THE COMPARISON BETWEEN CIRC (COOPERATIVE INTEGRATED READING AND COMPOSITION) AND JIGSAW TO TEACH RECOUNT TEXT
(An Experimental Research at 11th Grader Students of SMA N 1 Pegandon in the Academic Year of 2014/2015)

a final project

submitted in partial fulfillment of the requirements

for the degree of Sarjana Pendidikan

in English

by
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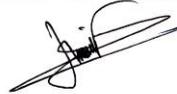
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THE COMPARISON BETWEEN CIRC (COOPERATIVE INTEGRATED READING AND COMPOSITION) AND JIGSAW TO TEACH RECOUNT TEXT

(An Experimental Research at 11th Grader Students of SMA N 1 Pegandon in the Academic Year of 2014/2015)

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana. Ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tandatangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggungjawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima sanksi yang diberikan.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang,   Februari 2015

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"When one door closes, another opens, but we often look so long and so regretfully upon the closed door that we do not see the one which has opened for us"
Alexander Graham Bell

Sabar dalam mengatasi kesulitan dan bertindak bijaksana dalam mengatasinya adalah sesuatu yang utama

To:
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2. My sister and my brother, Rizky Dwi Rahmawati and Akbar Galih Pramulyo
3. My special one, Any Nurahma, S.Pd.I
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<u>Eko Wahyu Darmawan</u>

ABSTRACT

Darmawan, Eko Wahyu. 2015. *The Comparison between CIRC (Cooperative Integrated Reading and Composition) and Jigsaw to Teach Recount Text (An Experimental Research at 11ᵗʰ Grader Students of SMA N 1 Pegandon in the Academic Year Of 2014/2015).* Final Project, English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Drs Suprapto, M. Hum.

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In order to master English, people need to learn the four language skills as of paramount importance in English; one of them is the reading skill. Because of it, the reading skill has become the subject that is taught for students at the school. Teachers use many kinds of teaching techniques to make students easily understand reading materials and finally they are able to read the text and understand it well. Jigsaw is the example of cooperative learning which is commonly used by teachers to teach reading in class. It contains more group discussion which gives students more chances to interact with their friends. Another example of cooperative learning technique which can be used to teach reading in class is CIRC. This technique is rarely used by teachers and it is also unfamiliar for the researcher, so the researcher conducted this Final Project in order to know which is more effective between CIRC and Jigsaw to teach reading especially to teach recount text.

The subject of this final project was the eighth grader students of SMA N 1 Pegandon in the academic year of 2014/2015. The number of the subject was 67 students. The design of this study was experimental study. The data were collected by doing pre-test and post-test of reading comprehension test. By using cluster sampling, the researcher used the students of XI MIA 1 as the experimental group and the students of XI MIA 2 as the control group.

In the pre-test, the mean score of the experimental group was 77.65, while the control group was 77.52. The result of post-test of the experimental group was 92.94 and the control one was 82. There was an improvement between the results of pre-test and post-test's score, so it could be concluded that both of CIRC and Jigsaw were effective enough to teach recount text. From the calculation of t-test, the result was 6.67 while the t-table with degree of freedom (df) 65, rounded up to 60 at 5% significance level was 1.67. Because the t-test was higher than the t-table (6.67>1.67), it can be concluded that teaching recount text materials by using CIRC for the 11ᵗʰ grader students of SMA N 1 Pegandon in the Academic Year of 2013/2014 was more effective than using Jigsaw.

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CHAPTER I

INTRODUCTION

This chapter is an introduction. It consists of seven sub-chapters; they are (1) background of the study, (2) reasons for choosing the topic, (3) research questions, (4) objectives of the study, (5) significances of the study, (6) limitations of the study, and (7) outline of the study.

1.1 Background of the Study

In recent days English is widely known as an international language. This language is used by people to communicate with other people from different countries who have different mother tongues, so they can interact each other in order to gain the relationship and cooperation in the world by using the one international language that is English.

In order to master English, people need to learn the four language skills as of paramount importance in English; they are (1) listening, (2) speaking, (3) reading, and (4) writing (Brown, 2001:232). They have to master all those four skills well in order to interact easier in the society. Because of it, English has become the subject and it is taught for students at school.

In curriculum of 2013, English is taught more integrally with other field of studies. By integrating English with other field of studies, students are hoped to experience a more contextual learning.

For teachers, applying the curriculum of 2013 in teaching learning process is quite a challenge and difficult enough. Teachers are required to create some learning environment as attractive as possible during the teaching learning process. Creating an attractive learning environment has the purpose to stimulate students with interesting things to increase their learning motivation. Teachers also have to encourage students to learn more than what they have learned in classroom by themselves.

One of the efforts of teachers to create an attractive learning environment is by enhancing the learning strategies to help students, so that they learn better at school. Various teaching strategies have been developed in order to make a teaching learning process is not monotonous. In fact, studying will be more effective if it is fun and attractive.

One of the strategies which can be used in teaching learning process in order to create an attractive learning environment is by using fun activities as teaching media. The use of the fun activities in teaching learning process increases students' enthusiasm during the lesson and also motivates them to do better than others if there is a sense of competition in the activities.

In order to improve the reading skill, it has become the subject and it is taught for students at school. Students are taught how to read effectively and easily and finally they understand some texts easily and perfectly. Students are also explained about several reading strategies based on the reading purposes, such as skimming for main ideas, scanning for particular thing, and also studying in

depth. These strategies make students understand easily many kinds of the reading texts with the different purposes.

Teachers in the class use many kinds of teaching techniques in order to make students easily understand the materials and finally they are able to read the text and understand it easily. However, some teachers still use the conventional teaching technique to teach reading. They only give students the reading text and questions related to the text and ask the students to read it carefully and finally they have to answer the questions. Students have to work individually to do the activity and they do not get opportunity to discuss it with their friends. With such kind of teaching technique or strategy, many students feel so difficult to do the activity because they cannot discuss it with other students. Finally they get the bad result and the bad score and also they do not get the best way or strategy to read easily, so their reading skill cannot be improved.

In order to overcome the students' problems and difficulties, the researcher offers for teachers to use cooperative learning technique as the alternative way to teach reading. There are many kinds of cooperative learning techniques which are appropriate to teach reading such as Jigsaw, Think-pair-share, Team-pair-solo, etc. Jigsaw is cooperative learning technique which is commonly used by teachers to teach reading in class. It contains more group discussion which gives students more chances to interact with their friends. Another example of cooperative learning technique which can be used to teach reading in class is CIRC. This technique is rarely used by teachers and it is also unfamiliar for the researcher also. Because of it, this research is conducted in order to know which is more

effective between CIRC and JIGSAW to teach reading especially to teach recount text.

1.2 Reasons for Choosing the Topic

This study is related to the effectiveness of using CIRC (Cooperative Integrated Reading and Composition) to teach recount text if it is compared by using JIGSAW. The reasons for the researcher to choose this topic are as follows: First, Jigsaw is cooperative learning which is commonly used by teachers to teach reading. Teachers and lecturers usually use this technique to teach reading for their students in class. Because of it, teachers need to know another technique as the alternative way to teach reading in class in order to make class more attractive and contains various activities.

Second, CIRC, the example of cooperative learning which can be used by teachers to teach reading in class, is rarely used by teachers as the teaching technique to teach reading. It is also rather unfamiliar for the researcher, so the researcher wants to know deeper about this technique and about the effectiveness of CIRC if it is compared by teaching technique which is is commonly used by teachers that is Jigsaw.

1.3 Research Problems

This study intends to answer the following questions:

1. What are the students' difficulties in learning reading in the class?

2. Which is more effective CIRC (Cooperative Integrated Reading and Composition) or JIGSAW to teach recount text for the eleventh grader students of SMA N 1 Pegandon year of 2014/2015?

1.4 Objectives of the Study

According to the research problems, the objectives of this study can be stated as follows:

By conducting this study, the researcher wants to know the difficulties and problems which are faced by students when they are learning reading in class.by knowing students' difficulties, the researcher makes some efforts to reduce it and make students easier to learn reading in class.

The researcher wants to know which is more effective between CIRC and Jigsaw to teach reading especially recount text for eleventh grader students of SMA N 1 Pegandon year of 2014/2015.

1.5 Significances of the Study

The results of this study are expected to contribute for three aspects, theoretically, practicality, and pedagogically.

In terms of theoretical the results of this study are expected to contribute in the world of education especially in the reading learning process. It gives suggestion

to teachers which can be used as an effort to improve the learning process. It is also as the research contribution in the educational field in the reading learning process in class.

In terms of practicality, the result of this study informs teachers about more appropriate and effective teaching technique to teach reading. Teachers can use that technique when they teach reading especially recount text to students in class.

In terms of pedagogically, the results of this study are expected to become the guidance for teachers to teach their students in the class especially to teach recount text. They can use cooperative learning technique in order to make students happier and more comfort in learning process.

1.6 Limitations of the Study

The limitations of this study are as follows:

1) This study is only conducted to the eleventh grader students of SMA N 1 Pegandon in the academic year 2014/2015.

2) The comparison of CIRC and JIGSAW is only to teach recount text for the eleventh grader students of SMA N 1 Pegandon in the academic year 2014/2015.

3) The researcher focuses the study only to see whether or not there is a student's improvement of understanding and comprehending the recount text.

1.7 Outline of the Study

The researcher divided this study into five chapters. They are Chapter I, Chapter II, Chapter III, Chapter IV, and Chapter V.

Chapter I is an introduction, it presents background of the study, reasons for choosing the topic, research problems, objectives of the study, significances of the study, limitations of the study, and outline of the study.

Chapter II is the review of related literature; it presents previous studies, theoretical review and framework of the analysis.

Chapter III is the method of the study; it presents research design, research object, research variables, hypotheses, research instruments, method of collecting data, and method of analyzing data.

Chapter IV is an analysis of data and the result discussion. It presents the discussion of the experiment, the test result, the difference gain between pre-test and post- test of the two groups, T-test result, and the discussion of the research finding.

Chapter V consists of the conclusion and the suggestion. It presents the conclusion and also some suggestions according to the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is a review of related literature. It consists of three sub-chapters; they are (1) previous studies, (2) theoretical review, and (3) framework of the analysis.

2.1 Previous Studies

In order to avoid the repetition of the same studies or research which studied the same problem with this research, there are several studies which are mentioned and explained in this chapter. Those are:

2.1.1 The Use of CIRC Method to Improve Students' Ability in Composing Narrative Writing

Himawati (2011) conducted the research "*The Use of Cooperative Integrated Reading and Composition (CIRC) Method to Improve Students' Ability in Composing Narrative Writing (A Classroom Action Research at the Eighth Grade Students of MTs Negeri Kudus in the Academic Year of 2010/2011)*" The objective of this study is to investigate the students' Ability in writing a narrative text, to apply CIRC in teaching learning activity to improve students' from aspect: Content, Organization, Vocabulary, grammar, and mechanic.

In conducting this study, the researcher collected data from students of 8th grade, MTs Negeri Kudus in the academic year 2010/2011. The method of data collection used here were observation, and test. The data were obtained by employing test, and observation. The test used to measure students' proficiency in

writing narrative text. Mean while, the observation was administered to know the students' engagement during the teaching.

This research was done in four phases; pre-test and the teaching learning activity by using CIRC which was done in the three cycles. In the pre test, the mean of the students' achievement was 35.8, the mean of students' test result in the first cycle was 54, 25, the mean of students' test result in the second cycle was 76,3, and the mean of students' test result in the third cycle was 80,6. So that, there is an improvement before and after the students get the teaching and learning activity by using CIRC. The Students improve their ability composing narrative text efficiently and effectively by using CIRC.

2.1.2 Improving the Teaching and Learning of Reading and Writing in English through CIRC

Asni (2012) conducted the research *"Improving the Teaching and Learning of Reading and Writing in English through Cooperative Integrated Reading and Composition (CIRC) At Grade VII B Of Mts Yapi Pakem, Sleman, Yogyakarta"*. The objective fo this research is to improve the teaching and learning process of reading and writing in English through Cooperative Integrated Reading and Composition (CIRC) at grade VIII B of MTs YAPI Pakem, Sleman, Yogyakarta in the Academic Year of 2011/2012.

The research was conducted collaboratively among the research team members; the researcher, the English teacher, and the students. There were two cycles in this research. In each cycle, there were steps of identifying field problems and actions-the steps of planning, implementing, evaluating, and reflecting the actions. The

data of the research were qualitative and were supported by the quantitative data. The data were collected through observation, interview, and test.

The result of the study shows that there are improvements in the students' involvement, motivation, reading and writing abilities, and the teaching and learning process of reading and writing. It is shown by the active involvement and enthusiasm of students in doing the reading and writing activities. In both cycles, they showed some improvements in physical, mental, and social involvement. Students' reading and writing abilities also enhanced. It was shown by the average score in Cycle 1 was 73.74, and in Cycle 2 was 74.71. In writing, students' average score in Cycle 1 was 75.81 and in Cycle 2 was 77.02. Related to the teaching-learning process of reading and writing, the improvement was shown by the teacher who had given students a lot of opportunities to be active, taught some reading and writing strategies, applied

various activities in reading and writing class, and provided motivating materials. Finally, it can be concluded that CIRC activities that have been implemented in this research have improved the teaching and learning process of reading and writing.

2.1.3 The Reading Comprehension in Descriptive Text of the Seventh Grade Students of MTs Negeri Gembong Pati Taught by Using CIRC Method

Astuti (2012) conducted the research "*The Reading Comprehension in Descriptive Text of the Seventh Grade Students of MTs Negeri Gembong Pati Taught by Using CIRC (Cooperative Integrated Reading and Composition) Method in the Academic Year 2011/2012''* The objective of this study is to find out the significant difference between reading comprehension in descriptive text of the

seventh grader students of MTs N Gembong Pati in the academic year 2011/2012 before and after being taught by using CIRC. This study used the one group pretest posttest design which only used one group as the sample. The researcher used cluster random sampling technique to determine the sample and finally the researcher chose VII B as the sample.

The researcher conducted this study in the three phases; pretest, treatment by using CIRC, and posttest. The mean of the posttest was 87,67. It was higher than the mean of the pretest which was 72, thus the hypothesis of this study was accepted.

2.1.4 CIRC to Improve Students' Reading Achievement

Cahyaningpuspita (2011) conducted the research *"Cooperative Integrated Reading and Composition (CIRC) to Improve Students' Reading Achievement"*. This is the Classroom Action Research. However, the obejective of this research not only to know whether the use of CIRC can be used to improve the students' result of the learning process but also focus on the effort to decrease the heterogeneous among the students' result of learning. The researcher has observed that there was a big heterogeneous among the students' result of learning. This heterogeneous is the problem which is often faced by the teacher in class. It became the evidence that the students were different each other in the level of reading comprehension. The result of this study showed us that CIRC that was used by the teacher to teach reading materials can decrease the heterogeneous among the students. The ability to understand the reading material of the students became more balance among them.

2.1.5 The Use of CIRC to Improve the Students' Reading Comprehension and Writing

Sari (2011) conducted the research *"The Use Of Circ (Cooperative Integrated Reading And Composition) To Improve the Students' Reading Comprehension And Writing (an Experimental Research in XI Grade Students of SMA N 1 Banjarnegara in the Academic Year 2010/2011)"*. The researcher of this study conducted this study in order to know whether or not the CIRC can improve student's reading comprehension and writing.

Based on the several studies above about CIRC and the result show us if CIRC is very effective to be used to teach some materials and also can improve the result of the students. From those 5 studies above, 3 of them are Classroom Action Research studies which have the purpose to improve the students result. Two of them are Experimental Research Studies; (1) Dwi Puji Astuti's Final Project (2012) entitled *"The Reading Comprehension in Descriptive Text of the Seventh Grade Students of MTs Negeri Gembong Pati Taught by Using CIRC (Cooperative Integrated Reading and Composition) Method in the Academic Year 2011/2012"* has purpose to know whether CIRC is effective or not to teach descriptive text and this study only uses the single group as the sample. (2) Dian Mefita Sari's final project (2011) entitled The Use of CIRC (Cooperative Integrated Reading and Composition) to Improve The Students' Reading Comprehension and Writing (an Experimental Research in XI Grade Students of SMA N 1 Banjarnegara in the Academic Year 2010/2011) has the purpose to improve not only the students' reading comprehension but also their writing skill.

From the explanation of those five studies above, there are some differences between those studies and this study. First, in this research researcher wants to know the effectiveness of CIRC to teach reading materials especially the recount text materials. Second, this CIRC is not be compared by traditional or conventional teaching technique but it is compared by another cooperative learning technique that is JIGSAW. So, the result of this study shows us which is more effective between CIRC and JIGSAW to teach recount text. Third, this research wants to know the effectiveness of CIRC if it is compared by JIGSAW to teach recount text materials for the Senior High School Students.

In this study, the researcher is curious about how the use of "CIRC" to teach recount text and the significance of the improvement as a result of it in teaching learning process. Therefore, the researcher is conducting an experimental research to find out the answer.

2.2 Theoretical Review

This part contains the theoretical reviews which are taken from the experts in order to support and help the researcher to conduct this study.

2.2.1 Cooperative Learning Technique

Guntur Arif Santoso (2011) states that cooperative learning is an approach or set of strategies specifically designed to give encouragement to students to work together during the learning process. This approach or technique gives students more chances to work in group with their friends to discuss materials, so they not only depend on their teacher but also they develop materials and improve their

own comprehension by doing discussion in group. Students feel free and not shy to ask to their friends if they have troubles to understand materials. They solve their difficulties by discussing and also search other sources, while teachers only give the explanation, guidance, and more additional information when students need it.

Stephen Balkcom (1992) states that Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. This technique divides students into several small groups or teams that each group consists of students with different levels of ability. With this technique, the low level ability students who have not understand enough about materials and also feel afraid and shy to ask teachers to explain again carefully, they can ask their friends who have high level ability to explain again and help them to improve their comprehension. This technique also creates a good cooperation because students with different levels of ability have a different ways to solve the problem, so the discussion becomes more effective. Then, this technique uses a variety of learning activities that make students feel more fun, more comfort, do not get bored, and finally they understand the materials easily.

Guntur Arif Santoso (2011) states that cooperative skills so necessary in doing, such as respect other people's opinions, encourage participation, ask questions, encouraged friends to ask, taking turns and sharing tasks. By grouping the students, it makes students have the good attitudes like respect others opinion,

encourage to share their own opinion, etc. that help students to achieve better learning result.

Citing Roger (1992), Miftahul Huda (2011) stated that cooperative learning is a group learning activity organized in such a way that learning is based on the socially structured change of information between learners in group in which each learner is held accountable for their own learning and it motivates to increase the learning of others. From that definition, it can be told in another way that to increase and improve students' learning result is not only become teachers' responsibility but also it is students' responsibility. They have to work as a group in order to discuss or solve problem which is faced, so they are responsible not only to their own result but also the result of all their friends in learning process.

Citing Johnson and Johnson (1998), Miftahul Huda (2011) said that cooperative learning means "working together to accomplish shared goal." Students as the members of learning process make some effort together to solve problem and finally achieve the same goal among them and solve problem in learning process. Students work in group, work together, help each other in order to find the best way to solve problem and find the answer of problem. It is very different with the competitive learning which is every student only think about themselves to get the best result or the best score. they try to find the best way to solve the problem and improve their own ability without paying attention to others. It makes students work individually to achieve their own purpose in learning process. Citing Açıkgöz (1992, p. 246), Ali Göçer (2010:441) said "cooperative learning comprised the efforts of small groups of students, by assisting each other in

learning towards a common goal". The purpose of cooperative learning is to achieve the same or common goal for all of students and improve their ability. There is no competition among them; instead they assist each other in learning process.

In the end, the researcher concluded that cooperative learning is the approach or strategy in teaching learning process that gives more chances to students to cooperate with their friends, discuss some materials together, share their own opinion and finally gain the best comprehension for themselves.

There are many cooperative learning techniques such as Jigsaw, Think pair share, Think pair solo, snowball throwing game, CIRC (Cooperative Integrated Reading and Composition), etc. but this research will only tell deeper about the JIGSAW and CIRC.

2.2.2 JIGSAW

According to Miftahul Huda (2011:120) in the first time JIGSAW is developed by Aronson (1975). This method has two additional version, JIGSAW II (Slavin, 1989) and JIGSAW III (Kagan, 1990).

2.2.2.1. *The Definition of JIGSAW*

According to Mel Silberman (1996) Jigsaw is the technique which is used broadly and has the similarity with the group-to group exchange technique with the important difference: every student teach something. Students have the responsibility to teach something or give the explanation about material to their friends in their group.

Hisyam Zaini, et al (2008:56) stated that this method is very interesting to be used if material which is learned can be divided into several parts and those parts can be learned randomly without any certain order. This method has the advantage that makes all of students in class participate and active in learning process and also students have to teach something to their friends.

Citing Aronson et al (1978), Iain Walker and Mary Crogan (1998:382) stated that Jigsaw classroom exploits both corporation and independence in its attempt to maximize intergroup harmony and educational gain. Students in a classroom are arranged into groups which are evenly balanced according to race, ethnicity, sex, and academic ability. Students in each jigsaw group must learn a unique segment of information, which they then teach to the other members of the jigsaw group. The jigsaw group members therefore depend on one another to acquire the composite parts, which, as they are combined, constituted the entire lesson. Jigsaw is cooperative learning which emphasizes students to work group in the form of small group, as it has been stated by Fadhly (2010:22) citing from Lie (1993:73) that jigsaw is the cooperative learning that divides the students into several small groups for example a group of four or six, make the cooperation and have the responsibility for their friends in their group and also the responsibility for themselves. By using jigsaw, students have so many chances or opportunities to share their own idea, gather and share an information which improve their communication ability.

In this study, researcher used the definition from Lie (1993:73) as cited by Fadhly (2010:22) that that jigsaw is the cooperative learning that divides the students into

several small groups that make the cooperation and have the responsibility for their friends in their group and also the responsibility for themselves.

2.2.2.1. The Steps of JIGSAW Technique

Citing Aronson (1975), Miftahul Huda (2011) made the several steps of jigsaw learning:

1. Students are divided into small groups which consist of five members each group.

2. Each group is given the same big material which is divided into five parts. Every member of each group gets the different parts of the materials. For example the big material is about Narrative text which is divided into theme, characters, conflict, setting, and plot. In every group the first member learns about the theme, second member learns about the characters, etc.

3. After reading and learning their own part on their own group, they are grouped again with the members from other groups which get the same part of the materials. For example the first member of the group A, who gets the "theme" part, is grouped by the member of group B, C, etc. who get the part "theme" too. This groups which consist of the members who get the same part are called the expert group.

4. In the expert group, students discuss and work together to get the best way to understand the part of material and also how to explain it to other members of their own group.

5. Students are asked to gather again with the original group. They have to explain about their own part which has been discussed in the expert group to other members of the group.

6. After every student explains about the part which has been learned in the expert group to other members of the group, they are tested individually by teachers by using the individual quiz. The result of the individual quiz is used to measure the students' understanding about the materials.

Citing Rusman (2008), Fadhly (2010) makes the steps of the jigsaw learning:

1. Students are grouped into one until five students each group.

2. Every student is given the different part of the materials.

3. The members of all groups in the class who got and learned the same part of the materials meet in the new group which is called the expert group to discuss their own part together in order to get deeper understanding about their part.

4. After finishing the discussion as the expert, they have to back into their original group and have to explain and teach other members on the group about the part which has been learned in their own expert group.

5. Every group presents the result of the discussion in front of the class.

6. Teachers give the evaluation

According to Ali Göçer (2010:442) Students in the jigsaw learning are divided into groups of 5 - 6 per each. Each group which is given a subject is divided into smaller parts equal to the number of its members so that each student is given a section. After the students learn their own sections, they regroup, and each

member teaches his/her section to the other members of the group. They exchange questions and make sure that the subject is understood completely. Integrity is achieved by having all the group members make their presentations, so as to bring all pieces together.

According to Hisyam Zaini et al (2008:56) there are six steps on the jigsaw learning:

1. Choose the materials that can be divided into several parts.

2. Divides students into several groups according to how many parts of the materials. For example if there are 30 students in the class and the materials are divided into five parts, divides students become five groups

3. Every group is given the different materials. They have to read, discuss and understand the material on their own group.

4. Every group sends the representative to other groups to explain the material which has been discussed in their own group.

5. Back to the normal class situation, teachers ask students if there is the problem which cannot be solved in the group and discuss it together.

6. Give the students several questions to measure their comprehension individually.

According to Silberman (1996) there are five steps or procedures of jigsaw learning:

1. Choose the materials which can be divided into several segments or parts.

2. Calculate the number of the students and the parts of the materials. Divides students into several groups based on the total of the students and the parts

of the materials. For example if there are twelve students and the materials

are divided into three parts, so students are divided into three groups, four

students in each group.

3. After grouping students, make the jigsaw learning group. Every group has

the representative from each group on the class.

4. Ask every member of the jigsaw learning group to teach or explain the

material which has been learned before to other members in the jigsaw

learning group.

5. Give the explanation to whole class about the problem which cannot be

done in the group discussion.

From the last two steps of jigsaw learning stated by Hisyam Zaini et al (2008) and

from Silberman (1996), it can be concluded that those two steps are similar but

there is one difference between them. According to Hisyam Zaini et al (2008:56)

there must be the comprehension test or the questions which is given to students at

the end of jigsaw learning in order to know the understanding and the result of

students in the materials that is given in the class. However, Silberman does not

state that the comprehension test must be given to the students. It is only the

variation or additional steps to help teachers to measure the comprehension or the

understanding of students.

In this study, steps of Jigsaw from Silberman (1992) are used by the researcher.

These steps do not contain the comprehension test, it is only the additional steps

to help teachers to measure the comprehension of students.

2.2.2.3. The Advantages of Jigsaw

According to Francis Hull Adams (2013:65), there are several benefits of jigsaw technique in teaching, such as:

1. Teacher is not the sole provider of knowledge because most of the work is done by the students themselves which makes it an efficient way to learn.
2. Students take ownership in the work and achievement.
3. Revolves around interaction with peers; students are active participants in the learning process and thereby help to build inter-personal and interactive skills among students.

2.2.2.4. The Disadvantages of Jigsaw

Francis Hull Adams (2013:65) stated that there can be some obstacles when using the jigsaw technique. One common problem is a dominant student. In order to reduce this problem, each jigsaw group has an appointed leader. Students realize that the group is more effective if each student is allowed to present his or her own material before questions and comments are made. Dominance is eventually reduced because students realize it is not in the best interest of the group. Another problem is a slow student in the group. It is important that each member presents the best possible report to the group, as it is important that individuals with poor study skills do not present inferior reports to their jigsaw group. In order to reduce this problem, the jigsaw technique relies on "expert" groups. Students work with other individuals from other groups working on the same segment of the report. In this "expert" group they are given a chance to discuss

their reports and gather suggestions from other students to modify their reports as needed.

2.2.3   CIRC (Cooperative Integrated Reading and Composition)

Citing Steven and Slavin (1986:12), Muhammad Nur (2005) states integrated reading and composition including one of cooperative learning model which was originally a unified cooperative teaching reading and writing is a comprehensive program or a spacious and fully equipped for the teaching of reading and writing classes high school.

2.2.3.1. The Definition of CIRC

According to Durukan (2011:103) citing from (Açıkgöz, 1992; Yaman, 1999) cooperative integrated reading and composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.

Citing Senemoğlu, 1997; Slavin, 1980, Durukan (2011: 103) stated that CIRC technique is developed to support traditionally used "skill-based reading groups" approach. Firstly, reading groups are established in the classroom. Next, students are paired off within the groups. When the teacher works with a reading group, couples try to teach each other meaningful reading and writing skills by using reciprocal learning technique. They help each other in performing basic skill-

building activities (such as oral reading, contextual guessing, asking questions, summarizing, writing a composition based on the story, revising-correcting composition). In general, team books are published at the end of this process. Teams are rewarded for all reading and writing assignments on the basis of the average performance of group members. Thus, equal change for achievement, group support for achievement, and the performance, all basic components of cooperative learning ensure realization of personal responsibility.

Nurul Inayah (2007) stated that in CIRC technique students are grouped into heterogeneous small groups consisting of four or five students each group. In these groups students are not divided based on their sex, race, and also their intelligent level. Every group must consist of students with different intelligent level and sex. By using this cooperative learning students are hoped to improve the way they think, improve their creativity and also their social emotion.

In this study, the definition from Açıkgöz (1992) and Yaman (1999) as cited by Durukan (2011:103) is used. It stated that CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.

2.2.3.2. Components of CIRC

CIRC model according to L. Rahmawati et al (2014:3) citing from Slavin (2005: 3-4) has eight components. The eight components include:

1. Teams, namely the formation of a heterogeneous group consisting of 4 or 5 students;

2. Placement test, for example, is obtained from the average value of daily tests based on previous or grades that teachers know the strengths and weaknesses of students in a particular field;

3. Student creative, perform the task in a group to create a situation where individual success is determined or influenced by the success of the group;

4. Team study, the stage of learning actions to be implemented by the group and the teacher gives assistance to groups that need it;

5. Team leading scorer and team recognition, namely the scoring on the work group and provide criteria for the award of the brilliantly successful group and a group that is seen as less successful in completing the task;

6. Teaching group, which provides a brief matter of teachers towards group work;

7. Facts test, namely the implementation of test or quiz based on facts obtained by the students;

8. Whole-class units, namely providing a summary of the material by the teacher at the end of time learning with problem-solving strategies.

2.2.3.3. Principles of CIRC

CIRC is conducted based on the several principles in teaching and learning processes. Citing Slavin (2005:105), Asni (2012:45) mentions four principles of CIRC involving effective use of follow-up activities, oral reading, reading comprehension activities, and writing processes.

The first principle is the effective use of follow–up activities. While the teacher is working with one reading group, the other students in the class should be

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occupied with activities they can complete with minimal teacher directions.

Students work within cooperative teams on these activities, which are coordinated

with reading-group instruction, in order to meet objectives in such areas as

reading comprehension, vocabulary, decoding, and spelling. Students are

motivated to work with one another on these activities by the use of a cooperative

reward structure in which they may earn certificates or other recognition based on

the learning of all team members.

The second principle is oral reading. Oral reading is a reading aloud activity

which can increase students' ability to decode more automatically and therefore

focus more on comprehension. In CIRC, students will get more opportunities to

read aloud and receive feedback on their reading by having students read to

teammates and by training them on how to respond to one another's reading.

The third principle is enhancing reading comprehension skills. CIRC uses

cooperative teams to help students learn applicable reading comprehension skills

such as summarizing, questioning, clarifying and predicting skills. Students also

learn the critical features of texts. For example, students will learn characters,

setting, problems, and solutions in narrative texts. Students in CIRC also make

and explain predictions about how problems will be resolved and summarize main

elements of stories to one another, both of which are activities found to increase

reading comprehension. Students receive direct instruction in such comprehension

fostering strategies and metacognitive strategies.

The fourth principles are writing and language arts. It designs, implements, and

evaluates a writing-process approach to writing and language arts that would

make extensive use of peers. Peer response groups are a typical component of most writing-process models, but peer involvement is rarely the central activity. In CIRC, students plan, revise, and edit their compositions in close collaboration with teammates. Language mechanics is completely integrated with and subordinated to writing, and writing is integrated with reading comprehension instruction both by the incorporation of writing-process activities in the reading program and by the use of newly learned reading comprehension skills in writing instruction.

2.2.3.4. *Steps of CIRC (Cooperative Integrated Reading and Composition)*

Arranging the steps of CIRC to teach students is very important for teachers. The steps of CIRC are:

1. Teachers divide students into several groups consist of four until five students each group and ask students to choose their own group leader.

2. Teachers give reading materials for each group to be discussed together in the group.

3. The group leaders lead the discussion and divide the task for every member of the groups. One member reads the materials, another member identifies, and the others make some note or write down the important points. Teachers become the facilitators who help the group which is facing the difficulties.

4. The groups discuss the materials and compose the result based on the identification and their notice.

5. Every group presents the result of the discussion in front of the class.

6. Teachers review and summarize the materials and also help students to find the solution if there is a problem which cannot be done.

2.2.3.5. *The Advantages of CIRC*

There are several advantages of using CIRC in the teaching learning process. The advantages of using CIRC are:

1. CIRC will improve students' learning motivation.

2. Students are easier to understand materials because they work in group and also they can check their own task and also their friends' task in the group.

3. CIRC will improve students' ability to solve problem.

4. This technique helps students with low ability in learning process.

5. The dominance of teachers in the learning process decreases.

6. The burden of students decreases because they work together as a group.

2.2.3.6. *The Disadvantages of CIRC*

The use of CIRC also has the disadvantages, such as:

1. Requires substantial time.

2. It is difficult to set class to be quiet so that classes tend to be crowded.

2.4.4 Recout Text

Recount text is one of English text types which is taught at Senior High School. The function of recout text is to retell readers about experiences and activities which happened in the past. This part contains of deeper explanation of recount text.

2.2.4.1. *The Definition of Recount Text*

Citing Cogan (2006),Sari at al (2013:75) confirms that recount text is written to retell event with the purpose of either informing or entertaining their audience or readers. Recount text are expected to express the writer's ideas about the experience or last events focused to inform readers.

Citing Knapp and Watkins (2005:223), Sari et al (2013:75) say that recount is the simplest text type in the genre of narrating. Recount text is a only sequential text that does little more than sequence a series of events. Recount text is simpler than narrative which has the complication among the participants. It is only the sequence of events that retell the experience or event in the past, as Sari et al (2013:75) cite from Pardiyono (2007:63) said that there is no complication among the participants and that make it simpleer and different from narrative.

Karani (2008:11) stated that recount text is a text retells events for the purpose for informing and entertaining. It begins with an orientation that gives the background knowledge for the reader in order to understand about the text (i,e. Who was involved, where it happened, and whent it happened). Then, recount text unfolds with a series of events (ordered in chronological sequences). At various stages there may be some personal comment on the event which is called as reorientation. Thus, it can be concluded that recount text has the three elements: orientation or setting, events, and reorientation or concluding statement of the story. Orientation provides the setting and introduces participants, events tell the sequence of the events, and reorientation consists of summaries of the events.

In this study, the definition from Knapp and Watkins (2005:223), as cited by Sari et al (2013:75) is used. It stated that that recount is the simplest text type in the genre of narrating, it is simpler than narrative which has the complication among the participants.

2.2.4.2. *The Purpose of Recount Text*

According to New South Wales Department of School Education Curriculum Directorate (1997:24) students need to have an understanding of the purpose for reading and viewing particular texts before they commence. Teachers can assist students to clarify the purpose of reading by asking the questions:

1. *Why are you reading this text?*
2. *Are you reading for enjoyment, to retell, to answer questions, to gain information?*

Students have to know the purpose of the certain text that will be read in order to make easier to understand it. Citing Gerot and Wignell (1994:194), Sari et al (2013:75) stated that recount text is a text that retells events for the purpose of informing and entertaining. Citing Gerot and Wignell (1994:194), Sari et al (2013:76) also reveal the social function of recount is to retell events for the purpose of informing and entertaining.

Thus, it can be concluded that the purpose of recount text is to retell the reader or other people about some experience or events which has been done in the past without any complication or problem. This text is also used to entertaint the reader by retelling some interesting and important events or experience.

2.2.4.3. The types of Recount Text

Citing Derewianka (1995), Sari et al (2013:76) explains that the recount text consists of three types; they are personal recount, factual recount, and imaginative recount. First, the personal recount means to retell of activities that the writer has been personally involved in. Second, the factual recount means the text tells anbout recording the particulars of an accident. The last one is the imaginative recount, it means taking on an imaginary role and giving details of event. While Department for Education and Child Development of South Australia (2012:1) stated that there are five types of recount text, those are:

1. *Personal recount:* retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter.

2. *Factual recount:* reporting the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts.

3. *Imaginative recount:* applying factual knowledge to an imaginary role in order to interpret and recount events e.g. A Day in the Life of a Roman Slave, How I Discovered Radium.

4. *Procedural recount:* recording the steps in an investigation or experiment and thereby providing the basis for reported results or findings.

5. *Literary recount:* to retell a series of events for the purpose of entertaining.

2.2.4.4. *The Generic Structure of Recount Text*

Karani (2008:11) stated that recount text is a text retells events for the purpose for informing and entertaining. It begins with an orientation that gives the background knowledge for the reader in order to understand about the text (i,e. Who was involved, where it happened, and whent it happened). Then, recount text unfolds with a series of events (ordered in chronological sequences). At various stages there may be some personal comment on the event which is called as reorientation. Thus, it can be concluded that a recount text has three elements: orientation or setting, events and reorientation or concluding statement of the story. The orientation provides the setting and introduces participants, the events tell the sequence of the events, and the reorientation consists of summaries of the events.

Thus, it can be said that the generic structure of recount text consists of:

1. Orientation

   Introduction --- it contains the information about what, who, when, where, why, and how the events or experience happened in the past.

2. Events

   Sequence of Events --- it tells about the events which happened in the past experience sequently or chronogically. The events are written in such an order or sequence, so it can be a good experience and events in the past and can be understood by th reader.

3. Reorientation

   Ending of Story --- the end or the closing of the story which contains the conclusion or the effect which is caused by the sequence of events.

2.2.4.5. The Language Features of Recount Text

Language Features are the features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production. (http://www.australiancurriculum.edu.au/Glossary?a=E&t=language%20features retreived on November 18th 2014).

The Language features of recount text are:

- *Focus on Specific Participants* --- I, We, My family and I, My friends and I, etc.
- *Using Past Tense* --- we <u>went</u> to zoo, I <u>was</u> happy, etc.
- *Using Conjunction and Time Connectives*

  For Example: *and, but, then, when, after that, At the first day, next morning, after that, and the last day,* etc.
- *Using Adverb of Place and Time* --- *yesterday, at my house*
- *Using Action Verbs* --- *went, slept, ran, brought, etc.*
- *Chronologically* --- it's written on the certain order and it tells the event or experience from beginning until the end chronologically.

The Example of Recount Text

A Strange Year

(http://www.sendacow.org.uk/lessonsfromafrica/assets/files/Rosa-

recount.pdf retreived at November 18th 2014)

Last year, some very funny things happened to me. I wasn t expecting
any of them at the time, but when I look back on it now, I smile to
myself. My name is Rosa, by the way, and I am half Ugandan. Uganda is
a beautiful country in Africa. In fact, it s where I am now, telling this
story.
Anyway, about a year ago I became pregnant, I was so proud! The people
that I was staying with wanted me to be properly cared for. So they
kindly found me a place that was more comfortable for a mother. I was
very grateful and they even paid for me to go on the journey to the new
house. We drove carefully past lakes, plains and jungle on the way.
When I got there I was warmly greeted by what looked like the whole
village! Everyone gave me a hug and sang songs to me. I have never seen
so many happy people before! It was very noisy but extremely nice.
Next, I was shown to my spacious house with an open plan layout. The
bedroom linked right into the bathroom and the lounge, I absolutely
loved it. Excitedly, I looked around and saw that it would give me lots of
space to move in and feel at home. I happily thought to myself that this
was the nicest house I had ever lived in. I even shed a tear.
After I had moved in, the people next door came to visit and were so
good to me. They were very poor but so friendly, giving me tasty food all
the time and cleaning my house. This was a real treat, just what a
pregnant lady needs! Before long, I was ready to give birth. What a hard
job that was. It was worth it though, I had the most beautiful daughter
and I would have done anything for her. I would also have done anything
for my neighbours. So, what can I do? I thought. Well, I could let them
have some milk as I always have plenty. At that time, my daughter was
drinking milk, but even so, I was able to give my neighbours about eight
litres a day.
Over the next few weeks the neighbours still kindly looked after me,
more
hugs and pampering. Meanwhile, they drank the milk and sold any spare
at the market. I didn t mind though as I really don t get on at markets
(everyone poking and giving you funny looks). My calf grew stronger
and stronger, first drinking milk and then eating from the new crop of
vegetables and greens. The
neighbours were looking much healthier too, after drinking milk and
eating

vegetables and some of the children wore new, different clothes. Energetically, they ran and skipped around, having fun but not forgetting to do their homework, lovely children.

2.3 Framework of the Analysis

This study is a comparison study, which has the purpose to compare which is more effective to teach recount text between CIRC and JIGSAW. Below is the diagram of pretest-posttest control group design with two two treatments:

E	O_1	X_1	O_2
C	O_3	X_2	O_4

E : Experimental group

C : Control group

O_1 : experimental group pretest

O_2 : experimental group posttest

O_3 : control group posttest

O_4 : control group posttest

X1: Treatment (CIRC)

X2: Treatment (JIGSAW)
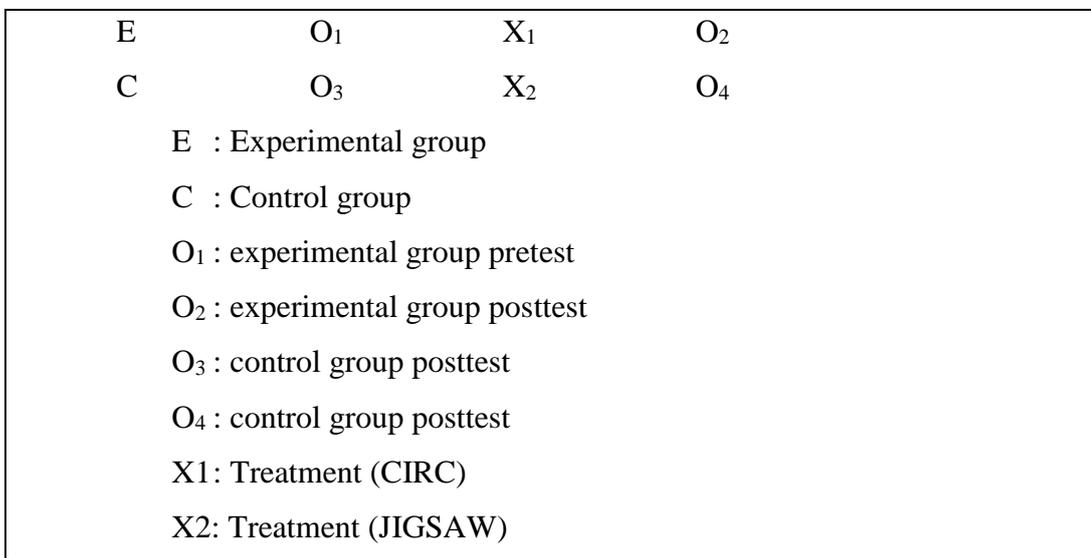
Figure 2.1 Diagram of pretest-posttest control group design with two treatments

Below is the diagram of this research processes:

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┌─────────────────────────────────────┐
│   DEFINING POPULATION AND           │
│   SAMPLE OF THE RESEARCH            │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│     PRIMARILY OBSERVATION           │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│             PRETEST                 │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│           TREATMENT                 │
└─────────────────────────────────────┘
          ╱                 ╲
         ▼                   ▼
┌──────────────────┐   ┌──────────────────┐
│ EXPERIMENTAL     │   │ CONTROL GROUP    │
│ GROUP (CIRC)     │   │ (JIGSAW)         │
└──────────────────┘   └──────────────────┘
         ╲                   ╱
          ▼                 ▼
┌─────────────────────────────────────┐
│            POSTTEST                 │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│          DATA ANALYSIS              │
└─────────────────────────────────────┘
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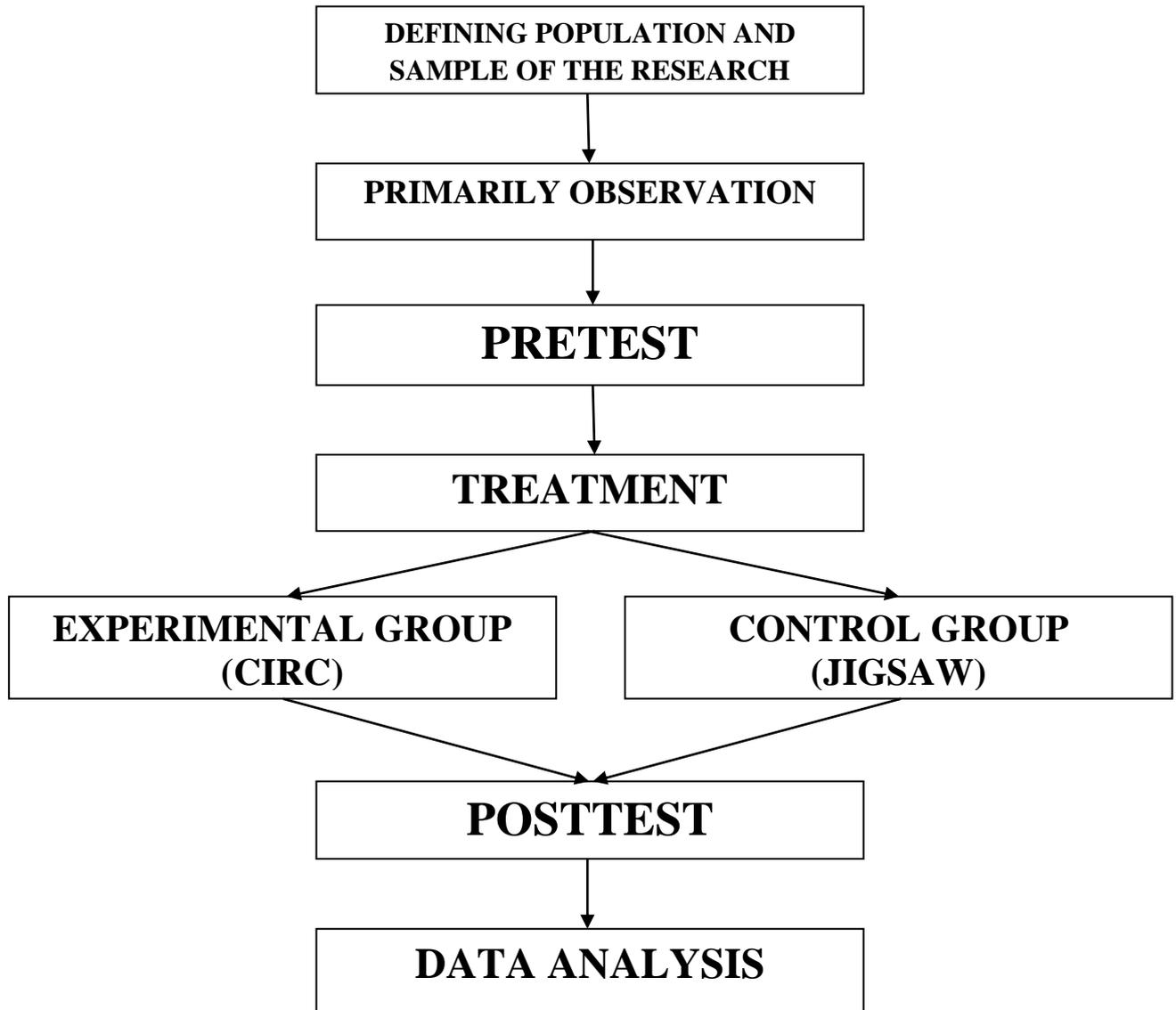
Figure 2.2 Diagram of this research processes

CHAPTER III

METHOD OF THE STUDY

This chapter is a method of the study. It consists of seven sub-chapters; they are (1) research design, (2) research object, (3) research variables, (4) hypothesis, (5) research instruments, (6) method of collecting data, and (7) method of analyzing data.

3.1 Research Design

The term "research design" refers to how a researcher puts a research study together to answer a question or a set of questions. Research design works as a systematic plan outlining the study, the researchers' methods of compilation, details on how the study will arrive at its conclusions and the limitations of the research (Kenneth W. Michael Wills: 1999). Research design is the way or the method researchers gain or collect the data and analyze the data. Data that has been collected by using particular instrument and method of collecting data are analyzed deeply by using method of analyzing the data.

A research design is a set of advance decisions that make up the master plan specifying the methods and procedures for collecting and analyzing the needed information (Amy Dyslex: 2011). Research design is the guidance or the list of the plan that is used by the researcher to collect and analyze all information that is needed to conduct the research. It is the guidance for the researcher to gain all

information that will be used to do research and make the researcher easy to analyze it effectively.

This study is a quantitative research which belongs to "True Experimental Design". Citing Tuckman (1978:130), Saleh (2013) explained about the true experimental design as follows:

There are some designs that can be called true experimental design because they provide completely adequate controls for all sources of internal validity. They represent no compromise between experimental design requirements and the nature and reality of the situation in which a study is being undertaken.

This study uses "Pretest-Posttest Control Group Design" as the research design. The pretest-posttest control group design is a research design which utilizes two groups in research; they are experimental group and control group. Both groups are given pretest and posttest, however only experimental group receives a treatment (X).

This research design controls many threats to validity or sources of bias. Citing Tuckman (1978:132), Saleh (2013) stated by utilization of a control group, which has all the same experiences as the experimental group other than the experience of the treatment itself, this design controls for history, maturation, and regression. Below is the diagram of pretest-posttest control group design:

E	O_1	X	O_2
C	O_3		O_4

E : Experimental group

C : Control group

O_1 : experimental group pretest

O_2 : experimental group posttest

O_3 : control group posttest

O_4 : control group posttest
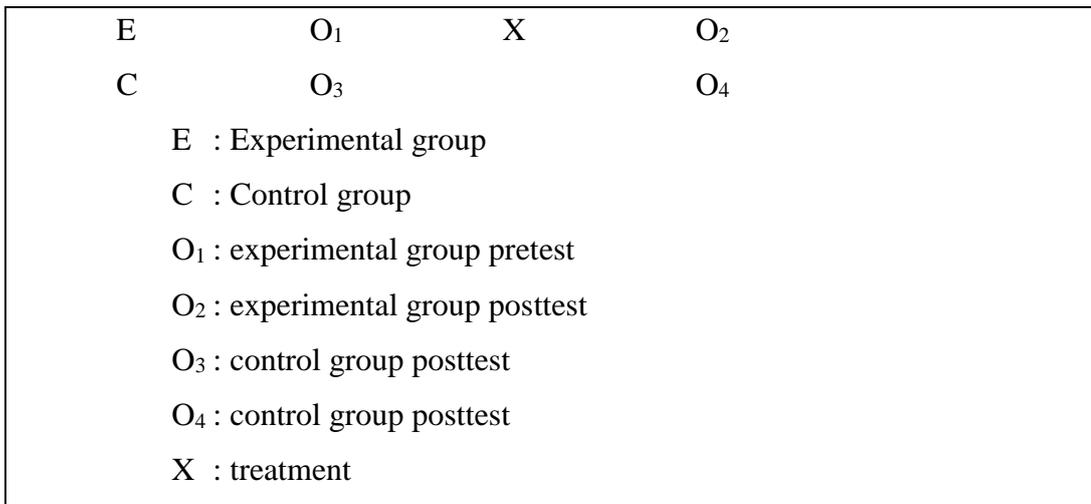
X : treatment

Figure 3.1 Diagram of pretest-posttest control group design

As can be seen from the diagram, two groups are employed in this design; one group, the experimental group, receives a treatment (X) while the second group, does not. Both groups are given a pretest and a posttest.

Because this study is a comparison study, which has the purpose to compare which is more effective to teach recount text between CIRC and JIGSAW, the design will be modified as can be seen on the diagram below.

E	O_1	X_1	O_2
C	O_3	X_2	O_4

E : Experimental group

C : Control group

O_1 : experimental group pretest

O_2 : experimental group posttest

O_3 : control group posttest

O_4 : control group posttest

X1 : Treatment (CIRC)

X2 : Treatment (JIGSAW)
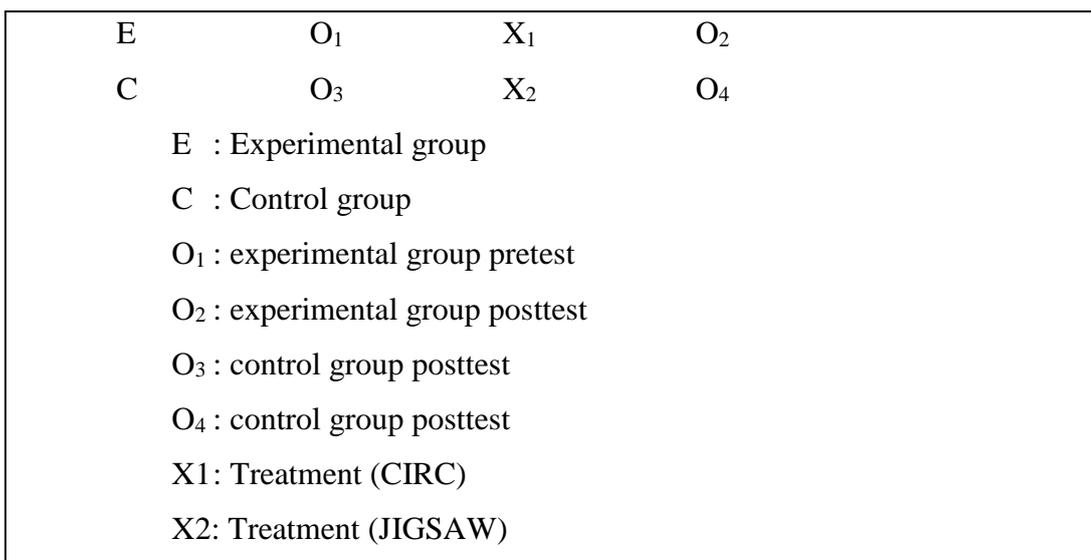
Figure 3.2 Diagram of pretest-posttest control group design with two

treatments

This design as can be seen from the diagram also gives the treatment (X2) for the control group. The treatment in this design is given for the two groups; (X1) is the treatment for the experimental group that is CIRC, while (X2) is the treatment for the control group that is JIGSAW.

3.2 Research Object

This study is conducted in SMA N 1 Pegandon in the academic year of 2014/2015. The population and sample of this study are discussed as follows:

3.2.1 Population of Study

Best (1998) stated that population is a complete set of individuals or subject having common observable characteristics. That can be called as the particular type of individuals or the groups.

Citing Tuckman (1978) from Saleh (2001:227), Rahmawati (2010) said that population is the group about which the researcher is interested in gaining information and drawing conclusions. The population is all individuals in the group that the researcher wants to observe and become the object of the research. Meanwhile, according to Rahmawati (2010) citing from Santoso and Tjiptono (2002:79) population is a group of people or objects that have similarities in one or a few things and that can make the main problems in a particular research. Population is the group of people that have the same thing that can be observed and can be concluded together. Population to be studied should be clearly defined before the study was conducted.

The definition of population of study from Santoso and Tjiptono (2002:79) as cited by Rahmawati (2010) is used. It stated that population is a group of people that have similarities in one or a few things and make the main problems in a particular research.

In this study, the researcher is interested in finding out which is more effective between CIRC and Jigsaw to teach reading materials especially recount text for the 11th grader students of SMA N 1 Pegandon in Academic Year of 2014/2015. Thus, the population of this study is 11th grader students of SMA N 1 Pegandon in Academic Year of 2014/2015.

3.2.2 Sample of the Study

After defining the population, the researcher must determine the sample of this study in reference to the population. According to Sugiyono (2010:118) sample is a representative of number and characteristics of the population. Any information and conclusion which is drawn form the sample have to be representative to the population.

In determining the sample, there are several sampling techniques which can be applied. Techniques in determining the sample according to Sugiyono (2010:119) are as follows:

Table 3.1 Sampling techniques adapted from Sugiyono (2010:119)

Probability sampling	*Nonprobability sampling*
1. Simple random sampling	1. Systematic sampling
2. Proportionate stratified random sampling	2. Quota sampling
	3. Accidental sampling
3. Disproportionate stratified random	4. Purposive sampling

	5. Total population
sampling	sampling
4. Cluster sampling	6. Snowball sampling

Best (1998) stated that sample is a small proportion selected for observation and analysis. By observing the characteristics of the sample, the researcher can make certain inference about the characteristics of the population is drawn. Sample is the small part or proportion of the population that has been drawn. Sample can become the representative of the population because it is impossible to observe all the population, so the researcher takes the small part as the representative to be observed.

Citing Saleh (2001: 33), Rahmawati (2010) states that a sample is a group of people, things, or where the data are obtained. In order to do the research, the researcher should not take the data from all individuals in the population. However, the researcher can take the data from the sample that is the small part that represents the whole population.

In this study, the researcher uses probability sampling from Sugiyono (2010:119) in determining the sample. Probability sampling is a sampling method which provides equal chance for each member of the population to be selected as sample. The advantage of probability sampling is that it guarantees that the selection process is completely randomized and without bias.. The samples of this study are the students in XI MIA 1 class and XI MIA 2 class of SMA N 2 Pegandon.

3.3 Research Variables

According to Rahmawati (2010) citing from Saul McLeod (2008) a variable is anything that can vary, i.e. changed or be changed, such as memory, attention, time taken to perform a task etc. Everything that is used by the researcher to do the research that can change something else or can be changed by something else or it can differ something are called variables.

In this research, the researcher uses two kinds of variables; those are dependent and independent variables.

3.3.1 Dependent Variable

The dependent variable is a variable that cannot be observed on its own. Brown (2005:10) stated that:

A dependent variable is observed to determine what effect, if any, the other types of variables may have on it. In the other words, it is the variable on focus - the central variable – on which other variables will act if there is any relationship. Thus, a dependent variable cannot be identified in isolation.

According to Kendra Cherry the dependent variable is the variable that is being measured in an experiment. For example, in a study on the effects of tutoring on test scores, the dependent variable would be the participants test scores.

Dependent variable is the main discussion in this research. It will be examined by searching and studying its relation with other variable. It is the result that be influenced by the independent variable.

The definition of dependent variable from Brown (2005:10) is used. It stated that dependent variable is the variable on focus and become the central variable of study.

The dependent variable of this research is the students' reading skill achievement that is refers to the students' total score of the reading test in the post-test.

3.3.2 Independent Variable

Independent variable is a researcher-defined variable. Independent is variable selected by the researcher to determine their effect on or relationship with the dependent variable (Brown, 2005:10).

Kendra Cherry states that the independent variable is the characteristic of a psychology experiment that is manipulated or changed. For example, in an experiment looking at the effects of studying on test scores, studying would be the independent variable. Researchers are trying to determine if changes to the independent variable (studying) result in significant changes to the dependent variable (the test results). This variable will be studied and it will influence other certain variable that become the main discussion.

Kendra Cherry's definition is used in this study. It stated that independent variable is the variable that is manipulated and changed.

In this research, the independent variable is the use of teaching technique that is CIRC and Jigsaw to teach recount text.

3.4 Hypothesis

A hypothesis is a suggested answer of the problems. Citing Tuckman (1978:25), Saleh (2012) states a hypotheses has the following characteristics:

1) It should conjecture upon a relationship between two or more variables.

2) It should be stated clearly and unambiguously in the form of a declarative sentence.

3) It should be testable; that is, it should be possible to restate it in an operational form that can then be evaluated based on data.

Citing Tuckman (1978:27), Saleh (2012) conclude a definition of hypotheses as follows:

A hypothesis, then, could be defined as an expectation about events based on generalization of the assumed relationship between variables. Hypotheses are abstract and are concerned with theories and concepts, while the observation used to test hypotheses are specific and are based on facts.

In this study, there are two hypotheses:

3.4.1 Experimental Hypotheses (H$_1$)

There is a significant difference between the result of CIRC and JIGSAW to teach recount text for the 11th Grader sudents of SMA N 1 Pegandon in the Academic Year of 2014/2015.

3.4.2 Null Hypotheses (H$_0$).

There is no significant difference between the result of CIRC and JIGSAW to teach recount text for the 11th Grader sudents of SMA N 1 Pegandon in the Academic Year of 2014/2015.

3.5   Research Instruments

A research instrument is a survey, questionnaire, test, scale, rating, or tool designed to measure the variable(s), characteristic(s), or information of interest, often a behavioral or psychological characteristic. Research instruments can be helpful tools to your research study (Shelley Arvin: 2012). Research instruments

are all tools that are used by researchers to collect the data. It is also used to

measure the variables, characteristics, and information that are needed to support

the research.

The term instruments refer to the data collection tools. A research instrument can

be a list of questions or questionnaire, an observation sheet, an interview guide, a

written or spoken test, and so on.

The research instruments that are used in this research are tests.

3.5.1 Test

Brown (2004:3) stated that test is method of measuring a person's ability,

knowledge or performance in a given domain. In this study, the researcher intends

to measure the students' achievement in understanding the reading materials for

both experimental group and control group. This study uses Impromptu Reading

Plus Comprehension Questions to measure the students' understanding of reading

materials.

Brown (2004:204) stated:

The traditional "Read a passage and answer some questions" technique is
undoubtedly the oldest and the most common. Virtually every proficiency test
uses the format, and one would rarely consider assesing reading without some
component of the assessment involving impromptu reading and responding
questions.

During this study the researcher conducts the test twice; pretest and posttest for

both experimental group and control group.

3.5.1.1. Pretest

According to Merriam-Webster Online Dictionary, pretest means a test to evaluate

the preparedness of students for further studies (http://www.merriam-

webster.com/dictionary/pretest retrieved on September 4, 2014). In this study, pretest is intended to measure the students' early reading materials mastery in both experimental group and control group before giving the treatment. The researcher uses Multiple Choice questions as the pretest at this study *(see appendix 9 page 125).*

3.5.1.2. Posttest

Merriam-Webster Online Dictionary defined posttest as a test given to students after completion of an instructional program or segment and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program (http://www.merriam-webster.com/dictionary/posttest retrieved on September 4, 2014). In this study posttest is used to measure the students' understanding of recount text after the treatment given. The purpose of conducting the posttest is to find out whether there is any significant differences in students' achievement between experimental group and control group or not. The researcher uses Multiple Choice questions as the pretest at this study *(see appendix 9 page 125).*

3.5.2 Treatment

Treatment is conducted after pretest has been completed. In this study, both experimental group and control group are given treatment, however the treatment are different between those two groups.

3.5.2.1. *Experimental Group Treatment*

For the experimental group, students are treated by using CIRC (Cooperative Integrated Reading and Composition) as the teaching technique. The students will be divided into several groups and every group is given the reading materials about recount text and the exmple. In every group the students have to choose one member as the leader to lead the disscussion. The leader has to break down the materials into several submaterials based on the number of member in the group and divides the submaterials for the members one by one.

3.5.2.2. *Control Group Treatment*

For the control group, they are treated by using JIGSAW as the teaching learning technique. The students will be divided into several groups which is called the main groups. Then every group is given the reading materials and they have to choose one submaterial for one student. Then they will be grouped again into according the submaterial which has been chosen which is called the expert group. By comparing the students' achievement from both experimental group and control group, the result of this study can be determine whether or not the use of CIRC to teach reading materials is effective and can be used well by the teacher in the classroom.

3.6 Method of Collecting Data

In this study the researcher uses series of steps to collect the data. The steps in collecting data are including pretest, treatment for experimental group and control group, posttest, and students' observation sheet.

3.6.1. Scoring and Grading Pretest

Pretest is conducted at the beginning of the study. The students are given the reading comprehension test in the form of multiple choice tests which contains reading comprehension passages and the questions according to the passages. The purpose of conducting pretest at the very beginning of the study is to measure students' readiness for further treatment of this study.

The students' score of pretest then is graded and analyzed statistically as starting point in determining the result and effectiveness of this study.

3.6.2. Scoring and Grading Posttest

Posttest is conducted after both experimental group and control group received the intended treatment. The posttest is also in the form of multiple choice tests which contains reading comprehension passages and the questions according to the passages. The purpose of conducting the posttest is to measure students' development after receiving the treatment.

The students' posttest score then is compared with the pretest score and analyzed statistically to determine whether or not there is the difference between the students' total score before receiving the treatment and after receiving the treatment in order to know which is more effective between Cooperative Integrated Reading and Composition (CIRC) and Jigsaw to teach recount text for the 11th grader students of SMA N 1 Pegandon.

3.7 Method of Analyzing Data

In this study, the researcher analyzes the result of the experiment by using T-test. T-test is to determine if there is any significant difference in reading comprehension mastery between the students who are taught and treated by using CIRC and the students who are treated by using JIGSAW in learning recount text. According to the result of T-test calculation, if t-value is higher than t-table, it means that there is a significant difference in reading comprehension mastery between both groups. On the other hand, if the t-value is lower than t-table, it means that there is no significant difference between both groups.

Before calculating T-test, the researcher needs to determine the mean, standard deviation, and variance for both experimental group and control group. The steps in calculating and determining the result of T-test are discussed in the following:

3.7.1 Mean

Mean or average can be calculated by adding a list of scores and then dividing by the number of scores. Mean can be determined by the following formula (Tuckman, 1978:250):

$$\overline{X} = \frac{\Sigma X}{N}$$

$\overline{X}$: mean

ΣX : sum of the individual scores

N : numbers of scores

Figure 3.3 Algebraic formula of mean adapted from Tuckman (1978:250)

3.7.2 Standard Deviation

Standard deviation is a measure of spread or dispersion of a distribution of scores.

Standard deviation can be determined with the following formula (Tuckman, 1978:251)

$$s = \sqrt{\frac{N\sum X^2 - (\sum X)^2}{N(N-1)}}$$

s : standard deviation
X^2 : square of test score
$\sum X$: sum of individual scores
N : numbers of scores

Figure 3.4 Algebraic formula of standard deviation adapted from Tuckman (1978:251)

3.7.3 Variance

Variance is the square of the standard deviation (Tuckman, 1978:252). The

algebraic formula of standard deviation is as follows:

$$s^2 = \frac{N\sum X^2 - (\sum X)^2}{N(N-1)}$$

s^2 : variance

X^2 : square of test score

$\sum X$: sum of individual scores

N : numbers of scores

Figure 3.5 Algebraic formula of variance adapted from Tuckman (1978:252)

3.7.4 T-test

T-test is a statistical test that compares two means to determine the probability

that the differences between two means is a real differences rather than a chance

difference (Tuckman, 1978:257). A worksheet for a T-test is shown in the following table:

Table 3.2 Worksheet for T-test adapted from Tuckman (1978:258)

Group	Experimental		Control	
	Pretest	Posttest	Pretest	Posttest
N				
$\bar{X}$				
s^2				

According to Tuckman (1978:259) if the t-value obtained form calculating T-test exceeds the value of t-table, it means that the null hypotheses can be rejected. The algebraic formula in determining t-value is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{(N_1-1)s_1^2 + (N_2-1)S_2^2}{N_1+N_2-2}\right)\left(\frac{N_1+N_2}{N_1 N_2}\right)}}$$

t : t-value

$\bar{X}_1$: mean of experimental group score

$\bar{X}_2$: mean of control group score

N_1 : numbers of experimental group scores

N_2 : numbers of control group scores

s_1^2 : variance of experimental group

s_2^2 : variance of control group

Figure 3.6 Algebraic formula of determining t-value

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is the final chapter of the research. It consists of two sub-chapters they are (1) conclusion and (2) suggestions.

5.1 Conclusion

According to the result of this study which has been explained in the chapter IV, the researcher makes several conclusions whic are stated as follows:

1. The researcher found some problem which are faced by students in both experimental and control group when learning reading in class. First, students do not have enough chance to interact with their friends to read and understand the reading text and also answer the questions related to the text. Second, students felt doubt to ask their teacher when they faced difficulties in learning process. so it can be said that the teaching learning process was not quite effective.

2. There is a significant difference in the achievement between the students who are taught by using CIRC and the students who are taught by using Jigsaw to teach recount text. It is proven by:

   a. The posttest mean score of experimental group is higher than the posttest mean score of control group.

   b. T-test shows that t-value (6.67) is higher than t-table (1.67). Therefore, the null hypothesis (H_0) that stated there is no significant difference between the result of CIRC and JIGSAW to teach recount text for the 11th Grader

sudents of SMA N 1 Pegandon in the Academic Year of 2014/2015 is rejected. Whereas, the working hypothesis (H_a) that stated there is a significant difference between the result of CIRC and JIGSAW to teach recount text for the 11th Grader sudents of SMA N 1 Pegandon in the Academic Year of 2014/2015 is accepted.

3. There are advantages and disadvantages from both CIRC and Jigsaw to teach recount text for eleventh grader students of SMA N 1 Pegandon in the Academic Year of 2014/2015.

5.2 Suggestions

A sophisticated and more effective way or technique of teaching reading especially teaching recount text should be applied in order to make teaching and learning process more interesting. Teachers should vary their ways in teaching recount text because sometimes students get bored with just sitting on their chair and do their own task and do not get enough chance to interact with their friends. CIRC and Jigsaw are the examples of sophisticated technique that can be chosen by teachers to teach recount text for the 11th grader students of Senior High School. However, teachers also have to choose the most appropriate technique for their own students in the class. If the number of students in the class are too big, teachers are not recommended to use Jigsaw to teach recount text because teachers will face some obstacles that will disturb the teaching learning process. Hopefully the result of this research will be useful for the readers, especially for English teachers. This research also can be a reference for the next researcher in conducting research by using CIRC and also Jigsaw.

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Appendices

SILABUS

Sekolah   **: SMA N 1 Pegandon**

Mata Pelajaran **: BAHASA INGGRIS - WAJIB**

Kelas/Semester **: X / 1-2**

Kompetensi Inti **:**

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam	**Teks *recount* tulis sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa**. *Fungsi sosial* Bekerja sama,	**Mengamati** • Siswa menyimak berbagai contoh teks recount tentang pengalaman /kegiatan /kejadian /peristiwa yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks recount • Ketepatan unsur kebahasaan: Penggunaan simple past	5 Kali Pertemuan	• <u>SUARA GURU</u> • <u>LKS dan Buku Ajar Bahasa Inggris</u> • <u>Koran/ majalah berbahasa Inggris</u>

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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peri stiwa, sesuai dengan konteks penggunaannya. 4.13.Menangkap makna dalam **teks *recount*** lisan dan **tulis** sederhana.	bertanggung jawab, teliti dan disiplin *Struktur* a. Menyebutkan tindakan/ peristiwa/kejadian secara umum b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut *Unsur kebahasaan* (1) Penggunaan Simple Past Tense Ex: We <u>went</u> to the zoo. (2) Penggunaan Kata Penghubung dan Kata Hubung Waktu Ex: *and, but, the, after that, At the first day, next morning, after that, and the last*	dan unsur kebahasaannya • Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. • Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount **Mengeksplorasi** • Siswa mencari beberapa text recount dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berkelompok siswa menganalisis teks *recount* tulis dengan fokus pada fungsi sosial, struktur, dan unsur	tense, Kata Penghubung dan Kata Hubung waktu, Kata Keterangan tempat dan kata keterangan waktu, serta penggunaan Kata kerja. **Cara Penilaian** **Unjuk kerja** • Mempresentasikan hasil kerja kelompok di depan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount **Pengamatan (observations):** Sasaran penilaian: - kesantunan saat melakukan tindakan - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian		• <u>Internet</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	day, etc. (3) Penggunaan kata keterangan tempat dan kata keterangan waktu Ex: *yesterday, two weeks ago, last summer, at my house, at my uncle's garden, etc.* (4) Penggunaan Kata Kerja Ex: *went, slept, ran, brought, etc.* *Topik* Keteladanan tentang kerja sama, daya juang, percaya diri, tanggung jawab, disiplin.	kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menuliskan hasil diskusi kelompok tentang fungsi sosial, struktur, unsur kebahasaan, gagasan pokok, informasi rinci, dan informasi tertentu dari sebuah Recount Text. • Siswa mempresentasikannya di kelas • Siswa mencari dan mengumpulkan beberapa Recount Text dari beberapa sumber sebagai bahan latihan menganalisis Recount text	menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan • Kumpulan hasil diskusi kelompok • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.		

Appendix 2

LESSON PLAN
(EXPERIMENTAL GROUP)

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama satuan pendidikan   : SMA N 1 Pegandon
Mata Pelajaran   : Bahasa Inggris
Kelas/semester   : XI/2
Materi pokok   : **Teks Recount sederhana tentang pengalaman,**
                               kejadian/peristiwa
Alokasi waktu   : 2 x 45 menit

A. Kompetensi Inti (KI)

1.   Menghayati dan mengamalkan ajaran agama yang dianutnya
2.   Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3.   Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
4.13. Menangkap makna dalam **teks *recount*** lisan dan **tulis sederhana.**

C. Indikator Pencapaian Kompetensi (IPK)

1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris dengan bersungguh-sungguh, fokus, dan memperhatikan dengan seksama selama proses belajar mengajar berlangsung.
2. Menunjukkan sikap peduli, penuh dengan tanggung jawab, mampu bekerja sama dengan baik, serta menunjukkan sikap cinta damai terhadap sesama murid dan guru selama proses belajar mengajar.
3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount tulis sederhana.
4. Mampu memahami dengan baik isi bacaan dari sebuah teks recount tulis sederhana dan memahami makna yang terkandung di dalam teks recount tulis sedrhana.

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D. Tujuan Pembelajaran

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

E. Materi Pembelajaran

Teks recount sederhana

➢ Fungsi sosial :
to tell/ to retell past events and has the purpose to inform or to entertain the reader.

Generic Structure	Text
Orientation (First text intrdoducing: Who, When, Where, etc.)	My Holiday Last holiday my family and I went to Curug Sewu Waterfalls. It is located in Patean, Kendal, Central Java. We went there by riding the rent car and my father as the driver.
Events: (Sequence of Events)	While my father was driving so seriously and carefully, we could see so many kinds of beautiful scenery. When we passed Sukorejo the air was so fresh and we saw green forest, fields and hill alongside the trip. After two hours trip, we arrived at the Curug Sewu Waterfalls. There was so crowded and full of visitors because that day was the holiday. Then all of us were getting out of the car and continuing the trip on foot and heading to the waterfalls happily. There, we felt the fresh air and felt very comfort for being in the green nature. We passed the hills and also crossed the small river which made us very tired, but our tiredness was gone immediately. After around 30 minutes on foot, we reached the waterfalls. That was so amazing to see the such kind of beautiful and wonderfull waterfalls. After that my brother, sister, and I approached the waterfalls and played near the bottom of the waterfalls. That was so cool. After spending our time in the Curug Sewu Waterfalls, we decided to go to the one of Restaurant in Sukorejo to have a lunch.
Reorientation (The closing story and also the conclusion)	Around 3.00 pm, we went home after buying some souvenirs. Tha was such a wonderful holiday. We felt very tired but of course very happy.

➢ Language Features of Recout Text
1. Focus on specific participant
2. Use action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.
4. Chronologically.

F. Metode Pembelajaran
Scientific Approach ⟶ Cooperative Learning ⟶ <u>**Cooperative Integrated Reading and Composition (CIRC)**</u>

G. Langkah-langkah pembelajaran

NO	TAHAPAN	ALOKASI WAKTU	DESKRIPSI KEGIATAN	Ket.
1	**Kegiatan Pendahuluan**	20 menit	⊕ Berdoa sebelum kegiatan belajar mengajar dimulai ⊕ Mengecek kehadiran siswa (Presensi) ⊕ Apersepsi dan motivasi ⊕ Menyiapkan alat-alat yang akan digunakan dalam kegiatan belajar mengajar ⊕ Secara lisan bertanya tentang hal-hal yang berhubungan dengan materi prasayarat ⊕ menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.	
2	Kegiatan Inti	**50**	Mengamati • Siswa menyimak berbagai contoh teks recount tentang pengalaman /kegiatan /kejadian /peristiwa yang diberikan/ diperdengarkan guru • membaca beberapa recount sederhana kegiatan/kejadian/peristiwa yang terdapat dalam buku teks atau sumber lainnya dalam kelompok 4 orang kemudian masing-masing anggota kelompok membacakan recount sederhana yang dibacanya. (Siswa melakukan proses ini berdasarkan panduan yang disiapkan guru) • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount. Menanya • Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa. Mengeksplorasi • Siswa mencari beberapa text recount dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat.	

NO	TAHAPAN	ALOKASI WAKTU	DESKRIPSI KEGIATAN	Ket.
			Mengasosiasi • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan kegiatan kejadian peristiwa dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. Mengkomunikasikan / networking • Siswa menuliskan hasil diskusi kelompok tentang fungsi sosial, struktur, unsur kebahasaan, gagasan pokok, informasi rinci, dan informasi tertentu dari sebuah Recount Text. • Siswa mempresentasikannya di kelas • Siswa mencari dan mengumpulkan beberapa Recount Text dari beberapa sumber sebagai bahan latihan menganalisis Recount text	
3	KEGIATAN AKHIR	20	• memberikan umpan balik terhadap proses dan hasil pembelajaran; *Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy the lesson today?* By the way, how do you feel to be in my class? Please write your feeling, your problem and your success during my class in your journal, • melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas kelompok • menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya	

H. Media, Alat, dan Sumber Pembelajaran

1. Media   : Power Point Presentation, gambar
2. Alat   : Laptop, LCD, kamus bahasa inggris
3. Sumber Belajar   : Suara guru, LKS dan Buku Ajar Bahasa Inggris, Koran/ majalah berbahasa Inggris, Internet.

I.   Penilaia

LEMBAR PENILAIAN SISWA

Tingkat **Perhatian, Kefokusan, dan Kesungguhan Siswa** Selama Proses Belajar mengajar

Keterangan Nilai:

5 = Siswa sangat memperhatikan, fokus, dan sangat bersungguh-sungguh untuk mengikuti pelajaran.

4 = Siswa memperhatikan dan fokus terhadap pelajaran dengan baik namun masih kurang bersungguh-sungguh.

3 = Siswa cukup memperhatikan namun masih kurang fokus dan bersungguh-sungguh dalam mengikuti pelajaran.

2 = Siswa Kurang memperhatikan, kurang fokus, dan tidak bersungguh-sungguh dalam mengikuti pelajaran.

1 = Siswa sangat tidak memperhatikan, tidak fokus, dan tidak bersungguh-sungguh saat mengikuti pelajaran.

No	Nama Siswa	1	2	3	4	5
1	Afida Arifiyani					
2	Afria Stella Islami					
3	Agnes Intan F.					
4	Akhadini N.					
5	Allifida Nuraini					
6	Anis Maghfiroh					
7	Anis Winarsih					
8	Ayu Widianingsih					
9	Dewi Kusfiyani					
10	Dini Eka Novela					
11	Fiandika Aderinanda					
12	Ika Muhimmatul					
13	Indah Nur Faizun					
14	Irmayanti					
15	Istikomah					
16	Jefri Prasetyo					
17	Lilik Fitriani					
18	M. Junawan					
19	Nadviana					
20	Nikmatul Fitriani					
21	Nunung Erwati					
22	Nur Safitri					
23	Ratih Intan S.					
24	Shafni Aulani					
25	Sindy Maya Sari					
26	Siti Manisah					
27	Siti Nurjanah					
28	Siti Nurul Nikmah					
29	Siti Salimatul F.					
30	Triyoso					
31	Ulifatul Nikmah					
32	Ulya Dwi Yuliana					
33	Wilda Indi S.					
34	Winda Esti Rahayu					

LEMBAR PENILAIAN SISWA

Tingkat **Tanggung Jawab** dan **Kerjasama Siswa** dalam Berinteraksi dengan Guru dan Sesama Siswa

Keterangan Nilai:

5 = Siswa memiliki rasa tanggung jawab yang sangat tinggi dan mampu bekerjasama dengan sangat baik.

4 = Siswa mampu bertanggung jawab dan bekerja sama dengan baik.

3 = Siswa cukup bertanggung jawab dan bekerja sama.

2 = Siswa kurang memiliki rasa tanggung jawab dan kurang bekerjasama.

1 = Siswa sama sekali tidak memiliki rasa tanggung jawab dan tidak bisa untuk bekerjasama.

No	Nama Siswa	1	2	3	4	5
1	Afida Arifiyani					
2	Afria Stella Islami					
3	Agnes Intan F.					
4	Akhadini N.					
5	Allifida Nuraini					
6	Anis Maghfiroh					
7	Anis Winarsih					
8	Ayu Widianingsih					
9	Dewi Kusfiyani					
10	Dini Eka Novela					
11	Fiandika Aderinanda					
12	Ika Muhimmatul					
13	Indah Nur Faizun					
14	Irmayanti					
15	Istikomah					
16	Jefri Prasetyo					
17	Lilik Fitriani					
18	M. Junawan					
19	Nadviana					
20	Nikmatul Fitriani					
21	Nunung Erwati					
22	Nur Safitri					
23	Ratih Intan S.					
24	Shafni Aulani					
25	Sindy Maya Sari					
26	Siti Manisah					
27	Siti Nurjanah					
28	Siti Nurul Nikmah					
29	Siti Salimatul F.					
30	Triyoso					
31	Ulifatul Nikmah					
32	Ulya Dwi Yuliana					
33	Wilda Indi S.					
34	Winda Esti Rahayu					

LEMBAR PENILAIAN SISWA

Tingkat Pemahaman Siswa untuk Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount tulis sederhana.

Choose the best answer A, B, C, or D

1. My family and I   .   .   . (visit) Gonaharjo Hot Spring last holiday.
   a. will visit   c. visited
   b. visits   d. Were visiting

2. Five years ago, my father   .   .   . (cut) down the big tree in front of our house.
   a. cutted   c. was cutting
   b. cut   d. Has cutted

3. At the beginning of this semester,our Headmaster   .   .   . (be) in Jakarta to attend the seminar.
   a. were   c. are
   b. is   d. was

4. Alex and his sister   .   .   . (be) in front of the Supermarket this morning.
   a. were   c. was
   b. are   d. Is

5. Re-arrange these sentences below into a good paragraph!
   1. After prepared ourselves, we went to Tanah Lot.
   2. We saw the beautiful sunrise together.
   3. We met so many other tourists there.
   4. First day, we visited Sanur Beach in the morning.
   5. Then, we checked in to the hotel.
   6. It was great scenery.
   a. 4 – 2 – 5 – 1 – 3 – 6
   b. 4 – 2 – 6 – 1 – 3 – 5
   c. 4 – 2 – 6 – 5 – 1 – 3
   d. 4 – 2 – 6 – 5 – 3 – 1

Rubric of Assessment

Criteria	Score
➢ All answers are correct	5
➢ Four answers are correct	4
➢ Three answers are correct	3
➢ Two answers are correct	
➢ Only one answer is correct	2
➢ All answers are wrong	1
	0

LEMBAR PENILAIAN SISWA

Tingkat Pemahaman Siswa Untuk Memahami Isi Bacaan Dari Teks Recount Tulis Sederhana

Read the Recount text below and answer the questions by choosing the best answer A, B, C, or D!

Vacation to London

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London.

They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours.

On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

Questions:

1. "<u>They</u> checked the document carefully" (Paragraph 4). The word "they" means . . .
   a. Mr. and Mrs. Richard
   b. Mr. Richard and his family
   c. The officers
   d. Cabin crews

2. Where Mr. Richard would get some Asian and European food?
   a. On the four-stars hotel
   b. In London
   c. On the third floor at four-stars hotel
   d. Heathrow Airport

3. How did they get the get the Visa?
   a. They went to the British Embassy to get visas to enter Britain.
   b. They went to the Britain.
   c. They booked fourteen days tour.
   d. They gave them news paper and magazine to read.

4. What did Mr. Richard's family do after arriving at Heathrow Airport?
   a. They arranged the transfer to a hotel.
   b. They checked the document carefully.
   c. Mr. Richard and his family collected their bags and went to London Welcome Desk.
   d. They went to Customs and Immigrations.

5. How did they open their room's door?
   a. They used key to open it.
   b. They inserted a key-card to open the door.
   c. They asked bellboy to help them.
   d. The room was on the third floor.

Rubric of Assessment

Criteria	Score
➤ All answers are correct	5
➤ Four answers are correct	4
➤ Three answers are correct	3
➤ Two answers are correct	2
➤ Only one answer is correct	1
➤ All answers are wrong	0

$$\text{Total Nilai} = \frac{5+5+5+5}{2} = \underline{\textbf{10}}$$

..........., ...2014

Headmaster   **Teacher**

....   **.................................**

Appendix 3

Teaching

Materials

RECOUNT TEXT

A. THE DEFINITION OF RECOUNT TEXT

Recount text is the one of the text types which is retelling the events or experience in the past. This text retells the events or experience which have been done in the past sequently or chronogically.

B. THE PURPOSE OF RECOUNT TEXT

Recount text has the purpose to retell the reader or other people about some experience or events which has been done in the past without any complication or problem. This text also can be used to entertaint the reader by retelling some interesting and important events or experience.

C. GENERIC STRUCTURE OF RECOUNT TEXT

    4. <u>Orientation</u>

Introduction --- it contains the information about what, who, when, where, why, and how the events or experience happened in the past.

    5. <u>Events</u>

Sequence of Events --- it tells about the events which happened in the past experience sequently or chronogically. The events are written or told in such an order or sequence, so it can be a good experience and events in the past and can be understood by th reader or listerner. In this part the reader will find several time connectives to connect the one event to next event that happened in the past, for example: *At the first day, next morning, after that, and the last day,* etc.

    6. <u>Reorientation</u>

Ending of Story --- the end or the closing of the story which contains the conclusion or the effect which is caused by the sequence of events.

D. LANGUAGE FEATURES OF RECOUNT TEXT

> *Focus on Specific Participants* --- I, We, My family and I, My friends and I, etc.
> *Using Past Tense* --- we <u>went</u> to zoo, I <u>was</u> happy, etc.
> *Using Conjunction and Time Connectives*

For Example: *and, but, then, when, after that, At the first day, next morning, after that, and the last day,* etc.

> *Using Adverb of Place and Time* --- *yesterday, at my house*
> *Using Action Verbs* --- *went, slept, ran, brought, etc.*
> *Chronologically* --- it's written on the certain order and it tells the event or experience from beginning until the end chronologically.

For example:

My trip to Borobudur Temple

Last week, I spent my vacation in Magelang; the one of the famous city in Indonesia. I went to the temple of Borobudur. My family and I went there in the morning. We went to Borobudur temple by our own car.

I had prepared everything before we went to Magelang. While we were on the car, we saw some beautiful scenery such as mountains, forests, and waterfalls as well as cars pass by. Then my family and I arrived at the Borobudur Temple at 11:00 am. There, I saw a lot of tourists. Borobudur temple is crowded on a holiday vacation. I could learn and practice to speak English with a "Bule", the term that we used to call the tourist from United States and Europe. I tried to make some conversation with one of the "Bule". His name is Dave and he came from Portugal. He is very friendly. This is the first time I spoke English with foreign tourists.

After getting tired to discover all Borobudur Temple area, we went to one of the Restaurant in Magelang to have lunch. After that, we visited "Pusat Oleh-Oleh Magelang", the

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shop that provides the hand craft, souvenir food, and also the traditional cloth from Magelang. There, I saw one beautiful small Budha Statue. I decided to buy it as souvenir from Magelang for the visitors.

At 03.00 pm we decided to go home. We arrived at home at 06.00 pm. It was a very interesting holiday for me and my family. All of us were so happy.

- ➢ The purpose: to retell the writer experience when went to Borobudur Temple with his family.
- ➢ Generic Structure:
  - Orientation: Last week, I spent my vacation in Magelang; the one of the famous city in Indonesia. I went to the temple of Borobudur. My family and I went there in the morning. We went to Borobudur temple by our own car.
  - Events: I had prepared everything before we went to Magelang. While we were on the car, we saw some beautiful scenery mountains, forests, and waterfalls as well as cars pass by. My family and I arrived at the Borobudur Temple at 11.00 am. There, I saw a lot of tourists. Borobudur temple is crowded on a holiday vacation. I could learn and practice to speak English with a "Bule", the term that we used to call the tourist from United States and Europe. I tried to make some conversation with one of the "Bule". His name is Dave and he came from Portugal. He is very friendly. This is the first time I spoke English with foreign tourists.

    After getting tired to discover all Borobudur Temple area, we went to one of the Restaurant in Magelang to have lunch. After that, we visited "Pusat Oleh-Oleh Magelang", the shop that provides the hand craft, souvenir food, and also the traditional cloth from Magelang for the visitors. There, I saw one beautiful small Budha Statue. I decided to buy it as souvenir from Magelang.
  - Reorientation: At 03.00 pm we decided to go home. We arrived at home at 06.00 pm. It was a very interesting holiday for me and my family. All of us were so happy.
- ➢ Language Feature:
  - Past Tense: I spent my vacation, I went to the temple of Borobudur, My family and I went there, We went to Borobudur, While we were on the car, we saw some beautiful scenery, My family and I arrived at the Borobudur
  - Conjunction and Time Conectives: While, After, After that, At 03.00 pm
  - Adverb of Time and Place: Last week, in Magelang, temple of Borobudur, There, 11.00 am, At 03.00 pm, at 06.00 pm
  - Action Verbs: went, saw, tried, visited, arrived

A Study Tour to Bali

I was in senior high school when at the first time I went to Bali Island. I went there with my teachers and my friends. It was a study tour actually. My teacher, my classmates, and I were in the same bus. We left our school at 7 a.m.

The journey from Semarang to Bali took a day. I was so exhausted because I had to sit along the journey. Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding. But I felt that all of my tiredness gone all of sudden when we arrived at the Sanur Beach. It was still morning; I saw a sun rise which was so beautiful. Then we were drove to the hotel to take a rest and had meals. After that, we went to the Nusa Dua Beach. There were so many activities to do there. We could play parasailing, banana boat, and so on. But I chose to go to a little island which had a lot of reptile there. There were snake, turtles, etc. The scenery was so beautiful because I was in the middle of the sea.

Next, we went to Garuda Wisnu Kencana (GWK). There were two statues which were so big. They were Wisnu and his bird, called Garuda. I was interested in its relief on the rock but, actually, I did not know the story on it. At last, we went to the Sosro Company. We learned a lot of things there from the first step till the end of making a tea. After that, we went back to Semarang.

After a very long journey, through the land and the sea, I learned something about nature and human products. Although it took a lot of my energy, I felt so happy because I spent all of my time with my friends.

Answer these following questions according to the text above!

1. When did the writer go to Bali Island?
2. Was it the second time of the writer to go to Bali Island?
3. How long was the journey from Semarang to Bali?
4. What was the first place which was visited by the writer and friends?
5. Did the writer and friends see the sunset at the first day in Bali?
6. Why were they drove to the hotel after visiting Sanur Beach?
7. What did the writer do at Nusa Dua Beach?
8. Did the writer understand the story in the relief at Garuda Wisnu Kencana?
9. What was the last place where they were visited?
10. Did the writer feel happy? Why?

My life was My Adventure

I was one of students who liked an adventure. It could be proven from the extracurricular that I took in my school for the example hiking. I really liked in doing hiking especially to reach the top of mountain. Even though I did not reach yet the top of mountain, but I had passion on it. I like hiking to the top of mountain, it was because by this adventure, I could test my adrenalin. Then, it made me more realized how beautiful the creation of God was.

In testing my adrenalin, I did any competition that was held by my school especially the competition which challenged my adrenaline. Two months ago, I followed one of competitions that were held by school that was climbing mountain side. This competition was followed by many participants. It consisted of 50 participants.

Before starting this competition, there was some preparation that might be prepared by committee. For the example, they checked all participants especially participants' health. This checking had function to identify whether the participants were suitable to follow this competition. Besides, checking all participants' health, the committee also prepared some medicine, doctors, and safety tools to climb the mountain side.

After finishing all requirements above, I was thankful for God. It was because I could follow the competition without any meaningful obstacle. Based on the result of health check of my body was so good.

At 10.00 o'clock, the competition of climbing the mountain side was started. In the beginning of this competition there was no meaningful obstacle. Everything worked well. Nevertheless, the time showed at 10:30, there was accident to one of participants. The name of the participants was Andi. When climbing the mountain side, his hand-grip toward the mountain side got loose. That condition made him could not maintain his own body. Then, the committe asked the two expert climbers to help him. He was saving. Then, the competition was ended at 13:00 o'clock and I was the 1st winner. I was so happy.

Answer these following questions according to the text above!
1. Explain what is the hobby of the writer!
2. Why did the writer like hiking to the top of the mountain?
3. When did the writer join the Climbing Mountain Side Competition?
4. How many participants who joined the Climbing Mountain Side Competition?
5. What did the committee do before starting that competition?
6. Based on the result of health check, how was the body condition of the writer?
7. When did the Committe of that competition start the competition?
8. Was there any accident in that competition? Explain it!
9. What did the committe do to help Andi?
10. Did the writer feel happy after joinning that competition? Why?

An amazing Study Tour

Last holiday, two years ago My friends and I went to study tour to Yogyakarta. We spent one day two nights there. We started on the way on 11.00 p.m.

My bus arrived on 05.00 a.m in mosque, there we prepared to first tourism site that was Borobudur temple. Then we arrived in Borobudur temple, I felt very happy , and I saw an amazing temple ever, the temple was very beautiful, and I saw people from Korea. I took many pictures there with my friends, I had lunch there with my friends and my teacher. Then, we went to the next tourism site that was Gembira Loka Zoo.

Finally, we went to buy many souvenirs in Malioboro, we bought Bakpia, T-shirts, necklace, and many more interesting stuffs for my family in my home. I think it was the best study tour, because I could see the biggest temple in the world. Then we came home on 10 p.m.

That was my unforgettable experience, I hope I can go to another tourist site in my senior high school now.

Answer the following questions according to the text above!

1. When did the writer and friends go to Yogyakarta?
2. What was the first destination of that trip?
3. What did the writer and friends do in Malioboro?
4. What did the writer think about that study tour?
5. Did the writer have a hope? Explain it!

A Page from a Girl's Diary

Tuesday, September 30th, 2008

It was takbiran night. It was also my birthday, and nothing happened. Or I had thought nothing would happen, but I was wrong.

That night, I was watching television with my family when I heard someone lit fireworks in my front yard. I peeped trough my window but could see nothing. It was very dark outside. Then I thought it had to be my cousins who lit the fireworks. Then I sat down on my sofa again and tried to concentrate on the television, however my mind raced with disappointment that no one gave something special on my birthday. I shrugged, it was almost the end of the day and I became pessimist. Five minutes later my phone beeped. It was a text from my friend asking me to come out. Wondering what was going on, I grabbed my jacket and hurried to the front door. I was surprised to see my friend brought a bag full of firework and fire drills. Next I was surprised to see my other friends come out from the darkness. One of them brought a beautiful birthday cake on her hands. Oh my God! I shrieked. Then they gave the cake to me who was too stunned to say anything. I realized I was blushing furiously because my whole family was watching.

A plain day, or I thought it was before, turned out to be one of the greatest moment in my life. I didn't even know how to describe what I felt. Happy was the simplest word.

Answer these following questions according to the text above!
1. Why did the Tuesday September 30th 2008 should become so special for the writer?
2. What happened in her front yard when she was watching the television?
3. Who lit the fireworks according to her thought at the first time?
4. What did she feel when she peeped out the window and nothing special happened?
5. What was the contain of the phone message which was received by the writer?
6. What did she see after opening the front door?
7. What did her friends bring in that night?
8. When her friends gave her a birthday cake, What did she do?
9. What did she think of that moment?
10. What was the word which could describe her feeling?

My Vacation with My Beloved Sister and Boyfriend

Last month, my sister said to me that she really wanted to go to the beach. So I promised her that the next day we would go to Maron beach in Semarang.

The next day, we prepared many things in the morning. We brought some foods and beverages, such as fried rice, chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask my boyfriend, Kiki, to join us going to the beach. He agreed to join and he came to my house. After that, we went to the beach. We went there by motorbike. It took 50 minutes to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired so we decided to eat the foods that we had brought. Next, my boyfriend and I built a very big sand castle, while my sister continued swimming. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So we stopped at a Javanese restaurant to eat something. I ordered "Gudeg", while my boyfriend and my sister ordered "Nasi Rames". After finished eating, we paid our bills. Then, we went home. We arrived at home at 6 o'clock and we were absolutely exhausted.

That was a very exhausting day, but I felt so happy because I could have a vacation with my sister and my boyfriend.

Answer the following questions according to the text above!
1. What did the writer's sister say to her last month?
2. What was the writer's promise to her sister?
3. When did they went to Maron Beach Semarang?
4. What was the preparation which was done by the writer and her sister before going to Maron Beach?
5. Did her sister ask someone else to join them to Maron Beach?
6. How did they go to Maron beach and how long the trip?
7. While the sister was continuing to swim at the sea, what did the writer do in the beach?
8. On their way home, did they drop in another place? Where?
9. What time did they arrive at home?
10. How was the writer feeling about that day? Why?

RECOUNT TEXT

WRITTEN TEXT

Read the Following Text Carefully

Pangandaran Beach

ORIENTATION

The tour to Pangandaran Beach started on holiday last semester. We decided to go to Pangandaran Beach by our motorbike. That was very interesting tour. Riding a motorbike from my hometown, Cirebon, to Pangandaran Beach with my best friends made me feel exited.

EVENTS

The tour to Pangandaran Beach began at 09.00 a.m. in the morning and it took 5 hours riding to Pangandaran Beach. There were so many story that my friends and I got when we were in the tour such as there was my friend who got lost, ran out of fuel in the middle of jungle, and so forth. But it was interesting, because it was the first moment that I ever had in touring.

We arrived at Pangandaran Beach at 02.00 p.m. and we stright to move to the beach. At beach we just lied down there to stretch our muscle because of 5 hours riding. We also had a lunch there by eating some foods that we brought from Cirebon. That was very nice moment when we shared our own food to others.

After we had enough rest, we began to explore Pangandaran Beach. We began to explore the beach and the sea by using rented boat. Then we went to dive by renting some diving equipment. We could see many coral there. We just had 2 hours to enjoy Pangandaran Beach because we had to come back to Cirebon.

RE-ORIENTATION

We came back to Cirebon at 04.00 p.m. It was impossible to ride in the night, so we just decided to stay over in our friend house in Ciamis and we started to come back in the morning. That was very nice experience that I and my friends ever had. We would never forget that moment.

Recount text is the one of the text types which is retelling the events or experience in the past. This text retells the events or experience which have been done in the past sequently or chronogically.

The Structure of the recount text consists of **ORIENTATION** which contains the information about what, who, when, where, why, and how, then **EVENTS** which tells the sequence of events, and the last is **RE-ORIENTATION** which contains the conclusion of the text.

LANGUAGE FEATURES

A. The Use of Past Tense

Read the text below carefully

Overall, the ceremony was quite elaborate. **It took about a week.** Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, **we slaughtered the pigs and buffaloes**, and then moved the corpse to face north. In this ceremony **we wore black clothes.** After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, **my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian.** The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the lakian. During the day, there were also buffalo matches. **They were great matches.** In the night, we were feasting, chanting, and dancing.

The Basic Pattern of Simple Past tense: **S + V2** and **S + Was/Were**

For Example:

➢ **It <u>took</u>** about a week.
➢ **We <u>slaughtered</u>** the pigs and buffaloes.
➢ **We <u>wore</u>** black clothes.
➢ **My uncle, my brother, and I <u>prepared</u>** the wooden puppet.
➢ **They <u>were</u>** great matches.

B. The Use of Conjucntion, Adverb of Time, and Adverb of Place

Read the text below carefully
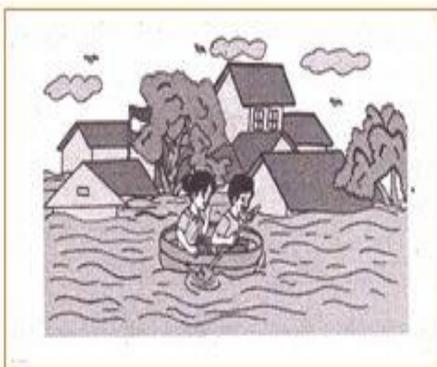
It was still raining **when** I was home. The rain did not stop and became bigger when **the night had come**. People were standing **in front of their house**, hoping that the flood would not come. **In the middle of the night**, I got news that South Purwodadi had been drowned. **The next day**, Purwodadi had become a flood area. All activities were paralyzed. No one went for work or school because the land had been covered by flood. **However**, I thanked to God for not allowing the flood entered **my house**. **Then** my house had been changed into an emergency kitchen.

It was so crowded there. My father and I tried to take a walk around **our village**. All that we could see was water and water. **At night**, the flood looked like **a beautiful ocean** with the moonlight on it. I felt as if I was one of the passengers of Titanic who was sailing on the sea.

Conjucntion, Adverb of Time and Adverb of Place

For example:

- ➢ Conjucntion: **when, then, and, but, however, after that, etc.**
- ➢ Adverb of Time: **the night had come, in the middle of the night, The next day, At night, etc.**
- ➢ Adverb of Place: **in front of their house, my house, our village, a beautiful ocean**

READING COMPREHENSION

A. Read the following text carefully and answer the questions below!

Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud. On the day of the tour, he was ready.

My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center of silversmiths and goldensmiths. After that he stopped a little while for lunch at Sukawati. My friend spent his wonderful ten days tour in Bali happily. Beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

Questions:

1. What did the writer's friend do at the first three days in Bali?

2. Where did the writer's friend stay when he arrived in Bali?

3. How many people who live in Singaraja?

4. What does the Singaraja City look like?

5. How many tours packages were selected by the writer's friend?

6. Did the writer's friend enjoy the beautiful scenery in Ubud?

7. Where did the writer's friend see the goldensmiths?

8. What did the writer's friend do after enjoying the tour in Ubud?

9. Did he go fishing in the beach?

10. How was the feeling og the writer's friend after that wonderful tour?

B. Complete the text below by using the correct words from the box!

Request	Control	Sold	Persuaded	Command
Ability	Village	Passed	Forced	Advices
Bought	Home	Patient	Experience	Told

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father **(1)** . . . an old motorcycle. That was "Honda 75". I think it was small light object and easy to ride it. I **(2)** . . . my father to teach me to ride "Honda 75".

Firstly, my father refused my **(3)** . . . and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me. He began to teach me riding the motorcycle around a field in my **(4)** . . . . My father was very **(5)** . . . to give me some directions. I was very happy when I realized my **(6)** . . . to ride a motorcycle. "Yes, I can".

One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I must **(7)** . . . through a narrow slippery street, I got nervous. I lost my **(8)** . . . and I fell to the ditch.

After that, I **(9)** . . . my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some **(10)** . . . and since that accident, I got my father's permission to ride motorcycle.

Answer the questions below based on the text above!

1.   When did the writer learn how to ride the motorcycle for the first time?

2.   Why did the writer's father finally surrender and promise to teach him?

3.   Did the writer's father teach his son to ride the motorcycle in a town?

4.   What happened to the writer when he tried to ride the motorcycle by himself?

5.   What did the writer's father do after knowing the accident?

C. Re-arrange these paragraphs below to become a good text!

My Holiday: Unpredictable but Fun

1. In the afternoon, we arrived and came in to one of my friend's house first. There, we could take some rest and had lunch together. After that, according to the plan, we had to continue our trip to go to Tlatar. But, my friend's mother asked us to take some fruit as gift. The fruit such as mangoes, rambutans and guava. It was out of our meant, but we accepted it. Of course, moreover, they could complete our provisions, right?

2. At 9 o'clock in the morning, we departed from my home and realized that the road was very crowded. Then, we decided to take freeway to save the time. For about thirty minutes later, we were out. But not arrived yet. We tried to find a store to buy some food and drink as our provisions. After we got them, we continued our trip to Boyolali. Well, it took approximately two hours to get there.

3. It was Sunday, the end of my holiday indeed, when friends of mine suddenly came to my home and picked me up. They told me that we were going to go out of town. That was unpredictable and really surprised me because there was no any confirmation before.

4. After we got a lot of gift, we went to Tlatar, a special nature park and pond in Boyolali. The way to get there was really nice, we could see the fields and woods around us with the beautiful mountain

behind them. Furthermore, we could feel the fresh air which was difficult to be found in Semarang. In Tlatar, we could swim and fishing. While some of us were swimming, the others were fishing or just enjoyed the view. We also ordered some food and drink.

5. At six, we realized that it was getting to dark, we had to back to Semarang. So, we decided to departed right away. We were very glad and enjoyed our trip together. We would never forget it.

6. The other and the last place we visited was Badhe Dam. It was big dam in Boyolali. We got there when it was getting afternoon around at five o'clock. Well, the situation there was really amazing. It was the right place to calm our self and mind. The beautiful dam with the blue sky were really a wonderful mixture of nature. We relaxed and felt calm. And did not forget to take pictures together.

D. Complete this following text by using the words on the circle!

Wonderful Beach, Parangtritis Beach

Paragtritis beach was one of beach that I ever met beside Pangandaran , and Kuta beach. I **(1)** . . . to Parangtritis beach when I was in senior high school. I went to this beach beside for finding the data for my **(2)** . . . ; it was also used to fill the spare time.

The first **(3)** . . . when I arrived in Parangtritis beach was very beautiful and very **(4)** . . . because its sea's wave was so big and the sand on that beach was so **(5)** . . . . Then my friends and I ran as fast as we can toward that beautiful sea. Nevertheless, it was very hard for us to run because my friends and I used **(6)** . . . and shoes to run on the sands. Because of it, my friends and I **(7)** . . . to put off our sandals and shoes and put them on the safe area. After that, my friend and I **(8)** . . . to the sea easily.

Then, one thing that I wanted you to know was when you would visit this beach, you might not wear shirt or skirt (clothes) in green color. It was caused by the existence of **(9)** . . . in that area about the existence of *Nyi Roro kidul,* the **(10)** . . . in that beach. That myth was about if there were people who would visit this beach, they were forbidden to **(11)** . . . clothes in

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green color. If those people didn't obey it, the people would get **(12)** . . . , or even that people would be lost in the sea and their **(13)** . . . would not be found.

From the myth above, my friends and I were not brave to wear the green cloth when we were playing in that beach. Nevertheless, if there was anybody who **(14)** . . . the green, she/he changed into other colors. Then, if we did not bring another cloth which had another color, we were no afraid. It was caused that we could find many stores which provided clothes. Besides the facility above, my friends and I also could **(15)** . . . other facilities like horse (it was used to go round the beach), surfing tools and etc. My friends and I really enjoyed that holiday.

White	Religion	Wore	Final Report	Impression
Wear	Bodies	Sandals	Ran	Extraordinary
Enjoy	Went	Glasses	Master	Ride
Decided	Clothes	Bad luck	Neglacted	Myth

Answer the questions below based on the text above!

1. Why did the writer tell that Parangtritis is the beautiful and extraordinary beach?

2. What did the writer and friends do when ran on the sand?

3. Describe about the myth at the Parangtritis Beach according to the text above!

4. Mention the facilities of the Parangtritis Baech according to the text above!

5. Did they enjoy the holiday?

A. Choose the best answer A, B, C, D, or E

Text 1: Item number 1-5

My Trip to Borobudur Temple

Last week, I spent my vacation in Yogyakarta; one of the famous city in Indonesia. I went to Borobudur Temple.

My family and I went there in the morning by our own car. I had prepared everything before we went to Yogyakarta. While we were driving, we could see some beautiful scenery such as mountains, forests, and waterfalls along the street. My family and I arrived at the Borobudur Temple at 4:30 pm. There, I saw a lot of tourists. Borobudur temple is crowded on a holiday vacation. I could learn and practiced speaking English with a foreigner who had the different language to me. His name is Paul; he came from Australia. He was very friendly. This was the first time I spoke English with the foreigner.

We returned at 22:30 at night. It was a very interesting holiday for me and my family. We were so happy spent our time to visit some wonderful places such as Borobudur Temple.

1. When did the writer and his family go to Yogyakarta?
   a. Last holiday.　　　　c. Last week.
   b. At 4:30 pm.　　　　d. At 22:30 at night.

2. What were the writer and his family doing while they were driving to the Borobudur Temple?
   a. They were sleeping.
   b. They were enjoying the scenery.
   c. They were visiting mountain, forest, and waterfalls.
   d. They were talking to foreigner.

3. What did the writer do in the Borobudur Temple?

    a. He watched the people who gathered at Borobudur Temple.

    b. He talked to to his cousin, Paul.

    c. He learned about Australia.

    d. He learned how to speak English to foreigner who had different language to him.

4. " . . . he came from Australia." (Paragraph 2) The underlined word refers to . . .

    a. the foreigner   c. the writer's cousin

    b. the writer's brother   d. visitor from Yogyakarta

5. Did they feel happy after visiting Borobudur Temple?

    a. Yes, they do.

    b. Yes, they did.

    c. No, they didn't.

    d. Yes, they were.

Text 2: Item number 6-10

My Busy Holiday

On April 16th, 2010, I thought that day would be a great holiday for me because that day was the holy day for Hindhu people. I was so tired about the study at school, so I guessed that time I could get full refreshing. However, the fact said the other way.

First like an ordinary daughter, I had to get up early in the morning helping my mother, of course after I prayed. Then I did my chores, cleaned up my room, and washed the clothes. I was really in danger if my mom knew that my room was messy, so I made it as soon as possible. Second, my aunts called me in the afternoon. I did not meet them for a long time, so I spent hours to talk and share with them. After that, suddenly my neighbour visited me. She asked me to help her finishing her homework. At last, the time was running and I just remembered that I had a lot of homework. I got mad, confused and regretful why I did not check my homework before. Therefore, I did my homework until 2:00 a.m. the next morning.

I did not feel this was holiday instead of I had to work hard and had to finnish my homework.

6. Why did the writer have the holiday on April 16th 2010?

    a. Because she was busy.

    b. Because that day was the holy day for Hindu people.

    c. Because that day the school was closed.

    d. Because she was sick on that day.

7. What did she expect from her holiday at the first tim?

    a. She expected to finnish her homework.

    b. She expected to help her neighbour.

    c. She expected to have some good refreshing after studying hard at school.

    d. She expected to share with her aunts.

8. What did the writer do after finnishing her praying?

    a. She did chores, cleaned up her room, and also washed the clothes.

    b. She talked to her aunts for hours.

    c. She helped her neighbour.

    d. She helped her mother.

9. " . . . so I made **it** as soon as possible." (Paragraph 2) The underlined word refers to . . .

    a. cleaning up her room.   c. praying

    b. helping her mother.   d. washing the clothes.

10. Did the writer get the good refreshing from her holiday as she was expected?

    a. Yes, she did.

    b. No, she didn't.

    c. No, she was not.

    d. No, he didn't.

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Text 3: Item number 11-14

Camping at Mount Ungaran

Two months ago, my friends and I went camping in the mountain Ungaran. We reached the camping ground as we walked for about a two hours from the parking lot.

We built the camp next to the rocks and trees. then it was getting dark and cold, so we built a bonfire in front of our camp. The next day, we spent our time observing plantation and insects while the girls were preparing food for lunch together. In the afternoon we went to the river and caught a fish for dinner. At night, we held a bonfire night. We were singing, dancing, reading poetry, having fun, playing magic tricks, and even some of us were doing standup comedy and highly entertaining us all to laugh.

On Monday, we packed our bags and got ready to go home. That was so amazing experience at Mount Ungaran.

11. What did the writer and his friends doing on their holiday?

   a. They went to Ungaran.

   b. They made the bonfire in front of their house.

   c. They went camping in the Mount Ungaran.

   d. They were observing plantation at the garden.

12. Why did they build the bonfire in front of their camp at the first day?

   a. Because they wanted to get warmer and more light.

   b. Because they would make some dinner.

   c. Because they were afraid of wild animals.

   d. Because they built the camp next to the rocks and trees.

13. What were they doing to entertain themselves in the second night?

   a. They were sleeping in the camp.

   b. They were eating the fish.

c. They were packing their bags.

d. They were doing some funny activities.

14. According to the writer how was the camping at Mount Ungaran?

    a. It was so tiring.   c. It was so amazing.

    b. It was very boring.   d. It was frightening.

15. Re-arrange the paragraphs below into the good text!

PANGANDARAN BEACH

1. At beach we just lied down there to stretch our muscle because of 5 hours riding. We also had a lunch there by eating some foods that we brought from Cirebon. That was very nice moment when we shared our own food to others.

2. The tour to Pangandaran Beach started on holiday last semester. We decided to go to Pangandaran Beach by our motorbike. That was very interesting tour. Riding a motorbike from my hometown, Cirebon, to Pangandaran Beach with my best friends made me feel exited.

3. We came back to Cirebon at 04.00 p.m. It was imposible to ride in the night, so we just decided to stay over in our friend house in Ciamis and we started to come back in the morning. That was very nice experience that I and my friends ever had. We would never forget that moment.

4. The tour to Pangandaran Beach began at 09.00 a.m. in the morning and it took 5 hours riding to Pangandaran Beach. There were so many story that my friends and I got when we were in the tour such as there was my friend who got lost, ran out of fuel in the middle of jungle, and so forth. But it was interesting, because it was the first moment that I ever had in touring. We arrived at Pangandaran Beach at 02.00 p.m. and we stright to move to the beach.

5. After we had enough rest, we began to explore Pangandaran Beach. Started by exploring the beach, and the sea using rented boat. Then we went to dive by renting some diving equipment. We could see many coral there. We just had 2 hours to enjoy Pangandaran Beach because we had to come back to Cirebon.

    a. 2 – 4 – 1 – 5 – 3   c. 2 – 4 – 3 – 1 – 5

    b. 2 – 4 – 5 – 1 – 3   d. 2 – 4 – 1 – 3 – 5

B. Answer the questions below correctly!

Text 4: Item number 16-18

The Terrible Sunday

1   Last week was a terrible day for me. My cousins and I were playing football in front of my neighbour's house to spend our spare time.

First, it was really fun until I kicked the ball too strong, so the ball hit the window and broke the window. When we wanted to escape, the owner of the house came out

5   of the fence, she yelled at us. We were very afraid of her, but we didn't know what   to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the frightening sound. Then we knew that home owners allowed her dog to chase us. Then, we were struggling to run as fast as we can. But, I fell down so the dog managed to reach me and bit my leg. My leg was injured. Then the dog ran back into

10 the house.

My cousins took me to the doctor and told my parents. In the end, the doctor said that I was exposed to rabies. Then I was hospitalized for one week more. That was a terrible day of the week for me, I hoped the next Sunday there is no problem

11   anymore.

16. What did they do when the dog was chasing them?

17. "Then we knew that home owners allowed her dog to chase **us**." (Line 7). The word "us"

means . . .

18. What did the docter say to the writer?

Text 5: Item number 19-20

Last holiday my family and I went to Semarang. We visited my father's friend house. It had a beautiful garden and several trees which made the air became so fresh.

After staying at the house for a while, my father's friend brought My family and I to visit the Semarang Zoo or usually called "Taman Margasatwa Semarang". He also brought his wife and two children. At 11.00 am we arrived at the Semarang Zoo. In that place I could see many kinds of wild animals which I have never seen before directly such as Lions, Bengal Tigers, Snakes, and many kinds of excotic birds. We were so exciting in that place. I didn't forget to take a picture of that wild and rare animals by using my handphone. Then, at 12.30 pm we decided to take pray in the mosque there and after that we had a lunch. We ate the meals which had been brought and

prepared from my father's home. After finnishing our lunch, we went back to my father's house for taking a nap.

Finally, at 5.00 pm my family and I decided to go home. Before going home, we didn't forget to say thank you to my father's friend and his family for their hospitality. My family and I was so happy that day.

19. What did the Father's friend house look like?

20. Why were they so exciting to be in Semarang Zoo?
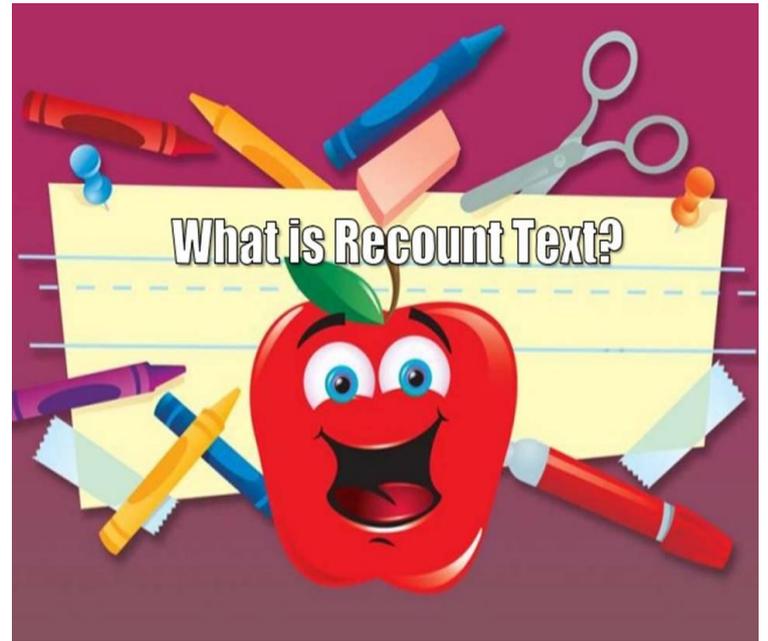
Recount

A recount tells us about something that has happened. It is written for someone who wants to know what has happened. It is written in chronological order.

THE DEFINITION OF RECOUNT TEXT

Recount text is the one of the text types which is retelling the events or experience in the past. This text retells the events or experience which have been done in the past sequently or chronogically.

THE PURPOSE OF RECOUNT TEXT

➢ Retell the reader or other people about some experience or events which has been done in the past without any complication or problem.

➢ ENTERTAINT THE READER BY RETELLING SOME INTERESTING AND IMPORTANT EVENTS OR EXPERIENCE.

GENERIC STRUCTURE OF RECOUNT TEXT

ORIENTATION
(INTRODUCTION)

THE INFORMATION ABOUT WHAT, WHO, WHEN, WHERE, WHY, AND HOW THE EVENTS OR EXPERIENCE HAPPENED IN THE PAST.

Sunrise on western Lake Superior

EVENTS
(SEQUENCE OF EVENTS)

The events which happened in the past experience sequently or chronogically. The events are written in such an order or sequence, so it can be a good experience and events in the past and can be understood by th reader.

Sunrise on western Lake Superior

REOREINTATION
(ENDING OF THE STORY)

THE END OR THE CLOSING OF THE STORY WHICH CONTAINS THE CONCLUSION OR THE EFFECT WHICH IS CAUSED BY THE SEQUENCE OF EVENTS.

Sunrise on western Lake Superior

OUR VACATION TO SENDANG SIKUCING BEACH

Last Sunday, Tony, Agus, Putri, Dewi, Sinta, and I spent our spare time to visit Sendang Sikucing Beach. It located in Rowosari Kendal. We went there at 05.00 am by using three motorcycles. We went so early because we wanted to see the sunrise at the beach and avoided the traffic jam.

ORIENTATION

The trip was about one hour and finally we arrived at the beach. As we have expected, we could see the sunrise from there. That was so amazing I thought. After enjoying the wonderfull sunrise we decided to swam at the see. The water was not too cold but quiete warm and felt so comfort. After finnishing our swimming, we took a bath and changed our clothes. Next, we bought "jagung rebus" as the meals. We enjoyed our meals and also enjoyed the beautiful scenery of Sendang Sikucing Beach and its fresh air. At 9.00 am we were heading to the Rowosari Traditional Market and dropped in at the one of "Warung Makan" to have a breakfast.

EVENTS

After enjoying our holiday there, we also dropped in Weleri market to buy some souvenirs. At 10 o'clock, we decided to go home. That was so wonderful and fantastic holiday.

RE-ORIENTATION

Holiday in the Jakarta city

Orientation

Last holiday, I went to my brother's home in Jakarta city. I went to Jakarta city with my father. We went to jakarta city by the train. Jakarta city was very interesting, but the atmosphere was too hot for me.

Event 1

A few day later, my brother and I went to the zoo in the Jakarta city. We went to the zoo by taxi. The zoo was very crowded. There were many traders. After bought the ticket, we went to see the animal in the zoo.

Event 2

First, I saw many pelican birds. They were very hungry, so the zoo keeper feed the bird. Then I saw many deer eaten many hay. In the same cage I saw ostrich. It was very big. It cant flew but can ran very fast. Its stomach was very big too. After that, we went to take the boat that the skin like a goose.

Reorientation

Before went to home, we bought some drink and food. We rested in a restroom. I was very happy at this holiday. I hoped the next holiday would be good too.

Appendix 4

ATTENDANT LIST

(EXPERIMENTAL GROUP)

Kelas   : XI-MIA 1   **Semester : 1 (Satu)**

NO	N A M A	Meetings							
		Pretest	1	2	3	4	5	Posttest	
1	Afida Arifiyani								
2	Afria Stella Islami								
3	Agnes Intan F.								
4	Akhadini N.								
5	Allifida Nuraini								
6	Anis Maghfiroh								
7	Anis Winarsih								
8	Ayu Widianingsih								
9	Dewi Kusfiyani								
10	Dini Eka Novela								
11	Fiandika Aderinanda								
12	Ika Muhimmatul								
13	Indah Nur Faizun								
14	Irmayanti								
15	Istikomah								
16	Jefri Prasetyo								
17	Lilik Fitriani								
18	M. Junawan								
19	Nadviana								
20	Nikmatul Fitriani								
21	Nunung Erwati								
22	Nur Safitri								
23	Ratih Intan S.								
24	Shafni Aulani								
25	Sindy Maya Sari								
26	Siti Manisah								
27	Siti Nurjanah								
28	Siti Nurul Nikmah								
29	Siti Salimatul F.								
30	Triyoso								
31	Ulifatul Nikmah								
32	Ulya Dwi Yuliana								
33	Wilda Indi S.								
34	Winda Esti Rahayu								

Appendix 5

ATTENDANT LIST

(CONTROL GROUP)

Kelas   : XI-MIA 2   **Semester : 1 (Satu)**

NO	N A M A	Meetings							
		Pretest	1	2	3	4	5	Posttest	
1	Ana Maulidatul Izza								
2	Aris Fahrur H.								
3	Asih Alfiyani M.								
4	Awanda Zulfa N. F.								
5	Istikmalia								
6	Dwi Cahyani								
7	Dwi Hermawanto								
8	Dyah Kusumaningtyas								
9	Erika Dwi Ayuriska								
10	Felach Aunur K.								
11	Firstiyan Yulia A.								
12	Inayatul Maftuchah								
13	Kharisma Dewi								
14	Khrisna Ayu A.								
15	Lulu Afidati Z.								
16	M. Arif Wibowo								
17	M. Eko Fendyanto								
18	M. Nowaf Azizi								
19	Mus'ab I'frani A.								
20	Muslimah								
21	Niki Febriyani								
22	Nila Fitriyah								
23	Niyatun Amaliyah								
24	Nur Hidayah Wahyu L.								
25	Retno Dwi W.								
26	Riski Rahmawati								
27	Rokhmaniah								
28	Siti Fitriana								
29	Siti Nurul Fuadah								
30	Siti Rifkhatun Nadziroh								
31	Suci Nowidasari								
32	Wilda Miladiyah								
33	Yega F.								

Appendix 6

English MID Term Test Score Sheet

DINAS PENDIDIKAN
SMA NEGERI 1 PEGANDON
Alamat: Jalan Raya Putat – Pegandon   (0294) 388482 Kode Pos: 51357

DAFTAR NILAI UJIAN TENGAH SEMESTER
MATA PELAJARAN BAHASA INGGRIS

Kelas   : XI MIA 1   Semester : 1(Satu)

No	Nama Siswa	Skor
1	Afida Arifiyani	82
2	Afria Stella Islami	86
3	Agnes Intan F.	80
4	Akhadini N.	90
5	Allifida Nuraini	68
6	Anis Maghfiroh	72
7	Anis Winarsih	88
8	Ayu Widianingsih	74
9	Dewi Kusfiyani	66
10	Dini Eka Novela	96
11	Fiandika Aderinanda	70
12	Ika Muhimmatul	80
13	Indah Nur Faizun	62
14	Irmayanti	66
15	Istikomah	72
16	Jefri Prasetyo	88
17	Lilik Fitriani	92
18	M. Junawan	86
19	Nadviana	94
20	Nikmatul Fitriani	72
21	Nunung Erwati	60
22	Nur Safitri	90
23	Ratih Intan S.	74
24	Shafni Aulani	76
25	Sindy Maya Sari	82
26	Siti Manisah	78
27	Siti Nurjanah	66
28	Siti Nurul Nikmah	62
29	Siti Salimatul F.	64
30	Triyoso	94
31	Ulifatul Nikmah	76
32	Ulya Dwi Yuliana	88
33	Wilda Indi S.	68
34	Winda Esti Rahayu	80
	Rata-Rata	77,71

DAFTAR NILAI UJIAN TENGAH SEMESTER
MATA PELAJARAN BAHASA INGGRIS

Kelas   : XI MIA 2   Semester : 1(Satu)

No	Nama Siswa	Skor
1	Ana Maulidatul Izza	84
2	Aris Fahrur H.	88
3	Asih Alfiyani M.	80
4	Awanda Zulfa N. F.	74
5	Istikmalia	84
6	Dwi Cahyani	92
7	Dwi Hermawanto	86
8	Dyah Kusumaningtyas	64
9	Erika Dwi Ayuriska	86
10	Felach Aunur K.	96
11	Firstiyan Yulia A.	70
12	Inayatul Maftuchah	62
13	Kharisma Dewi	94
14	Khrisna Ayu A.	76
15	Lulu Afidati Z.	80
16	M. Arif Wibowo	60
17	M. Eko Fendyanto	60
18	M. Nowaf Azizi	66
19	Mus'ab I'frani A.	82
20	Muslimah	74
21	Niki Febriyani	98
22	Nila Fitriyah	76
23	Niyatun Amaliyah	88
24	Nur Hidayah Wahyu L.	82
25	Retno Dwi W.	68
26	Riski Rahmawati	80
27	Rokhmaniah	82
28	Siti Fitriana	64
29	Siti Nurul Fuadah	74
30	Siti Rifkhatun Nadziroh	82
31	Suci Nowidasari	96
32	Wilda Miladiyah	74
33	Yega F.	66
	Rata-Rata	78,42

DAFTAR NILAI UJIAN TENGAH SEMESTER
MATA PELAJARAN BAHASA INGGRIS

Kelas   : XI MIA 3   Semester : 1(Satu)

No	Nama Siswa	Skor
1	Abdur Rouf	66
2	Achmad Choerudin	78
3	Aeni Latifah	68
4	Agil Muhammad Firmansyah	90
5	Ahmad Rif'an Hanifuddin	80
6	Akhmad Munadiyan	60
7	Alfin Mukhlis	82
8	Alvin Pradana	98
9	Azis Fajar Kusuma	94
10	Dani Widyanto	86
11	Desi Arifian Purwaningtyas	88
12	Dian Syifaul Khusna	86
13	Fidhari Apriastuti	88
14	Firman Bintang Berlian Muzab	68
15	Ida Islamiyah	92
16	M. Aris Muzaki	72
17	M. Ehsan Ferdian	78
18	M. Noval	82
19	Muniroh	70
20	Nia Fridawati	74
21	Niswatun Amalia	80
22	Nor Aliyah	94
23	Novia Ayu Dewi	86
24	Nur Wakhidiah	62
25	Ranti Ratnasari	84
26	Rizki Amalia	82
27	Rusmiani	84
28	Siti Masruroh	76
29	Siti Prasetyani	70
30	Siti Sulastri	60
31	Soraya	76
32	Wahyu Dias Kusuma Dewi	64
	Rata-Rata	78,69

DAFTAR NILAI UJIAN TENGAH SEMESTER
MATA PELAJARAN BAHASA INGGRIS

Kelas   : XI IIS 1   Semester : 1(Satu)

No	Nama Siswa	Skor
1	Abdul Qohar	82
2	Achmad Zaidi	70
3	Adelia Yunia Rahma	66
4	Ani Islamiah	86
5	Anis Kumalasari	74
6	Aprilia Shinta Dewi	60
7	Chaerul Fatah	86
8	Chintia Dewi Larasati	82
9	Cindi Damayanti	88
10	Dina Novitasari	68
11	Eko Kurniawan	74
12	Evi Puspita	90
13	Fitria Arum Sari	74
14	Fitria Safitri	62
15	Galang Sasongko	72
16	Heni Dwiyani	70
17	Henni Puspa Sari	80
18	Herry Setiawan	60
19	Inayatul Mutmainah	70
20	Indah Nurcahya	84
21	Indina Nurmalita	88
22	Izatul Fatimah	98
23	Lina Yuliani	68
24	Muhammad Faizal	72
25	Muhammad Wisnu Anggara	78
26	Maya Khoirul Ilmi	66
27	Miftahul Jannah	84
28	Nia Suciati	92
29	Rissa Saraswati	64
30	Siti Akhadiah	82
31	Siti Nurmala	66
32	Yunia Dewi	68
	Rata-Rata	75,75

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PEMERINTAH KABUPATEN KENDAL
DINAS PENDIDIKAN
SMA NEGERI 1 PEGANDON
Alamat: Jalan Raya Putat – Pegandon   (0294) 388482 Kode Pos: 51357

DAFTAR NILAI UJIAN TENGAH SEMESTER
MATA PELAJARAN BAHASA INGGRIS

Kelas   : XI IIS 2   Semester : 1(Satu)

No	Nama Siswa	Skor
1	Afifatul Karimah	88
2	Ahmad Luthfi	60
3	Amalia Ekasari	82
4	Anisa Dwi Utami	76
5	Annisa Qurrotul Ilmi	66
6	Cahyo Dwi Putro	82
7	Chandra Nugraha	78
8	Citra Nurul Qomari	90
9	Fandi Nur Ihsan	68
10	Hartati Indriyanti	62
11	Hesti Widyawati	82
12	Ida Fuadah	84
13	Intan Nurmala	66
14	Karlina Nisfu Laili	84
15	Kartika Suci Ningsih	68
16	Khoirul Huda	84
17	Marisa Arfiani	60
18	Nita Febriani	96
19	Niza Fitriani	64
20	Puspita Nur Azizah	78
21	Putri Yuliani	70
22	Rita Aulia	66
23	Siti Manisah	80
24	Siti Murdayani	78
25	Siti Yuliyani	62
26	Tiara Dewi Kumala	88
27	Tutik Wardani	60
28	Ulfa Mayasari	82
29	Windi Setiyani	88
30	Zaenal Setiyaki	68
31	Zulfa Ayu Utami	72
	Rata-Rata	75,23

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Appendix 7

LIST OF STUDENTS OF EXPERIMENTAL GROUP

(CLASS XI MIA 1)

No	CODE	NAME
1	E-1	Afida Arifiyani
2	E-2	Afria Stella Islami
3	E-3	Agnes Intan F.
4	E-4	Akhadini N.
5	E-5	Allifida Nuraini
6	E-6	Anis Maghfiroh
7	E-7	Anis Winarsih
8	E-8	Ayu Widianingsih
9	E-9	Dewi Kusfiyani
10	E-10	Dini Eka Novela
11	E-11	Fiandika Aderinanda
12	E-12	Ika Muhimmatul
13	E-13	Indah Nur Faizun
14	E-14	Irmayanti
15	E-15	Istikomah
16	E-16	Jefri Prasetyo
17	E-17	Lilik Fitriani
18	E-18	M. Junawan
19	E-19	Nadviana
20	E-20	Nikmatul Fitriani
21	E-21	Nunung Erwati
22	E-22	Nur Safitri
23	E-23	Ratih Intan S.
24	E-24	Shafni Aulani
25	E-25	Sindy Maya Sari
26	E-26	Siti Manisah
27	E-27	Siti Nurjanah
28	E-28	Siti Nurul Nikmah
29	E-29	Siti Salimatul F.
30	E-30	Triyoso
31	E-31	Ulifatul Nikmah
32	E-32	Ulya Dwi Yuliana
33	E-33	Wilda Indi S.
34	E-34	Winda Esti Rahayu

Appendix 8

LIST OF STUDENTS OF CONTROL GROUP

(CLASS XI MIA 2)

No	CODE	NAME
1	C-1	Ana Maulidatul Izza
2	C-2	Aris Fahrur H.
3	C-3	Asih Alfiyani M.
4	C-4	Awanda Zulfa N. F.
5	C-5	Istikmalia
6	C-6	Dwi Cahyani
7	C-7	Dwi Hermawanto
8	C-8	Dyah Kusumaningtyas
9	C-9	Erika Dwi Ayuriska
10	C-10	Felach Aunur K.
11	C-11	Firstiyan Yulia A.
12	C-12	Inayatul Maftuchah
13	C-13	Kharisma Dewi
14	C-14	Khrisna Ayu A.
15	C-15	Lulu Afidati Z.
16	C-16	M. Arif Wibowo
17	C-17	M. Eko Fendyanto
18	C-18	M. Nowaf Azizi
19	C-19	Mus'ab I'frani A.
20	C-20	Muslimah
21	C-21	Niki Febriyani
22	C-22	Nila Fitriyah
23	C-23	Niyatun Amaliyah
24	C-24	Nur Hidayah Wahyu L.
25	C-25	Retno Dwi W.
26	C-26	Riski Rahmawati
27	C-27	Rokhmaniah
28	C-28	Siti Fitriana
29	C-29	Siti Nurul Fuadah
30	C-30	Siti Rifkhatun Nadziroh
31	C-31	Suci Nowidasari
32	C-32	Wilda Miladiyah
33	C-33	Yega F.

Appendix 9

Instrument Pretest and Posttest

A. Choose the best answer A, B, C, or D

Text 1: Item number 1- 5

Our Trip to Semarang

1   Last holiday my family and I went to Semarang. We visited my father's friend house. It had a beautiful garden and several trees which made the air became so fresh.
   After staying at the house for a while, my father's friend brought My family and I to visit the Semarang Zoo or usually called "Taman Margasatwa Semarang". He also
5   brought his wife and two children. At 11.00 am we arrived at the Semarang Zoo. In that place I could see many kinds of wild animals which I have never seen before directly such as Lions, Bengal Tigers, Snakes, and many kinds of excotic birds. We were so exciting in that place. I didn't forget to take a picture of that wild and rare animals by using my handphone. Then, at 12.30 pm we decided to take pray in
10   the mosque there and after that we had a lunch. We ate the meals which had been brought and prepared from my father's home. After finnishing our lunch, we went back to my father's house for taking a nap.
   Finally, at 5.00 pm my family and I decided to go home. Before going home, we didn't forget to say thank you to my father's friend and his family for their
15   hospitality. My family and I was so happy that day.

   1. What did the writer do last holiday?
      a.   The writer and his family went to his father's friend house in Semarang.
      b.   The writer went to his friend house in Semarang.
      c.   The writer went to his father house in Semarang.
      d.   The writer's family went to his house in Semarang.

   2. What did the Father's friend house look like?
      a.   It had a beautiful garden and fresh water.
      b.   It had so many trees which produced fresh air.
      c.   The garden was so big and beautiful.
      d.   It had a beautiful garden and several trees.

   3. Why were they so exciting to be in Semarang Zoo?
      a.   Because they could see many kinds of wild animals directly.
      b.   Because they could take picture by using Handphone.
      c.   Because they could eat lunch there.
      d.   Because Semarang Zoo was crowded.

   4. " . . .   to say thank you to my father's friend and his family for **their** hospitality." (line 14).
      The underlined word refers to   . . .
      a.   my family.
      b.   my friends.
      c.   my father's friend and his family.
      d.   my father and his friends.

5. ". . . and many kinds of **excotic** birds" (Line 7). The closest meaning from underlined word is . . .
   a. ugly   c. tame
   b. wonderful   d. huge

Text 2: Item number 6 - 9

VISITING MARON BEACH

Two weeks ago, my friends and I visited the Maron Beach. We went there on the Friday afternoon. At the 3.30 pm, we left our boarding house by motorcycle.

I enjoyed the scenery along our trip. After we passed the Ahmad Yani Airport, we rode the motorcycle through the street on the edge of the river. The scenery was so beautiful. We rode slowly to enjoy it. At the 3.45 pm, we arrived there. The beach has the soft sand and the blue sea. We got at the shore to close to water and took a picture. We also saw the planes which just took off from the airport because the beach is near with Ahmad Yani Airport. I tried to take a picture of it, and finally I got one. Satisfied enjoying the scenery of the beach, at the 5.40 we went home. Because we were hungry, we dropped in at the Warung Tegal to get a dinner and also in mosque to took a pray. After that, at the 6.30 we arrived at our boarding house.

It was such a beautiful evening, my mind got refresh and ready to continue the activities.

6. When did the writer and his friends go to Maron Beach?
   a. Last Friday.
   b. Friday Afternoon.
   c. Friday Afternoon two weeks ago.
   d. At 03.45 pm.

7. Why could they see the plane closely?
   a. Because The Beach is the Airport.
   b. Because The Beach is near the Airport.
   c. Because the plane was flying near the beach.
   d. Because the plane was flying low.

8. "I tried to take a picture of **it**, and finally I got **one**." The underlined words refers to . . .
   a. beach   c. the blue sea
   b. scenery   d. the plane

9. Did the writer and his friends drop to the restaurant to get the dinner?
   a. No, he didn't.
   b. Yes, they did.
   c. No, they didn't
   d. No, they don't.

The Terrible Sunday

1 Last week was a terrible day for me. My cousins and I were playing football in front of my neighbour's house to spend our spare time.

First, it was really fun until I kicked the ball too strong, so the ball hit the window and broke the window. When we wanted to escape, the owner of the house came out

5 of the fence, she yelled at us. We were very afraid of her, but we didn't know what   to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the frightening sound. Then we knew that home owners allowed her dog to chase us. Then, we were struggling to run as fast as we can. But, I fell down so the dog managed to reach me and bit my leg. My leg was injured. Then the dog ran back into

10 the house.

My cousins took me to the doctor and told my parents. In the end, the doctor said that I was exposed to rabies. Then I was hospitalized for one week more. That was a terrible day of the week for me, I hoped the next Sunday there is no problem

11 anymore.

10. What did they do when the dog was chasing them?
 a. They ran back into the house.
 b. They ran as fast as they can.
 c. They took the writer to the doctor.
 d. They kicked the ball toward the dog.

11. "Then we knew that home owners allowed her dog to chase **us**." (Line 7). The word "us" means   .   .   .

 e. the writer.
 f. the house owner.
 g. the writer and his cousins.
 h. the writer and his cousin.

12. ".   .   .   she **yelled** at us" (Line 5). The closest meaning from the underlined word is .   .   .
 a. whisper.
 b. tell.
 c. speak.
 d. shout.

13. What did the docter say to the writer?
 a. The doctor said that the writer was exposed to rabies.
 b. The doctor said that the writer had to go to the drugstore.
 c. The doctor said that the writer's leg was injured.
 d. The doctor said that the writer had to stay at the hospital for one week.

An amazing Study Tour

Last holiday, two years ago My friends and I went to study tour to Yogyakarta. We spent one day two nights there. We started on the way on 11.00 p.m.

My bus arrived on 05.00 a.m in mosque, there we prepared to first tourism site that was Borobudur temple. Then we arrived in Borobudur temple, I felt very happy , and I saw an amazing temple ever, the temple was very beautiful, and I saw people from Korea. I took many pictures there with my friends, I had lunch there with my friends and my teacher. Then, we went to the next tourism site that was Gembira Loka Zoo.

Finally, we went to buy many souvenirs in Malioboro, we bought Bakpia, T-shirts, necklace, and many more interesting stuffs for my family in my home. I think it was the best study tour, because I could see the biggest temple in the world. Then we came home on 10 p.m.

That was my unforgettable experience, I hope I can go to other tourism places in my senior high school now.

14. When did the writer and friends go to Yogyakarta?
    a. Two months ago in last holiday.
    b. Last year.
    c. Last holiday two years ago.
    d. Two days ago.

15. What was the first destination of that trip?
    a. Prambanan Temple.
    b. Borobudur Temple.
    c. Gembira Loka Zoo.
    d. Malioboro.

16. What did the writer and friends do in Malioboro?
    a. They bought many souvenirs, bakpia, T-shirt, and many interestin stuffs.
    b. They bought the traditional food for dinner.
    c. They met with tourist from Korea.
    d. They enjoyed the evening in Malioboro.

17. What did the writer think about that study tour?
    a. She thought that study tour was the tiring tour.
    b. She thought that study tour was the disappointed tour.
    c. She thought that study tour was the best tour.
    d. She thought that study tour was the biggest tour in the world.

18. What did the writer hope after joining that study tour?
    a. She hoped that she can continue her study to Senior High School.
    b. She hoped that she can go to other tourism places in her senior high school.
    c. She hoped that she can see Borobudur Temple again.
    d. She hoped that she can forget that experience.

Text 5: Item number 19 - 22

My Vacation with My Beloved Sister and Boyfriend

Last month, my sister said to me that she really wanted to go to the beach. So I promised her that the next day we would go to Maron beach in Semarang.

The next day, we prepared many things in the morning. We brought some foods and beverages, such as fried rice, chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask my boyfriend, Kiki, to join us going to the beach. He agreed to join and he came to my house. After that, we went to the beach. We went there by motorbike. It took 50 minutes to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired so we decided to eat the foods that we had brought. Next, my boyfriend and I built a very big sand castle, while my sister continued swimming. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So we stopped at a Javanese restaurant to eat something. I ordered "Gudeg", while my boyfriend and my sister ordered "Nasi Rames". After finished eating, we paid our bills. Then, we went home. We arrived at home at 6 o'clock and we were absolutely exhausted.

That was a very exhausting day, but I felt so happy because I could have a vacation with my sister and my boyfriend.

19. What did the writer's sister say to her last month?
    a. Her sister said that she wanted to go to Semarang.
    b. Her sister said that she wanted her to ask her boyfriend to join them.
    c. Her sister said that she wanted to swim in the swimming pool.
    d. Her sister said that she wanted to go to beach.

20. What did the writer promise to her sister?
    a. She promised that the next day they would go to Semarang.
    b. She promised that the next day they would swim in the swimming pool.
    c. She promised that the next day they would go to Maron Beach in Semarang.
    d. She promised that the next day they would go to her boyfriend's house.

21. How did they go to Maron beach and how long the trip?
    a. They went to Maron beach by riding motorbike and it took 50 minutes.
    b. They went to Maron beach by public transportation and it took 30 minutes.
    c. They went to Maron beach by car and it took one hour.
    d. They went to Maron beach by riding motorbike and it took 55 minutes.

22. While the sister was continuing to swim at the sea, what did the writer do in the beach?
    a. The writer built the small sand castle.
    b. The writer built a very big sand castle.
    c. The writer with her boyfriend built a very big sand castle.
    d. The writer and her friend had a lunch near a very big sand castle.

Text 6: Item Number 23 – 25

A Page from a Girl's Diary

It was takbiran night. It was also my birthday, and nothing happened. Or I had thought nothing would happen, but I was wrong.

That night, I was watching television with my family when I heard someone lit fireworks in my front yard. I peeped trough my window but could see nothing. It was very dark outside. Then I thought it had to be my cousins who lit the fireworks. Then I sat down on my sofa again and tried to concentrate on the television, however my mind raced with disappointment that no one gave something special on my birthday. I shrugged, it was almost the end of the day and I became pessimist. Five minutes later my phone beeped. It was a text from my friend asking me to come out. Wondering what was going on, I grabbed my jacket and hurried to the front door. I was surprised to see my friend brought a bag full of firework and fire drills. Next I was surprised to see my other friends come out from the darkness. One of them brought a beautiful birthday cake on her hands. Oh my God! I shrieked. Then they gave the cake to me who was too stunned to say anything. I realized I was blushing furiously because my whole family was watching.

A plain day, or I thought it was before, turned out to be one of the greatest moment in my life. I didn't even know how to describe what I felt. Happy was the simplest word.

23. What happened in her front yard when the writer was watching the television?
    a. There was someone who brought the birthday cake in her front yard.
    b. There was someone who lit fireworks in her front yard.
    c. There was someone who brought the fireworks in her front yard.
    d. Her cousin lit the fireworks in her front yard.

24. What was the contain of the phone message which was received by the writer?
    a. It contained the message from her friend which asked her to come out.
    b. It contained the message from her cousin which asked her to lit the fireworks.
    c. It contained the message from her friend which asked her to bring the birthday cake.
    d. It contained the message from her friend which asked her to receive the birthday cake.

25. What did she see after opening the front door?
    a. She saw her friends lit the fireworks.
    b. She saw her friend grabbed the jacket.
    c. She saw her friend brought a bag full of fireworks.
    d. She saw her friends lit the fireworks with her cousin.

%%%% Darmawan %%%%

Appendix 10

Students' Answer Sheet

Name : _____

No   : _____

1. a b c d		16. a b c d
2. a b c d		17. a b c d
3. a b c d		18. a b c d
4. a b c d		19. a b c d
5. a b c d		20. a b c d
6. a b c d		21. a b c d
7. a b c d		22. a b c d
8. a b c d		23. a b c d
9. a b c d		24. a b c d
10. a b c d		25. a b c d
11. a b c d		
12. a b c d		
13. a b c d		
14. a b c d		
15. a b c d		

Appendix 11

**PRE-TEST SCORE OF
EXPERIMENTAL GROUP**

AND CONTROL GROUP

EXPERIMENTAL			CONTROL		
No	CODE	SCORE	No	CODE	SCORE
1	E-1	96	1	C-1	72
2	E-2	88	2	C-2	66
3	E-3	82	3	C-3	82
4	E-4	86	4	C-4	76
5	E-5	92	5	C-5	80
6	E-6	72	6	C-6	90
7	E-7	72	7	C-7	72
8	E-8	82	8	C-8	74
9	E-9	94	9	C-9	78
10	E-10	78	10	C-10	86
11	E-11	60	11	C-11	90
12	E-12	76	12	C-12	82
13	E-13	80	13	C-13	70
14	E-14	80	14	C-14	64
15	E-15	76	15	C-15	70
16	E-16	58	16	C-16	68
17	E-17	88	17	C-17	56
18	E-18	88	18	C-18	90
19	E-19	82	19	C-19	68
20	E-20	68	20	C-20	94
21	E-21	76	21	C-21	96
22	E-22	66	22	C-22	68
23	E-23	80	23	C-23	82
24	E-24	72	24	C-24	90
25	E-25	72	25	C-25	64
26	E-26	60	26	C-26	78
27	E-27	70	27	C-27	76
28	E-28	68	28	C-28	92
29	E-29	96	29	C-29	72
30	E-30	82	30	C-30	80
31	E-31	68	31	C-31	96
32	E-32	72	32	C-32	74
33	E-33	84	33	C-33	62
34	E-34	76			
$\sum$	=	2640	$\sum$	=	2558
$\bar{X}$	=	77,65	$\bar{X}$	=	77,52

Appendix 12

POST-TEST SCORE OF EXPERIMENTAL GROUP

AND CONTROL GROUP

	EXPERIMENTAL			CONTROL	
No	CODE	SCORE	No	CODE	SCORE
1	E-1	98	1	C-1	76
2	E-2	96	2	C-2	70
3	E-3	96	3	C-3	88
4	E-4	92	4	C-4	80
5	E-5	98	5	C-5	82
6	E-6	90	6	C-6	90
7	E-7	88	7	C-7	78
8	E-8	94	8	C-8	80
9	E-9	98	9	C-9	82
10	E-10	90	10	C-10	90
11	E-11	88	11	C-11	94
12	E-12	94	12	C-12	88
13	E-13	96	13	C-13	78
14	E-14	94	14	C-14	72
15	E-15	92	15	C-15	80
16	E-16	88	16	C-16	74
17	E-17	96	17	C-17	70
18	E-18	98	18	C-18	92
19	E-19	94	19	C-19	72
20	E-20	88	20	C-20	94
21	E-21	94	21	C-21	94
22	E-22	90	22	C-22	72
23	E-23	98	23	C-23	88
24	E-24	92	24	C-24	92
25	E-25	94	25	C-25	68
26	E-26	86	26	C-26	84
27	E-27	90	27	C-27	80
28	E-28	92	28	C-28	94
29	E-29	98	29	C-29	76
30	E-30	98	30	C-30	84
31	E-31	86	31	C-31	96
32	E-32	88	32	C-32	80
33	E-33	96	33	C-33	68
34	E-34	90			
$\sum$ =		3160	$\sum$ =		2706
$\bar{X}$ =		92.94	$\bar{X}$ =		82

Appendix 13

Normality Test for Pre Test of Experimental Group

To compute normality, the formula is as follows:

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

Where:

X^2 = Chi Square

Oi = Frequency of the real data

Ei = Expected frequency (percentage of each bandwidth times by n)

Hypothesis:

Ho : The data distributed normally

Ha : The data do not distributed normally

Ho is accepted if $X^2 < X^2$ table.

CLASS INTERVAL	FREQUENCY
58-64	3
65-71	5
72-78	10
79-85	8
86-92	5
93-99	3
SUM	34

No	Interval	Oi	Ei	(Oi- Ei)	(oi- Ei)$_2$	(Oi- Ei)$_2$ /Ei
1	58-64	3	0,918	2,082	4,334724	4,721922
2	65-71	5	4,5356	0,4644	0,215667	0,04755
3	72-78	10	11,5464	-1,5464	2,391353	0,207108
4	79-85	8	11,5464	-3,5464	12,57695	1,089253
5	86-92	5	4,5356	0,4644	0,215667	0,04755
6	93-99	3	0,918	2,082	4,334724	4,721922
		34	34	0	24,06909	10,8353

$X_1^2 = 10.8353$

dk = sum class interval – 1= 6-1 = 5

X_1^2 (α) (dk) = X^2 (5%) (5) = 11.07

Because X_1^2 (10.8353) < 7.82 then pre-test score for experimental group was said to be normally distributed.

Appendix 14

Normality Test for Pre Test of Control Group

To compute normality, the formula is as follows:

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

Where:

X^2 = Chi Square

Oi = Frequency of the real data

Ei = Expected frequency (percentage of each bandwidth times by *n*)

Hypothesis:

Ho : The data distributed normally

Ha : The data do not distributed normally

Ho is accepted if $X^2 < X^2$ table.

CLASS INTERVAL	FREQUENCY
43-48	4
49-54	8
55-60	6
61-66	5
67-72	6
73-78	1
SUM	30

No	Interval	Oi	Ei	(Oi- Ei)	(Oi- Ei)$_2$	(Oi- Ei)$_2$/Ei
1	56-62	2	0,891	1,109	1,229881	1,380338
2	63-69	6	4,4022	1,5978	2,552965	0,579929
3	70-76	9	11,2068	-2,2068	4,869966	0,434555
4	77-83	7	11,2068	-4,2068	17,69717	1,579145
5	84-90	6	4,4022	1,5978	2,552965	0,579929
6	91-97	3	0,891	2,109	4,447881	4,99201
		33	33		33,35082	9,54591

X_1^2 hitung = 9.54591

dk = sum class interval − 1= 6-1 = 5

X_1^2 (α) (dk) = X^2 (5%) (3) = 11.07

Because X_1^2 (9.54591) < 11.07 then pre-test score for control group was said to be normally distributed.

Appendix 15

THE COMPUTATION OF HOMOGENEITY

The Homogeneity of Pretest

Σ	=	2640	Σ	=	2558
n_1	=	34	n_2	=	33
x_1	=	77.65	x_2	=	77.52
s_1^2	=	100.72	s_2^2	=	113.76
s_1	=	10.04	s_2	=	10.67

The homogeneity formula which was used is as follows:

$$F = \frac{Vh}{Vs}$$

In which:

F : homogeneity

Vh : the higher variance

Vs : lower variance

If F value < F table, it could be concluded that the data of the pretest were homogeny.

$$F = \frac{113.76}{100.72}$$

$$= 1.13$$

Ho is accepted if $F \leq F_{table}$

For α = 5% with:

$df_1 = n_1 - 1 = 34 - 1 = 33$

$df_2 = n_2 - 1 = 33 - 1 = 32$

F = 1.76

Since $F_{value} < F_{table}$ (1.13 < 1.76) then we could conclude that the data of both pretest was homogeny.

T-TEST ANALYSIS OF POST-TEST BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Independent sample t - test is a type of statistical test aimed to compare the average of the two groups which are not mutually interconnected each other. It can be said that the research carried out for two different sample subject .

The principle of the test of this test is to see the difference in variation of the two groups of data , so before doing the test , the researcher must know first whether the two groups of data have the same variant (equal variance) or different variants (unequal variance) .

Homogeneity of variance was tested by the formula :

$$F = \frac{Vh}{Vs}$$

In which:

F   : homogeneity

Vh   : the higher variance

Vs   : lower variance

	Experimental	Control
n	34	33
x	92.94	82
Variance (s2)	15.09	74,5

Table 4.2 The Variance and Mean of the Posttest

The homogeneity of variance:

$$F = \frac{Vh}{Vs}$$

$$F = \frac{74.5}{15.09}$$

F = 4.94

For α = 5% with:

$df_1 = \quad n_1 - 1 = 34 - 1 = 33$

$df_2 = \quad n_2 - 1 = 33 - 1 = 32$

$F_{table} = 1.76$

Because $F > F_{table}$ (4.94 > 1.76), the data variance of these two groups is the **unequal variance**.

To find out the t-value of the significant difference of the post-test result between the experimental group and control group, who have UNEQUAL VARIANCE, the formula that was used is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\dfrac{S_1^2}{n_1} + \dfrac{S_2^2}{n_2}}}$$

Where,

t $\quad$ = t-value

$\bar{X}_1$ $\quad$ = the average score of experimental group

$\bar{x}_2$ = the average score of control group

s_1 $\quad$ = standard deviation of the experimental group

s2 $\quad$ = standard deviation of the control group

n_1 $\quad$ = the number of students/ subject participating in the test in experimental group

n2 $\quad$ = the number of students/ subject participating in the test in control group

$$t = \frac{92.94 - 82}{\sqrt{\dfrac{15.09}{34} + \dfrac{74.5}{33}}}$$

$$= 6.67$$

The value of t-table with df = 34+33-2 = 65, rounded up to 60 and significance level (α) = 5% was 1.67.

Because t value > t-table thus we could conclude that there was significant difference between experimental and control group in post-test.