2. Jumlah skor maksimal  x 10 = 100

3. Nilai maksimal = 10

4. Nilai Siswa = $\dfrac{SkorPerolehan}{SkorMaksimal} x10$

c) **Rubrik penilaian**

| Uraian | Skor |
|---|---|
| Isi benar, tata bahasa benar | 10 |
| Isi benar, tata bahasa kurang tepat | 7 |
| Isi dan tata bahasa kurang tepat | 4 |
| Tidak menjawab | 0 |

**Guru Mapel Bahasa Inggris**　　　　　　**Peneliti**

**( Evi Rahmawati )**　　　　　　　　**(Lilis Nur Megawati)**

**Mengetahui;**

**Kepala Sekolah SMP Muhammadiyah 7 Cerme**

**( Drs. Muhammad Sururi )**

**RENCANA PELAKSANAAN PEMBELAJARAN**

**11.3**

Nama Satuan Pendidikan      : **SMP Muhammadiyah 7 Cerme**

Mata Pelajaran              : Bahasa Inggris

Kelas, Semester            : VIII / 2

Aspek/ Skill                : Reading

Jenis Teks                  : Recount teks

Tema                        : My experience

Alokasi waktu             : 2 X 40 menit ( 1 pertemuan ).

| | | |
|---|---|---|
| **Standar Kompetensi** | 11 | Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar. |
| **Kompetensi Dasar** | 11.3 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *nararative.* |
| **Sub Kompetensi Dasar** | 11.3.1 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* berupa *mengetahui ciri kebahasaan dalam teks recount.* |
| **Sub-sub kompetensi** | 11.3.2 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount*: Bagaimana cara mengetahui ciri kebahasaan dalam teks recount.* |

2. **Indikator**

   a) Mengidentifikasi struktur bahasa yang terdapat dalam teks recount.

   b) Menentukan gagasan utama dari teks berbentuk recount.

   c) Menterjemahkan teks

3. **Tujuan pembelajaran**

   a) Diberi teks recount, siwa dapat mengidentifikasi struktur bahasa past tense yang terdapat dalam teks recount dengan benar.

   b) Diberi teks recount, siswa dapat menentukan gagasan utama teks dengan benar.

   c) Diberi teks recount, siswa dapat menterjemahkan teks dengan benar.

3. **Nilai karakter**

   a) Dapat dipercaya *( Trustworthines)*

   b) Rasa hormat dan perhatian ( *respect* )

   c) Tekun ( *diligence* )

4. **Materi Pembelajaran**

   • Vocabulary yang berkaitan dengan My Experience

   • Spelling and Pronounciation

   • Tujuan komunikasi dari teks

   • Past tense    :

   - I *got* new friends

   - I *went* to Bromo mountain yesterday

   • Contoh text recount "**Shanty's diary**"

| Orientation | I got a new friend. Her name is lulu. |
|---|---|
| Event 1 | I met her in my classmate's house, Tari. She is her cousin. Lulu is twelve years old. She has twin sister. Her name is Lala. Both of them are smart and beautiful. They can sing and dance beautifully. They also good in playing music instruments especially organ. |
| Event 2 | I also talked to her mother. She is the best music teacher. She has popular music studio. Actually I want to be singer too. |

| Re orientation | *I was very happy they become my friends because I can learn singing, dancing and playing organ from them.* |
|---|---|

**5. Metode Pembelajaran:**
PQRST strategy

(Preview, Questions, Read, State and Test)

**6. Langkah-langkah Kegiatan Pembelajaran**

| Kegiatan Guru | Kegiatan Siswa |
|---|---|
| **Kegiatan awal**<br><br>✓ Guru mengucap salam<br>✓ Menanyakan kehadiran<br>✓ Menanyakan kesehatan siswa<br>✓ Guru melakukan apersepsi grngan mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari. | • Siswa menjawab salam<br>• Siswa menjawab<br>• Siswa merespon<br><br>• Siswa menjawab pertanyaan guru |
| **Kegiatan Inti**<br>✓ **P**: Guru memberi contoh teks recount dengan menuliskan di papan tulis dengan judul ”**Shanty's Diary”**<br>✓ Guru menyuruh siswa membaca teks dalam hati<br>✓ Guru mengaris bawahi kalimat pertama. | • Siswa memperhatikan<br><br><br>• Siswa merespon<br><br><br>• Siswa memperhatikan |

| | |
|---|---|
| ✓ Guru menunjuk siswa untuk mengartikan teks | • Siwa yang ditunjuk mengartikan teks |
| ✓ **Q:** Guru membuat pertanyaan berdasarkan 5W+1H | • Siswa memperhatikan |
| ✓ **R:** Guru memminta Siwa membaca teks | • Siswa yang ditunjuk membaca teks |
| ✓ Mendiskusikan isi teks. | • Menjelaskan: <br> - bagian-bagian teks, <br> - bagian orientation <br> - bagian event <br> - bagian reorientation |
| ✓ Mejelaskan Grammar (Past tense) | • Mengidentifikasi stuktur bahasa pada teks recount (past tense). |
| ✓ **S:** Guru meminta siswa menceritakan kembali isi teks | • Siswa menjawab |
| ✓ **T:** Guru memberikan worksheet pada siswa Meminta siswa membaca teks. | • Siswa mengerjakan soal <br> • Mendiskusikan |
| **Kegiatan Akhir** <br> ✓ Menanyakan kesulitan siswa selama PBM <br> ✓ Menyimpulkan materi pembelajaran | • Siswa menyampaikan apa yang dipelajari dan mengutarakan |

**7. Media, alat, dan sumber bahan pelajaran**
   a. Buku teks yang Relevan ; Bhs Inggris Kelas VIII English Scaffolding.
   b. Gambar-gambar yang relevan.
   c. Kamus.

8. **Assesmen dan penilaian**
- Asesmen proses informal
  Guru memantau kegiatan siswa dalam proses belajar
- Asesmen proses formal
  Diberi 8soal yang berhubungan dengan recount text. Siswa dapat menjawab 5soal.
- Asesmen Hasil
  Media yg digunakan berupa worksheet.

| NO | INDIKATOR | BENTUK PENILAIAN | TEKNIK PENILAIAN | INSTRUMENT |
|---|---|---|---|---|
| 1 | Menjawab pertanyaan | Tes tulis | PG | *Choose the best option based on the text.* |

d) **Instrument**

A. *Read the following text to answer questions 1-8*

I had one unforgettable experience. It happened when I was in junior high school.

One day, I was called for a meeting. All teachers and my friends were scowling at me. The teachers even punished me and asked me to stand on a chair with my eyes closed in the middle of the school yard. I had no Idea why they were being so cruel to me. I was so sad that I couldn't help crying.

Then suddenly, I heard my teachers and friends sang "happy birthday". After that, they showered me with water until I was soaking wet. Next, they took me to my class. My classmate congratulated me and gave me a presents.

I was very surprised. I'll never forget that moment.

*(Adapted from:C'S vol 13 No.7,2003 by Koen Marsinah)*

1. How did the teacher "punish" the writer?
   a) By giving her a lot of task to do in the middle of the yard
   b) By asking her to stand on a chair with her eyes closed
   c) By asking her to run around the school yard
   d) By calling her bad names

2. "…were **scowling** at me." (paragraph 2)
   The synonym the underlined word is….
   a) Frowning
   b) Looking
   c) Yelling
   d) singing

3. When did the event happen?
   a) In the middle of the year
   b) The end of the year
   c) The writer was junior high school
   d) The writer was senior high school
4. Based on the text where was the writer?
   a) At home
   b) At the school
   c) At the hospital
   d) At the market
5. "After that, **they** showered me…." (paragraph 3)
   The underlined word refers to….
   a) The teacher
   b) The writer's friends
   c) The writer's classmate
   d) The writer's teacher and friends
6. What does the first sentence tell you?
   a) The problem that the writer met
   b) The funny thing in the story
   c) The opening of the story
   d) The past event
7. What is the text about?
   a) The writer's birthday
   b) The teacher's birthday
   c) The writer's graduation
   d) The school's birthday
8. Which of the following sentence is not true according to the text?
   a) All teachers and my friends were scowling at her.
   b) Her classmate gave her a present
   c) The writer was very happy.
   d) The writer celebrated her birthday party with his family.

*B. Write down the verb that use past tense and change into present tense according to the text above!*

| No | Verb (past tense) | Verb (present tense) | Meaning |
|----|-------------------|----------------------|---------|
|    |                   |                      |         |

e) **Pedoman Penilaian:**

1. Untuk A tiap jawaban benar skor = 7,5

   Untuk B tiap jawaban benar skor = 4

2. Jumlah skor maksimal  x 10 = 100

3. Nilai maksimal = 10

4. Nilai Siswa = $\dfrac{SkorPerolehan}{SkorMaksimal} x 10$

**Guru Mapel Bahasa Inggris**             **Peneliti**

**( Evi Rahmawati )**                     **(Lilis Nur Megawati)**

**Mengetahui;**

**Kepala Sekolah SMP Muhammadiyah 7 Cerme**

**( Drs. Muhammad Sururi )**

**RENCANA PELAKSANAAN PEMBELAJARAN**

**11.3**

Nama Satuan Pendidikan    : **SMP Muhammadiyah 7 Cerme**

Mata Pelajaran            : Bahasa Inggris

Kelas, Semester           : VIII / 2

Aspek/ Skill              : Reading

Jenis Teks                : Recount teks

Tema                      : Adolescence

Alokasi waktu             : 2 X 40 menit ( 1 pertemuan ).

| **Standar Kompetensi** | 11 | Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar. |
|---|---|---|
| **Kompetensi Dasar** | 11.3 | Merespon makna dan  langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *nararative.* |
| **Sub Kompetensi Dasar** | 11.3.1 | Merespon makna dan  langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* berupa *mendapatkan informasi dalam teks recount.* |
| **Sub-sub kompetensi** | 11.3.2 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount*: bagaimana cara mendapatkan informasi dalam teks recount.* |

3. **Indikator**

   a) Mengingat generic structure dari teks recount
   b) Memahami isi teks recount yang disajikan.
   c) Menunjukan benar, salah atau tidak relevannya suatu pernyataan berdasarkan informasi yang terdapat dalam teks *recount.*

4. **Tujuan pembelajaran**

   a) Diberi teks recount, siswa dapat mengingat generic structure dari teks recount dengan benar.
   b) Diberi teks recount, siswa dapat memahami isi teks recount dengan benar.
   c) Diberi teks recount, siswa dapat menunjukan benar, salah atau tidak relevannya suatu pernyataan berdasarkan informasi yang terdapat dalam *recount.*

4. **Nilai karakter**

   a) Dapat dipercaya *( Trustworthines).*
   b) Rasa hormat dan perhatian ( *Respect* ).
   c) Tekun ( *Diligence* ).
   d) Tanggung jawab ( *responsibility* )

5. **Materi Pembelajaran**

   - Teks recount tentang Adolescence.

   - Vocabulary yang terkait dengan tema:

       - Childhood

       - Friendship

       - People

   - Past tense

   - Tujuan komunikasi dari text

5. **Metode Pembelajaran:**

   PQRST strategy

   (Preview, Questions, Read, State and Test)

6. **Langkah-langkah Kegiatan Pembelajaran**

| Kegiatan Guru | Kegiatan Siswa |
|---|---|
| **Kegiatan awal** <br> ✓ Guru mengucap salam | • Siswa menjawab salam |

| | |
|---|---|
| ✓ Menanyakan kehadiran | • Siswa menjawab pertanyaan guru |
| ✓ Menanyakan kesehatan siswa | |
| ✓ Guru memperkenalkan diri | • Siswa merespon |
| ✓ Guru mengekplorasi pemahaman siswa tentang recount teks | • Siswa merespon |
| **Kegiatan Inti** | |
| ✓ Guru menyuruh siswa membentuk kelompok (1 kelompok terdiri dari 4 sisawa) | • Siswa berkumpul dengan kelompoknya masing-masing |
| ✓ **P**: Guru memberi contoh teks recount dengan menuliskan di papan tulis dengan judul " **my adolescence"** | • Siswa memperhatikan |
| ✓ Guru mengaris bawahi kalimat pertama dalam teks | • Siswa memperhatikan |
| ✓ Guru menyuruh siswa membaca teks | • Siswa merespon |
| ✓ Guru menujuk siswa untuk mengartikan teks | • Siwa yang ditunjuk mengartikan teks |
| ✓ **Q:** Guru membuat pertanyaan berdasarkan 5W+1H | • Siswa memperhatikan |
| ✓ **R:** Guru memminta Siwa membaca teks | • Siswa yang ditunjuk membaca teks |

| | |
|---|---|
| ✓ Mendiskusikan isi teks. | • Menjelaskan:<br>   - bagian-bagian teks,<br>   - bagian orientation<br>   - bagian event<br>   - bagian reorientation |
| ✓ Mejelaskan Grammar (Past tense)<br>✓ **S:** Guru meminta setiap kelompok menceritakan kembali isi teks<br>✓ **T:** Guru memberikan worksheet pada siswa<br>✓ Meminta siswa menunjukan benar, salah atau tidak relevannya suatu pernyataan berdasarkan informasi yang terdapat dalam teks *recount*. | • Mengidentifikasi stuktur bahasa pada teks recount (past tense).<br>• Siwa menceritakan kembali isi teks<br>• Siswa mengerjakan soal<br>• Mendiskusikan |
| **Kegiatan Akhir**<br>✓ Menanyakan kesulitan siswa selama PBM<br>✓ Menyimpulkan materi pembelajaran | • Siswa menyampaikan apa yang dipelajari dan mengutarakan |

7. **Media, alat, dan sumber bahan pelajaran**
   a) Buku teks yang Relevan ; Bhs Inggris Kelas VIII English Scaffolding
   b) Gambar-gambar yang relevan.
   c) Kamus

**8. Assesmen dan penilaian**
- Asesmen proses informal
  Guru memantau kegiatan siswa dalam proses belajar
- Asesmen proses formal
  Diberi 3 soal yang berhubungan dengan generic structure teks recount.
  Siswa dapat menjawab 3 soal yang berhubungan dengan generic structure teks recount
- Asesmen Hasil

  Media yg digunakan berupa worksheet.

| NO | INDIKATOR | BENTUK PENILAIAN | TEKNIK PENILAIAN | INSTRUMENT |
|----|-----------|-------------------|-------------------|------------|
| 1 | Disediakan sebuah teks recount siswa dapat menjawab pertantayaan dengan benar. | Tes tulis | Uraian | *Answer the following questions!* |
| 2 | Makna tekstual dalam teks recount | Tes tulis | T / F | *State whether the statements are TRUE or FALSE.* |

**a) Instrument**

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 extra curricular 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.

**A. The generic structure**

| 4. Orientation | |
|----------------|---|
| 5. Events | |
| 6. Reorientation | |

**B. Answer the following questions based on the text!**
1. Where did the writer find out about adolescence?
2. What is adolescence?
3. Is adolescence a period of physical growth only?
4. How old was the writer when he experienced adolescence?
5. How did it make him feel?
6. What did the writer do to divert his emotions?
7. When did the writer spend the days with his family?
8. Did the writer benefit from the activities?

**C. Read the following statements. Write T if the statement is true and F if the statement is false according to the text. Correct the false statement.**

| No | Statement | T/F | Correction |
|----|-----------|-----|------------|
| 1 | The writer read an article from novel. | | |
| 2 | She read an article about change between childhood and adulthood | | |
| 3 | She joined an English Course on Mondays | | |
| 4 | She had extra science and math lessons on Wednesdays and Thursdays. | | |
| 5 | She was an active girl | | |

**b) Pedoman Penilaian:**

1. Untuk A nilai maksimal = 30
   Untuk B tiap jawaban benar skor = 5
   Untuk C tiap jawaban benar skor = 6
2. Jumlah skor maksimal x 10 = 100

3. Nilai Siswa = $\frac{SkorPerolehan}{SkorMaksimal} x10$

**Guru Mapel Bahasa Inggris**        **Peneliti**

**( Evi Rahmawati )**        **(Lilis Nur Megawati)**

**Mengetahui;**
**Kepala Sekolah SMP Muhammadiyah 7 Cerme**

**( Drs. Muhammad Sururi )**

**RENCANA PELAKSANAAN PEMBELAJARAN**

**11.3**

| | |
|---|---|
| Nama Satuan Pendidikan | : **SMP Muhammadiyah 7 Cerme** |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas, Semester | : VIII / 2 |
| Aspek/ Skill | : Reading |
| Jenis Teks | : Recount teks |
| Tema | : Life Performance |
| Alokasi waktu | : 2 X 40 menit ( 1 pertemuan ). |

| **Standar Kompetensi** | 11 | Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar. |
|---|---|---|
| **Kompetensi Dasar** | 11.3 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *nararative.* |
| **Sub Kompetensi Dasar** | 11.3.1 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount berupa mengetahui main idea dalam teks.* |
| **Sub-sub Kompetensi** | 11.3.2 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount: bagaimana cara mengetahui main idea dalam teks recount.* |

1. **Indikator**

   d) Menyebutkan generic structure berdasarkan teks recount
   e) Mendiskusikan teks recount.
   f) Mendemonstrasikan pembahasan recount teks yang telah didiskusikan.

2. **Tujuan pembelajaran**

   d) Diberi teks recount, siwa dapat menyebutkan generic structure dengan benar.
   e) Diberi soal latihan teks recount, siswa dapat mendiskusikan teks dengan benar.
   f) Diberi soal latihan teks recount, siswa dapat mendemonstrasikan pembahasan recount teks dengan benar.

3. **Nilai karakter**

   d) Dapat dipercaya *( Trustworthines)*.

   e) Rasa hormat dan perhatian ( *Respect* ).

   f) Tekun ( *Diligence* ).

   g) Percaya diri *(Confidence)*

4. **Materi Pembelajaran**

   - English Scafolding (halaman. 103)
   - Teks recount tentang Life performance .
   - Vocabulary yang terkait dengan tema.
   - Makna gagasan /makna tekstual.
   - Simple Past Tense.

5. **Metode Pembelajaran:** PQRST strategy

6. **Langkah-langkah Kegiatan Pembelajaran**

| Kegiatan Guru | Kegiatan Siswa |
|---|---|
| **Kegiatan awal**<br><br>✓ Guru mengucap salam<br><br>✓ Menanyakan kehadiran<br><br>✓ Menanyakan kesehatan siswa | • Siswa menjawab salam<br><br>• Siswa menjawab pertanyaan guru |

| | |
|---|---|
| ✓ Guru memperkenalkan diri | • Siswa merespon |
| ✓ Guru mengekplorasi pemahaman siswa tentang recount teks | • Siswa merespon |
| **Kegiatan Inti** | |
| ✓ **P**: Guru memberi contoh teks recount dengan menuliskan di papan tulis dengan judul ”***Singing Contest”*** | • Siswa memperhatikan |
| ✓ Guru mengaris bawahi kalimat pertama dalam teks | • Siswa memperhatikan |
| ✓ Guru membaca teks | • Siswa memperhatikan |
| ✓ Guru menujuk siswa untuk mengartikan teks | • Siswa merespon |
| ✓ **Q:** Guru membuat pertanyaan berdasarkan 5W+1H | • Siswa memperhatikan |
| ✓ **R:** Guru memminta Siwa membaca teks | • Siswa yang ditunjuk membaca teks |
| ✓ Mendiskusikan isi teks. | • Menjelaskan: <br> - bagian-bagian teks, <br> - bagian orientation <br> - bagian event <br> - bagian reorientation |
| ✓ Mejelaskan Grammar (Past tense) | • Mengidentifikasi stuktur bahasa |

| | pada teks recount (past tense). |
|---|---|
| ✓ **S:** Guru meminta siwa menceritakan kembali isi teks | • Siwa menceritakan kembali isi teks |
| ✓ Guru menyuruh siswa membentuk kelompok (1 kelompok terdiri dari 4 sisawa) | • Siswa berkumpul dengan kelompoknya masing-masing |
| ✓ **T:**Guru memberikan worksheet pada siswa | • Siswa mengerjakan soal |
| ✓ Meminta siswa mendemonstrasikan pembahasan recount teks yang telah didiskusikan | • Mendiskusikan |
| **Kegiatan Akhir** | |
| ✓ Menanyakan kesulitan siswa selama PBM | • Siswa menyampaikan apa yang dipelajari dan mengutarakan |
| ✓ Menyimpulkan materi pembelajaran | |

**RENCANA PELAKSANAAN PEMBELAJARAN**

**11.3**

| | |
|---|---|
| Nama Satuan Pendidikan | : **SMP Muhammadiyah 7 Cerme** |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas, Semester | : VIII / 2 |
| Aspek/ Skill | : Reading |
| Jenis Teks | : Recount teks |
| Tema | : My unforgettable holiday |
| Alokasi waktu | : 2 X 40 menit ( 1 pertemuan ). |

| **Standar Kompetensi** | 11 | Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar. |
|---|---|---|
| **Kompetensi Dasar** | 11.3 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *nararative.* |
| **Sub Kompetensi Dasar** | 11.3.1 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount. (*berupa langkah retorika teks recount) |

1. **Indikator**

    a) Mengidentifikasi jenis teks

    b) Menentukan bagian-bagian dari teks recount

    c) Menterjemahkan teks

**2. Tujuan pembelajaran**

    a) Diberi teks recount, siswa dapat mengidentifikasi jenis teks dengan benar

    b) Diberi teks recount, siswa dapat menentukan bagian-bagian dari teks recount dengan benar

    c) Diberi teks recount, siswa dapat menerjemahkan teks dengan benar

**3. Nilai karakter**

    a) Dapat dipercaya *( Trustworthines).*

    b) Rasa hormat dan perhatian (*Respect* ).

    c) Tekun ( *Diligence* ).

**4. Materi Pembelajaran**

- Langkah retorika teks recount

      **Orientation**     : Tells who was involved, what happened, where the   events took place, and when it happened.

      **Events**     : Tell what happened and in what sequence.

      **Reorientation**     : Consists of optional-closure of events/ ending.

- Text recount tentang my holiday

- Kosa kata yang terkait tema/ jenis teks:

    Trip          Tired

    Beautiful          Vacation

    Happy          Village

**5. Metode Pembelajaran:**

PQRST strategy

(Preview, Questions, Read, State and Test)

**6. Langkah-langkah Kegiatan Pembelajaran**

| Kegiatan Guru | Kegiatan Siswa |
|---|---|
| **Kegiatan awal** |  |
| ✓ Guru mengucap salam | • Siswa menjawab salam |
| ✓ Menanyakan kehadiran | • Siswa menjawab pertanyaan guru |
| ✓ Menanyakan kesehatan siswa |  |
| ✓ Guru memperkenalkan diri | • Siswa merespon |
| ✓ Guru mengekplorasi pemahaman siswa tentang recount teks | • Siswa merespon |
| **Kegiatan Inti** |  |
| ✓ **P**: Guru memberi contoh teks recount dengan menuliskan judul di papan tulis (Holiday in Singapore) | • Siswa memperhatikan dan memahami judul |
| ✓ Guru menuliskan teks dipapan tulis | • Siswa menulisnya dibuku |
| ✓ **Q:** Guru membuat pertanyaan berdasarkan 5W+1H | • Siswa memperhatikan |
| ✓ **R:** Guru memminta Siwa membaca teks | • Siswa yang ditunjuk membaca teks |
| ✓ Mendiskusikan isi teks. | • Menjelaskan: |
|  | - bagian-bagian teks, |
|  | - bagian orientation |
|  | - bagian event |
|  | - bagian reorientation |

| | |
|---|---|
| ✓ **S:** Guru meminta siswa menceritakan kembali isi teks<br>✓ **T:** Guru memberikan worksheet pada siswa Meminta siswa membaca teks. | • Siwa yang ditunjuk menjawab<br><br>• Siswa mengerjakan soal<br>• Mendiskusikan |
| **Kegiatan Akhir**<br>✓ Menanyakan kesulitan siswa selama PBM<br>✓ Menyimpulkan materi pembelajaran | • Siswa menyampaikan apa yang dipelajari dan mengutarakan |

7. **Media, alat, dan sumber bahan pelajaran**

   a) Buku teks yang Relevan ; Bhs Inggris Kelas VIII English Scaffolding

   b) Gambar-gambar yang relevan.

   c) Kamus

8. **Assesmen dan penilaian**

   • Asesmen proses informal

   Guru memantau kegiatan siswa dalam proses belajar

   • Asesmen proses formal

   Diberi 3 soal tentang tahapan bagaimana cara menyusun langkah retorika teks recount. siswa dapat menjawab 2 soal tentang tahapan bagaimana cara menyusun langkah retorika teks recount.

   • Asesmen Hasil

   Media yg digunakan berupa worksheet

| NO | INDIKATOR | BENTUK PENILAIAN | TEKNIK PENILAIAN | INSTRUMENT |
|---|---|---|---|---|
| 1 | Disediakan sebuah teks recount siswa dapat menjawab pertantayaan dengan benar. | Tes tulis | Uraian | *Answer the following questions!* |

a) **Instrument**

**My Holiday in Flores**

I went to flores last month. I went there to visit Australian volunteer English teachers in Maumere, Ende and Bajawa. As a result, I also enjoyed the beauty of the island.

I started my first day in Maumere with Jo Keating. After visiting several schools in the city, we took an amazing journey over the mountains to the south cost. We visited a new junior high school there. Then, I traveled to Ende to meet Sharon Kidman. Ende has great market with a lovely selection of traditional woven ikat cloth and great seafood.

My Next Trip was Detusoko. It is a mountain village. I went there with Ginny Edwards. Detusoko is not far from mount Kelimutu. We woke up at 4 am to see three different colored lakes dawn. It was truly inspiring.

My final trip was to Bajawa. It is a small town high in the mountains. It was very cold place. Yet my trip was fun and memorable. I would like to go back to flores one day.

*(Adapted from : Kang GURU, December 2002)*

**A. The generic structure**

| 1. Orientation | |
|---|---|
| 2. Events | |
| 3. Reorientation | |

**B. Answer the following questions based on the text!**

1) Where did the writer go on his first day?

2) Where did the writer go after visiting Ende?

3) What was the writer's last destination?

4) How did they feel during that day?

5) When did the writer go to florest?

6) It is a mountain village."it" refers to?

7) What is the main idea of the second paragraph?

**b) Pedoman Penilaian:**

1. Untuk A dan B tiap jawaban benar skor 10

2. Jumlah skor maksimal  x 10 = 100

3. Nilai maksimal = 10

4. Nilai Siswa = $\dfrac{SkorPerolehan}{SkorMaksimal} x10$

c) **Rubrik penilaian**

| Uraian | Skor |
|---|:---:|
| Isi benar, tata bahasa benar | 10 |
| Isi benar, tata bahasa kurang tepat | 7 |
| Isi dan tata bahasa kurang tepat | 4 |
| Tidak menjawab | 0 |

**Guru Mapel Bahasa Inggris**　　　　　**Peneliti**

**( Evi Rahmawati )**　　　　　　　　**(Lilis Nur Megawati)**

**Mengetahui;**

**Kepala Sekolah SMP Muhammadiyah 7 Cerme**

**( Drs. Muhammad Sururi )**

**RENCANA PELAKSANAAN PEMBELAJARAN**

**11.3**

Nama Satuan Pendidikan    : **SMP Muhammadiyah 7 Cerme**

Mata Pelajaran              : Bahasa Inggris

Kelas, Semester             : VIII / 2

Aspek/ Skill                : Reading

Jenis Teks                  : Recount teks

Tema                        : My experience

Alokasi waktu               : 2 X 40 menit ( 1 pertemuan ).

| **Standar Kompetensi** | 11 | Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar. |
|---|---|---|
| **Kompetensi Dasar** | 11.3 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *nararative.* |
| **Sub Kompetensi Dasar** | 11.3.1 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* berupa *mengetahui ciri kebahasaan dalam teks recount.* |

1. **Indikator**

   a) Mengidentifikasi struktur bahasa yang terdapat dalam teks recount.

   b) Menentukan gagasan utama dari teks berbentuk recount.

   c) Menterjemahkan teks

2. **Tujuan pembelajaran**

   a) Diberi teks recount, siwa dapat mengidentifikasi struktur bahasa past tense yang terdapat dalam teks recount dengan benar.

   b) Diberi teks recount, siswa dapat menentukan gagasan utama teks dengan benar.

   c) Diberi teks recount, siswa dapat menterjemahkan teks dengan benar.

3. **Nilai karakter**

   a) Dapat dipercaya *( Trustworthines)*

   b) Rasa hormat dan perhatian ( *respect* )

   c) Tekun ( *diligence* )

4. **Materi Pembelajaran**

   - Vocabulary yang berkaitan dengan My Experience

   - Spelling and Pronounciation

   - Tujuan komunikasi dari teks

   - Past tense    :

     - I *got* new friends

     - I *went* to Bromo mountain yesterday

   - Contoh text recount

   **Shanty's diary**

| *Orientation* | *I got a new friend. Her name is lulu.* |
|---|---|
| *Event 1* | *I met her in my classmate's house, Tari. She is her cousin. Lulu is twelve years old. She has twin sister. Her name is Lala. Both of them are smart and beautiful. They can sing and dance beautifully. They also good in playing music instruments especially organ.* |
| *Event 2* | *I also talked to her mother. She is the best music teacher. She has popular music studio. Actually I want to be singer too.* |
| *Re  orientation* | *I was very happy they become my friends because I can learn singing, dancing and playing organ from them.* |

5. **Metode Pembelajaran:**
   PQRST strategy

   (Preview, Questions, Read, State and Test)

6. **Langkah-langkah Kegiatan Pembelajaran**

| Kegiatan Guru | Kegiatan Siswa |
|---|---|
| **Kegiatan awal** <br><br> ✓ Guru mengucap salam <br> ✓ Menanyakan kehadiran <br> ✓ Menanyakan kesehatan siswa <br> ✓ Guru melakukan apersepsi grngan mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari. | • Siswa menjawab salam <br> • Siswa menjawab <br> • Siswa merespon <br><br> • Siswa menjawab pertanyaan guru |
| **Kegiatan Inti** <br> ✓ **P**: Guru memberi contoh teks recount dengan menuliskan di papan tulis dengan judul ”**Shanty's Diary”** <br> ✓ Guru menyuruh siswa membaca teks dalam hati <br> ✓ Guru mengaris bawahi kalimat pertama dalam teks <br> ✓ Guru menujuk siswa untuk mengartikan teks | • Siswa memperhatikan <br><br> • Siswa merespon <br><br> • Siswa memperhatikan <br><br> • Siwa yang ditunjuk mengartikan teks |

| | |
|---|---|
| ✓ **Q:** Guru membuat pertanyaan berdasarkan 5W+1H<br><br>✓ **R:** Guru memminta Siwa membaca teks<br><br>✓ Mendiskusikan isi teks. | • Siswa memperhatikan<br><br>• Siswa yang ditunjuk membaca teks<br><br>• Menjelaskan:<br>   - bagian-bagian teks,<br>   - bagian orientation<br>   - bagian event<br>   - bagian reorientation |
| ✓ Mejelaskan Grammar (Past tense)<br><br>✓ **S:** Guru meminta siswa menceritakan kembali isi teks<br><br>✓ **T:** Guru memberikan worksheet pada siswa Meminta siswa membaca teks. | • Mengidentifikasi stuktur bahasa pada teks recount (past tense).<br><br>• Siswa menjawab<br><br>• Siswa mengerjakan soal<br>• Mendiskusikan |
| **Kegiatan Akhir**<br>✓ Menanyakan kesulitan siswa selama PBM<br><br>✓ Menyimpulkan materi pembelajaran | • Siswa menyampaikan apa yang dipelajari dan mengutarakan |

**7. Media, alat, dan sumber bahan pelajaran**
  a. Buku teks yang Relevan ; Bhs Inggris Kelas VIII English Scaffolding.
  b. Gambar-gambar yang relevan.
  c. Kamus.

8. **Assesmen dan penilaian**
   - Asesmen proses informal
     Guru memantau kegiatan siswa dalam proses belajar
   - Asesmen proses formal
     Diberi 8soal yang berhubungan dengan recount text. Siswa dapat menjawab 5soal.
   - Asesmen Hasil
     Media yg digunakan berupa worksheet.

| NO | INDIKATOR | BENTUK PENILAIAN | TEKNIK PENILAIAN | INSTRUMENT |
|----|-----------|------------------|------------------|------------|
| 1 | Menjawab pertanyaan | Tes tulis | PG | *Choose the best option based on the text.* |

d) **Instrument**

A. *Read the following text to answer questions 1-8*

I had one unforgettable experience. It happened when I was in junior high school.

One day, I was called for a meeting. All teachers and my friends were scowling at me. The teachers even punished me and asked me to stand on a chair with my eyes closed in the middle of the school yard. I had no Idea why they were being so cruel to me. I was so sad that I couldn't help crying.

Then suddenly, I heard my teachers and friends sang "happy birthday". After that, they showered me with water until I was soaking wet. Next, they took me to my class. My classmate congratulated me and gave me a presents.

I was very surprised. I'll never forget that moment.

*(Adapted from:C'S vol 13 No.7,2003 by Koen Marsinah)*

1. How did the teacher "punish" the writer?
   a) By giving her a lot of task to do in the middle of the yard
   b) By asking her to stand on a chair with her eyes closed
   c) By asking her to run around the school yard
   d) By calling her bad names

2. "…were **scowling** at me." (paragraph 2)
   The synonym the underlined word is….
   a) Frowning
   b) Looking
   c) Yelling
   d) singing

3. When did the event happen?
   a) In the middle of the year
   b) The end of the year
   c) The writer was junior high school
   d) The writer was senior high school
4. Based on the text where was the writer?
   a) At home
   b) At the school
   c) At the hospital
   d) At the market
5. "After that, **they** showered me…." (paragraph 3)
   The underlined word refers to….
   a) The teacher
   b) The writer's friends
   c) The writer's classmate
   d) The writer's teacher and friends
6. What does the first sentence tell you?
   a) The problem that the writer met
   b) The funny thing in the story
   c) The opening of the story
   d) The past event
7. What is the text about?
   a) The writer's birthday
   b) The teacher's birthday
   c) The writer's graduation
   d) The school's birthday
8. Which of the following sentence is not true according to the text?
   a) All teachers and my friends were scowling at her.
   b) Her classmate gave her a present
   c) The writer was very happy.
   d) The writer celebrated her birthday party with his family.

**B. Write down the verb that use past tense and change into present tense according to the text above!**

| No | Verb (past tense) | Verb (present tense) | Meaning |
|---|---|---|---|
|  |  |  |  |

e) **Pedoman Penilaian:**

1. Untuk A tiap jawaban benar skor = 7,5

   Untuk B tiap jawaban benar skor = 4

2. Jumlah skor maksimal  x 10 = 100

3. Nilai maksimal = 10

4. Nilai Siswa $= \dfrac{SkorPerolehan}{SkorMaksimal} x10$

**Guru Mapel Bahasa Inggris**                    **Peneliti**

**( Evi Rahmawati )**                              **(Lilis Nur Megawati)**

**Mengetahui;**

**Kepala Sekolah SMP Muhammadiyah 7 Cerme**

**( Drs. Muhammad Sururi )**

**RENCANA PELAKSANAAN PEMBELAJARAN**

**11.3**

| | | |
|---|---|---|
| Nama Satuan Pendidikan | : | **SMP Muhammadiyah 7 Cerme** |
| Mata Pelajaran | : | Bahasa Inggris |
| Kelas, Semester | : | VIII / 2 |
| Aspek/ Skill | : | Reading |
| Jenis Teks | : | Recount teks |
| Tema | : | Adolescence |
| Alokasi waktu | : | 2 X 40 menit ( 1 pertemuan ). |

| **Standar Kompetensi** | 11 | Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar. |
|---|---|---|
| **Kompetensi Dasar** | 11.3 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *nararative.* |
| **Sub Kompetensi Dasar** | 11.3.1 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* berupa *mendapatkan informasi dalam teks recount.* |

1. **Indikator**

   a) Mengingat generic structure dari teks recount
   b) Memahami isi teks recount yang disajikan.
   c) Menunjukan benar, salah atau tidak relevannya suatu pernyataan berdasarkan informasi yang terdapat dalam teks *recount.*

2. **Tujuan pembelajaran**

   a) Diberi teks recount, siswa dapat mengingat generic structure dari teks recount dengan benar.

   b) Diberi teks recount, siswa dapat memahami isi teks recount dengan benar.

   c) Diberi teks recount, siswa dapat menunjukan benar, salah atau tidak relevannya suatu pernyataan berdasarkan informasi yang terdapat dalam *recount.*

3. **Nilai karakter**

   a) Dapat dipercaya *( Trustworthines).*
   b) Rasa hormat dan perhatian ( *Respect* ).
   c) Tekun ( *Diligence* ).
   d) Tanggung jawab ( *responsibility* )

4. **Materi Pembelajaran**

   • Teks recount tentang Adolescence.

   • Vocabulary yang terkait dengan tema:

   - Childhood

   - Friendship

   - People

   • Past tense

   • Tujuan komunikasi dari text

5. **Metode Pembelajaran:**

   PQRST strategy

   (Preview, Questions, Read, State and Test)

6. **Langkah-langkah Kegiatan Pembelajaran**

| Kegiatan Guru | Kegiatan Siswa |
|---|---|
| **Kegiatan awal** <br><br> ✓ Guru mengucap salam <br><br> ✓ Menanyakan kehadiran <br><br> ✓ Menanyakan kesehatan siswa <br><br> ✓ Guru memperkenalkan diri | • Siswa menjawab salam <br><br><br> • Siswa menjawab pertanyaan guru <br><br> • Siswa merespon |

| | |
|---|---|
| ✓ Guru mengekplorasi pemahaman siswa tentang recount teks | • Siswa merespon |
| **Kegiatan Inti** | |
| ✓ Guru menyuruh siswa membentuk kelompok (1 kelompok terdiri dari 4 sisawa) | • Siswa berkumpul dengan kelompoknya masing-masing |
| ✓ **P**: Guru memberi contoh teks recount dengan menuliskan di papan tulis dengan judul ” **my adolescence”** | • Siswa memperhatikan |
| ✓ Guru mengaris bawahi kalimat pertama dalam teks | • Siswa memperhatikan |
| ✓ Guru menyuruh siswa membaca teks | • Siswa merespon |
| ✓ Guru menujuk siswa untuk mengartikan teks | • Siwa yang ditunjuk mengartikan teks |
| ✓ **Q:** Guru membuat pertanyaan berdasarkan 5W+1H | • Siswa memperhatikan |
| ✓ **R:** Guru memminta Siwa membaca teks | • Siswa yang ditunjuk membaca teks |
| ✓ Mendiskusikan isi teks. | • Menjelaskan: <br> - bagian-bagian teks, <br> - bagian orientation <br> - bagian event <br> - bagian reorientation |

| | |
|---|---|
| ✓ Mejelaskan Grammar (Past tense) | • Mengidentifikasi stuktur bahasa pada teks recount (past tense). |
| ✓ **S:** Guru meminta setiap kelompok menceritakan kembali isi teks | • Siwa menceritakan kembali isi teks |
| ✓ **T:** Guru memberikan worksheet pada siswa | • Siswa mengerjakan soal |
| ✓ Meminta siswa menunjukan benar, salah atau tidak relevannya suatu pernyataan berdasarkan informasi yang terdapat dalam teks *recount.* | • Mendiskusikan |
| **Kegiatan Akhir** ✓ Menanyakan kesulitan siswa selama PBM ✓ Menyimpulkan materi pembelajaran | • Siswa menyampaikan apa yang dipelajari dan mengutarakan |

7. **Media, alat, dan sumber bahan pelajaran**
   a) Buku teks yang Relevan ; Bhs Inggris Kelas VIII English Scaffolding
   b) Gambar-gambar yang relevan.
   c) Kamus

8. **Assesmen dan penilaian**
   • Asesmen proses informal
     Guru memantau kegiatan siswa dalam proses belajar
   • Asesmen proses formal
     Diberi 3 soal yang berhubungan dengan generic structure teks recount. Siswa dapat menjawab 3 soal yang berhubungan dengan generic structure teks recount
   • Asesmen Hasil
     Media yg digunakan berupa worksheet.

| NO | INDIKATOR | BENTUK PENILAIAN | TEKNIK PENILAIAN | INSTRUMENT |
|---|---|---|---|---|
| 1 | Disediakan sebuah teks recount siswa dapat menjawab pertantayaan dengan benar. | Tes tulis | Uraian | *Answer the following questions!* |
| 2 | Makna tekstual dalam teks recount | Tes tulis | T / F | *State whether the statements are TRUE or FALSE.* |

### a) Instrument

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 extra curricular 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.

### A. The generic structure

| 4. Orientation | |
|---|---|
| 5. Events | |
| 6. Reorientation | |

### B. Answer the following questions based on the text!
1. Where did the writer find out about adolescence?
2. What is adolescence?
3. Is adolescence a period of physical growth only?
4. How old was the writer when he experienced adolescence?
5. How did it make him feel?
6. What did the writer do to divert his emotions?
7. When did the writer spend the days with his family?
8. Did the writer benefit from the activities?

**C. Read the following statements. Write T if the statement is true and F if the statement is false according to the text. Correct the false statement.**

| No | Statement | T/F | Correction |
|----|-----------|-----|-----------|
| 1 | The writer read an article from novel. | | |
| 2 | She read an article about change between childhood and adulthood | | |
| 3 | She joined an English Course on Mondays | | |
| 4 | She had extra science and math lessons on Wednesdays and | | |
| 5 | Thursdays. She was an active girl | | |

**b) Pedoman Penilaian:**

    1. Untuk A nilai maksimal            = 30

        Untuk B tiap jawaban benar skor   = 5

        Untuk C tiap jawaban benar skor   = 6

    2. Jumlah skor maksimal  x 10 = 100

    3. Nilai Siswa = $\dfrac{SkorPerolehan}{SkorMaksimal} x10$

**Guru Mapel Bahasa Inggris**          **Peneliti**

**( Evi Rahmawati )**                  **(Lilis Nur Megawati)**

**Mengetahui;**

**Kepala Sekolah SMP Muhammadiyah 7 Cerme**

**( Drs. Muhammad Sururi )**

**RENCANA PELAKSANAAN PEMBELAJARAN**

**11.3**

Nama Satuan Pendidikan    : **SMP Muhammadiyah 7 Cerme**

Mata Pelajaran           : Bahasa Inggris

Kelas, Semester          : VIII / 2

Aspek/ Skill             : Reading

Jenis Teks               : Recount teks

Tema                    : Life Performance

Alokasi waktu          : 2 X 40 menit ( 1 pertemuan ).

| **Standar Kompetensi** | 11 | Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar. |
|---|---|---|
| **Kompetensi Dasar** | 11.3 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *nararative.* |
| **Sub Kompetensi Dasar** | 11.3.1 | Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount berupa mengetahui main idea dalam teks.* |

1. **Indikator**

   a) Menyebutkan generic structure berdasarkan teks recount
   b) Mendiskusikan teks recount.
   c) Mendemonstrasikan pembahasan recount teks yang telah didiskusikan.

2. **Tujuan pembelajaran**

   a) Diberi teks recount, siwa dapat menyebutkan generic structure dengan benar.

   b) Diberi soal latihan teks recount, siswa dapat mendiskusikan teks dengan benar.

   c) Diberi soal latihan teks recount, siswa dapat mendemonstrasikan pembahasan recount teks dengan benar.

3. **Nilai karakter**

   a) Dapat dipercaya *( Trustworthines).*

   b) Rasa hormat dan perhatian ( *Respect* ).

   c) Tekun ( *Diligence* ).

   d) Percaya diri *(Confidence)*

4. **Materi Pembelajaran**

   - English Scafolding (halaman. 103)
   - Teks recount tentang Life performance .
   - Vocabulary yang terkait dengan tema.
   - Makna gagasan /makna tekstual.
   - Simple Past Tense.

5. **Metode Pembelajaran:** PQRST strategy

6. **Langkah-langkah Kegiatan Pembelajaran**

| Kegiatan Guru | Kegiatan Siswa |
|---|---|
| **Kegiatan awal**<br><br>✓ Guru mengucap salam<br><br>✓ Menanyakan kehadiran<br><br>✓ Menanyakan kesehatan siswa<br><br>✓ Guru memperkenalkan diri<br><br>✓ Guru mengekplorasi pemahaman siswa | • Siswa menjawab salam<br><br>• Siswa menjawab pertanyaan guru<br><br><br>• Siswa merespon<br><br><br>• Siswa merespon |

| **Kegiatan Inti** | |
|---|---|
| ✓ **P**: Guru memberi contoh teks recount dengan menuliskan di papan tulis dengan judul ”***Singing Contest”*** | • Siswa memperhatikan |
| ✓ Guru mengaris bawahi kalimat pertama dalam teks | • Siswa memperhatikan |
| ✓ Guru membaca teks | • Siswa memperhatikan |
| ✓ Guru menujuk siswa untuk mengartikan teks | • Siswa merespon |
| ✓ **Q:** Guru membuat pertanyaan berdasarkan 5W+1H | • Siswa memperhatikan |
| ✓ **R:** Guru memminta Siwa membaca teks | • Siswa yang ditunjuk membaca teks |
| ✓ Mendiskusikan isi teks. | • Menjelaskan: <br> - bagian-bagian teks, <br> - bagian orientation <br> - bagian event <br> - bagian reorientation |
| ✓ Mejelaskan Grammar (Past tense) | • Mengidentifikasi stuktur bahasa pada teks recount (past tense). |
| ✓ **S:** Guru meminta siwa menceritakan kembali isi teks | • Siwa menceritakan kembali isi teks |
| ✓ Guru menyuruh siswa membentuk kelompok (1 kelompok terdiri dari 4 sisawa) | • Siswa berkumpul dengan kelompoknya masing-masing |

| | |
|---|---|
| ✓ **T:**Guru memberikan worksheet pada siswa<br>✓ Meminta siswa mendemonstrasikan pembahasan recount teks yang telah didiskusikan | • Siswa mengerjakan soal<br>• Mendiskusikan |
| **Kegiatan Akhir**<br>✓ Menanyakan kesulitan siswa selama PBM<br>✓ Menyimpulkan materi pembelajaran | • Siswa menyampaikan apa yang dipelajari dan mengutarakan |

7. **Media, alat, dan sumber bahan pelajaran**
    a. Buku teks yang Relevan ; Bhs Inggris Kelas VIII English Scaffolding
    b. Gambar-gambar yang relevan.
    c. Kamus

8. **Penilaian**

| NO | INDIKATOR | BENTUK PENILAIAN | TEKNIK PENILAIAN | INSTRUMENT |
|---|---|---|---|---|
| 1 | Disediakan sebuah teks recount siswa dapat menjawab pertantayaan dengan benar. | Tes tulis | Uraian | *Answer the following questions!* |

a) **Instrument**

I was chosen by my teacher to join the Traditional Dance Festival. It was the first and the biggest festival for me. At first, I did not confident. However my teacher told me that I could do it. After that, I practiced dancing diligently.

Today my parents took me to the festival. They did not want to miss it. Then, the time came for me to go on the stage. When performing, I was not as nervous as I thought. Finally I did it. The result was better that I expected. I won and I was given to chance to go to Japan the following month. I was very happy.

**A. The generic structure**

| | |
|---|---|
| 1. Orientation | |
| 2. Events | |
| 3. Reorientation | |

**B. Answer the following questions based on the text!**

1. When did Putri join the Tradition Dance Festival?
2. Why did Putri join the Tradition Dance Festival?
3. What did Putri do before she joined the festival?
4. When will Putri go to Japan?
5. What is the antonym the word "Confident" in the first paragraph?

**C. Write down the verb that use past tense and change into present tense according to the text above!**

| No | Verb (past tense) | Verb (present tense) | Meaning |
|---|---|---|---|
| | | | |

**D.  Make summarize based on the text above by using your own word!**



**b)  Pedoman Penilaian:**

1. Untuk A skor maksimal           = 25

   Untuk B tiap jawaban benar skor   = 5

   Untuk C skor maksimal           = 25

   Untuk D skor maksimal           = 25

2. Jumlah skor maksimal  x 10 = 100

3. Nilai Siswa = $\dfrac{SkorPerolehan}{SkorMaksimal}x10$

**Guru Mapel Bahasa Inggris**                          **Peneliti**

**( Evi Rahmawati )**                                  **(Lilis Nur Megawati)**

**Mengetahui;**
**Kepala Sekolah SMP Muhammadiyah 7 Cerme**

**( Drs. Muhammad Sururi )**

**Appendix 6    : The List of Students' name of VIII-B Class**

| No | Name | Sex | |
|---|---|---|---|
| | | **M** | **F** |
| 1 | ADR | M | |
| 2 | ADP | M | |
| 3 | AAS | M | |
| 4 | ATR | M | |
| 5 | A | | F |
| 6 | DI | M | |
| 7 | DIRS | | F |
| 8 | EK | M | |
| 9 | ER | M | |
| 10 | FAS | M | |
| 11 | FA | M | |
| 12 | FAP | | F |
| 13 | FAC | | F |
| 14 | H | M | |
| 15 | IAW | M | |
| 16 | IPS | | F |
| 17 | MAA | M | |
| 18 | NCW | M | |
| 19 | NF | M | |
| 20 | PM | | F |
| 21 | RRI | | F |
| 22 | SU | M | |
| 23 | TK | | F |
| 24 | VA | | F |
| 25 | VNA | | F |
| 26 | WWSNN | | F |
| 27 | YPR | | F |
| 28 | YS | | F |
| **Total** | | **15** | **13** |

**Appendix 7    : The Score of Students' Worksheet**

| No | Name | Meeting | | | |
|---|---|---|---|---|---|
| | | **1** | **2** | **3** | **4** |
| 1 | ADR | 64 | 70 | 83 | 85 |
| 2 | ADP | 75 | 77.5 | 83 | 85 |
| 3 | AAS | 74 | 84.5 | 85 | 90 |
| 4 | ATR | 71 | 73.5 | 85 | 90 |
| 5 | A | 84 | 85 | 94 | 95 |
| 6 | DI | 68 | 72.5 | 83 | 85 |
| 7 | DIRS | 87 | 88 | 94 | 95 |
| 8 | EK | 78 | 80.5 | 83 | 85 |
| 9 | ER | 81 | 88 | 94 | 95 |
| 10 | FAS | - | 70 | 83 | 85 |
| 11 | FA | 74 | 76 | 83 | 85 |
| 12 | FAP | 74 | 77 | 85 | 90 |
| 13 | FAC | 74 | 80 | 85 | 90 |
| 14 | H | 67 | 73 | 79 | 80 |
| 15 | IAW | 87 | 88.5 | 94 | 95 |
| 16 | IPS | 74 | 80 | 90 | 95 |
| 17 | MAA | 67 | 70 | 79 | 80 |
| 18 | NCW | 70 | 73 | 79 | 80 |
| 19 | NF | 56 | 70 | 79 | 80 |
| 20 | PM | 84 | 88 | 94 | 95 |
| 21 | RRI | 67 | 73.5 | 90 | 95 |
| 22 | SU | 64 | 73.5 | 83 | 85 |
| 23 | TK | - | 76.5 | 83 | 85 |
| 24 | VA | 80 | 84.5 | 94 | 95 |
| 25 | VNA | 64 | 77 | 90 | 95 |
| 26 | WWSNN | 74 | 84.5 | 90 | 95 |
| 27 | YPR | 84 | 88 | 94 | 95 |
| 28 | YS | 84 | 88.5 | 94 | 95 |
| **Total Score** | | **1888** | **2211** | **2432** | **2500** |
| **Average Score** | | **72.61** | **78.96** | **86.87** | **89.28** |

**Appendix 8: The Score of Pre and Post Test**

| No | Nama | Pre Test Score | | Success | Unsuccessful | Post Test Score | | Success | Unsuccessful |
|---|---|---|---|---|---|---|---|---|---|
| 1 | ADR | | 50 | | √ | 77 | | √ | |
| 2 | ADP | | 50 | | √ | 77 | | √ | |
| 3 | AAS | | 50 | | √ | 77 | | √ | |
| 4 | ATR | | 63 | | √ | 80 | | √ | |
| 5 | A | | 63 | | √ | 80 | | √ | |
| 6 | DI | | 37 | | √ | 77 | | √ | |
| 7 | DIRS | 77 | | √ | | 83 | | √ | |
| 8 | EK | | 50 | | √ | 77 | | √ | |
| 9 | ER | | 50 | | √ | 77 | | √ | |
| 10 | FAS | | 63 | | √ | 80 | | √ | |
| 11 | FA | | 63 | | √ | 83 | | √ | |
| 12 | FAP | 77 | | √ | | 83 | | √ | |
| 13 | FAC | | 47 | | √ | 77 | | √ | |
| 14 | H | | 47 | | √ | 77 | | √ | |
| 15 | IAW | | 63 | | √ | 80 | | √ | |
| 16 | IPS | | 63 | | √ | 80 | | √ | |
| 17 | MAA | 77 | | √ | | 83 | | √ | |
| 18 | NCW | | 47 | | √ | 77 | | √ | |
| 19 | NF | | 43 | | √ | 77 | | √ | |
| 20 | PM | 77 | | √ | | 83 | | √ | |
| 21 | RRI | | 47 | | √ | 77 | | √ | |
| 22 | SU | | 63 | | √ | 80 | | √ | |
| 23 | TK | 80 | | √ | | 90 | | √ | |
| 24 | VA | 83 | | √ | | 93 | | √ | |
| 25 | VNA | | 47 | | √ | 77 | | √ | |
| 26 | WWSNN | | 53 | | √ | 80 | | √ | |
| 27 | YPR | | 50 | | √ | 77 | | √ | |
| 28 | YS | | 53 | | √ | 80 | | √ | |
| **Total Score** | | 1523 | | 6 | 22 | 2239 | | 28 | |
| **Average Score** | | 54,39 | | | | 79,96 | | | |

**Appendix 9: The sample of the students' Pre test**

**Appendix 10: The sample of the students' Post test**

**Appendix 11: Observation Checklist**

**Observation Checklist**

Date           :

Observer       :

Meeting        :

| Activities Stage | Description of Activity Stage | Meeting 1 | |
|---|---|---|---|
| | | **Yes** | **No** |
| **Opening Class activity** | **Teacher Activities**<br><br>1. Opening class<br>2. The teacher greeted the students and prayed together.<br>3. Check the students attendance list<br>4. Teacher explains the material. | | |
| **Reading Process** | **Teacher Activities**<br>Pre-Reading<br><br>1. Teacher explains to the student that they are going to learn using PQRST strategy.<br>2. Teacher Explain about PQRST strategy and she will guide them to use it during reading process.<br>3. Divided the student into group.<br>4. Teacher asks some question related to the material or Topic.<br>5. Distribute the material to students.<br>6. Telling the student some information related to the topic.<br>7. Providing the opportunity for students to think about the topic. | | |
| | **Teacher Activities**<br>While-Reading<br><br>1. Ask the student to read the material given.<br>2. Watching the student's work and ask if there is problem related to the material.<br>3. The teacher motivated the students to be more active. | | |

| | | | |
|---|---|---|---|
| | 4. The teacher moves around the class and made eye contact to the student.<br>5. Deliver the question to the students about the material or text.<br>6. Teacher clarifies the student's answer and make sure they understand about the material.<br>7. Teacher gives opportunity for the students to explore their thought about what they have just read. | | |
| | **Teacher Activities**<br>Post-Reading<br><br>1. Teacher makes sure the students know well the material.<br>2. Teacher give reward to the students. | | |
| **Closing Class activity** | **Teacher Activities**<br><br>1. Teacher gives feedback.<br><br>2. Teacher close learning process by saying salam | | |
| | **Students Activity**<br><br>1. Students are enjoy<br><br>2. Students are comfortable and relax during the classroom activity<br><br>3. Students are active during teaching learning process<br><br>4. Students share their ideas<br><br>5. Students are interested when PQRST strategy is implemented<br><br>6. Students are able to master the material<br><br>7. Students are asking the teacher's help | | |

# Observation Checklist

Date : 

Observer : 

Meeting : 

| Activities Stage | Description of Activity Stage | Meeting 1 | |
| --- | --- | --- | --- |
| | | Yes | No |
| **Opening Class activity** | **Teacher Activities**<br><br>5. Opening class<br>6. The teacher greeted the students and prayed together.<br>7. Check the students attendance list<br>8. Teacher explains the material. | | |
| **Reading Process** | **Teacher Activities**<br>Pre-Reading<br><br>8. Teacher explains to the student that they are going to learn using PQRST strategy.<br>9. Teacher Explain about PQRST strategy and she will guide them to use it during reading process.<br>10. Divided the student into group.<br>11. Teacher asks some question related to the material or Topic.<br>12. Distribute the material to students.<br>13. Telling the student some information related to the topic.<br>14. Providing the opportunity for students to think about the topic. | | |
| | **Teacher Activities**<br>While-Reading<br><br>8. Ask the student to read the material given.<br>9. Watching the student's work and ask if there is problem related to the material.<br>10. The teacher motivated the students to be more active. | | |

| | | | |
|---|---|---|---|
| | 11. The teacher moves around the class and made eye contact to the student.<br>12. Deliver the question to the students about the material or text.<br>13. Teacher clarifies the student's answer and make sure they understand about the material.<br>14. Teacher gives opportunity for the students to explore their thought about what they have just read. | | |
| | **Teacher Activities**<br>Post-Reading<br><br>3. Teacher makes sure the students know well the material.<br>4. Teacher give reward to the students. | | |
| **Closing Class activity** | **Teacher Activities**<br><br>3. Teacher gives feedback.<br><br>4. Teacher close learning process by saying salam | | |
| | **Students Activity**<br><br>8. Students are enjoy<br><br>9. Students are comfortable and relax during the classroom activity<br><br>10. Students are active during teaching learning process<br><br>11. Students share their ideas<br><br>12. Students are interested when PQRST strategy is implemented<br><br>13. Students are able to master the material<br><br>14. Students are asking the teacher's help | | |

## Observation Checklist

Date         :

Observer    :

Meeting     :

| Activities Stage | Description of Activity Stage | Meeting 1 | |
|---|---|---|---|
| | | Yes | No |
| **Opening Class activity** | **Teacher Activities**<br><br>9. Opening class<br>10. The teacher greeted the students and prayed together.<br>11. Check the students attendance list<br>12. Teacher explains the material. | | |
| **Reading Process** | **Teacher Activities**<br>Pre-Reading<br><br>15. Teacher explains to the student that they are going to learn using PQRST strategy.<br>16. Teacher Explain about PQRST strategy and she will guide them to use it during reading process.<br>17. Divided the student into group.<br>18. Teacher asks some question related to the material or Topic.<br>19. Distribute the material to students.<br>20. Telling the student some information related to the topic.<br>21. Providing the opportunity for students to think about the topic. | | |
| | **Teacher Activities**<br>While-Reading<br><br>15. Ask the student to read the material given.<br>16. Watching the student's work in group and ask if there is problem related to the material.<br>17. The teacher motivated the students to be more active in discussing | | |

| | | | |
|---|---|---|---|
| | material<br>18. The teacher moves around the class and made eye contact to the student.<br>19. Deliver the question to all groups about the material or text.<br>20. Teacher clarifies the student's answer and make sure they understand about the material.<br>21. Teacher gives opportunity for the group to explore their thought about what they have just read. | | |
| | **Teacher Activities**<br>Post-Reading<br><br>5. Teacher makes sure the teacher know well the material.<br>6. Teacher give reward each group of student. | | |
| **Closing Class activity** | **Teacher Activities**<br><br>5. Teacher gives feedback.<br><br>6. Teacher close learning process by saying salam | | |
| | **Students Activity**<br><br>15. Students are enjoy<br>16. Students are comfortable and relax during the classroom activity<br>17. Students are active during teaching learning process<br>18. Students share their ideas<br>19. Students are interested when PQRST strategy is implemented<br>20. Students are able to master the material.<br>21. Students are asking the teacher's help | | |

## Observation Checklist

Date          :

Observer     :

Meeting      :

| Activities Stage | Description of Activity Stage | Meeting 1 | |
|---|---|---|---|
| | | Yes | No |
| **Opening Class activity** | **Teacher Activities**<br><br>13. Opening class<br>14. The teacher greeted the students and prayed together.<br>15. Check the students attendance list<br>16. Teacher explains the material. | | |
| **Reading Process** | **Teacher Activities**<br>Pre-Reading<br><br>22. Teacher explains to the student that they are going to learn using PQRST strategy.<br>23. Teacher Explain about PQRST strategy and she will guide them to use it during reading process.<br>24. Divided the student into group.<br>25. Teacher asks some question related to the material or Topic.<br>26. Distribute the material to students.<br>27. Telling the student some information related to the topic.<br>28. Providing the opportunity for students to think about the topic. | | |
| | **Teacher Activities**<br>While-Reading<br><br>22. Ask the student to read the material given.<br>23. Watching the student's work in group and ask if there is problem related to the material.<br>24. The teacher motivated the students to be more active in discussing | | |

| | | | |
|---|---|---|---|
| | material<br>25. The teacher moves around the class and made eye contact to the student.<br>26. Deliver the question to all groups about the material or text.<br>27. Teacher clarifies the student's answer and make sure they understand about the material.<br>28. Teacher gives opportunity for the group to explore their thought about what they have just read. | | |
| | **Teacher Activities**<br>Post-Reading<br><br>7. Teacher makes sure the teacher know well the material.<br>8. Teacher give reward each group of student. | | |
| **Closing Class activity** | **Teacher Activities**<br><br>7. Teacher gives feedback.<br><br>8. Teacher close learning process by saying salam | | |
| | **Students Activity**<br><br>22. Students are enjoy<br>23. Students are comfortable and relax during the classroom activity<br>24. Students are active during teaching learning process<br>25. Students share their ideas<br>26. Students are interested when PQRST strategy is implemented<br>27. Students are able to master the material.<br>28. Students are asking the teacher's help | | |

**Appendix 12:  Diary Journal of the Teacher**

The diary journal was used to record all the things that happened in the classroom during the implementation of PQRST strategy to improve students' reading comprehension using PQRST strategy at eight grader student of SMP Muhammadiyah 7 Cerme, in the diary journal, the researcher writes the problems and all activities in the class. It was written in every after meeting in the class on piece of particular paper which was started from the first cycle on 9th January to 30th January 2013. It was started from the first meeting until the sixth meeting of cycle one. The first meeting was Pre test that conducted on 9th January 2013.

**Meeting 1 (10th January 2013)**

In the first meeting, when the teacher came to the classroom the situation was crowded. The teacher greeted the students and asked about their condition. After doing it, she checked the attendance list. Only one student was absent because of sick. Then she asked the students about the topic that they have learn to day. Only one student answered that today's material was reading recount text and the other students did not care at all because most of the students did not like reading.

After that, the teacher gave information that during the researcher doing the research, she would implement PQRST strategy to teach reading. The students seemed to be interested with this strategy because it's new for the students to study reading. The teacher had given the example of recount text and give explanation how the PQRST worked.

Then, the teacher distributed students' worksheet and asked the students to read the text and answer all the questions. During the activity, the teacher monitored the students and helped the students if they were found the difficulties. When the time was over, the teacher asked the students to stop their activity although some students had finished yet. After doing the exercise, the teacher and the students discussed the exercise together in order that they knew whether their answer true or not. The teacher asked the students checked and gave point in their correct answer then collected to the teacher.

In the post teaching, Teacher asked the students about what they learn in that day. After that, teacher gave students opportunity to ask some questions to the students. Then, teacher closed the class by greeting the students.

**Meeting 2 (16<sup>th</sup> January 2013)**

It was second meeting, when the teacher came to the classroom; the first thing that the teacher did were greeting students and checking the attendance list. The teacher noticed the situation of the classroom. It was little bit different with the previous meeting when she greeted them, most of the students was enthusiasm and showed that they were interested to follow the teaching learning process in the class.

Whilst teaching activity the teacher reviewed the previous material and explanation about the implementation of PQRST strategy to the students. Most of them paid attention to the teachers' explanation and rest of them were only kept silent without any responses. She ensure that the students already knew what they

have to do, she gave the students some question related the explanation that they have before. After that the teacher continued to the next activity.

The teacher distributed the worksheet to the students, this activity like the previous meeting and she asked the students to read and answer the question. Most of them focus on finishing their assignment, in this meeting most of them used dictionary to find difficult words in their reading, and it meant that they did not depend on the teacher and their friends. During the activity, the teacher monitored the students and helped the students if they were found the difficulties.

After finishing the worksheets, the students and the teacher discussed it together in order that they knew whether their answer true or not. The teacher asked the students checked and gave point in their correct answer then collected to the teacher.

In the post teaching, Teacher asked the students about what they have learned in that day. After that, teacher gave students opportunity to ask some questions to the students and she motivated students to improve their reading comprehension. Time was up, the teacher closed the class.

**Meeting 3 (17<sup>th</sup> January 2013)**

It was third meeting the teacher came to the class. Most of them were happy when the teacher coming. The teacher only smiled and greeted the students and asked about their condition. They were excited to answer it. Then, she checked the attendance list. All of the students presents in classroom. After that, she reviewed the previous material and most of them still remembered it.

In whilst teaching, the teacher gave example of recount text and it explained by using PQRST strategy. For this meeting, the teacher tried to make other activities which difference with previous meeting. She divided the students into group. One group consisted of 4 students and it was divided based on their choice. She gave the students material that it was little bit difficult with the material was given.

In the next activity, the teacher distributed the worksheet for the students to work in group. She asked them to cooperate when solving the problem or questions in worksheet with their own group. The students used the dictionary to find the difficult word in their reading. The teacher guided the students by walking around the class and asked them about their difficulties in understanding reading passage. The students seemed enthusiasm in discussion with friends to answer the questions in worksheet.

After doing the exercise, the students and the teachers discussed the exercise together. Then the students had to write down their answer. The teacher asked the students checked and gave point in their correct answer then collected to the teacher.

In the post teaching, Teacher asked the students about what they have learned in that day. After that, teacher gave students opportunity to ask some questions to the students and she motivated students to improve their reading comprehension. Next, the teacher closed the class.

**Meeting 4 (23th January 2013)**

It was third meeting the teacher came to the class. As usual, the first thing that the teacher did was greeted the students and checked the students attendance list. In that day, all of them were presents in the class. After that the teacher asked about their condition, they were excited to answer it. Then she reviewed the previous material on that day. Most of them still remembered about it.

In whilst teaching, the teacher divided the activities into two. The first activity was gave example of recount text which the topic difference with previous meeting and it explained by using PQRST strategy. Then continued to the second activity, the teacher distributed the worksheet and asked the students to read and answer the question. But before it, the teacher asked the students to make a group like the previous meeting. One group consisted of 4 students. Next she asked them to cooperate when solving the problem or questions in worksheet with their own group. The students used the dictionary to find the difficult word in their reading. During the discussion, the researcher moved around the class and helped the students if they had difficulties. The students seemed enthusiasm in discussion with friends to answer the questions in worksheet. All of them tried doing best for their group.

After doing the exercise, the students and the teachers discussed the exercise together. Then the students had to write down their answer. The teacher asked the students checked and gave point in their correct answer then collected to the teacher.

In the post teaching, Teacher asked the students about what they have learned in that day. After that, teacher gave students opportunity to ask some questions to the students and she motivated students to improve their reading comprehension. In the end of meeting, the teacher greeted the students and closed the class.

**Appendix 13: Teacher's Partner Field Notes**

**Cycle 1**

The field note was a note written by the teacher partner to write down all the activities which was not mentioned in the observation. It was also need for teacher partner to give comments and suggestions.

The teacher partner wrote this field note when the teacher delivered the material to the students. Every time the teacher came to the classroom. The teacher partner joined the class and wrote all the incidents that happen in the class. The field notes started on 10th January to 23th January 2013.

The data below was the result of the teacher partner's observation during the implementation of PQRST strategy in the class which was written in the field notes will be presented as below.

**Meeting 1 (10th January 2013)**

It was the first meeting when the teacher partner came to the classroom with the teacher. The teacher partner saw that the situation of the class was crowded because the teacher who taught them was new a teacher so it made them fell difference like usual. But it could handle by the teacher. The first thing that teacher did in pre teaching activity was greeting and checking the students attendance list then the teacher asked to the students about the material on previous day as brainstorming before going to the material.

In whilst teaching, the teacher explained the material about recount text and gave example about it by using PQRST strategy as she had explained during the socialization of the strategy to the students. The students seemed interested in the strategy.

The teacher' voice was loud enough so the students could apprehend her explanation well. To ensure that students knew how the PQRST strategy worked. The teacher distributed student's worksheet and asked the students to read and answered the questions. During the activity, the teacher moved around the class to monitor the students and helped the students if they were found the difficulties.

After doing the worksheet, the teacher and the students discussed the exercise together. The teacher asked the students checked and gave point in their correct answer then collected to the teacher.

In the post teaching, Teacher asked the students about what they learn in that day to ensure whether the students understand or not.  After that, teacher gave students opportunity to ask some questions to the students. Then, teacher closed the class.

**Meeting 2 (16<sup>th</sup> January 2013)**

It was second meeting when the teacher partner came to the classroom. The students were not crowed like the previous meeting. As usual, the first thing that the teacher did was greeting students and checking the attendance list. Then the teacher reminded the students about the material that they have studied. After that the teacher asked about the material that was going to teach on that day.

In whilst teaching, the teacher explained the material about recount text by applying PQRST strategy and gave an example but it difference topic with the previous meeting.

Next, the teacher conducted worksheet and asked the students to read and answered the questions. During the activity, some of the students complained because of the copy of worksheet were not clear. Then the teacher moved around the class to monitor the students and helped the students if they were found the difficulties.

After doing the worksheet, the teacher and the students discussed the exercise together. The teacher asked the students checked and gave point in their correct answer then collected the worksheet to the teacher.

In the post teaching, Teacher asked the students about what they learn in that day to ensure whether the students understand or not. After that, teacher gave students opportunity to ask some questions to the students. Then, teacher closed the class.

In this meeting, I saw that the teacher and the students could cooperate well and there were improvement for the students, they were enthusiasm to finish the worksheet. But I though that the activities made the students little bit board. Therefore I suggest that for next meeting, they were study in group. So it made the students more active and can discuss with their friends about their problems.

**Meeting 3 (17<sup>th</sup> January 2013)**

It was third meeting when the teacher partner came to the classroom. The condition of the class looked difference with the previous meeting. Most of them were happy and enthusiasm when the teacher coming. Then, the teacher was greeted students and checked the attendance list. As usual, the teacher reviewed the previous material to the students.

In whilst teaching, the teacher explained the material about recount text by applying PQRST strategy and gave an example but it difference topic with the previous meeting. Difference with other meeting, in this meeting the teacher asked the students to made a group. One group consisted of 4 students. It made they were more enthusiasm. Then the teacher distributed the worksheet.

During discussion activity, the teacher asked the students to cooperate solving the problem or to answer the questions in worksheet with their group and the students could use dictionary to find difficult word in their reading. The teacher guided the students by walking around the class and asked about the difficulty in understanding reading passage. The students seemed enthusiasm in discussion with friends to answer the questions in worksheet. The teacher monitored each group and helped them if there was a problem.

After doing the exercise, that the students and the teacher discussed the exercise together. Then the students had to write down their answer. The teacher asked the students checked and gave point in their correct answer then collected to the teacher.

In the post teaching, Teacher asked the students about what they have learned in that day and most of the students could answer well.  After that, teacher gave students opportunity to ask some questions to the students and she motivated students to improve their reading comprehension. Next, the teacher closed the class.

**Meeting 4 (23th January 2013)**

It was last meeting of the cycle one. The teacher partner come to the class and observed the students in the class. Next, the teacher was greeted students and checked the attendance list. As usual, the teacher reviewed the previous material to the students.

In whilst activity, the teacher explained the material about recount text by applying PQRST strategy and gave an example but it difference topic with the previous meeting. Like the previous meeting, the researcher still divided the students into groups, one group consist of four students. At the time, the groups still like the previous meeting because most of them wanted like that.

In discussion section, the researcher always reminded them to divide the job to finish the questions faster and always cooperate to solve the problem or to answer the questions in worksheet with their group. After that, they discussed together with their group. During the discussion, the researcher moved around the class and helped the students if they found difficulties

After doing the exercise, that the students and the teacher discussed the exercise together. Then the students had to write down their answer. The teacher

asked the students checked and gave point in their correct answer then collected to the teacher.

In the post teaching, Teacher asked the students about what they have learned in that day and most of the students could answer well.  After that, teacher gave students opportunity to ask some questions to the students and she gave students motivation to study at home. The teacher also asked them about their feelings. The students looked happy and motivated during the end of the class. It was the end of the last meeting in cycle one. Everything ran well and effectively. For suggestion maybe in the next time implementing PQRST strategy can more variation in whilst activity.

**Choose the correct answer with crossing a, b, c or d!**

Read the following text to answer questions 1-5

It was Saturday, august 23$^{rd}$. our school was holding a special event. It was called the "performance day".

At 9 a.m., the event started. Every student was taking part in the event. Some students were joining a chess competition and some others were taking part in face painting. I myself was working with my team. We were doing an experiment with some clay.

The "performance day" finished at 2 p.m., we were all happy. We had a good time.

1. What was the name of the event?
    a) Special event
    b) Performance day
    c) Clay work
    d) Experiment day
2. How long did the event last?
    a) Nine hours
    b) Seven hours
    c) Five hours
    d) Two hours
3. What was the writer doing?
    a) He was playing chess
    b) He was painting his face
    c) He was working alone
    d) He was doing art experiment
4. How did the writer feel?
    a) Tired
    b) Bored
    c) Fatigue
    d) Delighted
5. "**It** was called the "performance day".
    The underlined word refers to?
    a) Special event
    b) Competition
    c) Face painting
    d) Clay work

Read the following text to answer questions 6-10

Last week, my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It was quite windy and there was hardly anyone there. It surprised us because there were always many people coming there on the weekends. So, we had the beach on our own. We bought some hot chips, rode our bikes, played in the water and sat under the trees. We really had a great time.

6. Where did the story happen?
    a) In a house
    b) In a water
    c) At the store
    d) At the beach
7. How did they go to the beach?
    a) By bicycles
    b) By car
    c) By bus
    d) By boat
8. Who did the writer and his friend find when they reached the beach?
    a) many people
    b) many visitors
    c) almost no one
    d) foreign forest
9. How did the writer think about the trip?
    a) It was an unpleasant trip
    b) It was a horrible trip
    c) It was a funny trip
    d) It was a good trip
10. "**it** was only five kilometers from our houses." (Line 1). The word "It" refers to….
    a) Bike
    b) Chip
    c) Beach
    d) House

Read the following text to answer questions 11-17

    I got terrible day today, Early in the morning, I got up with a pain on one of my teeth. I directly remembered that I forgot to brush my teeth last night.

    When mom knocked on my door, I could not open the door. I stayed on my bed holding my check. Mom opened the door and asked to me what happened. I told her that I got a terrible toothache. She gave me aspirin to relieve my pain. Then, she asked to me to get dresses and then called the dentist.

    I cried loudly and refuse to go to dentist. I was so scared. My mom insisted me to go, but I refused it. Finally my mom called the dentist to cancel the appointment.

    Soon I regretted my decision because the pain on my tooth became worse. I promise to mom to go to the dentist tomorrow.

11. Which picture goes with the condition of the writer in the morning

a)

b)

c)

d)
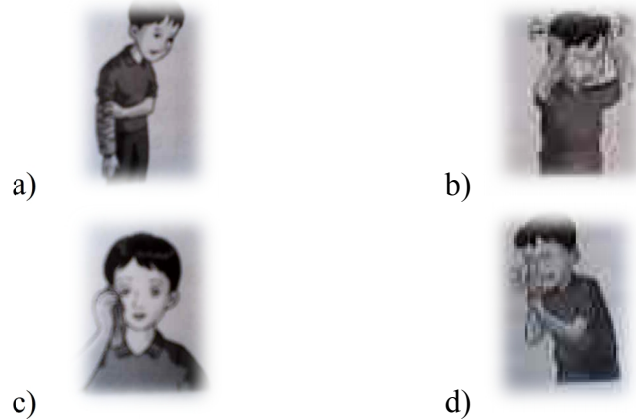
12. When did the writer forget to brush his teeth?
     a. In the morning
     b. In the afternoon
     c. In the evening
     d. In the last night
13. How did the writer get the toothache?
     a) He went to bed too late
     b) He ate too many candies
     c) He had serious moth cancer
     d) He didn't brush his teeth the night before
14. What is an aspirin for?
     a. Relieving pain
     b. Curing sickness
     c. Drying the mucus
     d. Covering the hotels
15. Why did the writer refuse to go to the dentist?
     a) Because he didn't want to leave his room
     b) Because he was afraid of the dentist
     c) Because he want to go to school
     d) Because he had plenty of worn to do
16. "Soon I **regretted** my decision…."(Last paragraph)
     The underlined word means?
     a) To feel happy about something you have done
     b) To feel sorry about something you have done
     c) To make somebody else happy to know it
     d) To let some body else know what happens
17. Which statement is TRUE according to the text?
     a) The writer was so sad that he could not go to school that day
     b) The writer finally decided to go to the dentist next day
     c) The dentist came to the writer's house because his mother called him
     d) The writer's mother did not want to make an appointment with the dentist

Read the following text to answer question 18-23

On Saturday, October 23rd, I went to Sarah's birthday party. I was very excited. I went there with George and Tina. We wore fancy dress because it was fancy dress party. I wore a ghost costume, Tina became Xena, the warrior princess and George was as vampire

The party started at 7. First we sang "happy birthday". Then, Sarah blew the candles. After that, we ate some food and drank coke.

Later on, we did some games. Every body enjoyed them. I cheered so hard that I nearly lost my voice. While we were playing" hide and seek", the light suddenly went out, some girls screamed because they were afraid of the dark. Fortunately, it didn't take along. In ten minutes, the light went on again and we continued the game.

Before the party was over, the MC announced the best costume of the party. George got the first prize. He looked so happy.

Finally, my dad arrived to take me home. I was so tired but happy.

18. Whom did the writer go to the party with?
    a. Xena and the vampire
    b. Sarah and her friend
    c. George and Tina
    d. His parent
19. When did the guests enjoy the games?
    a) After the announcement of the best costume
    b) At the beginning of the party
    c) Soon after they arrived
    d) After having meals
20. What happened with the light when the guests were playing "hide and seek"?
    a. It went out
    b. It dimmed
    c. It worked so well
    d. It shone brightly
21. Who won the best costume?
    a) The writer
    b) George
    c) Sarah
    d) Tina
22. From the text we know that fancy dress party is….
    a) A party for rich people
    b) A party in which the host looks very nice
    c) A party in which the place is very fancy
    d) A party in which the guests wearing special costume

23. "George got the first **prize.**" (paragraph 4)

    The underlined word means….
  a) Award
  b) Price
  c) Place
  d) Fund

Read the following text to answer questions 24-30

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

    Luckily, one of my friends, Zaky did not have any plans either. So, he came in my house nearly every day during the holiday. We did a lot of things.

    On the first day we went around the city by motorcycle. We stopped by at some malls in the city and enjoyed windows shopping.

    The next day I taught Zaky how to play volley ball. It took three day for him to be able to do the service well.

    We spent the last two days by visiting museums in our city: Ronggowarsito and Mandala Bakti Museums. We learn a lot of from the things displayed in the museums.

24. Why did the writer have plans to spend his free time?
  a) Because he was very busy
  b) Because his parents were very busy
  c) Because he didn't know that holiday had come
  d) Because he wanted to spend the holiday at home

25. "*She* was just five months"

    The word *she* refers to?
  a) Writer's mother
  b) Writer's sister
  c) Zaky's mother
  d) Zaky's sister

26. How long did Holiday last?
  a. Four days
  b. Five days
  c. Six days
  d. Seven days

27. How did the writer feel when he knew Zaky didn't have any plan either?
  a. Sad
  b. Sorry
  c. Happy
  d. Guilty

28. Where did they spend holiday during two days?
    a) At home
    b) Visiting some malls
    c) Visiting museums
    d) Playing volley ball in the yard
29. Which statement is TRUE according to the text?
    a) The writer around the city by bicycle.
    b) Zaky learned how to play volley ball from the writer
    c) The writer and Zaky visited three museums during the holiday
    d) The thing displayed at the museums were boring
30. How many days did Zaky Spend to practice serving?
    a. Five days
    b. Four days
    c. Three days
    d. Two days

**The key answer of post test**

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

**Appendix 2: Try Out Analysis Pre Test and Post Test**

**Appendix 3: The Exercise of Pre Test and Key Answers**

**Appendix 4: The Exercise of Post Test and Key Answers**

**Appendix 5: Lesson Plans**

**Appendix 7: The Score of Students' Worksheet**

**Appendix 8: The Score of Pre Test and Post Test**