



**A COMPARISON BETWEEN READING ALOUD AND SILENT
READING IN UNDERSTANDING RECOUNT TEXT**

(in Case Of Senior High School Year Ten Of SMA N 12 Semarang)

A Final Project

Submitted in Partial Fulfillment of the Requirements
for the degree of *Sarjana Pendidikan* in English

by

Nurul Annisa

2201406629

PERPUSTAKAAN
UNNES

**ENGLISH DEPARTMENT
LANGUAGES AND ARTS FACULTY
SEMARANG STATE UNIVERSITY**

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APPROVAL

This final project has been approved by the Board of the Examiners of the English Department of the Languages and Arts Faculty of the Semarang State University on September 2010.

Board of Examiners

1. Chairperson

Dra. Malarsih, M.Sn
NIP. 196106171988032001

2. Secretary

Drs. H. Suprpto, M.Hum
NIP. 195311291982031002

3. First Examiner

Maria Johanana A. W., S.S, M.Si
NIP. 197405162001122001

4. Second Advisor as Second Examiner

Drs. La Ode Musyaridun
NIP. 194612271983010001

5. First Advisor as Third Examiner

Drs. Ahmad Sofwan, Ph.D
NIP. 196204271989011001

Approved by

The Dean of Languages and Arts Faculty

Prof. Dr. Rustono
NIP.195801271983031003

PERNYATAAN

Dengan ini saya,

Nama : Nurul Annisa

NIM : 2201406629

Prodi/ Jurusan : Pendidikan bahasa Inggris/ Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Semarang

Menyatakan dengan sesungguhnya bahwa skripsi/tugas akhir/final project yang berjudul:

A COMPARISON BETWEEN READING ALOUD AND SILENT READING IN UNDERSTANDING RECOUNT TEXT (In Case of Senior High School Year Tenth of SMA N 12 Semarang in the Academic Year 2010/2011)

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memenuhi gelar sarjana pendidikan bahasa Inggris ini benar – benar merupakan karya saya, yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi dan pemaparan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, atau yang diperoleh dari sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/final project ini membutuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian terdapat pelanggaran terhadap konvensi penulisan karya ilmiah yang berlaku, saya bersedia menerima akibatnya dan mengadakan perbaikan. Demikian, pernyataan ini dibuat dengan sebenarnya.

Semarang, September 2010

Yang membuat pernyataan

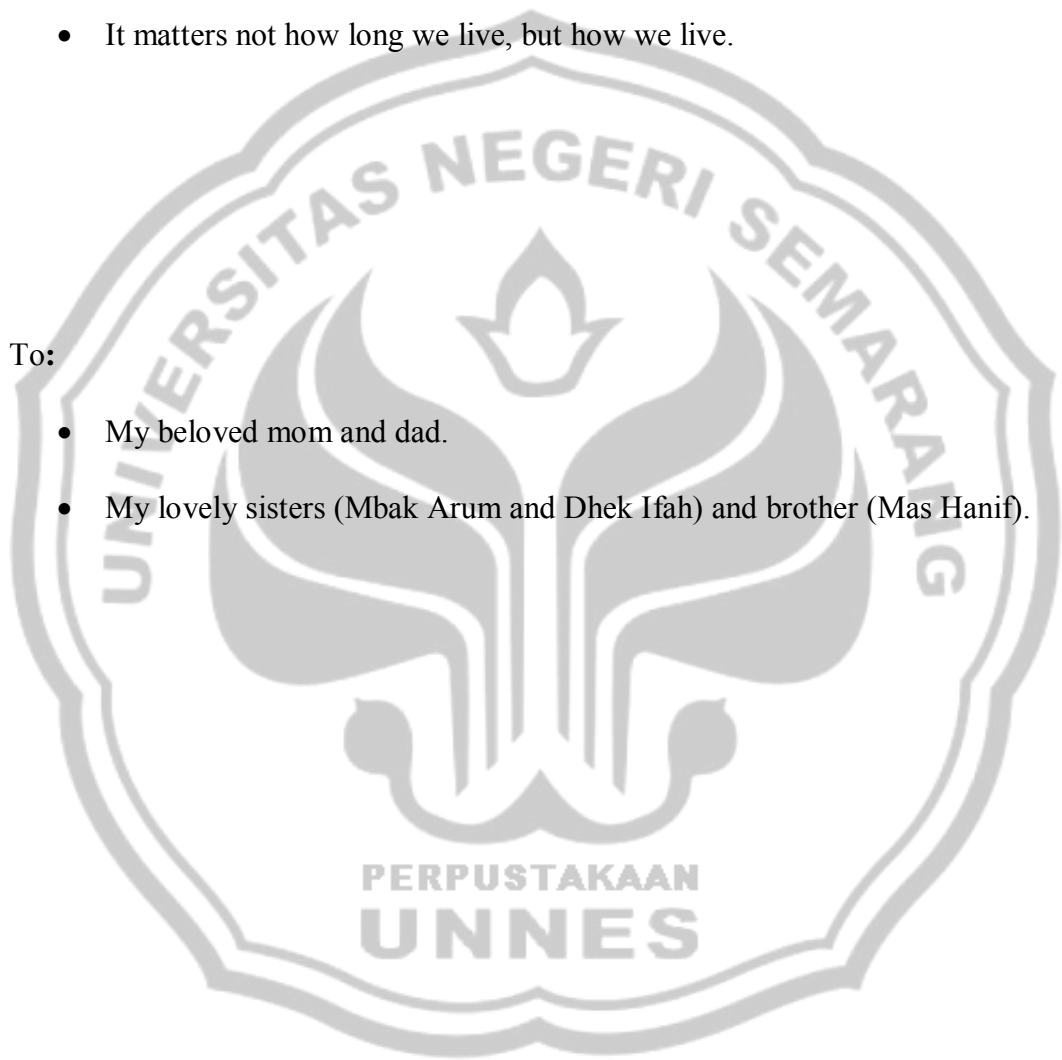
Nurul Annisa

NIM. 2201406629

- Make a wish, take a chance, make a change and breakaway (Kelly Clarkson)
- A good name is better than riches.
- It matters not how long we live, but how we live.

To:

- My beloved mom and dad.
- My lovely sisters (Mbak Arum and Dhek Ifah) and brother (Mas Hanif).



ABSTRACT

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Key words: Recount Texts, Understand, Reading Aloud, Silent Reading.

In this study, I limited the discussion by starting this following problem, there were two ways reading class performance, some students felt easier to understanding texts by reading aloud and the other students felt easier to understanding texts by doing silent reading. Then, the objective of this study was to investigate which one is more effective for students in understanding text, especially recount text.

The population of the study was the students of SMA N 12 Semarang year ten in the academic year 2010/2011. There were ten classes consist of 360 students. For this subject of the study were X3 and X5 which consists of 36 students for each class. X3 as the experimental group and X5 as the control group. This study used the experimental approach and needed five meetings. The first meeting was try out, the second, third, and fourth were treatment and the last, for post test. This study is hoped would be useful for teaching and learning process.

The result of the study showed that reading aloud was an effective way for students in mastering English, especially understanding recount text. It is proved by the result of the experimental class that got higher result in post test than the control class. The experimental class got 79,5 and the control class 73, the difference is 6,5. It is happened because the experimetal class, both the teacher and the students were active in the classroom. The conclusion that is gotten from the research that reading aloud was good way in mastering reading recount text. After doing the research, I suggest that teacher should teach English using reading aloud in order to get the best result.

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I know that this paper isn't perfect, so the suggestion is needed by me. I hope that this paper will be useful for everyone to improve knowledge. Amin.

Semarang, September 2010

Nurul Annisa

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CHAPTER 1

INTRODUCTION

The first chapter tells about introduction of the paper which is consist of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and the last is outline he report.

1.1 Background of the Study

Humans are social beings which cannot live without others. Someone needs other to survive by interacting. To interact with others, someone needs language as a means of communication. That's why language is an important role in human life. It helps people in the world to communicate with others and for special people-deaf-used sign as their language to do communication or interacting with others.

Language is an integrated system within which written and spoken modes fulfill different function related to social and cultural purposes. Literacy needs to be theorized within such a premise. (Hammond, 1992: vii) According to Robins (1980: 9), languages are adaptable and modifiable according to the changing needs and conditions of speakers.

The term language in Oxford dictionary (1995: 662) is the system of sounds and words used by humans to express their thoughts and their feelings. Based on the definitions above, the writer defines language as a way to

interaction-can be utterance or sign-with other people to get exchange of something.

Functions of language according Halliday based on his young child are 1) Using language to obtain something. 2) Controlling the behavior of others. 3) Interacting with others. 4) Expressing personal feelings. 5) Finding out, and 6) Using language for imaginative purposes.

Then, Halliday divided the functions of language into two highlight:

1. Ideational, relate more to content, ideas and information and the real world.

The function of language that is determined by the need of speakers and writers to simultaneously represent experience

2. Interpersonal, concerned with the language user's interactions with others and with the establishment and maintenance of relations with other people (Meyers, 2000: 3)

Interpersonal means that the function of language to manage their relationship with their co-participants (Davies, 2004: 138)

English is a language that people use most in the world. English language is a subject most of its speakers feel comfortable with at some level and on which many feel qualified to express strong views. In Indonesia, English is regarded as the first foreign language. It is used to communicate with foreigner coming from other country, especially people from English country. Therefore, English plays an important role in developing our country, Indonesia.

English is one subject that is taught since in the fourth grade of primary school to senior high school and until college. It is happened because English is

needed for the students when they have finished their study. We realize that English is not easy to learn and to understand, that's why students should practice their English not only in the classroom but outside the classroom and for the teachers, help the students by giving guidances.

In mastering English, students should learn four skills. They are, listening, speaking, reading, and writing. Teachers can not teach one or two of them or students learn one or two of them. If students want to have good English, they should learn the four skills. And reading is the one way to master English language. By reading students can get more knowledge, improve vocabulary, how to pronounce words, etc.

Then, the implementation of reading can be aloud or silent, both are types of reading class performance. Silent reading and reading aloud are used to get more understanding of texts. Some students will more understand texts when they read aloud the text. The other hand, they will more understand when they read the text silently. That's why this research is held to know which one is better for understanding text especially for Senior High School' students.

The kinds of texts (genre) which are taught in Senior High School are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking. I chose recount text, because the research of this study is happened in the first semester of first grade of Senior High School. Also, recount text according to me is one of a good way in mastering English.

Recount text is chosen by me after considering three criteria for choosing reading text from Nuttal (1996) as quoted by Brown (2001: 314) they are: 1) suitability of content-material that students will find interesting, enjoyable, challenging, and appropriate for their goals in learning English, 2) exploitability-a text that facilitates the achievement of certain language and content goals, that is exploitable for instructional tasks and techniques, 3) readability-a text with lexical and structural difficulty that will be challenge students without overwhelming them.

Another reason I chose recount text, considering Huck in Burns (1984). Huck explains that children are interested in reading realistic fiction, biographies, stories about animals, tales of exploration and adventure, and stories of the past. And recount is one of text types that retold about past events.

1.2 Reasons for Choosing the Topic

Reading is one of the skill in understanding English besides listening, speaking, and writing. There are two types of reading class performance; they are reading aloud and silent reading. Reading aloud and silent reading are different in the way how the readers read the passage or text. In reading aloud, the readers read the passage by producing voice and in silent reading, the reader read the passage by heart. So, this study is held to compare between reading aloud and silent reading in understanding recount text and to know which is more effective among the two. Because some people think that the answer of this study is clear, that silent reading is more effective than reading aloud. Whereas, still many people said that they prefer reading aloud than silent reading in understanding passage or text.

In this study I used recount text, because recount text in my opinion is a good way to mastery reading English language, because we can find the application of recount in our live. Recount also one of text type that is taught in the Senior High School.

Ten grades are chosen as the population, because this research is held in the first semester. And recount text is taught in the first semester of ten grades in Senior High School.

1.3 Statement of the Problem

This study began with the problem:

To what extent is the use of reading aloud more effective than silent reading in the teaching of reading recount text?

1.4 Objective of the Study

The objective of the study is:

To know how far the effectiveness of reading aloud than silent reading in the teaching of reading recount text.

1.5 Significance of the Study

This research is held for some expectations not only for the teacher and the students but also for me as the writer. Then, the advantages that is expected by me for:

1. The students : the students are able to read recount text in the correct pronunciation and understanding the idea of the text using one of the reading class performances. The students will be aware to read not only in the classroom but also outside the classroom.
2. The teachers : the teachers can use one of the reading class performances which is more effective for their students. The teachers also able to make the students more active in the classroom.
3. The writer : I can improve my knowledge about recount text and I know which is more effective among the two reading class performance, reading aloud or silent reading and I can apply it in my future.

1.6 Outline of the Report

This study consists of five chapters. The outline of this study can be described as follows:

Chapter I gives an introduction, which consists of background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study and outline the study.

Chapter II presents review of related literature. It consists of the theories underlying the writing of the study.

Chapter III deals with the research methodology which presents research design, main source of data, object of the study, population and sample, technique in sampling, the experimental study, the variable and the instrument of the study

Chapter IV presents about the discussion of the study, which consists of the data analysis in reading aloud and silent reading in understanding reading recount.

Chapter V provides the summary, the conclusion and some suggestions for some improvements in providing English reading texts.



CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II is about literature that I need in the process of making the research. Chapter II is about the definition of reading, objectives of reading, reading technique, teaching reading, comprehension, reading comprehension, genre, and the last is about reading class performance.

2.1 Definition of Reading

In English there are four skills that students have to learn. They are listening, speaking, reading and writing. Reading is one of the most important skills in learning language besides three the others. The goal in any reading activity is to get information or knowledge in a book. Grabe and Stoller (2002: 9) define reading as the ability to draw meaning from the printed page and interpret this information appropriately.

According to Assistant Masters Association (1973: 118) reading is a sharing of experience, when you read privately, the author, by means of his text, shares his experience with you. When you read aloud, the author's experience is shared not only with you but also with your audience. If you read aloud well your audience may enjoy a fuller share of the original experience than they would have done by reading the text privately.

Another opinion from David Nunan (2003: 68) that reading is a fluent process of readers combining information from a text and their own background

knowledge to build meaning. Reading is more than just knowing a lot of words. When you read different kinds of text, you need to know what strategies and skills to use. (Ken Beatty, 2004: iii). From [en.wikipedia.org/wiki/Reading_\(process\)](http://en.wikipedia.org/wiki/Reading_(process)) reading is a complex [cognitive process](#) of decoding [symbols](#) for the intention of deriving meaning ([reading comprehension](#)) and/or constructing meaning.

Pang (2003: 6) states that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

Reading based on Bennete (2001: 27) is a visual process - vision is a symbolic process of seeing an item or symbol and translating it into an idea or image. Another opinion comes from Klingner (2007: 104) that reading is an activity that has a purpose.

From those definitions above I conclude that reading is an activity that can be silent or oral to get information or knowledge from the texts.

2.2 Objectives of Reading

The purposes of reading are usually related to information, general understanding and pleasure. These purposes are determined by the nature of the material and the interests of the students. Settings are highly considered in this illustration.

The purposes of reading according to Grabe and Stoller (2002:13) are:

1. Reading to search for simple information

Reading to search for simple information is a common reading ability. It is used so often in reading tasks that is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific piece of information or a specific word.

2. Reading to skim quickly

Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text and the using basic reading comprehension skills on those segments until a general idea is formed.

3. Reading to learn from the text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension.

4. Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

5. Reading to write (or search for information needed for writing)

Classroom activity in which students read to gather information that they can use in a subsequent writing task.

6. Reading to critique texts.
7. Reading for general comprehension.

2.3 Reading Techniques

According to Tanner and Green (1998:62), there are some kinds of reading techniques, they are:

1. Skimming is reading a passage quickly to grasp the main idea or gist.

Skimming is high-speed reading that can save your time and help you get through lots of material quickly. You skim to get the general sense of a passage or a book, not specific details. That's why it is different from other kinds of high-speed reading, such as previewing and scanning. (More Reading Power; page 32)

2. Scanning is reading passage quickly to find specific information from a text.

Scanning is very high-speed reading that you do when you are looking for a specific piece of information. When you scan, you have a question in mind. You do not read every word, only key words that will answer your question. (More Reading Power; page 25)

3. Contextual guessing is a technique by making guesses about the meaning of words by looking at the surrounding words or situation.

4. Cloze procedure is done by filling-in-the blank exercise. This technique is designed to measure how well the reader understands how a text is linked together.

The cloze procedure was developed from this knowledge about how we read—how to use all our knowledge and the cue systems in text to reach closure on meaning. In the cloze procedure, words are deleted from a passage according to a word-count formula or various other criteria.

5. Outlining, commonly, outlining is not taking. It is designed to help the reader see the overall organization of the text.
6. Paraphrasing is the ability to say or write ideas in other words to measure the readers' understanding of the main ideas of the text.
7. Scrambled story (jigsaw reading), in this technique the readers re-order the mixed up pieces of a text to show he understand how often a text fits together.
8. Information transfer. It is exercise which requires readers to transfer information from the text into another form of related text or drawing, e.g. filling in a chart and tracing a route on a map. It is designed to measure comprehension of the readers about the text read.
9. Making inference, this technique can be seen as reading between the lines. The readers understand what is meant but not stated in a passage.

Making inferences, the readers think like a detective and look for clues in the text. Then they use these clues to guess about the writer's ideas. This is especially important when some ideas are not directly stated. Making

inferences also helps a reader get around difficult vocabulary or sentence structure.

10. Intensive reading is reading carefully for complete, detailed comprehension, for example main ideas, details and vocabulary.
11. Extensive reading is reading widely in order to improve reading comprehension, reading speed and vocabulary.
12. Passage completion is finishing a reading passage orally or writing.

Other reading techniques are:

1. Browsing, browsing is an extremely part of the process of reading. We browse to identify books, articles, and other information sources that will be useful to us. It involves looking at the title, table of contents, etc. to identify which items will be useful to us
2. Reading for detail, reading for detail means reading very carefully, perhaps many times, to have detailed understanding of the main ideas and supporting ideas in a text. We do this when we need a deeper understanding of a topic.
3. SQ3R is a study strategy that you may find helpful for active, efficient and effective reading. It combines elements of what has been covered above to form an overall reading strategy.

2.4 Teaching Reading

Reading is one of important skill besides listening, speaking and writing. In English reading is the core of the syllabus. It is become the core of syllabus because where there is little reading there will be little language learning. By

reading students can acquire the speed and skills that they will need for the purposes when they leave school; general knowledge that can solve problem.

In teaching reading, teachers not only give their students text to read but also teachers have to know the comprehension of their students about the text. That's why teacher should consider the twelve principles (Burns, 1984:20-24) they are: 1). Reading is a complex act with many factors that must be considered. 2). Reading is the interpretation of the meaning of printed symbols 3). There is no one correct way to teach reading 4). Learning to read is a continuing process. 5). Students should be taught word recognition skills that will allow them to unlock the pronunciation and meanings of unfamiliar words independently. 6). The teacher should diagnose each students' reading ability and use the diagnosis as a basis for planning instruction. 7). Reading and other language arts are closely interrelated 8). Reading is an integral part of all content area instruction within the educational program. 9). The students need to see why reading is important 10). Enjoyment for reading should be considered of prime importance. 11). Readiness for reading should be considered at all levels of instruction. 12). Reading should be taught in a way that allows each child to experience success.

Teaching reading that the teachers do must in the correct steps. The steps in teaching reading are:

1. Pre reading, include activate or build background knowledge and related vocabulary; set purposes; introduce key vocabulary words; make predictions; preview the text.

2. Reading, read independently; with a buddy; or using shared or guided reading; or listen to the text reading aloud; apply reading strategies and skills; examine illustrations, charts, and diagrams; read the text from beginning to end; read one or more sections of text to learn specific information; take notes.
3. Responding, write in reading logs; participate in grand conversations or other discussions.
4. Exploring, reread all or part of the text; learn new vocabulary words; participate in minilessons on reading strategies and skills; examine the author's craft; identify memorable quotes.
5. Applying, construct projects; read related books; use information in thematic units; evaluate the reading experience.

2.5 Reading Comprehension

David Pearson and Dale Johnson in Burns, define reading comprehension as a unitary process and a set of discrete processes (1978:227). Grabe and Stoller (2002) state reading comprehension is the ability to understand information in a text and interpret it appropriately.

Bernhardt says that reading comprehension (2003: 19) is about relating prior knowledge to new knowledge contained in written texts. Prior knowledge, in turn, depends on lived experience. Because having more prior knowledge generally facilitates comprehension, having more cultural knowledge has the same

effect. Having rich but different types of cultural knowledge will also affect our understanding and appreciation of written text.

To know the comprehension of the students, the writer used types of question based on Burns, Roe, and Ross (1984:177). Burns performs seven major types of questions based on comprehension skills, which can be useful in guiding reading. They are: 1) Main idea, the point is to ask students to identify the central theme of the selection. Main idea questions help them to be aware of details and the relationships among them. 2) Detail, the point is to ask for bits information conveyed by the material. 3) Vocabulary, the point is to ask for the meanings of words used in the selection. It can be used to check students' understanding of word meaning. 4) Sequence, the point is to require knowledge of events in their order of occurrence. 5) Inference, the point is to ask information that is implied but not directly stated in the material. 6) Evaluation, the point is to ask for judgments about material. 7) The point is to ask the children to go beyond the material and create new ideas based on the ideas they read. According to Nuttall (1988: 128) there are four forms of question: 1) Yes/no Question, . 2) Alternative question, . 3) Wh-question, . 4) How/Why question

2.6 Genre

Hyland (2004: 4) states that genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations. For many people, it is an intuitively attractive concept that helps to organize the common-sense labels we used to categorize texts and the situations in which they occur.

Recount according to Ann Johns as cited in Hyland (2004: 7) is one of the most important and influential concepts in language education, signifying what Ann Johns has recently referred to as a 'major paradigm shift' in literacy studies and teaching.

Bazrman, in Hyland (2004: 206) says:

Genre are not just forms, genres are forms of life, ways of being. They are frames for social action. They are environments for learning. They are locations within which meaning is constructed. Genres shape the thoughts we form and the communications by which we interact. Genres are the familiar places we go to create intelligible communicative action with each other and the guideposts we use to explore the unfamiliar.

Meyers (2000: 120) says that specific types or categories of text are described in terms of their purpose and their lexicogrammatical and structural features.

Burns (2002: 259) adds that Genre means for organizing formal aspects of a text to reflect specific functional intentions of a group, discipline, or culture. Genres (e.g. poetry, mysteries, want ads, and letters of recommendation, academic journal articles, and sermons) have specific aims, expectations and defining characteristic.

2.6.1 Recount Text

Recount text is one of text that is taught in Senior High School beside descriptive in this semester. According to Gerot and Wignell (1994: 194) recount text is a text which is to retell events for the purpose of informing or entertaining.

Derewianka (1990: 15) defines recount text is the unfolding of a sequence of events overtime. It focuses on the sequence of events. It is generally begun with

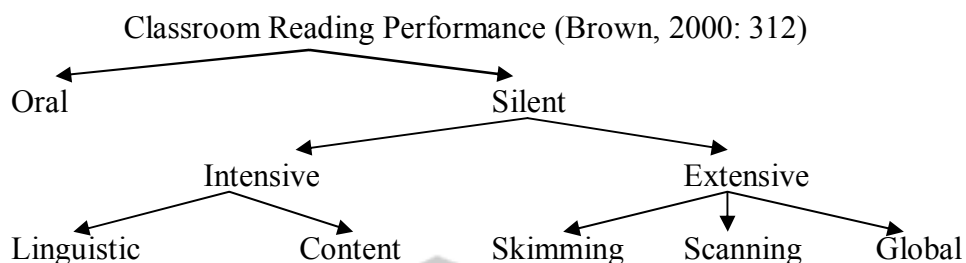
an orientation. It provides the background information needed to understand the text such as who was involved, where it happened and when it happened. Siswanto also defines recount as is a text that tells someone's past experience in a chronological order.

Purpose of recount (Meyers, 2000: 120) is to relate a sequence of events in order to inform / entertain the reader. In terms of structure there is no difference between a fiction and non-fiction recount.

There are three common types of recount that have variations in focus. Personal recounts involve the reconstruction of a personal experience that often includes reflections on the writer's feelings. Factual recounts involve the recounting of events from an informational perspective and often include statements of observation as asides to the recounting of events. Imaginative succinct recounts may involve the writer in recounting events from an imagined or recounting imagined event from a personal perspective that may include both imagined observation and comment.

Recount text is divided into several parts those are orientation, sequence of events and reorientation. The orientation gives the readers the background information needed to understand the text such as who was involved, where it happened, when it happened. Next, the sequence of events that tells a series of events, ordered in a chronological sequence. The last is reorientation that restates the writer's opinion or personal comment of the writer on the incident.

2.7 Reading Class Performance



Eddie C. Kennedy (1981: 210) mentioned that there are two kinds of types of reading, Reading aloud and silent reading. Silent reading needed by students when they leave school and for reading aloud is necessary because it ensures that reading process is going on and helps

2.1.1 Silent Reading

Reading is primarily a silent activity. The majority of reading that we do will be done silently. Silent reading is one of reading class performance, it is the way to read without produce any voice. So, the readers read the text by their heart. It makes people beside the reader doesn't hear the reader's voice.

There are several factors that make the silent reading succeed: 1) Access to books, it means that the students can get the book easily. 2). Book Appeal, the books for the students not only easy to find but also they have to able to interest the students to read 3). Conducive environment, environment plays an important role for students in reading aloud, because students who read by heart will need calm and quiet situation 4). Encouragement to read, the encouragement from people especially family is needed as their motivation 5). Distributed time to read, reading is not kind of activity that should do every hour in order to avoid the students feel bored to read they have to able to distribute their time to read

A report by the National Institute of Child Health & Human Development (NICHD 2000), concluded that it was not clear from the evidence available whether silent reading helped to improve reading fluency. “Although hundreds of studies have shown that the best readers read silently to themselves more frequently than do poor readers, the report conclude that “these studies cannot distinguish whether independent silent reading improves reading skills or that good readers simply prefer to read silently to themselves more than do poor readers”. The report recommended that if silent reading is used as a classroom technique, intended to develop reading skills and fluency, it should be done in combination with other types of reading instruction, such as guided oral reading.

The teacher and the students can both select books and read them silently for an allotted time period. Silent reading can be held at the same time once a week or daily.

Several benefits of silent reading have been highlighted. Hopkins on http://www.readingmatrix.com/articles/oueini_bahous_nabhani/article.pdf argues that silent reading offers learners opportunities to read texts at their own speed. In addition, silent reading can also build learners’ confidence in their abilities to work through and understand a text independently. In this sense, silent reading is seen as a strategy that prepares learners for life-long reading.

One of the benefits of silent reading is to increase the students’ proficiency. When read by heart the text, they will more comprehend about the text. It is happened because they can read the text slowly. For several people silent

reading is used to increase their confidence when they read in front of many people.

Another benefit of silent reading is to improve students' motivation to read. Reading is important for people especially for students and silent reading can be done not only inside but also outside home or classroom. It is not focus on text book, so the students are able to choose the book that they want to read. As many as they read many book, the will get many knowledges from the book they read.

2.1.2 Reading Aloud

In Western cultures oral reading was the primary practice until the nineteenth century. Today, many teachers still believe that oral reading is the best approach for teaching.

Reading aloud is a planned oral reading of a book or print excerpt, usually related to a theme or topic of the study. The reading aloud can be used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking. Reading aloud good books can become a tradition and favorite activity in the classroom.

There are two reasons why reading aloud is necessary, first it ensures that the reading process is going on and helps the teacher to improve it. Second it gives practice in the manipulation of sounds and practice in speech and pronunciation.

Reading aloud can be enjoyable for readers and listeners. By reading stories aloud in the class, teachers can build students' vocabulary, develop listening skills

and nurture a passion for the written word. The other benefits of reading aloud are:

1) Vocabulary Building

While reading aloud, teachers can take note of words that they think may be new or difficult for the class. The teacher can then write the word on the board and ask the students if anyone knows the meaning of the word. It is important to see if the children can derive the meaning of the word in the context of the sentence or paragraph.

2) Developing Listening Skills

Reading aloud will also help students to develop their listening skills and improve their overall attentiveness. As the teacher reads aloud to the students, their desire to hear the story will improve their ability to listen. By developing their listening skills, students will be able to easily come up with their own ideas because they can easily listen to what is being read, comprehend and then apply what was heard.

3) Order

Reading aloud to children will help them to learn how things are placed in order. By listening to a story, children will learn that stories have a logical course of events.

4) Grammar

Reading aloud will help students to learn grammar. Also, hearing complete sentences will increase students' overall understanding of grammar and word use.

5) Creativity

Reading aloud also enhances creativity. Children will visualize while listening to a story and this visualization process will help to enhance their creative skills. Teachers can make this process easier by telling students to “close their eyes and open their imaginations”, while the story is being read.



CHAPTER III

Methods of Investigation

The content of chapter III is about how to conduct the research. It is about the research design, main source of data, object of the study, population and sample, technique in sampling, the experimental study, the variable, and the instrument.

3.1 Research Design

Research is an examination of the relationship between one or more independent variables and one or more dependent variables. In even more precise terms, we can define research as an examination of the effects of one or more independent variables on one or more dependent variables (Marczyk, 2005: 46).

Research design refers to the plan used to examine the question of interest (Marczyk, 2005: 22). Research design is one of very important aspects in doing research. It tells us about the approaches used in investigating the data. In this study the writer used the experimental study, because this study needs an experiment to get the results that I want. And I used the design Posttest-Only Control Group Design, no pretest in order to make easier to get the result of the study. I used this design because I want to compare between two groups or classes, one group as the experimenter and the other as the control group. Another reason is that the post-test only control group design is both simple and efficient.

3.2 Source of the Data

To find out the problem' solution, I needed some data. The required data and information were obtained from the experiment. This study was an experimental research, the activity of collecting data from experiment group students and control group students.

This research was conducted at SMA N 12 Semarang, year ten. I developed the instrument of research and administrated it to the students to collect the data.

In the experiment, I used two classes. They were experiment group and control group. The experiment group used reading aloud while the control group used silent reading. In this research, there wasn't pre test because the writer chose post-test only for doing this study.

3.3 Object of the Study

The object of this study was the students of SMA N 12 Semarang year Ten (X). The writer only concerned in reading recount in this study. This research was a kind of quantitative research.

Hornby (2000: 1035) states that quantitative is connected with the amount or number of something rather than with how good it is. Quantitative data according to Grabe and Stoller (2002: 263) is data that can be counted, measured, expressed as a quantity. Quantitative analysis is an analysis of quantitative data (numerical such as reading rates, number of words learned, and number of pages read). The data can be counted, categorized and compared in numerous ways.

3.4 Population and Sample

3.4.1 Population

Population in Encyclopedia of Educational Evaluation that is cited in Arikunto (2006: 130) is a set (or collection) of all elements possessing one or more attributes of interest. According to Arikunto (2006: 130) population is the whole subject of research.

The first grade is chosen to be the population because the writer thought that they have studied English for quite a long time, and they still have enough time to enhance their reading ability in SMA N 12 Semarang or at the next level of their study.

Another reason SMA N 12 Semarang is chosen by me because the writer is graduated from there. From the experience the writer found that the students had difficulties to comprehend the text when they read the passage.

3.4.2 Sample

According to Mursid (2008: 39) sample is a group of people, things where the data is taken and supposed to represent the population. Kerlinger (1965:118) emphasizes that a sample is a part of a population, which is supposed to represent the characteristics of the population. There is a prerequisite in order to sample represent the population that is the sample should big enough in order to represent the population. More samples will be better because the degree of representation is higher. That's why there's no maximum boundary for sample. According to Marczyk sample is representative of the population (2005: 200).

The writer took X.3 and X.5 as the samples of the study. The writer took those classes because of reasons that the tenth class has already known about the recount text so they study will not take a long time, this study also will not disturb their time in learning process.

3.5 Sampling Technique

A sample is selected randomly when every number of the population has equal, no zero chance being included in the sample. The technique of sampling that I used in this study was random sampling. Since the fact there is some limitation in this research, that's why random sampling was chosen here in taking and collecting the data. It means that I should find students from each group and the students should be same.

All the tenth classes of SMA N 12 Semarang have the same chance become the samples of the study. Then the writer took two classes the class named is X.3 and X.5. The writer took the X.5 class as the control variable.

3.6 The Experimental Study

This study uses "post test only". The design of the experiment can be described as follows:

E	X	O1
C	X2	O2

Where:

E = Experimental group

C	= Control group
X	= Treatment with reading aloud
X2	= Treatment with silent reading
O1	= Post-test for experimental group
O2	= Post-test for control group

3.7 The Variables

A variable can be defined as an attribute of a person or from an object. From the design of the experiment, two variables can be involved in this study. A variable is anything that can take on different values (Marczyk, 2005: 42).

Independent variable was the presumed cause of the dependent variable. In this experiment the independent variables are reading aloud and silent reading.

Dependent variable was the presumed effect of the dependent variable. The dependent variable in this experiment, understanding in reading recount. The dependent variable is a measure of the effect (if any) of the independent variable (Marczyk, 2005: 59).

From the explanation above, the writer comes to a conclusion that in this research, the independent variable is the way they reading recount text for both groups. Those are the use of reading aloud for the experimental group and use silent reading for the control group. And the dependent variable is the differences between both method/techniques.

3.8 Instrument of the Study

An instrument is very useful to collect data required in an experiment. The writer used test as the instrument in this research. Test is very important to measure the effectiveness of an instruction and the achievement of students in education. In conducting the experiment, the writer concerned about reading aloud and silent reading to comprehend their understanding in recount text to year ten of Senior High School. The writer used multiple choices for the post-test and the form of multiple choice items is used for the following reason:

- 1) It is an objective test type
- 2) There are four options A, B, C and D. One of the options is the answer while the other is the distracters.
- 3) It is easy to scores
- 4) The way of answering this kind of test is easy for the students
- 5) It is an sensitive measure of achievement

3.8.1. Try Out

The test that is given to the students should fulfill two qualities of a good test, valid and reliable. Before the students are given the test, it had been tried out first to know the validity and the reliability. The try-out test is given to the other class.

3.8.2. Validity of the Test

Validity according to Graziano and Raulin in Marczyk (2005: 158) is an important term in research that refers to the conceptual and scientific soundness of a research study. To calculate the validity of each item, the writer used formula:

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

Where,

r_{xy} : Coefficient of correlation between x and y variable or validity of each item

N : The number of students participating in the test

$\sum X$: The sum of the score in each item

$\sum X^2$: The sum of the square score in each item

$\sum Y$: The sum of total score from each student

$\sum Y^2$: The sum of the square score from each student

$\sum XY$: The sum of multiple of score from each student with the total score in each item.

The calculation will be like this:

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

$$r_{xy} = \frac{32(725) - (27)(839)}{\sqrt{(32(27) - (27)^2)(32(22359) - (839)^2)}}$$

$$= 0,454$$

For $\alpha = 5\%$ and number of subject 32, $r_{table} = 0,349$. Because $r_{xy} > r_{table}$, then the item number 1 is valid.

The other number will have the same formula that can be seen on the appendix.

3.8.3. Reliability of the Test

The reliability is used to know whether the instrument is reliable (consistent and dependable) or not and can be used as a device to collect the data. According to

Brown (2004: 20) reliable test is consistent and dependable means that the test will give the similar result for different occasions. The formula to measure the reliability of the test:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{kV_t} \right)$$

Where,

r_{11} : the reliability of the instrument

k : the number of the items

M : the means of the scores

V_t : the total of varians

The formula of V_t ,

$$V_t = \frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N}$$

Where,

N : the number of students participating in the test

$\sum y$: the sum of even items

$\sum y^2$: the sum of the square score of the even items

Criteria,

The test is reliable if $r_{11} > r_{table}$

The calculation will be like this:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{kV_t} \right)$$

$$r_{11} = \left(\frac{32}{32-1} \right) \left(1 - \frac{26(32-26)}{32(26.14)} \right)$$

$$= 0,838$$

For $\alpha = 5\%$ and number of subjects, $r_{table} = 0,349$

Because $r_{11} > r_{table}$, then the instrument is reliable

To count the next number, the writer used the same formula that can be seen on the appendix

3.8.4. Difficulty Level

After conducting and getting the result of the try out, then the writer classified and selected the items by using formula:

$$P = \frac{B}{JS}$$

Where,

P : The level of difficulty

B : The number of the students who answered correctly

JS : The total number of students

The criteria used here are:

$0,0 < P \leq 0,3$ is difficult

$0,3 < P \leq 0,7$ is medium

$0,7 < P \leq 1,0$ is easy

The computation will be like this:

$$P = \frac{B}{JS}$$

$$P = \frac{27}{32} \\ = 0,84$$

According to the criteria, the item number 1 is Easy

3.8.5. Discriminating Power

The discriminating power will measure how well test items arranged to identify the differences in the students' competence, the formula of discriminating power:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where,

D : The discrimination index

BA : The number of students in upper group who answered the item correctly

BB : The number of students in lower group who answered the item correctly

JA : The number of students in upper group

JB : The number of students in lower group

The criteria are:

$D \leq 0.2$ is poor

$0.2 < D \leq 0.4$ is satisfactory

$0.4 < D \leq 0.7$ is good

$0.7 < D \leq 1$ is excellent

The criteria will be like this:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

$$D = \frac{15}{16} - \frac{12}{16}$$

$$= 0,19$$

According to the criteria, the item number 1 is Poor.

To know the other number's criteria the writer used the same formula.



CHAPTER IV

RESULTS AND DISCUSSION

In this chapter consist of the result of the study between experimental class which was taught using reading aloud and control class which was taught using silent reading. In this chapter will find the description process of teaching and learning activities, student's achievement, and data analysis.

4.1 The Process of Teaching and Learning Activities

In the process of collecting data, I used experimental class and control class. In order to get validity I made some differences between experimental class and control class. I tended to make the students of the experimental class more active in the classroom.

4.1.1 Experimental Class

Both of experimental class and control class needed three meetings. The first meeting of the experimental class as the warming up to learn recount text. Firstly, the teacher asked the students to read aloud the text given. Then the teacher asked them about the text, before that the students had to read aloud the text and the teacher were correcting their pronunciation. After reading, teacher read the words that were difficult to pronounce by the students and the students repeated what the teacher said. When the teacher asked the students about the text they have read they couldn't look back to the text. If the teacher's question difficult to answer

they were able to look back to the text. It is used to know how far their understanding about the text. The next step was teacher taught them all about recount text, the lexicogrammatical features and generic structure. To know their understanding the teacher gave them a text and they had to identify the text given. At the first time identify the text they were confused about the re-orientation/conclusion. They also had difficulties to find the verb in past tense the text.

The second meeting was almost the same with the previous meeting. Before continued to next activity, the teacher previewed the previous meeting such as asked them about the meaning of recount, the generic structure and the lexicogrammatical features and asked the students whether they have difficulties or not. The second activities, teacher tried to make students brave to give their opinion. Here, teacher gave them another type of recount. Then the teacher asked them to retell the text by their own words and after that they have to identify the text. In this session students were able to distinguish between event and re-orientation. The last activity, teacher asked them to mention the verb on the text, here students more understand about kinds of verbs. Than later the teacher explained about regular and irregular verbs for their comprehension about the grammar that is used in recount and explained them a little about simple past tense. As their practice, the teacher asked them to make a sentence based on verbs that they have found in the text. Then, the teacher asked them to write their sentence on the board. Before correcting, the teacher asked them to correcting their friends' sentence on the board.

The last meeting for the experimental class was used to make the students' deeper comprehension about recount text not only for their understanding of lexicogrammatical structures and generic structure but also the grammar that is used. The teacher gave them some text and the students had to identify which one is recount and also they had to identify the text which according to them is recount and their reasons choose that text. In this session the students worked in group of four. Meeting after the last meeting is used to do posttest. In the posttest, they have to answer 25 questions in the form of multiple choice.

4.1.2 Control Class

As the writer explained above that control class also needed three meetings. At first meeting students were set up to work individually or learn by themselves. The teacher only gave them the text and then they had to read. At control class teacher didn't read the text for the students, the teacher only asked them about the text and the difficult words in the text. This session showed that some of the students didn't read the text, it was happened because whether they read the text or not the teacher didn't know. After question and answer about the text, the teacher taught them about the text that they have read before.

The next meeting, after previewing the previous meeting the teacher asked the students to read another text by heart and answered the teacher' questions based on the text without look back to the text, then identify the text. The teacher let them do by their own way. Teacher also taught about regular and irregular verbs. Students are asked to search the verbs and tried to make a sentence. In this

part, students tried to correcting their friends work and they will ask to the teacher when they think it was difficult for them.

The last meeting, teacher discussed about the previous meeting and also gave time for them to ask question about the lesson. For deepen understanding before posttest the students identifying another type of recount. This last session teacher asked them to identify the text by their own words in their book. So, they rewrote the text given by the teacher and later they identified the text. The meeting after this was used for posttest, the question between experimental class and control class were the same, 25 questions in multiple choices.

4.2 Sample and the Data both of the Experimental Group and Control Group.

This reseach was held for four meetings for each group or class. The try out of the test taken from try out class that was X.1 and for the experimental class used X.3 and X.5 as the control class.

The try out was held on Wednesday, August 18th 2010. The try out class was from X.1 which consists of 32 students. The treatment of experimental class was held for three meetings, August 18th, August 21th, and August 25th 2010. Meanwhile, the control class was held on August 18th, August 19th and the last August 25th. The experimental class was doing their post test on August 27th and for the control class on August 26th, 2010.

Both of the classes have the same number of students that is 36 students. The data in this study came from the post-test from both of the class after doing

treatment. The experimental class X.3 used reading aloud as the treatment and X.5 as the control group that used silent reading as the treatment.

The experimental class and control class are taught for three meetings. Both of the classes are given the same text the difference was in the technique and teaching and learning activities. The teaching and learning process gave a chance for experimental class' students to read aloud the text and gave their opinion, so that teacher was able to correcting their pronunciation.

The control class tended to let the students do activities by themselves. The students read the text silently. In the teaching and learning process of control class, there's no chance for the students to speak out loud and learned more about pronunciation.

The result of the post test showed that experimental group higher than control group. The highest score for experimental was 9,6 and the lowest was 6,4. Whereas, the control group the highest score was 8.0 and the lowest was 5,2.

4.3 Student's Reading Comprehension Achievement

After the study finished we need to know the students's achievement in reading. To know the percentage of each class, experimental class and control class, the writer used formula:

$$P = \frac{f}{N} \times 100\%$$

Where,

P : percentage of achievement

F : total score

N : maximum score

The Calculation for Experimental Class:

$$P = \frac{286,4}{360} \times 100\%$$

$$= 79,5\%$$

The Calculation for Control Group:

$$P = \frac{262,8}{360} \times 100\%$$

$$= 73\%$$

Note:

- Maximum score : 10

Percentage of Achievement for the Experimental Class and Control Class

Group	Total Score	P
Experimental	286,4	79,5%
Control	262,8	73%
	Difference	6,5%

Above is the table of percentage of achievement from experimental group and control class. The percentage of achievement from both of the classes derived from total score divided by maximum score then times 100%. The result showed that experimental class got 79,5% and for the control class only 73%. So, the difference was 6,5%

4.4 Data Analysis of the Differences in Understanding Reading Recount Text between Experimental and Control Class

Both of the groups, experimental class and control class were given the same test that was at the end of teaching and learning process. The groups were in the same level that was the first year of SMA N 12 Semarang. The study was held to

compare the result of the understanding of recount text between experimental class (X.3) which is taught using reading aloud and control class (X.5) using silent reading. The result was difference. In addition, it was answer the objective of the study that class which is taught by reading aloud gave higher result than class which is taught by silent reading technique.

After doing research, I got the result that class that was taught using reading aloud higher than class that was taught using silent reading, control class. The experimental class got 286,4 and for control class got 262,8. So the difference in score between the students from experimental class and control class was 23,6. It was come from the deduction between score from experimental class and control class.

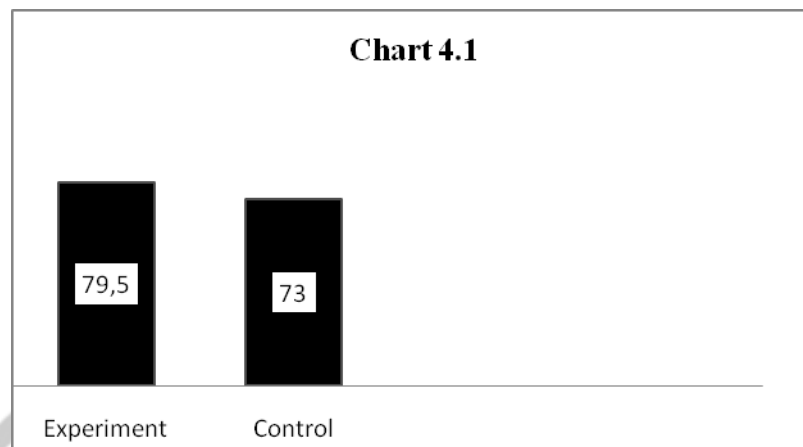
Here it was the mean, standard deviation, and t-test from experimental group that was taught using reading aloud and control class.

Table Mean and Standard Deviation of Experimental and Control Class

Test	Group		t-test
	Experimental	Control	
Post-test			
Mean	79,5	73	2,117
SD	15,15	10,99	

From the post-test, I got the result that the mean of experimental group was 79,5 higher than control class that only got 73. The mean got from the sum of the students' score divided by the students that took part on the test. Not only the mean that higher than control class but also the standard deviation of experimental class also higher than control class that was 15,15.

Achievement of Understanding Reading Recount for the Class that is
Used Reading Aloud and Silent Reading



There was a difference in understanding recount text between X.3 as the experimental class which was taught using reading aloud and X.5 as the control class which was taught using silent reading at SMAN 12 Semarang in the academic year of 2010/2011.

The experimental class got the higher result than control class. According to this, I concluded that more active in the classroom will take effect of their understanding of reading especially reading recount text. Because, experimental class not only learned about vocabulary but also how to pronounce the words and teacher always open a chance for them to ask some question. Meanwhile, in control class which was used silent reading where the students did their reading activities by themselves then gave some exercise or in other words in control class the teacher let them read the passage and other activities by their own way.

4.5 Test of Significance

Test of significant here used for checking whether the mean of the experimental group and control group was statistically significant or not, t-value should be

consulted with the critical value in the t-table. Before the experiment was conducted, the level of significant should have been decided so that the decision making would not be influenced by the result of experiment.

In this research, the number of subjects of both experimental and control group were same. The degree of freedom (df) was 70 which was obtained from the formula $(\sum Nc_1 + \sum Nc_2) - 2$. The critical value with the degree of freedom 70 at the 5% α level of significant is 1,98. The t-value that is obtained from this study was 2,117. It means that the t-value higher than the critical value.

From those explanations could be concluded that there was a significant difference between experimental group and control group, and the result of experimental group higher than the result of control group. It meant that statement that say reading aloud is the effective way in understanding text is correct.

4.6 Advantages of Reading Aloud

Reading aloud and silent reading are both type of reading, they differ only in the process. From the result of the study showed that reading aloud has many advantages than silent reading. Many prove can support that statement.

Reading aloud is one of type reading that require the reader produce sound. By producing sounds not only the reader who get the knowledge but also the people who hear what the reader read. For the reader, when the reader makes a mistake in pronouncing the words, the people who hear will be correcting the pronunciation of the reader. It is such a win win solution for both of them, means that not only the reader who gets the advantage from read aloud the text but also the people who hear the reader read the text.

The advantages of reading aloud not only about the knowledge and the pronunciation which are gotten by both the reader and people who hear the reader but also encourage people, the reader especially to speak in English. People who like reading aloud will have enough brave to speak in English than the contrary. It is proved by the experimental and the control class. Students in the experimental class were set up to be active in the classroom that makes them enough courage to speak in English than students in the control class who are taught using silent reading.

Another advantage of reading aloud that reading aloud will make the students more active, interested in learning English also keep their attention to the lesson. The students in experimental class will do what the teacher asked when the teacher asked them to read aloud the text, but the control' students won't. It is happened when the process of teaching and learning process, the experimental class teacher will know whether they read the text or not and for the control class teacher will not know whether they read the text or not. This situation makes the students in the experimental class will pay more attention to the teacher than in the control class.

CHAPTER V

CONCLUSION AND SUGGESTION

It is the last chapter which consists of conclusions and suggestions from the writer based on the study that she has done before. The conclusion based on the data of the research and for the suggestions for the school, where the research took place.

5.1. Conclusion

Before giving the conclusion, I will give problem of the research. The problem of the research is which is more effective in understanding recount text among reading aloud and silent reading.

Based on the research, the result showed that reading aloud is more effective than silent reading in understanding recount text. It is shown by the result of the post test between two classes that class which was taught using reading aloud got higher score than class that was taught using silent reading.

After some explanation above, then the writer concluded hypothesis that says there is a significant difference in understanding recount text between students taught using reading aloud and silent reading can be accepted.

5.2. Suggestions

This study is held not only for the writer but also for teacher and students or people who involve in teaching and learning process.

1. Teachers

Because the result of the research showed that reading aloud is more effective than silent reading, the teacher can use reading aloud to teach the students in mastering English language especially reading. Reading aloud is useful because not only students but also the teacher must be active in the classroom. Reading aloud not only makes the students more active but also makes the students more interesting in English language.

2. Students

The process of teaching and learning activities in the classroom is limited that make teacher cannot optimal in the process of teaching and learning activities. The students should learn by themselves outside the classroom in order to they more able to understand about English language, especially the English text and the writer recommends the students to do reading aloud while they are studying English. Because by reading aloud, the students not only try to read the text correctly but also increase their confidence when they read in the classroom.

3. The writer

This research is useful for my future in the process of teaching and learning activities.

Appendix 2

The Computation of Item Validity

Formula:

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

Criteria:

The item is valid if $r_{xy} > r_{table}$

Here it is the example of counting the validity of item number 1 and the other numbers use the same formula.

No	Code	X	Y	X ²	Y ²	XY
1	UC-11	1	32	1	1024	32
2	UC-16	1	32	1	1024	32
3	UC-29	1	31	1	961	31
4	UC-13	1	30	1	900	30
5	UC-17	1	30	1	900	30
6	UC-07	1	29	1	841	29
7	UC-22	1	29	1	841	29
8	UC-32	1	29	1	841	29
9	UC-02	1	28	1	784	28
10	UC-08	1	28	1	784	28
11	UC-12	1	28	1	784	28
12	UC-21	1	28	1	784	28
13	UC-30	1	27	1	729	27
14	UC-05	1	27	1	729	27
15	UC-19	0	27	0	729	0
16	UC-26	1	27	1	729	27
17	UC-28	1	26	1	676	26
18	UC-01	1	26	1	676	26
19	UC-14	1	26	1	676	26
20	UC-04	1	26	1	676	26
21	UC-23	1	25	1	625	25
22	UC-24	1	25	1	625	25
23	UC-25	1	25	1	625	25
24	UC-03	0	24	0	576	0
25	UC-10	1	24	1	576	24
26	UC-31	1	24	1	576	24
27	UC-06	1	23	1	529	23
28	UC-09	0	23	0	529	0
29	UC-20	0	22	0	484	0
30	UC-18	1	21	1	441	21
31	UC-27	1	19	1	361	19
32	UC-15	0	18	0	324	0
Σ		27	839	27	22359	725

$$\begin{aligned}
 r_{xy} &= \frac{32(725) - (27)(839)}{\sqrt{[32(27) - (27)^2][32(22359) - (839)^2]}} \\
 &= \frac{23200 - 22653}{\sqrt{(864 - 729)(715488 - 703921)}} \\
 &= \frac{547}{\sqrt{(135)(11567)}} \\
 &= \frac{567}{\sqrt{1561545}} \\
 &= \frac{567}{1249,2} \\
 &= 0,454
 \end{aligned}$$

For $\alpha = 5\%$ and number of subject 32, $r_{table} = 0,349$. Because $r_{xy} > r_{table}$, then the item number 1 is valid.



Appendix 3

The Computation of the Item Discrimination

Formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Explanation:

D : The discrimination index

BA : The number of students in upper group who answered the item correctly

BB : The number of students in lower group who answered the item correctly

JA : The number of students in upper group

JB : The number of students in lower group

The criteria:

Interval	Criteria
$D \leq 0,20$	Poor
$0,20 < D \leq 0,40$	Satisfactory
$0,40 < D \leq 0,70$	Good
$0,70 < D \leq 1,00$	Excellent

Here it is the example the computation of item discrimination of item number 1 and the other numbers use the same formula.

Upper Group			Lower Group		
no	Code	Score	No	Code	Score
1	UC-11	1	1	UC-28	1
2	UC-16	1	2	UC-01	1
3	UC-29	1	3	UC-14	1
4	UC-13	1	4	UC-04	1
5	UC-17	1	5	UC-23	1
6	UC-07	1	6	UC-24	1
7	UC-22	1	7	UC-25	0
8	UC-32	1	8	UC-03	1
9	UC-02	1	9	UC-10	1
10	UC-08	1	10	UC-31	1
11	UC-12	1	11	UC-06	0
12	UC-21	1	12	UC-09	0
13	UC-30	1	13	UC-20	1
14	UC-05	1	14	UC-18	1
15	UC-19	0	15	UC-27	0
16	UC-26	1	16	UC-15	1
Sum		15	Sum		12

$$D = \frac{15}{16} - \frac{12}{16}$$
$$= 0,19$$

According to the criteria, the ite number 1 is Poor.



Appendix 4

The Computation of Item Difficulty

Formula:

$$P = \frac{B}{JS}$$

Where,

P : The level of difficulty

B : The number of the students who answered correctly

JS : The total number of students

Criteria:

Interval	Criteria
0,0 < P < 0,3	Difficult
0,3 < P < 0,7	Medium
0,7 < P < 1,0	Easy

The following is the examples of the level difficulty of item number 1 and for the others use the same formula.

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	UC-11	1	1	UC-28	1
2	UC-16	1	2	UC-01	1
3	UC-29	1	3	UC-14	1
4	UC-13	1	4	UC-04	1
5	UC-17	1	5	UC-23	1
6	UC-07	1	6	UC-24	1
7	UC-22	1	7	UC-25	0
8	UC-32	1	8	UC-03	1
9	UC-02	1	9	UC-10	1
10	UC-08	1	10	UC-31	1
11	UC-12	1	11	UC-06	0
12	UC-21	1	12	UC-09	0
13	UC-30	1	13	UC-20	1
14	UC-05	1	14	UC-18	1
15	UC-19	0	15	UC-27	0
16	UC-26	1	16	UC-15	1
Sum		15	Sum		12

$$B = 15 + 12 = 27$$

$$JS = 32$$

$$F = \frac{27}{32}$$

$$= 0,84$$

According to the criteria, the item number 1 is Easy



Appendix 5

The Computation of Reliability

Formula:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{kVt} \right)$$

No	Code	Y	Y ²
1	UC-11	32	1024
2	UC-16	31	961
3	UC-29	31	961
4	UC-13	30	900
5	UC-17	30	900
6	UC-07	29	841
7	UC-22	29	841
8	UC-32	29	841
9	UC-02	28	784
10	UC-08	28	784
11	UC-12	27	729
12	UC-21	27	729
13	UC-30	27	729
14	UC-05	26	676
15	UC-19	26	676
16	UC-26	26	676
17	UC-28	26	676
18	UC-01	25	625
19	UC-14	25	625
20	UC-04	25	625
21	UC-23	25	625
22	UC-24	24	576
23	UC-25	24	576
24	UC-03	24	576
25	UC-10	23	529
26	UC-31	23	529
27	UC-06	22	484
28	UC-09	22	484
29	UC-20	21	441
30	UC-18	20	400
31	UC-27	18	324
32	UC-15	16	256
	Σ	819	21403

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{kVt} \right)$$

$$\begin{aligned}
 r_{11} &= \left(\frac{32}{32-1} \right) \left(1 - \frac{26(32-26)}{32(26.14)} \right) \\
 &= \left(\frac{32}{31} \right) \left(1 - \frac{26(5)}{836,48} \right) \\
 &= (1,03)(1 - 0,186) \\
 &= (1,03)(0,814) \\
 &= 0,838
 \end{aligned}$$

For $\alpha = 5\%$ and number of subjects, $r_{table} = 0,349$

Because $r_{11} > r_{table}$, then the instrument is reliable



Appendix 6

Score Posttest between Experimental Group and Control Group

Experimental			Control		
No	Code	Score	No	Code	Score
1	UE-1	64	1	UC-1	80
2	UE-2	76	2	UC-2	76
3	UE-3	64	3	UC-3	84
4	UE-4	76	4	UC-4	76
5	UE-5	92	5	UC-5	80
6	UE-6	80	6	UC-6	84
7	UE-7	60	7	UC-7	80
8	UE-8	88	8	UC-8	68
9	UE-9	92	9	UC-9	68
10	UE-10	76	10	UC-10	68
11	UE-11	88	11	UC-11	64
12	UE-12	80	12	UC-12	72
13	UE-13	80	13	UC-13	64
14	UE-14	80	14	UC-14	76
15	UE-15	72	15	UC-15	72
16	UE-16	88	16	UC-16	72
17	UE-17	88	17	UC-17	68
18	UE-18	76	18	UC-18	76
19	UE-19	80	19	UC-19	76
20	UE-20	76	20	UC-20	72
21	UE-21	72	21	UC-21	52
22	UE-22	72	22	UC-22	64
23	UE-23	72	23	UC-23	68
24	UE-24	72	24	UC-24	72
25	UE-25	84	25	UC-25	72
26	UE-26	72	26	UC-26	76
27	UE-27	96	27	UC-27	72
28	UE-28	80	28	UC-28	76
29	UE-29	88	29	UC-29	72
30	UE-30	96	30	UC-30	72
31	UE-31	80	31	UC-31	80
32	UE-32	84	32	UC-32	72
33	UE-33	72	33	UC-33	76
34	UE-34	80	34	UC-34	80
35	UE-35	84	35	UC-35	76
36	UE-36	84	36	UC-36	72
Σ	=	2864	Σ	=	2628
n1	=	36	n2	=	36
\bar{x}_1	=	79,5556	\bar{x}_2	=	73
s1 ²	=	15,15	s2 ²	=	10,99
s1	=	229,52	s2	=	120,78

Appendix 7

TRY OUT
Lembar Soal
Bidang Studi: Bahasa Inggris

Waktu : 90 Menit

Jumlah : 35 soal

Petunjuk :

- Tulis nama, kelas, dan nomor urut pada lembar jawab yang tersedia
- Periksa dan bacalah soal-soal sebelum Anda menjawabnya
- Dahulukan menjawab soal-soal yang Anda anggap mudah
- Lembar soal tidak boleh dicoret-coret
- Periksalah jawaban Anda sebelum diserahkan kembali

Choose the Best Answer! Read the Text Carefully!

Text for questions 1-5

The Football Match

My brother and I went to a football match yesterday. Our school team was playing against another High School team. Our team wore red and white shirts, white shorts, and red stockings. The other team wore orange and black shirts, orange shorts, and black stockings. “They look like bees“, my brother said, and we laughed.

They played like bees too. They ran very fast, attacked very hard, and passed the ball to each other very fast. Soon they scored their first goal. My brother and I shouted and shouted, “Come on, Valley School! Come on, the Valleys!” Our headmaster was near us and he was shouting too. He seemed very enthusiastic. However, the high school scored another goal. We were very sad.

Then, one of the “bees” stopped the ball with one of his hands, so our team got the free kick. Our captain took it and scored a goal. We shouted, “Hooray!” The score was now 2:1. That was better. Now our team began to play better—or the “bees” were getting tired. Our team scored another goal before half-time. In the second half of the match, both teams tried very hard, but neither scored, so at the end the score was still two all.

Adapted from: *L.A. Hill, 1963*

1. The text tells about ...
 - a. Joining a football match
 - b. winning a football match
 - c. attending a football match
 - d. the school football team
2. What did the writer and his brother do after the rival team scored the first goal?
 - a. They shouted to support their school team.
 - b. They shouted to the headmaster.
 - c. They laughed at their school team.
 - d. They played like bees.
3. Which statement is true according to the text?
 - a. The writer's school team wore orange and black shirts.
 - b. The writer called his school team the "bees".
 - c. The writer's school team scored the first goal.
 - d. The opponent scored the first goal.
4. A word in the text which has the same meaning as "leader" is ...

a. brother	c. captain
b. goal	d. team
5. "He seemed very enthusiastic." The antonym of the underlined word is ...

a. energized	c. eager
b. excited	d. apathetic

Text for questions 6-13

Botanical Garden

I went to a botanical garden. It was large, landscaped parks where plants were grown for scientific purposes and for public display. People could stroll down flowers bordered paths or sat on benches and admired the beautiful plants. Most of the plants were labeled with their popular as well as their scientific names. In greenhouses, long, low buildings made of glass and artificially heated; the more delicate plants were cultivated. One of the greatest botanical gardens in the world today is the Royal Botanic Garden at Kew, England. It is commonly known as Kew Gardens. One of the largest botanical gardens in the United States is the New York Botanical Gardens, Bronx, New York, which contains 13,000 species varieties of plants.

beach to swim. However, it's two miles from the hotel and it's crowded. The sea was freezing and it's polluted because there's a chemical factory next to the beach.

I always ate sandwiches in my room at that time, because the waiters in the restaurant were rude and unfriendly. Everything was so boring for me.

You know what? I never wanna go that place again!

Well, it's time for bed. I'd like to have a shower now.

Always,
Sammy

14. Why does Sammy write the letter?
- To tell about her holiday
 - To tell about the pollution in the sea
 - To persuade Susan to join her holiday
 - To suggest Susan about a place of interest
15. Why didn't Sammy enjoy his visit to the beach? Because...
- It's too close from the hotel
 - The water was very cold
 - he didn't like the view
 - he was hungry
16. ..., because the waiters in the restaurant were rude and...
The underlined word means...
- Impatient
 - Impolite
 - deceitful
 - kind
17. Were the waiters polite?
- Yes. They were
 - No. They were not
 - Yes. He was
 - No. He was not

Fill the Best Word in the Appropriate Blank!

Last year I spent my long...17...abroad. I went there by...18... . My father and my mother saw me off at the...19... . We arrived there thirty minutes before the...20... time.

Arriving at the airport, I went straight to the check-in counter. The man at the security control checked my hand...21...and the man in the immigration control checked my...22... . When everything was fine, I went into...23...and took a seat. While waiting for departure time, I bought cheap things at the lounge duty.

After waiting for about twenty minutes, the plane ready to depart. So all...24...had to get into the...25... . A friendly flight attendant asked the passenger to fasten their seatbelts on board. Suddenly the plane began shake and rattle. It was ready to take off. It moved quickly, left the run way and began to fly into the air. It was my first flight but I enjoyed very much.

- | | |
|--|------------------------|
| 18. a. flight | c. delay |
| b. plane | d. holiday |
| 19. a. plane | c. departure lounge |
| b. airport | d. departure gate |
| 20. a. plane | c. departure lounge |
| b. airport | d. departure gate |
| 21. a. arrival | c. take off |
| b. landing | d. departure |
| 22. a. passport | c. boarding pass |
| b. luggage | d. identification card |
| 23. a. passport | c. boarding pass |
| b. luggage | d. indentation card |
| 24. a. plane | c. departure lounge |
| b. airport | d. departure gate |
| 25. a. passengers | c. travel agent |
| b. custom officers | d. flight attendant |
| 26. a. plane | c. departure lounge |
| b. airport | d. departure gate |
| 27. What is the best title for the text above? | |
| a. My first flight | c. My first plane |
| b. My first holiday | d. My first weekend |

Change the word in the bracket into correct form!

Yogyakarta

April, 1st 2008

Dear Evi and Andi,

Just a note to let you know that we had a wonderful holiday in Bali. It was a really great place. The people are friendly, the food's great, and the weather's a lot better than at home. Can you believe it?

Appendix 8

Key Answer

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



Appendix 9

Answers Sheet

Name :
Class :
No :

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

Appendix 10

Lembar Soal
Bidang Studi: Bahasa Inggris

Waktu : 90 Menit

Jumlah : 35 soal

Petunjuk :

- Tulis nama, kelas, dan nomor urut pada lembar jawab yang tersedia
- Periksa dan bacalah soal-soal sebelum Anda menjawabnya
- Dahulukan menjawab soal-soal yang Anda anggap mudah
- Lembar soal tidak boleh dicoret-coret
- Periksalah jawaban Anda sebelum diserahkan kembali

Choose the Best Answer! Read the Text Carefully!**Text for questions 1-3****The Football Match**

My brother and I went to a football match yesterday. Our school team was playing against another High School team. Our team wore red and white shirts, white shorts, and red stockings. The other team wore orange and black shirts, orange shorts, and black stockings. “They look like bees“, my brother said, and we laughed.

They played like bees too. They ran very fast, attacked very hard, and passed the ball to each other very fast. Soon they scored their first goal. My brother and I shouted and shouted, “Come on, Valley School! Come on, the Valleys!” Our headmaster was near us and he was shouting too. He seemed very enthusiastic. However, the high school scored another goal. We were very sad.

Then, one of the “bees” stopped the ball with one of his hands, so our team got the free kick. Our captain took it and scored a goal. We shouted, “Hooray!” The score was now 2:1. That was better. Now our team began to play better—or the “bees” were getting tired. Our team scored another goal before half-time. In the second half of the match, both teams tried very hard, but neither scored, so at the end the score was still two all.

Adapted from: *L.A. Hill, 1963*

1. The text tells about ...
 - a. Joining a football match
 - b. winning a football match
 - c. attending a football match
 - d. the school football team
2. A word in the text which has the same meaning as “leader” is ...
 - a. brother
 - b. goal
 - c. captain
 - d. team
3. “He seemed very enthusiastic.” The antonym of the underlined word is ...
 - a. energized
 - b. excited
 - c. eager
 - d. apathetic

Text for questions 4-6

Botanical Garden

I went to a botanical garden. It was large, landscaped parks where plants were grown for scientific purposes and for public display. People could stroll down flowers bordered paths or sat on benches and admired the beautiful plants. Most of the plants were labeled with their popular as well as their scientific names. In greenhouses, long, low buildings made of glass and artificially heated; the more delicate plants were cultivated. One of the greatest botanical gardens in the world today is the Royal Botanic Garden at Kew, England. It is commonly known as Kew Gardens. One of the largest botanical gardens in the United States is the New York Botanical Gardens, Bronx, New York, which contains 13,000 species varieties of plants.

4. What are botanical gardens used for? All the answers are correct, except _____.
 - a. For camping
 - b. For scientific researches
 - c. For scientific purposes
 - d. For public display
5. What is a bench? It is a/an _____ made of wood or stone.
 - a. Around seat
 - b. Equilateral seat
 - c. Short seat
 - d. Long seat
6. Where is the botanical garden in West Java?
 - a. Bandung Botanical Garden.
 - b. Bogor Botanical Garden.
 - c. Sukabumi Botanical Garden.
 - d. Lembang Botanical Garden

Text for question 7-9February 23rd2009

Dear Susan,

How are you? I'm writing to tell you about my holiday. It's a total disaster!

The plane was five hours late and we got to my cousin's house at four o'clock on Sunday morning. Then we booked a hotel to stay. The next day I went to the beach to swim. However, it's two miles from the hotel and it's crowded. The sea was freezing and it's polluted because there's a chemical factory next to the beach.

I always ate sandwiches in my room at that time, because the waiters in the restaurant were rude and unfriendly. Everything was so boring for me.

You know what? I never wanna go that place again!

Well, it's time for bed. I'd like to have a shower now.

Always,
Sammy

7. Why didn't Sammy enjoy his visit to the beach? Because...

- | | |
|----------------------------------|----------------------------|
| c. It's too close from the hotel | c. he didn't like the view |
| d. The water was very cold | d. he was hungry |

8. ..., because the waiters in the restaurant were **rude** and...

The underlined word means...

- | | |
|--------------|--------------|
| c. Impatient | c. deceitful |
| d. Impolite | d. kind |

9. Were the waiters polite?

- | | |
|----------------------|-------------------|
| c. Yes. They were | c. Yes. He was |
| d. No. They were not | d. No. He was not |

Fill the Best Word in the Appropriate Blank!

Last year I spent my long...10...abroad. I went there by...11... . My father and my mother saw me off at the...12... . We arrived there thirty minutes before the...13... time.

Arriving at the airport, I went straight to the check-in counter. The man at the security control checked my hand...14...and the man in the immigration control checked my passport. When everything was fine, I went into departure

lounge and took a seat. While waiting for departure time, I bought cheap things at the lounge duty.

After waiting for about twenty minutes, the plane ready to depart. So all...15...had to get into the...16... . A friendly flight attendant asked the passenger to fasten their seatbelts on board. Suddenly the plane began shake and rattle. It was ready to take off. It moved quickly, left the run way and began to fly into the air. It was my first flight but I enjoyed very much.

- | | |
|--|---------------------|
| 10. a. flight | c. delay |
| b. plane | d. holiday |
| 11. a. plane | c. departure lounge |
| b. airport | d. departure gate |
| 12. a. plane | c. departure lounge |
| b. airport | d. departure gate |
| 13. a. arrival | c. take off |
| b. landing | d. departure |
| 14. a. passport | c. boarding pass |
| b. luggage | d. indentation card |
| 15. a. passengers | c. travel agent |
| b. custom officers | d. flight attendant |
| 16. a. plane | c. departure lounge |
| b. airport | d. departure gate |
| 17. What is the best title for the text above? | |
| c. My first flight | c. My first plane |
| d. My first holiday | d. My first weekend |

Change the word in the bracket into correct form!

Yogyakarta

April, 1st 2008

Dear Evi and Andi,

Just a note to let you know that we had a wonderful holiday in Bali. It was a really great place. The people are friendly, the food's great, and the weather's a lot better than at home. Can you believe it?

Most days were pretty lazy. I (19. *swim*) two or three times a day, but my brother Fachri just (20. *spend*) all his time lying on the beach with his eyes closed.

Appendix 11

LESSON PLAN (Experimental Group)

SMA : SMA N 12 Semarang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/I
 Waktu : 2 x 45 menit (1 meeting)

Standar Kompetensi:

1. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar

- 1.1. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

I. The Goal of the Study

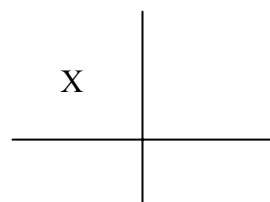
At the end of the lesson, students are able to:

- Respond the meaning of *recount*,
- Comprehend the structure of *recount* text (the generic structure and lexicogrammatical),
- Describe and use the grammar that is used in the *recount* text.
- Students are able to read aloud the text with correct pronunciation

II. The Material

- a. *Recount* Text
- b. Grammar

- Simple Past Tense



S + V2 + O

- c. Questions from student's busy book

III. Methods

- Read aloud the text,
- Discussion,
- Question and Answer, and
- Exercise.

IV. Teaching and Learning Activity

a. The Opening Activity (4 minutes)

- Teacher opens the lesson by greeting the students.
- Teacher checking the attendant list.
- Students answer the question actively.

b. The Core Activity

- Students read aloud the recount text from the teacher.

Teacher gives the students a text and students have to read aloud the text about adolescence. While the read aloud the text they have to underline the difficult words, that later teacher asks them about the vocabulary. (5 minutes)

- Teacher read aloud the text for students.

In this part teacher read aloud the students about the text in order they know how to pronounce the words in the text. After that teacher asks students to pronounce several words in the text. (14)

- Teacher asks the students whether there are difficult words or not.

In this session, teacher and students doing question and answer about difficult words. (4 minutes)

- Teacher asks some question based on the text.

After reading the text, teacher gives the students some question about the text. (10 minutes)

- Teacher explains about recount text

Here, teacher explains them about recount, about purpose, the structure, and lexicogrammatical (20 minutes)

- Question and answer about recount text

Teacher asks the students whether they have difficulty or not about recount text. If they have difficulty teacher will explains once more for them. (4 minutes)

- Teacher gives another text and asks students to identify the text

In order they more comprehend about recount text, teacher gives them another text that they have to identify not only the structure but also the lexicogrammatical. The students do the assignment in group of two. (20 minutes)

- Teacher and students discuss about the answer.

If there's enough time the students have to submit their work if there's no enough time as their homework to discuss next meeting. (5 minutes)

c. The Last Activity (4 minutes)

- Students pay attention about resume and conclusion of the material.
- Students give the attention about the assignments given.
- Students give the attention to the advices that is given by the teacher.
- Teacher closing the lesson by greeting the students.

V. Sources

- Book from the teacher
- Text book for grade X
- Relevant book

VI. Assignments

- Students read aloud the text
- Students identify the text and answer the questions

VII. Assessment

- Teacher conducts the test with written form.
- Instrument

Example of the text

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

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extracurricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

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

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

LESSON PLAN (Experimental Group)

SMA : SMA N 12 Semarang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/I
 Waktu : 2 x 45 menit (1 meeting)

Standar Kompetensi:

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar

- 5.1. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

I. The Goal of the Study

At the end of the lesson, students are able to:

- Respond the meaning of *recount*,
- Comprehend the structure of *recount* text (the generic structure and lexicogrammatical),
- Describe and use the grammar that is used in the *recount* text.

II. The Material

- a. *Recount* Text
- b. Grammar
 - Simple Past Tense

X

S + V2 + O

c. Questions from student's busy book

III. Methods

- Read aloud the text,
- Discussion,
- Question and Answer, and
- Exercise.

IV. Teaching and Learning Activity

a. The Opening Activity (4 minutes)

- Teacher opens the lesson by greeting the students
- Teacher checking the attendant list
- Students answer the question actively

b. The Core Activity

- Review the last meeting

Teacher review the lesson that the students got last meeting by giving some questions. For example, what is recount? (5 minutes)

- Students read aloud the another text

Teacher gives other kinds of recount text and asks students to read aloud the text and find the difficult words that later the teacher will ask them about the vocabulary in the text. (5 minutes)

- Students answer teacher's question based on the text.

After read aloud the text, students have to answer the question from the teacher orally. Students are not allowed to look at the text. (6 minutes)

- Students retell the text by their own words

After answer some questions from the teacher, students are given several time to do discussion about what text is about and later the representative read or speak about the result of discussion.(15 minutes)

- Students try to identify the structure of the text.

Students identify the text given by the teacher and try doing it individually. And then discuss it together. (10 minutes)

- Teacher explains about recount text

For more comprehension, teacher explains once more recount text to the students, about the structure, lexicogrammatical and also the grammar that is used in recount text. Later, students try to make a sentence using past tense. (20 minutes)

- Teacher teaches about regular and irregular verbs

Teacher teaches about regular and irregular verbs, and then asks students to change several words into V2 by look at their dictionary and ask them to read aloud the verbs. After that, each student has to make V1 and the changes then two of them come forward one student read the verb and the other writes the changes (game). (20 minutes)

c. The Last Activity (4 minutes)

- Students pay attention about resume and conclusion of the material
- Students give the attention to the advices that is given by the teacher.
- Teacher closing the lesson by greeting the students

V. Sources

- Book from the teacher
- Text book for grade X
- Relevant book

VI. Assignments

- Students read aloud the text
- Students identify the text and answer the questions

VII. Assessment

- Teacher conducts the test with written form.
- Instrument

Correct the words in the bracket and identify the structure!

Dear Dewi,

On Saturday I went to Mount Bromo. I stayed at Nisa and Achmad's house at Cemara Lawang, Probolinggo. It has a big garden with lots of colorful flowers and a fishpond.

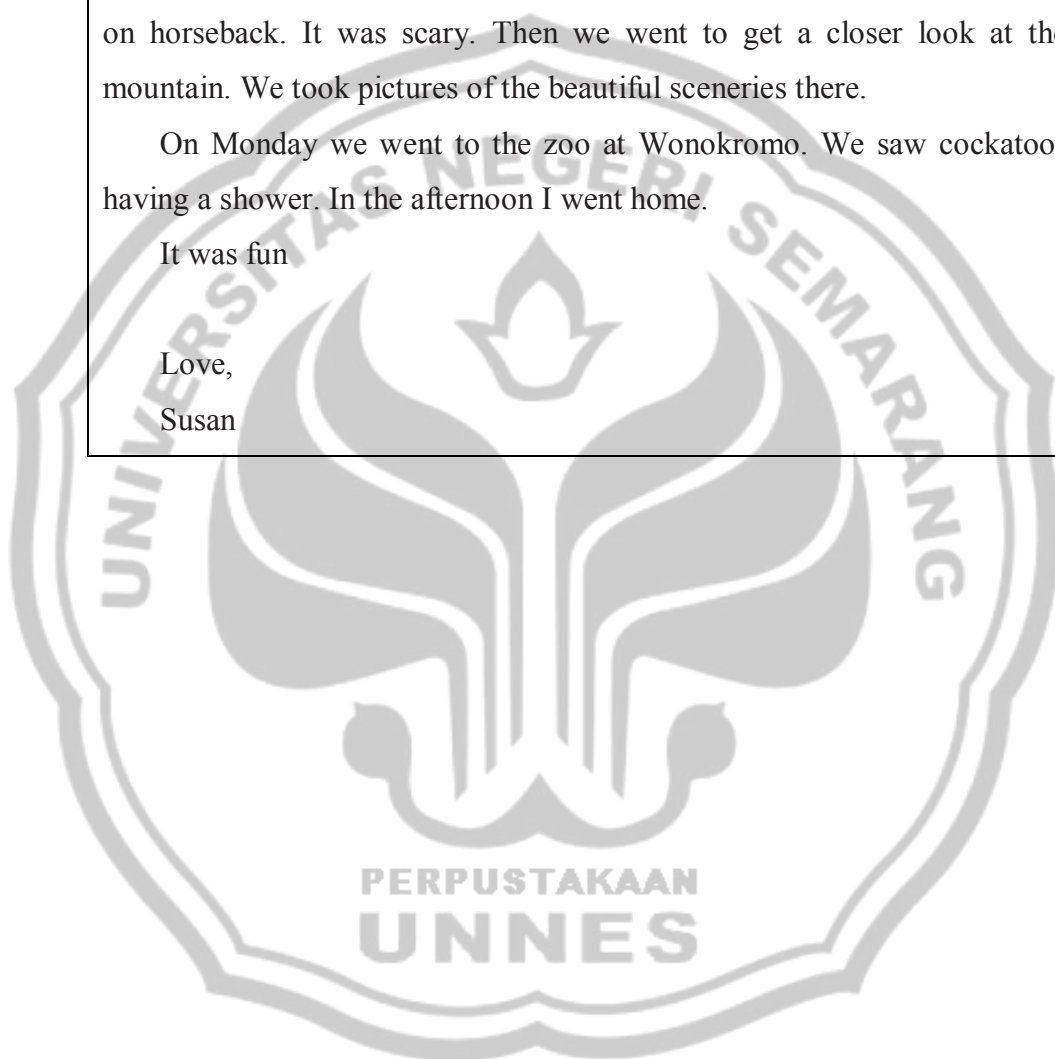
On Saturday Nisa and I saw Mount Batok and went on the scenic ride on horseback. It was scary. Then we went to get a closer look at the mountain. We took pictures of the beautiful sceneries there.

On Monday we went to the zoo at Wonokromo. We saw cockatoos having a shower. In the afternoon I went home.

It was fun

Love,

Susan



Appendix 12

LESSON PLAN (Control Group)

SMA : SMA N 12 Semarang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/I
Waktu : 2 x 45 menit (1 meeting)

Standar Kompetensi:

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar

- 5.1. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

I. The Goal of the Study

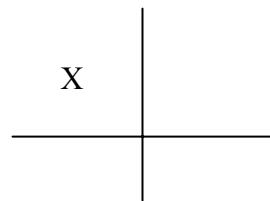
At the end of the lesson, students are able to:

- Respond the meaning of *recount*,
- Comprehend the structure of *recount* text (the generic structure and lexicogrammatical),
- Describe and use the grammar that is used in the *recount* text.

II. The Material

- a. *Recount* Text
- b. Grammar

- Simple Past Tense



S + V2 + O

- c. Student's busy book

III. Methods

- Read by heart the text,
- Discussion,
- Question and Answer, and
- Exercise.

IV. Teaching and Learning Activity

a. The Opening Activity (4 minutes)

- Teacher opens the lesson by greeting the students.
- Teacher checking the attendant list.
- Students answer the question actively.

b. The Core Activity

- Students read by heart the recount text from the teacher.

Teacher gives the students a text and the students have to read by heart the text. While the read by heart the text they have to underline the difficult words, that later teacher asks them about the vocabulary. (5 minutes)

- Teacher asks the students whether there are difficult words or not.

In this session, teacher and students doing question and answer about difficult words. (4 minutes)

- Teacher asks some question based on the text.

After reading the text, teacher gives the students some question about the text and students are not allowed to look back to the text. (10 minutes)

- Teacher explains about recount.

Here, teacher explains them about recount, about the structure, purpose and the lexicogrammatical. (20 minutes)

- Question and answer about recount text

Teacher asks the students whether they have difficulty or not about recount text. If they have difficulty teacher will explain once more for them. (8 minutes)

- Teacher gives another text and asks students to identify the text

In order they more comprehend about recount text, teacher gives them another text that they have to identify not only the structure but also the lexicogrammatical. (20 minutes)

- Teacher and students discuss about the answer.

If there's enough time the students have to submit their work if there's no enough time as their homework to discuss next meeting. (5 minutes)

c. The Last Activity (4 minutes)

- Students pay attention about resume and conclusion of the material.
- Students give the attention about the assignments given.
- Students give the attention to the advices that is given by the teacher.
- Teacher closing the lesson by greeting the students.

V. Sources

- Book from the teacher
- Text book for grade X
- Relevant book

VI. Assignments

- Students read by heart the text

- Students identify the text and answer the questions

VII. Assessment

- Teacher conducts the test with written form.
- Instrument

Example of the text

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

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

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LESSON PLAN (Control Group)

SMA : SMA N 12 Semarang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/I
Waktu : 2 x 45 menit (1 meeting)

Standar Kompetensi:

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar

- 5.1. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*

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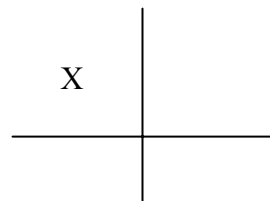
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II. The Material

- a. *Recount* Text
- b. Grammar

- Simple Past Tense



S + V2 + O

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III. Methods

- Read by heart the text,
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a. The Opening Activity (4 minutes)

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- Students try to identify the structure of the text.

Students identify the text given by the teacher and try doing it individually. And then discuss it together. (10 minutes)

- Teacher explains about recount text

For more comprehension, teacher explains once more recount text to the students, about the structure, lexicogrammatical and grammar. (10 minutes)

- Teacher teach about regular and irregular verbs

Students have to know about regular and irregular verbs in order to they can make sentence using past tense easier. So, the teacher teaches about regular and irregular verbs. After that teacher gives them several verbs that they have to change into V2 or past and then they have to memorize. Then, teacher asks students come forward and ask them to change the words that they have memorized before. (20 minutes)

- Students make a sentence using past tense

After listening teacher explanation of past tense, students have to make one or two sentences using past tense then write on the board. (12 minutes)

c. The Last Activity (4 minutes)

- Students pay attention about resume and conclusion of the material
- Students give the attention to the advices that is given by the teacher.
- Teacher closing the lesson by greeting the students

V. Sources

- Book from the teacher
- Text book for grade X
- Relevant book

VI. Assignments

- Students read by heart the text

- Students identify the text and answer the questions

VII. Assessment

- Teacher conducts the test with written form.
- Instrument

Correct the words in the bracket and identify the structure!

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