

Appendix 1

Research Matrix

Title	Problem	Variables	Indicators	Data	Research Method	Hypothesis
Improving The VIII A Students' Reading Comprehension by Using Annotating Text Strategy at MTsN 3Jember in 2017/2018 Academic Year	<p>1. How can the use Annotating Text Strategy improve the VIII A students' reading comprehension at MTsN 3 Jember in 2017/2018?</p> <p>2. How can the use Annotating Strategy improve the VIII A students' activeness in reading learning process at MTsN 3 Jember in 2017/2018 Academic Year?</p>	<p>1.Independent Variable: Annotating Text Strategy</p> <p>2.Dependent variable: The VIII A students' reading comprehension</p>	<p>The rules of using Annotating Text Strategy:</p> <ol style="list-style-type: none"> 1. Read quickly 2. Re-read carefully and annotate the text (underline, circle, highlighting and taking notes) 3. Write a summary <p>Reading Comprehension Achievement:</p> <ol style="list-style-type: none"> 1.Particular words 2.Particular Sentences 3. Paragraph 4. Text 	<p>1.Respondent: The VIII A students'</p> <p>2.Informant: The English Teacher of the VIII A students</p> <p>3.The school document The list of names of the The VIII A students'</p>	<p>1.Research design: Classroom action research with cycles: a. Planning b. Implementing c. Observing d. Reflecting (Arikunto,2010:131)</p> <p>2.Research area: At MTsN 3 Tanggul</p> <p>3.Data Collection: a. Reading comprehension test b. Observation checklist</p> <p>4.Data Analysis:</p> $\text{Mean} = \frac{\text{Total of score}}{\text{Total of students}}$ <p>Mean = Average of students' score (Ali 1993:181)</p>	<p>1. The use of Annotating Text Strategy can improve VIII A students' reading comprehension by monitoring the text at MTsN 3 Jember in 2017/2018 Academic Year</p> <p>2. The use of Annotating Text Strategy can improve VIII A students' activeness in reading learning process by marking the text at MTsN 3 Jember in 2017/2018 Academic Year.</p>

Appendix 2

Interview Guideline (The Preliminary Study)

Teacher's Interview

Day, date : wednesday 20 September, 2017.

Participants : R (Research) ET (English Teacher)

1. Bagaimana proses kegiatan belajar mengajar reading kelas VIII ?
2. Jenis teks apa saja yang telah diajarkan?
3. Bagaimana dengan kemampuan reading kelas VIII? Kendala apa yang biasa di temukan?

Teacher's Interview

Day, date : wednesday 20 september, 2017.

Participants : R (Research) ET (English Teacher)

R : Assalamualaikum.

ET : Waalaikumsalam wr.wb mbak. Maaf lama nunggunya ya?

R : Tidak lama kok bu. Sebelumnya saya ucapkan terima kasih atas waktu yang ibu berikan untuk di wawancara.

ET : Oh iya tidak apa-apa mbak silahkan, saya akan bantu sebisa mungkin.

R : Baik, kalau begitu saya mulai ya bu. Pertama, bagaimana proses kegiatan belajar mengajar reading di kelas VIII ya bu?

ET : Saya mulai dengan brainstorming. Baru setelah itu saya masuk ke materi. Ya biar rileks dan merangsang pemikiran mereka tentang materi yg akan diajarkan mbak.

R : Selanjutnya, teks apa yang sudah ibu ajarkan?

ET : Ini untuk kelas VIII ya? Kalau kelas VIII disemester ganjil deskriptif dan recount mbak. Nanti kan mbak mau penelitian di semester genap, itu teks nya tetap recount, masih menyesuaikan silabus.

R : Oh begitu ya bu. Nah, dalam mengajar reading itu, biasanya ibu memberikan aktifitas yang seperti apa ya?

ET : Setelah saya menerangkan ya mereka saya suruh mengerjakan soal mbak.

R : Ini pertanyaan terakhir bu. Bagaimana ya bu dengan kemampuan dan nilai reading kelas VIII? Kendalanya apa saja ya bu?

ET : Ada anak yang bisa dan mau belajar tapi ya ada juga anak yang malas. Jadi macem-macam mbak kemampuan siswa itu. Kendalanya adalah memahami teks bacaan. Jadi mereka tidak bisa mengerjakan soalnya karena tidak paham ceritanya. Kalau untuk nilai memang sejauh ini rata" dikelas itu belum memenuhi KKM sekolah mbak.

R : Baik bu. Itu saja yang saya tanyakan. Terimakasih ya atas waktunya dan maaf sekali mengganggu ibu.

ET : Enggak apa-apa mbak. Semoga penelitiannya lancar ya.

R : Terima kasih bu doanya. Kalau begitu saya pamit, sekali lagi terima kasih.

ET : Sama-sama mbak. Sudah jadi tugas saya.

R : Assalamualaikum.

ET : Waalaikumsalam wr.wb.



Appendix 3

Preliminary Study of VIII A of MTsN 3 Jember

NO	NAMES	SCORE	Conclusion
1	Aisah Cahya Regina Yuana	60	not achieved
2	Ali Rahman	70	achieved
3	Andini Auliatun Nafisah	70	achieved
4	Andriani Maghfiroh F.S	70	achieved
5	Angga Risdianto	60	not achieved
6	Aprilia Yudanti	60	not achieved
7	Aria Putri Anyabalia	75	achieved
8	Ashilah Eka Pratiwi	70	achieved
9	Auralia Sakinah Lestari	85	achieved
10	Dito Fadlillah	40	not achieved
11	Dian Wiriawan	60	not achieved
12	Fayza Rahmatin Ramadhan	70	achieved
13	Kia Alfadillah	30	not achieved
14	Lita Alfiah	60	not achieved
15	Riska Maudi Safira	45	not achieved
16	Santo Mardion Risdani	50	not achieved
17	Silvyrazzaqiya Rahman	70	achieved
18	Siti Lailatul Khoiriyah	40	not achieved
19	Widianto Arifin	60	not achieved
20	Wulan Ayu Oktaviani	60	not achieved
21	Zaenal Arifin	75	achieved
22	Rize Umami	40	not achieved
	The students got ≥ 70		9 students

Total score Mean	41% achieved
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$$\text{MEAN} = \frac{\text{Total score}}{\text{Jumlah siswa}} = \frac{1320}{22} = 60$$

Notes: E = the percentage of the students who achieve the minimum standard score 70

n = the number of students who achieved the minimum standard score 70

N = the total number of the students



Appendix 9

The Largest to Smallest of Try Out test of MTs Negeri 3 Jember

No	Name																														
		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	28	29	30
12	Dhea Nada Shobhi	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	1	1	0	0	1	0	1	0
8	Bella Safira R	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	1	1	1	0
16	Kenny Rachmansyah A W	1	0	0	1	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	
20	Zainal Arifin	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	0	1	0	1	1	1	0	
15	Holilur Rahman	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	0	0	1	0	1	0	0	1	0	1	0	1	0	1	
17	Mutia Kanza Al	1	0	1	0		1	1	0	0	0	1	0	0	0	1	1	0	1	1	1	0	1	1	0	1	0	0	0	1	
4	Alffiana Riski P	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	0	1	0	1	1	0	0	1	1	0	
3	Ahmad Luthfi K	0	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	
11	Dhea Devina	1	1	0	1	0	0	0	1	1	0	0	1	1	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	1	
14	Elvina Kurniawati	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	1	
9	Darma Suci Antaris	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	
5	Amalya Cahyaning	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	
13	Elok Dwi Yasinta A	1	0	0	1	1	0	0	0	0	1	1	1	1	0	0	0	0	0	0	1	1	0	1	0	1	1	1	1	0	
6	Annisa Mayangsari	1	0	0	0	1	0	0	0	0	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	
18	Riski Dwi Safitri	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	
19	WulanAyu Okta	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	0	1	0	0	0	1	1	1	
1	Ahmad Alfin Kamil	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	0	0	1	1	0	1	1	0	
10	Dhana Harliza Putri	0	0	1	1	0	1	1	0	0	1	0	1	1	0	0	0	1	0	1	1	0	1	0	1	0	0	1	0	1	
2	Ahmad Hori Dental	0	0	1	0	1	1	1	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	0	1	0	0	0	0	1	
7	Bayu Saputra R	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	0	0	0	1	0	1	

Appendix 9

The Largest to Smallest of Try Out test of MTs Negeri 3 Jember

31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	Correct answer	score
1	0	0	1	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1	0	49	81,6667
1	0	1	0	1	1	1	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	48	80
0	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	46	76,6667
0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	46	76,6667
0	0	0	0	1	1	1	0	1	0	1	1	0	0	0	0	0	1	1	1	1	1	0	1	0	1	1	1	1	0	45	75
0	0	0	1	0	0	1	1	0	1	1	0	0	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0	0	0	44	73,3333
0	1	0	0	0	1	0	0	0	0	0	1	1	1	0	0	1	1	0	0	0	0	1	0	0	1	0	0	1	0	43	71,6667
1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	42	70
0	0	1	0	1	1	0	0	0	1	0	0	1	0	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	42	70
1	0	0	1	1	1	0	0	1	0	0	1	0	0	0	1	1	0	1	0	1	0	1	0	1	0	0	0	1	0	42	70
1	0	1	1	1	1	1	0	0	0	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	29	48,3333
0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	27	45
0	0	0	1	0	1	1	1	1	0	0	0	1	0	0	1	1	0	0	0	1	1	0	0	0	1	1	0	0	0	27	45
0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	26	43,3333
1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	26	43,3333
1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	24	40
1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	23	38,3333
0	1	0	1	0	0	1	1	0	0	1	0	1	0	1	1	0	1	0	0	1	0	0	1	0	0	1	0	0	0	23	38,3333
0	0	0	1	0	0	1	1	1	1	1	0	1	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	21	35
1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	21	35

Appendix 8

The Odd Even of try out test of MTs Negeri 3 Jember

No	Name																																
		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	28	29	30		
1	Ahmad Zainuri	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	1	1	0	0	1	0	1	0	1	0	
2	Alfian Cahyono	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	1	1	1	1	0	
3	Annisa Hapsari	1	0	0	1	0	0	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1		
4	Aprilia Indarwati	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	0	1	0	1	0	1	1	1	0	
5	Bagus Sugianto	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	0	0	1	0	1	0	0	1	0	1	0	1	0	1	0		
6	Bella Yulia	1	0	1	0		1	1	0	0	0	1	0	0	0	1	1	0	1	1	1	0	1	1	0	1	0	1	0	0	0	1	
7	Buyung Agil Maula	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	0	1	0	1	1	0	0	1	1	0	1		
8	Candra Dwi Lasmin	0	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1		
9	Cindy Gerna Silvia	1	1	0	1	0	0	0	1	1	0	0	1	1	0	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	
10	Deni Prasetyo	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	1	1	0	
11	Dhea Devina	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	
12	Dheby Kurniawan	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	
13	Erna Wati	1	0	0	1	1	0	0	0	0	1	1	1	1	0	0	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	0	
14	Hamdan Hariyanto	1	0	0	0	1	0	0	0	0	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1
15	Ramadhan Hadinata	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	
16	Satria Puguh S	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	0	1	0	0	0	1	1	1	1	1	
17	Siti Fatonah	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	0	1	1	1	0	
18	Vita Cahya W	0	0	1	1	0	1	1	0	0	1	0	1	1	0	0	0	1	0	1	1	0	1	0	1	0	0	1	0	0	1	0	
19	Yunus Suprianto	0	0	1	0	1	1	1	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	1	0	0	0	0	0	1	
20	Zulaiha	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	0	1	0	0	0	1	0	1	1	

Appendix 8

The Odd Even of try out test of MTs Negeri 3 Jember

																														X	Y
31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	X	Y
1	0	0	1	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1	0	12	11
1	0	1	0	1	1	1	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	12	9
0	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	20	22
0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	20	23
0	0	0	0	1	1	1	0	1	0	1	1	0	0	0	0	0	1	1	1	1	1	0	1	0	1	1	1	1	0	15	12
0	0	0	1	0	0	1	1	0	1	1	0	0	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0	0	0	14	12
0	1	0	0	0	1	0	0	0	0	0	1	1	1	0	0	1	1	0	0	0	1	0	0	1	0	0	0	1	0	8	13
1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	24	24
0	0	1	0	1	1	0	0	0	1	0	0	1	0	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	16	13
1	0	0	1	1	1	0	0	1	0	0	1	0	0	0	1	1	0	1	0	1	0	1	0	1	0	0	0	1	0	11	12
1	0	1	1	1	1	1	0	0	0	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	24	18
0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	24	25
0	0	0	1	0	1	1	1	1	0	0	0	1	0	0	1	1	0	0	1	1	0	0	0	1	1	0	0	0	0	15	12
0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	23	19
1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	24	21
1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	23	23
1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	21	23
0	1	0	1	0	0	1	1	0	0	1	0	1	0	1	1	0	1	0	0	0	1	0	0	1	0	0	1	0	0	11	15
0	0	0	1	0	0	1	1	1	1	1	0	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	13	11
1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	24	22

**DAFTAR HADIR SISWA
MTSN 3 JEMBER
TAHUN PELAJARAN 2017/2018**

Kelas : 8A
Semester : 2 (DUA)

TANGGAL-BULAN-TAHUN			10/5	12/5	17/5	19/5	24/5
NO	NISN	NAMA	√	√	√	√	√
1.	0026816644	Aisah Cahya Regina Y	√	√	√	√	√
2.	0038734831	Ali Rahman	√	√	√	√	√
3.	0026395015	Andini Auliatun Nafisah	√	√	√	√	√
4.	0021620121	Andriani Maghfiroh F.S	√	√	√	√	√
5.	1126356247	Angga Risdianto	√	√	√	√	√
6.	0033395764	Aprilia Yudanti	√	√	√	√	√
7.	0030870814	Aria Putri Anyabalia	√	√	√	√	√
8.	0033395759	Ashilah Eka Pratiwi	√	√	√	√	√
9.	003281602	Auralia Sakinah Lestari	√	√	√	√	√
10.	0032919976	Dito Fadlillah	√	√	√	√	√
11.	0032878037	Dian Wiriawan	√	√	√	√	√
12.	0026191635	Fayza Rahmatin R	√	√	√	√	√
13.	0032936637	Kia Alfadillah	√	√	√	√	√
14.	0026918446	Lita Alfiah	√	√	√	√	√
15.	0032229785	Riska Maudi Safira	√	√	√	√	√
16.	0033497339	Santo Mardion Risdani	√	√	√	√	√
17.	0027153429	Silvyrazzaqiya Rahman	√	√	√	√	√
18.	0028192217	Siti Lailatul Khoiriyah	√	√	√	√	√
19.	0033395754	Widianto Arifin	√	√	√	√	√
20.	0026816679	Wulan Ayu Oktaviani	√	√	√	√	√
21.	0025157713	Zaenal Arifin	√	√	√	√	√
22.	0026191593	Rize Umami	√	√	√	√	√

Jember, January 13 2017

The Teacher

The Researcher

Sunarsih S.Pd
NBM 826.300

Ristin Ika Fatmawati
NIM1310231034

Appendix 7

The score of try out test of SMP Negeri 3 Jember

No	Name																															
		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	28	29	30	
1	Ahmad Zainuri	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	1	1	0	0	1	0	1	0	1	0
2	Alfian Cahyono	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	1	1	1	0	
3	Annisa Hapsari	1	0	0	1	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	
4	Aprilia Indarwati	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	0	1	0	1	0	1	1	1	
5	Bagus Sugianto	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	0	0	1	0	1	0	0	1	0	1	0	1	0	1	0	
6	Bella Yulia	1	0	1	0		1	1	0	0	0	1	0	0	0	1	1	0	1	1	1	0	1	1	0	1	0	0	0	0	1	
7	Buyung Agil Maula	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	0	1	0	1	1	0	0	1	1	0	1	
8	Candra Dwi Lasmin	0	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	
9	Cindy Gerna Silvia	1	1	0	1	0	0	0	1	1	0	0	1	1	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	1	0	
10	Deni Prasetyo	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	0	1	1	0
11	Dhea Devina	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	
12	Dheby Kurniawan	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	
13	Erna Wati	1	0	0	1	1	0	0	0	0	1	1	1	1	0	0	0	0	0	0	1	1	0	1	0	1	1	1	1	1	0	
14	Hamdan Hariyanto	1	0	0	0	1	0	0	0	0	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0
15	Ramadhan Hadinata	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	
16	Satria Puguh S	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	0	1	0	0	0	1	1	1	1	
17	Siti Fatonah	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	0	0	1	1	0	1	1	1	0	
18	Vita Cahya W	0	0	1	1	0	1	1	0	0	1	0	1	1	0	0	0	1	0	1	1	0	1	0	1	0	0	1	0	0	1	
19	Yunus Suprianto	0	0	1	0	1	1	1	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	1	0	0	0	0	0	
20	Zulaiha	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	0	0	0	1	0	1	1	

Appendix 7

The score of try out test of SMP Negeri 3 Jember

																														Correct answer	Score
31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60		
1	0	0	1	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1	0	23	38,3333
1	0	1	0	1	1	1	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	21	35
0	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	42	70
0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	43	71,6667
0	0	0	0	1	1	1	0	1	0	1	1	0	0	0	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	27	45
0	0	0	1	0	0	1	1	0	1	1	0	0	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0	0	0	26	43,3333
0	1	0	0	0	1	0	0	0	0	0	1	1	1	0	0	1	1	0	0	0	1	0	0	1	0	0	0	1	0	21	35
1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	48	80
0	0	1	0	1	1	0	0	0	1	0	0	1	0	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	29	48,3333
1	0	0	1	1	1	0	0	1	0	0	1	0	0	0	1	1	0	1	0	1	0	1	0	1	0	0	0	1	0	23	38,3333
1	0	1	1	1	1	1	0	0	0	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	42	70
0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	49	81,6667
0	0	0	1	0	1	1	1	1	0	0	0	1	0	0	1	1	0	0	0	1	1	0	0	0	1	1	0	0	0	27	45
0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	42	70
1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	45	75
1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	46	76,6667
1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	44	73,3333
0	1	0	1	0	0	1	1	0	0	1	0	1	0	1	1	0	1	0	0	0	1	0	0	1	0	0	1	0	0	26	43,3333
0	0	0	1	0	0	1	1	1	1	1	0	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	24	40
1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	46	76,6667

Appendix 4

3.3 Table Competence Standard and Basic Competence of English at Eight

Grade of Junior High School

Competence Standart	Basic Competence	Indicator	Learning Objective
5. Understand the meaning in a simple short essay in the form of a descriptive or recount to interact with the surrounding environment (BNSP, 2006:130)	5.2 Responding to meaning in a simple short functional text accurately, fluently and intertwined relate to the environment (BNSP,2006:130)	<ul style="list-style-type: none"> • Students are able to identify the difficult words of the recount text. • Find the general and specific information from the recount text. • Identify the generic structure of recount text 	<ul style="list-style-type: none"> • Students are able to identify the difficult words of the recount text. • Students are able to find the general and specific information from the recount text. • Students are able to identify the generic structure of the recount text.

3.4 Table of Number of Items in Tryout Test

No.	The Item of Questions	The Number of Items	Σ
1	Particular words	4, 5, 7, 9,11, 14, 18, 20, 22, 29, 30, 32, 35, 44, 49	15
2	Particular sentences	3,15, 16, 17, 25, 28, 34, 36, 40, 42, 45, 51, 52,53,54, 55	15
3	Paragraph	6, 10, 19, 24, 26,27, 41, 43, 46, 50, 52, 56, 58, 59, 60	15
4	Text	1, 2, 8, 12, 13, 21, 23, 31, 33, 37, 38, 39, 47, 48,57	15
		Σ	60

3.5 Table of Number of Items in Reading Test Cycle 1

No.	The Item of Questions	The Number of Items	Σ
1	Particular words	2, 6, 8, 14, 16	5

2	Particular sentences	4, 11, 12, 20	4
3	Paragraph	5, 7, 13, 15, 17, 19	6
4	Text	1, 3, 9, 10, 18	5
		Σ	20

3.6 Table of Number of Items in Reading Test Cycle 2

No.	The Item of Questions	The Number of Items	Σ
1	Particular words	2, 4, 10, 16	4
2	Particular sentences	3, 12, 13, 17, 19, 20	6
3	Paragraph	6, 9, 11, 14, 18	5
4	Text	1, 5, 7, 8, 15	5
		Σ	20

Appendix 10

The Upper and Lower Score of Try Out Test of MTs Negeri 3 Jember

Upper Score

No	Name																														
		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	28	29	30
12	Dhea Nada Shobhi P	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	1	1	0	0	1	0	1	0
8	Bella Safira R	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	1	1	1	0
16	Kenny Rachmansyah	1	0	0	1	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	
20	Zainal Arifin	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	0	1	0	1	1	1	
15	Holilur Rahman	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	0	0	1	0	1	0	0	1	0	1	0	1	0	1	
17	Mutia Kanza Al	1	0	1	0		1	1	0	0	0	1	0	0	0	1	1	0	1	1	1	0	1	1	0	1	0	0	0	1	
4	Alffiana Riski P	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	0	1	0	1	1	0	0	1	1	0	
3	Ahmad Luthfi K	0	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	
11	Dhea Devina	1	1	0	1	0	0	0	1	1	0	0	1	1	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	1	
14	Elvina Kurniawati	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	1	

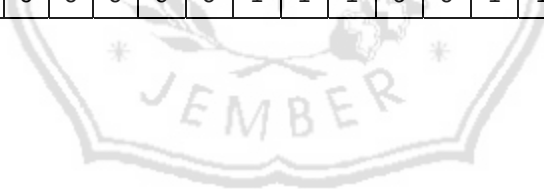
No	Name																															
		31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	
12	Dhea Nada Shobhi	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	
8	Bella Safira R	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	
16	Kenny Rachmansyah	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	
20	Zainal Arifin	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	
15	Holilur Rahman	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0
17	Mutia Kanza Al	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	
4	Alffiana Riski P	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1	1	0	0	
3	Ahmad Luthfi K	0	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	
11	Dhea Devina	1	0	1	1	1	1	1	0	0	0	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	
14	Elvina Kurniawati	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	



Lower Score

No	Name																														
		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	28	29	30
9	Darma Suci Antaris	1	1	0	1	0	0	0	1	1	0	0	1	1	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	1	0
5	Amalya Cahyaning W	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	0	0	1	0	1	0	0	1	0	1	0	1	0	1	0
13	Elok Dwi Yasinta A	1	0	0	1	1	0	0	0	0	1	1	1	1	0	0	0	0	0	0	1	1	0	1	0	1	1	1	1	1	0
6	Annisa Mayangsari	1	0	1	0		1	1	0	0	0	1	0	0	0	1	1	0	1	1	1	0	1	1	0	1	0	0	0	0	1
18	Riski Dwi Safitri	0	0	1	1	0	1	1	0	0	1	0	1	1	0	0	0	1	0	1	1	0	1	0	1	0	0	1	0	0	1
19	Wulan Ayu Oktaviani	0	0	1	0	1	1	1	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	0	1	0	0	0	0	0	1
1	Ahmad Alfin Kamil	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	0	1	1	0	0	1	0	1
10	Dhana Harliza Putri P	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	1	0
2	Ahmad Hori Dental B	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	1	1	1	0
7	Bayu Saputra R	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	0	1	0	1	1	0	0	1	1	0	1

No	Name																																
		31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60		
9	Darma Suci Antaris	0	0	1	0	1	1	0	0	0	1	0	0	1	0	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	
5	Amalya Cahyaning W	0	0	0	0	1	1	1	0	1	0	1	1	0	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	0	0		
13	Elok Dwi Yasinta A	0	0	0	1	0	1	1	1	1	0	0	0	1	0	0	1	1	0	0	0	1	1	0	0	0	1	1	0	0	0		
6	Annisa Mayangsari	0	0	0	1	0	0	1	1	0	1	1	0	0	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0	0	0		
18	Riski Dwi Safitri	0	1	0	1	0	0	1	1	0	0	1	0	1	0	1	1	0	1	0	0	0	1	0	0	1	0	0	1	0	0		
19	Wulan Ayu Oktaviani	0	0	0	1	0	0	1	1	1	1	1	0	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0
1	Ahmad Alfin Kamil	1	0	0	1	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	0	1	0	
10	Dhana Harliza Putri P	1	0	0	1	1	1	0	0	1	0	0	1	0	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0
2	Ahmad Hori Dental B	1	0	1	0	1	1	1	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1	0
7	Bayu Saputra R	0	1	0	0	0	1	0	0	0	0	0	1	1	1	0	0	1	1	0	0	0	1	0	0	0	1	0	0	0	0	1	0



Appendix 5

(Try out) Reading comprehension test

Name:

Grade:

Read the text carefully and cross a,b,c, or d for the correct answer!

Text 1

The Day I Became a Hero

I was as amazed as anyone else when I found Brian. I was flying low over an area of forest, miles from anywhere, when I noticed smoke.

After that I pulled round and flew in low for a better look. First, I noticed that someone had cleared an area of trees. Then I saw the camp. I had to circle round a couple of times. After a while I was ready to fly in low and put the plane down on the lake. Next I paddled across to where Brian was standing, staring at me as if I was a ghost. Suddenly, he spoke and said his name.

You could have knocked me flat when I realised that I had found the kid!

01. Ais : What kind of text is it?
Fathur : It is Text.
- Recount
 - Spoof
 - Song
 - Narrative
02. Ais : What is the purpose of this kind of text?
Fathur : As our teacher said the purpose is ...
- to retell events for the purpose of informing or entertaining
 - to present two points of view about an issue
 - to amuse or entertain and to deal with actual or vicarious experience in different ways
 - to describe how something accomplished through a sequence of steps
03. "Suddenly, he spoke and said his name". What did the underlined word mean?
- The ghost
 - The teller
 - The camp
 - The kid
04. Ais : What kind of verb is mainly used in the text?
Fathur : It is ...
- mental verbs
 - thinking verbs
 - linking verbs
 - action verbs

05. Ais : The character “Brian” means
Fathur : ...
- A kid
 - A tree
 - A forest
 - A ghost
06. What was the first paragraph about ?
- He found Brian
 - He found a camp
 - He found a ghost
 - He found a tree
07. What is the meaning of the word circle in the paragraph 2?
- walked
 - turned
 - smoked
 - realised
08. What 's the author's feeling after the journey?
- sad
 - angry
 - happy
 - confuse
09. I was as amazed as anyone else when I found Brian.
The underlined word above means...
- surprised
 - realised
 - happy
 - sad
10. Which paragraph tell us the “events” ’’?
- paragraph 3
 - paragraph 4
 - paragraph 2
 - paragraph 2 and 3
11. The antonym of the word *low* in the text above is?
- short
 - high
 - long
 - medium
12. What is the setting of the story?
- sky
 - The camp
 - forest

d. ghost

13. What tenses is mostly used?

- a. present simple
- b. past simple
- c. present continuous
- d. Past continuous

14. What is the synonym of the word better in the text above?

- a. bad
- b. match
- c. good
- d. beauty

15. John Doe : What did you do when I worked over time last night?

Mc Pherson: Oh, when you worked over time at the office

Iour dinner

- a. cook
- b. cooked
- c. is cooking
- d. was cooking

16. What was the second paragraph about?

- a. He shocked
- b. He was proud
- c. He started to fly
- d. He found a kid

17. How many events in the end of the story?

- a. one
- b. two
- c. three
- d. none

18. Oprah : I invite you to come to my birthday party next Sunday. Will you come?

The past form of th underlined word above is

- a. invited
- b. inviting
- c. invites
- d. invite

19. What was the idea of the second paragraph?

- a. He went to the forest
- b. He spoke with Brian
- c. He fled away
- d. He just realised

20. The synonym of the word *Hero* is
- a. soldier
 - b. pilot
 - c. police
 - d. patriot

Text 2

Success Story

Yesterday afternoon Frank Hawkins was telling me about his experiences as a young man. Frank is now the head of a very large company, but as a boy he used to work in a small shop. It was his job to repair bicycles and at that time he used to work fourteen hours a day. He saved money for years.

In 1938 he bought a small work-shop of his own. During the war Frank made spare parts for aeroplanes. At that time he had two helpers. By the end of the war, the small work shop had become a large factory which employed seven hundred and twenty-eight people. Frank smiled when he remembered his hard early years and the long road to success.

21. The text above mainly discusses about
- a. The death of Frank Hawkins
 - b. The life of Frank Hawkins
 - c. The failure of Frank Hawkins in making his business
 - d. The starting of Frank Hawkins in building his business
22. "Frank smiled when he remembered his hard early years and the long road to success." What does the underlined word mean?
- a. Sidewalk
 - b. Street
 - c. Way
 - d. Journey
23. What kind of text is it ?
It is a
- a. procedure
 - b. recount
 - c. descriptive
 - d. narrative
24. What was Frank first job in the paragraph one?
- a. a shop keeper
 - b. a spare part maker
 - c. a bicycle repairer
 - d. a director
25. When can Frank Hawkins have a workshop?
- a. in 1935

- b. in 1936
- c. in 1937
- d. in 1938

Text 3

By Air

I used to traveling by air and only on one occasion have I ever felt frightened. After taking off, we flew low over the city. It slowly went high to the sky. But, suddenly it turned round and flew back to the airport.

An air-hostess told us to keep calm and to get off the plane quietly as soon as it touched down. Everybody on board was worried and we were curious to find out what happened.

Later we learnt that there was a very important person on board. Earlier somebody told the police that there was a bomb on the plane.

After we landed, the police searched the plane carefully. Fortunately they did not find a bomb and five hours later we were able to take off again. I felt so frightening when I remembered that.

26 Ali : Which paragraph did tell about a bomb?

Ani : I think in the paragraph

- a. 1
- b. 2
- c. 3
- d. 4

27 Who did feel frightened in the last paragraph?

- a. The reader
- b. The teller
- c. The police
- d. The pilot

28. Ali : Why did the plane fly back to the airport?

Ani : because.....

- a. There was engine troubles
- b. There was sick person on the plane
- c. There was a bomb threatening on the plane
- d. There were some passengers left at the airport

29 . The antonym of the word *departed* is

- a. went
- b. came
- c. passed
- d. arrived

30. I used to traveling by air and only on one occasion have I ever felt frightened. What is the underlined sentence called ?

- a. scary

- b. enjoy
- c. happy
- d. confuse

Text 4

In junior high school, we had to wear a white uniform every Monday. I was in my second year when this unforgettable event happened. We had music lessons on Mondays. That day, we had a lesson playing a national song on the recorder. The teacher asked us to stand up almost at the same time.

But suddenly, Doddy, the most handsome boy in the class, who was sitting right behind me, yelled and said “What happened to your skirt, it’s red, yuck!” God, I was having my period! Actually, I had already felt something wet while sitting, but I didn’t have time to check it out because the teacher was already in the class. Now everyone knew about my period. I felt like I wanted to die. The teacher then asked me to change my skirt, so I had to walk out of the classroom while trying to cover my skirt with a bag. That was the most humiliating experience I’ve ever had.

31. When did the story take place?
 - a. on Sunday
 - b. on Monday
 - c. on wednesday
 - d. on saturday
32. What does the word humiliating mean?
 - a. scared
 - b. affraid
 - c. embarrassed
 - d. proud
33. Which statement is not true based on the story?
 - a. The writer was in second year of junior high school
 - b. The writer was in music lesson when this story happened.
 - c. The teacher was angry when this happened.
 - d. The writer was wearing white uniform on that day.
34. Did the writer already know that she had period?
 - a. No, she wasn’t
 - b. Yes, she did
 - c. No, she didn’t
 - d. yes, she is
35. But suddenly, Doddy, the most handsome boy in the class, who was sitting right behind me, yelled and said.....
The underlined word has almost the same meaning as the word....
 - a. gazed
 - b. shouted
 - c. cried

- d. warned
36. How did the writer feel about this experience?
- sad
 - shy
 - disappointed
 - annoyed
37. Which line do you think the orientation of the story is?
- 1
 - 2
 - 3
 - 4
38. The best title of the story is...
- my period and my experience.
 - my embarrassing experience on my period
 - my friends and I
 - my white skirt.
39. How many events are there in the story?
- 2
 - 3
 - 4
 - none
40. Which sentence did show the reorientation of the story?
- In junior high school, we had to wear a white uniform every Monday
 - That day, we had a lesson playing a national song on the recorder
 - I had to walk out of the classroom while trying to cover my skirt with a bag.
 - That was the most humiliating experience I've ever had
41. What did happen in the second paragraph?
- She got a period
 - The teacher got a period
 - Doddy walked out
 - The teacher danced
42. Lena ... her homework when I visited her yesterday
- done
 - is doing
 - was doing
 - were doing
43. Who did know that the girl got a period in the second paragraph?
- Teacher
 - Herself

- c. Doddy
- d. Headmaster

44. What was the colour of her uniform?

- a. blue
- b. white
- c. black
- d. brown

45. Was the teacher angry to her?

- a. No, it was not.
- b. No, he is not.
- c. No, he was not.
- d. No, she was not.

Text 5

A young man jumped into a river yesterday morning to save a twelve year-old boy. The boy was swimming in the river, but its current was too strong for him. He shouted out for help.

The young man was riding across the bridge on his bicycle. He quickly got off and jumped into the river with all his clothes on. He swam to the boy and brought him, to safety. The boy thanked the young man, and ran off down the road. He climbed over a gate before disappearing over the top of a hill.

Many people were looking on and asked the young man what his name was. He said, "Why should I give you my name? if I want to help the boy, that's my business." He then ran back to the bridge, got on his cycle and rode away.

46. What did the last paragraph tell about?
- a. The young man swam
 - b. The young man jumped into the river
 - c. The young man rode away
 - d. The young man thanked
47. How is the generic structure of it?
- a. Orientation, complication, resolution
 - b. Orientation, events, reorientation
 - c. Goal, materials needed, steps
 - d. Newsworthy event, background, sources
48. What kind of tense is mostly used in that text?
- a. Simple present tense
 - b. Continuous tense
 - c. Perfect tense
 - d. Past tense
49. This word is in the past form. It is ...
- a. Rode away
 - b. Ran off down

- c. Want
 - d. Jumped into
50. Where can you find the *orientation*?
- a. In the last paragraph
 - b. In the first paragraph
 - c. In paragraph two
 - d. No orientation on the text above
51. Why was the boy trapped in the river flow?
- a. He jumped into the river with his clothes on
 - b. He had swum too far
 - c. The current was too strong for him
 - d. He shouted out for help
52. Who was the helper in the first paragraph?
- a. The people
 - b. The police
 - c. The twelve years old boy
 - d. The young man
53. What did the boy do before he ran away?
- a. He said it was not his business
 - b. He disappeared over the top of the hill
 - c. He climbed over the gate
 - d. He thanked the young man
54. Why didn't people know about the young man?
- a. The young man drowned in the river
 - b. The young man refused to tell his name
 - c. The young man was very frightened
 - d. The young man ran away after that
55. Why did the man refuse to say his name?
- a. The boy didn't give his name
 - b. He didn't want to see the boy punished
 - c. He thought it was his own business
 - d. He didn't want to be popular

Text 6

An English teacher explained about colors to his students. After he finished explaining, he asked his students, "Who can make a sentence using the words green, pink and yellow?"

James, the cleverest student in the class, quickly raised his hand and answered, "When the yellow morning sun comes, I see a beautiful girl wearing a pink dress walking through the green grass". "Great! James, you are a very good student", exclaimed the teacher. "Me, me, Sir" Johnny, the laziest student in the class said while rising his hand.

And then he said, “ I heard the telephone rang ... *green...green*, then I *pinked* up the receiver and I said, “*Yellow*, who’s speaking there?”

56. In your opinion, what is the main idea of paragraph three?
- Jonny missed understanding
 - Jonny answered perfectly
 - James had a wrong answer
 - James answered perfectly
57. What tense is mostly used in this text?
- Past tense
 - Present tense
 - Perfect tense
 - Present continuous tense
58. How many events are there in the second paragraph?
- There’s only one event in the text
 - There are two events, I think
 - Exactly three events
 - no one event
59. Who was the participant of the third paragraph
- English teacher
 - I
 - James
 - Johnny
60. In what paragraph can we find the *orientation* of the text?
- Second
 - First
 - Fifth
 - Fourth

Good Luck!

Appendix 6

Key Answers of Tryout Test

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



Appendix 11

Analysis Reliability of Try Out Test

NO.	X	Y	X ²	Y ²	XY
1	12	11	144	121	132
2	12	9	144	81	108
3	20	22	400	484	440
4	20	23	400	529	460
5	15	12	225	144	180
6	14	12	196	144	168
7	8	13	64	169	104
8	24	24	576	576	576
9	16	13	256	169	208
10	11	12	121	144	132
11	24	18	576	324	432
12	24	25	576	625	600
13	15	12	225	144	180
14	23	19	529	361	437
15	24	21	576	441	504
16	23	23	529	529	529
17	21	23	441	529	483
18	11	15	121	225	165
19	13	11	169	121	143
20	24	22	576	484	528
Σ	354	340	6718	6081	6309

Appendix 12

RELIABILITY OF TRY OUT TEST

A. Product Moment's Formula

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy} = \frac{20.6249 - 354.340}{\sqrt{(20.6718 - (354)^2)(20.6081 - (340)^2)}}$$

$$r_{xy} = \frac{124980 - 120360}{\sqrt{(134360 - 125316)(121620 - 115600)}}$$

$$r_{xy} = \frac{4620}{\sqrt{9044.6020}}$$

$$r_{xy} = \frac{4620}{\sqrt{54444880}}$$

$$r_{xy} = \frac{4620}{7378,68}$$

$$r_{xy} = 0,63$$

B. Spearman-Brown's Formula

$$r_{11} = \frac{2xr_{\frac{1}{2}\frac{1}{2}}}{(1 + r_{\frac{1}{2}\frac{1}{2}})}$$

$$r_{11} = \frac{2 \times 0,63}{1 + 0,63}$$

$$r_{11} = \frac{1,26}{1,63}$$

$$r_{11} = 0,77$$

Appendix 13

DL AND DP OF TRY OUT TEST

Item numb	ka	kb	n	DP	conclusion	JB	DL	conclusion	result
1	7	3	20	0,4	accepted	10	0,5	accepted	accepted
2	5	1	20	0,4	accepted	6	0,3	too difficult	omitted
3	8	3	20	0,5	accepted	11	0,55	accepted	accepted
4	7	4	20	0,3	accepted	11	0,55	accepted	accepted
5	6	3	20	0,3	accepted	9	0,45	accepted	accepted
6	8	3	20	0,5	accepted	11	0,55	accepted	accepted
7	8	3	20	0,5	accepted	11	0,55	accepted	accepted
8	3	1	20	0,2	omitted	4	0,2	too difficult	omitted
9	5	1	20	0,4	accepted	6	0,3	too difficult	omitted
10	10	5	20	0,5	accepted	15	0,75	accepted	accepted
11	8	5	20	0,3	accepted	13	0,65	accepted	accepted
12	9	5	20	0,4	accepted	14	0,7	accepted	accepted
13	9	5	20	0,4	accepted	14	0,7	accepted	accepted
14	7	4	20	0,3	accepted	11	0,55	accepted	accepted
15	8	5	20	0,3	accepted	13	0,65	accepted	accepted
16	9	4	20	0,5	accepted	13	0,65	accepted	accepted
17	3	2	20	0,1	omitted	5	0,25	too difficult	omitted
18	8	5	20	0,3	accepted	13	0,65	accepted	accepted

19	7	4	20	0,3	accepted	11	0,55	accepted	accepted
20	9	6	20	0,3	accepted	15	0,75	accepted	accepted
21	8	5	20	0,3	accepted	13	0,65	accepted	accepted
22	4	4	20	0	omitted	8	0,4	accepted	omitted
23	8	5	20	0,3	accepted	13	0,65	accepted	accepted
24	6	6	20	0	omitted	12	0,6	accepted	omitted
25	7	4	20	0,3	accepted	11	0,55	accepted	accepted
26	3	1	20	0,2	omitted	4	0,2	too difficult	omitted
27	10	6	20	0,4	accepted	16	0,8	accepted	accepted
28	8	5	20	0,3	accepted	13	0,65	accepted	accepted
29	9	6	20	0,3	accepted	15	0,75	accepted	accepted
30	7	4	20	0,3	accepted	11	0,55	accepted	accepted
31	6	3	20	0,3	accepted	9	0,45	accepted	accepted
32	8	2	20	0,6	accepted	10	0,5	accepted	accepted
33	4	2	20	0,2	omitted	6	0,3	too difficult	omitted
34	9	6	20	0,3	accepted	15	0,75	accepted	accepted
35	9	4	20	0,5	accepted	13	0,65	accepted	accepted
36	9	6	20	0,3	accepted	15	0,75	accepted	accepted
37	9	6	20	0,3	accepted	15	0,75	accepted	accepted
38	8	5	20	0,3	accepted	13	0,65	accepted	accepted
39	7	4	20	0,3	accepted	11	0,55	accepted	accepted
40	5	3	20	0,2	omitted	8	0,4	accepted	omitted
41	9	5	20	0,4	accepted	14	0,7	accepted	accepted

42	8	5	20	0,3	accepted	13	0,65	accepted	accepted
43	8	5	20	0,3	accepted	13	0,65	accepted	accepted
44	9	4	20	0,5	accepted	13	0,65	accepted	accepted
45	8	5	20	0,3	accepted	13	0,65	accepted	accepted
46	9	6	20	0,3	accepted	15	0,75	accepted	accepted
47	5	4	20	0,1	omitted	9	0,45	accepted	accepted
48	8	5	20	0,3	accepted	13	0,65	accepted	accepted
49	9	6	20	0,3	accepted	15	0,75	accepted	accepted
50	3	1	20	0,2	omitted	4	0,2	too difficult	omitted
51	10	6	20	0,4	accepted	16	0,8	accepted	accepted
52	9	6	20	0,3	accepted	15	0,75	accepted	accepted
53	4	2	20	0,2	omitted	6	0,3	too difficult	omitted
54	10	4	20	0,6	accepted	14	0,7	accepted	accepted
55	9	4	20	0,5	accepted	13	0,65	accepted	accepted
56	9	4	20	0,5	accepted	13	0,65	accepted	accepted
57	10	5	20	0,5	accepted	15	0,75	accepted	accepted
58	9	4	20	0,5	accepted	13	0,65	accepted	accepted
59	9	6	20	0,3	accepted	15	0,75	accepted	accepted
60	4	1	20	0,3	accepted	5	0,25	too difficult	omitted

STATEMENT OF ORIGINALITY OF SARJANA THESIS

The undersigned :

Name : Ristin Ika Fatmawati
Student Number : 1310231034
Program : English Education
Faculty : Teacher Training and Education

States the fact that the thesis (Final Project) I wrote this really is the result of my own work, not a takeover or writings of others that I thought I was as a result of my own writing or thoughts.

If later on proved or provable thesis is the result of plagiarism, then I am willing to accept sanctions for such actions.



Jember,
The Researcher

Ristin Ika Fatmawati
NIM.1310231034

Rencana Perangkat Pembelajaran (RPP)

SMP : MTsN 3 Jember

Kelas / Semester : VIII/2

Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

Jenis teks : Recount Teks

Aspek Skills : Reading Skill

Alokasi waktu : 2 x 40 Menit

Pertemuan ke : 1-2

1. Indikator

1. Siswa dapat mengidentifikasi kata-kata sulit dari teks recount.
2. Menemukan informasi umum dan spesifik dari teks recount.
3. Identifikasi struktur generik teks narasi

2. Tujuan Pembelajaran

Setelah proses pembelajaran diharapkan:

1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi international
2. Siswa dapat mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
3. Siswa dapat mengidentifikasi kata-kata sulit dari teks recount.
4. Siswa dapat menemukan informasi umum dan spesifik dari teks recount.
5. Siswa dapat mengidentifikasi struktur generik teks recount

- ❖ **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (Respect)
Bertanggung Jawab (Responsibility)

1. Materi Pembelajaran

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

Generic Structure of Recount

1. Orientation: Introducing the participants, place and time
2. Events: Describing series of event that happened in the past
3. Reorientation: It is optional. Stating personal comment of the writer to the story

Language Feature of Recount

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

4. Metode Pembelajaran

- Annotating Text Strategy

5. Media

- LCD
- Worksheet

6. Langkah-langkah Kegiatan

A. Kegiatan Pembuka

1. Mengondisikan suasana belajar yang menyenangkan.
2. Salam pembuka
3. Guru memberi instruksi untuk membaca doa bersama sebelum pelajaran dimulai.
4. Guru mengecek kehadiran siswa.
5. Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari;

6. Guru menanyakan beberapa pertanyaan untuk mengarahkan pemikiran siswa ke dalam topik yang akan dipelajari.
7. Guru menyampaikan garis besar cakupan materi

B. Kegiatan Inti

1. Guru memberikan teks recount dan meminta siswa untuk membaca.
2. Setelah mereka membaca teks dengan cepat.
3. Setelah itu guru meminta siswa untuk membaca ulang teks tersebut secara hati-hati dan memberikan tanda lingkaran / garis / menstabilo / membuat catatan kecil pada teks yang tidak dipahami maknanya.
4. Guru meminta siswa untuk membuat ringkasan tentang teks yang dibaca pada lembar yang sama pada dengan teks recount tersebut.
5. Guru meminta siswa untuk mengevaluasi tugas mereka .

C. Kegiatan Penutup

1. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
2. Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara terprogram.
3. Guru menanyakan kesulitan siswa selama PBM.
4. Guru menyampaikan rencana pembelajaran pada pertemuan selanjutnya.
5. Salam penutup

7. Sumber belajar

- LKS QUANTUM

8. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen
1. Siswa dapat mengidentifikasi kata-kata sulit dari teks recount.	Tes Tulis	Essay
2. Menemukan informasi umum dan spesifik dari teks recount.	Tes Tulis	Essay
3. Identifikasi struktur generik teks recount	Tes Tulis	Essay

a. Pedoman Penilaian

- Individual

b. Rubrik penilaian

2.Indikator : Mengidentifikasi Informasi/makna yang terdapat dalam teks recount

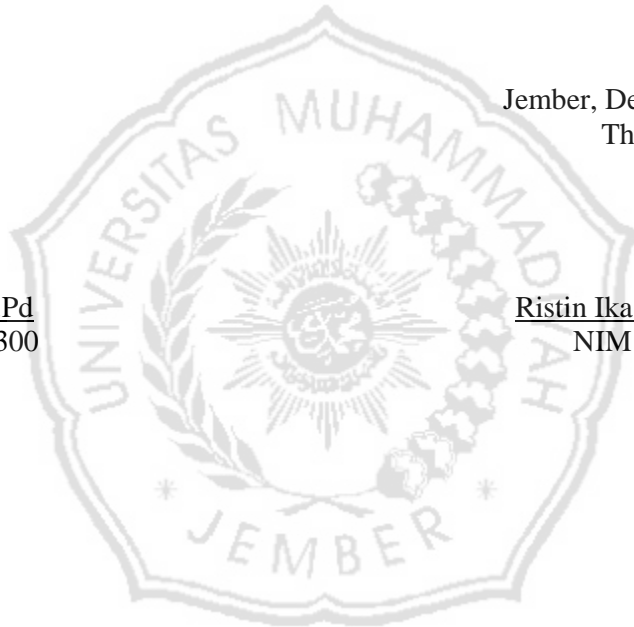
Uraian	Skor
Jawaban benar	20
Jawaban salah	0
Jumlah soal	5
Nilai Tertinggi	100

Teacher

Sunarsih S.Pd
NBM 826.300

Jember, December 14th 2017
The Researcher

Ristin Ika Fatmawati
NIM1310231034



Cycle 1
Reading comprehension text

Name :
Student' Number :

Read the text carefully and cross a,b,c, or d for the correct answer!

Text 1

The Day I Became a Hero

I was as amazed as anyone else when I found Brian. I was flying low over an area of forest, miles from anywhere, when I noticed smoke.

After that I pulled round and flew in low for a better look. First, I noticed that someone had cleared an area of trees. Then I saw the camp. I had to circle round a couple of times. After a while I was ready to fly in low and put the plane down on the lake. Next I paddled across to where Brian was standing, staring at me as if I was a ghost. Suddenly, he spoke and said his name.

You could have knocked me flat when I realised that I had found the kid!

01. Ais : What kind of text is it?
Fathur : It is Text.
- a. Recount
 - b. Spoof
 - c. Song
 - d. Narrative
02. “Suddenly, he spoke and said his name”. What did the underlined word mean?
- a. The ghost
 - b. The teller
 - c. The camp
 - d. The kid
03. Ais : What kind of verb is mainly used in the text?
Fathur : It is ...
- a. mental verbs
 - b. thinking verbs
 - c. linking verbs
 - d. action verbs
04. Ais : The character “Brian” means
Fathur : ...
- a. A kid
 - b. A tree
 - c. A forest
 - d. A ghost

05. What was the first paragraph about ?
- He found Brian
 - He found a camp
 - He found a ghost
 - He found a tree
06. What is the meaning of the word circle in the paragraph 2?
- walked
 - turned
 - smoked
 - realised
07. Which paragraph tell us the “events” ”?
- paragraph 3
 - paragraph 4
 - paragraph 2
 - paragraph 2 and 3
08. The antonym of the word *low* in the text above is?
- short
 - high
 - long
 - medium
09. What is the setting of the story?
- sky
 - The camp
 - forest
 - ghost
10. What tenses is mostly used?
- present simple
 - past simple
 - present continuous
 - Past continuous
11. What did the researcher notice?
- air
 - water
 - smoke
 - fire
12. John Doe : What did you do when I worked over time last night?
Mc Pherson: Oh, when you worked over time at the office
Iour dinner
- cook
 - cooked
 - is cooking

- d. was cooking
13. What was the second paragraph about?
- He shocked
 - He was proud
 - He started to fly
 - He found a kid
14. Oprah : I invite you to come to my birthday party next Sunday. Will you come?
- The past form of the underlined word above is
- invited
 - inviting
 - invites
 - invite
15. What was the idea of the second paragraph?
- He went to the forest
 - He spoke with Brian
 - He fled away
 - He just realised
16. The synonym of the word *Hero* is
- soldier
 - pilot
 - police
 - patriot

Text 2

An English teacher explained about colors to his students. After he finished explaining, he asked his students, "Who can make a sentence using the words green, pink and yellow?"

James, the cleverest student in the class, quickly raised his hand and answered, "When the yellow morning sun comes, I see a beautiful girl wearing a pink dress walking through the green grass". "Great! James, you are a very good student", exclaimed the teacher. "Me, me, Sir" Johnny, the laziest student in the class said while rising his hand.

And then he said, "I heard the telephone rang ... *green...green*, then I *pinked* up the receiver and I said, "*Yellow*, who's speaking there?"

17. In your opinion, what is the main idea of paragraph three?
- Jonny missed understanding
 - Jonny answered perfectly
 - James had a wrong answer
 - James answered perfectly
18. What tense is mostly used in this text?
- Past tense
 - Present tense

- c. Perfect tense
- d. Present continuous tense

19. How many events are there in the second paragraph?

- a. There's only one event in the text
- b. There are two events, I think
- c. Exactly three events
- d. no one event

20. Who was the participant of the text?

- a. English teacher
- b. I
- c. James and Jonny
- d. English Teacher and students

Good Luck



Appendix 16

Key Answers of Tryout Test

- | | | | |
|-----|---|-----|---|
| 1. | A | 11. | C |
| 2. | D | 12. | B |
| 3. | D | 13. | D |
| 4. | A | 14. | A |
| 5. | B | 15. | B |
| 6. | B | 16. | D |
| 7. | C | 17. | A |
| 8. | B | 18. | A |
| 9. | C | 19. | B |
| 10. | B | 20. | D |



Appendix 17**The Result of VIII A of MTsN 3 Jember (cycle 1)**

NO	NAMES	SCORE	Conclusion
1	Aisah Cahya Regina Yuana	75	achieved
2	Ali Rahman	70	achieved
3	Andini Auliatun Nafisah	80	achieved
4	Andriani Maghfiroh F.S	65	not achieved
5	Angga Risdianto	75	achieved
6	Aprilia Yudanti	70	achieved
7	Aria Putri Anyabalia	70	achieved
8	Ashilah Eka Pratiwi	75	achieved
9	Auralia Sakinah Lestari	85	achieved
10	Dito Fadlillah	50	not achieved
11	Dian Wiriawan	65	not achieved
12	Fayza Rahmatin Ramadhan	70	achieved
13	Kia Alfadillah	45	not achieved
14	Lita Alfiah	70	achieved
15	Riska Maudi Safira	55	not achieved
16	Santo Mardion Risdani	60	not achieved
17	Silvyrazzaqiya Rahman	65	not achieved
18	Siti Lailatul Khoiriyah	60	not achieved
19	Widianto Arifin	50	not achieved
20	Wulan Ayu Oktaviani	70	achieved
21	Zaenal Arifin	70	achieved
22	Rize Umami	70	achieved
	The students got ≥ 70		13 students

$$\text{MEAN} = \frac{\text{Total of score}}{\text{Total of students}} = \frac{1465}{22} = 66,59 = 67$$

Notes: Mean = The average of total of students score



Appendix 18

Table of Observation Checklist for Cycle 1

No.	Name of students	First meeting *)				Active	Passive	Second meeting *)				Active	Passive
		1	2	3	4			1	2	3	4		
1	Aisah Cahya Regina Y	√	-	-	-		√	√	-	-	√		
2	Ali Rahman	√	√	-	-		√	√	-	-	√		
3	Andini Auliatun Nafisah	√	√	√	-	√		√	√	√	√		
4	Andriani Maghfiroh F.S	√	-	-	-		√	√	-	-		√	
5	Angga Risdianto	√	-	-	-		√	√	-	-		√	
6	Aprilia Yudanti	√	-	-	-		√	√	-	-		√	
7	Aria Putri Anyabalia	√	√	√	√	√		√	√	√	√		
8	Ashilah Eka Pratiwi	√	√	√	√	√		√	√	√	√		
9	Auralia Sakinah Lestari	√	√	√	√	√		√	√	√	√		
10	Dito Fadlillah	-	-	-	-		√	√	-	-		√	
11	Dian Wiriawan	-	-	-	-		√	√	-	-		√	

12	Fayza Rahmatin R	√	-	-	-		√	√	√	√	-	√	
13	Kia Alfadillah	√	-	-	-		√	√	√	-	-		√
14	Lita Alfiah	√	-	-	-		√	√	√	-	-		√
15	Riska Maudi Safira	√	√	√	-	√	√	√	√	-	-	√	
16	Santo Mardion Risdani	√	√	-	-		√	√	√	-	-		√
17	Silvyrazzaqiya Rahman	√	-	-	-		√	√	√	-	-		√
18	Siti Lailatul Khoiriyah	√	√	-	-		√	√	√	√	-	√	
19	Widianto Arifin	√	√	√	-	√	√	√	√	-	-		√
20	Wulan Ayu Oktaviani	√	√	√	-	√	√	√	√	√	-	√	
21	Zaenal Arifin	√	√	√	-	√	√	√	√	√	√	√	
22	Rize Umami	√	-	-	-		√	√	√	-	-		√
	Total					$\frac{8}{22} * 100\%$ =36,36%	$\frac{14}{22} * 100\%$ = 63,64%					$\frac{11}{22} * 100\%$ = 50%	$\frac{11}{22} * 100\%$ = 50%
	The result of cycle 1					Active : $\frac{36,36\% + 50\%}{2} = \mathbf{43,18\%}$						Passive: $\frac{63,64\% + 50\%}{2} = \mathbf{56,82\%}$	

*) note:

1. Paying attention to the lesson
2. Read quickly
3. Read carefully and annonate the text
4. Write a short summary



Rencana Perangkat Pembelajaran (RPP)

SMP : MTsN 3 Jember

Kelas / Semester : VIII/2

Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

Jenis teks : Recount

Aspek Skills : Reading Skill

Alokasi waktu : 2 x 40 Menit

Pertemuan ke : 1-2

1. Indikator

1. Siswa dapat mengidentifikasi kata-kata sulit dari teks recount.
2. Menemukan informasi umum dan spesifik dari teks recount.
3. Identifikasi struktur generik teks recount

2. Tujuan Pembelajaran

Setelah proses pembelajaran diharapkan:

1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional
2. Siswa dapat mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
3. Siswa dapat mengidentifikasi kata-kata sulit dari teks recount.
4. Siswa dapat menemukan informasi umum dan spesifik dari teks recount.
5. Siswa dapat mengidentifikasi struktur generik teks recount

- ❖ **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (Respect)
Bertanggung Jawab (Responsibility)

1. Materi Pembelajaran

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

Generic Structure of Recount

1. Orientation: Introducing the participants, place and time
2. Events: Describing series of event that happened in the past
3. Reorientation: It is optional. Stating personal comment of the writer to the story

Language Feature of Recount

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

4. Metode Pembelajaran

- Annotating Text Strategy

5. Media

- LCD
- Worksheet

6. Langkah-langkah Kegiatan

A. Kegiatan Pembuka

1. Mengondisikan suasana belajar yang menyenangkan.
2. Salam pembuka
3. Guru memberi instruksi untuk membaca doa bersama sebelum pelajaran dimulai.
4. Guru mengecek kehadiran siswa.
5. Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari;

6. Guru menanyakan beberapa pertanyaan untuk mengarahkan pemikiran siswa ke dalam topik yang akan dipelajari.

7. Guru menyampaikan garis besar cakupan materi

B. Kegiatan Inti

1. Guru memberikan teks recount dan meminta siswa untuk membaca.

2. Setelah mereka membaca teks dengan cepat.

3. Setelah itu guru meminta siswa untuk membaca ulang teks tersebut secara hati-hati dan memberikan tanda lingkaran / garis / menstabilo / membuat catatan kecil pada teks yang tidak dipahami maknanya.

4. Guru meminta siswa untuk membuat ringkasan tentang teks yang dibaca pada lembar yang sama pada dengan teks recount tersebut.

5. Guru meminta siswa untuk mengevaluasi tugas mereka dalam sebuah kelompok kecil yang terdiri dari 3 orang.

C. Kegiatan Penutup

1. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

2. Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara terprogram.

3. Guru menanyakan kesulitan siswa selama PBM.

4. Guru menyampaikan rencana pembelajaran pada pertemuan selanjutnya.

5. Salam penutup

7. Sumber belajar

- LKS QUANTUM
- Dictionary

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen
1. Siswa dapat mengidentifikasi kata-kata sulit dari teks recount.	Tes Tulis	Essay
2. Menemukan informasi umum dan spesifik dari teks recount.	Tes Tulis	Essay
3. Identifikasi struktur generik teks recount	Tes Tulis	Essay

a. Pedoman Penilaian

- Individual

b. Rubrik penilaian

2.Indikator : Mengidentifikasi Informasi/makna yang terdapat dalam narrative teks

Uraian	Skor
Jawaban benar	20
Jawaban salah	0
Jumlah soal	5
Nilai Tertinggi	100

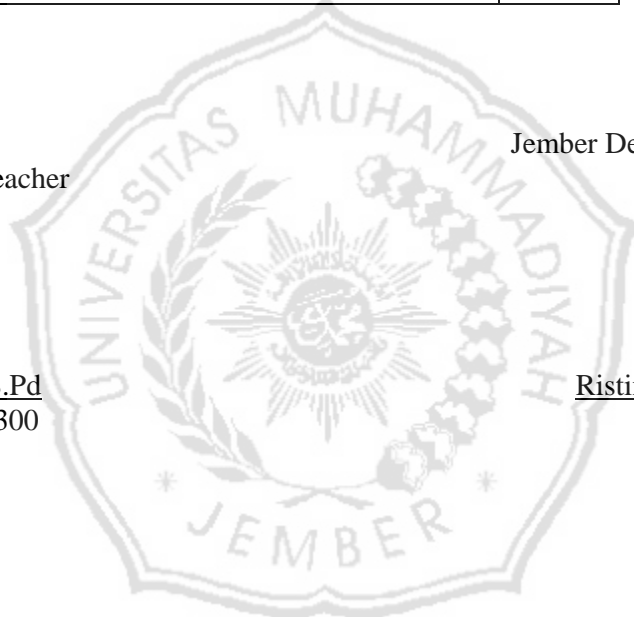
The Teacher

Sunarsih S.Pd
NBM 826.300

Jember December 14th 2017

The Researcher

Ristin Ika Fatmawati
NIM1310231034



Appendix 20

Cycle 2

Reading comprehension text

Name :
Student' Number :

Read the text carefully and cross a,b,c, or d for the correct answer!

Text 1

In junior high school, we had to wear a white uniform every Monday. I was in my second year when this unforgettable event happened. We had music lessons on Mondays. That day, we had a lesson playing a national song on the recorder. The teacher asked us to stand up almost at the same time.

But suddenly, Doddy, the most handsome boy in the class, who was sitting right behind me, yelled and said "What happened to your skirt, it's red, yuck!" God, I was having my period! Actually, I had already felt something wet while sitting, but I didn't have time to check it out because the teacher was already in the class. Now everyone knew about my period. I felt like I wanted to die. The teacher then asked me to change my skirt, so I had to walk out of the classroom while trying to cover my skirt with a bag. That was the most humiliating experience I've ever had.

1. When did the story take place?
 - a. on Sunday
 - b. on Monday
 - c. on wednesday
 - d. on saturday
2. What does the word humiliating mean?
 - a. scared
 - b. affraid
 - c. embarrassed
 - d. proud
3. Did the writer already know that she had period?
 - a. No, she wasn't
 - b. Yes, she did
 - c. No, she didn't
 - d. yes, she is
4. But suddenly, Doddy, the most handsome boy in the class, who was sitting right behind me, yelled and said....
The underlined word has almost the same meaning as the word....
 - a. gazed
 - b. shouted
 - c. cried
 - d. warned

5. How did the writer feel about this experience?
 - a. sad
 - b. shy
 - c. disappointed
 - d. annoyed

 6. Which line do you think the orientation of the story is?
 - a. 1
 - b. 2
 - c. 3
 - d. 4

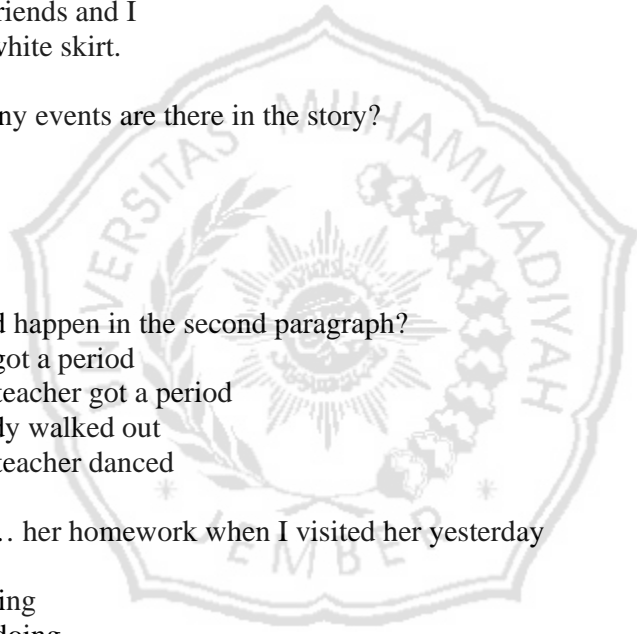
 7. The best title of the story is...
 - a. my period and my experience.
 - b. my embarrassing experience on my period
 - c. my friends and I
 - d. my white skirt.

 8. How many events are there in the story?
 - a. 2
 - b. 3
 - c. 4
 - d. none

 9. What did happen in the second paragraph?
 - a. She got a period
 - b. The teacher got a period
 - c. Doddy walked out
 - d. The teacher danced

 10. Lena ... her homework when I visited her yesterday
 - a. done
 - b. is doing
 - c. was doing
 - d. were doing

 11. Who did know that the girl got a period in the second paragraph?
 - a. Teacher
 - b. Herself
 - c. Doddy
 - d. Headmaster

 12. What was the colour of her uniform?
 - a. blue
 - b. white
 - c. black
 - d. brown
- 

13. Was the teacher angry to her?
- No, it was not.
 - No, he is not.
 - No, he was not.
 - No, she was not.

Text 2

A young man jumped into a river yesterday morning to save a twelve-year-old boy. The boy was swimming in the river, but its current was too strong for him. He shouted out for help.

The young man was riding across the bridge on his bicycle. He quickly got off and jumped into the river with all his clothes on. He swam to the boy and brought him, to safety. The boy thanked the young man, and ran off down the road. He climbed over a gate before disappearing over the top of a hill.

Many people were looking on and asked the young man what his name was. He said, "Why should I give you my name? if I want to help the boy, that's my business." He then ran back to the bridge, got on his cycle and rode away.

14. What did the last paragraph tell about?
- The young man swam
 - The young man jumped into the river
 - The young man rode away
 - The young man thanked
15. What kind of tense is mostly used in that text?
- Simple present tense
 - Continuous tense
 - Perfect tense
 - Past tense
16. This word is in the past form. It is ...
- Rode away
 - Ran off down
 - Want
 - Jumped into
17. Why was the boy trapped in the river flow?
- He jumped into the river with his clothes on
 - He had swum too far
 - The current was too strong for him
 - He shouted out for help
18. Who was the helper in the first paragraph?
- The people
 - The police
 - The twelve years old boy

d. The young man

19. Why didn't people know about the young man?

- a. The young man drowned in the river
- b. The young man refused to tell his name
- c. The young man was very frightened
- d. The young man ran away after that

20. Why did the man refuse to say his name?

- a. The boy didn't give his name
- b. He didn't want to see the boy punished
- c. He thought it was his own business
- d. He didn't want to be popular



Appendix 21

Key Answers of Tryout Test

- | | | | |
|-----|---|-----|---|
| 1. | B | 11. | C |
| 2. | C | 12. | B |
| 3. | C | 13. | C |
| 4. | B | 14. | C |
| 5. | B | 15. | D |
| 6. | A | 16. | D |
| 7. | B | 17. | D |
| 8. | A | 18. | D |
| 9. | A | 19. | B |
| 10. | C | 20. | C |



Appendix 22

The Result VIII A of MTsN 3 Jember (cycle 2)

NO	NAMES	SCORE	Conclusion
1	Aisah Cahya Regina Yuana	75	achieved
2	Ali Rahman	80	achieved
3	Andini Auliatun Nafisah	90	achieved
4	Andriani Maghfiroh F.S	75	achieved
5	Angga Risdianto	75	achieved
6	Aprilia Yudanti	75	achieved
7	Aria Putri Anyabalia	85	achieved
8	Ashilah Eka Pratiwi	75	achieved
9	Auralia Sakinah Lestari	95	achieved
10	Dito Fadlillah	60	not achieved
11	Dian Wiriawan	65	not achieved
12	Fayza Rahmatin Ramadhan	80	achieved
13	Kia Alfadillah	65	not achieved
14	Lita Alfiah	85	achieved
15	Riska Maudi Safira	80	achieved
16	Santo Mardion Risdani	85	achieved
17	Silvyrazzaqiya Rahman	75	achieved
18	Siti Lailatul Khoiriyah	80	achieved
19	Widianto Arifin	85	chieved
20	Wulan Ayu Oktaviani	70	achieved
21	Zaenal Arifin	90	achieved
22	Rize Umami	65	not achieved
	The students got ≥ 70		18 students

Total score Mean	78
------------------	----

$$\text{MEAN} = \frac{\text{Total of score}}{\text{Total of students}} = \frac{1710}{22} = 77,73 = 78$$

Notes: Mean = The average of total of students score



Appendix 23

Table of Observation Checklist for Cycle 2

No.	Name of students	First meeting *)				Active	Passive
		1	2	3	4		
1	Aisah Cahya Regina Y	√	√	√	-	√	
2	Ali Rahman	√	√	√	-	√	
3	Andini Auliatun Nafisah	√	√	√	√	√	
4	Andriani Maghfiroh F.S	√	√	√	-	√	
5	Angga Risdianto	√	√	√	-	√	
6	Aprilia Yudanti	√	√	-	-		√
7	Aria Putri Anyabalia	√	√	√	√	√	
8	Ashilah Eka Pratiwi	√	√	√	√	√	
9	Auralia Sakinah Lestari	√	√	√	√	√	
10	Dito Fadlillah	√	√	-	-		√
11	Dian Wiriawan	√	√	-	-		√
12	Fayza Rahmatin R	√	√	√	-	√	
13	Kia Alfadillah	√	√	-	-	√	√
14	Lita Alfiah	√	√	√	-	√	
15	Riska Maudi Safira	√	√	√	-	√	
16	Santo Mardion Risdani	√	√	√	√	√	
17	Silvyrazzaqiya Rahman	√	√	-	-		√
18	Siti Lailatul Khoiriyah	√	√	√	-	√	
19	Widianto Arifin	√	√	√	√	√	
20	Wulan Ayu Oktaviani	√	√	√	-	√	
21	Zaenal Arifin	√	√	√	√	√	

22	Rize Umami	√	√	√	-	√	
The result of cycle 2						17/22*100% =77,28%	5/22*100% = 22,73%

*) note:

1. Paying attention to the lesson
2. Read quickly
3. Read carefully and annonate the text
4. Write a short summary



CURRICULUM VITAE

Ristin Ika Fatmawati is the first daughter of the 2 children of Mr. Sutamar and Mrs. Sumartini. She was born on May 2nd 1994 in a beautiful place named Jember, East Java. She has a young brother, Ferdian Sergio Ramadhan. Then she is married to Imam Syahroney in the September 2017.

She began her study at SDN Wonorejo 2 (Elementary School) in 2001 and finished in 2007. Then, she continued to study at SMP NEGRI 01 Kencong (Junior High School) in 2007 and finished in 2010. For her senior high school, she learned at SMAN 1 Kencong in 2010 and finished in 2013. After that, she decided to continue to the university. She Studied at English Department Muhammadiyah University of Jember for her undergraduate education.

