



**THE USE OF VISUALIZATION
IN DESUGGESTOPEDIA TEACHING METHOD
TO IMPROVE THE STUDENTS' READING
COMPREHENSION
(A Study of the Eighth Grade Student
of SMP Negeri 1 Pati in the Academic Year of 2011/2012)**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

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UNNES

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THE USE OF VISUALIZATION IN DESUGGESTOPEDIA TEACHING METHOD TO IMPROVE THE STUDENTS' READING COMPREHENSION (A Study of the Eighth Grade Student of SMP Negeri 1 Pati in the Academic Year of 2011/2012)

yang saya tulis dalam rangka memenuhi salah satu syarat guna memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber yang lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian walaupun tim penguji membubuhkan tanda tangan sebagai tanda keabsahan skripsi saya, seluruh skripsi ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian hari ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang,

Yang membuat pernyataan,






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APPROVAL

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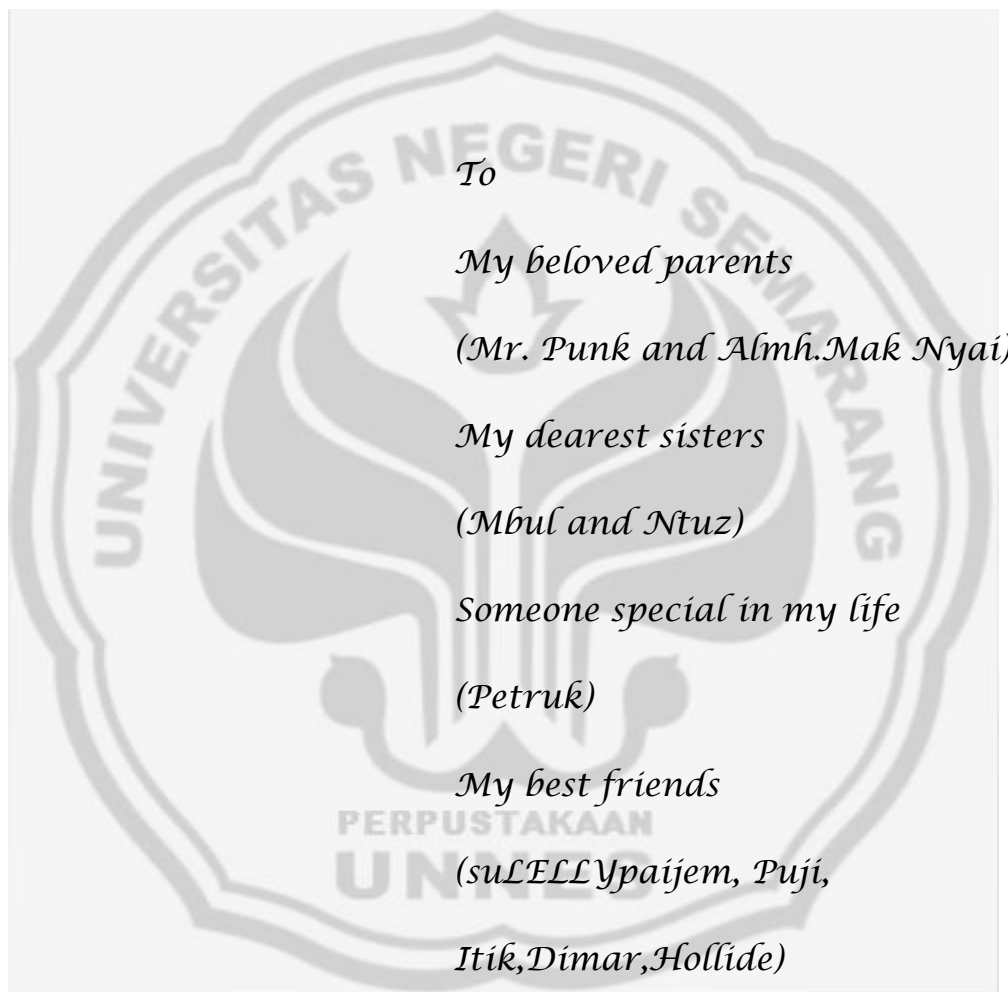
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"Life is a dream, realize it. Life is life, fight for it."

-Mother Teresa



ABSTRACT

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This final project is about the use of visualization in Desuggestopedia teaching method in improving students' ability in reading comprehension. In order to focus the discussion on the topic, the problems that I want to discuss in this final project are whether there is any difference between students' reading comprehension before and after treatment and also whether there is any significant difference in students' reading comprehension between students taught using visualization in Desuggestopedia and those taught without visualization in conventional teaching method. The purpose of this study was to know whether the use of visualization in Desuggestopedia could improve students' achievement in reading comprehension and was there any significant difference between students who taught by using this method and conventional method. Visualization is a technique involving focusing on positive mental images in order to achieve a particular goal. It includes visualizing story or text in order to make the reading activity more fun and comprehend the content of the text easily.

This study conducted to the eighth grade students of SMP Negeri 1 Pati in the academic year of 2011/2012. This study used quantitative method by using pre-test and post –test. Try-out was used to know the reliability and validity of item test. Class VIII-A was an experimental group and VIII-B was a control group. There were four times treatments before post-test conducted. The students were given recount text for the treatment.

To check the significant effect of the treatment, I analyzed the result by using t-test formula. With $\alpha = 0.05$ and $df = 53$, the critical value of t is 1.67. The H_0 accepted area was the value between -1.67 and 1.67. In the pre-test, the obtained t value from t-test was -0.0017 and it was located in the H_0 accepted area, so it could be concluded that there was no significant difference of final condition between experimental and control group on the pre-test. But in the post-test, the obtained t value from t-test was 4.805 and it was located in the H_a refused area, so it could be concluded that there was significant difference of final condition between experimental and control group on the pre-test.

The experimental group was higher or better than the control group. It could be drawn that the use of visualization in Desuggestopedia teaching method to improve students' reading comprehension was effective. Furthermore, the teacher could find another method or ways to increase the quality of their teaching and learning , so the students could gain the competence expected.

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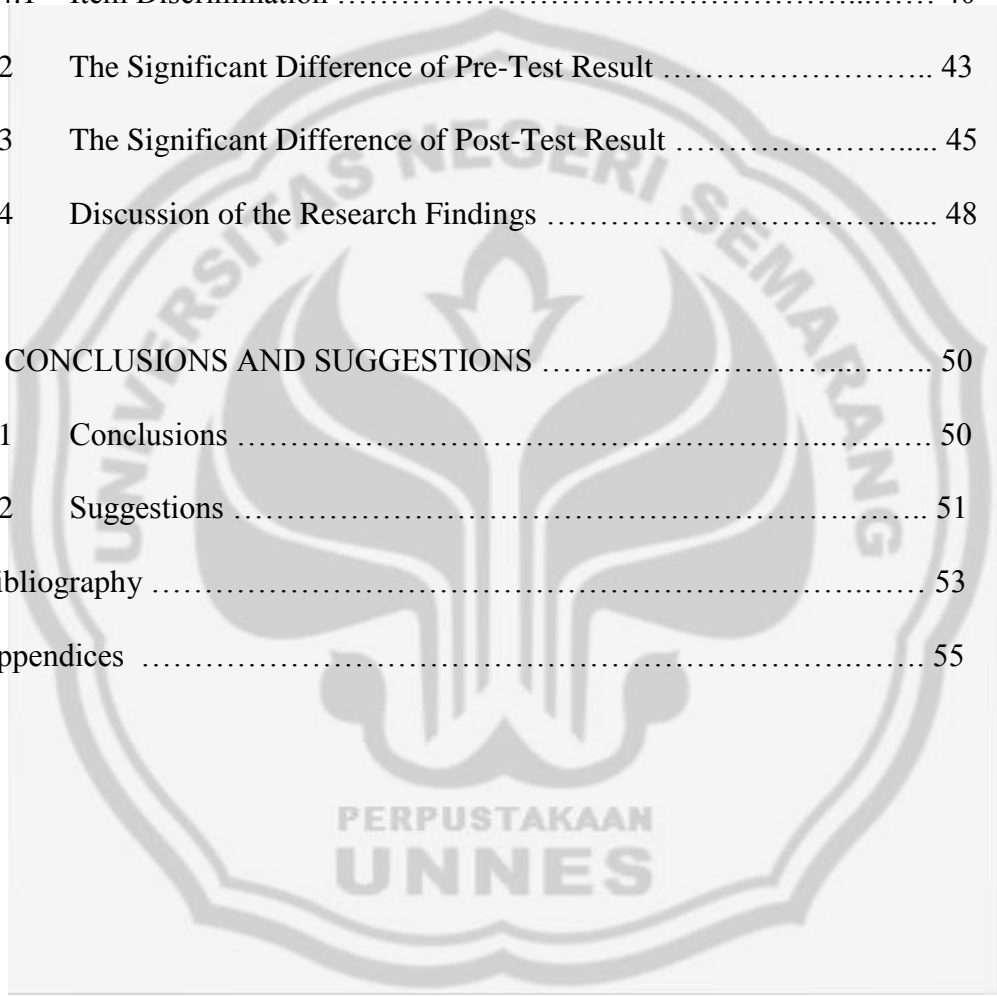
Widi Astani

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CHAPTER I

INTRODUCTION

In the first chapter presents introduction, consists of background of the study, reason for choosing the topic, statement of the problem, objectives of the study, hypothesis of the study, significance of the study, definition of terms, and outline of the report.

1.1 Background of the Study

Language as an important tool for communication is in continuous development in the world. Language as a means of communication is used among human beings in order to establish social relationship. There are many languages in the world, one of them is English. English as international language has big role in language development. Many countries in the world use English as native language even there are many countries also use English as the second language. Nowadays English in Indonesia become a foreign language, but it is not impossible if someday English become a second language like in our neighbor countries such as Malaysia and Singapore.

In learning English, we should master four important skills, those are listening, speaking, reading, and writing. One skill that has to be mastered is reading. At the beginning, we learn to read something and then we read to learn something. We know much information by reading. The more reading we do, the more knowledge and information we will get. Reading is a language skill that

requires both structure and vocabulary study. Reading comprehension as a communication skill has an important role in the foreign language curriculum. Students themselves realize that it is useful to be able to read. In reading unfamiliar text for comprehension, students have to be able to recognize words and structures in context. But the each students' intelligence is different.

Ramelan shows the fact:

To students, reading is also something crucial and indispensable since the success his study depends for the greater part on his ability to read. If his reading skill is poor, he is likely to fail in his study or at least he will have difficulty making progress. On the other hand, if he has a good reading ability, he will have a better chance to succeed in his study at school (Ramelan, 1990: 1)

For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style by which to teach. The teacher may write lesson plans of their own, borrow plans from other teachers, or search online or within books for lesson plans. When deciding what teaching method to use, a teacher needs to consider students' background knowledge, environment, and learning goals. Teachers are aware that students learn in different ways, but almost all children will respond well to praise. Students have different ways of absorbing information and of demonstrating their knowledge. Teachers often use techniques which provide multiple learning styles to help students retain information and strengthen understanding. A variety of strategies and methods are used to ensure that all students have equal opportunities to learn.

There are many different language teaching method that have different technique and principle. One of them is desuggestopedia teaching method. It tries

to harness the nonrational and or nonconscious influences and redirect them so as to optimize learning. The method has a somewhat mystical air about it, partially because it has few direct links with established learning or educational theory in the West, and partially because of its arcane terminology and neologisms, which one critic has unkindly called a “package of pseudo-scientific gobbledygook” (Scovel 1979: 258).

1.2 Reasons for Choosing the Topic

Reading is one of the language skills which should be developed for students in learning English. By reading, they are expected to get knowledge and information from books, article, journals, magazines, newspaper and other types of writing. Students sometimes get difficulties to read foreign language text. They have to face some new words and structures which are completely different from their native language. They sometimes have to face long and complicated text and passages. In addition, it spends a long time, too.

One of the methods in developing the students’ reading skill ability of English is by using visualization in the teaching-learning process. Students are encouraged to visualize and cooperate one another. The visualization is related to the text that students read. All activities follow a cycle that involves teacher modeling, visualization in additional practice, and testing.

The reasons for choosing the topic are first I want to know that visualization which is used in Desuggestopedia teaching method can improve the students’ reading comprehension or not. The use of visualization in

Desuggestopedia teaching method will be effective or not will be defined by the result of this study.

Then, I also want to know the advantages of using visualization in Desuggestopedia teaching method if it is applied to the class. Each teaching method has advantages and disadvantages in their application. To know the advantages and disadvantages of using visualization in Desuggestopedia teaching method, I have to do a research relates to the topic.

Additionally, I choose junior high school level since the students of junior high school is prepared to continue to senior high school and they have to get the basic knowledge in reading especially before they face text or article that more complicated in senior high school. So that is why I choose this topic in my study.

1.3 Statements of the Problem

In order to focus the discussion on the topic, the problems that I want to discuss in this final project are:

- (1) Is there any difference between students' reading comprehension before and after treatment by using visualization in Desuggestopedia teaching method?
- (2) Is there any significant difference in students' reading comprehension between students taught using visualization in Desuggestopedia teaching method and those taught without visualization in conventional teaching method?

1.4 Objectives of the Study

The objectives of this study are:

- (1) To explain whether there is any difference or not between students' reading comprehension before and after treatment by using visualization in Desuggestopedia teaching method.
- (2) To analyze any significant difference in students' reading comprehension between students taught using visualization in Desuggestopedia teaching method and those taught without visualization in conventional teaching method.

1.5 Hypothesis of the Study

The hypothesis of this study is:

- (1) H_a : there is any significant difference using visualization in Desuggestopedia teaching method and using conventional method to improve students' reading comprehension.
- (2) H_o : there is no any significant difference using visualization in Desuggestopedia teaching method and using conventional method to improve students' reading comprehension.

1.6 Significance of the study

The result of this study will hopefully provide some advantages as follows:

- (1) For the English teacher

The result of this study will give contribution for teachers to improve their teaching method in order to make an interesting, interactive, and effective classroom during teaching and learning process. Beside that, teacher will realize that the need of using visualization in Desuggestopedia teaching method as a part of teacher's talks can help them to make more interactive and comfortable. Conducive classroom environment will help students for achieving the good result of English learning.

(2) For the readers

The result of this study will give the description about how to use the visualization, especially in Desuggestopedia teaching method during class in order to get the good result in English learning. Then it will give contribution to the readers who have correlation with it.

(3) For me

It will give much advantage to me as the students of English Education Department to learn how to be a good English teacher and use a new technique to improve the students' ability in four components also manage an enjoyable and comfortable classroom for the students and teacher itself.

1.7 Definition of Terms

To help me in observing the reference and guiding the research, there are some terms which are related to the study, they are:

(1) Visualization

Visualization is the act or an instance of visualizing. In psychology, it is a technique involving focusing on positive mental images in order to achieve a particular goal. It is also a kind of activity to form a mental image of something or to make it visible.

(2) Desuggestopedia Teaching Method

Desuggestopedia is a teaching method developed by the Bulgarian psychotherapist [Georgi Lozanov](#). It is used in different fields, but mostly in the field of foreign language learning. Lozanov has claimed that by using this method a teacher's students can learn a language approximately three to five times as quickly as through conventional teaching methods. The theory applied positive [suggestion](#) in teaching when it was developed in the 1970s. However, as the method improved, it has focused more on “desuggestive learning” and now is often called “desuggestopedia.”

(3) Reading Comprehension

Reading comprehension is techniques for improving students' success in extracting useful knowledge from text. Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.

1.8 Outline of the Report

The thesis consists of five chapters. The first chapter is Introduction. It consists of Background of the Study, Reasons for Choosing the Topic, Statements of the Problem, Objectives of the study, Hypothesis of the Study, Significance of the Study, Definition of Terms, and Outline of the Report.

The second chapter is Review of Related Literature, consists of Review of Theoretical Background: The Definition of Visualization, The Definition of Desuggestopedia Teaching Method, The Definition of Reading and The Definition of Reading Comprehension.

The third chapter is Method of Investigation, consists of Research Design, Population, Sample and Sampling Technique, Research Variable, Experimental Design, Instrument for Collecting Data and Procedure for Collecting Data.

Chapter four is Data Analysis and Interpretation, which consists of the Result of Try-Out Analysis, the Significant Difference of the Pre-Test Result, the Significant Difference of the Post-Test Result, and Discussion of the Research Findings.

And the last is chapter five. This chapter gives Conclusions and Suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter presents review of theoretical background which contains of definition of visualization, definition of desuggestopedia teaching method, definition of reading, and definition of reading comprehension.

2.6 Definition of Visualization

According to Albert Foong (2007:69) as he wrote in his work “The Very Best of Litemind”, everything we do begin as a thought. Every action, every word, every human creation exists first in our imagination. The ability to see things before they actually happen is what enables us to pursue our dreams and ultimately achieve them. In fact, the better we visualize the future we want, the better our chances to make it happen. Realism is the most important consideration in visualization. Soldiers train in almost exactly the same gear they are going to wear in combat. None of them got really good just by playing shooting games on the computer or by playing paintball. Visualization is a very powerful tool for helping achieving many goals.

Students will have much more chance of success at learning if they learn to harness the possibilities of visualization in a positive way. Practice seeing themselves in their mind as a successful student. Practice imagining that they find their subjects very interesting, and that they already understand subjects really

well (<http://www.positivearticles.com/Article/Students---Use-Visualization-to-Improve-Your-Learning/2022>).

It can be concluded that visualization is about exploring ways to use our minds efficiently. This translates to [being more creative](#), [thinking more clearly](#), [boosting your brainpower](#), [developing yourself](#) and [more](#).

2.7 Definition of Desuggestopedia Teaching Method

Diane Larsen and Freeman stated in their book entitled “Technique and Principles in Language Teaching” (2001:73) that the desuggestopedia teaching method which is illustrated by Celce-Murcia (1991:136) calls as an affective humanistic approach, that is an approach in which there is respect for students’ feeling . The originator of this method, Georgi Lozanov (1988:25) asserts, is that we set up psychological barriers to learning. According to Lozanov (1988:27), we may be using only five to ten percent of our mental capacity. In order to make better use of our reserved capacity, the limitations we think we have need to be “desuggested”. ‘Desuggestopedia’ the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful or the negative association they may have toward studying and to help them overcome the barriers to learning.

Tim Bowen (2000:47) said that the original form of suggestopedia presented by Lozanov consisted of the use of extended dialogues, often several pages in length, accompanied by vocabulary lists and observations on grammatical points. Typically these dialogues would be read aloud to the students

to the accompaniment of music. The most formal of these readings, known as the "concert reading", would typically employ a memorable piece of classical music such as a Beethoven symphony. This would not be in the form of background music but would be the main focus of the reading, with the teacher's voice acting as a counterpoint to the music. Thus the "concert reading" could be seen as a kind of pleasurable event, with the learners free to focus on the music, the text or a combination of the two. The rhythm and intonation of the reading would be exaggerated in order to fit in with the rhythm of the music.

Less formal reading would employ a lighter, less striking piece of music, such as a piece of Baroque music, and this would take a less prominent role. During both types of reading, the learners would sit in comfortable seats, armchairs rather than classroom chairs, in a suitably stimulating environment in terms of décor and lighting. After the readings of these long dialogues to the accompaniment of music, the teacher would then make use of the dialogues for more conventional language work. In theory at least, large chunks of the dialogues would be internalized by the learners during the readings due both to the relaxed and receptive state of the learners and to the positive suggestion created by the music.

It can be said that the point of Desuggestopedia teaching method is a nurturing, supportive atmosphere in which the student feels free to try out the new information, be inventive with it, make mistakes without being put down, and, in general, enjoy the learning experience.

2.8 Definition of Reading

Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985:175). Learning to read means learning to bring meaning to a text in order to get meaning from it.

According to Bowman (1991:265), reading is an appropriate means to promote a lifelong learning. By teaching the children how to read means giving these children a future which provides a technique to explore how “the world” wherever he chose and provide the opportunity to get a goal in life. Reading is not an easy learning activities. Many factors can affect student success in reading. In general, these factors can be identified, such as teachers, students, environmental conditions, subject matter, and techniques to learn the lesson material.

So it can be concluded that from reading we could get many advantages. We could be able to practice our tongue and our pronunciation. Reading can also bring us to see the content of world that we didn't know before. Besides that, reading is also useful hobby. There are many techniques of reading such as scanning, skimming, extensive reading, reading loudly, reading comprehension and etc.

2.9 Definition of Reading Comprehension

According to Burn, Roe and Rose, (1984: 109), there are seven major types of questioned based on comprehension skill, which can be useful in guiding reading, they are first is main idea, the point is to ask the students to identify the

central theme of the selection, main idea helps them to be aware of details and relationship among them. Then in detail, the point is to ask for bits of information conveyed by the material. For vocabulary, the point is to ask for the meaning of words used in selection. It can be used to check the students' understanding of word meaning. There is sequence which requires knowledge of events in their order of occurrences. The point of inference is to ask information that is implied but not directly stated the material. To ask for judgment about material, we use evaluation. In order to ask the children to go beyond the material and create new ideas based on the ideas they read, creative response is required.

There are several strategies for teaching comprehension according to Burn, Roe and Rose, (1984: 109). First, readers make connections between books they read to their own lives. Children can make these connections with what they read to their lives. Teachers can help their students connect on a larger scale. They can connect things from books to real world happenings. By doing this, it enhances the students' understanding.

Teachers can develop their instruction around certain components that help readers find the connections and help them comprehend. The genre can range from fiction, nonfiction, poetry, etc. When the reader experiences these and become more familiar with each type of genre, they learn the special characteristics and conventions of the genre. The reader also can learn about how authors write about certain themes, topics, or issues. Readers can usually find a topic they can enjoy from an author. Also the style the author writes in can influence an appreciation from the reader.

Questions are the key to understanding. They take us into understanding. Students need to feel that their questions are important. We as teachers need to model by asking and answering questions. When students ask questions they have a desire to learn for understanding. This leads to comprehension.

Visualizing is creating pictures in our minds. When students visualize, they create their 'own movie' in their minds. Teachers can use picture books that do not have words to help the students make their mental movies.

When we read we create an image in our mind. We create an amalgam - the conclusion we draw, the interpretation we create (Keene, p 126). We read and create this image with what we know or have experienced. Things come alive when we use sensory images. Teachers can help give these images through lessons that evoke the thought processes.

Inferring is being able to read body languages and expressions while reading the text. To help the students find inferences in picture books is to focus on the illustrations. The pictures give clues to help gain meaning. Inferring is the process of taking that which is stated in text and extrapolating it to one's life to create a wholly original interpretation that, in turn, becomes part of one's beliefs or knowledge (Keene, 1990:153). It is also using one's imagination or the use of prediction. Teachers need to have their students try to make conclusions about the reading and make reasonable predictions.

Reading comprehension is defined as the level of understanding of a writing text and the content of the text. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too

much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. It's clear that reading comprehension is a complex cognitive process that depends upon a number of ingredients all working together in a synchronous, even automatic way. Vocabulary clearly plays a critical role in understanding what has been read. The reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as reading progresses. And the reader must apply reading comprehension strategies as ways to be sure that what is being read matches their expectations and builds on their growing body of knowledge that is being stored for immediate or future reference (Pressley, 2006:114).

It can be said that in reading comprehension, the reader not only read word by word the text but the reader should also know the content of the text, what the text tells about. The reader should also understand about the vocabulary difficult words so it can enrich vocabulary building.

2.10 Application of Visualization in Desuggestopedia Teaching Method in A Classroom

The application of Desuggestopedia teaching method in a classroom needs some preparation (Lazanov, 1988:57). First, the teacher has to set up the armchair, then make sure that the light is comfortable. Everything which is used in the classroom must be bright and colorful. In reading the text, teacher speaks confidently and leads the class in various activities involving the dialogue, question-and-answer,

and visualization. Teacher should integrate indirect positive suggestion (there is no limit to what you can do) into the learning situation.

One of the ways the students' mental reserves are stimulated is through integration of the fine arts-music and drama. To enhance students' feeling of security and allow them to become more open, choosing a new identity is required. Teacher introduces a story and begins a slow, dramatic reading, and synchronized in intonation with the classical music. Students simply listen as the teacher reads the text. After that, they playfully reread the text and they are asked to visualize it in particular manner: sadly, angrily, and cheerfully. Those activities designed to help them learn a new material and use it spontaneously in order to comprehend the text which is given by the teacher.

It can be concluded that the goal of Desuggestopedia is building a good learning atmosphere which is easy and with no pressure by various way and properties including music and drama. Fostering the sense of trust between teacher and students in order to bring up students' confidence of learning, and face learning languages positively and not afraid of making mistakes and frustrations.

CHAPTER III

METHOD OF INVESTIGATION

In chapter III provides the description of methodology used in conducting the research. This chapter consists of some sub-sections, there are research design, population, sample and sampling technique, research variables, experimental design, instruments for collecting data, and procedure of collecting data.

3.8 Research Design

There are some designs in conducting a research. In this research, I used quantitative method. Quantitative method is a numerical method of describing observation of material characteristics. Here, statistical analysis is used to calculate numeral data and to analyze the data by the use of correlation analysis.

The method of this research is experimental. According to Brown (1988:3) “experimental studies is a whole range of different possible studies that investigate the language behavior of groups under controlled conditions.” The other definition is stated by Key (1997) which is “an experimental research is an attempt by researcher to maintain control over all factors that may affect to determine or predict what may occur” (<http://www.okstate.edu/>).

3.9 Population

Tuckman (1978:227) states that “population is the establishment of boundary conditions that specify who shall be included in or excluded from the population.

The population (or target group) used in a questionnaire or interview study is that group about which the researcher is interested in gaining information and drawing conclusion.”

The population of this study was the eight grade students of SMP Negeri 1 Pati in the academic year 2011/2012. There were two classes of it. On the average, each class consisted of 28 students, so all students of the eight grade students were 56.

The reason for choosing the eight grade students as population in this study were based on these considerations, first the students met requirement to be used as the population of the study. Then it was assumed that they have the reading skill which was given in the seven grade students. And the last, I tried to apply the visualization in Desuggestopedia teaching method to improve the students' reading comprehension.

3.10 Sample and Sampling Technique

Tuckman (1978:231) states that “the primary issue in choosing a sample size is that it is sufficient to assure the researcher that the sample will be representative of the population from which it is done. While the researcher can never be certain of this representativeness unless the entire population is tested, he or she can establish that the sample is representative of the population on critical parameters at an acceptable level of probability.”

I took VIII-A and VIII-B as the samples of the study. The technique of sampling which I used in this study was random sampling. All the eighth classes

of SMP Negeri 1 Pati had the same chance become the samples of the study. Then I took three classes randomly, namely class VIII-A, VIII-B, and VIII-G. I took class VIII-A as the experimental class, class VIII-B as the control class and class VIII-G as the try-out class.

3.11 Research Variables

A great deal of research is carried out in order to explore the strength of relationships between variables. To get the goal of the study, I tried to identify the variable. Brown J. D. (1988:7) states that “in simplest terms, a variable is something that may vary or differ”. There are two kinds of variables, namely independent variable and dependent variable (Johnson, 1987:165). This experiment that used visualization in Desuggestopedia teaching method to improve the students’ reading comprehension has two variables. The variables in this study are:

- (1) The independent variable (X)

Tuckman (1978:58) states that “the independent variable, which is a stimulus variable or input, operates either within a person or within his or her environment to effect behavior.”

In this study, the independent variable was the method of teaching reading recount text of the both groups, that was the use of visualization in Desuggestopedia teaching method to improve the students’ reading comprehension. There were treatments, using visualization in

Desuggestopedia teaching method for the experimental group and using conventional method for the control group.

(2) The dependent variable (Y)

Tuckman (1978:59) states that “the dependent variable is that factor which is observed and measured to determine the effect of the independent variable, that is, that factor that appears, disappears, or varies as the experimenter introduces, removes, or varies the independent variable.” It is a response variable or output, and an observed aspect of the behavior of an organism that has been stimulated.

The dependent variable was the students’ achievement in reading comprehension of recount text. This study was meant to study the effect of supporting material, in this case, the use of visualization in Desuggestopedia teaching method to the students of eight grade students of SMP Negeri 1 Pati.

Those two variables became the focus of this study. Basically, this study was conducted in order to find out the relationship between two variables or the influence a variable has on another variable.

3.5 Experimental Design

I administrated pre-test and post-test to both of the classes, namely experimental class and control class. I did the treatment to the experimental class.

The design of the experimentation can be described as follows:

R	O1	X	O2
R'	O3		O4

(Tuckman, 1978:131)

In which:

R : Experimental Group

O1 : Pre-test for the experimental group

X : Treatment for the experimental group

O2 : Post-test for the experimental group

R' : Control group

O3 : Pre-test for the control group

O4 : Post-test for the control group

3.6 Instruments for Collecting Data

Instrument is the most important thing in an experiment in which the reliability of the instrument will automatically affect the reliability of the data obtained. The instrument that I used in this research was reading test in multiple choice form. I chose this type for some reasons:

- (1) It will be easy to score multiple choice form than essay form.
- (2) There is no subjectivity in scoring process.
- (3) Multiple choice items represent the essence of material.

Each number in reading test consisted of four answers based on junior high school grade and the students had to choose one from four answer were given.

3.6.1 Try Out

Before conducted the research, all the equipment should be prepared well, includes the instrument for it. A good instrument must fulfill two requirements. Two requirements are valid and reliable. Before I gave pre-test, treatment, and post-test, the reading test had to be tried out first to the other class. I chose VIII-G as the class to do the try out and the respondent is 34 students. the activities of try-out had been held on August 15th 2011.

After conducting try out, the data compiled was analyzed to determine the items are valid and reliable or not. The items which were not valid and reliable are not used.

3.6.2 Validity of the Test

According to Gronlund (1998:226), “validity is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment.”

Brown (1988:101) added that “test validity is defined as the degree to which a test measures what it claims to be measuring”. It means that researchers must use test that tap the variables of interest clearly as they operationalized. While according to Tuckman, “the validity of a test represents the extent to which a test measures what it supports to measure”. (1978:163)

Here, I used the moment product formula to calculate the validity of each item. The formula is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}} \quad (\text{Best, 1981:158})$$

Where:

N = number of paired scores

$\sum X$ = the sum of the X scores (item score)

$\sum Y$ = the sum of the Y scores (the total item score)

$\sum X^2$ = the sum of the squared X scores

$\sum Y^2$ = the sum of the squared Y scores

$\sum XY$ = the sum of the products of paired X and Y scores

3.6.3 Reliability of the Test

Reliability is one of the necessary requirements for test. The test could be said properly to be used when they are reliable. According to Brown (2004:20), “reliability is consistent and dependable”. It means that if the tests are given to the same students or matched students on two different occasions, the test should yield similar result.

The other opinion from Brown (1988:98), he states that “the reliability of a test is defined as the extent to which the results can be considered consistent or stable”. For the reliability of the test, the formula which is used is:

$$r_{K-R20} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum p_i q_i}{S^2} \right)$$

In which:

r_{K-R20} = Kuder Richardson Reliability

n = the number of items in the test

p_i and q_i = the proportion of students responding correctly and incorrectly, respectively, to item I

S^2 = test variance

(Tuckman, 1978:163)

In addition, in order to get the variance, the formula used is:

$$S^2 = \left(\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N} \right)$$

3.6.4 Item Difficulty

The item difficulty of test shows how easy or difficult the test items proved in the test. In order to compute item difficulty, the formula used is:

$$ID = \frac{RU + RL}{T} \quad (\text{Gronlund, 1982:102})$$

Where:

ID = index of difficulty of item

RU = the number of students in the upper group who answer the item correctly

RL = the number of students in the lower group who answer the item correctly

T = the total number of students in both the upper and the lower group

According to Arikunto (2008:210), the item difficulty of the test is classified into 3 levels; difficult, medium, and easy.

Table 1.1 Item Difficulty Criteria

Interval ID	Criteria
$0.0 < P \leq 0.30$	Difficult
$0.30 < P \leq 0.70$	Medium
$0.70 < P \leq 1.00$	Easy

3.6.5 Item Discrimination

The discrimination index of an item indicates the extent to which the item discriminates between testers, separating the more able testers from the less able. The index of discrimination (D) tell us whether those students who performed well on the whole test tended to do well or badly on each item in the test.

The discriminating power will measure how well the test items arranged to identify the differences in the students' competence. The formula used in this study is:

$$DP = \frac{RU - RL}{\frac{1}{2} T} \quad (\text{Gronlund, 1982:103})$$

Where:

DP = the discrimination index

RU = the number of students in upper group who answered the item correctly

RL = the number of students in lower group who answered the item correctly

$\frac{1}{2} T$ = the number of students on one group

The discriminating power of an item reported as decimal fraction. The maximum positive discriminating power is indicated by an index of 1.00. This is obtained only when all students in the upper group answered correctly and no one in the lower group did. Zero discriminating power (0.00) is obtained when equal number of the students in each group answered the item correctly. Negative discriminating power is obtained when more students in the lower group than in the upper group answered correctly. Both types of item should be removed and then discarded.

Table 1.2 Item Discrimination Criteria

Interval D	Criteria
$0.0 < D \leq 0.20$	Poor
$0.20 < D \leq 0.40$	Satisfactory
$0.40 < D \leq 0.70$	Good
$0.70 < D \leq 1.00$	Excellent

3.6.6 t-test

After collecting the data, I processed them statistically. The statistically computation was used to analyze the data from two groups, namely experimental group and control group.

t-test is used to know whether the difference of students' reading comprehension between those taught using visualization in Desuggestopedia teaching method and those taught without visualization in Desuggestopedia teaching method or using conventional method only is significant or not.

The data analysis made use of the t-test as suggested by Tuckman (1978:257) with the following steps (Table 1.3):

Group	Experiment (1)	Control (2)
N		
$\sum X$		
\bar{X}		
Variants (s^2)		
Standard deviation (s)		

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

\bar{X}_1 = mean of the experimental group

\bar{X}_2 = mean of the control group

n_1 = number of sample (experimental group)

n_2 = number of sample (control group)

s = standard deviation

3.7 Procedure of Collecting Data

The experimentation was conducted as follows:

- (1) Choosing the eighth grade students of SMP Negeri 1 Pati as the population of the study.
- (2) Taking 2 classes randomly as the samples, one class is experimental class and the other class is control class. I took class VIII-A as the experimental class and class VIII-B as the control class.
- (3) Conducting try out test to know the validity and reliability of the instruments. I took class VIII-G as the Try-Out class.
- (4) Doing the real experimentation.

3.7.1 The Activities of The Experimental Class

(a) Pre-test

Pre-test was given firstly before doing the treatment. The pre-test is aimed at finding out the basic knowledge or the prior knowledge and the students' ability in reading a recount text. Firstly, I came to the chosen class. Then I explained to the students about what they were going to do. Then I distributed the instruments and asked them to do the pre-test.

(b) Activities in the Treatment

In an experimental study, treatment is usually done to find out the difference between the two classes which are treated by using different

techniques. The experimental class was treated by using the visualization in desuggestopedia teaching method to do reading a recount text. Then, the students applied them in recount text. The materials of the treatment, which I gave, are as follows: what recount text is; what the rhetorical steps of recount are; what visualization in desuggestopedia teaching method is; how the visualization in recount text is carried out.

(c) Post-test

I administered the post-test at the end of the experimental activities. It is aimed at finding out whether there is significant difference between the result of pre-test (before doing the treatment) and after conducting the treatment. In other words, conducting the post-test is aimed at showing the result of students' achievement after doing the treatment.

Table 1.4 List of Experimental Class Activities

No.	Activities	Materials	Time Allotment
1.	Pre-test	I gave a test before doing treatment.	It was held on August 17 th 2011. The time allotment was 60 minutes.
2.	The first treatment	I gave the first treatment. I delivered the teaching-learning	It was held on August 18 th 2011. The time allotment to give the

		<p>process based on the desuggestopedia teaching method and visualized the recount text which is entitled “Unforgettable Holiday”</p>	<p>treatment was 1x40 minutes.</p>
3.	The second treatment	<p>I gave the second treatment. I delivered the teaching-learning process based on the desuggestopedia teaching method and students visualized the recount text “Last week, Mr. Sarwan’s wife.....”.</p>	<p>It was held on August 18th 2011. The time allotment to give the treatment was 1x40 minutes.</p>
4.	The third treatment	<p>I gave the third treatment. I delivered the</p>	<p>It was held on August 22th 2011. The time allotment</p>

		<p>teaching-learning process based on the desuggestopedia teaching method and students visualized the recount text “Last month, my family and I... “.</p>	<p>to give the treatment was 1x40 minutes.</p>
5.	The fourth treatment	<p>I gave the fourth treatment. I delivered the teaching-learning process based on the desuggestopedia teaching method and students visualized the recount text they had composed.</p>	<p>It was held on August 22th 2011. The time allotment to give the treatment was 1x40 minutes.</p>
6.	Post-test	<p>I gave the last test after doing all the treatments.</p>	<p>It was held on August 23th 2011. The time allotment</p>

			was 60 minutes.
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3.7.2 The Activities of the Control Class

(a) Pre-test

To know the basic knowledge or students' ability of the control class in reading a recount text, I administrated a pre-test. I came to the chosen class. Then I distributed the test and askede them to do it.

(b) Activities in the Control Class

I did not do a treatment for the control class. The teaching and learning process was done using conventional method. I came to the choosen class and gave them some texts.

(c) Post-test

The last step that I did in the control group was administering post-test. The aim of giving post-test is that I wanted to know whether there is significant difference in the control class after conducting those activities.

Table 1.5 List of Control Class Activities

No.	Activities	Materials	Time Allotment
1.	Pre-test	I gave a test before doing treatment.	It was held on August 17 th 2011. The time allotment was 60 minutes.
2.	Activities	I delivered the	It was held on

		<p>teaching-learning process based on the grammar-translation teaching method and gave some recount texts to be read by the students. Those were “Unforgettable Holiday”, recount text “Last week, Mr. Sarwan’s wife.....”, recount text “Last month, my family and I....”.</p>	<p>August 18th 2011.</p> <p>The time allotment to give the treatment was 2x40 minutes.</p>
3.	Post-test	<p>I gave the second test which is called post-test to the students.</p>	<p>It was held on August 23th 2011.</p> <p>The time allotment was 60 minutes.</p>

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

The fourth chapter discusses the analysis of data and interpretations. In this chapter, there are the result of try-out analysis, the significant difference of the pre-test result, the significant difference of the post-test result, and discussion of the research findings.

4.5 The Result of Try-Out Analysis

Before the instrument was used to collect the data, I, firstly, had tried it out on 15th August 2011 in VIII-G class of SMP Negeri 1 Pati. I chose this class because the standard is similar and in the same school.

There were 34 students as the respondents of the try-out test group. They had to complete the test consisting 35 items in 60 minutes. The test was in the form of multiple choices. The test had 7 passages about recount text and four distracters: A, B, C, and D, where one of the options was the answer. The students would get a score of 100 if all the answers were correct.

After scoring the result of the try-out test, the next step was analyzing to know the validity, reliability, item difficulty, and item discrimination of each item in which to decide whether the items were properly used in the next test.

4.1.1 Validity

To get the validity of each item, I analyzed statistically. I used the moment product formula as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}} \quad (\text{Best, 1981:158})$$

Where:

N = number of paired scores

$\sum X$ = the sum of the X scores (item score)

$\sum Y$ = the sum of the Y scores (the total item score)

$\sum X^2$ = the sum of the squared X scores

$\sum Y^2$ = the sum of the squared Y scores

$\sum XY$ = the sum of the products of paired X and Y scores

Criteria: the item is valid if $r_{xy} > r_{table}$

The following is the example of validity computation of item number 1 and for the other items will use the same formula.

$$\begin{aligned} r_{xy} &= \frac{34 - (325) - 19 (592)}{\sqrt{\{34 - (19) - (19)^2\}\{34 (11474) - (529)^2\}}} \\ &= 0.467 \end{aligned}$$

From the computation above, the validity of item number 1 was 0.467. For $\alpha = 5\%$, $N = 34$, and the $r_{table} = 0.339$. since the result of the instrument is higher than the critical value, it is considered that the instrument was valid.

From the 35 items, it was obtained, 25 items were valid and the 10 items were invalid. The invalid items were numbers 3, 5, 12, 13, 15, 16, 25, 30, 32, and 34. And the valid items were numbers 1, 2, 4, 6, 7, 8, 9, 10, 11, 14, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 31, 33, and 35.

4.1.2 Reliability

In this research, I decided to use r_K-R20 in measuring reliability of the test. This formula used the number of items in the test, the proportion of students responding correctly and incorrectly, respectively, to item 1, and test variance.

Consulting the r_K-R20 , the computation of the reliability of the test used the following formula:

$$r_K - R20 = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum p_i q_i}{S^2} \right) \quad (\text{Tuckman, 1978:163})$$

In which:

$r_K - R20$ = Kuder Richardson Reliability

n = the number of items in the test

p_i and q_i = the proportion of students responding correctly and incorrectly, respectively, to item I

s^2 = test variance

In addition, in order to get the variance, the formula used is:

$$S^2 = \left(\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N} \right)$$

Criteria: the instrument is reliable if $r_{11} > r_{table}$

$$S^2 = \left(\frac{11474 - \frac{(592)^2}{34}}{34} \right)$$

$$= 34.301$$

$$r_{K-R20} = \left(\frac{35}{35-1} \right) \left(\frac{34.301 - 6.797}{34.301} \right)$$

$$= 0.825$$

From the computation above, I got some results. First, I computed S^2 (Test Variance), the result was 34.301. Then I took it into the r_{K-R20} formula and the result was 0.825.

The result of computation showed that the estimated r_{11} was 0.825. then, based on the table of critical r_{table} with significant level 5% for $N = 34$ is 0.339. Due to the fact that the result of the computation was higher than the critical r_{table} , it could be considered that the instrument was reliable.

4.1.3 Item Difficulty

The item of difficulty level is generally expressed as the percentage of the students who answered the item correctly. I used this formula of item difficulty:

$$ID = \frac{RU + RL}{T}$$

(Gronlund, 1982:102)

Where:

ID = index of difficulty of item

RU = the number of students in the upper group who answer the item correctly

RL = the number of students in the lower group who answer the item correctly

T = the total number of students in both the upper and the lower group

Criteria:

Interval ID	Criteria
$0.0 < P \leq 0.30$	Difficult
$0.30 < P \leq 0.70$	Medium
$0.70 < P \leq 1.00$	Easy

The following is the example of difficulty item computation of item number 1 and for the other items will use the same formula (Table 1.6).

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T-29	1	1	T-08	1
2	T-32	1	2	T-26	0
3	T-02	1	3	T-30	1
4	T-34	1	4	T-03	1
5	T-01	1	5	T-19	1

6	T-04	1	6	T-21	0
7	T-07	1	7	T-25	0
8	T-11	0	8	T-16	0
9	T-24	1	9	T-17	0
10	T-09	1	10	T-33	0
11	T-15	1	11	T-10	1
12	T-28	1	12	T-18	1
13	T-05	0	13	T-20	1
14	T-12	0	14	T-14	0
15	T-27	0	15	T-23	0
16	T-31	1	16	T-22	0
17	T-06	0	17	T-13	0
Sum		12	Sum		7

$$\begin{aligned}
 ID &= \frac{12 + 7}{34} \\
 &= \frac{19}{34} \\
 &= 0.56
 \end{aligned}$$

From the computation of item difficulty, I divided students in two groups. They were upper group was 12 and lower group was 7. Then I took it into ID formula with counted up upper group and lower group and divided with number of students, so the result was 0.56. According to the criterions, the item difficulty of number 1 is medium.

From overall computation of the item difficulty, it was found that 9 items were categorized to be easy, 16 items were categorized to be medium, and 10 items were categorized to be difficult.

4.1.4 Item Discrimination

The item discrimination told us whether those students who performed well on the whole test tended to do well or unwell on each item in the test. Item discrimination or discriminating power can be obtained by using this following formula:

$$DP = \frac{RU - RL}{\frac{1}{2} T} \quad (\text{Gronlund, 1982:103})$$

Where:

DP = the discrimination index

RU = the number of students in upper group who answered the item correctly

RL = the number of students in lower group who answered the item correctly

$\frac{1}{2} T$ = the number of students on one group

Criteria

Interval D	Criteria
$0.0 < D \leq 0.20$	Poor
$0.20 < D \leq 0.40$	Satisfactory
$0.40 < D \leq 0.70$	Good
$0.70 < D \leq 1.00$	Excellent

The following is the example of discrimination item computation of item number 1 and for the other items will use the same formula (Table 1.7).

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T-29	1	1	T-08	1
2	T-32	1	2	T-26	0
3	T-02	1	3	T-30	1
4	T-34	1	4	T-03	1
5	T-01	1	5	T-19	1
6	T-04	1	6	T-21	0
7	T-07	1	7	T-25	0
8	T-11	0	8	T-16	0
9	T-24	1	9	T-17	0
10	T-09	1	10	T-33	0
11	T-15	1	11	T-10	1

12	T-28	1	12	T-18	1
13	T-05	0	13	T-20	1
14	T-12	0	14	T-14	0
15	T-27	0	15	T-23	0
16	T-31	1	16	T-22	0
17	T-06	0	17	T-13	0
Sum		12	Sum		7

$$\begin{aligned}
 DP &= \frac{12 - 7}{\frac{1}{2} 34} \\
 &= \frac{5}{17} \\
 &= 0.29
 \end{aligned}$$

From the computation above, I divided students in two groups. They were upper group was 12 and lower group was 7. Then I took it into DP formula with subtract 7 from 12 and divided with number of students in upper group, so the result was 0.29. According to the criterions, the item number 1 is satisfactory.

From the overall computation of item discrimination, it was found that 8 items were said to be poor, 21 items were said to be satisfactory, and 6 items were said to be good.

According to the analysis of validity, reliability, difficulty level, and discriminating power, it could be considered that 25 items were applicable for this

study. They were numbers 1, 2, 4, 6, 7, 8, 9, 10, 11, 14, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 31, 33, and 35.

4.6 The Significant Difference of Pre-Test Result

After getting scores of pre-test from experimental group and control group, the computation was made. Firstly, we got the results from two groups, like this (Table 1.8):

Group	Experiment (e)	Control (c)
N	28	27
$\sum X$	2020	1948
\bar{X}	72.14	72.15
Variance (s^2)	133.3122	124.9003
Standard deviation (s)	11.546	11.176

To make the analysis more reliable, I analyzed it by using t-test formula as stated in the chapter III. The significant difference between the two groups could be seen by using this formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

t = t-test

\bar{X}_1 = mean of the experimental group

\bar{X}_2 = mean of the control group

n_1 = number of sample (experimental group)

n_2 = number of sample (control group)

s = standard deviation

Before applying the t-test formula, s had to be found out first. The step to

get s is:

$$s = \sqrt{\frac{n_1 - 1 | s_1^2 + n_2 - 1 | s_2^2}{n_1 + n_2 - 2}}$$

$$\begin{aligned} s &= \sqrt{\frac{n_1 - 1 | s_1^2 + n_2 - 1 | s_2^2}{n_1 + n_2 - 2}} \\ &= \sqrt{\frac{28 - 1 | 133.31 + 27 - 1 | 124.90}{28 + 27 - 2}} \\ &= 11.366 \end{aligned}$$

After getting s, we could find out value by t-test:

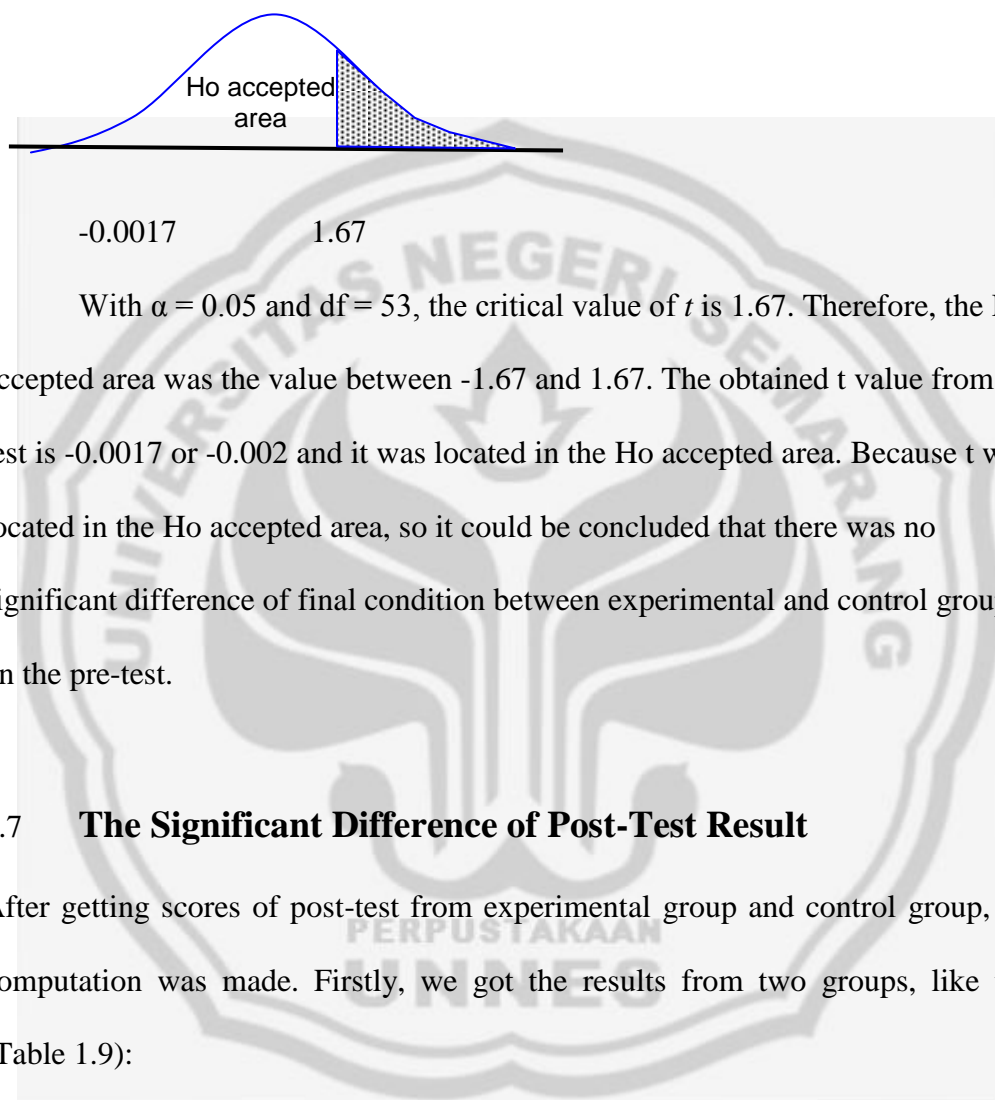
$$\begin{aligned} t &= \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}} \\ &= \frac{72.14 - 72.15}{11.366 \sqrt{\frac{1}{28} + \frac{1}{27}}} \\ &= -0.002 \end{aligned}$$

From the computation above, I found out s first, the result was 11.366.

Then I put it into t-test formula with \bar{X}_1 (mean of the experimental group), the result was 72.14, \bar{X}_2 (mean of the control group), the result was 72.15, n_1 (number of the sample in experimental group), it got from subtraction 1 from number of students (28), so the result was 27, n_2 (number of the sample in control group), it

got from subtraction 1 from number of students (27), so the result was 26. Then applied it into t-test formula, the result was -0.002.

$$\text{In } \alpha = 5\% \text{ with } df = 28 + 27 - 2 = 53, t_{(0.95)(53)} = 1.67$$



4.7 The Significant Difference of Post-Test Result

After getting scores of post-test from experimental group and control group, the computation was made. Firstly, we got the results from two groups, like this (Table 1.9):

Group	Experiment (e)	Control (c)
N	28	27
$\sum X$	2392	2016
\bar{X}	85.43	74.67
Variance (s^2)	82.0317	55.3846

Standard deviation (s)	9.06	7.44
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To make the analysis more reliable, I analyzed it by using t-test formula as stated in the chapter III. The significant difference between the two groups could be seen by using this formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

t = t-test

\bar{X}_1 = mean of the experimental group

\bar{X}_2 = mean of the control group

n_1 = number of sample (experimental group)

n_2 = number of sample (control group)

s = standard deviation

Before applying the t-test formula, s had to be found out first. The step to get s is:

$$s = \sqrt{\frac{n_1 - 1 | s_1^2 + n_2 - 1 | s_2^2}{n_1 + n_2 - 2}}$$

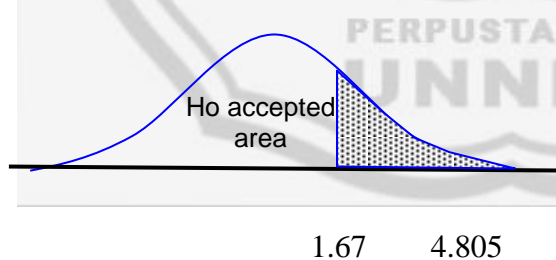
$$\begin{aligned} s &= \sqrt{\frac{n_1 - 1 | s_1^2 + n_2 - 1 | s_2^2}{n_1 + n_2 - 2}} \\ &= \sqrt{\frac{28 - 1 | 82.03 + 27 - 1 | 55.38}{28 + 27 - 2}} \\ &= 8.30419 \end{aligned}$$

After getting s , we could find out value by t-test:

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}} \\
 &= \frac{85.43 - 74.67}{8.30419 \sqrt{\frac{1}{28} + \frac{1}{27}}} \\
 &= 4.805
 \end{aligned}$$

From the computation above, I found out s first, the result was 8.30419. Then I put it into t-test formula with \bar{X}_1 (mean of the experimental group), the result was 85.43, \bar{X}_2 (mean of the control group), the result was 74.67, n_1 (number of the sample in experimental group), it got from subtraction 1 from number of students (28), so the result was 27, n_2 (number of the sample in control group), it got from subtraction 1 from number of students (27), so the result was 26. Then applied it into t-test formula, the result was 4.805.

In $\alpha = 5\%$ with $df = 28 + 27 - 2 = 53$, $t_{(0.95)(53)} = 1.67$



With $\alpha = 0.05$ and $df = 53$, the critical value of t is 1.67. Therefore, the H_0 accepted area was the value between -1.67 and 1.67. The obtained t value from t-test was 4.805 and it was located in the H_a refused area. Because t was located in the H_a refused area, so it could be conclude that there was significant difference

of final condition between experimental and control group on the pre-test. The experimental group was higher or better than the control group.

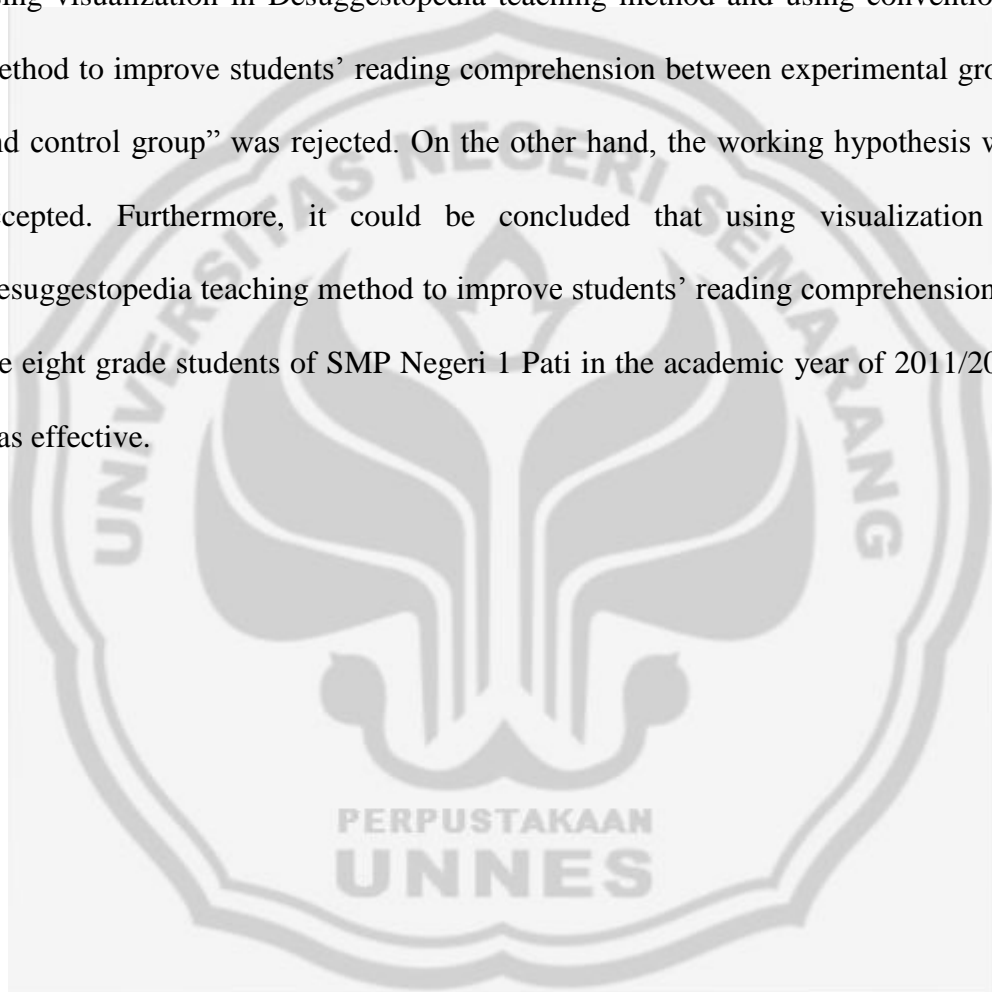
4.8 Discussion of the Research Findings

To answer the first problem statement of this study as shown in the first chapter, the application of visualization in Desuggestopedia teaching method may be effective to be used in teaching reading comprehension in the eight grade students in SMP Negeri 1 Pati because it could be seen from the increasing of average score in the post-test result, but it did not mean that there were no difficulties inside. The teacher had to prepare the students in good condition to visualize the text that they have read. Sometimes, the students made some noises while the other students tried to perform the visualization in front of the class. If the teacher's voice was less than the students' voice, it would be more difficult for the teacher to give the explanation or correction for the visualization.

Beside that, the students sometimes felt shy when they had to perform the visualization with their friends. Students also found some difficulties in visualizing the text that they had read into the real act, whereas in the Desuggestopedia teaching method students were asked to develop their imagination so that they could understand the content of the text easily. When students could imagine what sequences happened in the text that they had read, they could visualize it well and correctly.

For the second problem statement, based on the fact that in the pre-test result there was no significant difference in reading comprehension achievement

between two groups, it could be concluded that actually the ability of both groups were almost the same before I gave the treatment. But after I gave the treatment, there was significant difference in reading comprehension achievement between two groups, the null hypothesis said that “there is no any significant difference using visualization in Desuggestopedia teaching method and using conventional method to improve students’ reading comprehension between experimental group and control group” was rejected. On the other hand, the working hypothesis was accepted. Furthermore, it could be concluded that using visualization in Desuggestopedia teaching method to improve students’ reading comprehension of the eight grade students of SMP Negeri 1 Pati in the academic year of 2011/2012 was effective.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Chapter V is the last chapter. In this last chapter presents conclusions and suggestions. Conclusions and suggestions are taken from the result of the research discussed in the previous chapter.

5.1 Conclusions

In drawing the conclusions, surely I see the statements of the problems and objective of the study which presented in the first chapter. The conclusions of this study are:

- (1) The students in both groups (control and experimental groups) showed a different attitude before and after treatment. Before treatment, the students were shy to share their ideas in creating imagination to be a real action as visualization with their friends. After treatment was given, they could enjoy the lesson, seemed active, and visualized the text that they had read into real action confidently. There was no boundaries for them to express themselves freely to be who they want and participated in the visualization based on the Desuggestopedia teaching method.
- (2) There was any significant difference between students who taught using conventional method and students who taught using visualization in Desuggestopedia teaching method. Based on the statistical analysis, it could be seen that the average score of the experimental group in doing

post-test after the treatment was higher than the average score of the control group. In the post-test, average score of the experimental group was 85.43 and average score of the control group was 74.67. Overall for both groups, the result showed that the post-test result was better than the pre-test result. To check the significant effect of the treatment, I analyzed by using t-test formula. With $\alpha = 0.05$ and $df = 53$, the critical value of t is 1.67. The H_0 accepted area was the value between -1.67 and 1.67. In the pre-test, the obtained t value from t-test is -0.0017 or -0.002 and it was located in the H_0 accepted area. Because t was located in the H_0 accepted area, so it could be concluded that there was no significant difference of final condition between experimental and control group on the pre-test. But in the post-test, The obtained t value from t-test was 4.805 and it was located in the H_a refused area. Because t was located in the H_a refused area, so it could be conclude that there was significant difference of final condition between experimental and control group on the pre-test. The experimental group was higher or better than the control group. From the result of the research, it could be concluded that there were many advantages of using visualization in Desuggestopedia teaching method.

First, it could make the students relax, comfortable, ready to learn, and enjoy the lesson. Then the use of visualization made them freely to express their ideas and performed a such kind of visualization in front of the class confidently. From their performance, they could understand the content of the text well. The disadvantage of this method was that it took more time

to deliver the material in teaching and learning process because the teacher had to prepare the class and manage the students to be more active in participating the learning activities.

5.2 Suggestions

There is no perfect thing and person in the world, so it is still needed suggestions to develop it, includes in teaching and learning process. There are some suggestions that I can give in this study:

- (1) The role of the students and the teacher are important in applying visualization in Desuggestopedia teaching method. Students have to be active and teacher have to be motivator to stimulate the students participation in the teaching and learning process and also break the boundaries so students could develop themselves.
- (2) The teacher who applies visualization in Desuggestopedia teaching method should prepare anything before do it in the classroom. Make sure that the students had been ready to accept it. Also make sure to encourage and give as much as possible positive suggestion to the students, so they could feel comfort and be motivated to learn English.
- (3) For the next researchers, the management of time allotment in the teaching and learning process should be managed well because there are so many activities that have to be done in the teaching and learning process so they could cover all prepared materials for the students.

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APPENDICES



Appendix 1**List of Students in Experimental Class**

No.	Name	Code
1.	Adib Nazim R.	E – 01
2.	Alda Fine A.	E – 02
3.	Alfian N. R.	E – 03
4.	Allgamanora H.	E – 04
5.	Alya Atsna M.	E – 05
6.	Aselia Safitri	E – 06
7.	Atalya Y.S.	E – 07
8.	Awang A. B. H.	E – 08
9.	Bagas Yoga A.	E – 09
10.	Berlina P. N.	E – 10
11.	Clarita Delia	E – 11
12.	Damar S. A.	E – 12
13.	Diana Riza A.	E – 13
14.	Dictio F.	E – 14
15.	Endah Tri W.	E – 15
16.	Famella Wahono	E – 16
17.	Galih T.	E – 17
18.	Gendhis N. I.	E – 18
19.	Maya Indah F. A.	E – 19
20.	Laila M. Z.	E – 20
21.	Leonardo Nico P.	E – 21
22.	Puji A.	E – 22
23.	Resi Janti A.	E – 23
24.	Septian Adhi T.	E – 24
25.	Syahrul Arbianto.	E – 25
26.	Titania Rizqi	E – 26
27.	Wahyun Riza E.	E – 27
28.	Zulfa Nailal H.	E – 28

Appendix 2

List of Students in Control Class

No.	Name	Code
1.	Ahmad Fauzi	C – 01
2.	Alifa Radwidya E.	C – 02
3.	Asih Nur S.	C – 03
4.	Danang M. R.	C – 04
5.	Estialsa Puspa G.	C – 05
6.	Eva Ida Fitria A.	C – 06
7.	Firdha Ihza W.	C – 07
8.	Galuh Widyanti	C – 08
9.	Grahinda R.	C – 09
10.	Herjuno Tri U.	C – 10
11.	Ilham Bagus P.	C – 11
12.	Indah Puji L.	C – 12
13.	Isna Nur A.	C – 13
14.	Karima Rosidiani	C – 14
15.	Khoerul Ayu R.	C – 15
16.	Jihan Nur F. P. K.	C – 16
17.	Nadia Setyawati	C – 17
18.	Pipit Wahyu	C – 18
19.	Qori'atul Putri N.	C – 19
20.	Raka Andika	C – 20
21.	Sandya W. W. C.	C – 21
22.	Septian C.	C – 22
23.	Teuku C. S.	C – 23
24.	Tristika Putri	C – 24
25.	Tubagus Eiffel R.	C – 25
26.	Widi Aryasa	C – 26
27.	Zalikha L. M.	C – 27

Appendix 3

The Computation of the Validity, Reliability, Difficulty Level and Discriminating Power of the Try-out Test

No	Code	No Item													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	T-29	1	1	1	1	1	1	1	1	1	1	1	1	0	1
2	T-32	1	0	1	1	1	1	1	1	0	1	0	1	0	1
3	T-02	1	1	1	1	1	1	0	1	1	1	1	0	0	1
4	T-34	1	1	1	1	0	1	0	1	1	1	1	1	0	1
5	T-01	1	0	1	1	1	0	1	1	1	1	1	1	0	0
6	T-04	1	1	1	1	1	1	0	1	1	1	1	1	0	1
7	T-07	1	0	0	1	1	0	0	0	1	1	0	1	1	1
8	T-11	0	0	1	1	1	1	1	1	0	1	0	1	0	1
9	T-24	1	0	0	1	1	0	0	1	0	1	1	1	1	0
10	T-09	1	0	1	1	1	0	1	0	0	1	0	1	0	1
11	T-15	1	1	1	1	0	1	0	1	0	1	0	0	0	0
12	T-28	1	1	1	0	0	0	1	1	0	1	0	1	0	1
13	T-05	0	0	1	0	0	0	1	0	0	1	0	1	0	1
14	T-12	0	1	1	0	0	0	0	0	0	0	0	1	1	0
15	T-27	0	0	1	1	1	1	1	1	0	1	0	1	0	0
16	T-31	1	1	1	1	0	0	0	1	0	1	0	0	0	0
17	T-06	0	1	1	1	0	0	0	1	0	1	0	1	0	0
18	T-08	1	1	1	1	1	0	0	1	0	1	0	1	0	0
19	T-26	0	0	1	0	1	0	0	1	1	0	0	0	0	1
20	T-30	1	0	1	1	0	1	1	1	1	0	0	1	0	0
21	T-03	1	1	1	0	0	0	1	1	0	1	0	1	0	0
22	T-19	1	1	1	1	1	0	0	1	0	1	0	1	0	0
23	T-21	0	0	1	1	1	0	0	1	0	1	0	0	0	1
24	T-25	0	1	1	1	1	0	0	0	0	1	0	1	0	0
25	T-16	0	0	1	1	1	1	0	0	0	0	1	1	0	0
26	T-17	0	0	1	1	0	0	0	0	0	1	0	1	0	0
27	T-33	0	0	0	1	1	1	1	1	0	0	0	1	0	0
28	T-10	1	0	0	0	1	0	0	0	0	1	0	1	0	0
29	T-18	1	0	1	1	1	0	0	0	0	0	0	1	0	0
30	T-20	1	0	1	0	0	0	0	0	0	1	0	1	0	1
31	T-14	0	0	1	1	1	1	0	0	0	0	1	0	0	0
32	T-23	0	0	0	0	1	0	0	0	0	1	0	0	0	0
33	T-22	0	0	1	0	1	0	0	1	0	1	0	0	0	1
34	T-13	0	0	1	0	0	0	0	1	0	0	0	0	0	0
Validity	ΣX	19	13	29	24	22	12	11	22	8	26	8	25	3	14
	ΣX ²	19	13	29	24	22	12	11	22	8	26	8	25	3	14
	ΣXY	380	264	514	454	390	245	227	419	188	489	174	465	63	290
	r _{xy}	0.497	0.389	0.128	0.398	0.073	0.379	0.381	0.378	0.577	0.430	0.411	0.338	0.191	0.472
	r _{label}	0.339	0.339	0.339	0.339	0.339	0.339	0.339	0.339	0.339	0.339	0.339	0.339	0.339	0.339
Criteria	Valid	Valid	Invalid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Invalid	Valid	
Discriminating Power	RU	12	9	15	14	10	8	8	13	6	16	6	14	3	10
	RL	7	4	14	10	12	4	3	9	2	10	2	11	0	4
	TU	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	T	34	34	34	34	34	34	34	34	34	34	34	34	34	34
	DP	0.29	0.29	0.06	0.24	-0.12	0.24	0.29	0.24	0.24	0.35	0.24	0.18	0.18	0.35
Criteria	Satisfactory	Satisfactory	Poor	Satisfactory	Poor	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Poor	Poor	Satisfactory	
Difficulty Level	RU + RL	19	13	29	24	22	12	11	22	8	26	8	25	3	14
	T	34	34	34	34	34	34	34	34	34	34	34	34	34	34
	ID	0.56	0.38	0.85	0.71	0.65	0.35	0.32	0.65	0.24	0.76	0.24	0.74	0.09	0.41
	Criteria	Medium	Medium	Easy	Easy	Medium	Medium	Medium	Medium	Difficult	Easy	Difficult	Easy	Difficult	Medium
p	0.475	0.325	0.725	0.6	0.55	0.3	0.275	0.55	0.2	0.65	0.2	0.625	0.075	0.35	
q	0.525	0.675	0.275	0.4	0.45	0.7	0.725	0.45	0.8	0.35	0.8	0.375	0.925	0.65	
pq	0.249	0.219	0.199	0.240	0.248	0.210	0.199	0.248	0.160	0.228	0.160	0.234	0.069	0.228	
Criteria	Used	Used	Unused	Used	Unused	Used	Used	Used	Used	Used	Used	Unused	Unused	Used	

No	Code	No Item														
		15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	T-29	1	1	1	1	1	1	1	1	0	1	1	1	1		
2	T-32	1	1	1	1	1	1	1	1	0	0	1	1	1		
3	T-02	0	1	1	0	1	1	1	1	0	1	1	1	0		
4	T-34	0	1	1	1	1	0	0	1	1	1	1	1	0		
5	T-01	0	1	1	1	1	1	0	0	1	1	1	1	0		
6	T-04	0	1	1	0	1	0	1	1	1	1	1	1	0		
7	T-07	0	0	1	1	0	1	1	0	1	0	1	1	1		
8	T-11	1	1	1	1	0	1	1	0	1	0	1	1	0		
9	T-24	1	0	1	0	0	0	1	1	1	1	1	1	0		
10	T-09	0	1	1	1	0	1	0	1	1	1	1	1	0		
11	T-15	1	0	1	0	0	0	1	1	0	1	1	0	1		
12	T-28	1	1	1	1	0	0	1	0	0	0	1	0	1		
13	T-05	1	1	1	1	0	1	1	1	0	0	1	0	1		
14	T-12	0	0	1	1	1	1	1	1	1	0	1	1	0		
15	T-27	0	1	1	1	0	1	0	0	0	0	0	1	0		
16	T-31	1	0	1	0	0	0	1	1	0	1	1	0	1		
17	T-06	1	0	1	1	0	1	0	1	0	0	1	1	0		
18	T-08	0	1	1	0	0	0	0	1	0	1	1	1	0		
19	T-26	0	1	1	0	0	1	0	1	1	1	1	1	0		
20	T-30	0	1	1	0	0	0	0	1	0	0	1	1	0		
21	T-03	0	0	1	0	0	0	0	1	0	1	1	1	0		
22	T-19	0	1	1	0	0	0	0	0	0	1	1	1	0		
23	T-21	0	1	0	0	0	1	1	1	0	0	1	1	0		
24	T-25	0	0	1	0	0	1	1	0	0	0	1	0	0		
25	T-16	0	1	1	0	1	1	1	0	0	0	0	0	0		
26	T-17	0	0	1	1	0	1	0	1	0	0	1	1	0		
27	T-33	0	1	1	0	0	1	0	0	0	0	1	0	0		
28	T-10	0	0	1	0	0	0	1	1	0	0	1	1	0		
29	T-18	0	0	0	0	0	0	0	0	1	0	1	0	0		
30	T-20	1	0	1	0	0	0	0	0	0	0	1	1	0		
31	T-14	0	1	0	0	1	0	0	0	0	0	0	0	0		
32	T-23	0	1	0	1	0	0	0	0	0	0	1	0	0		
33	T-22	0	1	1	0	0	0	0	0	0	0	1	0	0		
34	T-13	0	1	0	0	0	0	0	0	0	0	1	0	0		
Validity	$\sum X$	10	22	29	13	9	17	16	19	10	13	31	22	29	6	
	$\sum X^2$	10	22	29	13	9	17	16	19	10	13	31	22	29	6	
	$\sum XY$	204	398	544	267	199	333	325	376	205	276	553	433	546	140	
	r_{xy}	0.329	0.157	0.554	0.420	0.481	0.372	0.467	0.457	0.340	0.513	0.234	0.525	0.582	0.468	
	r_{label}	0.339	0.339	0.339	0.339	0.339	0.339	0.339	0.339	0.339	0.339	0.339	0.339	0.339	0.339	
Criteria	Invalid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	
Discriminating Power	RU	9	11	17	11	7	11	12	12	8	9	16	13	17	6	
	RL	1	11	12	2	2	6	4	7	2	4	15	9	12	0	
	TU	17	17	17	17	17	17	17	17	17	17	17	17	17	17	
	T	34	34	34	34	34	34	34	34	34	34	34	34	34	34	
	DP	0.47	0.00	0.29	0.53	0.29	0.29	0.47	0.29	0.35	0.29	0.06	0.24	0.29	0.35	
Criteria	Good	Poor	Satisfactory	Good	Satisfactory	Satisfactory	Good	Satisfactory	Satisfactory	Satisfactory	Poor	Satisfactory	Satisfactory	Satisfactory		
Difficulty Level	RU + RL	10	22	29	13	9	17	16	19	10	13	31	22	29	6	
	T	34	34	34	34	34	34	34	34	34	34	34	34	34	34	
	ID	0.29	0.65	0.85	0.38	0.26	0.50	0.47	0.56	0.29	0.38	0.91	0.65	0.85	0.18	
Criteria	Difficult	Medium	Easy	Medium	Difficult	Medium	Medium	Medium	Difficult	Medium	Easy	Medium	Easy	Difficult		
p	0.25	0.55	0.725	0.325	0.225	0.425	0.4	0.475	0.25	0.325	0.775	0.55	0.725	0.15		
q	0.75	0.45	0.275	0.675	0.775	0.575	0.6	0.525	0.75	0.675	0.225	0.45	0.275	0.85		
pq	0.188	0.248	0.199	0.219	0.174	0.244	0.240	0.249	0.188	0.219	0.174	0.248	0.199	0.128		
Criteria	Unused	Unused	Used	Used	Used	Used	Used	Used	Used	Used	Used	Unused	Used	Used	Used	

No	Code									Y	Y ²
		29	30	31	32	33	34	35			
1	T-29	1	1	1	0	1	0	1	31	961	
2	T-32	1	1	1	0	1	0	1	27	729	
3	T-02	1	1	1	0	1	1	1	27	729	
4	T-34	1	1	1	0	0	0	1	25	625	
5	T-01	1	1	0	0	1	0	1	24	576	
6	T-04	1	1	0	0	1	0	0	25	625	
7	T-07	1	1	0	1	1	1	1	23	529	
8	T-11	1	0	0	0	1	0	1	21	441	
9	T-24	1	1	0	1	1	0	0	21	441	
10	T-09	1	1	0	0	1	0	0	21	441	
11	T-15	1	1	1	1	1	0	0	20	400	
12	T-28	1	1	0	0	1	0	1	20	400	
13	T-05	1	1	0	0	1	0	1	19	361	
14	T-12	1	1	0	1	1	0	1	19	361	
15	T-27	1	1	0	1	1	0	0	18	324	
16	T-31	1	1	0	1	1	0	0	17	289	
17	T-06	1	1	0	0	0	0	1	17	289	
18	T-08	1	1	0	0	0	0	0	17	289	
19	T-26	1	1	0	0	0	0	0	16	256	
20	T-30	1	1	0	0	1	0	0	17	289	
21	T-03	1	1	0	0	1	0	0	16	256	
22	T-19	1	1	0	0	0	0	0	16	256	
23	T-21	1	1	0	0	0	0	0	15	225	
24	T-25	0	1	0	0	1	1	1	14	196	
25	T-16	1	0	0	0	1	0	0	14	196	
26	T-17	1	1	0	0	0	0	1	14	196	
27	T-33	0	1	0	0	1	0	0	13	169	
28	T-10	0	1	0	0	0	0	1	12	144	
29	T-18	1	1	0	0	0	0	0	10	100	
30	T-20	0	1	0	0	0	0	0	11	121	
31	T-14	0	0	0	0	0	0	0	7	49	
32	T-23	1	1	0	1	0	0	1	9	81	
33	T-22	0	1	0	0	0	0	0	9	81	
34	T-13	0	1	0	1	0	1	0	7	49	
Validity	ΣX	27	31	5	8	20	4	15	592	11474	
	ΣX^2	27	31	5	8	20	4	15			
	ΣXY	519	550	130	134	407	71	302			
	r_{xy}	0.607	0.181	0.609	-0.063	0.600	0.021	0.413			
	r_{tabel}	0.339	0.339	0.339	0.339	0.339	0.339	0.339			
Discriminating Power	RU	17	16	5	6	15	2	11			
	RL	10	15	0	2	5	2	4			
	TU	17	17	17	17	17	17	17			
	T	34	34	34	34	34	34	34			
	DP	0.41	0.06	0.29	0.24	0.59	0.00	0.41			
	Criteria	Good	Poor	Satisfactory	Satisfactory	Good	Poor	Good			
Difficulty Level	RU + RL	27	31	5	8	20	4	15			
	T	34	34	34	34	34	34	34			
	ID	0.79	0.91	0.15	0.24	0.59	0.12	0.44			
	Criteria	Easy	Easy	Difficult	Difficult	Medium	Difficult	Medium			
Criteria	p	0.675	0.775	0.125	0.2	0.5	0.1	0.375	k =	35	
	q	0.325	0.225	0.875	0.8	0.5	0.9	0.625	Σpq =	6.797	
	pg	0.219	0.174	0.109	0.160	0.250	0.090	0.234	S ² =	34.301	
	Criteria	Used	Unused	Used	Unused	Used	Unused	Used	r ₁₁ =	0.825	

The Computation of Item Validity Test

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 test is valid if $r_{xy} > r_{tabel}$

The following is the example of counting the validity of item number 2, and for the other items will use the same formula.

No.	Code	X	Y	X ²	Y ²	XY
1	T-29	1	31	1	961	31
2	T-32	0	27	0	729	0
3	T-02	1	27	1	729	27
4	T-34	1	25	1	625	25
5	T-01	0	24	0	576	0
6	T-04	1	25	1	625	25
7	T-07	0	23	0	529	0
8	T-11	0	21	0	441	0
9	T-24	0	21	0	441	0
10	T-09	0	21	0	441	0
11	T-15	1	20	1	400	20
12	T-28	1	20	1	400	20
13	T-05	0	19	0	361	0
14	T-12	1	19	1	361	19
15	T-27	0	18	0	324	0
16	T-31	1	17	1	289	17
17	T-06	1	17	1	289	17
18	T-08	1	17	1	289	17
19	T-26	0	16	0	256	0
20	T-30	0	17	0	289	0
21	T-03	1	16	1	256	16
22	T-19	1	16	1	256	16
23	T-21	0	15	0	225	0
24	T-25	1	14	1	196	14
25	T-16	0	14	0	196	0
26	T-17	0	14	0	196	0
27	T-33	0	13	0	169	0
28	T-10	0	12	0	144	0
29	T-18	0	10	0	100	0
30	T-20	0	11	0	121	0
31	T-14	0	7	0	49	0
32	T-23	0	9	0	81	0
33	T-22	0	9	0	81	0
34	T-13	0	7	0	49	0
Σ	Criteria	13	592	13	11474	264

By using that formula, we obtain that :

$$r_{xy} = \frac{[34 \times 264] - [13 \times 592]}{\sqrt{\{[34 \times 13] - [13]^2\} \{[34 \times 11474] - [592]^2\}}}$$

$$r_{xy} = 0.3890$$

On $\alpha = 5\%$ with $N = 34$ it is obtained = 0,339

Because of $r_{xy} > r_{tabel}$, so the item number 2 is valid.

The Computation of the Reliability

Formula :

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Keterangan:

- k : The number of items
 p : Porportion the subject answering the item incorrectly
 q : Porportion the subject answering the item correctly
 s^2 : Total Varians

$$\begin{aligned}
 \sum pq &= pq_1 + pq_2 + pq_3 + \dots + pq_{35} \\
 &= 0.1814 + 0.2494 + 0.1049 + \dots + 0.1049 \\
 &= 6.7969
 \end{aligned}$$

$$S^2 = \frac{11474 - \frac{(592)^2}{34}}{34} = 34.3010$$

$$\begin{aligned}
 r_{11} &= \left(\frac{35}{35-1} \right) \left(\frac{34.301 - 6.7969}{34.3010} \right) \\
 &= 0.825
 \end{aligned}$$

For $\alpha = 5\%$ and number of subject = 34, r table = 0.339

Because $r_{11} > r_{\text{tabel}}$, then instrument is reliabel

The Computation Level of Difficulty Test

Formula :

$$ID = \frac{RU + RL}{T}$$

Explanation

- ID : Index of difficulty of item
 RU : The number of students in upper group who answered the item correctly
 RL : The number of students in lower group who answered the item correctly
 T : The real number of the students

Criteria

Interval IK	Criteria
0.00 < IK ≤ 0.30	Difficult
0.30 < IK ≤ 0.70	Medium
0.70 < IK < 1.00	Easy

The following is the example of the computation of the facility value of item number 2, and for the other items will use the same formula.

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T-29	1	1	T-08	1
2	T-32	0	2	T-26	0
3	T-02	1	3	T-30	0
4	T-34	1	4	T-03	1
5	T-01	0	5	T-19	1
6	T-04	1	6	T-21	0
7	T-07	0	7	T-25	1
8	T-11	0	8	T-16	0
9	T-24	0	9	T-17	0
10	T-09	0	10	T-33	0
11	T-15	1	11	T-10	0
12	T-28	1	12	T-18	0
13	T-05	0	13	T-20	0
14	T-12	1	14	T-14	0
15	T-27	0	15	T-23	0
16	T-31	1	16	T-22	0
17	T-06	1	17	T-13	0
Sum		9	Sum		4

$$IK = \frac{9 + 4}{34}$$

$$= 0.38$$

According to the criterions, the item number 2 is medium

The Computations of the Discriminating Power Test

Formula

$$DP = \frac{RU - RL}{1/2 T}$$

Keterangan:

- DP : The Discriminating index
 RU : The number of students in upper group who answered the item correctly
 RL : The number of students in lower group who answered the item correctly
 1/2 T : The number of students in one group

Criteria

Interval	Criteria
DP ≤ 0.00	Very Poor
0.00 ≤ DP ≤ 0.20	Poor
0.20 < DP ≤ 0.40	Satisfactory
0.40 < DP ≤ 0.70	Good
0.70 < DP ≤ 1.00	Excellent

The following is the example of the computation of the discriminating power of item number 2, and for the other items will use the same formula.

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T-29	1	1	T-08	1
2	T-32	0	2	T-26	0
3	T-02	1	3	T-30	0
4	T-34	1	4	T-03	1
5	T-01	0	5	T-19	1
6	T-04	1	6	T-21	0
7	T-07	0	7	T-25	1
8	T-11	0	8	T-16	0
9	T-24	0	9	T-17	0
10	T-09	0	10	T-33	0
11	T-15	1	11	T-10	0
12	T-28	1	12	T-18	0
13	T-05	0	13	T-20	0
14	T-12	1	14	T-14	0
15	T-27	0	15	T-23	0
16	T-31	1	16	T-22	0
17	T-06	1	17	T-13	0
Jumlah		9	Jumlah		4

$$DP = \frac{9 - 4}{17}$$

$$= 0.29$$

According to the criterions, the item number 2 is Satisfactory

Appendix 4

SCORE OF PRE-TEST BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-01	56.00	1	C-01	84.00
2	E-02	84.00	2	C-02	72.00
3	E-03	64.00	3	C-03	68.00
4	E-04	60.00	4	C-04	80.00
5	E-05	76.00	5	C-05	64.00
6	E-06	88.00	6	C-06	56.00
7	E-07	80.00	7	C-07	88.00
8	E-08	64.00	8	C-08	84.00
9	E-09	60.00	9	C-09	40.00
10	E-10	84.00	10	C-10	76.00
11	E-11	64.00	11	C-11	92.00
12	E-12	80.00	12	C-12	60.00
13	E-13	64.00	13	C-13	72.00
14	E-14	80.00	14	C-14	60.00
15	E-15	48.00	15	C-15	64.00
16	E-16	72.00	16	C-16	76.00
17	E-17	80.00	17	C-17	80.00
18	E-18	56.00	18	C-18	72.00
19	E-19	76.00	19	C-19	80.00
20	E-20	76.00	20	C-20	72.00
21	E-21	88.00	21	C-21	76.00
22	E-22	52.00	22	C-22	84.00
23	E-23	76.00	23	C-23	76.00
24	E-24	88.00	24	C-24	68.00
25	E-25	84.00	25	C-25	60.00
26	E-26	68.00	26	C-26	76.00
27	E-27	76.00	27	C-27	68.00
28	E-28	76.00			
Σ	=	2020	Σ	=	1948
n_1	=	28	n_2	=	27
\bar{x}_1	=	72.14	\bar{x}_2	=	72.15
s_1^2	=	133.3122	s_2^2	=	124.9003
s_1	=	11.546	s_2	=	11.176

**LEVENE'S TEST FOR EQUALITY OF VARIANS PRE-TEST DATA BETWEEN
EXPERIMENTAL GROUP AND CONTROL GROUP**

Hipotesis

$$H_0: \sigma_1^2 = \sigma_2^2$$

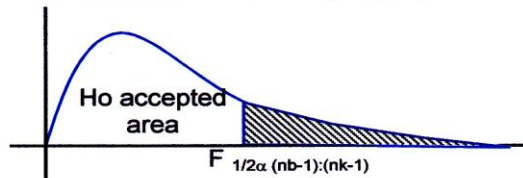
$$H_a: \sigma_1^2 \neq \sigma_2^2$$

The Calculation

Formula :

$$F = \frac{V_b}{V_K}$$

H_0 is accepted if $F \leq F_{1/2\alpha (nb-1);(nk-1)}$



	Experimental	Control
Sum	2020	1948
n	28	27
\bar{x}	72.14	72.15
Variance (s^2)	133.3122	124.9003
Standart deviation (s)	11.55	11.18

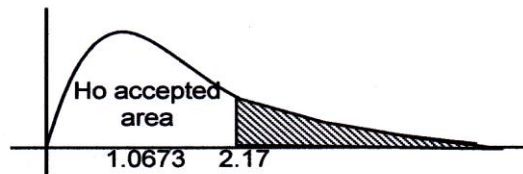
$$F = \frac{133.31}{124.90} = 1.0673$$

For $\alpha = 5\%$ with:

$$df_1 = n_1 - 1 = 27 - 1 = 26$$

$$df_2 = n_2 - 1 = 28 - 1 = 27$$

$$F_{(0.025)(27:28)} = 2.17$$



Since F value $<$ F table, the experimental and control group have the sama variance

INDEPENDENT SAMPLES FOR PRE-TEST BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hipotesis

$$H_0: \mu_1 \leq \mu_2$$

$$H_a: \mu_1 > \mu_2$$

The Calculation

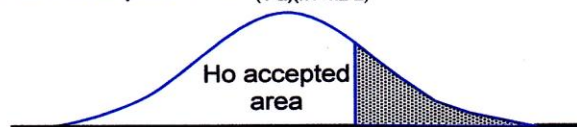
Formula :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Which,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

H_0 is accepted if $t > t_{(1-\alpha)(n_1+n_2-2)}$

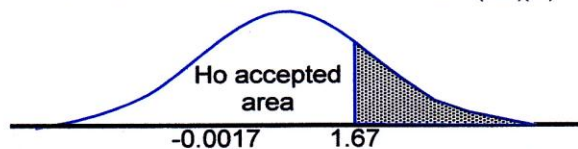


	Experimental	Control
Sum	2020	1948
n	28	27
\bar{x}	72.14	72.15
Variance (s^2)	133.3122	124.9003
Standart deviation (s)	11.55	11.18

$$s = \sqrt{\frac{[(28 - 1) 133.31 + (27 - 1) 124.90]}{28 + 27 - 2}} = 11.366$$

$$t = \frac{72.14 - 72.15}{11.366 \sqrt{\frac{1}{28} + \frac{1}{27}}} = -0.002$$

For $\alpha = 5\%$ and $dk = 28 + 27 - 2 = 65$, $t_{(0.95)(65)} = 1.67$



Since $t_{table} < t_{value}$, mean there is no significant difference between experimental and control class on the pre test

NORMALITY TEST FOR PRE TEST OF THE EXPERIMENT

Hipotesis

Ho : The data distributed normality

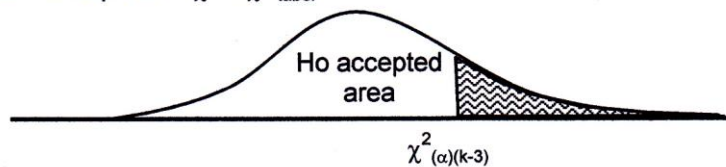
Ha : The data not distributed normality

The Calculation

Formula :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

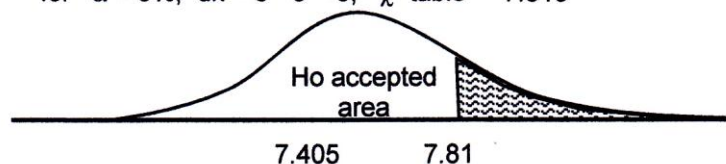
Ho is accepted if $\chi^2 < \chi^2_{\text{tabel}}$



Maximum score	=	88.00	Panjang Kelas	=	6.7
Minimum Score	=	48.00	Mean (\bar{X})	=	72.1
Range	=	40.00	S	=	11.5
Class with	=	6.0	N	=	28

Class Interval	x	pz	p	z	Ei	Oi	(Oi-Ei) ²		
							Ei		
46.00 - 52.00	45.50	-2.31	0.4895	0.0339	0.950	2	1.160		
53.00 - 59.00	52.50	-1.70	0.4556	0.0923	2.585	2	0.132		
60.00 - 66.00	59.50	-1.09	0.3632	0.1758	4.921	6	0.236		
67.00 - 73.00	66.50	-0.49	0.1875	0.2343	6.559	2	3.169		
74.00 - 80.00	73.50	0.12	0.0468	0.2186	6.121	10	2.457		
81.00 - 87.00	80.50	0.72	0.2654	0.1428	4.000	3	0.250		
	87.50	1.33	0.4083			25			
							χ^2	=	7.405

for $\alpha = 5\%$, $dk = 6 - 3 = 3$, $\chi^2_{\text{table}} = 7.815$



Because $\chi^2 < 7,81$ then the post test is said to be normally distributed.

NORMALITY TEST FOR PRE TEST OF THE CONTROL

Hypothesis

Ho : The data distributed normality

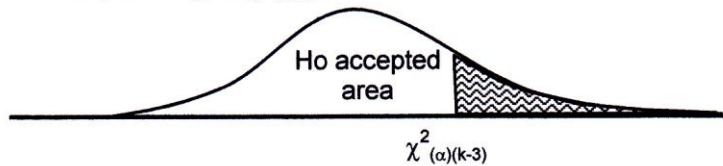
Ha : The data not distributed normality

The Calculation

Formula :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

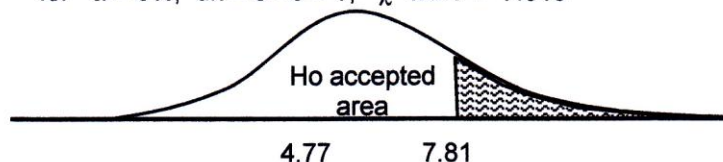
Ho is accepted if $\chi^2 < \chi^2_{\text{tabel}}$



Maximum score	=	92.00	Panjang Kelas	=	8.7
Minimum Score	=	40.00	Mean (\bar{X})	=	72.1
Range	=	52.00	S	=	11.2
Class with	=	6.0	N	=	27

Class Interval	x	pz	p	z	Ei	Oi	(Oi-Ei) ²		
							Oi	Ei	
40.00 - 48.00	39.50	-2.92	0.4983	0.0154	0.417	1	0.817		
49.00 - 57.00	48.50	-2.12	0.4828	0.0778	2.101	1	0.577		
58.00 - 66.00	57.50	-1.31	0.4050	0.2117	5.715	5	0.089		
67.00 - 75.00	66.50	-0.51	0.1934	0.3112	8.403	7	0.234		
76.00 - 84.00	75.50	0.30	0.1179	0.2476	6.685	11	2.785		
85.00 - 93.00	84.50	1.11	0.3655	0.1065	2.875	2	0.267		
	93.50	1.91	0.4720			27			
							χ^2	=	4.770

for $\alpha = 5\%$, $dk = 6 - 3 = 3$, $\chi^2_{\text{table}} = 7.815$



Because $\chi^2 < 7,81$ then the post test is said to be normally distributed.

Appendix 5

SCORE OF POST-TEST BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-01	72.00	1	C-01	84.00
2	E-02	92.00	2	C-02	76.00
3	E-03	80.00	3	C-03	80.00
4	E-04	76.00	4	C-04	72.00
5	E-05	88.00	5	C-05	68.00
6	E-06	92.00	6	C-06	64.00
7	E-07	96.00	7	C-07	88.00
8	E-08	84.00	8	C-08	80.00
9	E-09	72.00	9	C-09	68.00
10	E-10	100.00	10	C-10	72.00
11	E-11	76.00	11	C-11	84.00
12	E-12	96.00	12	C-12	68.00
13	E-13	80.00	13	C-13	80.00
14	E-14	100.00	14	C-14	64.00
15	E-15	72.00	15	C-15	80.00
16	E-16	84.00	16	C-16	64.00
17	E-17	80.00	17	C-17	84.00
18	E-18	72.00	18	C-18	68.00
19	E-19	88.00	19	C-19	72.00
20	E-20	92.00	20	C-20	76.00
21	E-21	100.00	21	C-21	88.00
22	E-22	76.00	22	C-22	76.00
23	E-23	88.00	23	C-23	72.00
24	E-24	92.00	24	C-24	64.00
25	E-25	92.00	25	C-25	72.00
26	E-26	80.00	26	C-26	80.00
27	E-27	84.00	27	C-27	72.00
28	E-28	88.00			
Σ	=	2392.00	Σ	=	2016.00
n_1	=	28	n_2	=	27
\bar{x}_1	=	85.43	\bar{x}_2	=	74.67
s_1^2	=	82.0317	s_2^2	=	55.3846
s_1	=	9.057	s_2	=	7.442

**LEVENE'S TEST FOR EQUALITY OF VARIANS POST-TEST DATA BETWEEN
EXPERIMENTAL GROUP AND CONTROL GROUP**

Hipothesis

$$H_0: \sigma_1^2 = \sigma_2^2$$

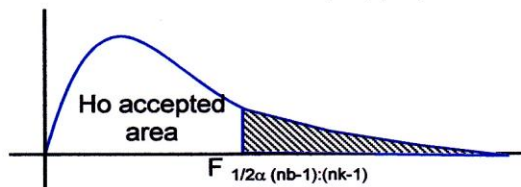
$$H_a: \sigma_1^2 \neq \sigma_2^2$$

The Calculation

Formula :

$$F = \frac{V_b}{V_K}$$

H_0 is accepted if $F \leq F_{1/2\alpha (nb-1):(nk-1)}$



	Experimental	Control
Sum	2392	2016
n	28	27
\bar{x}	85.43	74.67
Variance (s^2)	82.0317	55.3846
Standart deviation (s)	9.06	7.44

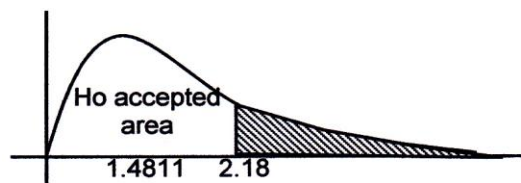
$$F = \frac{82.03}{55.38} = 1.4811$$

For $\alpha = 5\%$ with:

$$df_1 = n_1 - 1 = 28 - 1 = 27$$

$$df_2 = n_2 - 1 = 27 - 1 = 26$$

$$F_{(0.025)(27:26)} = 2.18$$



Since F value $<$ F table, the experimental and control group have the sama variance

INDEPENDENT SAMPLES FOR POST-TEST BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hipotesis

$$H_0: \mu_1 \leq \mu_2$$

$$H_a: \mu_1 > \mu_2$$

The Calculation

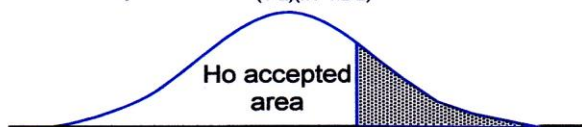
Formula :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Which,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

H_0 is accepted if $t > t_{(1-\alpha)(n_1+n_2-2)}$

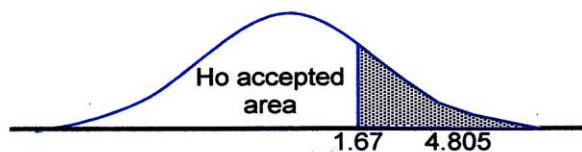


	Experimental	Control
Sum	2392	2016
n	28	27
\bar{x}	85.43	74.67
Variance (s^2)	82.0317	55.3846
Standart deviation (s)	9.06	7.44

$$s = \sqrt{\frac{[28 - 1] 82.03 + [27 - 1] 55.38}{28 + 27 - 2}} = 8.30419$$

$$t = \frac{85.43 - 74.67}{8.30419 \sqrt{\frac{1}{28} + \frac{1}{27}}} = 4.805$$

For $\alpha = 5\%$ and $dk = 28 + 27 - 2 = 53$, $t_{(0.95)(53)} = 1.67$



Since t value $>$ t table mean there is a significant difference between experimental and control class on the test the experimental is higher than the control one

NORMALITY TEST FOR POST TEST OF THE EXPERIMENT

Hypothesis

Ho : The data distributed normality

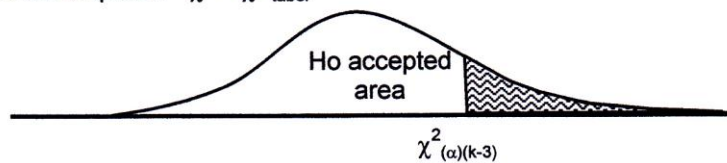
Ha : The data not distributed normality

The Calculation

Formula :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

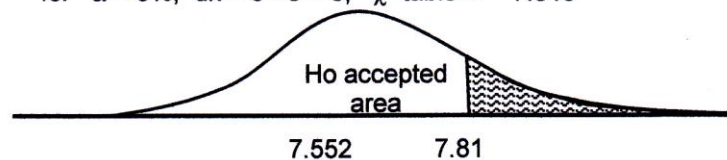
Ho is accepted if $\chi^2 < \chi^2_{\text{tabel}}$



Maximum score	=	100.00	Panjang Kelas	=	4.7
Minimum Score	=	72.00	Mean (\bar{X})	=	85.4
Range	=	28.00	S	=	9.1
Class with	=	6.0	N	=	28

Class Interval	x	pz	p	z	Ei	Oi	(Oi-Ei) ²		
							Ei		
71.00 - 75.00	70.50	-1.65	0.4504	0.0868	2.432	4	1.012		
76.00 - 80.00	75.50	-1.10	0.3635	0.1567	4.387	7	1.557		
81.00 - 85.00	80.50	-0.54	0.2068	0.2100	5.879	3	1.410		
86.00 - 90.00	85.50	0.01	0.0031	0.2091	5.855	4	0.587		
91.00 - 95.00	90.50	0.56	0.2122	0.1547	4.331	5	0.103		
96.00 - 100.00	95.50	1.11	0.3669	0.0850	2.381	5	2.882		
	100.50	1.66	0.4519			28			
							χ^2	=	7.552

for $\alpha = 5\%$, $dk = 6 - 3 = 3$, $\chi^2_{\text{table}} = 7.815$



Because $\chi^2 < 7.81$ then the post test is said to be normally distributed.

NORMALITY TEST FOR POST TEST OF THE CONTROL

Hypothesis

Ho : The data distributed normality

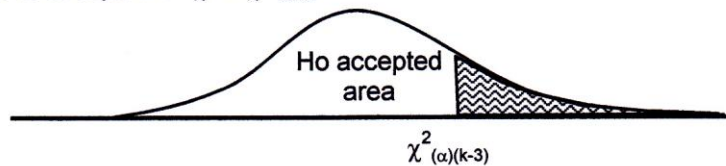
Ha : The data not distributed normality

The Calculation

Formula :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

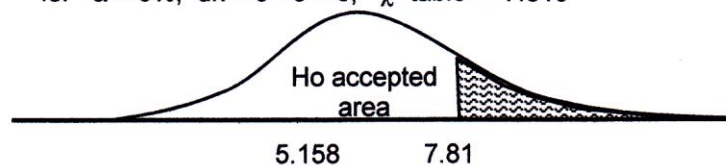
Ho is accepted if $\chi^2 < \chi^2_{\text{tabel}}$



Maximum score	=	88.00	Panjang Kelas	=	4.0
Minimum Score	=	64.00	Mean (\bar{X})	=	74.7
Range	=	24.00	S	=	7.4
Class with	=	6.0	N	=	27

Class Interval	x	pz	p	z	Ei	Oi	(Oi-Ei) ²		
							Ei		
64.00 - 67.00	63.50	-1.50	0.4333	0.1010	2.728	4	0.593		
68.00 - 71.00	67.50	-0.96	0.3322	0.1675	4.521	4	0.060		
72.00 - 75.00	71.50	-0.43	0.1648	0.2093	5.652	6	0.021		
76.00 - 79.00	75.50	0.11	0.0446	0.1974	5.330	3	1.018		
80.00 - 83.00	79.50	0.65	0.2420	0.1404	3.791	5	0.386		
84.00 - 88.00	83.50	1.19	0.3824	0.0861	2.325	5	3.079		
	88.50	1.86	0.4685			27			
						χ^2	=	5.158	

for $\alpha = 5\%$, $dk = 6 - 3 = 3$, $\chi^2_{\text{table}} = 7.815$



Because $\chi^2 < 7,81$ then the post test is said to be normally distributed.

Appendix 6

LESSON PLAN (FOR EXPERIMENTAL CLASS)

SMP/ MTs : SMP Negeri 1 Pati
 Subject : English
 Year/ Semester : VIII/ 1
 Time Allotment : 4 x 40'

Standar Kompetensi:

5. Membaca
 Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar

- 5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
- 5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
- 5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

I. Learning Objectives:

1. 75% students are able to read in good pronunciation, intonation, and expression of the recount text in 10 minutes.
2. 80% students are able to imagine and visualize the content of the recount text they have read in 15 minutes.
3. 85% students are able to answer 5 among 7 questions related to the recount text they have read in 10 minutes.
4. 75% students are able to analyze the social function, generic structure, and lexicogrammatical features of the recount text they have read in 10 minutes.
5. 70% students are able to compose their own recount text in 20 minutes.

II. Material of Learning

1) Recount Text

- a) Social Function: to retell events for the purpose of informing or entertaining.
- b) Generic Structure:
 - Orientation : provides the setting and introduces participants.
 - Events : tell what happened, in what sequence.
 - Re-orientation : optional – closure of events.
- c) Language Features:

- The use of nouns and pronouns (e.g.: David, we, his)
- The use of action verbs (e.g.: went, spent, played)
- The use of past tenses (e.g.: We went for a trip to the zoo)
- The use of time conjunctions (e.g.: and, but, after, then, finally)
- The use of adverbs and adverbs of phrases (e.g.: in my house, two days ago, slowly, cheerfully)
- Adjectives (e.g.: beautiful, sunny)

Example:

Unforgettable Holiday

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

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

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

2) Vocabulary

piece : potongan, buah, bagian, satuan

coupon: kupon

interest: minat, menarik
perhatian

shock : kejut, getaran

receipt : kuitansi, tanda terima

expire : berakhir, habis waktunya

valid : sah, berlaku

hurry : buru-buru, tergesa-gesa

issue : terbitan, mengeluarkan

lie : berbaring

present: hadiah, oleh-oleh

3) Grammar

➤ Simple Past Tense

♣ Positive

S + V₂ +

♣ Negative

S + did + not + V₁ +

♣ Interrogative

Did + S + V₁ +

4) Pronunciation and Stress

- Saturday : /sæt.ə.deɪ/
- traditional : /trəˈdɪʃ. ə n. ə l/
- coupon : /kuː.pən/
- receipt : /rɪˈsiːt/
- tour : /tʊər/
- expire : /ɪkˈspaɪər/
- surprise : /səˈpraɪz/
- valid : /væl.ɪd/
- agency : /eɪ.dʒ ə n t .si/
- believe : /bɪˈliːv/
- lie : /laɪ/

III. Method of Study / Technique

- a. Desuggestopedia teaching method
- b. Reading activity
- c. Modeling by the teacher
- d. Discussion
- e. Teacher's explanation
- f. Performance
- g. Asking and answering
- h. Exercise

IV. Steps of Learning Activities

a) Meeting 1

1) Opening

- ♣ Teacher greets the students.
- ♣ Teacher checks the attendance list.
- ♣ Focusing with the main activities.

2) Main Activities

♣ Building Knowledge of the Field (BKoF)

- Teacher asks the students about their past experience.
- Students are asked to tell their past experience.
- Teacher shows some souvenirs and photos.
- Teacher asks students about those souvenirs.

♣ Modeling of Text (MoT)

- Teacher gives an example of recount text (Unforgettable Holiday).
- Teacher reads the example of recount text with correct pronunciation and intonation.
- Teacher asks students to repeat what teacher reads with correct pronunciation and intonation.
- Teacher visualizes the text into real action.
- Teacher asks students whether there are any difficult words or not.
- Teacher helps students understanding the content of the text by asking some questions related to the text.
- Teacher explains what recount text is.
- Teacher gives another example of recount text.

♣ Join Construction of Text (JCoT)

- Students make group consists of 4 students.
- Students read the recount text (in the form of letter) given by the teacher.
- Students find difficult words in the text they have read and write down those difficult words in front of class.
- Students discuss difficult words they have found.
- Students try to understand the content of the text
- Students visualize the text in front of class.

- Students analyze the recount text by identifying the generic structure of the recount text.

♣ **Independent Construction of Text (ICoT)**

- Students are given another example of recount text (Adolescence).
- Students read the recount text.
- Students analyzing the generic structure of the text individually.

3) Closing

- ♣ Teacher gives evaluation: students answer the comprehension questions related to the recount text (Adolescence) individually.
- ♣ Teacher gives comment and reinforcement about the evaluation.
- ♣ Students summarize the material about recount text like the social function, generic structure and language features.
- ♣ Students are given assignment to deepen the competence (recount text: My Holiday).
- ♣ Praying

b) Meeting 2

1) Opening

- ♣ Teacher greets the students.
- ♣ Teacher checks the attendance list.
- ♣ Teacher reviews the previous material about recount text.
- ♣ Teacher reviews the assignment.

2) Main Activities

♣ **Building Knowledge of the Field (BKoF)**

- Students are asked about recount text.
- Students are asked to find any verbs that are used in all texts given before.

♣ **Modeling of Text (MoT)**

- Teacher gives example of sentences in past tense.
- Teacher explains about simple past tense.
- Teacher gives example of recount text "Last week, Mr. Sarwan's wife.....".

♣ **Join Construction of Text (JCoT)**

- Students make group consists of 4 students.
- Students read the text.
- Students asked to complete the text with the correct form of verbs.
- Students perform in front of class to visualize the text.
- Students discuss difficult words helped by teacher.

♣ **Independent Construction of Text (ICoT)**

- Students do the simple past tense comprehension individually based on the instruction given by the teacher.
- Students review their own past event or experience.
- Students compose their own simple past tense sentences.

3) Closing

- ♣ Teacher evaluates the students' composition.

- ♣ Teacher gives comment to the students' composition.
- ♣ Students are given assignment to deepen the competence in composing simple past tense sentences (My family likes the sea).
- ♣ Praying

c) **Meeting 3**

1) **Opening**

- ♣ Teacher greets the students.
- ♣ Teacher checks the attendance list.
- ♣ Teacher reviews the previous material about recount text.
- ♣ Teacher reviews the previous material about simple past tense.
- ♣ Teacher reviews the assignment.
- ♣ Focusing with the main activities.

2) **Main Activities**

♣ **Building Knowledge of the Text (BkOf)**

- Students are asked whether they have ever told or retold their experience to someone else.
- Students are asked how did they tell or retell their story to someone else?
- Students are asked whether tell or retell story they have experienced includes in a recount text.
- Students are asked what tense that is used to tell or retell story which is happened in the past.
- Students are asked what circumstances of place and time are often come up when they tell or retell story?
Place : in the corner, at home, in front of class

Time : at 9 o'clock, in the evening, at night

♣ **Modeling of Text (MoT)**

- Teacher gives an example of recount text "Last month, my family & I...".
- Teacher reads the example of recount text with correct pronunciation and stress.

♣ **Join Construction of Text (JCoT)**

- Students make group consists of 4 students.
- Students find and discuss difficult words in the text they have read.
- Students perform in front of class to visualize the text they have read.
- Students identify the generic structure of the text.
- Students are asked to find any circumstances of place and time in the text.

♣ **Independent Construction of Text (ICoT)**

- Students are given another example of recount text (Amazing Last Weekend).
- Students read the recount text and find the time circumstances.
- Students analyze the generic structure of the text individually.
- Students answer the comprehension questions related to the recount text individually.
- Students are explained about time circumstances used in recount text.

3) Closing

- ♣ Teacher gives evaluation: students answer the comprehension questions related to the recount text (Amazing Last weekend) individually.
- ♣ Teacher gives comment and reinforcement about the evaluation.
- ♣ Students summarize the material about recount text like the social function, generic structure and language features.
- ♣ Students are given assignment to deepen the competence (write a letter).
- ♣ Praying

d) Meeting 4

1) Opening

- ♣ Teacher greets the students.
- ♣ Teacher checks the attendance list.
- ♣ Teacher reviews the previous material about recount text.
- ♣ Teacher reviews the material about language features of recount text.
- ♣ Teacher reviews the assignment.

2) Main Activities

♣ **Building Knowledge of the Text (BKO F)**

- Students are asked about language features of recount text.
- Students review material about language features of recount text.

♣ **Modeling of Text (MoT)**

- Teacher gives example of sentences in past tense.
- Teacher gives example how to compose recount text step by step based on its generic structure.

♣ **Join Construction of Text (JCoT)**

- Students make group consists of 4 students.
- Students try to make simple past tense sentences in group.
- Each group composes one recount text step by step based on its generic structure.
- Students perform in front of class to visualize the text they have composed in group.

♣ **Independent Construction of Text (ICoT)**

- Students make simple past tense sentences individually.
- Students compose one recount text step by step based on its generic structure individually.
- Students perform in front of class to visualize the text they have composed individually.

3) Closing

- ♣ Teacher evaluates the students' composition.
- ♣ Teacher gives evaluation to the students (for assessment).
- ♣ Teacher gives assignment to deepen students competence in comprehending reading recount text.
- ♣ Praying

V. Source and Media of Study

- a. Textbook
- b. Audio media
- c. Audio-visual media
- d. Laptop and LCD
- e. Worksheet from teacher
- f. Pictures from magazines, newspapers, internet and any relevant materials.

VI. Structure of Assignment

- a. Students read the recount text.
- b. Students answer comprehension questions related to the text.
- c. Students analyze the text based on its generic structure.
- d. Students visualize the text they have read.
- e. Students write their own experience into good recount text.

VII. Assessment

KD	Smt		Completion		T & F		Essay		Total
	C1	16	C2	10	C3	6	C3	8	50
Reading KD 5.3	16		10		6		8		

VIII. Instrument

Reading Test
 Junior High School
 Class VIII Semester I
 KD 5.3
 Recount text
 Time 30'

Instruction**Activity 1****Read the following text!**

The following text is for Questions 1 to 6.

Amazing Last Weekend

Poppy and I camped in the mountain last weekend. It was very beautiful and very quiet here. The air was fresh. The location of our camp site was on the top of hill, so we could see the scenery around us. It was amazing. It was green everywhere. It was also easy to get water as it was near a small river. You see the water is as clear as crystal. We brought a lot of food from home. There were some noodles, cans of sardines, soft drink, and biscuits. Poppy brought cooking utensils for cooking noodle.

On the first day, we spent our time setting up tent and exploring the surrounding area. I was happy to find that there were many campers there. At night, after we had dinner, we met other campers. We chatted and played guitar. It was fun meeting people who had the same hobby. It was not frightening at all at night in the forest as it was very noisy that night. We laughed and sang, and some campers even danced. We went to bed almost dawn. No wonder we got up late the following day. We hiked with other campers until afternoon. We did not realize that it was almost 5 in the afternoon and we had to go back home soon. It was really nice. I planned to go there again on the next long holiday. I would ask other friends to join.

Choose either a, b, c, or d for the correct answer!

- Where was the location of the writer's camp site?
 - On the top of valley.
 - On the top of hill.
 - In the mountain.
 - In the forest.

- What was amazing according to the writer of the text?
 - The location of the campsite.
 - The fresh air of the mountain.
 - The scenery around the campsite.
 - The small river in the mountain.
 - E.

3. Why it was not frightening at all at night in the forest?
 - A. Because the campers ignited the campfire.
 - B. Because they slept early.
 - C. Because it was very noisy that night.
 - D. Because of the moonlight.

4. What did the writer do on the second day of their camping activity?
 - A. They chatted and played guitar.
 - B. They had a greet and meet activity.
 - C. They hiked with the other campers.
 - D. They laughed and sang songs together.

5. "... we spent our time setting up the tent and exploring the surrounding area." (paragraph 2)
What does the underlined word mean?
 - A. Traveling through to learn about it.
 - B. Going backward and forward to watch something.
 - C. Observing carefully to examine something.
 - D. Looking for something in surrounding area.

6. When did they back home?
 - A. At 5 a.m.
 - B. At 5 p.m.
 - C. Almost at 5 a.m.
 - D. Almost at 5 p.m.

Read the following text!

The following text is for Questions 7 to 16

My family likes the sea very much. When we had a holiday last year, we went to a place at the seaside and borrowed a boat from one of our friend. Then we sailed and fished on the sea all day. We also had races against other boats.

Wen the sea was rough, we sailed on a small lake near the sea instead. We were very careful on this lake because there were a lot of sharp rocks there and the water was shallow. We did not want to damage our friend's boat.

There were not many fish in the lake, but in the sea we caught a lot with a hook, line, and small pieces of bread. The fish were not very big, but they tasted very good. When the weather was fine, we sailed to the land at lunch time, collected pieces of dry wood and fried or grilled our fish over them on the beach.

There is an island about a mile from our friend's house, and we sailed to it. The water was very clean there, and there was a beautiful beach with white sand and no rocks. We bathed there. It was a lot of fun.

7. When did the writer and his family go to the sea?

- A. On a holiday last month.
- B. On a holiday last year.
- C. On a vacation last week.
- D. On Lebaran day last year.

8. From whom did they borrow the boat?

- A. From their uncle.
- B. From their neighbor.
- C. From boat rental.
- D. From their friend.

9. What did they do on the boat?

- A. They sailed and fished.
- B. They sailed and had lunch.
- C. They collected pieces of dry wood.
- D. Fried and grilled fish.

10. Where did they go when the sea was rough?

- A. They went to the beach.
- B. They went to a small lake.
- C. They went to their friend's house.
- D. They went home.

11. Why were they very careful on the lake?

- A. Because there were many crocodiles.
- B. Because there were a lot of fish.
- C. Because there were a lot of sharp rocks.
- D. Because the water was deep.

12. What did they do when the weather was fine?

- A. They sailed to a small lake.
- B. They sailed to the land at dinner time.
- C. They collected pieces of wet wood.
- D. Fried or grilled their fish.

13. How was the island near their friend's house?

- A. There was a beautiful beach with white sand.
- B. The water was very dirty there.
- C. There were a lot of rocks.
- D. There were a lot of fish there.

14. What did they do in the island?

- A. They had lunch there.
- B. They collected pieces of wet wood.
- C. They bathed there.
- D. Fried or grilled their fish.

15. How did they feel?

- A. It was boring.
- B. It was annoying.
- C. It was disappointing.
- D. It was a lot of fun.

16. What is probably the best title of the text?

- A. Unforgettable Holiday.
- B. What a Boring Holiday!
- C. Went to The Lake.
- D. My Bad Experience.

Activity 2

Fill in the blank with the words which are provided in the box so that this text could be a good recount text!

- | | | |
|-----------|----------|---------|
| - ask | - tell | -hear |
| - realize | - arrive | - bring |

A year ago, my friend and I joined the Calendar Girl Audition in a radio station outside our town. We (1) about this audition from our neighbor a week before. At first, we were very excited. This was because it was our first time to join such an audition. We went there by bus. It took hours to get there. When we (2), we saw many people who also joined the contest. After we examined more carefully, we (3) that all of the contestants wore red and white costumes. Then we (4) the committee why the contestants were in red and white. The committee (5) us that it was the major requirement to join the contest. Meanwhile, my friend and I brought the wrong costumes. I prepared a long blue gown, while my friend prepared a colorful gown. We were very desperate because we could not join the audition. After that, we went home sadly.

Change these sentence into negative and interrogative sentences!

6. (+) Nadia and her little sister built a sand castle in the beach.

- (-)
 (?)
 7. (+) Juna ran to the neighbor's house and asked his neighbor to come.
 (-)
 (?)

Make your own 3 sentences (using simple past tense) to tell your experience!

Activity 3

Read the following text!

Wednesday, July 20, 2011

Today was a really hot day. I went home from school at 1 p.m. after that, I went to the town square to watch a local singing contest. I went there alone. I never thought I would meet a friend.

I chose a place under a big tree. I thought it could save me from the hot day. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Adit. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized that he was not my classmate. I could not say a word. That moment was just embarrassing.

Num.	Statements	T/ F	Corrections
*	The writer went home from school at 2 p.m.	F	The writer went home from school at 1 p.m.
1.	The writer went to the town square to watch a rock music concert.		
2.	The writer chose a place near the stage.		
3.	The writer really paid attention to the contest.		
4.	The writer went there to avoid a boring time at home.		
5.	The writer was really sure that the boy in front of him was his classmate, Adit.		

6.	The writer hit the boy in front of him and did not call his name.		
----	---	--	--

Activity 4

Read the following text!

Adolescence

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

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

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

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

Answer these following questions!

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 get any benefit from the activities?

IX. Rubric of Assessment

Reading Test

Score	Characteristics
5	5 correct answers
4	4 correct answers
3	3 correct answers
2	2 correct answers
1	1 correct answer
0	No correct answers

X. Final Evaluation

- Maximal total of score for each student : 40
- To get a student score we count the number of the correct answers and divide it with the maximum correct items, and then we multiply it by 100.
- So the formula is:

$$\frac{\text{Correct answer}}{\text{Maximum correct answer}} \times 100$$

Example:

Ray gets 30 correct answers, so his score will be:

$$30/40 \times 100 = 75$$

The Answer Key:

Activity 1

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

Activity 2

1. Heard
2. Arrived
3. Realized
4. Asked
5. Told
6. (-) Nadia and her little sister did not build a sand castle in the beach.
(?) did Nadia and her little sister build a sand castle in the beach?
7. (-) Juna did not run to the neighbor's house and ask his neighbor to come.
(?) Did Juna run to the neighbor's house and ask his neighbor to come?
8. }
9. } 3 simple past tense sentences.
10. }

Activity 3

1. F (Correction: The writer went to the town square to watch a local singing contest.)
2. F (Correction: The writer chose a place under a big tree.)
3. F (Correction: The writer did not really pay attention to the contest.)
4. T
5. T
6. F (Correction: The writer pinched the boy in front of him a little and called his name.)

Activity 4

1. The writer found out about adolescence in a magazine.
2. Adolescence is a time of change between childhood and adulthood.
3. No, it is not.
4. The writer was fourteen years old when he experienced adolescence.
5. It made him feel very emotional about everything.
6. To divert the writer's emotions, he took many extracurricular activities.
7. The writer spent the days with his family on weekend.
8. Yes, he did.

Appendix 7

LESSON PLAN (FOR CONTROL CLASS)

SMP/ MTs : SMP Negeri 1 Pati
 Subject : English
 Year/ Semester : VIII/ 1
 Time Allotment : 4 x 40'

Standar Kompetensi:

6. Membaca
 Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar

- 5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
- 5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
- 5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

XI. Learning Objectives:

8. 75% students are able to read in good pronunciation, intonation, and expression of the recount text in 10 minutes.
9. 80% students are able to imagine and visualize the content of the recount text they have read in 15 minutes.
10. 85% students are able to answer 5 among 7 questions related to the recount text they have read in 10 minutes.
11. 75% students are able to analyze the social function, generic structure, and lexicogrammatical features of the recount text they have read in 10 minutes.
12. 70% students are able to compose their own recount text in 20 minutes.

XII. Material of Learning

5) Recount Text

d) Social Function: to retell events for the purpose of informing or entertaining.

e) Generic Structure:

- Orientation : provides the setting and introduces participants.
- Events : tell what happened, in what sequence.
- Re-orientation : optional – closure of events.

f) Language Features:

- The use of nouns and pronouns (e.g.: David, we, his)
- The use of action verbs (e.g.: went, spent, played)
- The use of past tenses (e.g.: We went for a trip to the zoo)
- The use of time conjunctions (e.g.: and, but, after, then, finally)
- The use of adverbs and adverbs of phrases (e.g.: in my house, two days ago, slowly, cheerfully)
- Adjectives (e.g.: beautiful, sunny)

Example:

Unforgettable Holiday

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

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

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

6) Vocabulary

piece	: potongan, buah, bagian, satuan	expire	: berakhir, habis waktunya
coupon	: kupon	valid	: sah, berlaku
interest	: minat, menarik perhatian	hurry	: buru-buru, tergesa-gesa
shock	: kejut, getaran	issue	: terbitan, mengeluarkan
receipt	: kuitansi, tanda terima	lie	: berbaring
		present	: hadiah, oleh-oleh

7) Grammar

➤ Simple Past Tense

♣ Positive

S + V₂ +

♣ Negative

S + did + not + V₁ +

♣ Interrogative

Did + S + V₁ +

8) Pronunciation and Stress

- Saturday : /ˈsæt.ə.deɪ/
- traditional : /trəˈdɪʃ.ən.əl/
- coupon : /ˈkuː.pən/
- receipt : /rɪˈsiːt/
- tour : /tʊər/
- expire : /ɪkˈspaɪər/
- surprise : /səˈpraɪz/
- valid : /ˈvæl.ɪd/
- agency : /ˈeɪ.dʒən.t.si/
- believe : /bɪˈliːv/
- lie : /laɪ/

XIII. Method of Study / Technique

- i. Grammar Translation teaching method
- j. Reading activity
- k. Modeling by the teacher
- l. Discussion
- m. Teacher's explanation
- n. Asking and answering
- o. Exercise

XIV. Steps of Learning Activities**e) Meeting 1****1) Opening**

- ♣ Teacher greets the students.
- ♣ Teacher checks the attendance list.
- ♣ Focusing with the main activities.

2) Main Activities**♣ Building Knowledge of the Field (BKoF)**

- Teacher asks the students about their past experience.
- Students are asked to tell their past experience.
- Teacher shows some souvenirs and photos.
- Teacher asks students about those souvenirs.

♣ Modeling of Text (MoT)

- Teacher gives an example of recount text (Unforgettable Holiday).
- Teacher reads the example of recount text with correct pronunciation and intonation.
- Teacher asks students to repeat what teacher reads with correct pronunciation and intonation.
- Teacher asks students whether there are any difficult words or not.
- Teacher helps students understanding the content of the text by asking some questions related to the text and translating the text.

- Teacher explains what recount text is.
- Teacher gives another example of recount text.

♣ Join Construction of Text (JCoT)

- Students make group consists of 4 students.
- Students read the recount text "Last week, Mr. Sarwan's wife....." given by the teacher.
- Students find difficult words in the text they have read and write down those difficult words in front of class.
- Students discuss difficult words they have found.
- Students try to understand the content of the text

- Students translate the text.
- Students analyze the recount text by identifying the generic structure of the recount text.

♣ **Independent Construction of Text (ICoT)**

- Students are given another example of recount text (Adolescence).
- Students read the recount text.
- Students analyzing the generic structure of the text individually.

3) Closing

- ♣ Teacher gives evaluation: students answer the comprehension questions related to the recount text (Adolescence) individually.
- ♣ Teacher gives comment and reinforcement about the evaluation.
- ♣ Students summarize the material about recount text like the social function, generic structure and language features.
- ♣ Students are given assignment to deepen the competence (recount text: My Holiday).
- ♣ Praying

f) **Meeting 2**

4) Opening

- ♣ Teacher greets the students.
- ♣ Teacher checks the attendance list.
- ♣ Teacher reviews the previous material about recount text.
- ♣ Teacher reviews the assignment.

5) Main Activities

♣ **Building Knowledge of the Field (BKoF)**

- Students are asked about recount text.
- Students are asked to find any verbs that are used in all texts given before.

♣ **Modeling of Text (MoT)**

- Teacher gives example of sentences in past tense.
- Teacher explains about simple past tense.
- Teacher gives example of recount text "Last month, my family & I...".

♣ **Join Construction of Text (JCoT)**

- Students make group consists of 4 students.
- Students read the text.
- Students asked to complete the text with the correct form of verbs.
- Students translate the text.
- Students discuss difficult words helped by teacher.

♣ **Independent Construction of Text (ICoT)**

- Students do the simple past tense comprehension individually based on the instruction given by the teacher.
- Students review their own past event or experience.
- Students compose their own simple past tense sentences.

6) Closing

- ♣ Teacher evaluates the students' composition.
- ♣ Teacher gives comment to the students' composition.
- ♣ Students are given assignment to deepen the competence in composing simple past tense sentences (My family likes the sea).
- ♣ Praying

XV. Source and Media of Study

- g. Textbook
- h. PPT
- i. Laptop and LCD
- j. Worksheet from teacher
- k. Pictures from magazines, newspapers, internet and any relevant materials.

XVI. Structure of Assignment

- f. Students read the recount text.
- g. Students answer comprehension questions related to the text.
- h. Students analyze the text based on its generic structure.
- i. Students write their own experience into good recount text.

XVII. Assessment

Smt KD	Q & A		Completion		T & F		Essay		Total
	C1	16	C2	10	C3	6	C3	8	50
Reading KD 5.3	16		10		6		8		

XVIII. Instrument

Reading Test
 Junior High School
 Class VIII Semester I
 KD 5.3
 Recount text
 Time 30'

Instruction**Activity 1****Read the following text!**

The following text is for Questions 1 to 6.

Amazing Last Weekend

Poppy and I camped in the mountain last weekend. It was very beautiful and very quiet here. The air was fresh. The location of our camp site was on the top of hill, so we could see the scenery around us. It was amazing. It was green everywhere. It was also easy to get water as it was near a small river. You see the water is as clear as crystal. We brought a lot of food from home. There were some noodles, cans of sardines, soft drink, and biscuits. Poppy brought cooking utensils for cooking noodle.

On the first day, we spent our time setting up tent and exploring the surrounding area. I was happy to find that there were many campers there. At night, after we had dinner, we met other campers. We chatted and played guitar. It was fun meeting people who had the same hobby. It was not frightening at all at night in the forest as it was very noisy that night. We laughed and sang, and some campers even danced. We went to bed almost dawn. No wonder we got up late the following day. We hiked with other campers until afternoon. We did not realize that it was almost 5 in the afternoon and we had to go back home soon. It was really nice. I planned to go there again on the next long holiday. I would ask other friends to join.

Choose either a, b, c, or d for the correct answer!

17. Where was the location of the writer's camp site?
- E. On the top of valley.
 - F. On the top of hill.
 - G. In the mountain.
 - H. In the forest.
18. What was amazing according to the writer of the text?
- F. The location of the campsite.
 - G. The fresh air of the mountain.
 - H. The scenery around the campsite.
 - I. The small river in the mountain.
19. Why it was not frightening at all at night in the forest?
- E. Because the campers ignited the campfire.

- F. Because they slept early.
- G. Because it was very noisy that night.
- H. Because of the moonlight.

20. What did the writer do on the second day of their camping activity?

- E. They chatted and played guitar.
- F. They had a greet and meet activity.
- G. They hiked with the other campers.
- H. They laughed and sang songs together.

21. "... we spent our time setting up the tent and exploring the surrounding area." (paragraph 2)

What does the underlined word mean?

- E. Traveling through to learn about it.
- F. Going backward and forward to watch something.
- G. Observing carefully to examine something.
- H. Looking for something in surrounding area.

22. When did they back home?

- E. At 5 a.m.
- F. At 5 p.m.
- G. Almost at 5 a.m.
- H. Almost at 5 p.m.

Read the following text!

The following text is for Questions 7 to 16

My family likes the sea very much. When we had a holiday last year, we went to a place at the seaside and borrowed a boat from one of our friend. Then we sailed and fished on the sea all day. We also had races against other boats.

When the sea was rough, we sailed on a small lake near the sea instead. We were very careful on this lake because there were a lot of sharp rocks there and the water was shallow. We did not want to damage our friend's boat.

There were not many fish in the lake, but in the sea we caught a lot with a hook, line, and small pieces of bread. The fish were not very big, but they tasted very good. When the weather was fine, we sailed to the land at lunch time, collected pieces of dry wood and fried or grilled our fish over them on the beach.

There is an island about a mile from our friend's house, and we sailed to it. The water was very clean there, and there was a beautiful beach with white sand and no rocks. We bathed there. It was a lot of fun.

23. When did the writer and his family go to the sea?

- E. On a holiday last month.
- F. On a holiday last year.
- G. On a vacation last week.
- H. On Lebaran day last year.

24. From whom did they borrow the boat?

- E. From their uncle.
- F. From their neighbor.
- G. From boat rental.
- H. From their friend.

25. What did they do on the boat?

- E. They sailed and fished.
- F. They sailed and had lunch.
- G. They collected pieces of dry wood.
- H. Fried and grilled fish.

26. Where did they go when the sea was rough?

- E. They went to the beach.
- F. They went to a small lake.
- G. They went to their friend's house.
- H. They went home.

27. Why were they very careful on the lake?

- E. Because there were many crocodiles.
- F. Because there were a lot of fish.
- G. Because there were a lot of sharp rocks.
- H. Because the water was deep.

28. What did they do when the weather was fine?

- E. They sailed to a small lake.
- F. They sailed to the land at dinner time.
- G. They collected pieces of wet wood.
- H. Fried or grilled their fish.

29. How was the island near their friend's house?

- E. There was a beautiful beach with white sand.
- F. The water was very dirty there.
- G. There were a lot of rocks.
- H. There were a lot of fish there.

30. What did they do in the island?

- E. They had lunch there.
- F. They collected pieces of wet wood.
- G. They bathed there.
- H. Fried or grilled their fish.

31. How did they feel?

- E. It was boring.
- F. It was annoying.
- G. It was disappointing.
- H. It was a lot of fun.

32. What is probably the best title of the text?

- E. Unforgettable Holiday.
- F. What a Boring Holiday!
- G. Went to The Lake.
- H. My Bad Experience.

Activity 2

Fill in the blank with the words which are provided in the box so that this text could be a good recount text!

- | | | |
|-----------|----------|---------|
| - ask | - tell | -hear |
| - realize | - arrive | - bring |

A year ago, my friend and I joined the Calendar Girl Audition in a radio station outside our town. We (1) about this audition from our neighbor a week before. At first, we were very excited. This was because it was our first time to join such an audition. We went there by bus. It took hours to get there. When we (2) , we saw many people who also joined the contest. After we examined more carefully, we (3) that all of the contestants wore red and white costumes. Then we (4) the committee why the contestants were in red and white. The committee (5) us that it was the major requirement to join the contest. Meanwhile, my friend and I brought the wrong costumes. I prepared a long blue gown, while my friend prepared a colorful gown. We were very desperate because we could not join the audition. After that, we went home sadly.

Change these sentence into negative and interrogative sentences!

13. (+) Nadia and her little sister built a sand castle in the beach.

(-)

(?)

14. (+) Juna ran to the neighbor's house and asked his neighbor to come.

(-)

(?)

Make your own 3 sentences (using simple past tense) to tell your experience!

Activity 3

Read the following text!

Wednesday, July 20, 2011

Today was a really hot day. I went home from school at 1 p.m. after that, I went to the town square to watch a local singing contest. I went there alone. I never thought I would meet a friend.

I chose a place under a big tree. I thought it could save me from the hot day. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Adit. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized that he was not my classmate. I could not say a word. That moment was just embarrassing.

Nu m.	Statements	T/ F	Corrections
*	The writer went home from school at 2 p.m.	F	The writer went home from school at 1 p.m.
1.	The writer went to the town square to watch a rock music concert.		
2.	The writer chose a place near the stage.		
3.	The writer really paid attention to the contest.		
4.	The writer went there to avoid a boring time at home.		
5.	The writer was really sure that the boy in front of him was his classmate, Adit.		
6.	The writer hit the boy in front of him and		

	did not call his name.		
--	------------------------	--	--

Activity 4**Read the following text!**

Adolescence

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

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

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

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

Answer these following questions!

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 get any benefit from the activities?

XIX. Rubric of Assessment**Reading Test**

Score	Characteristics
5	5 correct answers
4	4 correct answers
3	3 correct answers
2	2 correct answers
1	1 correct answer
0	No correct answers

XX. Final Evaluation

- d. Maximal total of score for each student : 40
- e. To get a student score we count the number of the correct answers and divide it with the maximum correct items, and then we multiply it by 100.
- f. So the formula is:

$$\frac{\text{Correct answer}}{\text{Maximum correct answer}} \times 100$$

Example:

Ray gets 30 correct answers, so his score will be:

$$30/40 \times 100 = 75$$

The Answer Key:

Activity 1

- | | |
|-------|-------|
| 9. B | 9. A |
| 10. C | 10. B |
| 11. C | 11. C |
| 12. C | 12. D |
| 13. A | 13. A |
| 14. C | 14. C |
| 15. B | 15. D |
| 16. D | 16. A |

Activity 2

11. Heard
12. Arrived
13. Realized
14. Asked
15. Told
16. (-) Nadia and her little sister did not build a sand castle in the beach.
(?) did Nadia and her little sister build a sand castle in the beach?
17. (-) Juna did not run to the neighbor's house and ask his neighbor to come.
(?) Did Juna run to the neighbor's house and ask his neighbor to come?
18. }
19. } 3 simple past tense sentences.
20. }

Activity 3

7. F (Correction: The writer went to the town square to watch a local singing contest.)
8. F (Correction: The writer chose a place under a big tree.)
9. F (Correction: The writer did not really pay attention to the contest.)
10. T
11. T
12. F (Correction: The writer pinched the boy in front of him a little and called his name.)

Activity 4

9. The writer found out about adolescence in a magazine.
10. Adolescence is a time of change between childhood and adulthood.
11. No, it is not.
12. The writer was fourteen years old when he experienced adolescence.
13. It made him feel very emotional about everything.
14. To divert the writer's emotions, he took many extracurricular activities.
15. The writer spent the days with his family on weekend.
16. Yes, he did.

Appendix 8

Reading Comprehension Test

Instruction:

1. Write your name and student roll number in the answer sheet.
2. Read the text carefully before answer the questions.
3. Answer the questions those you think easy to be done.
4. Choose the correct answer Dahulukby crossing a, b, c, or d.
5. If you want to change your answer, make an "equal sign" in the previous answer.

Example: previous asnw e r ~~>~~ a b c d
 correction → ~~X~~ b ~~X~~ d

The following text is for Questions 1 to 3.

Last week, Mr. Sarwan's wife had an accident. Her youngest son, Juna, was at home when it happened. He was playing with his new toy car. Suddenly Juna heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Sarwan had gone to his office. The other children had gone to school.

Juna was too small to help his mother and she was too frightened to speak sensibly to him. Then he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Juna's mother to the

33. Who did take Mrs. Sarwan to the clinic?
 - A. Her son.
 - B. Her husband.
 - C. Her children.
 - D. Her neighbor.

34. The main idea of the second paragraph is
 - A. Mrs. Sarwan had an accident.
 - B. Mr. Sarwan was proud of his son.
 - C. Juna asked his neighbor for help.
 - D. Mr. Sarwan and his other children had gone.

35. “..... heard his mother calling, “Help! Help!” he ran to the kitchen.” (par. 1 line 3)
The underlined word refers to
- A. Mr. Sarwan
 - B. Juna
 - C. Mrs. Sarwan
 - D. Neighbor

The following text is for Questions 4 to 8. Complete this following text.

*Putri, 17
July 2011*

Hi, Tika.. how are you? I hope you are fine.

By the way, I want to tell you about my holiday. Last month, I (4) to Bandung. I was so happy because it was my first time to visit the place. There were many interesting places to visit.

First, I (5) Tangkuban Perahu. The place was just wonderful. After that, I went to Dago street. I (6) some t-shirts there. Then I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy “peuyeum”. Bandung is (7) for its “peuyeum”. Finally, I went to a café nearby to have lunch. I (8) three days in Bandung and that was really fun.

Anyway, I will write to you again next time. Write to me as soon as you can. Bye.

*Sincerely,
Putri*

36. A. am going to
B. went
C. go
D. took
37. A. visit
B. have visited
C. has visited
D. visited
38. A. bought
B. made
C. designed
D. sold
39. A. beautiful
B. crowded
C. well known
D. busy
40. A. visited
B. went
C. took
D. stayed

The following text is for Questions 9 to 10.

One day a big ship wrecked near a small island. The only survivor of shipwreck washed up on a small, empty island. He prayed for God to rescue him and everyday he watched the horizon for help, but no one seemed coming. He built a little hut out of driftwood to protect him from the bad weather and to keep his few possessions. One day after looking for food, he arrive home and found his little hut on fire, the smoke rolled up to the sky. The bad thing had happened, he lost everything. He was very sad. "God, how could you do this to me..." he cried.

Early the next day, however, he was awakened by the sound of a ship that was approaching the island. It had come to rescue him. "How did you know I was here?" asked the weary man to his rescuers. "We saw your smoke signal," they replied. The man thanked God for that.

41. What can we learn from the story above?
- A. Bad things may bring good things.
B. People have to be happy at bad times.
C. Something bad makes people sad.
D. We must be sad at bad times.
42. What is the main idea of paragraph two?
- A. The man got help.
B. The man cried for help.
C. The hut is on fire.
D. The ship came to the island.

The following text is for Questions 11 to 14. Complete this following text.

Last month, my family and I went to the beach. We wanted to (11) our mind and enjoy the fresh air. We went there early in the morning by car. After parking our car, we (12) along the beach barefooted. We could feel the smoothness of the sand. The cold sea water touched our feet. Then we looked for a place to take a rest. We (13) on the ground and the meals together. While eating, we saw many things. Many children (14) sand castles.

- | | |
|---------------|--------------|
| 43. A. bathe | C. refresh |
| B. collected | D. stayed |
| 44. A. walked | C. sunbathed |
| B. picnic | D. enjoyed |
| 45. A. went | C. came |
| B. rolled out | D. stood |
| 46. A. ate | C. collected |
| B. built | D. ran |

The following text is for Questions 15 to 18.

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my bicycle. I peddled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then I heard a familiar voice calling me. I looked back and saw Justin, my classmate. He had also

47. What time did the writer finish watching the movie?
- half past eleven
 - half past twelve
 - a quarter past eleven
 - a quarter to twelve
48. What kind of movie did the writer watch?
- Romantic movie.
 - Action movie.
 - Scary movie.
 - Comedy movie.
49. Why did the writer begin to cycle faster?
- Because he remembered about the frightful scene of the movie.
 - Because he wanted to get home soon.
 - Because he raced with his friend, Justin.
 - Because he was frightened hearing some sound behind him.
50. Why did Justin cycle after the writer?
- Because he didn't want to go home alone.
 - Because he wanted to go to the writer's house.
 - Because he almost approached the graveyard.
 - Because he needed to talk with the writer.

The following text is for Questions 19 to 22.

Hooray! We had Fun with English in our school! We enjoyed this event on Thursday, 17th January 2011, at Al-Azhar Junior High School in Semarang. We had waited for it since September 2010. So when the day came, we were really happy. We played many games such as matching colors, matching picture, horse racing, run and find and spelling bee. We had story telling, too.

All students from grade 7 to grade 9 joined Fun with English, so there were 3 slots for the activities. We really had fun and we could practice our English. We also sang together about parts of our body, and do – re – mi.

Many prizes were given in this event. There were tickets from Marina beach, tickets from Water Bluster Semarang, tickets from Ronggowarsito museum, T-shirts, pens, stickers, and many others merchandizes.

51. The text merely tells us about ...
- Learning English at museum.
 - Learning English through fun activities.
 - Getting prizes in learning English.

D. Getting tickets from English activities.

52. What is the main idea of paragraph three?
- Many prizes given in the event.
 - All student of the school joined the game.
 - The student had fun during the game.
 - “Fun with English” is a nice program.
53. Why were there three slots for the activities?
- Because there were so many activities to join.
 - Because there were some prizes to win.
 - Because almost all students from grade 7 and 9 joined the games.
 - Because all students of Al-Azhar Junior High School joined the games.
54. What is museum?
- A building where objects of historical are kept
 - A building where we can borrow some books.
 - A building where patients are taken care.
 - A building where we can watch movies.

The following text is for Questions 23 to 25.

The workmen who were building the new hospital in my town caught a snake last month. It was in the drain near the building construction site.

Early in the morning, a workman was just going to sit under the tree when suddenly he saw a long creature lying in the drain. It did not move when he was approaching it. Then he shouted to the other workmen who were going to start to work. Then, they caught the 8 - meter long python and brought it to the authority of the zoo in this town. The diameter of its body was about 25 centimeters. They believed that the snake might belong to someone living in the area. The police were trying to find the owner.

55. Where did the workmen find the snake?
- At the site of the building construction.
 - Under the tree.
 - In the drain.
 - In the zoo.
56. What did the workmen do with the snake?
- They brought it to the owner.
 - They brought it to the police station.
 - They brought it to the zoo.
 - They hit the snake.

57. “.....the new hospital in my town caught a snake last month.” (par. 1 line. 1)
The antonym of the underlined word is
- A. Suburb
 - B. Village
 - C. City
 - D. Valley



Appendix 9**ANSWER KEY**

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



Appendix 10


ANSWER SHEET

Name :
Grade :
SRN :

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

Score:

Appendix 11

 **KEMENTERIAN PENDIDIKAN NASIONAL**
UNIVERSITAS NEGERI SEMARANG (UNNES)
FAKULTAS BAHASA DAN SENI
Kampus Sekaran Gunungpati, Semarang 50229 ☎ /Fax 8508010

KEPUTUSAN
DEKAN FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI SEMARANG
No.: 1194/TBS/2010
tentang
PENETAPAN DOSEN PEMBIMBING SKRIPSI/TUGAS AKHIR SEMESTER GENAP
TAHUN AKADEMIK 2009/2010

Menimbang : Bahwa untuk memperlancar mahasiswa Jurusan/Prodi Bahasa dan Sastra Inggris/ Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni membuat Skripsi/Tugas Akhir, maka perlu menetapkan Dosen-dosen Jurusan/Prodi Bahasa dan Sastra Inggris/ Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni UNNES untuk menjadi pembimbing.

Mengingat :

1. SK Rektor UNNES No. 164/O/2004 tentang Pedoman penyusunan Sripsi/Tugas Akhir Mahasiswa Strata 1 (S1) UNNES ;
2. SK Rektor UNNES No.162/O/2004 tentang Penyelenggaraan Pendidikan UNNES ;
3. Undang-undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional (Tambahan Lembaran Negara RI No. 4301, penjelasan atas Lembaran Negara RI Tahun 2003, Nomor 78)

Memperhatikan : Usul Ketua Jurusan/ Prodi Bahasa dan Sastra Inggris/ Pendidikan Bahasa Inggris Tanggal 11 Mei 2010

MEMUTUSKAN


Menetapkan :
PERTAMA : Menunjuk dan menugaskan kepada:


1. Nama : Prof. Dr. Mursid Saleh, M.A.
NIP : 194406091971021001
Pangkat/Golongan : Pembina Utama Madya/IVd
Jabatan Akademik : Guru Besar
Sebagai Pembimbing I
2. Nama : Drs. La Ode Musyaridun
NIP : 194612271983011001
Pangkat/Golongan : Pembina Utama Muda/IVe
Jabatan : Lektor Kepala
Sebagai Pembimbing II

Untuk membimbing mahasiswa penyusun Skripsi/Tugas Akhir:

Nama : **WIDI ASTANI**
NIM : 2201407177
Jurusan/Prod : Bahasa dan Sastra Inggris/ Pendidikan Bahasa Inggris
Topik/Judul : **THE USE OF VISUALIZATION IN DESUGGESTOPEDIA TEACHING METHOD TO IMPROVE THE STUDENTS' READING COMPREHENSION**

KEDUA : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

Ditetapkan di : Semarang
Tanggal : 12 Mei 2010
Dekan,

Prof. Dr. Rustono
NIP 195801271983031003



Tembusan:
1. Pembantu Dekan Bidang Akademik
2. Ketjur Bahasa dan Sastra Inggris
3. Dosen Pembimbing
4. Pertinggal

Appendix 12



KEMENTERIAN PENDIDIKAN NASIONAL
 UNIVERSITAS NEGERI SEMARANG
 FAKULTAS BAHASA DAN SENI
 Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229
 Telepon/Fax : (024) 8508010
 E-mail : <http://fbs.unnes.ac.id>

Nomor : 2384/UN37.1.2/PL/2011

18 Juli 2011

Lamp. :-

Hal : **Permohonan Izin Penelitian**

Yth. Kepala Dinas Pendidikan
 Kabupaten Pati
 di Pati

Dengan hormat kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa kami:

Nama : **Widi Astani**
 NIM : **2201407177**
 Jurusan : **Bahasa dan Sastra Inggris**
 Jenjang Program : **S1**
 Tahun Akademik : **2010/2011**
 Judul : **THE USE OF VISUALIZATION IN DESUGGESTOPEDIA
 TEACHING METHOD TO IMPROVE STUDENTS' READING
 COMPREHENSION**

akan mengadakan penelitian di: SMP N 1 Pati.

Waktu pelaksanaan : bulan Juli s.d. Agustus 2011

Kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan yang dimaksud.

Atas perhatian dan kerjasamanya Saudara kami sampaikan terima kasih.




Rekan,

Prof. Dr. Rustono
 NIP. 195801271983031003 /

Tembusan Yth.:

1. Ketjur. Bahasa dan Sastra Inggris
2. Ka. SMP N 1 Pati
3. Ybs.

Appendix 13


PEMERINTAH KABUPATEN PATI
DINAS PENDIDIKAN
SMP NEGERI 1 PATI
 Alamat : Jalan Pemuda No. 287 Pati Telp. 381517
 E-mail : smpn1pt@yahoo.co.id dan smp1pati@gmail.com

SURAT KETERANGAN
 Nomor : 423.4/147

Yang bertanda tangan di bawah ini :

Nama	: Mulyadi Slamet Widodo, M.Pd.
NIP.	: 19580108 198112 1 001
Pangkat/Golongan, Ruang	: Pembina/IV A
Jabatan	: Kepala Sekolah


Dengan ini menerangkan bahwa :

Nama	: Widi Astani
NIM	: 2201407177
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Fakultas Bahasa Dan Seni UNNES

Benar – benar telah melaksanakan Penelitian di SMP Negeri 1 Pati
 Pada bulan Juli s.d Agustus 2011 dengan judul :

**” THE USE OF VISUALIZATION IN DESUGGESTOPEDIA TEACHING
 METHOD TO IMPROVE THE STUDENTS’ READING
 COMPREHENSION (A Study of the Eight Grade Students of SMP Negeri 1
 Pati in the Academic Year of 2011/2012) ”**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pati, 23 Agustus 2011
 Kepala Sekolah,

 Mulyadi Slamet Widodo, M.Pd.
 Pembina.
 NIP. 19580108 198112 1 001

