

APPENDIX 1

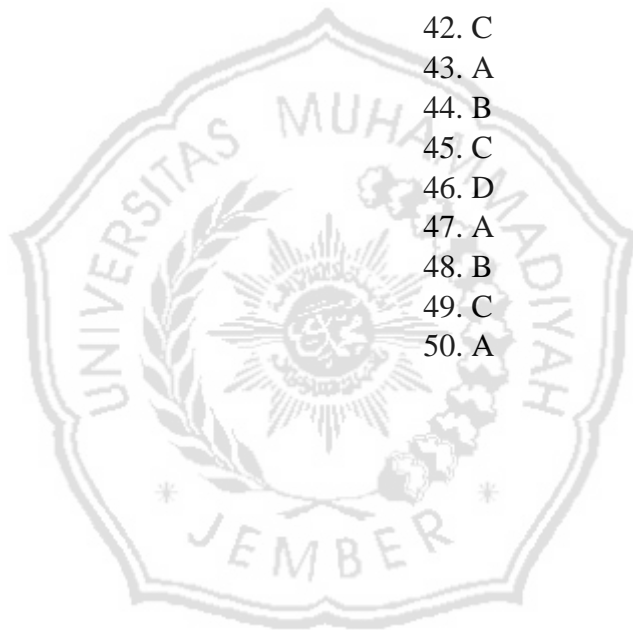
Research Matrix

Title	Problem	variables	Indicators	Data resources/data	Research method	Hypothesis
<p>The Effect of Using Vocabulary Self-collection Strategy (VSS) to Students' Vocabulary Mastery at MTs Al-Hidayah Mangli in 2017/2018 Academic Year</p>	<p>Is there significant different vocabulary mastery between the students who taught by using Vocabulary Self-collection Strategy (VSS) and the student who taught by using lecturing method on the eighth students' vocabulary mastery at MTs Al-Hidayah Mangli in 2017/2018 academic year?</p>	<p><u>Independent variable:</u> The use of Vocabulary Self-collection Strategy (VSS)</p> <p><u>Dependent variable:</u> Students' vocabulary mastery</p>	<p><u>Active learning with cover :</u> Describing the word chosen by the students</p> <p><u>The scores of covering:</u></p> <ol style="list-style-type: none"> 1. Noun 2. Adjective 3. Adverb 4. Verb 	<p><u>Respondent :</u> the eighth grade students of MTs Al-Hidayah Mangli in the 2017/2018 academic year</p> <p><u>Data :</u> The students' vocabulary score</p>	<p>The researcher uses quasi experimental design in which random assignment of treatments groups is not used.</p> <p><u>Research design:</u> Nonrandomized control group, pretest-posttest design</p> <p><u>Area of the research:</u> The eighth grade of MTs Al-Hidayah Mangli</p> <p><u>The procedure of the research:</u></p> <ol style="list-style-type: none"> 1. Assigning the subjects into experimental group and control group 2. Providing the pre-test 	<p>There is significant different vocabulary mastery between the students who taught by using Vocabulary Self-collection Strategy (VSS) and the student who taught by using lecturing method on the eighth students' vocabulary mastery at MTs Al-Hidayah</p>

APPENDIX 3

Answer keys of try out test

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



APPENDIX 2

Name :
Class :

Answer the following questions and choose (A,B,C or D) for the correct one!

1. I am looking for my.... now. I need to take picture.
 - a. Camera
 - b. Umbrella
 - c. Key
 - d. Calculator

2. I to my friends's home with Dito every Sunday
 - a. Ate
 - b. Swam
 - c. Went
 - d. Borrowed

3. A : I am hungry now. I want a of soup with a glass of water
B : Oh, sure.
 - a. Spoon
 - b. Plate
 - c. Bowl
 - d. Bottle

4. , I go to canteen to buy some food
 - a. At the bank
 - b. At the school
 - c. At the yard
 - d. At the hall

5. My teacher was with me and my friend because we break the libraries' book yesterday.
 - a. Happy
 - b. Sad
 - c. Upset
 - d. Angry

6. I can not buy this book because it is very

 - a. Good
 - b. Cheap
 - c. Bad
 - d. Expensive

7. I always have a breakfast

 - a. Every morning
 - b. Every afternoon
 - c. Every evening
 - d. Every midnight

8. The birds on the air by using their wings.
- Run
 - Fly
 - Walk
 - Look
9. She is to school today.
- Go
 - Goes
 - Went
 - Going
10. My elder brother me a new shoes every six month.
- Puts
 - Sells
 - Buys
 - Gives
11. Nina has a very , she so tired to sweep it every afternoon
- Clean yard
 - Dirty yard
 - Yard clean
 - Yard dirty
12. Mr. Hendik works in the garden. He is a
- Gardener
 - Fisherman
 - Farmer
 - Pilot
13. Andi in his bedroom a few minutes ago.
- Studied
 - Studying
 - Study
 - Studies
14. They are eating very like turtle.
- Fastly
 - Randomly
 - Badly
 - Slowly
15. It is place of selling book
- Drugstore
 - Fruitstore
 - Bookstore
 - Bakery

Complete the text with the suitable words by crossing (X) the letters a, b, c, or d.

I have a (16)..... Her name is Riris. Riris is about fourteen years old. Her house is in front of my house. She has blonde (17)..... She come from USA. She is my classmate. She is a (18)..... girl. She always hear my problems.

16. a. Teacher
b. Neighbour
c. Friend
d. Sister

17. a. Eye
b. Hair
c. Nose
d. Lips

18. a. Good
b. Cruel
c. Bad
d. Beautiful

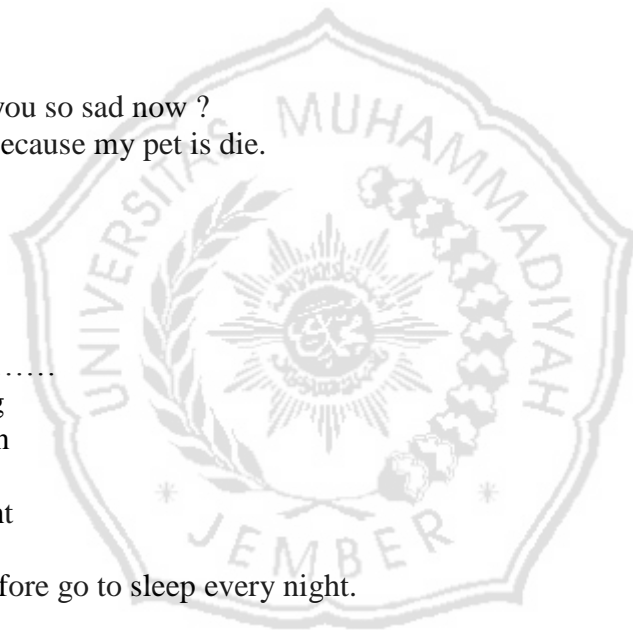
19. A : are you so sad now ?
B : I am sad because my pet is die.
a. When
b. Where
c. Why
d. Who

20. Eating dinner is
a. In the morning
b. In the afternoon
c. In the evening
d. In the midnight

21. I my teeth before go to sleep every night.
a. Sweep
b. Eat
c. Brush
d. Wash

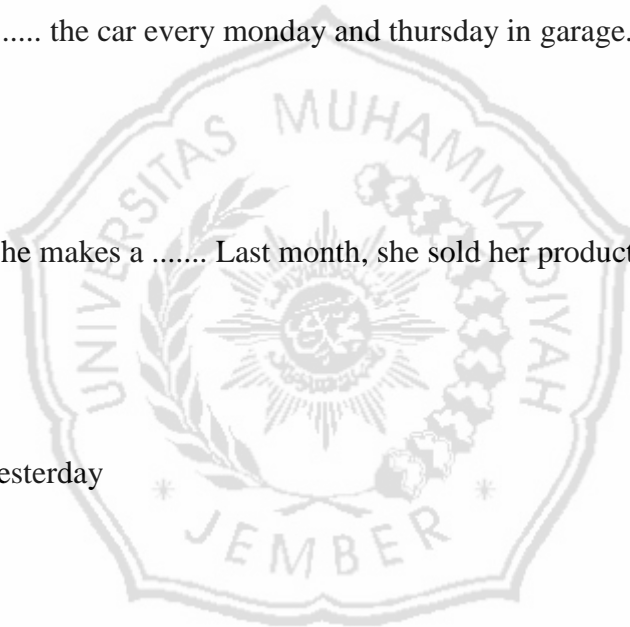
22. I am reading a from my mother as a gift in my birthday last week.
a. Old book
b. New book
c. Book new
d. Book old

23. A crows every morning.
a. Cat
b. Goat
c. Roaster
d. Cow



24. I found her house yesterday
- Easily
 - Frequently
 - Bravely
 - Sadly
25. A : How do you visit your grandmother ?
B : I visit my grandmother once a week
- Ever
 - Never
 - Often
 - Seldom
26. I studied in my bedroom
- Now
 - Yesterday
 - Everyday
 - Tomorrow
27. A : What you did an hour ago in library ?
B : I Mrs. Laila's book.
- Brought
 - Sold
 - Gave
 - broke
28. This exercise is very for me. I get score 100.
- Difficult
 - Easy
 - Bad
 - Good
29. Mia : Lala, your shoes are match in your You look beautiful.
Lala : Thank you.
- Body
 - Head
 - Hands
 - Feet
30. A : Excuse me, could you help me ?
B :Of course.
A : I want a of sugar for my tea
- Spoon
 - Bar
 - Can
 - Bowl
31. My sister is She has a good voice. Next week, she will go Singapore to work.
- Dancer

- b. Artist
 - c. Singer
 - d. Pianist
32. Barbara is an English teacher in my class. She is a person. Everyone likes her.
- a. Kind
 - b. Arrogant
 - c. Emotional
 - d. Bad
33. A : Watermelon is my favorite fruit.
B : Yeah me too. This watermelon is very
- a. Sour
 - b. Bitter
 - c. Sweet
 - d. Spicy
34. My father the car every monday and thursday in garage.
- a. Sells
 - b. Rents
 - c. Picks
 - d. Cleans
35. Betty is a tailor. She makes a Last month, she sold her product to Surabaya.
- a. Ice cream
 - b. Clothes
 - c. Shoe
 - d. Food
36. I to zoo yesterday
- a. Go
 - b. Went
 - c. Gone
 - d. Going
37. My mother some food now in the kitchen
- a. Washing
 - b. Cooking
 - c. Sweeping
 - d. Eating
38. Lombok is a island. Last holiday, I and family went to Lombok
- a. Good
 - b. Perfect
 - c. Beautiful
 - d. Sweet
39. Danu is late to the school. Everyday, he watches TV until midnight
- a. Always
 - b. Often



- c. Ever
- d. Never

40. I have a pet. It is cat

- a. Cute
- b. Tame
- c. Funny
- d. Wild

41. I am I want to eat a bowl of meatball

- a. Angry
- b. Hungry
- c. Happy
- d. Fussy

42. Nana bought a in bookstore

- a. Food
- b. Clothes
- c. Book
- d. Jewelry

43. I am going to school at because today is Monday.

- a. 6.15 AM
- b. AM 6.15
- c. 6.15 PM
- d. PM 6.15

44. All of them sleep last night

- a. In the dining room
- b. In the bedroom
- c. In the bathroom
- d. In the living room

45. My father a news paper every morning

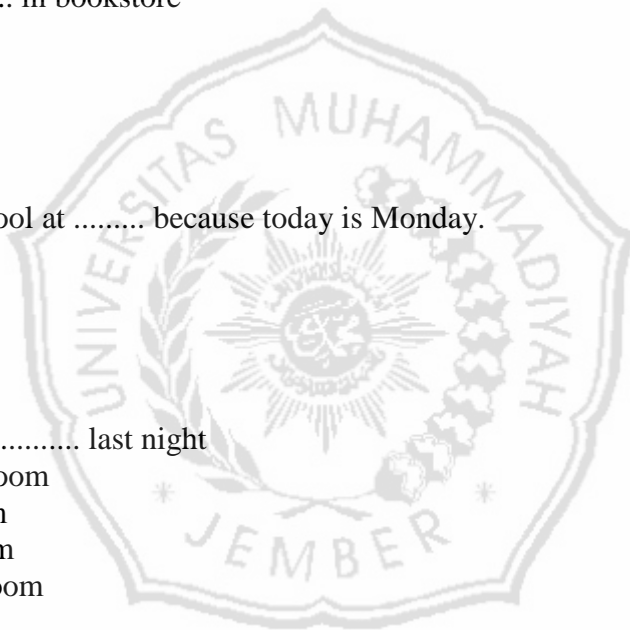
- a. Read
- b. Reads
- c. Reading
- d. Reading

46. He her wife so much

- a. Love
- b. Loving
- c. Loved
- d. Loves

47. Aldo a cake yesterday morning

- a. Ate
- b. Eaten
- c. Eating



- d. Eat
48. is a person who works in a school. They teach the students in the class.
- a. Gardener
 - b. Teacher
 - c. Nurse
 - d. Student
49. My little sister is absent today. She is
- a. Happy
 - b. Sad
 - c. Sick
 - d. Angry
50. You must brush your teeth
- a. Regularly
 - b. Rarely
 - c. Slowly
 - d. Fastly



APPENDIX 8

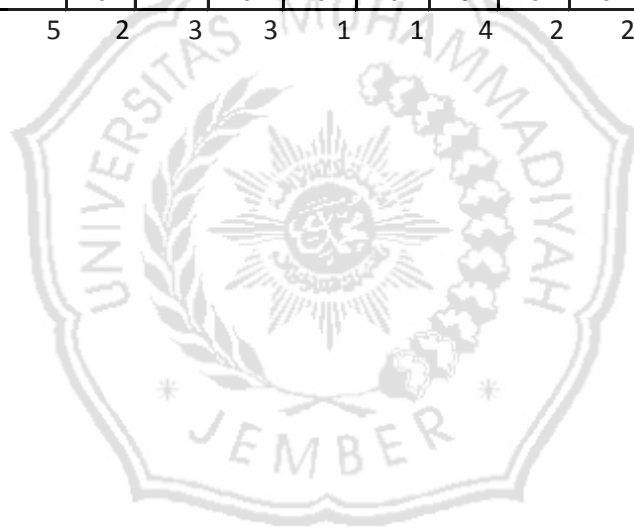
Analysis of Try Out Test Reliability

NO	X	Y	X ²	Y ²	XY
1	22	18	484	324	396
2	21	17	441	289	357
3	19	18	361	324	342
4	18	18	324	324	324
5	13	18	169	324	234
6	15	15	225	225	225
7	13	17	169	289	221
8	16	13	256	169	208
9	14	15	196	225	210
10	14	14	196	196	196
11	14	14	196	196	196
12	15	13	225	169	195
13	15	12	225	144	180
14	13	14	169	196	182
15	17	10	289	100	170
16	16	11	256	121	176
17	16	10	256	100	160
18	13	12	169	144	156
19	14	10	196	100	140
20	14	8	196	64	112
21	13	6	169	36	78
22	10	8	100	64	80
23	7	10	49	100	70
Σ	342	301	5316	4223	4608

Appendix 5

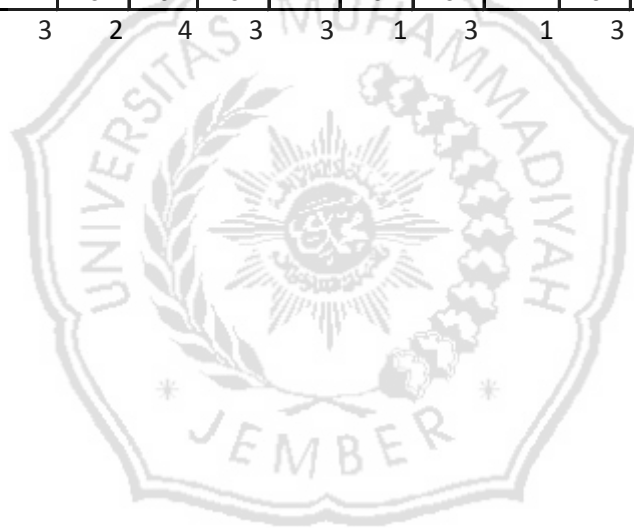
Lower group

NO	Students' Name																						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
18	Abril	1	0	1	1	0	1	1	0	1	0	0	1	1	1	0	1	0	1	0	1	0	
19	Umarul Faruk	1	1	0	1	0	1	1	0	0	1	1	0	1	0	0	1	1	0	0	0	1	
20	Apriliyanti	1	0	0	0	1	0	0	0	0	1	1	1	0	1	0	1	0	1	0	0	1	
21	Niera farinca A.	0	0	0	1	1	0	1	0	0	1	0	0	1	1	1	0	0	0	1	0	1	
22	Imam Fadillah	0	0	1	1	0	0	0	1	0	1	0	0	0	1	1	0	1	0	0	1	1	
23	Fauzi Slamet	0	0	0	1	0	1	0	0	0	0	0	0	1	1	0	1	0	0	0	1	0	
		3	1	2	5	2	3	3	1	1	4	2	2	4	5	2	4	2	2	2	1	3	4



Number of Item Test

22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
0	0	0	0	0	1	0	1	1	0	0	0	1	1	0	1	0	1	1	1	1	0	0	0	0	1	1
0	0	0	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0
0	0	0	1	0	1	0	1	0	1	1	1	0	0	1	1	0	1	0	0	1	0	0	1	0	1	0
0	1	0	1	0	1	0	0	0	1	0	1	1	0	0	1	0	0	0	1	1	0	0	0	0	0	1
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0	1	0	0	0	0	1	0	1	1	0	0	0	1	0	0	1	0	0	0	1	0	0	1	1	1	0
0	2	1	3	1	4	1	4	3	3	2	4	3	3	1	3	1	3	2	4	5	1	0	3	1	4	3



		Total
49	50	
1	0	25
1	0	24
1	0	22
0	1	19
0	0	18
1	0	17

4 1



APPENDIX 4

Students Score Try Out Test

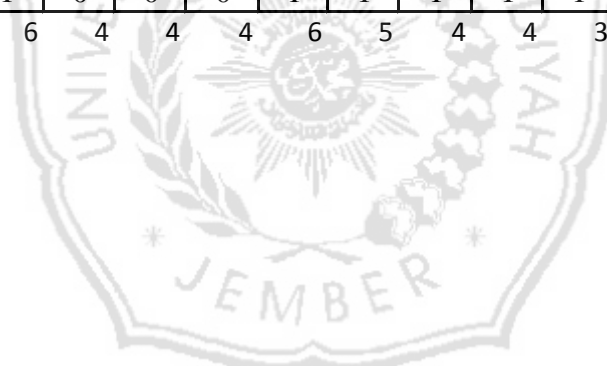
NO	Students' Name	Number of Item Test																											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
1	Nanda Ayu P.	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	
2	Muhammad Afton	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	
3	Rendy Bagaskoro	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	
4	Febriyanti Adhari B.	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	0	1	
5	Yayan Andre Y.	0	1	1	1	1	1	1	1	0	0	0	1	0	1	1	0	1	1	1	0	0	1	1	1	0	0	0	
6	Lintang Wulandari	1	1	0	0	0	1	1	1	1	1	1	0	0	0	1	0	1	1	0	1	1	1	0	0	0	0	1	0
7	Abdul Azis	1	1	0	1	0	1	0	1	0	1	1	1	0	0	0	0	1	1	1	0	1	1	0	1	1	1	1	
8	Rosil Ahmad	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	0	0	1	0	1	1	1	1	0	1	0	1	
9	Ilham Yahya	0	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	0	1	0	
10	Eka Putri S.	1	0	1	0	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	0	1	
11	Bella Aprilia P.	0	1	0	1	0	1	1	1	1	1	0	0	0	0	1	0	0	1	0	0	1	1	0	0	0	0	1	
12	Dandy P. S	0	1	0	0	0	1	0	1	0	0	1	1	1	0	1	0	1	0	1	0	0	1	1	1	1	1	0	
13	Risa Ninis Indri Y.	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	
14	Adit Pratama	1	0	0	1	1	0	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	
15	Ahmad Dwi R.	1	1	0	0	0	0	1	0	0	0	1	1	1	0	1	0	1	0	1	0	0	1	1	1	1	1	1	
16	Sherly Ramadhani	1	1	1	1	0	0	1	0	1	1	1	0	0	0	1	0	0	0	1	0	0	1	1	0	0	0	1	
17	Ratna Ayu Ari N.	1	1	0	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1	0	0	0	1	1	0	0	0	1	
18	Abril	1	0	1	1	0	1	1	0	1	0	0	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0	1	
19	Umarul Faruk	1	1	0	1	0	1	1	0	0	1	1	0	1	0	0	1	1	0	0	0	1	0	0	0	1	1	1	
20	Apriliyanti	1	0	0	0	1	0	0	0	0	1	1	1	0	1	0	1	0	1	0	0	1	0	0	0	1	0	1	
21	Niera farinca A.	0	0	0	1	1	0	1	0	0	1	0	0	1	1	1	0	0	0	1	0	1	0	1	0	1	0	1	
22	Imam Fadillah	0	0	1	1	0	0	0	1	0	1	0	0	0	1	1	0	1	0	0	1	1	0	0	1	0	0	0	
23	Fauzi Slamet	0	0	0	1	0	1	0	0	0	0	0	0	1	1	0	1	0	0	0	1	0	0	1	0	0	0	0	
		16	15	9	17	9	16	14	12	12	14	17	11	14	14	15	11	14	13	13	10	12	13	15	11	13	10	16	

28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total	
1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	0	40
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1	0	1	1	0	0	0	1	0	0	1	0	0	0	1	0	0	1	1	1	0	1	0	0	17
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APPENDIX 5

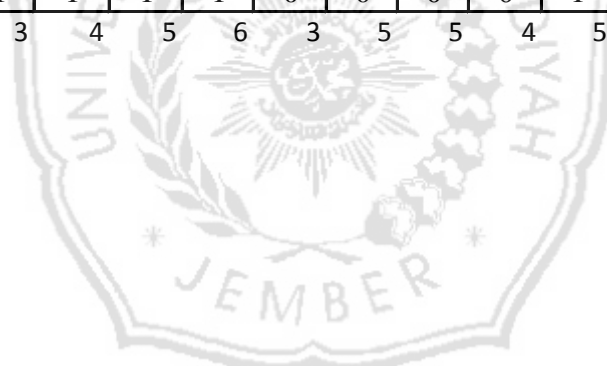
Upper Group

NO	Students' Name																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Nanda Ayu P.	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1
2	Muhammad Afton	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1
3	Rendy Bagaskoro	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1
4	Febriyanti Adhari B.	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	0
5	Yayan Andre Y.	0	1	1	1	1	1	1	1	0	0	0	1	0	1	1	0	1	1	1
6	Lintang Wulandari	1	1	0	0	0	1	1	1	1	1	1	0	0	0	1	0	1	1	0
		5	6	4	4	4	6	5	4	4	3	5	4	3	4	6	3	5	4	4



Number of Item Test

20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	
0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	
1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	0	0	1	0
1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1
1	0	0	1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1
0	0	1	1	1	0	0	0	0	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	
1	1	1	0	0	0	1	0	1	1	1	1	1	0	0	0	0	1	1	1	1	1	0	1	1	0	1	
4	3	5	5	4	4	4	3	5	3	4	5	6	3	5	5	4	5	4	6	5	3	3	5	4	3	4	



47	48	49	50	Total
1	1	1	0	40
1	1	1	0	38
1	1	1	1	37
1	1	0	1	36
0	1	1	1	31
1	0	1	1	30
5	5	5	4	



APPENDIX 6

Even Number

NO	Students' Name																									Total	
		2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48		50
1	Nanda Ayu P.	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	0	1	0	18	
2	Muhammad Afton	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	0	17	
3	Rendy Bagaskoro	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	18	
4	Febriyanti Adhari B.	1	1	1	1	0	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	18	
5	Yayan Andre Y.	1	1	1	1	0	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	0	1	1	1	18	
6	Lintang Wulandari	1	0	1	1	1	0	0	0	1	1	1	0	1	1	1	0	0	1	1	0	1	1	0	1	15	
7	Abdul Azis	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	0	0	1	1	0	1	1	0	1	17	
8	Rosil Ahmad	1	1	1	1	1	0	0	0	1	1	1	0	0	1	1	0	0	0	1	0	0	1	0	1	1	13
9	Ilham Yahya	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	0	0	0	0	15
10	Eka Putri S.	0	0	1	1	0	1	1	1	1	1	0	0	0	0	1	1	0	0	1	0	1	1	1	0	14	
11	Bella Aprilia P.	1	1	1	1	1	0	0	0	1	0	1	0	0	0	1	1	0	1	0	1	0	1	1	1	1	14
12	Dandy P. S	1	0	1	1	0	1	0	0	0	0	1	1	1	1	0	1	0	0	1	1	0	1	1	0	0	13
13	Risa Ninis Indri Y.	1	1	1	0	1	0	1	1	0	0	0	1	1	0	1	1	0	1	0	0	0	0	1	0	1	12
14	Adit Pratama	0	1	0	0	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	0	0	0	14
15	Ahmad Dwi R.	1	0	0	0	0	1	0	0	0	0	1	1	1	1	0	1	1	0	1	0	0	0	0	1	0	10
16	Sherly Ramadhani	1	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	1	1	0	0	1	0	11
17	Ratna Ayu Ari N.	1	1	0	1	0	0	1	0	1	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	1	10
18	Abril	0	1	1	0	0	1	1	1	1	1	0	0	0	0	1	0	1	0	0	1	1	0	0	1	0	12
19	Umarul Faruk	1	1	1	0	1	0	0	1	0	0	0	0	1	0	1	1	0	0	0	1	1	0	0	0	0	10
20	Apriliyanti	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	8
21	Niera farinca A.	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	1	6
22	Imam Fadillah	0	1	0	1	1	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	8
23	Fauzi Slamet	0	1	1	0	0	0	1	1	0	1	0	0	0	1	1	0	0	0	1	0	1	0	1	0	0	10

APPENDIX 7

No	U	L	U+L	T	DL	Conclusion	U-L	1/2t	DP	Conclusion
1	5	3	8	12	0,67	medium	2	6	0,33	accepted
2	6	1	7	12	0,58	medium	5	6	0,83	accepted
3	4	2	6	12	0,50	medium	2	6	0,33	accepted
4	4	5	9	12	0,75	medium	-1	6	-0,17	ommitted
5	4	2	6	12	0,50	medium	2	6	0,33	accepted
6	6	3	9	12	0,75	medium	3	6	0,50	accepted
7	5	3	8	12	0,67	medium	2	6	0,33	accepted
8	4	1	5	12	0,42	medium	3	6	0,50	accepted
9	4	1	5	12	0,42	medium	3	6	0,50	accepted
10	3	4	7	12	0,58	medium	-1	6	-0,17	ommitted
11	5	2	7	12	0,58	medium	3	6	0,50	accepted
12	4	2	6	12	0,50	medium	2	6	0,33	accepted
13	3	4	7	12	0,58	medium	-1	6	-0,17	ommitted
14	4	5	9	12	0,75	medium	-1	6	-0,17	ommitted
15	6	2	8	12	0,67	medium	4	6	0,67	accepted
16	3	4	7	12	0,58	medium	-1	6	-0,17	ommitted
17	5	2	7	12	0,58	medium	3	6	0,50	accepted
18	4	2	6	12	0,50	medium	2	6	0,33	accepted
19	4	1	5	12	0,42	medium	3	6	0,50	accepted
20	4	3	7	12	0,58	medium	1	6	0,17	accepted
21	3	4	7	12	0,58	medium	-1	6	-0,17	ommitted
22	5	0	5	12	0,42	medium	5	6	0,83	accepted
23	5	2	7	12	0,58	medium	3	6	0,50	accepted
24	4	1	5	12	0,42	medium	3	6	0,50	accepted
25	4	3	7	12	0,58	medium	1	6	0,17	accepted
26	4	1	5	12	0,42	medium	3	6	0,50	accepted
27	3	4	7	12	0,58	medium	-1	6	-0,17	ommitted
28	5	1	6	12	0,50	medium	4	6	0,67	accepted
29	3	4	7	12	0,58	medium	-1	6	-0,17	ommitted
30	4	3	7	12	0,58	medium	1	6	0,17	accepted
31	5	3	8	12	0,67	medium	2	6	0,33	accepted
32	6	2	8	12	0,67	medium	4	6	0,67	accepted
33	3	4	7	12	0,58	medium	-1	6	-0,17	ommitted
34	5	3	8	12	0,67	medium	2	6	0,33	accepted
35	5	3	8	12	0,67	medium	2	6	0,33	accepted
36	4	1	5	12	0,42	medium	3	6	0,50	accepted
37	5	3	8	12	0,67	medium	2	6	0,33	accepted
38	4	1	5	12	0,42	medium	3	6	0,50	accepted
39	6	3	9	12	0,75	medium	3	6	0,50	accepted
40	5	2	7	12	0,58	medium	3	6	0,50	accepted
41	3	4	7	12	0,58	medium	-1	6	-0,17	ommitted
42	3	5	8	12	0,67	medium	-2	6	-0,33	ommitted
43	5	1	6	12	0,50	medium	4	6	0,67	accepted
44	4	0	4	12	0,33	medium	4	6	0,67	accepted
45	3	3	6	12	0,50	medium	0	6	0,00	ommitted
46	4	1	5	12	0,42	medium	3	6	0,50	accepted
47	5	4	9	12	0,75	medium	1	6	0,17	accepted
48	5	3	8	12	0,67	medium	2	6	0,33	accepted
49	5	4	9	12	0,75	medium	1	6	0,17	accepted
50	4	1	5	12	0,42	medium	3	6	0,50	accepted

APPENDIX 6

Odd Number

NO	Students' Name	Number of Item Test																								Total	
		1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	41	43	45	47		49
1	Nanda Ayu P.	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	
2	Muhammad Afton	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	21	
3	Rendy Bagaskoro	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	0	1	1	19	
4	Febriyanti Adhari B.	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	0	1	1	1	0	18	
5	Yayan Andre Y.	0	1	1	1	0	0	0	1	1	0	1	0	0	0	1	0	1	1	1	0	1	0	0	1	13	
6	Lintang Wulandari	1	0	0	1	1	1	0	1	0	1	0	0	0	1	1	0	0	1	1	1	1	0	1	1	15	
7	Abdul Azis	1	0	0	0	0	1	0	0	1	1	1	0	1	0	0	0	1	0	1	0	1	1	1	1	13	
8	Rosil Ahmad	1	0	1	1	1	1	1	0	0	0	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	16
9	Ilham Yahya	0	1	0	0	1	1	0	1	1	0	1	0	0	0	1	1	0	1	1	0	1	1	0	1	14	
10	Eka Putri S.	1	1	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0	1	1	14
11	Bella Aprilia P.	0	0	0	1	1	0	0	1	0	0	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	14
12	Dandy P. S	0	0	0	0	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	0	1	1	1	1	15
13	Risa Ninis Indri Y.	1	0	0	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	0	0	1	0	0	15	
14	Adit Pratama	1	0	1	0	1	1	1	0	1	1	1	0	1	1	0	0	0	1	0	0	0	0	0	1	1	13
15	Ahmad Dwi R.	1	0	0	1	0	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	0	17
16	Sherly Ramadhani	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1	0	1	0	0	1	0	1	1	1	1	16
17	Ratna Ayu Ari N.	1	0	1	1	0	1	1	1	1	0	0	1	0	1	1	0	1	1	0	1	0	1	0	1	1	16
18	Abril	1	1	0	1	1	0	1	0	0	0	0	0	0	1	1	0	0	1	1	1	1	0	0	1	1	13
19	Umarul Faruk	1	0	0	1	0	1	1	0	1	0	1	0	1	1	1	0	1	0	0	0	1	0	1	1	1	14
20	Apriliyanti	1	0	1	0	0	1	0	0	0	0	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	14
21	Niera farinca A.	0	0	1	1	0	0	1	1	0	1	1	1	1	1	0	1	1	0	1	0	1	0	0	0	0	13
22	Imam Fadillah	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	0	1	1	1	0	0	0	10
23	Fauzi Slamet	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	1	1	7

APPENDIX 9

Analysis of Reliability of the Test

1. Product Moment Formula

$$\begin{aligned}r_{XY} &= \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\r_{XY} &= \frac{(23) (4608) - (342) (301)}{\sqrt{\{(23) (5316) - (342)^2\} \{(23) (4223) - (310)^2\}}} \\r_{XY} &= \frac{105.984 - 102.942}{\sqrt{(122.268 - 116.964) (97.129 - 90.601)}} \\&= \frac{3,042}{\sqrt{(5.304) (6.528)}} \\&= \frac{3,042}{\sqrt{34.624.512}} \\&= \frac{3.042}{5.884} = 0.51\end{aligned}$$

2. Spearman Brown Formula

$$\begin{aligned}r_{xx} &= \frac{2xr^{1/2}^{1/2}}{(1+r^{1/2}^{1/2})} \\r_{xx} &= \frac{2 \times 0.51}{1+0.51} \\&= \frac{1,02}{1,51} \\&= 0,67\end{aligned}$$

APPENDIX 10

Students' Attendance List
MTs. AL-HIDAYAH MANGLI
(VIII A)

No	Nama Siswa	F/M	31/05/2018	01/06/2018	02/06/2018
1	Adinda Dzikri Ramadania	F	✓	✓	✓
2	Ahmad Faris	M	✓	✓	✓
3	Ahmad Muzakki	M	✓	✓	✓
4	Cahya Nabila	F	✓	✓	✓
5	Dea Ananda Fitri	F	✓	✓	✓
6	Della Dwi Febrianty	F	✓	✓	✓
7	Farida Fatika Sari	F	✓	✓	✓
8	Febri Ardiansyah	M	✓	✓	✓
9	Ferry Andika Putra	M	✓	✓	✓
10	Fitri Ainur Rohma	F	✓	✓	✓
11	Ike Widiyanti	F	✓	✓	✓
12	Kholidatur Rosyida	F	✓	✓	✓
13	Laeli Asada	F	✓	✓	✓
14	Larasati	F	✓	✓	✓
15	M. Abdillah	M	✓	✓	✓
16	Mohammad Hariyanto	M	✓	✓	✓
17	Muhammad Maulana M.	M	✓	✓	✓
18	Muhammad Rizki Alfani	M	✓	✓	✓
19	Nanda Marta Cita Dewi	F	✓	✓	✓
20	Natalia Tri Amanda	F	✓	✓	✓
21	Norma Diyana	F	✓	✓	✓
22	Nur Azizah Fadliyatul F.	F	✓	✓	✓
23	Rama Adi Suchyo	M	✓	✓	✓
24	Robby Aliansyah	M	✓	✓	✓

APPENDIX 10

Students' Attendance List

MTs. AL-HIDAYAH MANGLI

(VIII B)

No	Nama Siswa	F/M	31/05/2018	01/06/2018	02/06/2018
1	Adinda Atika Pratiwi	F	✓	✓	✓
2	Devi Anggraeni	F	✓	✓	✓
3	Diah Ayu Wahyuni	F	✓	✓	✓
4	Eko Bagus Lutfianto	M	✓	✓	✓
5	Fahmi Reza Habibi	M	✓	✓	✓
6	Fatima	F	✓	✓	✓
7	Ferdi Apri Hariharso	M	✓	✓	✓
8	Hilatul Musawanah	F	✓	✓	✓
9	Lailatul Mufidah	F	✓	✓	✓
10	Linda Mardiana	F	✓	✓	✓
11	Lutfianto Riskika S.	M	✓	✓	✓
12	Malik Fajar	M	✓	✓	✓
13	Meli Feronica Sari	F	✓	✓	✓
14	Mita Rosita Dewi	F	✓	✓	✓
15	Mohammad Rafi K.	M	✓	✓	✓
16	Muhammad R.	M	✓	✓	✓
17	Nazwa Jelita Firdausi	F	✓	✓	✓
18	Niko Armanda Arifin	M	✓	✓	✓
19	Nisa Alif Yuslita	F	✓	✓	✓
20	Nur Holifah	F	✓	✓	✓
21	Rangga Kusuma	M	✓	✓	✓
22	Reza Fahriza	M	✓	✓	✓
23	Sabrina Barliana Lillah	F	✓	✓	✓
24	Siti Nur Aisyah	F	✓	✓	✓

APPENDIX 11

(Kelompok Eksperimen, hari ke-1)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTs Al-Hidayah Mangli

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII B / II

Materi Pokok : Teks monolog terkait pengalaman di masa lampau (Teks Recount)

Alokasi Waktu : 2 x 40 menit (2JP)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.11 Teks recount

4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

4.11.2 menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Melalui proses mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan siswa mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya
2. Melalui proses mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan siswa mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, pendek dan sederhana terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya
3. Melalui proses mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan siswa mampu menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait pengalaman

pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

1. Materi Pembelajaran

➤ Definition

Recount text is a text which tells about something that happened in the past. The social function of recount text is to entertain or inform the readers to tell about an event that occurred in the past.

➤ Generic structure of Recount text

- a. Orientation: It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.
- b. Event: recounted an incident that happened after that is told in accordance chronological order.
- c. Reorientation: contains a summary or conclusion of all events. The section also contains the opinion or impression about the author narrated the incident.

➤ Language Feature of recount text:

- a. Introducing personal participant; I, my group, etc.
- b. Using chronological connection; then, first, after that and etc.
- c. Using action verb; look, go, change, etc.
- d. Using simple past tense
- e. Using
adverb

➤ Example

My Embarrassed Moment

One day I went to Bandung with my friend for vacation. We went there on a bus. When we arrived in Cianjur, the bus stopped for a rest. I got off the bus to get a cup of coffee, but my friend didn't. Then I went to a mosque to pray. It took

only a few minutes to pray, but when I came out again the bus was not there. I had gone! Shocked and confused. I asked the shopkeeper about the bus. She said that the bus had departed about five minutes ago.

I tried to call my friend on my cell phone, but the battery was running low. I couldn't do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turned red. I asked my friend why she didn't tell the driver that I was still outside.

"I did, I told him several times that you were outside, but he said that you were in the bus toilet because he saw a man going into the toilet," my friend replied, laughing. The other passengers smiled at me. I was so embarrassed.

D. Kegiatan Pembelajaran

Metode pembelajaran: Vocabulary Self-collection Strategy (VSS)

Tahap	Langkah Pembelajaran	Alokasi waktu
Kegiatan pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kepada siswa 2. Guru mengajak siswa berdoa bersama-sama sesuai dengan keyakinan masing-masing 3. Guru mengecek kehadiran siswa 4. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis 	10'
Kegiatan inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Guru menjelaskan tentang pengertian teks recount dan ciri-ciri, lalu memberikan beberapa contoh teks recount. <p>Menanya</p> <ol style="list-style-type: none"> 1. Guru dan siswa saling bertanya jawab tentang menjelaskan fungsi sosial, struktur teks, unsur kebahasaan yang ada di teks recount dengan teks yang lain. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru memberikan satu teks recount kepada siswa 2. Guru membagi siswa menjadi beberapa kelompok dan menganalisis teks recount. Kemudian setiap kelompok memilih dua kata. Guru juga memilih dua kata. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Guru menyuruh siswa menuliskan kata yang telah di pilih di papan tulis. Lalu di bahas bersama-sama, arti kata, klasifikasi kata serta penggunaannya di dalam sebuah kalimat <p>Mengkomunikasikan</p>	60'

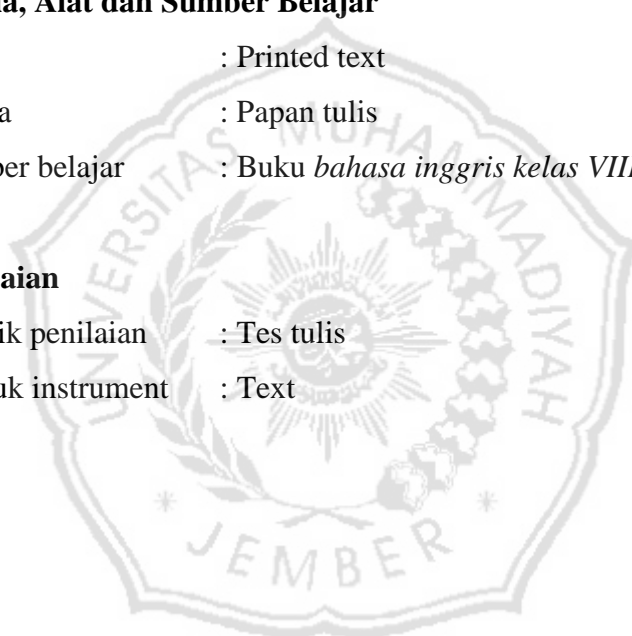
	1. Guru menyuruh siswa untuk menyalin kata yang ada di papan tulis ke dalam vocabulary jurnal	
Kegiatan Penutup	1. Guru memberikan umpan balik pada siswa 2. Guru menutup pelajaran dengan salam	10'

E. Media, Alat dan Sumber Belajar

1. Alat : Printed text
2. Media : Papan tulis
3. Sumber belajar : Buku *bahasa inggris kelas VIII*

F. Penilaian

- a. Teknik penilaian : Tes tulis
- b. Bentuk instrument : Text



Jember, 30 Mei 2018

Waka. Kurikulum

Praktikan

Fathiyatul Hujum, S.Pd

Amrina Rosyadah
NIM 1410231050

Mengetahui

Kepala Mts. Al-Hidayah Mangli



LAMPIRAN

My Vacation in Bali

I spent the last vacation in Bali with my father, mother and sister. We left Semarang at 12.00. At 7 in the evening, we arrived at Ngurah Rai and directly went to the hotel. The hotel was amazing. Grand Bali hotel was a big hotel. It's about 5 hectares and located next to Sanur Beach. It only took three minutes walking from the hotel to reach the beach. My sister and I went to the beach every morning. We spent the first day in Bali by enjoy our facilities in the hotel. We did some exercise in a gym and swam in hotel's swimming pool.

On the second day, we were picked by a minibus and went to Tanjung Benoa Harbour. Then, we took boat to Nusa Penida Island. We had a great tour at Nusa Penida. First, we visited Toyapakeh village. We were amazed by this unique village. After that, we snorkeled in the sea. The fish and coral were stunning. Late in the evening, we went back to our hotel in Denpasar.

The following day, we went shopping at Sukowati. My mom bought a lot of clothing. I bought a small painting for my bedroom. My sister decided to buy some necklaces made of shells. She said she wanted to give them as souvenirs for her friends. Finally, we flew back to Semarang in the afternoon.

(Adapted from: Nur Zaida, 2006:63)

APPENDIX 11

(Kelompok Kontrol, hari ke-1)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTs Al-Hidayah Mangli

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIIIA / II

Materi Pokok : Teks monolog terkait pengalaman di masa lampau (Teks Recount)

Alokasi Waktu : 2 x 40 menit (2JP)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.11 Teks recount

4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

4.11.2 menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Melalui proses mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan siswa mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya
2. Melalui proses mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan siswa mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, pendek dan sederhana terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya
3. Melalui proses mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan siswa mampu menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

1. Materi Pembelajaran

➤ Definition

Recount text is a text which tells about something that happened in the past. The social function of recount text is to entertain or inform the readers to tell about an event that occurred in the past.

➤ Generic structure of Recount text

- a. Orientation: It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.
- b. Event: recounted an incident that happened after that is told in accordance chronological order.
- c. Reorientation: contains a summary or conclusion of all events. The section also contains the opinion or impression about the author narrated the incident.

➤ Language Feature of recount text:

- a. Introducing personal participant; I, my group, etc.
- b. Using chronological connection; then, first, after that and etc.
- c. Using action verb; look, go, change, etc.
- d. Using simple past tense
- e. Using adverb

➤ Example

My Embarrassed Moment

One day I went to Bandung with my friend for vacation. We went there on a bus. When we arrived in Cianjur, the bus stopped for a rest. I got off the bus to get a cup of coffee, but my friend didn't. Then I went to a mosque to pray. It took only a few minutes to pray, but when I came out again the bus was not there. I had gone! Shocked and confused. I asked the shopkeeper about the bus. She said that the bus had departed about five minutes ago.

I tried to call my friend on my cell phone, but the battery was running low. I couldn't do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turned red. I asked my friend why she didn't tell the driver that I was still outside.

"I did, I told him several times that you were outside, but he said that you were in the bus toilet because he saw a man going into the toilet," my friend replied, laughing. The other passengers smiled at me. I was so embarrassed.

D. Kegiatan Pembelajaran

Metode pembelajaran: Lecturing Method

Tahap	Langkah Pembelajaran	Alokasi waktu
Kegiatan pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kepada siswa 2. Guru mengajak siswa berdoa bersama-sama sesuai dengan keyakinan masing-masing 3. Guru mengecek kehadiran siswa 4. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis 	10'
Kegiatan inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Guru menjelaskan tentang pengertian teks recount dan ciri-ciri, lalu memberikan beberapa contoh teks recount. <p>Menanya</p> <ol style="list-style-type: none"> 1. Guru dan siswa saling bertanya jawab tentang menjelaskan fungsi sosial, struktur teks, unsur kebahasaan yang ada di teks recount dengan teks yang lain. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru memberikan satu teks recount kepada siswa 2. Guru membagi siswa menjadi beberapa kelompok <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Guru menyuruh siswa mengartikan kalimat-kalimat yang ada di teks recount tersebut dengan bantuan kamus <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Guru menyuruh perwakilan dari setiap kelompok siswa untuk maju ke depan dan membacakan hasil dari terjemahan teks recount dengan bimbingan guru 	60'
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik pada siswa 2. Guru menutup pelajaran dengan salam 	10'

E. Media, Alat dan Sumber Belajar

1. Alat : Printed text
2. Media : Papan tulis
3. Sumber belajar : Buku *bahasa inggris kelas VIII*

F. Penilaian

- a. Teknik penilaian : Tes tulis
- b. Bentuk instrument : Text

Jember, 30 Mei 2018

Waka. Kurikulum

Praktikan

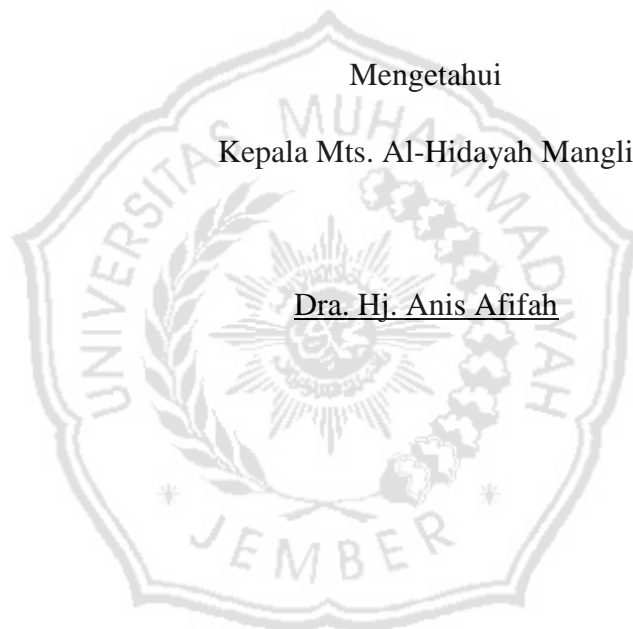
Fathiyatul Hujum, S.Pd

Amrina Rosyadah
NIM 1410231050

Mengetahui

Kepala Mts. Al-Hidayah Mangli

Dra. Hj. Anis Afifah



LAMPIRAN

My Vacation in Bali

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On the second day, we were picked by a minibus and went to Tanjung Bena Harbour. Then, we took boat to Nusa Penida Island. We had a great tour at Nusa Penida. First, we visited Toyapakeh village. We were amazed by this unique village. After that, we snorkeled in the sea. The fish and coral were stunning. Late in the evening, we went back to our hotel in Denpasar.

The following day, we went shopping at Sukowati. My mom bought a lot of clothing. I bought a small painting for my bedroom. My sister decided to buy some necklaces made of shells. She said she wanted to give them as souvenirs for her friends. Finally, we flew back to Semarang in the afternoon.

(Adapted from : Nur Zaida,2006:63)

APPENDIX 12

(Kelompok Eksperimen, hari ke-2)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTs Al-Hidayah Mangli

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII B / II

Materi Pokok : Teks monolog terkait pengalaman di masa lampau (Teks Recount)

Alokasi Waktu : 2 x 40 menit (2JP)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.11 Teks recount

4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

4.11.2 menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Melalui proses mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan siswa mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya
2. Melalui proses mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan siswa mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, pendek dan sederhana terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya
3. Melalui proses mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan siswa mampu menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

1. Materi Pembelajaran

➤ Definition

Recount text is a text which tells about something that happened in the past. The social function of recount text is to entertain or inform the readers to tell about an event that occurred in the past.

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- c. Reorientation: contains a summary or conclusion of all events. The section also contains the opinion or impression about the author narrated the incident.

➤ Language Feature of recount text:

- a. Introducing personal participant; I, my group, etc.
- b. Using chronological connection; then, first, after that and etc.
- c. Using action verb; look, go, change, etc.
- d. Using simple past tense
- e. Using adverb

➤ Example

Holiday in Santolo Beach

When Idul Fitri holiday, after visiting my parent at Pameungpeuk, Garut, I and my family went to Santolo Beach to refresh our mind after the long time of work. It's rarely to take a vacation because I'm very busy.

The way to Santolo beach is quite good, and the view is really beautiful. On our left and right is full of rice fields and many coconut trees along the way. But when we nearly arrived, there was a long traffic jam so we hardly to get in into the beach. I guess this was because of the Idul Fitri holiday, so people want to

go to beach too. Then we just take a walk to the beach because it was not far. Fortunately the weather was not too hot on that day. After we arrived, the beach was so crowded. But we still enjoyed the time by took pictures, swimming, playing sand, and go around the beach by boat. We stay overnight in the inn that we have rent before.

We got up so early in the morning that we could enjoy sunrise landscape at the beach. My cousin playing with white sand and I took a picture of him. A day at Santolo beach felt so short, we were quite tired for playing a whole day, but we were very happy.

D. Kegiatan Pembelajaran

Metode pembelajaran: Vocabulary Self-collection Strategy (VSS)

Tahap	Langkah Pembelajaran	Alokasi waktu
Kegiatan pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kepada siswa 2. Guru mengajak siswa berdoa bersama-sama sesuai dengan keyakinan masing-masing 3. Guru mengecek kehadiran siswa 4. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis 	10'
Kegiatan inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Guru menjelaskan tentang pengertian teks recount dan ciri-ciri, lalu memberikan beberapa contoh teks recount. <p>Menanya</p> <ol style="list-style-type: none"> 1. Guru dan siswa saling bertanya jawab tentang menjelaskan fungsi sosial, struktur teks, unsur kebahasaan yang ada di teks recount dengan teks yang lain. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru memberikan satu teks recount kepada siswa 2. Guru membagi siswa menjadi beberapa kelompok dan menganalisis teks recount. Kemudian setiap kelompok memilih dua kata. Guru juga memilih dua kata. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Guru menyuruh siswa menuliskan kata yang telah di pilih di papan tulis. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Lalu di bahas bersama-sama, arti kata, klasifikasi kata serta penggunaannya di dalam sebuah kalimat 2. Guru menyuruh siswa untuk menyalin kata yang ada di 	60'

	papan tulis ke dalam vocabulary jurnal	
Kegiatan Penutup	1. Guru memberikan umpan balik pada siswa 2. Guru menutup pelajaran dengan salam	10'

E. Media, Alat dan Sumber Belajar

1. Alat : Printed text
2. Media : Papan tulis
3. Sumber belajar : Buku *bahasa inggris kelas VIII*

F. Penilaian

- a. Teknik penilaian : Tes tulis
- b. Bentuk instrument : Teks

Jember, 30 Mei 2018

Waka. Kurikulum

Praktikan

Fathiyatul Hujum, S.Pd

Amrina Rosyadah
NIM 1410231050

Mengetahui

Kepala Mts. Al-Hidayah Mangli

Dra. Hj. Anis Afifah



LAMPIRAN

My Holiday in My Aunt's House

Last week, I spent my holiday in my aunt's house. She lives behind of the hills in Boyolali. I went there with my older brother. We took a bus from Semarang and got off at Solo. My aunt had waited for us there. She then took us to her house in Selo. This place is famous for its beautiful scenery. The journey to Selo was thrilling. We had to climb the hill. The street was twisted here and there. Moreover, it was foggy that afternoon. So, I could only see few meters in front of me. Luckily, my aunt was a good driver. She did it well. We arrived at her house at seven o'clock in the evening. The place was completely dark. It was also very cold. We refused to taking a bath before my aunt said she has prepared hot water to us. At night, we went to one hills there. There was an offering ceremony. The villagers offered a buffalo head for a mount Merapi. People were dancing and singing during the ceremony. They wore Javanese costume. We enjoyed the performance. In the next day, we went back to home.

(Adapted from : Nur Zaida,2006:63)

APPENDIX 12

(Kelompok Kontrol, hari ke-2)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTs Al-Hidayah Mangli

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIIIA / II

Materi Pokok : Teks monolog terkait pengalaman di masa lampau (Teks Recount)

Alokasi Waktu : 2 x 40 menit (2JP)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

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C. Tujuan Pembelajaran

1. Melalui proses mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan siswa mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya
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3. Melalui proses mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan siswa mampu menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

1. Materi Pembelajaran

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- b. Event: recounted an incident that happened after that is told in accordance chronological order.
- c. Reorientation: contains a summary or conclusion of all events. The section also contains the opinion or impression about the author narrated the incident.

➤ Language Feature of recount text:

- a. Introducing personal participant; I, my group, etc.
- b. Using chronological connection; then, first, after that and etc.
- c. Using action verb; look, go, change, etc.
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- e. Using adverb

Example

Holiday in Santolo Beach

When Idul Fitri holiday, after visiting my parent at Pameungpeuk, Garut, I and my family went to Santolo Beach to refresh our mind after the long time of work. It's rarely to take a vacation because I'm very busy.

The way to Santolo beach is quite good, and the view is really beautiful. On our left and right is full of rice fields and many coconut trees along the way. But when we nearly arrived, there was a long traffic jam so we hardly to get in into the beach. I guess this was because of the Idul Fitri holiday, so people want to go to beach too. Then we just take a walk to the beach because it was not far. Fortunately the weather was not too hot on that day. After we arrived, the beach was so crowded. But we still enjoyed the time by took pictures, swimming, playing sand, and go around the beach by boat. We stay overnight in the inn that we have rent before.

We got up so early in the morning that we could enjoy sunrise landscape at the beach. My cousin playing with white sand and I took a picture of him. A day at Santolo beach felt so short, we were quite tired for playing a whole day, but we were very happy.

D. Kegiatan Pembelajaran

Metode pembelajaran: Lecturing Method

Tahap	Langkah Pembelajaran	Alokasi waktu
Kegiatan pendahuluan	<ol style="list-style-type: none">1. Guru mengucapkan salam kepada siswa2. Guru mengajak siswa berdoa bersama-sama sesuai dengan keyakinan masing-masing3. Guru mengecek kehadiran siswa4. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis	10'
Kegiatan inti	<p>Mengamati</p> <ol style="list-style-type: none">1. Guru menjelaskan tentang pengertian teks recount dan ciri-ciri, lalu memberikan beberapa contoh teks recount. <p>Menanya</p> <ol style="list-style-type: none">1. Guru dan siswa saling bertanya jawab tentang menjelaskan fungsi sosial, struktur teks, unsur kebahasaan yang ada di teks recount dengan teks yang lain. <p>Mengeksplorasi</p> <ol style="list-style-type: none">1. Guru memberikan satu teks recount kepada siswa,2. Guru membagi siswa menjadi beberapa kelompok <p>Mengasosiasi</p> <ol style="list-style-type: none">1. Guru menyuruh siswa mengartikan kalimat-kalimat yang ada di teks recount tersebut dengan bantuan kamus <p>Mengkomunikasikan</p> <ol style="list-style-type: none">1. Guru menyuruh perwakilan dari setiap kelompok siswa untuk maju ke depan dan membacakan hasil dari terjemahan teks recount dengan bimbingan guru	60'
Kegiatan Penutup	<ol style="list-style-type: none">1. Guru memberikan umpan balik pada siswa2. Guru menutup pelajaran dengan salam	10'

E. Media, Alat dan Sumber Belajar

1. Alat : Printed text
2. Media : Papan tulis
3. Sumber belajar : Buku *bahasa inggris kelas VIII*

F. Penilaian

- a. Teknik penilaian : Tes tulis
- b. Bentuk instrument : Teks

Jember, 30 Mei 2018

Waka. Kurikulum

Praktikan

Fathiyatul Hujum, S.Pd

Amrina Rosyadah
NIM 1410231050

Mengetahui

Kepala Mts. Al-Hidayah Mangli

Dra. Hj. Anis Afifah

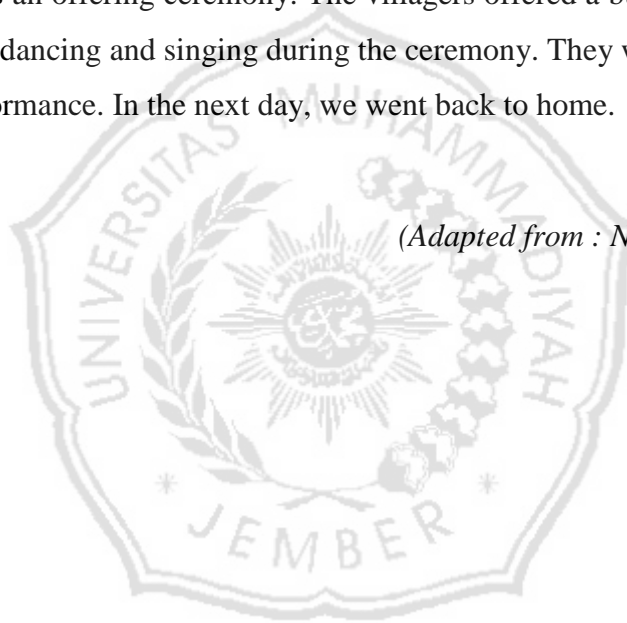


LAMPIRAN

My Holiday in My Aunt's House

Last week, I spent my holiday in my aunt's house. She lives behind of the hills in Boyolali. I went there with my older brother. We took a bus from Semarang and got off at Solo. My aunt had waited for us there. She then took us to her house in Selo. This place is famous for its beautiful scenery. The journey to Selo was thrilling. We had to climb the hill. The street was twisted here and there. Moreover, it was foggy that afternoon. So, I could only see few meters in front of me. Luckily, my aunt was a good driver. She did it well. We arrived at her house at seven o'clock in the evening. The place was completely dark. It was also very cold. We refused to taking a bath before my aunt said she has prepared hot water to us. At night, we went to one hills there. There was an offering ceremony. The villagers offered a buffalo head for a mount Merapi. People were dancing and singing during the ceremony. They wore Javanese costume. We enjoyed the performance. In the next day, we went back to home.

(Adapted from : Nur Zaida,2006:63)



APPENDIX 15

Name :
Class :

Answer the following questions and choose (A,B,C or D) for the correct one!

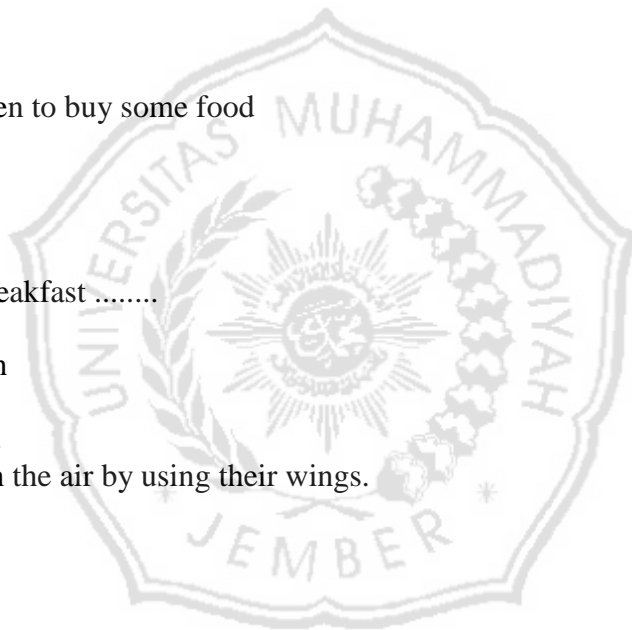
1. I to my friends's home with Dito
 - a. Ate
 - b. Swam
 - c. Went
 - d. Borrowed
2. A : I am hungry now. I want a of soup with a glass of water
B : Oh, sure.
 - a. Spoon
 - b. Plate
 - c. Bowl
 - d. Bottle
3. , I go to canteen to buy some food
 - a. At the bank
 - b. At the school
 - c. At the yard
 - d. At the hall
4. I always have a breakfast

 - a. Every morning
 - b. Every afternoon
 - c. Every evening
 - d. Every midnight

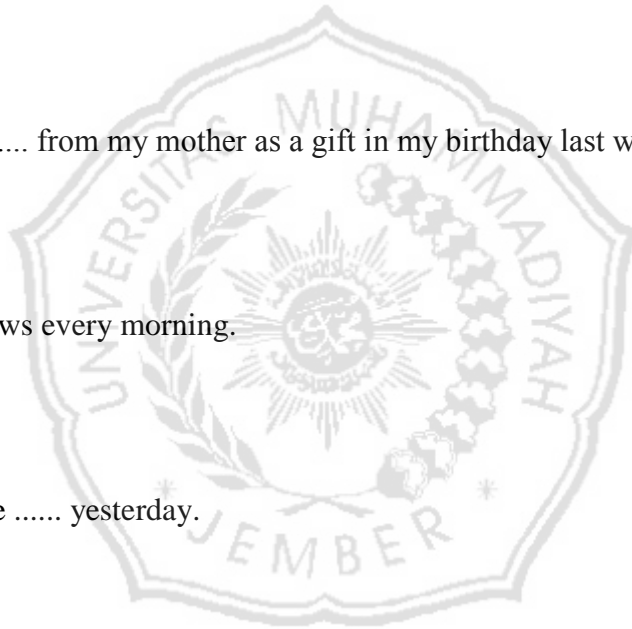
5. The birds on the air by using their wings.
 - a. Run
 - b. Fly
 - c. Walk
 - d. Look
6. She is..... to school today.
 - a. Go
 - b. Goes
 - c. Went
 - d. Going
7. Nina has a very , she so tired to sweep it every afternoon
 - a. Clean yard
 - b. Dirty yard
 - c. Yard clean
 - d. Yard dirty
8. Mr. Hendik works in the garden. He is a

 - a. Gardener
 - b. Fisherman
 - c. Farmer
 - d. Pilot

9. Andi in his bedroom a few minutes ago.



- a. Studied
 - b. Studying
 - c. Study
 - d. Studies
10. They eat very like turtle.
- a. Fastly
 - b. Randomly
 - c. Badly
 - d. Slowly
11. It is place of selling book
- a. Drugstore
 - b. Fruitstore
 - c. Bookstore
 - d. Bakery
12. A : are you so sad now ?
B : I am sad because my pet is die.
- a. When
 - b. Where
 - c. Why
 - d. Who
13. I am reading a from my mother as a gift in my birthday last week.
- a. Old book
 - b. New book
 - c. Book new
 - d. Book old
14. A crows every morning.
- a. Cat
 - b. Goat
 - c. Roaster
 - d. Cow
15. I found her house yesterday.
- a. Easily
 - b. Frequently
 - c. Bravely
 - d. Sadly
16. I studied in my bedroom
- a. Now
 - b. Yesterday
 - c. Everyday
 - d. Tomorrow
17. A : What you did an hour ago in library ?
B : I Mrs. Laila's book.
- a. Brought
 - b. Sold
 - c. Gave
 - d. broke
18. This exercise is very for me. I get score 100.
- a. Difficult
 - b. Easy
 - c. Bad



- d. Good
19. My sister is She has a good voice. Next week, she will go Singapore to work.
- a. Dancer
 - b. Artist
 - c. Singer
 - d. Pianist
20. Barbara is an English teacher in my class. She is a person. Everyone like her.
- a. Kind
 - b. Arrogant
 - c. Emotional
 - d. Bad
21. A : Watermelon is my favorite fruit.
B : Yeah me too. This watermelon is very
- a. Sour
 - b. Bitter
 - c. Sweet
 - d. Spicy
22. My father the car every monday and thursday in garage.
- a. Sells
 - b. Rents
 - c. Picks
 - d. Cleans
23. Betty is a tailor. She makes a Last month, she sold her product to Surabaya.
- a. Ice cream
 - b. Cloth
 - c. Shoe
 - d. Food
24. My mother some food now in the kitchen
- a. Washing
 - b. Cooking
 - c. Sweeping
 - d. Eating
25. Lombok is a island. Last holiday, I and family went to Lombok..
- a. Good
 - b. Perfect
 - c. Beautiful
 - d. Sweet
26. I amnow. I want to eat a bowl of meatball
- a. Angry
 - b. Hungry
 - c. Happy
 - d. Fussy
27. Nana bought a in bookstore
- a. Food
 - b. Clothes
 - c. Book
 - d. Jewelry
28. I am going to school at because today is Monday.
- a. 6.15 AM
 - b. AM 6.15

- c. 6.15 PM
 - d. PM 6.15
29. All of them sleep last night
- a. In the dining room
 - b. In the bedroom
 - c. In the bathroom
 - d. In the living room
30. My little sister is a absent today. He is
- a. Happy
 - b. Sad
 - c. Sick
 - d. Angry



APPENDIX 13

(Kelompok Eksperimen, hari ke-3)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTs Al-Hidayah Mangli

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII B / II

Materi Pokok : Teks monolog terkait pengalaman di masa lampau (Teks Recount)

Alokasi Waktu : 2 x 40 menit (2JP)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.11 Teks recount

4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

4.11.2 menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Melalui proses mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan siswa mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya
2. Melalui proses mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan siswa mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, pendek dan sederhana terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya
3. Melalui proses mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan siswa mampu menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

1. Materi Pembelajaran

➤ Definition

Recount text is a text which tells about something that happened in the past. The social function of recount text is to entertain or inform the readers to tell about an event that occurred in the past.

- Generic structure of Recount text
 - a. Orientation: It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.
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 - b. Using chronological connection; then, first, after that and etc.
 - c. Using action verb; look, go, change, etc.
 - d. Using simple past tense
 - e. Using adverb
- Example

Holiday in Santolo Beach

When Idul Fitri holiday, after visiting my parent at Pameungpeuk, Garut, I and my family went to Santolo Beach to refresh our mind after the long time of work. It's rarely to take a vacation because I'm very busy.

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We got up so early in the morning that we could enjoy sunrise landscape at the beach. My cousin playing with white sand and I took a picture of him. A day at Santolo beach felt so short, we were quite tired for playing a whole day, but we were very happy.

D. Kegiatan Pembelajaran

Metode pembelajaran: Vocabulary Self-collection Strategy (VSS)

Tahap	Langkah Pembelajaran	Alokasi waktu
Kegiatan pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam kepada siswa 2. Guru mengajak siswa berdoa bersama-sama sesuai dengan keyakinan masing-masing 3. Guru mengecek kehadiran siswa 4. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis 	10'
Kegiatan inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Guru menjelaskan tentang pengertian teks recount dan ciri-ciri, lalu memberikan beberapa contoh teks recount. <p>Menanya</p> <ol style="list-style-type: none"> 1. Guru dan siswa saling bertanya jawab tentang menjelaskan fungsi sosial, struktur teks, unsur kebahasaan yang ada di teks recount dengan teks yang lain. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru memberikan satu teks recount kepada siswa 2. Guru membagi siswa menjadi beberapa kelompok dan menganalisis teks recount. Kemudian setiap kelompok memilih dua kata. Guru juga memilih dua kata. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Guru menyuruh siswa menuliskan kata yang telah di pilih di papan tulis. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Lalu di bahas bersama-sama, arti kata, klasifikasi kata serta penggunaannya di dalam sebuah kalimat 2. Guru menyuruh siswa untuk menyalin kata yang ada di papan tulis ke dalam vocabulary jurnal 	60'
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik pada siswa 2. Guru menutup pelajaran dengan salam 	10'

E. Media, Alat dan Sumber Belajar

1. Alat : Printed text
2. Media : Papan tulis
3. Sumber belajar : Buku *bahasa inggris kelas VIII*

F. Penilaian

- a. Teknik penilaian : Tes tulis
- b. Bentuk instrument : Teks

Jember, 30 Mei 2018

Waka. Kurikulum

Praktikan

Fathiyatul Hujum, S.Pd

Amrina Rosyadah
NIM 1410231050

Mengetahui

Kepala Mts. Al-Hidayah Mangli

Dra. Hj. Anis Afifah



LAMPIRAN

Holiday at My Grandmother's House

The last holiday I went to my grandma's home. Her home is quite awesome, so far away from the city and close to the vegetables farm area. My grandma and grandpa are farmers. I spent two days there and I did so many interesting things in the farm, helping my grandpa planted vegetables. At the first day, I learned to plant spinach. What I did was moving out the young spinach from the seeding area to the plantation area. I thought it was easy, but in fact, it was tiring. I had to move those one by one under the sun. I did that for several hours before launch and continued until afternoon. In the night, I didn't want anything except sleeping. I was really tired but it was fun.

In the next day, I wake up late. I couldn't wake up in the morning until my grandma knocked at my door. He laughed at me because what I did was not hard actually if compared with the real farmer. Then, before we went to the farm again, my grandma had prepared for breakfast. After eating I follow my grandpa going to the next field. We would do daily treatment for the 1 month age spinach. We had to give them enough water and checked if there were any caterpillars and grasshoppers. At the third day, I had to back home. I was sad to leave my grandma and grandpa. But, that's fine because the next holiday I would go there and see them again.

(Adapted from : Nur Zaida,2006:63)

APPENDIX 13

(Kelompok Kontrol, hari ke-3)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTs Al-Hidayah Mangli

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIIIA / II

Materi Pokok : Teks monolog terkait pengalaman di masa lampau (Teks Recount)

Alokasi Waktu : 2 x 40 menit (2JP)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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D. Kegiatan Pembelajaran

Metode pembelajaran: Lecturing Method

Tahap	Langkah Pembelajaran	Alokasi waktu
Kegiatan pendahuluan	<ol style="list-style-type: none">1. Guru mengucapkan salam kepada siswa2. Guru mengajak siswa berdoa bersama-sama sesuai dengan keyakinan masing-masing3. Guru mengecek kehadiran siswa4. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis	10'
Kegiatan inti	<p>Mengamati</p> <ol style="list-style-type: none">1. Guru menjelaskan tentang pengertian teks recount dan ciri-ciri, lalu memberikan beberapa contoh teks recount. <p>Menanya</p> <ol style="list-style-type: none">1. Guru dan siswa saling bertanya jawab tentang menjelaskan fungsi sosial, struktur teks, unsur kebahasaan yang ada di teks recount dengan teks yang lain. <p>Mengeksplorasi</p> <ol style="list-style-type: none">1. Guru memberikan satu teks recount kepada siswa,2. Guru membagi siswa menjadi beberapa kelompok <p>Mengasosiasi</p> <ol style="list-style-type: none">1. Guru menyuruh siswa mengartikan kalimat-kalimat yang ada di teks recount tersebut dengan bantuan kamus <p>Mengkomunikasikan</p> <ol style="list-style-type: none">1. Guru menyuruh perwakilan dari setiap kelompok siswa untuk maju ke depan dan membacakan hasil dari terjemahan teks recount dengan bimbingan guru	60'
Kegiatan Penutup	<ol style="list-style-type: none">1. Guru memberikan umpan balik pada siswa2. Guru menutup pelajaran dengan salam	10'

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1. Alat : Printed text
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F. Penilaian

- a. Teknik penilaian : Tes tulis
- b. Bentuk instrument : text

Jember, 30 Mei 2018

Waka. Kurikulum

Praktikan

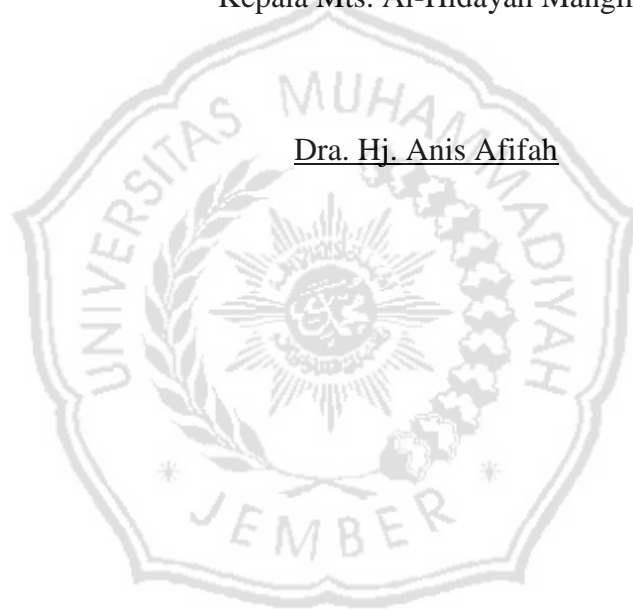
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LAMPIRAN

Holiday at My Grandmother's House

The last holiday I went to my grandma's home. Her home is quite awesome, so far away from the city and close to the vegetables farm area. My grandma and grandpa are farmers. I spent two days there and I did so many interesting things in the farm, helping my grandpa planted vegetables. At the first day, I learned to plant spinach. What I did was moving out the young spinach from the seeding area to the plantation area. I thought it was easy, but in fact, it was tiring. I had to move those one by one under the sun. I did that for several hours before lunch and continued until afternoon. In the night, I didn't want anything except sleeping. I was really tired but it was fun.

In the next day, I wake up late. I couldn't wake up in the morning until my grandma knocked at my door. He laughed at me because what I did was not hard actually if compared with the real farmer. Then, before we went to the farm again, my grandma had prepared for breakfast. After eating I follow my grandpa going to the next field. We would do daily treatment for the 1 month age spinach. We had to give them enough water and checked if there were any caterpillars and grasshoppers. At the third day, I had to back home. I was sad to leave my grandma and grandpa. But, that's fine because the next holiday I would go there and see them again.

(Adapted from : Nur Zaida,2006:63)

APPENDIX 16

VIII A (Control Group)

Nama Siswa	Nilai Pretest	Nilai Posttest
Adinda Dzikri Ramadania	60	80
Ahmad Faris	37	60
Ahmad Muzakki	40	63
Cahya Nabila	47	77
Dea Ananda Fitri	57	73
Della Dwi Febrianty	43	63
Farida Fatika Sari	47	70
Febri Ardiansyah	33	67
Ferry Andika Putra	53	63
Fitri Ainur Rohma	40	60
Ike Widiyanti	43	70
Kholidatur Rosyida	37	63
Laeli Asada	47	67
Larasati	50	73
M. Abdillah	43	60
Mohammad Hariyanto	50	60
Muhammad Maulana M.	33	63
Muhammad Rizki Alfani	37	67
Nanda Marta Cita Dewi	50	60
Natalia Tri Amanda	43	70
Norma Diyana	40	63
Nur Azizah Fadliyatul F.	53	67
Rama Adi Sucahyo	47	63
Robby Aliansyah	43	60

APPENDIX 14

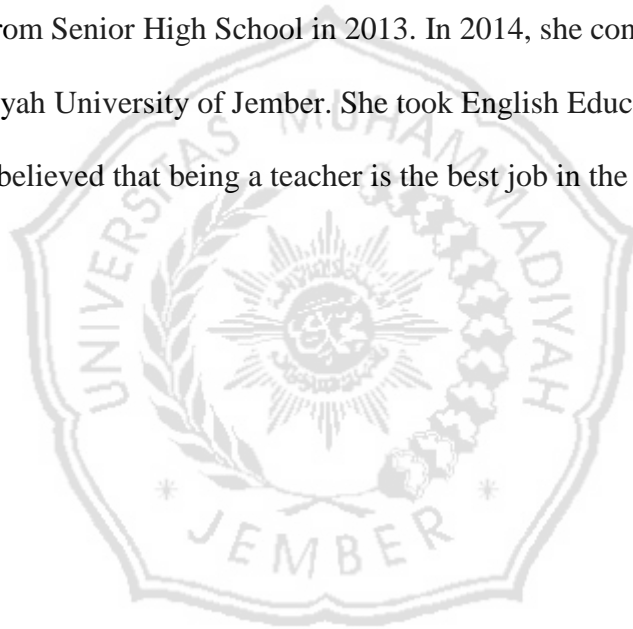
VIII B (Experimental Group)

Nama Siswa	Nilai Pretest	Nilai Posttest
Adinda Atika Pratiwi	60	90
Devi Anggraeni	53	83
Diah Ayu Wahyuni	40	77
Eko Bagus Lutfianto	50	63
Fahmi Reza Habibi	47	73
Fatima	53	80
Ferdi Apri Hariharso	40	73
Hilatul Musawanah	47	70
Lailatul Mufidah	40	77
Linda Mardiana	50	73
Lutfianto Riskika Saputra	47	70
Malik Fajar	43	73
Meli Feronica Sari	47	80
Mita Rosita Dewi	53	77
Mohammad Rafi Indra K.	47	73
Muhammad Ramadhan	40	70
Nazwa Jelita Firdausi	60	87
Niko Armanda Arifin	53	73
Nisa Alif Yuslita	50	77
Nur Holifah	43	73
Rangga Kusuma	57	80
Reza Fahriza	50	70
Sabrina Barliana Lillah	43	73
Siti Nur Aisyah	47	77

CURRICULUM VITAE

Amrina Rosyadah is the second daughter of Achmadi and Yatik. She was born on July 2nd, 1995 in Jember.

She began her study at TK ABA in 2000. Then, she continued to elementary school at SD Muhammadiyah 01 Balung in 2001. After that, she decided to study at MTs Baitul Arqom Balung for her Junior High School. In the Senior High School, she learned at MA Baitul Arqom Balung in 2010 and graduating from Senior High School in 2013. In 2014, she continued her study to Muhammadiyah University of Jember. She took English Education Program because she believed that being a teacher is the best job in the world.



APPENDIX 17

1. Pre-test Experiment

Descriptives

		Statistic	Std. Error
nilai ujian	Mean	48,33	1,218
	95% Confidence Interval for Mean	Lower Bound Upper Bound	45,81 50,85
	5% Trimmed Mean	48,15	
	Median	47,00	
	Variance	35,623	
	Std. Deviation	5,969	
	Minimum	40	
	Maximum	60	
	Range	20	
	Interquartile Range	10	
	Skewness	,327	,472
	Kurtosis	-,482	,918

2. Pre-test Control

Descriptives

		Statistic	Std. Error	
nilai ujian	Mean	44,71	1,450	
	95% Confidence Interval for Mean	Lower Bound	41,71	
		Upper Bound	47,71	
	5% Trimmed Mean	44,54		
	Median	43,00		
	Variance	50,476		
	Std. Deviation	7,105		
	Minimum	33		
	Maximum	60		
	Range	27		
	Interquartile Range	10		
	Skewness	,283	,472	
	Kurtosis	-,352	,918	

3. Post-test Experiment

Descriptives

		Statistic	Std. Error	
nilai ujian	Mean	75,50	1,202	
	95% Confidence Interval for Mean	Lower Bound	73,01	
		Upper Bound	77,99	
	5% Trimmed Mean	75,35		
	Median	73,00		
	Variance	34,696		
	Std. Deviation	5,890		
	Minimum	63		
	Maximum	90		
	Range	27		
	Interquartile Range	6		
	Skewness	,589	,472	
	Kurtosis	,998	,918	

4. Post-test Control

Descriptives

		Statistic	Std. Error	
Nilai	Mean	65,92	1,162	
	95% Confidence Interval for Mean	Lower Bound	63,51	
		Upper Bound	68,32	
	5% Trimmed Mean	65,49		
	Median	63,00		
	Variance	32,428		
	Std. Deviation	5,695		
	Minimum	60		
	Maximum	80		
	Range	20		
	Interquartile Range	9		
	Skewness	,940	,472	
	Kurtosis	,225	,918	

Independent Sample Test

Group Statistics

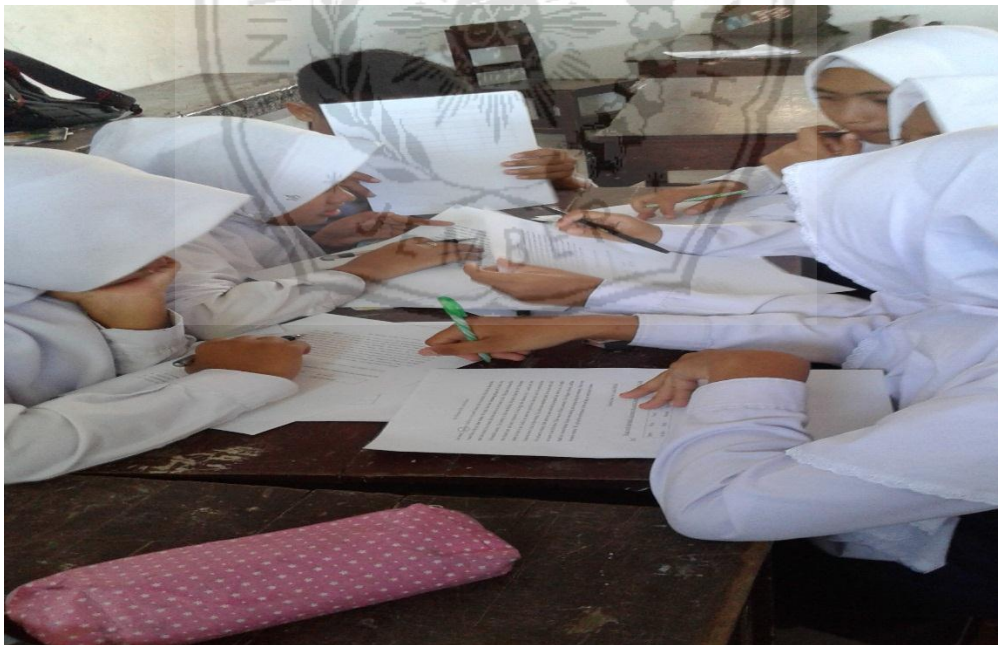
	kelas	N	Mean	Std. Deviation	Std. Error Mean
nilai	1	24	75,50	5,890	1,202
	2	24	65,92	5,695	1,162

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nilai	Equal variances assumed	,015	,904	5,730	46	,000	9,583	1,672	6,217	12,950
	Equal variances not assumed			5,730	45,948	,000	9,583	1,672	6,217	12,950

Appendix 18

Documentation







STATEMENT OF ORIGINALITY OF SARJANA THESIS

The undersigned:

Nama : Amrina Rosyadah

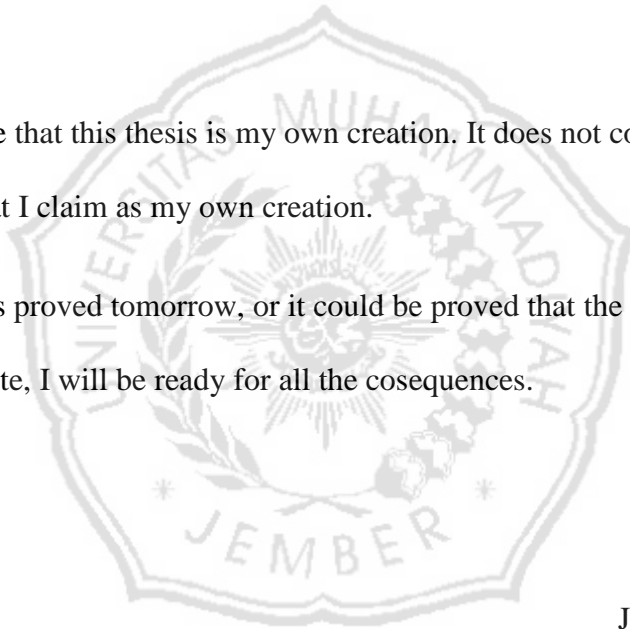
Student Number : 1410231050

Program : English Education

Faculty : Teacher Training and Education

I state that this thesis is my own creation. It does not copy from other resources that I claim as my own creation.

If it is proved tomorrow, or it could be proved that the thesis is from only copy and paste, I will be ready for all the cosequences.



Jember, 20 July 2018
writer,

Amrina Rosyadah
NIM 1410231050

				<p>for both the groups</p> <ol style="list-style-type: none"> 3. Administering the treatment to the experimental group and give control group with usual treatment 4. Providing the post-test for both the groups 5. Analyzing the data by comparing both groups average score of post-test by using independent sample t-test 6. Making analysis based on the result <p><u>Data Analysis Method:</u> By using SPSS V.21</p>	<p>Mangli in 2017/2018 academic year.</p>
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