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**TEACHING ENGLISH USING DETAILED READING STRATEGY
(DRS): ITS EFFECT ON THE EIGHTH GRADE STUDENTS'
READING COMPREHENSION AT STATE
JUNIOR HIGH SCHOOL
9 PEKANBARU**



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PEKANBARU
1440 H/2019 M**

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Thesis

Submitted in Partial Fulfillment of the Requirements for
Undergraduate Degree in English Education
(S.Pd.)



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The thesis entitled *Teaching English Using Detailed Reading Strategy (DRS): Its Effect on The Eighth Grade Students' Reading Comprehension at State High School 9 Pekanbaru* is written by Linda Tri Utami, SIN. 3420707. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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EXAMINER APPROVAL

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Pekanbaru, 3rd April, 2019

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ABSTRACT

Linda Tri Utami, (2019) : Teaching English Using Detailed Reading Strategy (DRS): Its Effect on The Eighth Grade Students' Reading Comprehension at State Junior High School 9 Pekanbaru

This research was conducted based on the problems faced by students in reading comprehension of recount text. The problems were; those students could not catch the ideas of the text and having difficulties in comprehending the text that they could not answer the question properly. Their competences in reading comprehension was still far from the expectation of the curriculum. It was not qualified from the criteria minimum of students' passing grade. So, the researcher was interested in carrying out the research about these problems by using Detailed Reading Strategy (DRS). The Purpose of this research was to determine whether there is any significant effect of using Detailed Reading Strategy (DRS) on students' reading comprehension at the eighth grade of State Junior High School 9 Pekanbaru. The design of this research was a quasi experimental design. In collecting the data, the researcher used multiple choices test, to find out the students' reading comprehension of recount text. To analyze the data, the researcher adopted independent sample T-test formula by using SPSS 20 version and eta-squared formula. The researcher found that by comparing t_o (t-obtained) to t -table. From $df = 58$, the level of significance of 5% was 2.00 and the level of significance of 1% was 2.66. It can be seen that $2.00 < 4.588 > 2.66$. It means that there was a significant effect of using Detailed Reading Strategy (DRS) on students' reading comprehension at the eighth grade of Junior High School 9 Pekanbaru. Null hypothesis (H_o) was rejected, and alternative hypothesis (H_a) was accepted. Furthermore the effect size was 0.99 and the category was large effect.

Key Words: The Effect, Detailed Reading Strategy (DRS), Recount text

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ABSTRAK

Linda Tri Utami, (2019) : Mengajar Bahasa Inggris Menggunakan Detailed Reading Strategi (DRS) : Pengaruhnya Terhadap Pemahaman Membaca Siswa Pada kelas Delapan di SMP Negeri 9 Pekanbaru

Penelitian ini dilakukan berdasarkan masalah-masalah yang dihadapi oleh siswa dalam belajar bahasa inggris terutama dalam memahami bacaan teks recount. Masalahnya adalah, para siswa tidak dapat menemukan ide pokok dalam kalimat dan mengalami kesulitan dalam memahami teks tersebut dan tidak dapat menjawab pertanyaan dengan benar. Kemampuan mereka didalam memahami teks masih jauh dari kurikulum dan tidak memenuhi standar nilai minimal lulus. Maka, peneliti tertarik untuk melakukan penelitian terhadap masalah-masalah ini dengan menggunakan Detailed Reading Strategi (DRS). Penelitian ini dilakukan dengan tujuan untuk menemukan efek yang signifikan dengan menggunakan Detailed Reading Strategi (DRS) terhadap pemahaman membaca siswa pada siswa kelas VIII di SMP Negeri 9 Pekanbaru. Desain penelitian ini adalah quasi experimental desain. Dalam pengumpulan data, peneliti menggunakan tes pilihan ganda untuk menemukan pencapaian siswa-siswa dalam memahami teks recount. Untuk menganalisis data, peneliti menggunakan Independent sample T-test melalui SPSS versi 20 dan rumus eta-squared. Peneliti menemukan dengan membandingkan t_0 (t-yang diperoleh) dengan t table. Dari $df=58$, level signifikan 5% adalah 2.00 dan level signifikan 1% adalah 2.66. Hasil yang didapat $2.00 < 4.588 > 2.66$. Hasil ini menunjukkan adanya efek yang signifikan dari penggunaan Detailed Reading Strategi (DRS) pada pemahaman membaca siswa di kelas VIII SMP Negeri 9 Pekanbaru. Jadi, null hypothesis (H_0) ditolak, dan alternative hypothesis (H_a) diterima. Lebih lanjut, nilai eta-squared adalah 0,99 dengan kategori large effect.

Kata Kunci: Pengaruh, Detailed Reading Strategi (DRS), Teks Recount.

ملخص

ليندا تري اوتامي، (٢٠١٩): تعليم اللغة الإنجليزية باستخدام استراتيجية القراءة المفصلة وتأثيرها على فهم القراءة لدى التلاميذ في الصف الثامن بالمدرسة المتوسطة الحكومية ٩ بكنبارو

هذا البحث مستند إلى المشكلات الواجة على التلاميذ في تعليم اللغة الإنجليزية سيما في فهم القراءة النصوص السردية. في المشكلات، التلاميذ لا يجدون الفكرة الرئيسية الجملة يسعون الصعوبة في فهم النصوص السابقة ولا يستطيعوا أن يجيبوا الأسئلة اجابة صحيحة. قدرتم في فهم النصوص ناقص من منهج التعليم ولا يلبوا حد المعيار الأدنى. فلذا، تهم الباحثة أن تقيم البحث في هذه المشكلات باستخدام استراتيجية القراءة المفصلة. يهدف هذا البحث إلى معرفة التأثير الهام من استخدام استراتيجية القراءة المفصلة على فهم القراءة لدى التلاميذ في الصف الثامن بالمدرسة المتوسطة الحكومية ٩ بكنبارو. تصميم هذا البحث حجب شبه تجريبي. في جمع البيانات، استخدمت الباحثة اختبار الاختيار المتعدد لإيجاد إنجز التلاميذ في فهم النصوص السردية. لتحليل البيانات، استخدمت الباحثة التوزيع المستقر لاختبار t من خلال البرنامج الإحصائي للعلوم الاجتماعية ٢٠ ورموز تشي تري. وجعلت الباحثة النتيجة بمقارنة t_0 (t -المحصولة) و t الجدول. من $df=58$ ، المستوى الكبير 5% وهو $2.00 < 0.588 < 2.66$ ، والمستوى الكبير 1% وهو 2.66 . نتيجة المحصورة $2.00 < 0.588 < 2.66$. أظهرت هذه النتيجة أن يوجد التأثير الهام من استخدام استراتيجية القراءة المفصلة على فهم القراءة لدى التلاميذ في الصف الثامن بالمدرسة المتوسطة الحكومية ٩ بكنبارو. فلذا، الفرضية الصفرية مردودة والفرضية البديلة مقبولة. الإضافي، نتيجة تشي تربيع وهو 0.19 بمستوى التأثير الكبير.

الكلمات الأساسية: التأثير، استخدام استراتيجية القراءة المفصلة،

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CHAPTER I INTRODUCTION

A. The Background of the problem

Reading is one of the four basic skills which should be mastered by the student. Reading is the process of getting information from written words. By reading, students also learned much of what they need to know for their different school subject. Reading helps the students to develop their critical thinking and finally it influences the success of their academic achievement. The success of teaching and learning process in the classroom is influenced by reading habit.

Rasinski (2001, p. 4) states that reading is multifaceted process involving word recognition, comprehension, fluency, and motivation. In another word, reading is an activity of understanding, the stored information in a text which involves the reader's ability in fluency of reading, recognizing words, comprehending the text, and motivation for reading.

Reading, for junior high school, is always as the center of their activities the classroom. The students spend most of their time to do reading task since most of the activities done in the classroom is usually deals with reading. The basic competence to be achieved that is understands the meaning of the written functional text and simple short essay in the form of recount, narrative and procedure that are related to the environment. Even reading in junior high school become one of the most important skill to be tested in daily test, mid-semester test, semester test, school examination and national examination as well.

SMP N 9 Pekanbaru is one of formal junior high school which is located in H. Imam Munandar street, No. 398, Tengkerang Timur, Tenayan Raya Regency, Pekanbaru, Riau 28131. This school use SBC (School Based Curriculum) as their references in teaching learning. In Educational Curriculum at the eighth grade, the students must achieve two competences; those are standard competence and basic competence. The Standard Competence and Basic Competence in learning approach on the English syllabus of Junior High School use text type principle that are following two aims of communication, there are applied by written and oral text. the written text includes *reading* and *writing*. While, the oral text includes *speaking* and *writing*. The basic competence of the eighth grade at state junior high school at the second semester is that the students must be able to read aloud, respond the meaning and accept rhetorical steps of short functional text and simple essay text such as *narrative*, *recount*, *descriptive*, *report* and *procedure text* on daily life context accurately, fluently, understandably and acces the knowledge. Furthermore, for the standard competence, the students are required to comprehend simple short functional written text and simple essay in daily life.

Based on the syllabus of Junior High School 9 Pekanbaru, the curriculum demands the students in the eighth grade to comprehend recount and narrative text. they need to comprehend the purpose, structure and linguistic component of recount and narrative text, in both spoken and written text. In Junior High School 9 pekanbaru, the teacher used nominal range for the criteria of passing grade to determine whether the students can pass the English subject or not.

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English is taught four times a week with time duration about 40 minutes (based on the interview from Elisdawati, S.Pd., as an English teacher).

Based on the researcher's preliminary study on April 06th 2018, at Junior High School 9 Pekanbaru especially for the eighth grade students, the researcher found the fact that from the reading test result who done by the teacher. The students had difficulties to find the general or detail information, the word meaning and also the generic structure found in the text. It means that those students could not catch the ideas of the text and having difficulties in comprehending the text that they could not answer the comprehension question properly. Their competences in reading comprehension was still far from the expectation of the curriculum. It was not qualified from the criteria minimum of students' passing grade. Based on the pre- observation, the researcher found some phenomena, it can be seen in the following:

- a. Some of the students were not able to identify main idea of recount text.
- b. Some of the students were not able to determine the social function of recount text.
- c. Some of the students were not able to determine the factual information of the recount text.
- d. Some of the students were not able to find the inferences of recount text.
- e. Some of the students were not able to interpret and understand the message of recount text.

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- f. Some of the students still has lack of vocabulary words.

Based on phenomena that are mentioned above the teacher may need to use a new strategy to teach the students. The researcher offers one of effective teaching strategy to improve the students' reading comprehension especially in recount text. The researcher offer an alternative strategy, it is called Detailed Reading Strategy (DRS). Rivers stated that (1981, p. 256), Detailed reading strategy is source of information and pleasureable activity, also meant of consolidating and extending one's knowledge concerning of specific context given to them to learn. They are also expected to be able to extract the meaning from the specific clues in reading text.

According to McKnight (2010, p.1), for today's classroom, nothing is more essential to successful teaching and learning than strategy-based instruction. It is through the use of specific teaching strategies and learning tools that students can be more successful learners. It means that the teacher should provide appropriate strategies and learning tools in teaching reading comprehension in order to get their success in their teaching. It will help the student to learn independently and aware that they need to improve their knowledge to prepare their future. Therefore, in relation to the explanation above, the researcher is interested in carrying out a research entitled; "Teaching English Using Detailed Reading Strategy (DRS): Its Effect on The Eighth Grade Students' Reading Comprehension at State Junior High School 9 Pekanbaru."

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B. The Problem of the Research

Based on the phenomena above, some of students at Junior High School 9 Pekanbaru still got some difficulties and struggled in english subject, especially in reading comprehension on students' reading textbook. The researcher tries to identify the phenomena as follows:

1. The Identification of the problem

Based on the background of the problems above and supported by symptoms, it is clear that there are many problems faced by the students in reading comprehension. Thus, the researcher identifies the problems as follows:

- a. Some of the students were not able to identify main idea of recount text;
- b. Some of the students were not able to determine the social function of recount text;
- c. Some of the students were not able to determine the factual information of the recount text;
- d. Some of the students were not able to find the inferences of recount text;
- e. Some of the students were not able to interpret and understand the message of recount text;
- f. Some of the students still has lack of vocabulary.

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2. The Limitation of the Problem

Based on the identification of the problems stated above, the researcher is limited to using Detailed Reading Strategy (DRS) and students' reading comprehension of recount text of eighth grade at State Junior High School 9 Pekanbaru.

3. The Formulation of the problem

Based on the problems above, the researcher formulates the problems of this research into the following questions:

1. How is students' reading comprehension of recount text taught before using Detailed Reading Strategy (DRS) at SMP N 9 Pekanbaru?
2. How is students' reading comprehension of recount text taught after using Detailed Reading Strategy (DRS) at SMP N 9 Pekanbaru?
3. Is there any significant difference between students' reading comprehension of recount text before and after using Detailed Reading Strategy (DRS) at SMP N 9 Pekanbaru?
4. To what extent does the Detailed Reading Strategy (DRS) effect students' reading comprehension at SMP N 9 Pekanbaru?

C The Objectives and the Significance of the Research

1. The Objectives of the Research

1. To find out the students' reading comprehension of recount text taught before using Detailed Reading Strategy (DRS) at SMP N 9 Pekanbaru.
2. To find out the students' reading comprehension of recount text taught after using Detailed Reading Strategy (DRS) at SMP N 9 Pekanbaru.

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3. To find out there is any significant difference between students' reading comprehension of recount text before and after using Detailed Reading Strategy (DRS) at SMP N 9 Pekanbaru.
4. To find out what extent does the Detailed Reading Strategy (DRS) effect students' reading comprehension at SMP N 9 Pekanbaru.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

1. Hopefully, this research is expected to be very meaningful, especially for the writer as a novice researcher in term of learning how to conduct a research.
2. These research findings are also expected to be useful and valuable, especially for students and teachers of english of the eighth grade of Junior High School 9 Pekanbaru to be consideration in their teaching and learning process in future.
3. Besides, These research findings are also expected to be positive and valuable information, especially for those who are concerned in the field of teaching and learning english as a foreign or second language, those who are concerned with the field of language teaching in general.
4. This research is to fulfill one of the requirement to finish researcher's undergraduate program in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

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5. Finally, these research findings are also expected to be practical and theoretical information to the development of the theories in language teaching.

D The Reasons of Choosing the Title

There are some reasons why the researcher chooses the title as follows:

1. To know the effect of using Detailed Reading Strategy (DRS) on the eighth grade students' reading comprehension.
2. The research is very important to be discussed and it will be valuable contributions for the research particular and for the English teachers generally to be recognized and applied this technique to the students in teaching reading.
3. This research is relevant to her status as an English student of English Education Department at State Islamic University SUSKA RIAU.
4. As far as the researcher know, this research title has never been investigated by any researcher.

E The Definition of Terms

The topic of this research is the effect of using Detailed Reading Strategy (DRS) on students' reading comprehension of the eighth grade at State Junior High School 9 Pekanbaru. To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research as follows:

1. Recount Text

Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that uses in recount

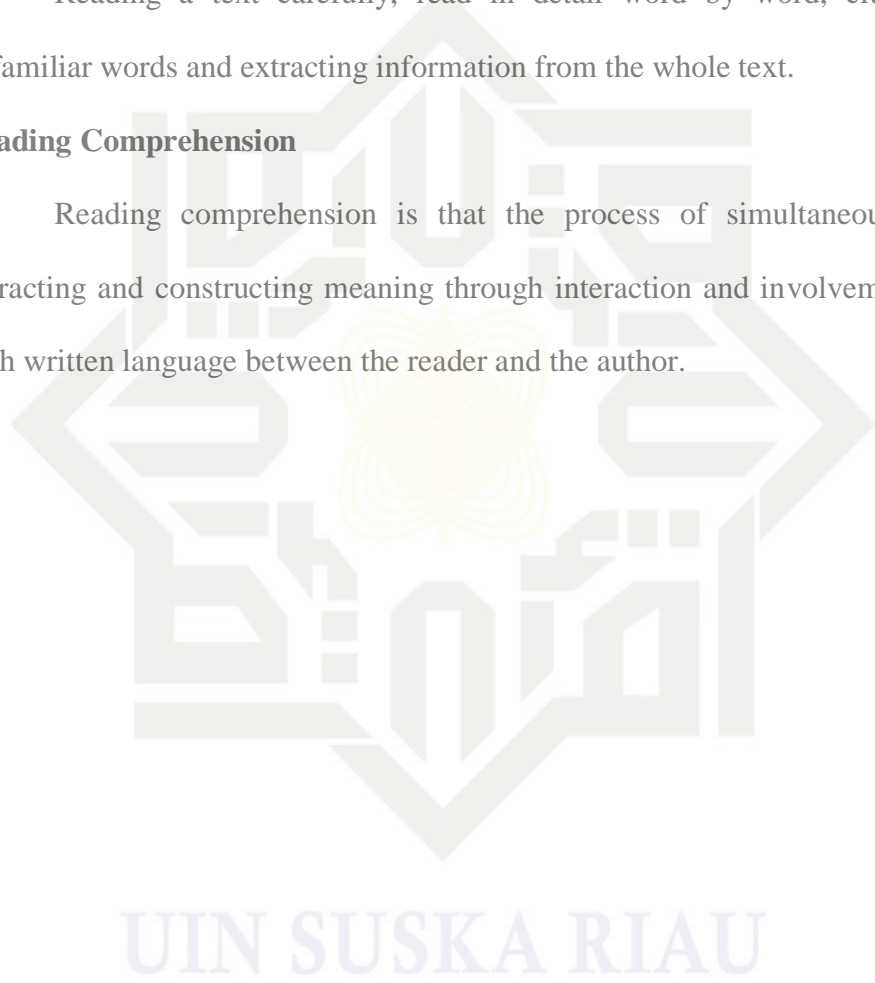
text is past tense. Social purpose of recount text is to reconstruct past experience by telling events in original sequence.

2. Detailed Rading Strategy(DRS)

Reading a text carefully, read in detail word by word, clues, unfamiliar words and extracting information from the whole text.

3. Reading Comprehension

Reading comprehension is that the process of simultaneously extracting and constructing meaning through interaction and involvement with written language between the reader and the author.



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CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Reading

Reading is an activity with a purpose. People may read in order to get information or enrich their knowledge and sometimes to critique a researcher's idea or writing style. People also read for pleasure or enhance knowledge of the language being read. Getting those as the consideration, the purposes for reading guide the reader's select better texts to read.

English is still a foreign language for Indonesian students. It is certainly not easy to interpret the meaning an idea from written texts. To understand a reading text, the student must have a good competence in knowing the meaning of words, sentences, content and the most important is to know about the writer's idea. Goodman and Smith (1978) in Burnes (1985, p. 29) said that reading process print in order to reconstruct the researcher's meaning. It means while the students read a text, they not only know the meaning word by word but also the writer's idea in the text.

Many experts have shared their own definitions about the definition of reading. According to Eskey (1970, p. 40) reading is exactly the most important of the four skills in a second language, especially in English as a second or foreign language around the world. Furthermore, reading is the main reason why students learn the language. Without reading, the learners never know about anything. This is supported by Moreillon (2007, p. 10)

reading is the process of extracting meaning from print and from visual information. According to Burnes (1985, p. 45) defines that reading is comprehend written discourse. It is an interactive process in which the readers engage in an exchange idea with the author via the text. In other words, the readers catch the author's idea from the text is kind of exchange idea with the author. It is the process of giving and accepting of meaning in both side between the readers and author.

Based on definition above, the researcher concludes that reading is the process of grasp meaning of the content and the researcher's idea about the topic. Furthermore, grasp means comprehending the reading materials. Reading comprehension is the ability to understand the idea and information in the reading texts.

a. The Nature of Reading Comprehension

According to Hornby (1999, p. 235) comprehension means and excessive aimed at improving or testing one's understands of a language whether written or spoken. In line with the statement above, Cornoldi (as cited in Rathvon, 2004, p. 156) comprehension is the ability to derive meaning from text, is the ultimate goal of reading, and good reading comprehension is the most critical element in school. This statement supported by Perfitti in McKeown et, al. (2010, p. 293) comprehension is obviously dependent on knowing the meaning of words being read. Besides that, comprehension has the same meaning with understanding. It can be explained that comprehension is capacity

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to grasp meaning in a text and also the writer's idea. It is not guarantee that students have known the meaning of the words, they can comprehend the text. Therefore, readers should have more concentration in reading activity in order to get better understanding.

In addition, Brooks et al (1977) in Burnes (1985, p. 47) point out that comprehension is not separate skill but involves the relationship of the student's knowledge and organization of that knowledge as it relates suggested by Piaget, a process involving combination of information onto student's existing knowledge. Therefore, the student's prior knowledge is important in comprehending a reading text. Moreover, efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending a text is an interactive process between the reader's background knowledge and the text. Comprehending words, sentences, and entire texts involves more than just relying on one's linguistic knowledge. As quoted from Anderson et al (1977) in Carrel (1996, p. 76) every act of comprehension involve one's knowledge of the world as well.

From the explanation above, it is clear that comprehending text is not easy to do because English is still a foreign language. It needs some special skill and knowledge. Many readers cannot able to catch the author's idea because of the limitation of thinking and analyzing the meaning of words and sentences. Besides that, the readers should know about lexical, grammatical, cultural meaning, text organization and

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connection between sentences. Therefore, comprehension needs fully attention and concentration in reading activity.

b. Level of Reading Comprehension

Based on the Barret's taxonomy (in clymer, 1968, p. 58), it is designed originally to assist classroom teachers in developing comprehension question and/or text question for reading the define levels of cognitive and affective dimentions of reading comprehension.

They are:

1) Literal Comprehension

It is the lowest level, the students identify information directly stated. Literal comprehension has two categories, they are Recognition and Recall that include Details; main ideas; a sequence ;comparison; cause and effect relationships; and character traits. The students identify information directly stated. It is a reading in order to understand, remember , or recall the information explicitly contained in passage.

2) Reorganization Comprehension

The students organize or order the information in a diffrent way than it was presented or dealing with organizing of ideas. Reorganization includes classifying ; outlining; summarizing; and syntesizing.

3) Inferential Comprehension

It is reading in order to find information which is not explicitly stated in passage, using the reader' experience and intuition, and by inferring. The students respond to information implied but not directly stated. Inferential comprehension includes supporting details ,main ideas, sequence, comparisons , cause and effect relationships, character trait, outcomes, figurative language.

2. Reading Comprehension of Recount Text

According to Derewianka (2004, p. 11) confirms that recount text is a text that retells events for the purpose of informing or entertaining. It tells an event or an experience happened in the past. Similarly, Gerot and Wignel in Harris (2014, p. 56) state that recount is retelling past events in order to inform or entertain about what and when it happened. Based on these theories, recounts are generally based on the direct experience of the author but it may also be imaginative or outside the author's experience. In recount text, a researcher tells a reader about his/her personal experience or tells others experience to readers. In other words, recount text is a text which retells events or experience in the past.

a. The Type of Recount Text

Derewianka (2004, p. 15) divides the types of recount text as follows:

- 1) Personal recount is retelling an event that the writer was personally involved in for example: personal experience, personal letter, diary,

entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and We) and often to entertain and to inform.

- 2) Factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of an event, experience or achievement.
- 3) Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.
- 4) A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.
- 5) A biographical recount tells the story of a person's life using a third person narrator (He, She, and They). In this case, of autobiography, first person narration (I, We) is used.

b. The Social Function of Recount Text

- 1) *To retell something happened.* Recount retells past event. Recount begins by telling the reader who was involved, what happened, where this even took place and when it happened.
- 2) *To inform something to the readers.* It informs to the reader about what happened, where this even took place and when it happened.

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- 3) *To entertain*. Sometimes, recount retells a funny experience. It has a function to entertain the reader.

c. The Generic Structure of Recount Text

Generic structure has same meaning as text organization. According to Derewianka (2004, p. 21) generic structure of recount text is as follows:

1) Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why). In orientation, the writer gives information about what happened, who or what was involved, when and where the events occurred and why.

2) Series of Events

In series of events, the reader reads the events chronologically. It begins from the first event, followed by the second event to the last event. The sums of events depend on the creativity of the writer.

3) Re-orientation

The final section concludes the recount by summarizing outcomes or results, evaluating the topic importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.

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d. The Language Feature of Recount Text

According to Gerrot and Wignel in Harris et al (2014, p. 56), language features of recount text are focus on specific participant, use of material processes (action verb), circumstances place, and time, use past tense, and focus on temporal sequence. Moreover, Hardy and Klarwein as stated in Harris et al (2014, p. 56) add that language features of recount text are use personal recount, use emotive to describe the events, use action verb and mental verb and use past tense. It can be said that writer will use action verb in past form in writing recount text.

In addition, Barwick in Harris et al (2014, p. 56-57) states that there are some language features in recount texts. They are proper noun and pronoun to identify people, animal, or things. Then, the texts are written in past tense to retell past events. writer can use varied action verb and adjective to show their feeling. Moreover, writer should include adverbs and adverbial phrases sequence events in time and indicate place. Finally,writer have to use conjunction to combine clauses and connectives to sequence events.

Due to the explanation from several experts above, it can be concluded there are some language features of recount texts. They are focus on specific participant, use simple past tense, use action verb, use linking verb, and use chronological conjunction.

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Students' reading comprehension of recount text means that the students know and understand all aspects of recount text, such as feature and organizations of recount text. The students can be called having ability in reading recount text, if they are able to identify main idea, generic structure, language features and information in a recount text as it is stated in the syllabus of English lesson of SMP N 9 Pekanbaru. Students who understand all components of recount text will know that in a recount text there is a topic and the students will comprise the beginning section introducing background information, series of events section where the first event was begin and re-orientation where summarizing outcomes to result of the story. Comprehending a recount text is an interactive process between the reader's prior knowledge and the text.

3. Assessment of Reading Comprehension of Recount Text

Assessment refers to the ongoing process covering a wide range of methodological technique (Brown, 2003, p. 4). Brown (2003, p. 6) also mentioned there are some possible tasks in assessing the students' reading comprehension in term. In assessing reading skills and strategies, the teachers can begin by identifying learners' needs with regard to the local curriculum (O'Malley, 1996, p. 99). Reading has five components contained text (King and Stanley, 1989, p. 330) which are appropriate:

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a. Finding main idea

Main idea of paragraph is very important because it helps you not only understand the paragraph on the first reading, but also help you to remember the content later.

b. Finding detail information

Detail information requires reader to scan specific detail it generally for students and those, which appear with WH question word.

c. Finding meaning of vocabulary in context

It means reader could develop his or her guessing ability to the word, which is not familiar to him or her by relating the close meaning unfamiliar words to the topic of the text read.

d. Identifying references

In English, it would be boring to have and repeat the same word every time. For this purpose we use references word such as it, she, he, they, this, etc.

e. Making inference

Inference is a skill where the reader has to be able to read between lines. It divides into two draw logical and accurate prediction. Prediction can be made by correctly interpreting the signs writer gives.

Recount text is chosen as the specific genre to teach reading because it's social function and its familiarity to students' life. The purpose a recount text is to provide information about what happened, when it happened, where it happened and who was involved. According to

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Martha and Gandes (as cited in Yuliani, 2008, p. 4) the social function of recount text is to retell past events of forming or entertaining. They also state that recount text has its characteristics; they are the format and the generic structure (orientation, events, and reorientation).

In conclusion, assessment of reading comprehension of recount text can see on table:

assessment of reading comprehension of recount text	<ol style="list-style-type: none"> 1. Identifying main idea 2. Finding detail information 3. Finding meaning of vocabulary in context 4. Identifying references 5. Making inference
-----------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4. Definition of Detailed Reading Strategy (DRS)

Detailed Reading Strategy (DRS) help students' knowledge improve through relation of their subject material and real life so that study would be seen more significant to be learned and students would be more motivated to get the goals of subject material.

According to Rivers (1981, p. 256), Detailed Reading Strategy is source of information and pleasurable activity, also meant of consolidating and extending one's knowledge concerning a specific context given to them to learn. They are also expected to be able to extract the meaning from the specific clues in the text.

In addition statement from Reading to Learn (2016, p. 1) in detailed reading, students are prepared to read each sentence in a short passage, by preparing them to identify each group of words in the sentence which they highlight and then elaborating on the meaning of words.

Furthermore, in line with Module 1 (2012, p. 1) detailed reading is reading each word in section of the text for understanding and then making notes.

In line with the statement above Fisher, Brozo, Frey, & Ivey (2015) state Detailed Reading Strategy instructs students to read, re-read, annotate, summarize, and explain a text. In the classroom, this strategy helps students slow their reading which produces better comprehension of the subjects being discussed.

Based on the statement above, we can conclude that Detailed Reading Strategy is process to find the ideas behind the word of reading communication and making notes wick involves whole individual abilities of readers that consist of memories, experience, and knowledge involved in reading activity to make better comprehension .

a. Step of Detailed Strategy in Teaching Reading

Detailed reading strategy in this stage is used to guide the students in discussing a text reading, connecting with the overral meaning of the text wick attracted the attention of writer pattern language for possible later use by students. Detailed Reading Strategy enable students to

understand and interpret the text subject matter in great detailed, and to recognize the patterns of language in the text.

To understand and improve detail reading strategy, good reading comprehension is divided into three thinking steps. Procedures of Detailed Reading Strategy that suggested by Englert (2001, p. 201) above can be describe as follows:

Before reading, students preview to find out what the material is about. This step is read the title and then guesses what the content of the text. Preview material of the right difficulty and interest levels would encourage children to read and to enjoy what they are reading. In selecting vocabulary, the word chosen must be critical to comprehension of the passage or paragraph and vocabulary should be taught in context.

During reading, students anticipate upcoming information, visualize, and integrate old and new knowledge. The teacher also ask the students read carefully, highlight important point and make notes. They should not to try know the exact meaning of each word. They should try and guess its meaning from the context and infer the maning. The teacher asks the students what they already know about the text that wants to be learned . It helps students about information about the text and to be easily comprehend the text. It also helps students to connect between their experiences and the text.

After reading, students gives the purpose of reading, this step intended for making the students focused on the reading . The teacher can

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guide the students to do for instance, the teacher say, “Read sentence 1-6 to find out main idea of the text”. In teaching students a skill, the teacher recall and react to what they have learned. They have to momerize the crucial information in the text. These engage students in follow-up Activities should be designed to reinforce both the content of the text and the skill that students learned. From these procedure we know that these steps are clear for students because it can make students understand and fell interest in doing the activity.

In teaching English, Detailed Reading Strategy (DRS) is a suitable strategy or a good reading approach. Should be considered as the crucial thing. Then the students can improve their rapid rate ability in reading and understand the information of the text.

b. Advantages of Detailed Reading Strategy (DRS)

According to betty et al (2005, p.179) stated some advantages of DRS, they are:

- (1) for enjoyment.
- (2) to perfect oral reading performance of use of particular strategy
- (3) to update knowledge about a topic in order to link new information to that already known
- (4) to obtain information for an oral or written report
- (5) to learn about the stucture of a text.

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B. The Relevant Research

According to Syaff'i (2014, p.102), the relevant research is the researchers' review of the relevant research to observe some previous researches conducted by other researchers in which they are relevant to the researcher's research itself. Besides, the researcher has to analyze what the point that is focused on, inform the design, and finding the conclusion of the previous research. It aims at avoiding plagiarism toward the designing finding of previous researchers.

Previous research findings related to the use of Detailed Reading Strategy (DRS) in increasing students' reading comprehension. There previous studies done by some researchers related to application of Detailed Reading Strategy (DRS) in teaching reading. For example, the research conducted by Jelita (2013) *Effectiveness of Detailed Reading Strategy in Improving Reading Achievement*. Her research was an experimental research. The population of his research was all of the second year students. The total number of population was 229 students. After analyzing the data, the researcher found that there was a significant effect of DRS strategy toward reading achievement of the second year students' at MAN 1 Pekanbaru, where T shows 11.78 at significant level 5% it shows 2.04, and at level 1% it shows 2.75. Thus, null hypothesis (H_0) is denied, and alternative hypothesis (H_a) is accepted. Based on this finding, it showed that the DRS strategy helped students to improve their reading achievement in learning English.

Another research about DRS was done by Yuni Arita (2016) entitled *The Application of Detailed Reading Strategy (DRS) in improving students' reading comprehension at SMP N 1 Bandar Baru*. The result of the study was more effective in accelerating reading comprehension and in improving language proficiency development. She report that there is significant difference before and after taught by using Detailed Reading Strategy toward students' reading comprehension.

C. The Operational Concept

The operational concept is a concept as guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. In this operational concept, the researcher would like to explain briefly about variables of the research itself. There are two variables used in this research. The first is Detailed Reading Strategy (DRS) strategy which is used in teaching reading recount text (in experimental class) - known as independent variable or variable X. The second one is the students' reading comprehension (reading recount text) which is known as dependent variable or variable Y.

1. In this variable, the concept is the procedures of Detailed Reading Strategy (DRS). The researcher becomes a teacher for applying the strategy in the class when doing the research. The implementation of Detailed Reading Strategy (DRS) (variable X) is as follows:
 - a. The teacher selects the text based on the students' level and interest.
 - b. The teacher pre teach the vocabulary relate to the text itself.

- c. The teacher develops the students' ability to preview from the title and guess what the text text talking about.
 - d. The teacher read aloud the text stopping at point of interest.
 - e. The teacher asks the students to read the text slowly. Then, ask them to noticed unfamiliar words, clues, etc.
 - f. Ask the students to read every sentence, but they should not to try know the exact meaning of each word. They should try and guess its meaning from the context and infer the meaning.
 - g. The teacher gives a instruction during reading such as anticipate upcoming information, visualize and integrate old and new knowledge.
 - h. The teacher ask the students to connect their experiences and the text.
 - i. After reading, The teacher guide the students to memorize the crucial information in the text.
 - j. The teacher ask the students randomly what they get after read the text.
2. Students' Reading Comprehension (Variable Y)
- There are several indicators for reading recount text, they are:
- a. The ability of students to identify main idea of recount text
 - b. The ability of students to find detail information of recount text
 - c. The ability of students to identify the meaning of vocabulary in context.
 - d. The ability of students to identify the references of word in recount text
 - e. The ability of students to identify inference in recount text

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D. The Assumption and Hypothesis**1. The Assumption**

In this research, the researcher assumes that The better Detailed Reading Strategy (DRS) is applied in teaching or learning recount text, the better students' comprehension in reading recount text is.

2. The Hypothesis**a. The Null Hypothesis (H_0)**

There is no significant difference of students' reading comprehension of recount text between those who are taught by using Detailed Reading Strategy (DRS) and those who are taught without using Detailed Reading Strategy (DRS) at State Junior High School 9 Pekanbaru

b. The Alternative Hypothesis (H_a)

There is significant difference of students' reading comprehension of recount text between those who are taught by using Detailed Reading Strategy (DRS) and those who are taught without using Detailed Reading Strategy (DRS) at State Junior High School 9 Pekanbaru.

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CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The type of this research was an experimental research, precisely Quasi experimental research. According to Creswell (2012, p.295), experimental research is used when the researcher wants to establish possible cause and effect between the independent and the dependent variables. Based on Creswell (2012, p. 313), Quasi experiment research is testing an idea (practice) to determine whether it influences an outcome or dependent variable. Then, Cohen (2007, p. 278) also said that this design is commonly used in educational experiment. This research design involved an experimental group and a control group, both were given a pretest and a posttest. Experimental group received the treatment, however the control group did not.

In conducting this research, the students of the eighth grade at State Junior High School 9 Pekanbaru were given pre-test at the beginning in order to know their ability in comprehending the recount text. After that, they had given the treatment at the middle. At the end, they had given a post-test. The researcher using kind of quasi experimental design, non-equivalent control group. According to Gay (2012:395), non-equivalent control group involves random assignments of groups to treatment, non-random assignment of individuals.

In this design, the researcher used two classes as the sample; a control group and an experimental group. Both groups took a pre-test and post-test. There were two variables; independent variable (X) and dependent variable (Y).

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Variable X that refers to the effect of using using Detailed Reading Strategy (DRS) and variable Y that refers to students' reading comprehension in recount text.

Therefore, the experimental class was treated by using Detailed Reading Strategy (DRS) and the control class was treated without using Detailed Reading Strategy (DRS). This research design involved an experimental group and a control group, both were given a pretest and a posttest.

In brief, the design can be seen in the following table:

Table III.I
Table of Research Design

Group	Pre-test	Treatment	Post-test
Experimental	X1	T	Y1
Control	X2	-	Y2

Adopted from Cohen (2007, p. 279)

Where:

- E : Experimental group
- C : Control group
- X1 : Pre-test in experimental group
- X2 : Pre-test in control group
- Y1 : Post-test in experimental group
- Y2 : Post-test in control group
- T : Treatment

B. The Subject and Object of the Research

The subject of this research was the eighth grade students at State Junior High School 9 Pekanbaru in 2019 academic calendar. The object of the research was the effect of using Detailed Reading Strategy (DRS) on students' reading comprehension in recount text.

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C. The Location and Time of the Research

This research had conducted at State Junior High School 9 Pekanbaru. The research was conducted from February up to April 2019. It was located on H. Imam Munandar Street, No. 398, Tengkerang Timur, Tenayan Raya Regency, Pekanbaru, Riau.

D. The Population and Sample of the Research

1. The Population of the Research

The population of the research was the eighth grade at State Junior High School 9 Pekanbaru. It had nine classes. The number of the eighth grade students of State Junior High School 9 Pekanbaru was 279 students. The number of the students are shown in the table below.

Table III.2
Population of Eighth Grade Students at SMP 9 Pekanbaru

No	Classes	Population
1	VIII 1	30
2	VIII 2	30
3	VIII 3	30
4	VIII 4	31
5	VIII 5	32
6	VIII 6	34
7	VIII 7	30
8	VIII 8	32
9	VIII 9	30
Total		279

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The Sample of the Research

Considering that this population of the research is bigger, thus the researcher take the sample of the population of the research. In this research, the researcher use cluster random sampling technique. According to Gay and Airasian (2010, p.123), random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. Cluster random sampling technique is most useful when the populations are very large or spread out over a wide geographic area. Cluster sampling randomly select the groups, not individuals. In this research, the researcher take two of nine classes as the samples. Class VIII 1 is as a control class and class VIII 2 is as an experimental class. The class VIII 1 consist of 30 students and the class VIII 2 consist of 30 students, so that the total sample of this research is 60 students.

Table III.3
The Number of Sample of the Eighth Grade Students at SMP 9 Pekanbaru

No	Class	Number of Students
1	VIII 1 (Control Class)	30
2	VIII 2 (Experimental Class)	30
	Total	60

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E. The Technique of Collecting Data

The data collection of this research was obtained by using tests (pre and post). According to Brown (2007, p. 3), test means that a method of measuring of a person's ability, knowledge or performance in given domain. Then, Brown (2003, p. 195) explained several kinds of tests that are appropriate for assessing students. The kind of tests are multiple-choice, matching tasks, short answer task, cloze test, open ended question, editing task, picture-cued tasks, and gap-filling task. Thus, in this research the researcher choose multiple choice to measure students' reading comprehension of recount text.

This type of instrument was chosen because it is practically, and easily administered, and can be scored quickly. Paris et, al. (2005, p. 16) said that multiple choices are standardized test that will be the inevitable result. The researcher decide the multiple choice items as the research instrument because of some considerations; reliability, efficiency, and also rather sophisticatedly. It is also supported by Siregar (2013, p. 87), the research instrument should be a valid and reliable, the multiple choice items can cover those requirements. The result of the test cannot be denied by the people.

The test would be given twice. The first is pre-test and the last is post-test. In this research, the test were divided into two ways; pre-test which is given before the treatment and post test which is given after doing treatment and there were 25 questions both.

Table III.4
The Blueprint of Test

No	Indicators of reading comprehension of recount text	Number of Items
1	Identify main idea of recount text	1, 6, 13, 16, 21
2	Find detail information of recount text	5, 7, 11, 18, 23
3	Identify the meaning of vocabulary in context	2, 9, 15, 20, 25
4	Identify the references in recount text	4, 10, 14, 19, 24
5	Identify inference in recount text	3, 8, 12, 17, 22
Total		25

F. The Procedure of the Research

In conducting this experimental research, the researcher carried out some research procedures of both two groups, experimental and control group. The research was carried out of sixth meetings for each class, so the total meetings both classes are 12 meetings. These research procedures are follows:

1. The Procedures of Collecting Data for Experimental Class

a. Pre-test

The pre-test is carried out to determine the students' reading ability with their score

b. Treatment

The treatment is conducted for the experimental class. This is used Detailed Reading Strategy (DRS) and it is applied for about six meetings.

c. Post-test

After giving the treatment, the post-test is administered and analyzed as final data for this research.

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2. The Procedures of Collecting Data for Control Class

a. Pre-test

The control class is given pre-test to know their reading ability. The test is the same as experimental class.

b. No Treatment

In this class the researcher did not used DRS, the researcher used cooperative learning for sixth meetings.

c. Post-test

Post-test is also given to control class, and the result is analyzed and used as final data for this research.

After the researcher apply the strategy well, the researcher provided the test for both control and experimental class. After the students administer the test, the researcher took the total score from the result of the reading comprehension test. According to Arikunto (2013, p. 281), there are some categories to evaluate the students' comprehension in reading text. The students' score can be seen in the table below:

Table III.5
The Classification of Students' Score

The Score of Reading Comprehension Level	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

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G. The Validity and Reliability of the Test

1. The Validity

Validity is a crucial part of any test. Before carrying out a test, it is necessary to know the validity of instruments. Brown (2003, p. 20) stated that it refers to the contents of the test provide samples about the subject matter are being measured. It means that we have to design the tests based on the material that they had learned.

In this research, the researcher used content validity to measure the students' reading comprehension. Ary, et al. (2006, p. 226) added that content validity is "the degree to which the samples of items, tasks or questions on a test are representative of some defined universe or domain of content".

To know whether the test is valid or not, the value of r_{observed} must be compared with r_{table} . The number of students is 30. Degree of freedom $30-2=28$, $r_{\text{table}=28}$ are 0.3610.

If the value of $r_{\text{observed}} > r_{\text{table}} = \text{valid}$

If the value of $r_{\text{observed}} < r_{\text{table}} = \text{invalid}$

The result of calculation of validity can be seen in the table below:

Table III.6
Validity of The Test

Item	R _{counted}	r _{table} (df=28; 5%)	Result
Item 1	0.5652	0.3610	Valid
Item 2	0.5516	0.3610	Valid
Item 3	0.7173	0.3610	Valid
Item 4	0.7173	0.3610	Valid
Item 5	0.5166	0.3610	Valid
Item 6	0.4821	0.3610	Valid
Item 7	0.4945	0.3610	Valid
Item 8	0.5185	0.3610	Valid
Item 9	0.4903	0.3610	Valid
Item 10	0.4643	0.3610	Valid
Item 11	0.4854	0.3610	Valid
Item 12	0.5274	0.3610	Valid
Item 13	0.4754	0.3610	Valid
Item 14	0.5614	0.3610	Valid
Item 15	0.4945	0.3610	Valid
Item 16	0.4945	0.3610	Valid
Item 17	0.5086	0.3610	Valid
Item 18	0.5417	0.3610	Valid
Item 19	0.5166	0.3610	Valid
Item 20	0.4522	0.3610	Valid
Item 21	0.5282	0.3610	Valid
Item 22	0.6013	0.3610	Valid
Item 23	0.5019	0.3610	Valid
Item 24	0.5086	0.3610	Valid
Item 25	0.4919	0.3610	Valid

From the result of calculation by using SPSS, it was found that were 25 items that were valid.

2. The Reliability

Reliability refers to a situation when giving the same tests for the same students in different occasions. Brown (2003, p. 23) stated that the reliable test is the consistent and dependable test. The consistent thing refers to score whereas the dependable thing refers to the condition of the student, temperature and condition. It means that when giving the same test to the same students and condition.

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As mentioned by Arikunto (2009, p. 222) the reliability for good classroom achievement tests are expected to exceed 0,0 and close 1,00. He stated that reliability of test is considered as follows:

0,0 – 0,20	: reliability is poor
0,21 – 0,40	: reliability is satisfactory
0,41 – 0,70	: reliability is good
0,71 – 1,0	: reliability is excellent

In this research, the researcher use SPSS 20 version to calculate the reliability of test. The following steps were how to get the result data based on SPSS 20 for windows- statistical software:

1. Open the students test result
2. From the menu SPSS, click *analyze* and then click sub menu *scale*
3. From the menu click your variables, and press the narrow button
4. From statistical, click item and *scale*, at summaries; click *means* and click, then click *ok* to end this process and you will see the output data of SPSS automatically.

The result of calculation of reliability can be seen in the table as follows:

Table III.7
Result of The Reliability Test

Cronbach's Alpha	N of Items
0.873	25

The reliability of the test was 0.87 it is categorized into excellent reliability level. It means the instrumental accuracy involved into good level and this means good for a research.

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3. Item Difficulty of the Test

Before the test was administered to the sample of this research, the researcher gave try out to 30 students of VIII 3 of Junior High School 9 Pekanbaru. The purpose of try out was to obtain validity and reliability of the test. The validity of the test was determined by finding the difficulty level of each item.

According to Sugiono (2015, p. 35) item difficulty is a statement about how difficult or easy a question is for the examinee. A good question is if it is not too difficult and not too easy.

The item of difficulty was determined as the proportion of correct responses. The formula for item of difficulty can be seen as follows (Arikunto, 2009, p. 209):

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

Where:

- P : index of Difficulty of facility value
 B : the number of correct answers
 JS : the number of examines or students taking the test

The formula above was used in order to know the easy or difficult tests those are given to the respondents. The standard value of the proportion of correct can be seen in the value of the proportion of correct can be seen in the table below (Arikunto, 2009, p. 210):

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Table III.8
Index Difficulty Level of Instruments

Proportion Correct (p)	Item Category
$P > 0.70$	Easy
$0.30 \leq P \leq 0.70$	Mean
$P < 0.30$	Difficult

The standard level of the difficulty used is > 0.30 and < 0.70 , it means that the level of difficulty is between 0.30 and 0.70. Then, the proportion of correct is represented by “p”, whereas the proportion of incorrect is represented by “q”, it can be seen in the following tables:

Table III.9
Students are able to Identify Main Idea of Recount Text

Variable	Identify Main Idea of Recount Text					N
Item no	1	6	13	16	21	30
Correct Item	12	13	16	16	15	
P	0.4	0.43	0.53	0.53	0.5	
Q	0.6	0.56	0.46	0.46	0.5	

Based on the table III.9, item number 1 shows the proportion of correct 0.4, item number 6 shows the proportion of correct answer 0.43, item number 13 shows the proportion of correct answer 0.53, item number 16 shows the proportion of correct answer 0.53, and item number 21 shows the proportion of correct answer 0.5. Based on the standard level of difficulty, all items for identify main idea or “p” > 0.30 and < 0.70 . So, the items of identify main idea of recount text are accepted.

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Table III.10
Students are able to Find Detail Information of Recount Text

Variable	Find Detail Information of Recount Text					N
Item no	5	7	11	18	23	30
Correct Item	15	13	15	16	12	
P	0.5	0.43	0.5	0.53	0.4	
Q	0.5	0.56	0.5	0.46	0.6	

Based on the table III.10, item number 5 shows the proportion of correct 0.5, item number 7 shows the proportion of correct 0.43, item number 11 shows the proportion of correct 0.5, item number 18 shows the proportion of correct 0.53, and item number 23 shows the proportion of correct 0.4. Based on the standard level difficulty, all items for find detail information or “p” > 0.30 and < 0.70. So, the items of find detail information of recount text are accepted.

Table III.11
Students are able to Identify the Meaning of Vocabulary in Context

Variable	Identify The Meaning of Vocabulary in Context					N
Item no	2	9	15	20	25	30
Correct Item	17	13	13	13	18	
P	0.56	0.5	0.5	0.5	0.6	
Q	0.43	0.5	0.5	0.5	0.4	

Based on the table III.11, the proportion of correct answer for item number 2 shows 0.56, item number 9 shows 0.5, item number 15 shows 0.5, item number 20 shows 0.5, item number 25 shows 0.6. Based on the standard level of difficulty, all items for identify the meaning of

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vocabulary in context or “p” > 0.30 and < 0.70. So, the items of identify the meaning of vocabulary in context are accepted.

Table III.12
Students are able to Identify The References in Recount Text

Variable	Identify The References in Recount Text					N
Item no	4	10	14	19	24	30
Correct Item	16	17	17	15	14	
P	0.53	0.56	0.56	0.5	0.46	
Q	0.46	0.43	0.43	0.5	0.53	

Based on the table III.12, the proportion of correct answer for item number 4 shows 0.53, item number 10 shows 0.56, item number 14 shows 0.56, item number 19 shows 0.5, item number 24 shows 0.46. Based the standard level difficulty, all items for Identify The References or “p”>0.30 and < 0.70. So, the items of Identify The References in Recount Text are accepted.

Table III.13
Students are able To Identify Inference in Recount Text

Variable	Students Are Able To Identify Inference in Recount Text					N
Item no	3	8	12	17	22	30
Correct Item	18	18	15	18	17	
P	0.6	0.6	0.5	0.6	0.56	
Q	0.4	0.4	0.5	0.4	0.43	

Based on the table III.13, the proportion of correct answer for item number 3 shows 0.6, item number 8 shows 0.6, item number 12 shows 0.5, item number 17 shows 0.6, item number 22 shows 0.56. Based on the

standard level of difficulty, all items for identify inference or “p”>0.30 and <0.70. so, the items of identify inference in recount text are accepted.

H. The Normality and Homogeneity of the Test

1. Normality of the Test

Assessing normality of data is used to describe a symmetrical, bell shaped curve, which has the greatest frequency of scores in the middle with smaller frequency towards the extremes. Normality can be assessed by obtaining skewness and kurtosis value (Pallant, 2003, p. 54). Before analyzing data by using t-test formula, the researcher had to find out normality test of the data. It was used to know whether the data are normal or not.

In order to know whether the data have normal distribution or not, the researcher used Kolmogorov-Smirnov method as the formula to analyze the data. In this research, the writer analyzed the data by using SPSS (Statistical Product and Service Solution) 20 version program. The SPSS result for Kolmogorov-Smirnov test can be seen as follows:

p-value (Sig.) > 0.05 = the data are in normal distribution

p-value (Sig.) < 0.05 = the data are not in normal distribution

Based on the SPSS output, the test of normality is showed as follows:

Table III.14
Test of Normality

class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	experiment	0.159	30	0.200	0.958	30	0.801
	control	0.168	30	0.200	0.926	30	0.518

a. Lilliefors Significance Correction

Based on the table above, it was obtained that the significant level in kolmogorov-Smirnov test of experimental class was 0.200; in other words $0.200 > 0.05$, and the significant level of control class was 0.200; it means that $0.200 > 0.05$. In brief, the data were distributed normally.

2. Homogeneity of the Test

The homogeneity test was used to measure whether the data are correlated from true population or not. Data homogeneity of variance test was calculated by using SPSS version 20. The SPSS result for Levene test was interpreted as follows:

$p\text{-value}(\text{Sig.}) > 0.05 =$ the data are homogeneous

$p\text{-value}(\text{Sig.}) < 0.05 =$ the data are not homogeneous

Based on SPSS output, the homogeneity of the test can be seen as follows:

Table III.15
Test of Homogeneity

Levene Statistic	df1	df2	Sig.
0.570	1	60	0.811

Based on the table above, it was found that the value of significance (Sig.) was 0.811. According to Pallant (2010:207), the data

are homogeneous or variant when the value Sig. is higher than 0.05. So, it is clear that Sig. is higher than 0.05 which indicates the homogeneity of the data. The comparison can be stated by $0.811 > 0.05$ it means that the data are homogeneous and the data are correlated from true population.

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1. The Technique of Analyzing Data

This research will be used independent sample t-test because this research will compare the result of test between pre-test and post-test from control class and experiment class. According to Gay and Airasian (2000, p. 512), t-test is one of the statistics tests used to determine whether two means are significantly different at a selected probability level. The data will analyze with independent sample t-test and will be calculated by using SPSS 20.0 version.

To identify the level of significant difference of using Detailed Reading Strategy (DRS) on students' reading comprehension at SMP N 9 Pekanbaru, it will be calculated by using eta squared formula:

$$\text{Eta Squared} = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

Where: t^2 : value of the table
 N1: number of students of first group
 N2: number of students of second group

The researcher conclude that:

1. H_a is accepted if the value in the **Sig. (2-tailed)** column is *equal or less* than 0.05 (e.g. 0.03, 0.01, 0.001). It means that there is a significant difference of students' reading comprehension of recount text between those who are taught by using Detailed Reading Strategy (DRS) and those who are taught without using Detailed Reading Strategy (DRS) at State Junior High School 9 Pekanbaru.
2. H_o is accepted if the value is *above* 0.05 (e.g. 0.06, 0.10). It means that there is no significant difference of students' reading comprehension of recount text between those who are taught by using Detailed Reading Strategy (DRS) and those who are taught without using Detailed Reading Strategy (DRS) at State Junior High School 9 Pekanbaru.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained in the chapter IV, finally the researcher would like to depict the conclusions as follows:

1. The students' reading comprehension taught by using Detailed Reading Strategy (DRS) at eighth grade of Junior High School 09 Pekanbaru was 74,20 in good category level.
2. The students' reading comprehension taught without using Detailed Reading Strategy (DRS) at eighth grade of Junior High School 09 Pekanbaru was 66,00 in good category level.
3. From the analysis Independent sample T-test formula, By comparing t_o (t-obtained) to t-table. From $df = 58$, the level of significance of 5% was 2.00 and the level of significance of 1% was 2.66. It can be seen that $2.00 < 2.66$. It means that the alternative hypothesis (H_a) was accepted, while null hypothesis (H_o) was rejected. There is a significant difference after using Detailed Reading Strategy (DRS) on students' reading comprehension at eighth grade of Junior High School 09 Pekanbaru.
4. The result of the level significant effect of using Detailed Reading Strategy (DRS) at eighth grade of Junior High School 09 Pekanbaru contributed 0.99. It means that the effect of using Detailed Reading Strategy (DRS) had large effect toward students reading comprehension of the eighth grade students at Junior High School 9 Pekanbaru.

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B. Suggestion

In line with the conclusion above, the researcher knows that Detailed Reading Strategy (DRS) give significant effect to students' reading comprehension of recount text. Therefore, the researcher suggests the teacher to use this learning strategy to improve students' reading comprehension of recount text.

1. Suggestion for the teacher

Detailed Reading Strategy (DRS) can be one of the ways to teach reading comprehension of recount text. It is proved by the result of data of this research. In addition, Detailed Reading Strategy (DRS) gives an effect in reading comprehension. Besides, the teacher has to be creative to convey the material in the class to make students interested and motivated to study. So, a creative teacher and a good method will present a successful comprehension in reading. In brief, a teacher has to look for methods, add knowledge, and teach joyfully to make students easy to comprehend what they learn.

2. Suggestion for the students

- a. The students should pay more attention to the lesson explained by the teacher.
- b. The students should practice their English, not only in the classroom but also outside of the classroom.
- c. The students should be more interested in studying English, because it is one of the keys to be successful in English subject.

3. Suggestion for the next researcher
 - a. This research is the one of the ways to improve students' reading comprehension. It is expected that the findings of this research will be used as starting points to conduct another research.
 - b. There are many other strategies to make teaching and learning process more effective and interesting. The next researchers are expected to find new strategies, methods, techniques, and approaches.

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Pekanbaru, 16 Januari 2019

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Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

: LINDA TRI UTAMI

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: Pendidikan Bahasa Inggris

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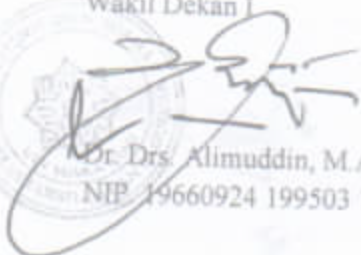
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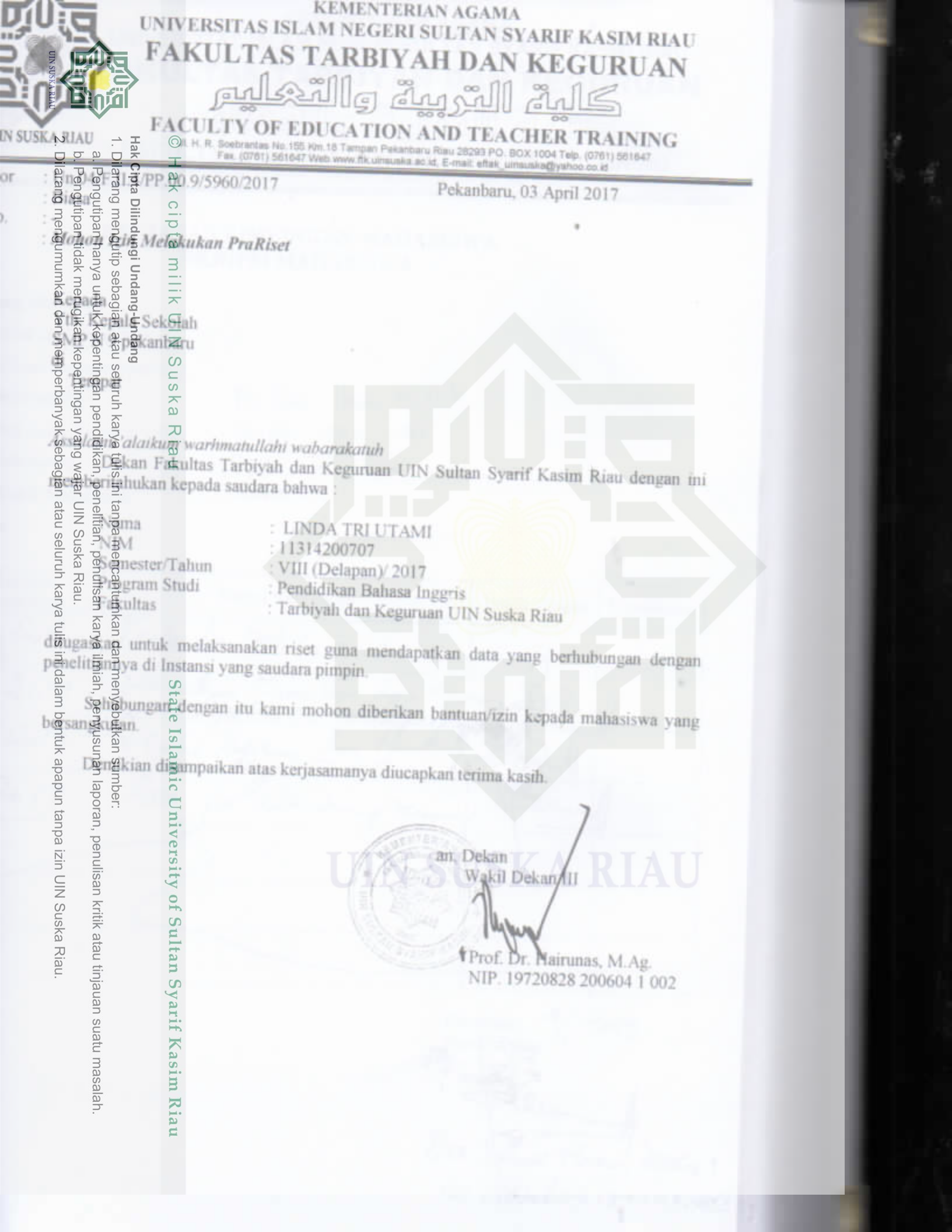
: Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Wassalam

an. Dekan

Wakil Dekan I


Dr. Drs. Alimuddin, M.Ag
NIP. 19660924 199503 1 002



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Melakukan PraRiset

: LINDA TRI UTAMI
 : 11314200707
 : VIII (Delapan) / 2017
 : Pendidikan Bahasa Inggris
 : Tarbiyah dan Keguruan UIN Suska Riau

untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitian di Instansi yang saudara pimpin.

dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Dankian disampaikan atas kerjasamanya diucapkan terima kasih.

an, Dekan
 Wakil Dekan/III
 Prof. Dr. Nairunas, M.Ag.
 NIP. 19720828 200604 1 002

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KEGATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

..
 ..
 ..
 : Drs Saesri Hasan, M.H.Sc
 : 19630803 199303 1 003
 : Lina Tri Utami
 : 11314200707
 ..

	Materi Bimbingan	Tanda Tangan	Keterangan
2018	Perluaki bab 1, 2, 3		
2019	Seberkas Rumusan dgn kuantitas, hipotesis, & konsep perspektif		
2019	Revisi Tulisan dan tambahan teori D.R.S.		
2019	See for attending seminar		

State Islamic University of Sultan Syarif Kasim Riau

Pekanbaru, 21/2019
 Pembimbing,

 Drs. Saesri Hasan, M.H.Sc
 NIP. 196308031993031003

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SKRIPSI MAHASISWA

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: Drs. Samsi Hasan, M.H.Sc
 : 19630803 199303 1 003
 : Linda Tri Utami
 : 11314200707

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Perilaku Jurnal Penelitian dan perpecahan variabel penelitian		
Perilaku Rumusan, kerangka dan hipotesis.		
Acce for Scupro (Jurnal)		
Acce Instrument test.		
Perilaku Data Analysis menggunakan Independent Sample t-Test.		
Acce for attending final Examination		

Pekanbaru,
 Pembimbing,

 NIP. 196308031993031003

**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama : Linda Tri Utami

NIM : 11314200707

Tanggal : Thursday/ 14 February 2019

Judul : Teaching English Using Detailed Reading Strategy (Drs): Its Effect On The Eighth Grade Students' Reading Comprehension At State Junior High School 09 Pekanbaru.



Status : Proposal ini sudah sesuai dengan masukan dan saran yang
 Dalam Ujian proposal

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JABATAN	TANDA TANGAN	
	PENGUJI I	PENGUJI II
PENGUJI I		
PENGUJI II		

Pekanbaru, 14 Februari 2019
 Peserta Ujian Proposal



Linda Tri Utami
 NIM. 11314200707

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Pekanbaru, 15 Maret 2019 M

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Melakukan Riset

Riau

Penanaman Modal dan Pelayanan Terpadu

Riau

Riau

warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini
mengetahui kepada saudara bahwa :

: LINDA TRI UTAMI
: 11314200707
: XII (Dua Belas) / 2019
: Pendidikan Bahasa Inggris
: Tarbiyah dan Keguruan UIN Suska Riau

melaksanakan riset guna mendapatkan data yang berhubungan dengan
Teaching English Using Detailed Reading Strategy (DRS): Its Effect on
Sixth Grade Students' Reading Comprehension at State Junior High School 9

: SMP Negeri 9 Pekanbaru
: 3 Bulan (15 Maret 2019 s.d 15 Juni 2019)

dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang

demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag
NIP.19740704 199803 1 001





PEMERINTAH PROVINSI RIAU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTSP/NON IZIN-RISET/20212
TENTANG



182010

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca
Surat Rekomendasi Riset dari : Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau, Nomor :
503/DPMPSTSP/NON IZIN-RISET/20212 Tanggal 15 Maret 2019, dengan ini memberikan rekomendasi kepada:

- : LINDA TRI UTAMI
- : 11314200707
- : PENDIDIKAN BAHASA INGGRIS
- : S1
- : PEKANBARU
- : Teaching English Using Detailed Reading Strategy (DRS): Its Effect on
The Eighth Grade Students' Reading Comprehension at State Junior
High School 9 Pekanbaru
- : SMP NEGERI 9 PEKANBARU


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Dibuat di : Pekanbaru
Pada Tanggal : 18 Maret 2019

 Ditetapkan secara Elektronik Oleh
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DAN PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**
EVAREFITA, SE, M.Si
Pembina Utama Muda
NIP. 19720628 199703 2 004

Yth :
Kepala Badan Kelembagaan dan Politik Provinsi Riau di Pekanbaru
Kepala Kantor Keselamatan dan Lintas di Pekanbaru
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
yang bersangkutan



PEMERINTAH KOTA PEKANBARU BADAN KESATUAN BANGSA DAN POLITIK

JL. ARIFIN AHMAD NO 39 TELP. - FAX : (0761) 39399 PEKANBARU



232018

REKOMENDASI PENELITIAN Nomor : 071/BKBP-REKOM/2019/1088

Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian.

Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMP/TSP/NON IZIN-RISSET/20212 tanggal 18 Maret 2019, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

Badan Kesatuan Bangsa dan Politik Kota Pekanbaru memberikan Rekomendasi kepada :

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: 11314200707
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: PENDIDIKAN BAHASA INGGRIS
: S1
: RINGIN JAYA DESA RINGIN JAYA KEC. PULAU BURUNG KAB.
: INHIL-RIAU
: TEACHING ENGLISH USING DETAILED READING STRATEGY
: (DRS) : ITS EFFECT ON THE EIGHTH GRADE STUDENTS'
: READING COMPREHENSION AT STATE JUNIOR HIGH SCHOOL 9
: PEKANBARU
: DINAS PENDIDIKAN KOTA PEKANBARU

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DAN POLITIK KOTA PEKANBARU
SEKRETARIS
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NIP. 19710514 199403 1 007

Kepada Yth :
UIN SUSKA Riau di Pekanbaru

PEMERINTAH KOTA PEKANBARU
DINAS PENDIDIKAN KOTA PEKANBARU
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 9
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Jl. H. Imam Munandar No.398, Telp.27322 Email:smpnegeri9.pku@gmail.com
P E K A N B A R U

SURAT KETERANGAN

Nomor : 422/ 02/ 2019 / 225

Yang bertanda tangan dibawah ini Kepala SMP 9 Pekanbaru dengan ini
menyatakan bahwa,

Nama : Linda Tri Utami
NIM : 11314200707
Jurusan : Pendidikan Bahasa Inggris
Judul : Teaching English Using Detailed Reading Strategy
(Drs): Its Effect on The Eighth Grade Students'
Reading Comprehension at State Junior High School
9 Pekanbaru

Nama tersebut telah kami terima melakukan riset di SMP Negeri 9 Pekanbaru
pada tanggal 18 februari 2019.

Demikianlah Surat Keterangan ini kami buat untuk dapat dipergunakan yang
bersangkutan terima kasih.

Pekanbaru, 18 februari 2019

Kepala Sekolah



ERNIDANISMA, S.Pd
NIP.196612051991032003

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PEKANBARU
website : www.disdikpku.org email : disdikpku@yahoo.com

Pekanbaru, 26 Maret 2019

Kepada Yth,
Sdr. Kepala SMP Negeri 9
Kota Pekanbaru
di - Pekanbaru

80/Sekretaris.1/III/2019/02531

Melaksanakan
Riset / Penelitian

Berdasarkan surat dari Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru nomor : 071 / BKBP - REKOM / 2019 / 1088 tanggal 20 Maret 2019 perihal Izin Riset/Penelitian, atas nama :

Nama : LINDA TRI UTAMI
NIM : 11314200707
Mahasiswa : Fakultas Tarbiyah & Keguruan UIN Suska Riau
Judul Penelitian : Teaching English Using Detailed Reading Strategy (DRS) : Its Effect on The Eighth Grade Students' Reading Comprehension at State Junior High School 9 Pekanbaru.

Pada prinsipnya kami dapat menyetujui yang bersangkutan melaksanakan riset pada SMP Negeri 9 Kota Pekanbaru, sehubungan dengan itu diharapkan agar saudara dapat membantu kelancaran tugas yang bersangkutan.

Demikian disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

UIN SUSKA RIAU

An. KEPALA DINAS PENDIDIKAN
PEKANBARU
Sekretaris



H. MUZALIS, S.Pd, MM
Pembina / NIP. 19650921 198902 1 001

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DINAS PENDIDIKAN KOTA PEKANBARU
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 9
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Jalan Munandar No.398, Telp.27322 Email:smpnegeri9.pku@gmail.com
PEKANBARU

SURAT KETERANGAN
Nomor : 422/ 04/ 2019 / 240

Tangan dibawah ini Kepala SMP 9 Pekanbaru dengan ini

: **Linda Tri Utami**
: 11314200707
: Pendidikan Bahasa Inggris
: **Teaching English Using Detailed Reading Strategy**
(Drs): Its Effect on The Eighth Grade Students'
Reading Comprehension at State Junior High School
9 Pekanbaru

nama tersebut telah melaksanakan riset di SMP Negeri 9 Pekanbaru dari tanggal 28 Februari sampai dengan tanggal 04 April 2019.

Sehubungan dengan itu, surat keterangan ini kami buat untuk dapat dipergunakan yang
bersangkutan terima kasih.

Pekanbaru, 04 April 2019

Kepala Sekolah



ERNID LISMA, S.Pd
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RESEARCH INSTRUMENT

Reading Comprehension Test

Post-Test

Respondent: The Eighth Grade of Junior High School 9 Pekanbaru

Directions:

1. You can answer this question on this sheet.
2. Read the question below carefully and choose the answer a,b,c or d by giving (X) mark on it.
3. If you had mistaken the answer, you can give mark (~~X~~).
4. Check yor answer before you collect this sheet.

❖ **Read the following text to answer questions number 1 to 5.**

Last year in 2018, I joined the Pekanbaru Marathon and its my first marathon contest. I had to run 26,2 km to complete it. It was hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the next year.

(sumber: www.quipper.com; 28 November 2019)

1. What is the text about?
 - a. The writer's activities of watching Pekanbaru marathon contest.
 - b. The writer's wonderful feeling after watching marathon.
 - c. The writer's good achievement in marathon.
 - d. The changing of the writer's feeling after joining the marathon.
2. "... I change my mind." (Paragraph 2) The underlined word is closest meaning to ...

a. believe	c. Thought
b. Ambition	d. Suggestion

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3. How many the writer did the marathon?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
4. "...I had to run 26,2 km to complete it." in paragraph 2, the underlined word refers to ...
 - a. Miles
 - b. The writer
 - c. Marathon
 - d. Run
5. Why the writer changed his mind?
 - a. Because doing marathon is hard
 - b. Because he wanted to spend his time
 - c. Because it was wonderful thing for him
 - d. Because he is an athlete

❖ **Read the following text to answer questions number 6 to 10.**

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

(sumber: www.itapuih.com; 23 february 2019; PajaTapuih)

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6. The text above is about ...
 - a. The writer and his friend
 - b. The writer friends
 - c. An embarrassing day
 - d. Shopping with mother
7. The writer couldn't contact his friend because ...
 - a. He was in the parking area
 - b. His cell phone was broken
 - c. He went home alone
 - d. His friend was still choosing a shirt
8. From the story above we can conclude that there was a problem because..
 - a. The writer's friend was in the clothes section
 - b. The writer and his friend couldn't ride the motorcycle
 - c. The writer couldn't contact his friend
 - d. The writer and his friend decided to go to the department store
9. "...watching him confused in choosing a shirt." In paragraph 1, the underlined word is antonym with...
 - a. Clearly
 - b. Frightened
 - c. misled
 - d. Worried
10. "...I couldn't find him there" in paragraph 1. The underlined word refers to
 - a. The department store
 - b. The writer's home
 - c. The cassette section
 - d. The clothes section

❖ *Read the following text to answer questions number 11 to 15.*

It was the beginning of July, My parents and I were in a plane heading home from our vacation.

A crew announced the passengers that we were going to land in the airport in a few minutes. While listening to the announcement, I was looking outside through the window and saw how dark the sky was. It was raining heavily and lightings sparked here and there.

Suddenly, I felt the plane went bumpy. The impact was low at the beginning, however it gradually became terrible. Everything shook terribly. People started to scream in fear. I hold my parents' hands. I heard my Dad was praying while Mom tried to soothe me.

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Fortunately, our plane landed safely at the airport under that extreme weather. I thanked God for saving my parents and me.

(sumber: www.itapuih.com; 11 februari 2018; PajaTapuih)

11. What was the writer's mother doing during the turbulence?
 - a. She was holding her husband's hand
 - b. She was calming the writer down
 - c. She was praying for help
 - d. She was crying for fear
12. The turbulence was caused by
 - a. The bad weather
 - b. The size of the plane
 - c. The height of the flight
 - d. The damage on one of the machines
13. What is the main idea of paragraph 2?
 - a. The writer saw that it was raining heavily and lightning outside
 - b. The writer was enjoying the announcement made by the crew
 - c. A crew was announcing that they were going to land soon
 - d. The lightning outside scared the writer
14. "...It was raining..." in paragraph 2, the underlined word refers to...

a. The plane	c. The weather
b. The vacation	d. The airport
15. "...People started to scream in fear" in paragraph 3. The underlined word is synonym with

a. Shout	c. Shake
b. Talk	d. Angry

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Read the following text to answer questions number 16 to 20.

I have got an unforgettable experience last Lebaran Day. My family and I went to my mother's hometown to celebrate "Idul Fitri". We went by a plane. At the airport, my family and I had to walk through the metal detector. When I got the turn to walk through it, suddenly the alarm beeped. The woman who worked as the airport security said, "Come here, you need to get your belt off". I took my belt off, but the alarm still beeped. The security asked me to take my wallet from my pocket. I did what she ordered. Still alarm beeped.

After that the security asked me to turn back and she checked my body. She touched my left pocket. Then she told me, "There was something in it. it might be the things that made the alarm beeped". I took out something from the left pocket. The woman laughed and said, "That has made the alarm beep". It was a silver pen. I felt embarrassed because everybody stared at me with curiosity.

(sumber; www.mertonschool.com 23 February, 2019)

16. What does the second paragraph tell us about?
 - a. The writer and his family walked through metal detector
 - b. The writer's silver pen made the metal detector beeped
 - c. The security checked the writer's pockets
 - d. Everybody stared at the writer
17. From the text, we can conclude
 - a. The security guard was a fussy woman
 - b. You are not allowed to wear belts at the airport
 - c. The alarm beeped because there was a metallic object
 - d. The writer's appearance attracted everybody's attention
18. Why did the airport security tell the writer to take off his belt?
 - a. Because the alarm beeped when he passed through metal detector
 - b. Because it was his unforgettable experience last lebaran
 - c. Because she worked as the airport security officer
 - d. Because everybody stared at him curiosity
19. "...turn to walk through it" in paragraph 1. The underlined word refers to...
 - a. The airport
 - b. The wallet
 - c. The metal detector
 - d. The silver pen



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20. "I felt embarrassed...." in last paragraph. The underlined word is antonym with....
- a. Shy
 - b. Clever
 - c. Beautiful
 - d. Brave

Read the following text to answer questions number 21 to 25.

Last Sunday, I was gardening with my father. It was half past six in the morning. The air was really fresh. My dad called me from the yard. He said something about 'banana'. I walked to where he stood looking at one of my banana tress. I saw some of them are already yellow. What a great view!

Next, we were busy to harvest the bananas it was my first time to do this. We just moved to this new house for about six months. Here, we have some yard besides the house with banana and guava trees.

After that I watered the vertical garden and pulled off the wild grass. I also collected the old leaves and realized that the yard looked nicer and cleaner after that.

Finally, I picked 2 ripe guavas. Hmm, they smelt nice. I took a shower and had breakfast with my parents right after that. It was a fine Sunday morning. I felt a stronger bond by doing the gardening with my father.

(sumber; www.mertonschool.com 23 February,2019)

21. What is the main idea of the first paragraph?
- a. The family had a breakfast together
 - b. The writer watered the plants and cleared the yard
 - c. The writer found that some of the bananas were ripe
 - d. The father and son were busy to harvest the banana trees
22. From the text, we know that...
- a. The writer felt very bored last Sunday
 - b. The writer's garden is full of kinds of flowers
 - c. Mother was not at home last Sunday morning
 - d. The writer really enjoyed the gardening time with his dad

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23. Why did the yard look nicer and cleaner?
 - a. It was full of beautiful flowers
 - b. They had cut off all the banana trees
 - c. The writer had watered the banana trees
 - d. He collected old leaves and pulled off the wild grass
24. “They smelt nice” (last paragraph) the underlined word refers to ...
 - a. The writer and his dad
 - b. Bananas
 - c. Garden
 - d. Guavas
25. “I also collected the old leaves.....” The underline word is similarity in meaning with ...
 - a. Gather
 - b. Threw away
 - c. Burn
 - d. Cut



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RESEARCH INSTRUMENT

Reading Comprehension Test

Pre-Test

Respondent: The Eighth Grade of Junior High School 9 Pekanbaru

Directions:

1. You can answer this question on this sheet.
2. Read the question below carefully and choose the answer a,b,c or d by giving (X) mark on it.
3. If you had mistaken the answer, you can give mark (~~X~~).
4. Check yor answer before you collect this sheet.

❖ **Read the following text to answer questions number 1 to 5.**

I am glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when mum called me this morning. I fell asleep again until mum called me again. Ay snooze made me late.

I did not have time for breakfast. I was starving I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school n tie. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it and fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

(sumber: www.itapuih.com; 23 february 2019; PajaTapuih)

1. What is the text talking about?

a. A wonderful experience	c. A terrible experience
b. A sad story	d. A happy journey



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2. What made everything went wrong?
 - a. He got up late in the morning
 - b. He came to school lately
 - c. His homework was left at home
 - d. He got punishment from his teacher
3. “He was late for teaching” in paragraph 2, the underlined word refers to
 - a. The writer
 - b. His mom
 - c. His teacher
 - d. His dad
4. What was the writer’s profession?
 - a. A teacher
 - b. A principal
 - c. A worker
 - d. A students
5. “.....he was furious with me.” (Paragraph 2).
The underline word is synonymous with
 - a. Angry
 - b. Proud
 - c. Arrogant
 - d. Greedy

❖ **Read the following text to answer questions number 6 to 10.**

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park.

In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

(sumber; www.mertonschool.com 23February, 2019)

6. Why did the writer and his family feel very tired after having a trip to the zoo?
 - a. They had to visit many places in the zoo
 - b. They took a long time to reach the zoo area
 - c. They had to feed a lot of animals in the zoo
 - d. They had no time to take a rest in the zoo

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7. What happened to the writer's dad when he rode an elephant?
 - a. He felt a thrill
 - b. He felt fun
 - c. He fell off
 - d. He failed
8. What is the text talking about?
 - a. A trip to the jungle
 - b. A trip to the zoo
 - c. A trip to the park
 - d. A trip to the mountain
9. "... It was a thrill to ride it." In paragraph 2, the underlined word refers to..
 - a. Writer's family
 - b. Writer's Dad
 - c. The shop
 - d. The elephant
10. ".....we were very tired." (Paragraph 3). The underline word is antonymous with?
 - a. Energized
 - b. Empty
 - c. bored
 - d. sleepy

❖ *Read the following text to answer questions number 11 to 15.*

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

(sumber: www.itapuih.com; 23 february 2019; PajaTapuih)

11. What is the last paragraph talking about?
 - a. Anto had butterflies as his pet
 - b. The writer's friend is a good swimmer
 - c. There are a lot of flowers in Anto's house
 - d. The writer had a good time with his friend



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12. Where did the writer spend his afternoon?
 - a. Under a tree
 - b. Inside big bird cage
 - c. In the flower garden
 - d. In the swimming pool
13. “.....I really enjoyed my time....” (Paragraph 3). The underline word is synonymous with?
 - a. Sad
 - b. Have fun
 - c. Dislike
 - d. Hate
14. “I liked it very much.” In paragraph 1, the underlined word refers to..
 - a. Traditional food
 - b. Anto’s house
 - c. Anto’s garden
 - d. Anto’s pet
15. How is the writer’s feeling when visiting anto?
 - a. Sad
 - b. Bored
 - c. Happy
 - d. Tired

❖ **Read the following text to answer questions number 16 to 20.**

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher form a month.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m.an arrived in Jakarta at 7 a.m. we took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I felt nervous because two hundred people watching me. However, my teacher always told me that everything was alright so I did not feel nervous anymore. I performed on the stage confidently. Really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first



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winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we were so tired however, we were satisfied because our effort was not useless.

(sumber; www.mertonschool.com 23 February, 2019)

16. The topic of paragraph three is about?
 - a. The writer's journey to Jakarta
 - b. The writer's preparation for the performance
 - c. The writer's moment on the plane
 - d. The writer's arrival in Jakarta
17. How the writer can arrived at Jakarta?
 - a. By plane
 - b. By car
 - c. By motorcycle
 - d. By train
18. How did the writer perform on the stage?
 - a. Nervously
 - b. Confidently
 - c. Impatiently
 - d. Gladly
19. "however, we were satisfies because our effort was not useless" (paragraph 5). The underline word is similarity in meaning with....
 - a. Pride
 - b. Awareness
 - c. Attempt
 - d. Confidence
20. "I still could not believe when they called my name as the first winner" (paragraph 5) What does underlined pronoun refer to?
 - a. The writer and her teacher
 - b. The judges and the participants
 - c. Two hundred people
 - d. The judges



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❖ *Read the following text to answer questions number 21 to 25.*

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

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

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

(sumber; www.mertonschool.com 23 February,2019)

21. Who took Mrs. Damiri to the clinic?
 - a. Her son
 - b. Her husband
 - c. Her neighbour
 - d. Her children
22. The main idea of the second paragraph is
 - a. Mrs. Damiri got accident
 - b. Mr. Damiri was proud of his son
 - c. Yusuf asked his neighbour to help
 - d. Mr. Damiri and his other children had gone
23. How did the neighbour help Mrs. Damiri?
 - a. He called Mrs. Damiri's husband and ran to the kitchen
 - b. He called the fireman and put out the fire
 - c. He put out the fire and took Mrs. Damiri to the clinic
 - d. He called the fireman and advised Mrs. Damiri to stay calm
24. "She was too frightened to speak sensibly to him" (paragraph 2) the underlined word refers to
 - a. Mr. Damiri
 - b. Mr. Damiri's wife
 - c. Her neighbour
 - d. Yusuf

25. “She was too frightened to speak.....” The underline word is similarity in meaning with
- a. Worry
 - b. Cry
 - c. Sad
 - d. Afraid



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Key Answer of Pre-Test

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

Key Answer of Post-Test

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

Accepted Rejected

Scale(0,30-1,0)

category	V	A	V	A	V	A	V	A	V	A	V	A	V	A	V	A	V	A	V	A	V	A	V	A	V	A
P1	0.25	0.23	0.24	0.25	0.25	0.24	0.25	0.25	0.25	0.25	0.25	0.24	0.25	0.25	0.24	0.23	0.24	0.25	0.23	0.23	0.23	0.25	0.25	0.25	0.25	0.23
Q	0.6	0.43	0.4	0.46	0.5	0.56	0.56	0.4	0.56	0.43	0.46	0.46	0.43	0.5	0.53	0.53	0.46	0.4	0.46	0.5	0.43	0.46	0.46	0.46	0.46	
d	0.4	0.56	0.18	0.16	0.15	0.17	0.13	0.16	0.16	0.13	0.19	0.15	0.16	0.15	0.13	0.15	0.17	0.12	0.14	0.18	0.18	0.18	0.18	0.18	0.18	
students who answer correctly	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 23	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
student 2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	

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Benar: 11
Salah: 14

44
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RESEARCH INSTRUMENT

Reading Comprehension Test

Pre-Test

Respondents: The Eighth Grade of Junior High School 9 Pekanbaru

Directions:

1. You can answer this question on this sheet.
2. Read the question below carefully and choose the answer a,b,c or d by giving (X) mark on it.
3. If you had mistaken the answer, you can give mark (00).
4. Check your answer before you collect this sheet.

❖ Read the following text to answer questions number 1 to 5.

I thought that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when mum called me this morning. I fell asleep again until mum called me again. My snooze made me late.

I didn't have time for breakfast. I was starving I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put in my bag the night before. I usually check my bag in the morning. I did not do this because I was late. I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it and fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

Source: *...*; 23 february 2019; PajaTapuih)

1. What is the text talking about?
 - a. A wonderful experience
 - b. A sad story
 - c. A terrible experience
 - d. A happy journey

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What made everything went wrong?
 He got up late in the morning
 He came to school lately
 His homework was left at home
 He got punishment from his teacher

"He was late for teaching" in paragraph 2, the underlined word refers to

- a. His teacher
- b. His mother
- c. His father
- d. His dad

What was the writer's profession?

- a. A teacher
- b. A worker
- c. A principal
- d. A student

"...he was furious with me." (Paragraph 2).

The underline word is synonymous with

- a. Angry
- b. Proud
- c. Arrogant
- d. Greedy

Read the following text to answer questions number 6 to 10.

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a fun to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park.

In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

(sumber; www.mertonschool.com 23February, 2019)

Why did the writer and his family feel very tired after having a trip to the zoo?

- a. They had to visit many places in the zoo
- b. They took a long time to reach the zoo area
- c. They had to feed a lot of animals in the zoo
- d. They had no time to take a rest in the zoo



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What happened to the writer's dad when he rode an elephant?

- He felt a thrill
- He felt fun
- He fell off
- He failed

What is the text talking about?

- trip to the jungle
- trip to the zoo
- A trip to the park
- A trip to the mountain

"... was a thrill to ride it." In paragraph 2, the underlined word refers to..

- writer's family
- writer's Dad
- The shop
- The elephant

"...we were very tired." (Paragraph 3). The underline word is antonymous with?

- Energized
- Empty
- bored
- sleepy

Read the following text to answer questions number 11 to 15.

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

(sumber: ; 23 february 2019; PajaTapuih)

11. What is the last paragraph talking about?

- Anto had butterflies as his pet
- The writer's friend is a good swimmer
- There are a lot of flowers in Anto's house
- The writer had a good time with his friend



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Where did the writer spend his afternoon?
 a. Under a tree
 b. Inside a big bird cage
 c. In the flower garden
 d. In the swimming pool

"I really enjoyed my time...." (Paragraph 3). The underline word is synonymous with?
 a. Love
 b. Like
 c. Dislike
 d. Hate

"I liked it very much." In paragraph 1, the underlined word refers to..
 a. Traditional food
 b. Anto's house
 c. Anto's garden
 d. Anto's pet

How is the writer's feeling when visiting anto?
 a. Sad
 b. Bored
 c. Happy
 d. Tired

Read the following text to answer questions number 16 to 20.

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher form a month.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. We arrived in Jakarta at 7 a.m. we took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

I saw my teacher and I went to the dressing room. My teacher helped me to do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I felt nervous because there were two hundred people watching me. However, my teacher always told me that everything was alright so I did not feel nervous anymore. I performed on the stage confidently. Really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first

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I was happy to be given the trophy. My teacher was also proud of my achievement. Finally, we were so tired however, we were satisfied because our effort was not useless.

(sumber; www.mertonschool.com 23 February, 2019)

The topic of paragraph three is about?

- a. The writer's journey to Jakarta
- b. The writer's preparation for the performance
- c. The writer's moment on the plane
- d. The writer's arrival in Jakarta

How did the writer can arrived at Jakarta?

- a. By plane
- b. By car
- c. By motorcycle
- d. By train

How did the writer perform on the stage?

- a. Nervously
- b. Confidently
- c. Impatiently
- d. Gladly

"However, we were satisfies because our effort was not useless"

The underline word is similarity in meaning with....

- a. Pride
- b. Awareness
- c. Aempt
- d. Confident

20. "I still could not believe when they called my name as the first winner"

(paragraph 5) What does underlined pronoun refer to?

- a. The writer and her teacher
- b. The judges and the participants
- c. Two hundred people
- d. The judges



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Read the following text to answer questions number 21 to 25.

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

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

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

(sumber: www.mertonschool.com 23 February, 2019)

21. Who took Mrs. Damiri to the clinic?
 - a. Her son
 - b. Her husband
 - c. Her neighbour
 - d. Her children
22. The main idea of the second paragraph is
 - a. Mrs. Damiri got accident
 - b. Mr. Damiri was proud of his son
 - c. Yusuf asked his neighbour to help
 - d. Mr. Damiri and his other children had gone
23. How did the neighbour help Mrs. Damiri?
 - a. He called Mrs. Damiri's husband and ran to the kitchen
 - b. He called the fireman and put out the fire
 - c. He put out the fire and took Mrs. Damiri to the clinic
 - d. He called the fireman and advised Mrs. Damiri to stay calm
24. "He was too frightened to speak sensibly to him" (paragraph 2) the underlined word refers to
 - a. Mr. Damiri
 - b. Mr. Damiri's wife
 - c. Her neighbour
 - d. Yusuf

- c. Sad
d. Afraid



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UIN SUSKA RIAU

Salah !?

69

RESEARCH INSTRUMENT

Reading Comprehension Test

Pre-Test

Respondent: The Eighth Grade of Junior High School 9 Pekanbaru

Directions:

1. You can answer this question on this sheet.
2. Read the question below carefully and choose the answer a,b,c or d by marking (X) mark on it.
3. If you had mistaken the answer, you can give mark (CC).
4. Check your answer before you collect this sheet.

❖ Read the following text to answer questions number 1 to 5.

I had that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when mum called me this morning. I fell asleep again until mum called me again. My snooze made me late.

I did not have time for breakfast. I was starving I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put in my bag the night before. I usually check my bag in the morning. I did not do this because I was late. I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it and fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

Sumber: ; 23 february 2019; PajaTapuih)

1. What is the text talking about?
 - a. A wonderful experience
 - b. A sad story
 - c. A terrible experience
 - d. A happy journey

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Denar:16
Salah :7

69

RESEARCH INSTRUMENT

Reading Comprehension Test

Pre-Test

Respondent: The Eighth Grade of Junior High School 9 Pekanbaru

Directing:

- 1. You can answer this question on this sheet.
- 2. Read the question below carefully and choose the answer a,b,c or d by giving (X) mark on it.
- 3. If you had mistaken the answer, you can give mark (∞).
- 4. Check your answer before you collect this sheet.

Read the following text to answer questions number 1 to 5.

I am glad that today is over. So many things have gone wrong. For some reason I didn't sleep a wink last night. I was very tired when mum called me this morning. I fell asleep again until mum called me again. My snooze made me late.

I did not have time for breakfast. I was starving I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put in my bag the night before. I usually check my bag in the morning. I did not do this because I was late. I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it and fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

(sumber: ; 23 february 2019; Paja Tapuih)

- 1. What is the text talking about?
 - a. A wonderful experience
 - b. A sad story
 - c. A terrible experience
 - d. A happy journey



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What made everything went wrong?
 He got up late in the morning
 He came to school lately
 His homework was left at home
 He got punishment from his teacher



"He was late for teaching" in paragraph 2, the underlined word refers to

- a. The writer
- b. His mom
- c. His teacher
- d. His dad

What was the writer's profession?

- a. A teacher
- b. A principal
- c. A worker
- d. A students

".....he was furious with me." (Paragraph 2).

The underline word is synonymous with

- a. Angry
- b. Proud
- c. Arrogant
- d. Greedy



Read the following text to answer questions number 6 to 10.

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park.

In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

(sumber; www.mertonschool.com 23February, 2019)

6. Why did the writer and his family feel very tired after having a trip to the zoo?
 - a. They had to visit many places in the zoo
 - b. They took a long time to reach the zoo area
 - c. They had to feed a lot of animals in the zoo
 - d. They had no time to take a rest in the zoo



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10. What happened to the writer's dad when he rode an elephant?

- a. He felt a thrill
- b. He fell off
- c. He felt fun
- d. He failed

11. What is the text talking about?

- a. A trip to the jungle
- b. A trip to the zoo
- c. A trip to the park
- d. A trip to the mountain

12. "It was a thrill to ride it." In paragraph 2, the underlined word refers to..

- a. The shop
- b. The writer's family
- c. The elephant
- d. The writer's dad

13. "We were very tired." (Paragraph 3). The underline word is

- a. excited
- b. energized
- c. bored
- d. sleepy

14. Read the following text to answer questions number 11 to 15.

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watched butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

(Sumber:

; 23 february 2019; PajaTapuih)

11. What is the last paragraph talking about?

- a. Anto had butterflies as his pet
- b. The writer's friend is a good swimmer
- c. There are a lot of flowers in Anto's house
- d. The writer had a good time with his friend



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Where did the writer spend his afternoon?
 a. Under a tree
 b. Inside the big bird cage
 c. In the flower garden
 d. In the swimming pool

"...I really enjoyed my time...." (Paragraph 3). The underline word is synonymous with?

- a. Sad
 b. Have fun
 c. Dislike
 d. Hate

"I liked very much." In paragraph 1, the underlined word refers to..

- a. Traditional food
 b. Anto's house
 c. Anto's garden
 d. Anto's pet

How is the writer's feeling when visiting anto?

- a. Sad
 b. Bored
 c. Happy
 d. Tired

Read the following text to answer questions number 16 to 20.

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher form a month.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. we took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I felt nervous because two hundred people watching me. However, my teacher always told me that everything was alright so I did not feel nervous anymore. I performed on the stage confidently. Really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judge finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first



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winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we were so tired however, we were satisfied because our effort was not useless.

(sumber: www.mertonschool.com 23 February, 2019)

17. The topic of paragraph three is about?
- a. The writer's journey to Jakarta
 - b. The writer's preparation for the performance
 - c. The writer's moment on the plane
 - d. The writer's arrival in Jakarta

18. How the writer can arrived at Jakarta?
- a. By plane
 - b. By car
 - c. By motorcycle
 - d. By train

18. How did the writer perform on the stage?
- a. Nervously
 - b. Confidently
 - c. Impatiently
 - d. Gladly

19. "however, we were satisfies because our effort was not useless" (paragraph 5). The underline word is similarity in meaning with...
- a. Pride
 - b. Awareness
 - c. Attempt
 - d. Confidence

20. "I still could not believe when they called my name as the first winner" (paragraph 5) What does underlined pronoun refer to?
- a. The writer and her teacher
 - b. The judges and the participants
 - c. Two hundred people
 - d. The judges

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Read the following text to answer questions number 21 to 25.

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

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

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

(sumber; www.mertonschool.com 23 February, 2019)

21. Who took Mrs. Damiri to the clinic?

- a. Her son
- b. Her husband
- c. Her neighbour
- d. Her children

22. The main idea of the second paragraph is

- a. Mrs Damiri got accident
- b. Mr. Damiri was proud of his son
- c. Yusuf asked his neighbour to help
- d. Mr. Damiri and his other children had gone

23. How did the neighbour help Mrs. Damiri?

- a. He called Mrs. Damiri's husband and ran to the kitchen
- b. He called the fireman and put out the fire
- c. He put out the fire and took Mrs. Damiri to the clinic
- d. He called the fireman and advised Mrs. Damiri to stay calm

24. "She was too frightened to speak sensibly to him" (paragraph 2) the underlined word refers to

- a. Mr. Damiri
- b. Mr. Damiri's wife
- c. Her neighbour
- d. Yusuf

© She was too frightened to speak.....” The underline word is similarity in meaning with

- a. Sad
- b. Worry
- c. Cry
- d. Afraid



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Benar : 13
Salah : 12

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RESEARCH INSTRUMENT

Reading Comprehension Test

Pre-Test

Respondents: The Eighth Grade of Junior High School 9 Pekanbaru

Directions:

1. Give an answer to this question on this sheet.
2. Read the question below carefully and choose the answer a, b, c or d by writing (X) mark on it.
3. If you had mistaken the answer, you can give mark (CC).
4. Check your answer before you collect this sheet.

❖ Read the following text to answer questions number 1 to 5.

I had that today is over. So many things have gone wrong. For some reason, I didn't sleep a wink last night. I was very tired when mum called me this morning. I fell asleep again until mum called me again. My snooze made me late.

I did not have time for breakfast. I was starving I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put in my bag the night before. I usually check my bag in the morning. I did not do this because I was late. I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it and fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

(Sumber:

; 23 february 2019; PajaTapiuh)

1. What's the text talking about?

- a. A wonderful experience
- b. A sad story

- c. A terrible experience
- d. A happy journey



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What happened?
 He didn't wake up late in the morning
 He didn't come to school lately
 He didn't do his homework was left at home
 He didn't get punishment from his teacher

3. The underlined word "punishment" in paragraph 2, the underlined word refers to

- c. His teacher
- d. His dad

4. What was the writer's profession?

- c. A worker
- d. A students

5. He was furios with me." (Paragraph 2).

The underline word is synonymous with

- c. Arrogant
- d. Greedy

❖ Read the following text to answer questions number 6 to 10.

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park.

In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

(sumber; www.mertonschool.com 23February, 2019)

6. Why did the writer and his family feel very tired after having a trip to the zoo?

- a. They had to visit many places in the zoo
- b. They took a long time to reach the zoo area
- c. They had to feed a lot of animals in the zoo
- d. They had no time to take a rest in the zoo



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What happened to the writer's dad when he rode an elephant?

- a. He felt a thrill
 b. He felt fun
 c. He fell off
 d. He failed

What is the text talking about?

- a. A trip to the jungle
 b. A trip to the zoo
 c. A trip to the park
 d. A trip to the mountain

"It was a thrill to ride it." In paragraph 2, the underlined word refers to..

- a. Writer's family
 b. Writer's Dad
 c. The shop
 d. The elephant

10. "...we were very tired." (Paragraph 3). The underline word is antonymous with?

- a. Energized
 b. Empty
 c. bored
 d. sleepy

Read the following text to answer questions number 11 to 15.

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watched butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

(sumber:

; 23 february 2019; PajaTapuih)

11. What is the last paragraph talking about?

- a. Anto had butterflies as his pet
 b. The writer's friend is a good swimmer
 c. There are a lot of flowers in Anto's house
 d. The writer had a good time with his friend



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What did the writer spend his afternoon?
 a. In the flower garden
 b. In the swimming pool
 c. In the flower garden
 d. In the swimming pool

"I really enjoyed my time...." (Paragraph 3). The underline word is synonymous with?
 a. Dislike
 b. Hate
 c. Dislike
 d. Hate

"I liked it very much." In paragraph 1, the underlined word refers to..
 a. Anto's garden
 b. Anto's house
 c. Anto's pet
 d. Anto's pet

How was the writer's feeling when visiting anto?
 a. Happy
 b. Tired
 c. Happy
 d. Tired

❖ *Read the following text to answer questions number 16 to 20.*

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher for a month.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. we took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I felt nervous because two hundred people were watching me. However, my teacher always told me that everything was alright so I did not feel nervous anymore. I performed on the stage confidently. Really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first



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...happy to be given the trophy. My teacher was also proud of
 ...achievement. Finally, we were so tired however, we were satisfied because
 ...effort was not useless.

(sumber; www.mertonschool.com 23 February, 2019)

16. The topic of paragraph three is about?

- a. The writer's journey to Jakarta
- b. The writer's preparation for the performance
- c. The writer's moment on the plane
- d. The writer's arrival in Jakarta

17. How can the writer arrived at Jakarta?

- a. By plane
- b. By car
- c. By motorcycle
- d. By train

18. How did the writer perform on the stage?

- a. Nervously
- b. Confidently
- c. Impatiently
- d. Gladly

19. "However, we were satisfies because our effort was not useless"

The underline word is similarity in meaning with....

- a. Prittle
- b. Awareness
- c. Attempt
- d. Confidence

20. "I still could not believe when they called my name as the first winner"

(paragraph 5) What does underlined pronoun refer to?

- a. The writer and her teacher
- b. The judges and the participants
- c. Two hundred people
- d. The judges



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❖ Read the following text to answer questions number 21 to 25.

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2. Dilarang mengumumkannya dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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

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

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," he said.

(sumber; www.mertonschool.com 23 February, 2019)

21. Who took Mrs. Damiri to the clinic?
 - a. Her son
 - b. Her husband
 - c. Her neighbour
 - d. Her children
22. The main idea of the second paragraph is
 - a. Mrs. Damiri got accident
 - b. Mr. Damiri was proud of his son
 - c. Yusuf asked his neighbour to help
 - d. Mr. Damiri and his other children had gone
23. How did the neighbour help Mrs. Damiri?
 - a. He called Mrs. Damiri's husband and ran to the kitchen
 - b. He called the fireman and put out the fire
 - c. He put out the fire and took Mrs. Damiri to the clinic
 - d. He called the fireman and advised Mrs. Damiri to stay calm
24. "He was too frightened to speak sensibly to him" (paragraph 2) the underlined word refers to
 - a. Mr. Damiri
 - b. Mr. Damiri's wife
 - c. Her neighbour
 - d. Yusuf

2. "I am too frightened to speak....." The underline word is similarity in

- c. Sad
- d. Afraid



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Benar : 20
Salah : 5

80
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RESEARCH INSTRUMENT

Reading Comprehension Test

Post-Test

Response The Eighth Grade of Junior High School 9 Pekanbaru

Directions

1. You can answer this question on this sheet.
2. Read the question below carefully and choose the answer a,b,c or d by giving (X) mark on it.
3. If you had mistaken the answer, you can give mark (0).
4. Give your answer before you collect this sheet.

❖ Read the following text to answer questions number 1 to 5.

Last year in 2018, I joined the Pekanbaru Marathon and its my first marathon contest. I had to run 26,2 km to complete it. It was hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the next year.

(sumber: ... ; 28 November 2019)

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1. What is the text about?
 The writer's activities of watching Pekanbaru marathon contest.
 The writer's wonderful feeling after watching marathon.
 The writer's good achievement in marathon.
 The changing of the writer's feeling after joining the marathon.
2. "...I change my mind." (Paragraph 2) The underlined word is closest meaning to ...
 a. believe
 b. Ambition
 c. Thought
 d. Suggestion

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How many the writer did the marathon?

1. 1
 2. 2
 c. 3
 d. 4

... has to run 26,2 km to complete it." in paragraph 2, the underlined word refers to

- a. Mile
 b. The writer
 c. Marathon
 d. Run

Why the writer changed his mind?

- a. Because doing marathon is hard
 b. Because he wanted to spend his time
 c. Because it was wonderful thing for him
 d. Because he is an athlete

Read the following text to answer questions number 6 to 10.

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. After a while, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

(sumber: www.itapuih.com; 23 february 2019; PajaTapuih)



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The text above is about ...

- a. The writer and his friend
- b. The writer friends
- c. An embarrassing day
- d. Shopping with mother

The writer couldn't contact his friend because ...

- a. He was in the parking area
- b. His cell phone was broken
- c. He went home alone
- d. His friend was still choosing a shirt

From the story above we can conclude that there was a problem because..

- a. The writer's friend was in the clothes section
- b. The writer and his friend couldn't ride the motorcycle
- c. The writer couldn't contact his friend
- d. The writer and his friend decided to go to the department store

... watching him confused in choosing a shirt." In paragraph 1, the underlined word is antonym with....

- a. Clearly
- b. Frightened
- c. misled
- d. Worried

"I couldn't find him there" in paragraph 1. The underlined word refers to

- a. The department store
- b. The writer's home
- c. The cassette section
- d. The clothes section

Read the following text to answer questions number 11 to 15.

It was the beginning of July, My parents and I were in a plane heading home from our vacation.

A crew announced the passengers that we were going to land in the airport in a few minutes. While listening to the announcement, I was looking outside through the window and saw how dark the sky was. It was raining heavily and lightnings sparked here and there.

Suddenly, I felt the plane went bumpy. The impact was low at the beginning, however it gradually became terrible. Everything shook terribly. People started a scream in fear. I hold my parents' hands. I heard my Dad was praying while Mom tried to soothe me.



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Fortunately, our plane landed safely at the airport under that extreme weather. I thanked God for saving my parents and me.

(sumber: www.itapuih.com; 11 februari 2018; PajaTapuih)

1. What was the writer's mother doing during the turbulence?

- a. She was holding her husband's hand
- b. She was calming the writer down
- c. She was praying for help
- d. She was crying for fear

2. The turbulence was caused by

- a. The bad weather
- b. The size of the plane
- c. The height of the flight
- d. The damage on one of the machines

3. What is the main idea of paragraph 2?

- a. The writer saw that it was raining heavily and lightning outside
- b. The writer was enjoying the announcement made by the crew
- c. A crew was announcing that they were going to land soon
- d. The lightning outside scared the writer

14. "...It was raining..." in paragraph 2, the underlined word refers to...

- a. The plane
- b. The vacation
- c. The weather
- d. The airport

15. "...People started to scream in fear" in paragraph 3. The underlined word is

- a. Synonym with
- b. Shout
- c. Shake
- d. Angry



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Read the following text to answer questions number 16 to 20.

I have got an unforgettable experience last Lebaran Day. My family and I went to my mother's hometown to celebrate "Idul Fitri". We went by a plane. At the airport, my family and I had to walk through the metal detector. When it was my turn to walk through it, suddenly the alarm beeped. The security guard who worked as the airport security said, "Come here, you need to get your belt off". I took my belt off, but the alarm still beeped. The security guard asked me to take my wallet from my pocket. I did what she ordered. Still the alarm beeped.

After that the security asked me to turn back and she checked my pockets. When she touched my left pocket. Then she told me, "There was something in your left pocket. It might be the things that made the alarm beeped". I took out something from my left pocket. The woman laughed and said, "That has made the alarm beeped. It was a silver pen. I felt embarrassed because everybody stared at me with curiosity."

(sumber; www.mertonschool.com 23 February, 2019)

16. What does the second paragraph tell us about?
- a. The writer and his family walked through metal detector
 - b. The writer's silver pen made the metal detector beeped
 - c. The security checked the writer's pockets
 - d. Everybody stared at the writer
17. From the text we can conclude
- a. The security guard was a fussy woman
 - b. You are not allowed to wear belts at the airport
 - c. The alarm beeped because there was a metallic object
 - d. The writer's appearance attracted everybody's attention
18. Why did the airport security tell the writer to take off his belt?
- a. because the alarm beeped when he passed through metal detector
 - b. because it was his unforgettable experience last lebaran
 - c. because she worked as the airport security officer
 - d. because everybody stared at him curiosity
19. "...turn to walk through it" in paragraph 1. The underlined word refers to...
- a. The airport
 - b. The wallet
 - c. The metal detector
 - d. The silver pen



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embarrassed...." in last paragraph. The underlined word is antonym

- c. Beautiful
- d. Brave

Read the following text to answer questions number 21 to 25.

Last Sunday, I was gardening with my father. It was half past six in the morning. The air was really fresh. My dad called me from the yard. He said something about 'banana'. I walked to where he stood looking at one of my banana trees. I saw some of them are already yellow. What a great view!

Next, we were busy to harvest the bananas it was my first time to do so. I just moved to this new house for about six months. Here, we have a garden besides the house with banana and guava trees.

After that I watered the vertical garden and pulled off the wild grass. I collected the old leaves and realized that the yard looked nicer and cleaner after that.

Finally, I picked 2 ripe guavas. Hmm, they smelt nice. I took a shower and had breakfast with my parents right after that. It was a fine Sunday morning. I felt a stronger bond by doing the gardening with my father.

(sumber; www.mertonschool.com 23 February, 2019)

21. What is the main idea of the first paragraph?
 - a. The family had a breakfast together
 - b. The writer watered the plants and cleared the yard
 - c. The writer found that some of the bananas were ripe
 - d. The father and son were busy to harvest the banana trees
22. From the text, we know that...
 - a. The writer felt very bored last Sunday
 - b. The writer's garden is full of kinds of flowers
 - c. Mother was not at home last Sunday morning
 - d. The writer really enjoyed the gardening time with his dad

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Why did the yard look nicer and cleaner?
The lawn was full of beautiful flowers
The writer had cut off all the banana trees
The writer had watered the banana trees
The writer collected old leaves and pulled off the wild grass

21. In the "The Perfect Rice" (last paragraph) the underlined word refers to
The writer and his dad
a. Garden
 b. Guavas

22. "The writer collected the old leaves....." The underline word is similarity in meaning with...
a. Gather
 b. Burn
c. Throw away
d. Cut

Benar : 19
Salah : 6

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RESEARCH INSTRUMENT

Reading Comprehension Test

Post-Test

Representative of the Ninth Grade of Junior High School 9 Pekanbaru

Who can answer this question on this sheet.
Read the question below carefully and choose the answer a,b,c or d by giving (X) mark on it.
If you had mistaken the answer, you can give mark (0).
Check your answer before you collect this sheet.

Read the following text to answer questions number 1 to 5.

Last year in 2018, I joined the Pekanbaru Marathon and its my first marathon contest. I had to run 26,2 km to complete it. It was hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the next year.

(sumber: ... ; 28 November 2019)

UIN SUSKA RIAU

1. What is the text about?
- a. The writer's activities of watching Pekanbaru marathon contest.
 - b. The writer's wonderful feeling after watching marathon.
 - c. The writer's good achievement in marathon.
 - d. The changing of the writer's feeling after joining the marathon.

X

2. "... change my mind." (Paragraph 2) The underlined word is closest meaning to ...

- a. believe
- b. ambition
- c. Thought
- d. Suggestion

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...any the writer did the marathon?

- c. 3
- d. 4

...led to run 26,2 km to complete it." in paragraph 2, the underlined

- Marathon
- d. Run

...the writer changed his mind?

- Because doing marathon is hard
- Because he wanted to spend his time
- Because it was wonderful thing for him
- Because he is an athlete

❖ Read the following text to answer questions number 6 to 10.

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. After a while, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

Sumber: www.itapuih.com; 23 february 2019; PajaTapuih)



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The text above is about ...

- a. The writer and his friend
- b. The writer friends
- c. An embarrassing day
- d. Shopping with mother

The writer couldn't contact his friend because ...

- a. He was in the parking area
- b. His cell phone was broken
- c. He went home alone
- d. His friend was still choosing a shirt

From the story above we can conclude that there was a problem because..

- a. The writer's friend was in the clothes section
- b. The writer and his friend couldn't ride the motorcycle
- c. The writer couldn't contact his friend
- d. The writer and his friend decided to go to the department store

...watching him confused in choosing a shirt." In paragraph 1, the underlined word is antonym with....

- a. Clearly
- b. Frightened
- c. misled
- d. Worried

...I couldn't find him there" in paragraph 1. The underlined word refers to

- a. The department store
- b. The writer's home
- c. The cassette section
- d. The clothes section

Read the following text to answer questions number 11 to 15.

It was the beginning of July, My parents and I were in a plane heading home from our vacation.

A crew announced the passengers that we were going to land in the airport in a few minutes. While listening to the announcement, I was looking outside through the window and saw how dark the sky was. It was raining heavily and lightings sparked here and there.

Suddenly, I felt the plane went bumpy. The impact was low at the beginning, however it gradually became terrible. Everything shook terribly. People started to scream in fear. I hold my parents' hands. I heard my Dad was praying while Mom tried to soothe me.



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2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Fortunately, our plane landed safely at the airport under that extreme weather. I thanked God for saving my parents and me.

(sumber: www.itapuih.com; 11 februari 2018; PajaTapuih)

12. What was the writer's mother doing during the turbulence?

- a. She was holding her husband's hand
- b. She was calming the writer down
- c. She was praying for help
- d. She was crying for fear

13. The turbulence was caused by

- a. The bad weather
- b. The size of the plane
- c. The height of the flight
- d. The damage on one of the machines

14. What is the main idea of paragraph 2?

- a. The writer saw that it was raining heavily and lightning outside
- b. The writer was enjoying the announcement made by the crew
- c. A crew was announcing that they were going to land soon
- d. The lightning outside scared the writer

15. "It was raining..." in paragraph 2, the underlined word refers to...

- a. The plane
- b. The vacation
- c. The weather
- d. The airport

16. "People started to scream in fear" in paragraph 3. The underlined word is synonym with

- a. Shout
- b. Talk
- c. Shake
- d. Angry



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Read the following text to answer questions number 16 to 20.

I have got an unforgettable experience last Lebaran Day. My family and I went to my mother's hometown to celebrate "Idul Fitri". We went by a plane. At the airport, my family and I had to walk through the metal detector. When I got the turn to walk through it, suddenly the alarm beeped. The woman who worked as the airport security said, "Come here, you need to get your belt off". I took my belt off, but the alarm still beeped. The security asked me to take my wallet from my pocket. I did what she ordered. Still the alarm beeped.

After that the security asked me to turn back and she checked my wallet. She touched my left pocket. Then she told me, "There was something in it that might be the things that made the alarm beeped". I took out something from the left pocket. The woman laughed and said, "That has made the alarm beep". It was a silver pen. I felt embarrassed because everybody stared at me with curiosity.

(sumber: www.mertonschool.com 23 February, 2019)

16. What does the second paragraph tell us about?

- a. The writer and his family walked through metal detector
- b. The writer's silver pen made the metal detector beeped
- c. The security checked the writer's pockets
- d. Everybody stared at the writer

17. From the text, we can conclude

- a. The security guard was a fussy woman
- b. You are not allowed to wear belts at the airport
- c. The alarm beeped because there was a metallic object
- d. The writer's appearance attracted everybody's attention

18. Why did the airport security tell the writer to take off his belt?

- a. Because the alarm beeped when he passed through metal detector
- b. Because it was his unforgettable experience last lebaran
- c. Because she worked as the airport security officer
- d. Because everybody stared at him curiosity

19. "... turn to walk through it" in paragraph 1. The underlined word refers to...

- a. The airport
- b. The wallet
- c. The metal detector
- d. The silver pen



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"I felt embarrassed...." in last paragraph. The underlined word is antonym

- c. Beautiful
- d. Brave

Read the following text to answer questions number 21 to 25.

Last Sunday, I was gardening with my father. It was half past six in the morning. The air was really fresh. My dad called me from the yard. He said something about 'banana'. I walked to where he stood looking at one of my banana trees. I saw some of them are already yellow. What a great view!

Next, we were busy to harvest the bananas it was my first time to do this. We just moved to this new house for about six months. Here, we have a big yard besides the house with banana and guava trees.

After that I watered the vertical garden and pulled off the wild grass. I also collected the old leaves and realized that the yard looked nicer and cleaner after that.

Finally, I picked 2 ripe guavas. Hmm, they smelt nice. I took a shower and had breakfast with my parents right after that. It was a fine Sunday morning. I felt a stronger bond by doing the gardening with my father.

(sumber; www.mertonschool.com 23 February, 2019)

21. What is the main idea of the first paragraph?
 - a. The family had a breakfast together
 - b. The writer watered the plants and cleared the yard
 - c. The writer found that some of the bananas were ripe
 - d. The father and son were busy to harvest the banana trees
22. From the text, we know that...
 - a. The writer felt very bored last Sunday
 - b. The writer's garden is full of kinds of flowers
 - c. Mother was not at home last Sunday morning
 - d. The writer really enjoyed the gardening time with his dad



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Why did the yard look nicer and cleaner?
 It was full of beautiful flowers
 They had cut off all the banana trees
 The writer had watered the banana trees
 He collected old leaves and pulled off the wild grass

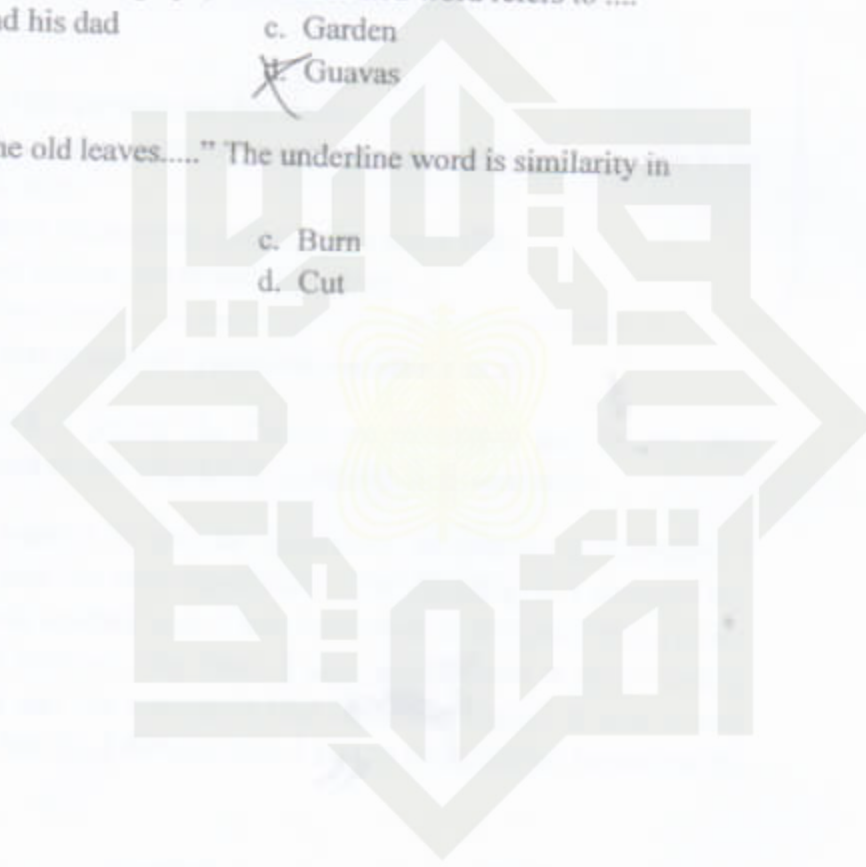
"They smelt nice" (last paragraph) the underlined word refers to

- a. The writer and his dad
- b. Bananas
- c. Garden
- d. Guavas

"I also collected the old leaves....." The underline word is similarity in

- a. meaning with
- b. Gather
- c. Burn
- d. Threw away

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Benar : 18
Salah : 7

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RESEARCH INSTRUMENT

Reading Comprehension Test

Post-Test

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Respondent: The Eighth Grade of Junior High School 9 Pekanbaru

Directions:

You can answer this question on this sheet.

Read the question below carefully and choose the answer a,b,c or d by giving (X) mark on it.

If you had mistaken the answer, you can give mark (00).

Check your answer before you collect this sheet.

Read the following text to answer questions number 1 to 5.

Last year in 2018, I joined the Pekanbaru Marathon and it's my first marathon contest. I had to run 26,2 km to complete it. It was hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the next year.

(sumber: ; 28 November 2019)

UIN SUSKA RIAU

1. What is the text about?

- The writer's activities of watching Pekanbaru marathon contest.
- The writer's wonderful feeling after watching marathon.
- The writer's good achievement in marathon.
- The changing of the writer's feeling after joining the marathon.

2. "...I change my mind." (Paragraph 2) The underlined word is closest meaning ...

- believe
- Ambition

- Thought
- Suggestion



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... did the writer did the marathon?

- c. 3
- d. 4

... had to run 26,2 km to complete it." in paragraph 2, the underlined

... referred to ...

... Miles

... The writer

- Marathon
- d. Run

... by the writer changed his mind?

... Because doing marathon is hard

... Because he wanted to spend his time

... Because it was wonderful thing for him

... Because he is an athlete

... the following text to answer questions number 6 to 10.

Last Friday, a friend of mine asked me to accompany him to buy a new

... a department store. We left home at 03.00 p.m. by motorcycle. As

... we arrived there, we went to the clothes section. I let him choose one.

... later, I got bored watching him confused in choosing a shirt. So I left

... and went to the cassette counter. Thirty minutes later, I went back to the

... section but I couldn't find him there. My cell phone was broken so I

... couldn't call him. I went to the parking area. I saw his motorcycle was there

... but I couldn't find him. I waited for him for a few moments then finally I gave

... up and decided to go home.

... When I arrived home, my mother told me that my friend called. She

... said that he was in the department store looking for me. My mother asked me

... to come back to the department store. Reluctantly, I walked to the department

... store and you know what? When I arrived there his motorcycle was not in the

... parking area. He just went home. I was very tired. There was no other choice,

... had to walk home again. When I arrived home, I was so tired. I was very

... angry but when I saw my friend's broad smile greet me in front of the door, I

... just could not help laughing.

(sumber: www.itapuih.com; 23 february 2019; PajaTapuih)



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The text above is about ...

- a. The writer and his friend
- b. The writer friends
- c. An embarrassing day
- d. Shopping with mother

The writer couldn't contact his friend because ...

- a. He was in the parking area
- b. His cell phone was broken
- c. He went home alone
- d. His friend was still choosing a shirt

From the story above we can conclude that there was a problem because..

- a. The writer's friend was in the clothes section
- b. The writer and his friend couldn't ride the motorcycle
- c. The writer couldn't contact his friend
- d. The writer and his friend decided to go to the department store

...watching him confused in choosing a shirt." In paragraph 1, the underlined word is antonym with....

- a. Clearly
- b. Frightened
- c. misled
- d. Worried

...I couldn't find him there" in paragraph 1. The underlined word refers to

- a. The department store
- b. The writer's home
- c. The cassette section
- d. The clothes section

Read the following text to answer questions number 11 to 15.

It was the beginning of July, My parents and I were in a plane heading home from our vacation.

A crew announced the passengers that we were going to land in the airport in a few minutes. While listening to the announcement, I was looking outside through the window and saw how dark the sky was. It was raining heavily and lightings sparked here and there.

Suddenly, I felt the plane went bumpy. The impact was low at the beginning, however it gradually became terrible. Everything shook terribly. People started to scream in fear. I hold my parents' hands. I heard my Dad was praying while Mom tried to soothe me.



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Fortunately, our plane landed safely at the airport under that extreme weather. I thanked God for saving my parents and me.

(sumber: www.itapuih.com; 11 februari 2018; PajaTapuih)

12. What was the writer's mother doing during the turbulence?

- a. She was holding her husband's hand
- b. She was calming the writer down
- c. She was praying for help
- d. She was crying for fear

13. The turbulence was caused by

- a. The bad weather
- b. The size of the plane
- c. The height of the flight
- d. The damage on one of the machines

14. What is the main idea of paragraph 2?

- a. The writer saw that it was raining heavily and lightning outside
- b. The writer was enjoying the announcement made by the crew
- c. A crew was announcing that they were going to land soon
- d. The lightning outside scared the writer

15. "...It was raining..." in paragraph 2, the underlined word refers to...

- a. The plane
- b. The weather
- c. The vacation
- d. The airport

16. "People started to scream in fear" in paragraph 3. The underlined word is synonym with

- a. Shout
- b. Talk
- c. Shake
- d. Angry



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Read the following text to answer questions number 16 to 20.

I have got an unforgettable experience last Lebaran Day. My family and I went to my mother's hometown to celebrate "Idul Fitri". We went by a plane. At the airport, my family and I had to walk through the metal detector. When I got the turn to walk through it, suddenly the alarm beeped. The woman who worked as the airport security said, "Come here, you need to get your belt off". I took my belt off, but the alarm still beeped. The security officer asked me to take my wallet from my pocket. I did what she ordered. Still the alarm beeped.

After that the security asked me to turn back and she checked my wallet. She touched my left pocket. Then she told me, "There was something in it which might be the things that made the alarm beeped". I took out something from the left pocket. The woman laughed and said, "That has made the alarm beeped". It was a silver pen. I felt embarrassed because everybody stared at me with curiosity.

(sumber; www.mertonschool.com 23 February, 2019)

16. What does the second paragraph tell us about?

- a. The writer and his family walked through metal detector
- b. The writer's silver pen made the metal detector beeped
- c. The security checked the writer's pockets
- d. Everybody stared at the writer

17. From the text, we can conclude

- a. The security guard was a fussy woman
- b. You are not allowed to wear belts at the airport
- c. The alarm beeped because there was a metallic object
- d. The writer's appearance attracted everybody's attention

18. Why did the airport security tell the writer to take off his belt?

- a. Because the alarm beeped when he passed through metal detector
- b. Because it was his unforgettable experience last lebaran
- c. Because she worked as the airport security officer
- d. Because everybody stared at him curiosity

19. "...turn to walk through it" in paragraph 1. The underlined word refers to...

- a. The airport
- b. The wallet
- c. The metal detector
- d. The silver pen



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“I felt embarrassed....” in last paragraph. The underlined word is antonym

- c. Beautiful
- d. Brave

Read the following text to answer questions number 21 to 25.

Last Sunday, I was gardening with my father. It was half past six in the morning. The air was really fresh. My dad called me from the yard. He said something about ‘banana’. I walked to where he stood looking at one of my banana trees. I saw some of them are already yellow. What a great view!

Next, we were busy to harvest the bananas it was my first time to do this. We just moved to this new house for about six months. Here, we have some yard besides the house with banana and guava trees.

After that I watered the vertical garden and pulled off the wild grass. I also collected the old leaves and realized that the yard looked nicer and cleaner after that.

Finally, I picked 2 ripe guavas. Hmm, they smelt nice. I took a shower and had breakfast with my parents right after that. It was a fine Sunday morning. I felt a stronger bond by doing the gardening with my father.

(sumber; www.mertonschool.com 23 February, 2019)

21. What is the main idea of the first paragraph?

- a. The family had a breakfast together
- b. The water watered the plants and cleared the yard
- c. The water found that some of the bananas were ripe
- d. The father and son were busy to harvest the banana trees

22. From the text, we know that...

- a. The water felt very bored last Sunday
- b. The water’s garden is full of kinds of flowers
- c. Mother was not at home last Sunday morning
- d. The water really enjoyed the gardening time with his dad



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3. Why did the yard look nicer and cleaner?

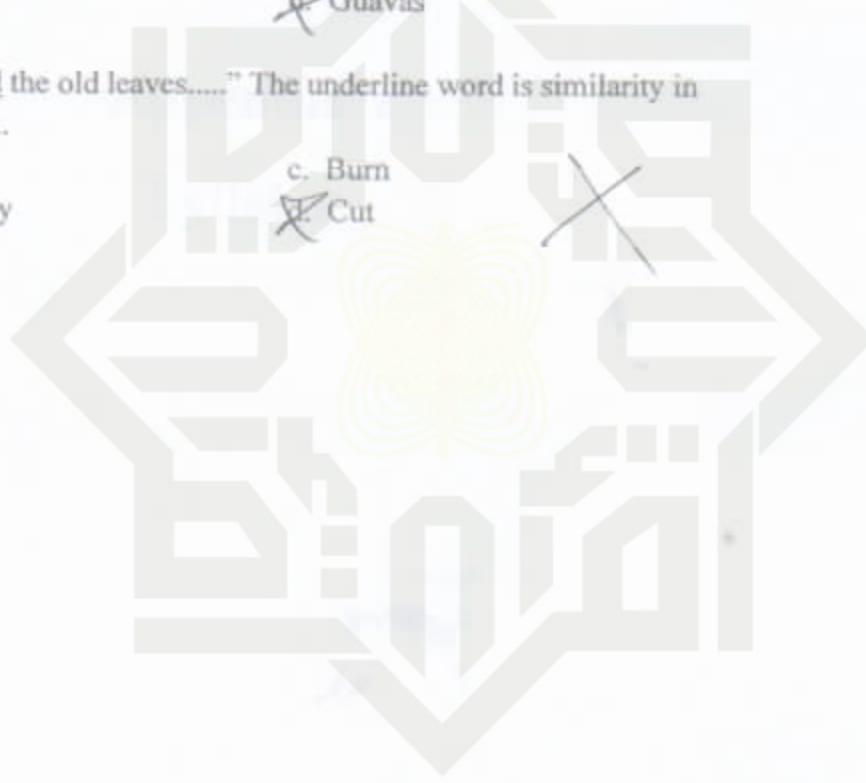
- a. It was full of beautiful flowers
- b. They had cut off all the banana trees
- c. The writer had watered the banana trees
- d. He collected old leaves and pulled off the wild grass

4. "The smelt nice" (last paragraph) the underlined word refers to

- a. The writer and his dad
- b. Bananas
- c. Garden
- d. Guavas

5. "I also collected the old leaves....." The underline word is similarity in meaning with

- a. Gather
- b. Threw away
- c. Burn
- d. Cut



UIN SUSKA RIAU

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PERANGKAT PEMBELAJARAN SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris.
Satuan Pendidikan :
Kelas/Semester : VIII/1

Nama Guru :
NIP /NIK :
Sekolah :

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)



SILABUS PEMBELAJARAN

- :
- : VIII (Delapan)
- : BAHASA INGGRIS
- : 1 (Satu)
- : Mendengarkan

1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
			Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>Percakapan singkat bermuatan ungkapan – ungkapan:</p> <p>1.A : <i>Let me help you.</i> B : <i>Thank you so much.</i></p> <p>2.A: <i>Can I have a bit?</i> B: <i>Sure. Here you are.</i></p> <p>3.A: <i>Did you break the glass?</i> B: <i>Yes I did / No, it wasn't me.</i></p> <p>4.A: <i>What do you think of this?</i></p>	<p>1. <i>Brainstorming</i> bertanya dan menjawab tentang berbagai hal terkait tema topik yang akan dibicarakan.</p> <p>2. Membahas kosakata (<i>noun phrase, verb phrase, adverb phrase</i>) tata bahasa (kalimat sederhana tentang tawaran jasa, meminta sesuatu,</p>	<p>1. Merespon ungkapan meminta, memberi, menolak jasa</p> <p>2. Merespon ungkapan meminta, memberi, menolak barang</p> <p>3. Mengakui, mengingkari fakta</p> <p>4. Merespon ungkapan meminta dan memberi pendapat</p>	<p>Tes lisan</p> <p>Tes lisan</p> <p>Tes tulis</p>	<p>Merespon secara lisan</p> <p>Pertanyaan lisan</p> <p>Pilihan ganda</p>	<p><i>Respond the following statement</i> A: <i>Let me help you</i> B:</p> <p>A: <i>Can I have a bit?</i> B:</p> <p><i>Choose the right response</i> A: <i>Did you break the glass?</i> B:.....</p> <p>a. <i>Yes, I did</i> b. <i>I don't know</i> c. <i>I'm not sure</i></p>	<p>2 x 40 menit</p>	<p>1. <i>Script</i> percakapan</p> <p>2. Rekaman Percakapan: - <i>Cassette</i> - <i>Tape Recorder</i> - <i>CD</i> - <i>CD Player</i> - <i>TV</i></p> <p>3. Gambar-gambar/ benda terkait</p>



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 1. Dilarang menyalin, menduplikasi, atau menyalin kembali, mengutip, atau menyalin sebagian atau seluruh isi buku, dan meminta atau memberi pendapat
 a. Penguji hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau
 b. Penguji tidak mengizinkan kepentingan yang wajar UIN Suska Riau.

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			Teknik	Bentuk Instrumen	Contoh Instrumen		
B: <i>Not bad.</i> TataBahasa - Auxiliary verb: can, may, must, should - Simple Past Kosakata - Kata Terkait jenis teks dan tema	3. Mendengarkan percakapan yang memuat ungkapan-ungkapan dalam materi. 4. Menjawab pertanyaan tentang isi percakapan. 5. Memberi respon lisan dan tulis terhadap ungkapan yang didengar.			d. <i>All right</i> Give your response A: <i>What do you think of my new dress</i> B:.....			
Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)							



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			Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>Ungkapan Baku -It's a very kind of you</p> <p>Percakapan singkat memuat ungkapan – ungkapan: 1.A: <i>Would you come to my party?</i> B: <i>I'd love to / I want to, but</i></p> <p>2.A: <i>I do agree</i> B: <i>Thanks for the support.</i></p> <p>3. A: <i>No way</i> B: <i>It's O.K. No problem</i></p> <p>4. A: <i>You have beautiful hair.</i> B: <i>Thank you.</i></p> <p>5.A: <i>Happy birthday.</i> B: <i>Thank you.</i></p> <p>Tata Bahasa - Would you.....</p>	<ol style="list-style-type: none"> Memberi respons lisan Curah pendapat tentang hal-hal terkait topik/ungkapan yang akan dibahas Membahas kosakata dan tata bahasa terkait topik / ungkapan yang dibahas Mendengarkan percakapan memuat ungkapan terkait materi Tanya jawab tentang isi percakapan Tanya jawab tentang fungsi dan makna ungkapan dalam percakapan 	<ul style="list-style-type: none"> Merespon ungkapan mengundang, menerima, dan menolak ajakan Merespon ungkapan menyetujui / tidak menyetujui Merespon ungkapan memuji Merespon ungkapan memberi selamat 	<p>Tes tulis</p> <p>Tes lisan</p> <p>Tes lisan</p>	<p>Pertanyaan lisan</p> <p>Isian</p> <p>Jawaban singkat</p>	<p><i>Write your response to the following statements:</i></p> <p>1.A: <i>Would you go with me to the movie ?</i> B: ...</p> <p>2.A: <i>I do agree with you to join the speech contest.</i> B: ...</p> <p>3.A: <i>You have a beautiful hair</i> B: ...</p> <p>4.A: <i>Congratulation ! you passed your exams</i> B : ...</p>	<p>2 x 40 menit</p>	<ol style="list-style-type: none"> Script percakapan Rekaman percakapan Tape recorder Gambar yang relevan Buku teks yang relevan



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			Teknik	Bentuk Instrumen	Contoh Instrumen		
- I'd love to Kosakata - Kata terkait tema dan jenis teks Ungkapan Baku - I'd Love to - No Way - It's ok							
Karakter siswa yang diharapkan :		Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)					



SILABUS PEMBELAJARAN

:
 : VIII (Delapan)
 : BAHASA INGGRIS
 : 1 (Satu)

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Standar Kompetensi : Mendengarkan

2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.	Teks fungsioanl pendek berupa : 1.Undangan Contoh: <i>Dear Rio, I want you to come to my house for lunch on Sunday at 12 a.m. Thanks. Mona</i> 2. Short Messages Contoh : -Dear Intan, Meet me after school	1. Tanya jawab tentang berbagai hal terkait topik/tema yang akan dibahas 2. Membahas kosakata yang terkait tema/topik/undangan (noun phrase, verb phrase) 3. membahas ungkapan-ungkapan yang sering muncul dalam undangan: - <i>I want you to come to.....</i>	1. Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa undangan. 2. Mengidentifikasi ciri kebahasaan dalam teks fungsional pendek berupa Undangan.	Tes tertulis	Melengkapi rumpang Menjawab singkat	1. <i>Complete the following sentences based on the text you hear</i> 2. Listen to the text and give short answer	2 x 40 menit	1. <i>Script</i> teks undangan 2. Rekaman undangan - cassette - tape recorder - CD - CD Player - TV 3. Gambar/realia terkait tema/topik/jenis teks



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>Hak cipta Dilindungi Undang-Undang</p> <p>1. Disaring mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan umum tentang isi karya tulis yang dikutip; b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p> <p>2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau</p>	<p>Aya</p> <p>3. Kosakata - Kata Terkait tema dan jenis teks</p> <p>4. Tata bahasa - To Invinitive - What... for?</p> <p>5. Ungkapan Baku : - Please.....!</p>	<ul style="list-style-type: none"> - <i>Please come to</i> - <i>Don't forget to come to.....</i> <p>4. Mendengarkan teks fungsional pendek (undangan)</p> <p>5. menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks fungsional, undangan.</p> <p>6. Mendengarkan contoh-contoh undangan lainnya dari teman.</p> <p>7. Mengidentifikasi ciri kebahasaan teks fungsional pendek : undangan</p> <ul style="list-style-type: none"> - <i>invitee</i> - <i>occasion</i> - <i>time</i> - <i>place</i> 						



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Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
			Teknik	Bentuk Instrumen	Contoh Instrumen		
	- Invitor						
	Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)						3.
1. Teks lisan berbentuk • <i>descriptive</i> • <i>recount</i>	1 <i>Eliciting</i> kosakata terkait tema/topik/ jenis teks 2 Membahas tata bahasa terkait jenis teks yang akan dibahas 3 Mendengarkan teks monolog <i>descriptive / recount</i> dengan topik tertentu 4 Menjawab pertanyaan tentang berbagai informasi terkait teks yang didengar 5 Menjawab pertanyaan tentang tujuan komunikatif teks yang didengar	1. Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> 2. Mengidentifikasi tujuan komunikatif dan langkah retorika teks deskriptif dan <i>recount</i> .	Tes lisan Tes tulis	Pertanyaan lisan PG	<i>Answer the questions orally based on the text you listen to</i> <i>Choose the best option based on the text you have listened to</i>	8 x 40 menit	1 Buku teks yang relevan 2 Gambar terkait tema / topik Script teks: <i>descriptive / recount</i> 4 Rekaman teks 5 Tape recorder 6 OHP 7 Lingkungan sekitar

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
			Indikator Pencapaian Kompetensi Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)					

Mengetahui;
Kepala Sekolah

(.....)
NIP /NIK : ;

.....,20....
Guru Mapel Bahasa Inggris,

(.....)
NIP /NIK : ;



SILABUS PEMBELAJARAN

:
 : VIII (Delapan)
 : BAHASA INGGRIS
 : 1 (Satu)

Standar Kompetensi : *Berbicara*

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa,	1. Percakapan singkat memuat ungkapan – ungkapan. Contoh : • A: <i>Let me help you.</i> B: <i>Thank you so much.</i> • A: <i>Can I have a bit.</i> B: <i>Sure. Here you are.</i> • A: <i>Did you break the glass?</i>	1. <i>Review</i> kosakata dan ungkapan-ungkapan terkait materi dan tema 2. Tanya jawab menggunakan ungkapan-ungkapan tersebut 3. Bermain peran melakukan percakapan yang disediakan guru 4. Bermain peran melakukan percakapan berdasarkan situasi /gambar	1. Bertanya dan menjawab tentang meminta, memberi, menolak jasa 2. Bertanya dan menjawab tentang meminta, memberi, menolak barang 3. Bertanya dan menjawab tentang mengakui, mengingkari fakta 4. Bertanya dan	Unjuk kerja	Uji Petik Berbicara Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class.</i>	4 x 40 menit	1. Buku teks yang relevan 2. Gambar-gambar terkait tema 3. Realia Benda sekitar



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska F

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska F</p> <p>2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska F</p>	<p>memberi, memberi, mengolok barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</p> <p>• A: <i>What do you think of this?</i> B: <i>Not bad.</i></p> <p>2. Tata Bahasa - Yes/No Questions - QW-Questions</p> <p>3. Kosakata - Kata terkait tema dan jenis teks</p> <p>4. Ungkapan Baku - Sorry - I Think so - I don't think so</p>	<p>yang disediakan</p> <p>5. Menggunakan ungkapan yang telah dipelajari dalam <i>real life situation</i></p>	<p>menjawab memberi pendapat</p>					
<p>Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)</p>								
<p>3. Memahami dan merespon percakapan transaksional (<i>to get</i></p>	<p>1. Percakapan singkatan memuat ungkapan – ungkapan.</p>	<p>1. Review kosakata terkait tema, topik sebelumnya</p>	<p>1. Bertanya dan menjawab tentang mengundang,</p>	<p>Unjuk kerja</p>	<p>Uji Petik berbicara Bermain peran</p>	<p><i>Create a dialogue based on the role cards and perform it in front of the</i></p>	<p>4x40 menit</p>	<p>1 Buku teks yang relevan 2 Gambar-</p>



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau</p> <p>2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau</p>	<p>2. Tata Bahasa</p> <ul style="list-style-type: none"> • Adjective Phrase 	<p>2. Memperkenalkan kosakata baru / ungkapan-ungkapan yang akan dibahas</p> <p>3. Tanya jawab menggunakan ungkapan-ungkapan terkait materi</p> <p>4. Menirukan percakapan yang diucapkan guru</p> <p>5. Melakukan percakapan yang diberikan</p> <p>6. Melakukan tanya jawab menggunakan ungkapan</p>	<p>menerima, menolak ajakan</p> <p>2. Bertanya dan menjawab tentang menyetujui, tidak menyetujui</p> <p>3. Bertanya dan menjawab tentang memuji</p> <p>4. Bertanya dan menjawab tentang memberi selamat</p>			class.	<p>gambar terkait tema</p> <p>3 Realia</p> <p>4 Role cards</p>	



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	<ul style="list-style-type: none"> Noun Phrase 3. Kosa Kata <ul style="list-style-type: none"> Kata terkait tema dan jenis teks 4. Intonations <ul style="list-style-type: none"> Falling raising 							
Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (respect) Tekun (diligence)								

Mengetahui;
 Kepala Sekolah

(.....)
 NIP /NIK : ;

.....,20....
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SILABUS PEMBELAJARAN

:
 : VIII (Delapan)
 : BAHASA INGGRIS
 : 1 (Satu)

Standar Kompetensi : Berbicara
 4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional pendek berupa : <ul style="list-style-type: none"> • Undangan <p>Contoh: <i>Dear Rio,</i> <i>I want you to come to my house for lunch on Sunday at 12 a.m.</i> <i>Thanks.</i> <i>Mona</i></p> <ul style="list-style-type: none"> • Pesan Singkat, <p>Contoh : Intan,</p>	1. Mendengarkan teks fungsional pendek: undangan 2. Tanya jawab tentang isi teks “undangan” 3. Tanya jawab tentang struktur teks 4. Membuat kalimat sederhana terkait jenis teks bentuk undangan - <i>I want to come to....</i> - <i>Please come to</i>	1. Mengungkapkan secara lisan teks fungsional pendek berbentuk undangan. 2. Bertanya dan menjawab secara lisan berbagai informasi tentang teks fungsional pendek berbentuk undangan	Unjuk kerja Tes lisan	<i>Uji petik berbicara</i> Pertanyaan lisan	1. <i>Invite your friend to come to your bithday party orally!</i> 2. <i>Ask and answer orally based on the invitation card given.</i>	2 x 40 menit	Buku teks yang relevan 1. Gambar terkait tema/topik 2. Benda-benda sekitar



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>Hak cipta Dilindungi Undang-Undang</p> <p>1. Di rangkai mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau</p> <p>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p> <p>2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska F</p>	<p>Meet me after school. Aya.</p> <p>2. Tata Bahasa - I want you to - Don't Forget to</p> <p>3. Kosa kata - Kata terkait tema dan jenis teks</p> <p>4. Ungkapan Baku - Ungkapan pembuka - Dear..... - Hi,.....</p> <p>- Ungkapan penutup - Yours - Love</p>	<p>.....</p> <p>5. Berlatih mengundang seseorang secara lisan menggunakan gambit-gambit tertentu</p> <p>Contoh: A: <i>Hi Guys, I want you all to come to my birthday party.</i> B: <i>We'd love to! When?</i> A: <i>Tomorrow, at 4.00</i></p> <p>6. Secara berpasangan atau dalam kelompok mengungkapkan undangan berdasarkan konteks/situasi yang diberikan</p> <p>7. Secara mandiri mengungkapkan</p>						



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Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
			Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1. Teks pendek berbentuk <i>descriptive</i> dan <i>recount</i>.</p> <p>2. – informasi faktual</p> <ul style="list-style-type: none"> - informasi rinci - gagasan utama - gagasan pendukung dalam teks pendek berbentuk <i>recount</i> <p>3. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p> <p>4. Langkah retorika teks <i>descriptive</i> dan <i>recount</i>.</p> <p>5. Kosa kata terkait tema dan jenis teks</p> <p>6. Tata Bahasa</p>	<p>undangan lisan</p> <p>1. Tanya jawab berbagai hal terkait topik tertentu (peristiwa, kejadian, pengalaman)</p> <p>2. Mengembangkan kosakata, tata bahasa terkait topik / jenis teks <i>descriptive</i> dan <i>recount</i></p> <p>3. Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya jawab</p> <p>4. Melakukan monolog dalam bentuk <i>descriptive</i> dan <i>recount</i></p>	<p>1. Bertanya dan menjawab berbagai infmasi secara lisan dalam teks pendek berbentuk :</p> <ul style="list-style-type: none"> - <i>descriptive</i> - <i>recount</i> <p>2. Melakukan monolog pendek dalam bentuk</p> <ul style="list-style-type: none"> - <i>descriptive</i> - <i>recount</i> 	<p>Unjuk kerja</p> <p>Unjuk kerja</p> <p>Tes lisan</p>	<p>Uji petik berbicara, bertanya dan menjawab</p> <p>Uji petik berbicara mendeskripsikan sesuatu</p> <p>Uji petik berbicara, menceritakan kejadian</p>	<p>Ask and answer based on the following situation</p> <p>1. <i>Look at this thing and describe it.</i></p> <p>2. <i>Think of an activity or event that happened to you yesterday and tell us about it.</i></p>	<p>6 x 40 menit</p>	<p>1. Buku teks yang relevan</p> <p>2. Koran/majalah</p> <p>3. Gambar peristiwa</p> <p>4. Benda-benda sekitar</p>



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	- Adverb phrase - Conjunctions - and - but - or etc							
Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Mengetahui;
 Kepala Sekolah

(.....)
 NIP /NIK : ;

.....,20.....
 Guru Mapel Bahasa Inggris,

(.....)
 NIP /NIK : ;



SILABUS PEMBELAJARAN

:
 : VIII (Delapan)
 : BAHASA INGGRIS
 : 1 (Satu)

Standar Kompetensi : Membaca

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	1. Teks fungsional pendek berupa: • Undangan Contoh : Dandi, Please come to our meeting Day : Saturday Date: March 1st, 2008 Time : 10.00 Place : Osis Reuni Don't be late ! Budy Secretary	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" /pesan pendek 2. Mendengarkan undangan yang dibacakan oleh guru/teman 3. membaca nyaring teks fungsioanl pendek tentang undangan/pesan pendek 4. menjawab	• Membaca dengan nyaring dan bermakna teks fungsional pendek • Mengidentifikasi berbagai informasi dalam teks fungsional pendek • Mengidentifikasi fungsi sosial teks fungsional pendek • Mengidentifikasi	Tes lisan Tes tertulis	Membaca nyaring 1. Melengkapi 2. Pilihan ganda 3. Uraian	<i>Read the the text aloud and clearly.</i> <i>1. Complete the test using correct words</i> <i>2. Choose the correct answer</i> <i>3. Answer the following questions based</i>	6 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar

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 4. Dilarang menggunakan hak cipta ini untuk tujuan komersial.
 5. Dilarang menggunakan hak cipta ini untuk tujuan politik atau agama.
 6. Dilarang menggunakan hak cipta ini untuk tujuan yang bertentangan dengan hukum dan peraturan.



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1. Diferensiasi pembelajaran untuk mengakomodasi kebutuhan belajar siswa.</p> <p>2. Mengembangkan kemampuan komunikasi verbal dan non verbal.</p> <p>3. Mengembangkan kemampuan berinteraksi secara efektif dengan teman sebangkunya.</p> <p>4. Mengembangkan kemampuan berinteraksi dengan masyarakat.</p> <p>5. Mengembangkan kemampuan berinteraksi dengan masyarakat.</p> <p>6. Mengembangkan kemampuan berinteraksi dengan masyarakat.</p> <p>7. Mengembangkan kemampuan berinteraksi dengan masyarakat.</p> <p>8. Mengembangkan kemampuan berinteraksi dengan masyarakat.</p> <p>9. Mengembangkan kemampuan berinteraksi dengan masyarakat.</p> <p>10. Mengembangkan kemampuan berinteraksi dengan masyarakat.</p>	<ul style="list-style-type: none"> Pesan Singkat Lia, I'm out for shopping your meal is in refrigerator Mom 2. Teks esei berbentuk descriptif dan recount 1. Teks tulis berbentuk descriptive dan recount Makna gagasan Makna tekstual dalam teks descriptive dan 	<ol style="list-style-type: none"> 5. Menyebutkan tujuan komunikatif teks fungsional pendek "undangan" /pesan pendek 6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek "undangan" /pesan pendek 1. Tanya jawab berbagai hal terkait tema/topik bacaan 2. Review kosakata dan tatabahasa terkait jenis teks 	<p>ciri kebahasaan teks fungsional pendek</p> <p>1. Menjawab mau tau pertanyaan tentang :</p> <p>3. Makna gagasan</p> <p>4. Makna tekstual dalam teks descriptive dan recount</p>	<p>Tes tulis</p>	<p>PG</p> <p>T / F</p>	<p>on the text</p> <p>1. Choose the best option based on the text.</p> <p>2. State whether the statements are TRU or FALSE.</p>	<p>4 x 40 menit</p>	<ol style="list-style-type: none"> Buku teks yang relevan Koran/majalah Gambar peristiwa/tempat Lingkung



2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska F

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau penerjemahan; b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p>	<p>1. Langkah retorika teks <i>descriptive</i> dan <i>recount</i></p> <p>2. Langkah retorika <i>descriptive</i> dan <i>recount</i></p> <p>3. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></p> <p>4. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p>	<p>1. Membaca teks <i>descriptive</i> / <i>recount</i></p> <p>2. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</p> <p>3. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks <i>descriptive</i> / <i>recount</i></p> <p>4. Menyebutkan ciri-ciri kebahasaan teks yang dibaca</p> <p>5. Membaca nyaring dan bermakna teks <i>descriptive</i> / <i>recount</i></p>	<p>1. Langkah retorika teks <i>descriptive</i> dan <i>recount</i></p> <p>2. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></p> <p>3. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p> <p>4. Membaca nyaring teks <i>descriptive</i> dan <i>recount</i>.</p>	Tes lisan	Membaca nyaring	<p>1. <i>Answer the questions</i></p> <p>2. <i>Read the text aloud.</i></p>		n sekitar
<p>Karakteristik siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)</p>								

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SILABUS PEMBELAJARAN

:
 : VIII (Delapan)
 : BAHASA INGGRIS
 : 1 (Satu)

Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional pendek berupa : <ul style="list-style-type: none"> • Undangan • Pengumuman • Pesan Singkat 2. Tata Bahasa sederhana <ul style="list-style-type: none"> • Kalimat <ul style="list-style-type: none"> - mengundang - mengumumkan - menyampaikan pesan 3. Kosa kata <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks 	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang bermakna 3. Menulis teks fungsional pendek	Melengkapi rumpang Menyusun kata acak Tes tulis Essay	1. Complete the following sentence / text using suitable word / words 2. Arrange the word into good sentences. 3. Write simple sentences based on the situation given 4. Write an invitation/ an announcement / message based on the situation given.	4 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan	

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				Teknik	Bentuk Instrumen	Contoh Instrumen		
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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska F

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				Teknik	Bentuk Instrumen	Contoh Instrumen		
		secara mandiri. 6. Mengekspos teks descriptive dan recount yang ditulis di kelas.						
Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Mengetahui;
Kepala Sekolah

(.....)
NIP /NIK : ;

.....,20....
Guru Mapel Bahasa Inggris,

(.....)
NIP /NIK : ;

PERANGKAT PEMBELAJARAN SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris.
Satuan Pendidikan :
Kelas/Semester : VIII/2

Nama Guru :
NIP /NIK :
Sekolah :

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)

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SILABUS PEMBELAJARAN

: SMP N 9 Pekanbaru
 : VIII (Delapan)
 : Bahasa Inggris
 : 2 (Dua)
 : Mendengarkan
 7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

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Standar Kompetensi

State Islamic University of Sulth

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 b. Untuk tujuan komersial atau untuk tujuan lain yang memerlukan izin.

Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
			Teknik	Bentuk Instrumen	Contoh Instrumen		
1. Percakapan yang memuat ungkapan-ungkapan berikut: Contoh : • A: <i>Do you mind lending me some money?</i> B: <i>No Problem / I want to, but ...</i> • A: <i>Can I have a bit</i> B: <i>Sure, here you are</i> • A: <i>Here's some money for you</i> B: <i>I can't take this,</i>	1. <i>Eliciting</i> kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb) 2. Menentukan makna kata dan menggunakannya a dalam kalimat 3. Mendengarkan guru dan menirukan ungkapan-ungkapan terkait materi 4. Mendengarkan percakapan tentang materi terkait	1. Merespon ungkapan meminta, memberi, menolak jasa 2. Merespon ungkapan meminta,memberi, menolak barang 3. Merespon ungkapan meminta, memberi, mengingkari informasi 4. Merespon ungkapan meminta,memberi, menolak pendapat	Tes tertulis Tes lisan Tes tulis	1. Isian singkat 2. Jawaban singkat 3. Pilihan ganda	1. <i>Listen to the expression and write your response to it.</i> 2. <i>Listen to the expression and give your response to it.</i> 3. <i>Listen to the dialogue and choose the right answer.</i>	2 x 40 menit	1. Script per ukur teks yang relevan 2. Rekaman percakapan 3. Tape recorder 4. CD 5. CD player 6. gambar 7. Benda sekitar 8. model benda



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska F

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1. Hak Cipta</p> <p>2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska F</p>	<p>5. Menjawab berbagai informasi yang terdapat dalam percakapan</p> <p>6. Merespon ungkapan-ungkapan yang terkait materi</p>	<p>5. Merespon ungkapan meminta, menerima, menolak tawaran</p>					1 Buku teks yang	

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1. Di lingkungan keluarga, masyarakat, dan dunia kerja (persosialisasi) dan berinteraksi dengan lingkungan terdekat yang melibatkan tidak tutur: meminta, memberi persetujuan, merespon pernyataan, perhatian terhadap pembicaraan, mengawali dan menutup percakapan.</p>	<p>- No, Thank you</p> <p>1. Percakapan yang memuat ungkapan-ungkapan berikut: - A: <i>What if it I do it again.</i> B: <i>Fine, with me.</i> - A: <i>I have to go now.</i> B: <i>Do you have to?</i> - A: B: <i>Right / I see / Hm...m.</i></p> <p>- <i>Hello, excuse me</i> - <i>Did you? / Were you ?</i> - <i>Thanks/ Bye.../ See you.</i></p> <p>- <i>Could I speak to please?</i> - <i>Well, I'm calling to....</i> - <i>Nice talking to you</i></p>	<p>1. Tanya jawab berbagai hal terkait tema/topik yang akan dibahas</p> <p>2. Mendaftar kosakata yang digunakan dalam percakapan</p> <p>3. Menentukan makna kosakata dalam daftar</p> <p>4. Menggunakan kosakata dalam kalimat</p> <p>5. Tanya jawab menggunakan ungkapan – ungkapan terkait</p> <p>6. Menirukan ungkapan yang diucapkan guru</p> <p>7. Mendengarkan percakapan</p> <p>8. Menjawab pertanyaan tentang</p>	<p>1. Merespon ungkapan meminta,memberi persetujuan</p> <p>2. Merespon ungkapan pernyataan</p> <p>3. Merespon ungkapan memberi perhatian terhadap pembicara</p> <p>4. Mengawali, memperpanjang an menutup percakapan</p> <p>5. Merespon ungkapan mengawali, memperpanjang dan menutup percakapan telepon</p>	<p>Tes lisan</p> <p>Tes lisan</p> <p>Tes tulis</p>	<p>Merespon ungkapan</p> <p>Merespon ungkapan</p> <p>Melengkapi percakapan</p> <p>Pilihan ganda</p>	<p><i>Listen to the expressions and give your response to them.</i></p> <p><i>Listen to the dialogue and complete the text</i></p> <p><i>Listen to the dialogue and choose the best answer</i></p> <p><i>Listen to the dialogue and choose the best answer</i></p>	<p>2 x 40 menit</p>	<p>relevan</p> <p>2 <i>Script</i> percakapan</p> <p>3 Rekaman percakapan</p> <p>4 Tape recorder</p> <p>5 Gambar yang relevan</p>



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau diseminasi;</p> <p>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p>	<p>2. Tata Bahasa</p> <ul style="list-style-type: none"> - Have / Has to - Could I ...? - Past form of be <p>3. Kosa kata</p> <p>Kata terkait tema dan jenis teks</p>	<p>percakapan</p>						
<p>Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)</p>								





SILABUS PEMBELAJARAN

: SMP N 9 Pekanbaru
 : VIII (Delapan)
 : Bahasa Inggris
 : 2 (Dua)
 : Mendengarkan

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Kompetensi Dasar 1. Memahami makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar 2. Mengidentifikasi kata-kata yang berkaitan dengan tema, jenis, dan fungsi teks fungsional pendek sederhana 3. Mengidentifikasi ungkapan-ungkapan terkait materi	1. Teks fungsional pendek berbentuk: - Notices - Iklan 2. Tata Bahasa - Kalimat perintah - kalimat ajakan 3. Kosak kata - terkait tema dan jenis teks 4. Ungkapan Baku - Be ware	1. Eliciting kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb) 2. menentukan makna kata dan menggunakannya dalam kalimat. 3. Mendengarkan guru dan menirukan ungkapan-ungkapan terkait materi 4. Mendengarkan teks fungsional 5. Menjawab	1. Mengidentifikasi berbagai informasi dalam teks fungsional pendek - Notices - Iklan 2. Mengidentifikasi tujuan komunikatif teks fungsional pendek	Tes tulis	Melengkapi rumpang Benar / Salah	Listen to the dialogue and complete the following text. Listen to the dialog and decide whether the statements are True or False	2 x 40 menit	1. Buku teks yang relevan 2. Script teks fungsional pendek 3. Rekaman teks 4. Tape recorder 5. Contoh teks fungsional 6. Gambar yang relevan

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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
 8. Merespon makna yang terdapat dalam monolog pendek sederhana ini dengan cara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative* dan *recount*.

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Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
			Teknik	Bentuk Instrumen	Contoh Instrumen		
1. Teks monolog pendek berbentuk : - <i>narrative</i> - <i>recount</i> 2. Tata Bahasa - Simple past tense - Past Continuous tense 3. Kosak kata - kata terkait tema dan jenis teks 4. Ungkapan Baku - It's terrific! - It's wonderful	berbagai informasi yang terdapat dalam teks. 6. Menentukan makna teks fungsional yang diperdengarkan. 1. Tanya jawab berbagai hal terkait tema/topik yang akan dibahas. 2. Mendaftar kosakata yang digunakan dalam percakapan 3. Menentukan makna kosakata dalam daftar. 4. Mendengarkan teks <i>narrative</i> / <i>recount</i> yang dibacakan guru. 5. Tanya jawab berbagai informasi tentang teks yang dibaca guru.	1. Mengidentifikasi berbagai informasi dalam teks monolog <i>narrative</i> dan <i>recount</i> . 2. Mengidentifikasi tujuan komunikatif teks naratif dan <i>recount</i>	Tes tulis	Pilihan ganda Melengkapi rumpang	<i>Listen to the text and choose the right answer</i> <i>Listen to the text and complete the bellow sentences</i>	4 x 40 menit	1. Buku teks yang relevan 2. Script cerita naratif 3. Rekaman cerita 4. Tape recorder



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		6. Mendengarkan teks narrative / recount lainnya. 7. Menjawab pertanyaan tentang teks narrative / recount yang didengar secara lisan.						
Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								7.



SILABUS PEMBELAJARAN

: SMP N 9 Pekanbaru

: VIII (Delapan)

: Bahasa Inggris

: 2 (Dua)

: Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

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 b. Perizinan tidak mengurangi pentingnya kepentingan yang wajar UIN Suska Riau.

Kompetensi Dasar
 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta,

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta,	1. Percakapan singkat memuat ungkapan – ungkapan : Contoh : -A: <i>Do you mind lending me some money?</i> B: <i>No, problems</i> -A: <i>Can I have a bit?</i> B: <i>Sure, here you are.</i> -A: <i>Here is some money for you.</i> B: <i>Sorry, I can't take this.</i>	1. Mengembangkan kosakata terkait dengan jenis ungkapan dan tema/topik yang terkait 2. Tanya jawab tentang berbagai hal menggunakan ungkapan terkait materi/topik. tema yang di pilih 3. Menirukan ungkapan-ungkapan terkait materi yang diucapkan guru 4. Latihan bertanya	1. Bertanya dan menjawab tentang meminta,memberi ,menolak jasa 2. Bertanya dan menjawab tentang meminta,memberi ,menolak barang 3. Bertanya dan menjawab tentang meminta,memberi dan mengingkari informasi 4. Bertanya dan menjawab tentang meminta,memberi dan menolak pendapat	Unjuk kerja	Uji petik berbicara, Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class</i>	4 x 40 menit	1. Buku teks yang relevan 2. Gambar yang relevan 3. Benda sekitar 4. Role cards



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b. Penguji tidak mengizinkan kepentingan yang wajar UIN Suska Riau.

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			Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1. Tata Bahasa</p> <ul style="list-style-type: none"> - Do you mind - Present perfect tense <p>2. Kosa kata</p> <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks <p>3. Ungkapan Baku</p>	<p>dan menjawab menggunakan ungkapan yang telah dipelajari secara berpasangan</p> <p>5. Bermain peran melakukan percakapan berdasarkan situasi yang diberikan</p>	<p>5. Bertanya dan menjawab tentang menawarkan, menerima, menolak sesuatu</p>					



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Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
			Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>- No Problem</p> <p>- Sorry</p> <p>- No, thanks</p> <p>- Yes, Please</p> <p>1. Teks percakapan memuat ungkapan berikut:</p> <p>Contoh :</p> <p>- A: <i>what if I do it again?</i></p> <p>B: <i>Fine with me.</i></p> <p>- A: <i>I Must go now</i></p> <p>B: <i>Do you have to?</i></p> <ul style="list-style-type: none"> • <i>Right.</i> • <i>I see.</i> • <i>Hm...m yeah</i> • <i>Hello,excuse me</i> • <i>Did you? / Were you?</i> • <i>Thanks/ Bye / see you</i> • <i>Could I speak to ..?</i> • <i>Well,I'm calling to ...?</i> 	<p>1. Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari</p> <p>2. Mendengarkan yang memuat ungkapan-ungkapan yang telah dipelajari</p> <p>3. Menjawab pertanyaan tentang isi percakapan</p> <p>4. Menjawab pertanyaan tentang makna dan fungsi ungkapan terkait</p> <p>5. Menggunakan ungkapan – ungkapan terkait berdasarkan konteks</p> <p>6. Bermain peran</p>	<p>1. Bertanya dan menjawab tentang meminta,memberi persetujuan</p> <p>2. Bertanya dan menjawab tentang merespon pernyataan</p> <p>3. Bertanya dan menjawab tentang memberi perhatian terhadap lawan bicara</p> <p>4. Mengawali,memp erpanjang menutup percakapan</p> <p>5. Mengawali,memp erpanjang menutup percakapan telepon</p>	Unjuk kerja	Uji petik berbicara Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class.</i>	2 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Gambar yang relevan</p> <p>3. Benda sekitar</p> <p>4. Kartu peran</p>



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			Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>Indikator Pencapaian Kompetensi Dasar</p> <p>1. Diarahkan untuk memahami dan menggunakan ungkapan yang telah dipelajari</p> <p>2. Tata Bahasa</p> <p>- Past form of be</p> <p>3. Kosakata</p> <p>- Kata terkait tema dan jenis teks</p> <p>4. Spelling and intonation</p>	<p>menggunakan ungkapan yang telah dipelajari</p>						
<p>Karakter siswa yang diharapkan :</p> <p>Dapat dipercaya (<i>Trustworthines</i>)</p> <p>Rasa hormat dan perhatian (<i>respect</i>)</p> <p>Tekun (<i>diligence</i>)</p>						4.	



SILABUS PEMBELAJARAN

: SMP N 9 Pekanbaru
 : VIII (Delapan)
 : Bahasa Inggris
 : 2 (Dua)
 : Berbicara

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p>	<p>1. Teks fungsional pendek : - Notices - Iklan</p> <p>2. Tata Bahasa - Imperatives - Comparison</p> <p>3. Kosakata - Kata terkait tema dan jenis teks</p> <p>4. Ungkapan baku - attention, please</p>	<p>1. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi</p> <p>2. Membuat kalimat sederhana untuk: - Memberi perhatian (Notice) - Menarik seseorang</p>	<p>1. Mengungkapkan secara lisan teks fungsional : - Pengumuman - Undangan - Pesan singkat</p> <p>2. Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat</p>	Unjuk kerja	<i>Uji petik berbicara</i>	<p>1. <i>Give suitable notices based on the pictures</i></p> <p>2. <i>Make simple advertisements based on the pictures</i></p>	4 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Gambar terkait materi dan topik</p> <p>3. Benda sekitar</p> <p>4. Teks bentuk khusus: - undangan - pengumuman - pesan singkat</p>



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				Teknik	Bentuk Instrumen	Contoh Instrumen		
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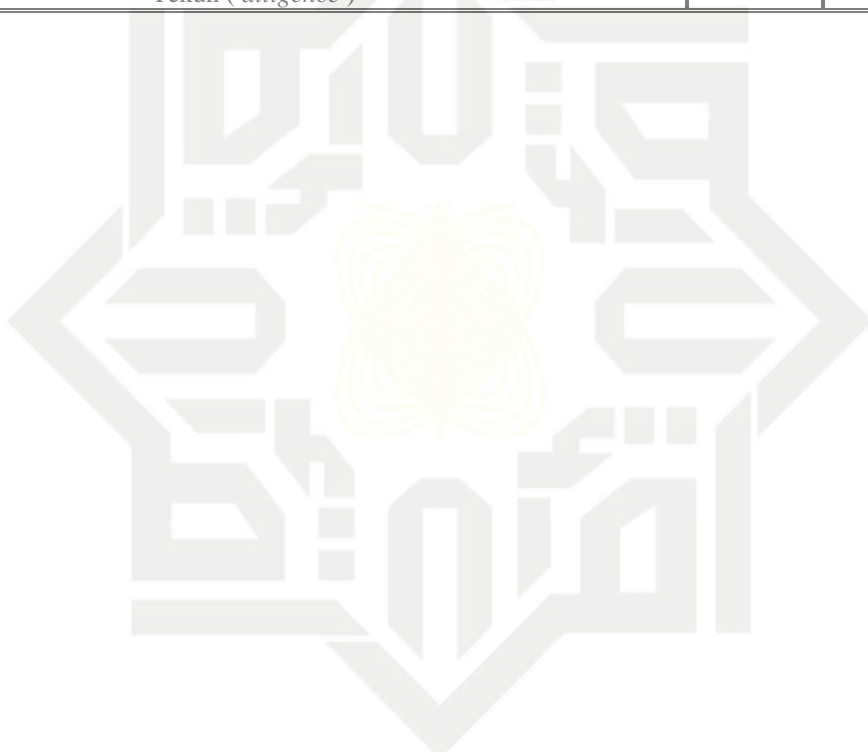
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		pernah didengar Menceritakan berdasarkan foto atau Gambar cerita populer.						
			Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)					

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SILABUS PEMBELAJARAN

: SMP N 9 Pekanbaru
 : VIII (Delapan)
 : Bahasa Inggris
 : 2 (Dua)
 : Membaca

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

Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
			Teknik	Bentuk Instrumen	Contoh Instrumen		
1. Teks Essai berbentuk <i>narrative / recount</i> 2. Ciri kebahasaan Teks Essai berbentuk <i>narrative / recount</i> 3. Tujuan komunikatif teks essai <i>narratif / recount</i> 4. Langkah retorika <i>narrative / recount</i> 5. Spelling, stress, intonation	1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita populer 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks <i>narrative / recount</i> yang dibaca guru 4. Membaca nyaring teks <i>narrative /</i>	<ul style="list-style-type: none"> Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i> Mengidentifikasi berbagai makna teks <i>narrative / recount</i> Mengidentifikasi tujuan komunikatif teks 	Tes lisan	Membaca nyaring	<i>Read the story aloud.</i>	4 x 40 menit	1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita 4. Rekaman cerita 5. Tape recorder 6. CD 7. VCD player
			Tes tulis	Pilihan ganda	<i>Choose the right answer based on the text.</i>		
11			Tes Tulis	Isian singkat	<i>Complete the following sentences using</i>		

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Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
			Teknik	Bentuk Instrumen	Contoh Instrumen		
	<p><i>recount</i> dengan ucapan dan intonasi yang benar</p> <p>5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca</p> <p>6. Menentukan tujuan komunikatif teks <i>narrative / recount</i> yang di baca</p> <p>7. Menentukan langkah retorika dari teks <i>narrative / recount</i> yang di baca</p> <p>8. Menentukan ciri kebahasaan teks <i>narrative / recount</i> yang di baca</p> <p>9. Membaca teks <i>narrative / recount</i> lainnya</p>	<p><i>narrative / recount</i></p> <ul style="list-style-type: none"> Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i> 	Tes Tulis	Pertanyaan tertulis	<p><i>the information from the text.</i></p> <p><i>Answer the following questions based on the text.</i></p>		1. Buku teks yang relevan



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			Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1. Teks fungsional :</p> <ul style="list-style-type: none"> - undangan - pengumuman - pesan - iklan <p>2. Tujuan komunikatif</p> <p>3. Ciri kebahasaan</p>	<ol style="list-style-type: none"> 1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber 	<ul style="list-style-type: none"> • Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengidentifikasi ciri kebahasaan teks fungsional 	<p>Tes tulis</p> <p>Tes tulis</p> <p>Tes tulis</p>	<p>PG</p> <p>Jawaban singkat</p> <p>Jawaban singkat</p>	<p><i>Choose the best option, a,b,c or d</i></p> <p><i>Answer the following questions</i></p> <p><i>Give short answers !</i></p>	<p>4 x 40 menit</p>	<ol style="list-style-type: none"> 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar
<p>Karakter siswa yang diharapkan :</p>		<p>Dapat dipercaya (<i>Trustworthines</i>)</p> <p>Rasa hormat dan perhatian (<i>respect</i>)</p> <p>Tekun (<i>diligence</i>)</p>					

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SILABUS PEMBELAJARAN

: SMP N 9 Pekanbaru

: VIII (Delapan)

: Bahasa Inggris

: 2 (Dua)

: Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>2. Mengungkapkan makna dalam bentuk teks fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p>	<p>1. Teks fungsional : - Notices - iklan</p> <p>2. Tata bahasa - Imperratives - Getting attention - Comparison</p> <p>3. Kosa kata Kata terkait tema dan jenis teks</p> <p>4. Tanda baca, Spelling</p>	<p>1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi</p> <p>2. Menulis kalimat sederhana untuk - memberi himbauan / peringatan - mengiklan-kan sesuatu</p> <p>3. Melengkapi teks fungsional pendek</p>	<p>Menulis teks fungsional pendek berbentuk : - Notices - Iklan</p>	<p>Tes tulis</p> <p>Product</p>	<p>Essay</p> <p>Completion</p> <p>Penugasan</p>	<p>1. <i>Write sentences based on the situation given.</i></p> <p>2. <i>Complete the text using suitable word/words.</i></p> <p>3. <i>Write notices related to certain places</i></p> <p>4. <i>Write an advertisement promoting a certain product.</i></p>	<p>4 x 40 menit</p>	<p>1. Buku teks yang relevan</p> <p>2. Contoh teks fungsional</p> <p>3. Gambar terkait materi dan topik</p> <p>4. Benda sekitar</p>



Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
			Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1. Teks Essai <i>narrative / recount</i></p> <p>2. Ciri kebahasaan teks <i>narrative / recount</i></p> <p>3. Langkah retorika teks <i>narrative / recount</i></p> <p>4. Tatabahasa</p> <p>- Simple past</p> <p>- Past continuous</p> <p>5. Kosakata</p> <p>- Kata terkait tema dan jenis teks</p> <p>6. Tandabaca, spelling</p>	<p>4. Menulis teks fungsional pendek</p> <p>1. Review ciri kebahasaan teks <i>narrative/ recount</i></p> <p>2. Membuat kalimat sederhana terkait teks <i>narrative/ recount</i></p> <p>3. Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i></p> <p>4. Membuat draft teks <i>recount</i> dan <i>narrative</i></p> <p>5. Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat</p> <p>6. Memajang hasil tulisan di dinding</p>	<p>Menulis teks pendek dan sederhana dalam bentuk <i>recount / narrative</i> dengan langkah retorika yang benar</p>	<p>Tes tertulis</p> <p>Uraian</p> <p>Proyek</p> <p>Penugasan</p>	<p>Uraian</p> <p>Penugasan</p>	<p><i>Write a short recount/narrative text based on:</i></p> <p><i>a. Your experience happend to you</i></p> <p><i>b. The story You have ever read</i></p> <p><i>c. Series of pictures given.</i></p> <p><i>Find 5 short texts of recount or narratives and expose them.</i></p>	<p>8 x 40 menit</p>	<p>1. Buku teks yang relevan</p> <p>2. Buku cerita bahasa Inggris</p> <p>3. Gambar - gambar terkait cerita</p>
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)</p>							

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Lesson Plan for Experimental Class

School	: SMP NEGERI 9 PEKANBARU
Subject	: English
Class/ Semester	: VIII/ 2
Meeting	: 1 st
Time Allocated	: 2 x 40 minutes
Topic	: Recount Text

A. Standard Competence

5. Understanding the meaning of short functional text and short essay in the form of descriptive and recount in daily life context and to access the knowledge.

B. Basic Competence

5.3 Responding the meaning of the rhetorical written monologue or essay texts accurately, fluently and acceptable in daily life context and to access the knowledge in form of the texts: narrative and recount.

C. Indicators

1. The students' ability to identify main idea of recount text.
2. The students' ability to find detail information of recount text.
3. The students' ability to identify the meaning of vocabulary in context.
4. The students' ability to identify the references in recount text.
5. The students' ability to identify inference from recount text.

D. Learning Objectives

1. The students are able to identify main idea of recount text.
2. The students are able to to find detail information of recount text.
3. The students are able to identify the meaning of vocabulary in context.
4. The students are able to identify the references in recount text.
5. The students are able to identify inference from recount text.



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F. Material

A trip to the Zoo

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we had so much fun activities at many places at the zoo.

F. Learning Strategy

Detailed Reading Strategy (DRS)

G. Teaching and Learning Process

Pre-Activity

- Greeting .
- Teachers and students pray together.
- Check the attendance (condition of the students).
- Teacher gives explanation about the warming up procedure.
- Warming up.
- Check the students' readiness to study.

Whist –Activity

- Teacher pre teach the vocabulary relate to the text itself.
- Ask the students to preview from the title and guess what the text text talking about.
- Teacher reads aloud the text stopping at point of interest.



Hak Cipta Dilindungi Undang-Undang

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- Teacher asks the students to read the text slowly. Then, ask them to noticed unfamiliar words, clues, etc
- Ask the students to read every sentence, but they should not to try know the exact meaning of each word. They should try and guess its meaning from the context and infer the meaning.
- Teacher gives a instruction during reading such as anticipate upcoming information, visualize and integrate old and new knowledge.
- Teacher asks the students to connect their experiences and the text.

Post –Activity

- Teacher guides the students to memorize the crucial information in the text.
- Teacher motivates and gives feedback to the students.
- Teacher closes the class and says good bye to the class.

H. Source and Media

Media : text, power point, laptop

Source : text book *English in Focus 2, for Grade VIII Junior High School, 2008*

I. Assesment

Thechnique : Reading Test

Type : Multiple Choice

Instrument :

1. Why did the writer and his family feel very tired after having a trip to the zoo?
 - a. They had to visit many places in the zoo
 - b. They took a long time to reach the zoo area
 - c. They had to feed a lot of animals in the zoo
 - d. They had no time to take a rest in the zoo



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2. What happened to the writer's dad when he rode an elephant?
 - a. He felt a thrill
 - b. He felt fun
 - c. He fell off
 - d. He failed
3. What is the text talking about?
 - a. A trip to the jungle
 - b. A trip to the zoo
 - c. A trip to the park
 - d. A trip to the mountain
4. “... It was a thrill to ride it.” In paragraph 2, the underlined word refers to..
 - a. Writer’s family
 - b. Writer’s Dad
 - c. The shop
 - d. The elephant
5. “.....we were very tired.” (Paragraph 3). The underline word is antonymous with?
 - a. Energized
 - b. Empty
 - c. Bored
 - d. sleepy

Answer key

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



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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a) Scoring

- Every righth answer get score = 20
- Maximal score = 100

b) Final Score

Student score = 5 x 20

Known by,
The Teacher of English

Elidaswati, S.Pd
NIP.196903281996012001

Pekanbaru, 04 March 2019
Researcher

Linda Tri Utami
NIM.11314200707

Headmaster of SMP 9 PEKANBARU

Ernidalisma, S.Pd
NIP.196612051991032003

UIN SUSKA RIAU



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Lesson Plan for Experimental Class

School	: SMP NEGERI 9 PEKANBARU
Subject	: English
Class/ Semester	: VIII/ 2
Meeting	: 2 nd
Time Allocated	: 2 x 40 minutes
Topic	: Recount Text

A. Standard Competence

5. Understanding the meaning of short functional text and short essay in the form of descriptive and recount in daily life context and to access the knowledge.

B. Basic Competence

5.3 Responding the meaning of the rhetorical written monologue or essay texts accurately, fluently and acceptable in daily life context and to access the knowledge in form of the texts: narrative and recount.

C. Indicators

1. The students' ability to identify main idea of recount text.
2. The students' ability to find detail information of recount text.
3. The students' ability to identify the meaning of vocabulary in context.
4. The students' ability to identify the references in recount text.
5. The students' ability to identify inference from recount text.

D. Learning Objectives

1. The students are able to identify main idea of recount text.
2. The students are able to to find detail information of recount text.
3. The students are able to identify the meaning of vocabulary in context.
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E. Material

My Holiday

Last week I went to mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw mount Batok. The scenery was very beautiful. We rode on a horseback. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo, we went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this, I hope my next holiday will be more interesting.

F. Learning Strategy

Detailed Reading Strategy (DRS)

G. Teaching and Learning Process

Pre-Activity

- Greeting .
- Teachers and students pray together.
- Check the attendance (condition of the students).
- Teacher gives explanation about the warming up procedure.
- Warming up.
- Check the students' readiness to study (review the last material).

Whist –Activity

- Teacher pre teach the vocabulary relate to the text itself.
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Hak Cipta Dilindungi Undang-Undang

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- Teacher asks the students to connect their experiences and the text.

Post –Activity

- Teacher guides the students to memorize the crucial information in the text.
- Teacher motivates and gives feedback to the students.
- Teacher closes the class and says good bye to the class.

H. Source and Media

Media : text, power point, laptop

Source : text book *English in Focus 2, for Grade VIII Junior High School, 2008*

I. Assesment

Thechnique : Reading Test

Type : Short answer

Instrument :

1. What is the main idea in the paragraph 2?
2. Where did the writer stay?
3. “ The scenery was very beautiful”. The synonym of the underlined word is?
4. After read the text. how the writer feeling?
5. “It was scary” in paragraph 2, the underlined word refers to?

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Answer key

1. The writer's activities in holiday
2. His/her friend's house
3. View, spectacle, decor, etc
4. Happy
5. Riding horse

a) Scoring

- Every right answer get score = 20
- Maximal score = 100

b) Final Score

Student score = 5 x 20

Known by,
The Teacher of English

Elidaswati, S.Pd
NIP.196903281996012001

Pekanbaru, 07 March 2019
Researcher

Linda Tri Utami
NIM.11314200707

Headmaster of SMP 9 PEKANBARU

Ernidalisma, S.Pd
NIP.196612051991032003



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Lesson Plan for Experimental Class

School	: SMP NEGERI 9 PEKANBARU
Subject	: English
Class/ Semester	: VIII/ 2
Meeting	: 3 rd
Time Allocated	: 2 x 40 minutes
Topic	: Recount Text

A. Standard Competence

5. Understanding the meaning of short functional text and short essay in the form of descriptive and recount in daily life context and to access the knowledge.

B. Basic Competence

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C. Indicators

1. The students' ability to identify main idea of recount text.
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5. The students' ability to identify inference from recount text.

D. Learning Objectives

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E. Material

I have got an unforgettable experience last Lebaran Day. My family and I went to my mother's hometown to celebrate "Idul Fitri". We went by a plane. At the airport, my family and I had to walk through the metal detector. When I got the turn to walk through it, suddenly the alarm beeped. The woman who worked as the airport security said, "Come here, you need to get your belt off". I took my belt off, but the alarm still beeped. The security asked me to take my wallet from my pocket. I did what she ordered. Still alarm beeped.

After that the security asked me to turn back and she checked my body. She touched my left pocket. Then she told me, "There was something in it. it might be the things that made the alarm beeped". I took out something from the left pocket. The woman laughed and said, "That has made the alarm beep". It was a silver pen. I felt embarrassed because everybody stared at me with curiosity.

F. Learning Strategy

Detailed Reading Strategy (DRS)

G. Teaching and Learning Process

Pre-Activity

- Greeting .
- Teachers and students pray together.
- Check the attendance (condition of the students).
- Teacher gives explanation about the warming up procedure.
- Warming up.
- Check the students' readiness to study (review the last material).

Whist –Activity

- Teacher pre teach the vocabulary relate to the text itself.
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Hak Cipta Dilindungi Undang-Undang

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- Teacher asks the students to connect their experiences and the text.

Post –Activity

- Teacher guides the students to memorize the crucial information in the text.
- Teacher motivates and gives feedback to the students.
- Teacher closes the class and says good bye to the class.

H. Source and Media

Media : text, power point, laptop

Source : text book *English in Focus 2, for Grade VIII Junior High School, 2008*

I. Assesment

Thechnique : Reading Test

Type : Multiple choice

Instrument :

1. What does the second paragraph tell us about?
 - a. The writer and his family walked through metal detector
 - b. The writer’s silver pen made the metal detector beeped
 - c. The security checked the writer’s pockets
 - d. Everybody stared at the writer

Hak Cipta Dilindungi Undang-Undang

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2. From the text, we can conclude
 - a. The security guard was a fussy woman
 - b. You are not allowed to wear belts at the airport
 - c. The alarm beeped because there was a metallic object
 - d. The writer's appearance attracted everybody's attention
3. Why did the airport security tell the writer to take off his belt?
 - a. Because the alarm beeped when he passed through metal detector
 - b. Because it was his unforgettable experience last Lebaran
 - c. Because she worked as the airport security officer
 - d. Because everybody stared at him curiosity
4. "...turn to walk through it" in paragraph 1. The underlined word refers to...
 - a. The airport
 - b. The wallet
 - c. The metal detector
 - d. The silver pen
5. "I felt embarrassed...." in last paragraph. The underlined word is antonym with...
 - a. Shy
 - b. Clever
 - c. Beautiful
 - d. Brave

Answer key

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

a) Scoring

- Every right answer get score = 20
- Maximal score = 100

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b) Final Score

Student score = 5 x 20

Pekanbaru, 11 March 2019
Researcher

Known by,
The Teacher of English

Elidaswati, S.Pd
NIP.196903281996012001

Linda Tri Utami
NIM.11314200707

Headmaster of SMP 9 PEKANBARU

Ernidalisma, S.Pd
NIP.196612051991032003

UIN SUSKA RIAU



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Lesson Plan for Experimental Class

School	: SMP NEGERI 9 PEKANBARU
Subject	: English
Class/ Semester	: VIII/ 2
Meeting	: 4 th
Time Allocated	: 2 x 40 minutes
Topic	: Recount Text

A. Standard Competence

5. Understanding the meaning of short functional text and short essay in the form of descriptive and recount in daily life context and to access the knowledge.

B. Basic Competence

5.3 Responding the meaning of the rhetorical written monologue or essay texts accurately, fluently and acceptable in daily life context and to access the knowledge in form of the texts: narrative and recount.

C. Indicators

1. The students' ability to identify main idea of recount text.
2. The students' ability to find detail information of recount text.
3. The students' ability to identify the meaning of vocabulary in context.
4. The students' ability to identify the references in recount text.
5. The students' ability to identify inference from recount text.

D. Learning Objectives

1. The students are able to identify main idea of recount text.
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E. Material

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

F. Learning Strategy

Detailed Reading Strategy (DRS)

G. Teaching and Learning Process

Pre-Activity

- Greeting .
- Teachers and students pray together.
- Check the attendance (condition of the students).
- Teacher gives explanation about the warming up procedure.
- Warming up.
- Check the students' readiness to study (review the last material).

Whist –Activity

- Teacher pre teach the vocabulary relate to the text itself.
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Post –Activity

- Teacher guides the students to memorize the crucial information in the text.
- Teacher motivates and gives feedback to the students.
- Teacher closes the class and says good bye to the class.

H. Source and Media

Media : text, power point, laptop

Source : text book *English in Focus 2, for Grade VIII Junior High School, 2008*

I. Assesment

Thechnique : Reading Test

Type : Multiple choice

Instrument :

1. What is the last paragraph talking about?
 - a. Anto had butterflies as his pet
 - b. The writer's friend is a good swimmer
 - c. There are a lot of flowers in Anto's house
 - d. The writer had a good time with his friend

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2. Where did the writer spend his afternoon?
 - a. Under a tree
 - b. Inside big bird cage
 - c. In the flower garden
 - d. In the swimming pool
3. “.....I really enjoyed my time....” (Paragraph 3). The underline word is synonymous with?
 - a. Sad
 - b. Have fun
 - c. Dislike
 - d. Hate
4. “I liked it very much.” In paragraph 1, the underlined word refers to..
 - a. Traditional food
 - b. Anto’s house
 - c. Anto’s garden
 - d. Anto’s pet
5. How is the writer’s feeling when visiting anto?
 - a. Sad
 - b. Bored
 - c. Happy
 - d. Tired

Answer key

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

a) Scoring

- Every righth answer get score = 20
- Maximal score = 100



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b) Final Score

Student score = 5 x 20

Pekanbaru, 14 March 2019
Researcher

Known by,
The Teacher of English

Elidaswati, S.Pd
NIP.196903281996012001

Linda Tri Utami
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Headmaster of SMP 9 PEKANBARU

Ernidalisma, S.Pd
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UIN SUSKA RIAU



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Lesson Plan for Experimental Class

School	: SMP NEGERI 9 PEKANBARU
Subject	: English
Class/ Semester	: VIII/ 2
Meeting	: 5 th
Time Allocated	: 2 x 40 minutes
Topic	: Recount Text

A. Standard Competence

5. Understanding the meaning of short functional text and short essay in the form of descriptive and recount in daily life context and to access the knowledge.

B. Basic Competence

5.3 Responding the meaning of the rhetorical written monologue or essay texts accurately, fluently and acceptable in daily life context and to access the knowledge in form of the texts: narrative and recount.

C. Indicators

1. The students' ability to identify main idea of recount text.
2. The students' ability to find detail information of recount text.
3. The students' ability to identify the meaning of vocabulary in context.
4. The students' ability to identify the references in recount text.
5. The students' ability to identify inference from recount text.

D. Learning Objectives

1. The students are able to identify main idea of recount text.
2. The students are able to to find detail information of recount text.
3. The students are able to identify the meaning of vocabulary in context.
4. The students are able to identify the references in recount text.
5. The students are able to identify inference from recount text.

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F. Material

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

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

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father,"she said.

F. Learning Strategy

Detailed Reading Strategy (DRS)

G. Teaching and Learning Process

Pre-Activity

- Greeting .
- Teachers and students pray together.
- Check the attendance (condition of the students).
- Teacher gives explanation about the warming up procedure.
- Warming up.
- Check the students' readiness to study (review the last material).

Whist –Activity

- Teacher pre teach the vocabulary relate to the text itself.
- Ask the students to preview from the title and guest what the text text talking about.
- Teacher reads aloud the text stopping at point of interest.



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- Teacher asks the students to read the text slowly. Then, ask them to noticed unfamiliar words, clues, etc
- Ask the students to read every sentence, but they should not to try know the exact meaning of each word. They should try and guess its meaning from the context and infer the meaning.
- Teacher gives a instruction during reading such as anticipate upcoming information, visualize and integrate old and new knowledge.
- Teacher asks the students to connect their experiences and the text.

Post –Activity

- Teacher guides the students to memorize the crucial information in the text.
- Teacher motivates and gives feedback to the students.
- Teacher closes the class and says good bye to the class.

H. Source and Media

Media : text, power point, laptop

Source : text book *English in Focus 2, for Grade VIII Junior High School, 2008*

I. Assesment

Thechnique : Reading Test

Type : Multiple choice

Instrument :

1. Who took Mrs. Damiri to the clinic?
 - a. Her son
 - b. Her husband
 - c. Her neighbour
 - d. Her children

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2. The main idea of the second paragraph is
 - a. Mrs. Damiri got accident
 - b. Mr. Damiri was proud of his son
 - c. Yusuf asked his neighbour to help
 - d. Mr. Damiri and his other children had gone
3. How did the neighbour help Mrs. Damiri?
 - a. He called Mrs. Damiri's husband and ran to the kitchen
 - b. He called the fireman and put out the fire
 - c. He put out the fire and took Mrs. Damiri to the clinic
 - d. He called the fireman and advised Mrs. Damiri to stay calm
4. "She was too frightened to speak sensibly to him" (paragraph 2) the underlined word refers to
 - a. Mr. Damiri
 - b. Mr. Damiri's wife
 - c. Her neighbour
 - d. Yusuf
5. "She was too frightened to speak....." The underline word is similarity in meaning with
 - a. Worry
 - b. Cry
 - c. Sad
 - d. Afraid

Answer key

1. c
2. c
3. c
4. d
5. d

a) Scoring

- Every right answer get score = 20
- Maximal score = 100

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b) Final Score

Student score = 5 x 20

Pekanbaru, 18 March 2019
Researcher

Known by,
The Teacher of English

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UIN SUSKA RIAU



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Lesson Plan for Experimental Class

School	: SMP NEGERI 9 PEKANBARU
Subject	: English
Class/ Semester	: VIII/ 2
Meeting	: 6 th
Time Allocated	: 2 x 40 minutes
Topic	: Recount Text

A. Standard Competence

5. Understanding the meaning of short functional text and short essay in the form of descriptive and recount in daily life context and to access the knowledge.

B. Basic Competence

5.3 Responding the meaning of the rhetorical written monologue or essay texts accurately, fluently and acceptable in daily life context and to access the knowledge in form of the texts: narrative and recount.

C. Indicators

1. The students' ability to identify main idea of recount text.
2. The students' ability to find detail information of recount text.
3. The students' ability to identify the meaning of vocabulary in context.
4. The students' ability to identify the references in recount text.
5. The students' ability to identify inference from recount text.

D. Learning Objectives

1. The students are able to identify main idea of recount text.
2. The students are able to to find detail information of recount text.
3. The students are able to identify the meaning of vocabulary in context.
4. The students are able to identify the references in recount text.
5. The students are able to identify inference from recount text.



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F. Material

It was the beginning of July, My parents and I were in a plane heading home from our vacation.

A crew announced the passengers that we were going to land in the airport in a few minutes. While listening to the announcement, I was looking outside through the window and saw how dark the sky was. It was raining heavily and lightings sparked here and there.

Suddenly, I felt the plane went bumpy. The impact was low at the beginning, however it gradually became terrible. Everything shook terribly. People started to scream in fear. I hold my parents' hands. I heard my Dad was praying while Mom tried to soothe me.

Fortunately, our plane landed safely at the airport under that extreme weather. I thanked God for saving my parents and me.

F. Learning Strategy

Detailed Reading Strategy (DRS)

G. Teaching and Learning Process

Pre-Activity

- Greeting .
- Teachers and students pray together.
- Check the attendance (condition of the students).
- Teacher gives explanation about the warming up procedure.
- Warming up.
- Check the students' readiness to study (review the last material).

Whist –Activity

- Teacher pre teach the vocabulary relate to the text itself.
- Ask the students to preview from the title and guest what the text text talking about.
- Teacher reads aloud the text stopping at point of interest.



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- Teacher asks the students to read the text slowly. Then, ask them to noticed unfamiliar words, clues, etc
- Ask the students to read every sentence, but they should not to try know the exact meaning of each word. They should try and guess its meaning from the context and infer the meaning.
- Teacher gives a instruction during reading such as anticipate upcoming information, visualize and integrate old and new knowledge.
- Teacher asks the students to connect their experiences and the text.

Post –Activity

- Teacher guides the students to memorize the crucial information in the text.
- Teacher motivates and gives feedback to the students.
- Teacher closes the class and says good bye to the class.

H. Source and Media

Media : text, power point, laptop

Source : text book *English in Focus 2, for Grade VIII Junior High School, 2008*

I. Assesment

Thechnique : Reading Test

Type : Multiple choice

Instrument :

1. What was the writer's mother doing during the turbulence?
 - a. She was holding her husband's hand
 - b. She was calming the writer down
 - c. She was praying for help
 - d. She was crying for fear



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2. The turbulence was caused by
 - a. The bad weather
 - b. The size of the plane
 - c. The height of the flight
 - d. The damage on one of the machines
3. What is the main idea of paragraph 2?
 - a. The writer saw that it was raining heavily and lightning outside
 - b. The writer was enjoying the announcement made by the crew
 - c. A crew was announcing that they were going to land soon
 - d. The lightning outside scared the writer
4. "...It was raining..." in paragraph 2, the underlined word refers to...

a. The plane	c. The weather
b. The vacation	d. The airport
5. "...People started to scream in fear" in paragraph 3. The underlined word is synonym with

a. Shout	c. Shake
b. Talk	d. Angry

Answer key

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

a) Scoring

- Every righth answer get score = 20
- Maximal score = 100

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b) Final Score

Student score = 5 x 20

Pekanbaru, 25 March 2019
Researcher

Known by,
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UIN SUSKA RIAU



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State Islamic University of Sultan Syarif Kasim Riau

Lesson Plan for Control Class

School	: SMP NEGERI 9 PEKANBARU
Subject	: English
Class/ Semester	: VIII/ I
Meeting	: 1 st
Time Allocated	: 2 x 40 minutes
Topic	: Recount Text

A. Standard Competence

5. Understanding the meaning of short functional text and short essay in the form of descriptive and recount in daily life context and to access the knowlwdge.

B. Basic Competence

5.3 Responding the meanig of the rhetorical written monologue or essay texts accurately, fluently and acceptable in daily life context and to acces the knowledge in form of the texts: descriptive and recount.

C. Indicators

1. The students' ability to identify main idea of recount text.
2. The students' ability to find detail information of recount text.
3. The students' ability to identify the meaning of vocavulary in context.
4. The students' ability to identify the references in recount text.
5. The students' ability to identify inference from recount text.

D. Learning Objectives

1. The students are able to identify main idea of recount text.
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3. The students are able to identify the meaning of vocavulary in context.
4. The students are able to identify the references in recount text.
5. The students are able to identify inference from recount text.

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F. Material

A trip to the Zoo

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we had so much fun activities at many places at the zoo.

F. Learning Strategy

1. Approach : Scientific Approach
2. Method : Cooperative Learning

G. Teaching and Learning Process

Pre-Activity

- Greeting .
- Teachers and students pray together.
- Check the attendance (condition of the students).
- Check the students' readiness to study.
- Teacher delivers the outline of the materials and explains about the activity which is going to be conducted.

Whist –Activity

Observing

- Students listens his/her friends who read the whole text in front of the class. With teacher guidance, students discuss about the text.

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Questioning

- Teacher gives chance to students to ask questions and students giving feedback about the material or materials on the social function, the phrase associated with the material and linguistic elements.

Exploring

- Students work in group to identify the events that occur on the text. With teacher guidance students discuss the sequences of events that occur.

Associating

- Students relate the recount text with previous knowledge and make a story that contains one of the group's experiences.

Communicating

- One of each group come to the front of class and present and share the story that they have made in the group. The other group gives feedback and teacher gives confirmation about performance of the presentation.

Post –Activity

- Students with teacher conclude the learning.
- Students reflect on the activities that have been carried out.
- Students answer the questions given by the teacher.

H. Source and Media

Media : text, power point, laptop

Source : text book *English in Focus 2, for Grade VIII Junior High School, 2008*



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I. Assesment

Thechnique : Reading Test

Type : Multiple Choice

Instrument :

1. Why did the writer and his family feel very tired after having a trip to the zoo?
 - a. They had to visit many places in the zoo
 - b. They took a long time to reach the zoo area
 - c. They had to feed a lot of animals in the zoo
 - d. They had no time to take a rest in the zoo
2. What happened to the writer's dad when he rode an elephant?
 - a. He felt a thrill
 - b. He felt fun
 - c. He fell off
 - d. He failed
3. What is the text talking about?
 - a. A trip to the jungle
 - b. A trip to the zoo
 - c. A trip to the park
 - d. A trip to the mountain
4. "... It was a thrill to ride it." In paragraph 2, the underlined word refers to..
 - a. Writer's family
 - b. Writer's Dad
 - c. The shop
 - d. The elephant
5. ".....we were very tired." (Paragraph 3). The underline word is antonymous with?
 - a. Energized
 - b. Empty
 - c. Bored
 - d. sleepy

Answer key

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



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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a) Scoring

- Every righth answer get score = 20
- Maximal score = 100

b) Final Score

Student score = 5 x 20

Known by,
The Teacher of English

Elidaswati, S.Pd
NIP.196903281996012001

Pekanbaru, 05 March 2019
Researcher

Linda Tri Utami
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Headmaster of SMP 9 PEKANBARU

Ernidalisma, S.Pd
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UIN SUSKA RIAU



Hak Cipta Dilindungi Undang-Undang

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State Islamic University of Sultan Syarif Kasim Riau

Lesson Plan for Control Class

School	: SMP NEGERI 9 PEKANBARU
Subject	: English
Class/ Semester	: VIII/ 2
Meeting	: 2 nd
Time Allocated	: 2 x 40 minutes
Topic	: Recount Text

A. Standard Competence

5. Understanding the meaning of short functional text and short essay in the form of descriptive and recount in daily life context and to access the knowledge.

B. Basic Competence

5.3 Responding the meaning of the rhetorical written monologue or essay texts accurately, fluently and acceptable in daily life context and to access the knowledge in form of the texts: narrative and recount.

C. Indicators

1. The students' ability to identify main idea of recount text.
2. The students' ability to find detail information of recount text.
3. The students' ability to identify the meaning of vocabulary in context.
4. The students' ability to identify the references in recount text.
5. The students' ability to identify inference from recount text.

D. Learning Objectives

1. The students are able to identify main idea of recount text.
2. The students are able to find detail information of recount text.
3. The students are able to identify the meaning of vocabulary in context.
4. The students are able to identify the references in recount text.
5. The students are able to identify inference from recount text.

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E. Material

My Holiday

Last week I went to mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw mount Batok. The scenery was very beautiful. We rode on a horseback. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo, we went home in the afternoon. We were very tired. However, I think it was really fun to have a holiday like this, I hope my next holiday will be more interesting.

F. Learning Strategy

1. Approach : Scientific Approach
2. Method : Cooperative Learning

G. Teaching and Learning Process

Pre-Activity

- Greeting .
- Teachers and students pray together.
- Check the attendance (condition of the students).
- Check the students' readiness to study.
- Teacher delivers the outline of the materials and explains about e activity which is going to be conducted.

Whist –Activity

Observing

- Students listens his/her friends who read the whole text in front of the class. With teacher guidance, students discuss about the text.

**Hak Cipta Dilindungi Undang-Undang**

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Questioning

- Teacher gives chance to students to ask questions and students giving feedback about the material or materials on the social function, the phrase associated with the material and linguistic elements.

Exploring

- Students work in group to identify the events that occur on the text. With teacher guidance students discuss the sequences of events that occur.

Associating

- Students relate the recount text with previous knowledge and make a story that contains one of the group's experiences.

Communicating

- One of each group come to the front of class and present and share the story that they have made in the group. The other group gives feedback and teacher gives confirmation about performance of the presentation.

Post –Activity

- Students with teacher conclude the learning.
- Students reflect on the activities that have been carried out.
- Students answer the questions given by the teacher.

H. Source and Media

Media : text, power point, laptop

Source : text book *English in Focus 2, for Grade VIII Junior High School, 2008*

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I. Assesment

Thechnique : Reading Test

Type : Short answer

Instrument :

1. What is the main idea in the paragraph 2?
2. Where did the writer stay?
3. “The scenery was very beautiful”. The synonym of the underlined word is?
4. After read the text. how the writer feeling?
5. “It was scary” in paragraph 2, the underlined word refers to?

Answer key

1. The writer’s activities in holiday
2. His/her friend’s house
3. View, spectacle, decor, etc
4. Happy
5. Riding horse

a) Scoring

- Every righth answer get score = 20
- Maximal score = 100

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b) Final Score

$$\text{Student score} = 5 \times 20$$

Pekanbaru, 08 March 2019
Researcher

Known by,
The Teacher of English

Elidaswati, S.Pd
NIP.196903281996012001

Linda Tri Utami
NIM.11314200707

Headmaster of SMP 9 PEKANBARU

Ernidalisma, S.Pd
NIP.196612051991032003

UIN SUSKA RIAU



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Lesson Plan for Control Class

School	: SMP NEGERI 9 PEKANBARU
Subject	: English
Class/ Semester	: VIII/ 2
Meeting	: 3 rd
Time Allocated	: 2 x 40 minutes
Topic	: Recount Text

A. Standard Competence

5. Understanding the meaning of short functional text and short essay in the form of descriptive and recount in daily life context and to access the knowledge.

B. Basic Competence

5.3 Responding the meaning of the rhetorical written monologue or essay texts accurately, fluently and acceptable in daily life context and to access the knowledge in form of the texts: narrative and recount.

C. Indicators

1. The students' ability to identify main idea of recount text.
2. The students' ability to find detail information of recount text.
3. The students' ability to identify the meaning of vocabulary in context.
4. The students' ability to identify the references in recount text.
5. The students' ability to identify inference from recount text.

D. Learning Objectives

1. The students are able to identify main idea of recount text.
2. The students are able to find detail information of recount text.
3. The students are able to identify the meaning of vocabulary in context.
4. The students are able to identify the references in recount text.
5. The students are able to identify inference from recount text.



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F. Material

I have got an unforgettable experience last Lebaran Day. My family and I went to my mother's hometown to celebrate "Idul Fitri". We went by a plane. At the airport, my family and I had to walk through the metal detector. When I got the turn to walk through it, suddenly the alarm beeped. The woman who worked as the airport security said, "Come here, you need to get your belt off". I took my belt off, but the alarm still beeped. The security asked me to take my wallet from my pocket. I did what she ordered. Still alarm beeped.

After that the security asked me to turn back and she checked my body. She touched my left pocket. Then she told me, "There was something in it. it might be the things that made the alarm beeped". I took out something from the left pocket. The woman laughed and said, "That has made the alarm beep". It was a silver pen. I felt embarrassed because everybody stared at me with curiosity.

F. Learning Strategy

1. Approach : Scientific Approach
2. Method : Cooperative Learning

G. Teaching and Learning Process

Pre-Activity

- Greeting .
- Teachers and students pray together.
- Check the attendance (condition of the students).
- Check the students' readiness to study.
- Teacher delivers the outline of the materials and explains about e activity which is going to be conducted.

Hak Cipta Dilindungi Undang-Undang

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Whist –Activity

Observing

- Students listens his/her friends who read the whole text in front of the class. With teacher guidance, students discuss about the text.

Questioning

- Teacher gives chance to students to ask questions and students giving feedback about the material or materials on the social function, the phrase associated with the material and linguistic elements.

Exploring

- Students work in group to identify the events that occur on the text. With teacher guidance students discuss the sequences of events that occur.

Associating

- Students relate the recount text with previous knowledge and make a story that contains one of the group's experiences.

Communicating

- One of each group come to the front of class and present and share the story that they have made in the group. The other group gives feedback and teacher gives confirmation about performance of the presentation.

Post –Activity

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H. Source and Media

Media : text, power point, laptop

Source : text book *English in Focus 2, for Grade VIII Junior High School, 2008*

I. Assesment

Thechnique : Reading Test

Type : Multiple choice

Instrument :

1. What does the second paragraph tell us about?
 - a. The writer and his family walked through metal detector
 - b. The writer's silver pen made the metal detector beeped
 - c. The security checked the writer's pockets
 - d. Everybody stared at the writer
2. From the text, we can conclude
 - a. The security guard was a fussy woman
 - b. You are not allowed to wear belts at the airport
 - c. The alarm beeped because there was a metallic object
 - d. The writer's appearance attracted everybody's attention
3. Why did the airport security tell the writer to take off his belt?
 - a. Because the alarm beeped when he passed through metal detector
 - b. Because it was his unforgettable experience last lebaran
 - c. Because she worked as the airport security officer
 - d. Because everybody stared at him curiosity
4. "...turn to walk through it" in paragraph 1. The underlined word refers to...

a. The airport	c. The metal detector
b. The wallet	d. The silver pen
5. "I felt embarrassed...." in last paragraph. The underlined word is antonym with....

a. Shy	c. Beautiful
b. Clever	d. Brave

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Answer key

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

a) Scoring

- Every righth answer get score = 20
- Maximal score = 100

b) Final Score

Student score = 5 x 20

Known by,
The Teacher of English

Elidaswati, S.Pd
NIP.196903281996012001

Pekanbaru, 12 March 2019
Researcher

Linda Tri Utami
NIM.11314200707

Headmaster of SMP 9 PEKANBARU

Ernidalisma, S.Pd
NIP.196612051991032003



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Lesson Plan for Control Class

School	: SMP NEGERI 9 PEKANBARU
Subject	: English
Class/ Semester	: VIII/ I
Meeting	: 4 th
Time Allocated	: 2 x 40 minutes
Topic	: Recount Text

A. Standard Competence

5. Understanding the meaning of short functional text and short essay in the form of descriptive and recount in daily life context and to access the knowledge.

B. Basic Competence

5.3 Responding the meaning of the rhetorical written monologue or essay texts accurately, fluently and acceptable in daily life context and to access the knowledge in form of the texts: narrative and recount.

C. Indicators

1. The students' ability to identify main idea of recount text.
2. The students' ability to find detail information of recount text.
3. The students' ability to identify the meaning of vocabulary in context.
4. The students' ability to identify the references in recount text.
5. The students' ability to identify inference from recount text.

D. Learning Objectives

1. The students are able to identify main idea of recount text.
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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

E. Material

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

F. Learning Strategy

1. Approach : Scientific Approach
2. Method : Cooperative Learning

G. Teaching and Learning Process

Pre-Activity

- Greeting .
- Teachers and students pray together.
- Check the attendance (condition of the students).
- Check the students' readiness to study.
- Teacher delivers the outline of the materials and explains about e activity which is going to be conducted.

Whist –Activity

Observing

- Students listens his/her friends who read the whole text in front of the class. With teacher guidance, students discuss about the text.

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Questioning

- Teacher gives chance to students to ask questions and students giving feedback about the material or materials on the social function, the phrase associated with the material and linguistic elements.

Exploring

- Students work in group to identify the events that occur on the text. With teacher guidance students discuss the sequences of events that occur.

Associating

- Students relate the recount text with previous knowledge and make a story that contains one of the group's experiences.

Communicating

- One of each group come to the front of class and present and share the story that they have made in the group. The other group gives feedback and teacher gives confirmation about performance of the presentation.

Post –Activity

- Students with teacher conclude the learning.
- Students reflect on the activities that have been carried out.
- Students answer the questions given by the teacher.

H. Source and Media

Media : text, power point, laptop

Source : text book *English in Focus 2, for Grade VIII Junior High School, 2008*

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

I. Assesment

Thechnique : Reading Test
Type : Multiple choice
Instrument :

1. What is the last paragraph talking about?
 - a. Anto had butterflies as his pet
 - b. The writer's friend is a good swimmer
 - c. There are a lot of flowers in Anto's house
 - d. The writer had a good time with his friend
2. Where did the writer spend his afternoon?
 - a. Under a tree
 - b. Inside big bird cage
 - c. In the flower garden
 - d. In the swimming pool
3. “.....I really enjoyed my time....” (Paragraph 3). The underline word is synonymous with?
 - a. Sad
 - b. Have fun
 - c. Dislike
 - d. Hate
4. “I liked it very much.” In paragraph 1, the underlined word refers to..
 - a. Traditional food
 - b. Anto’s house
 - c. Anto’s garden
 - d. Anto’s pet
5. How is the writer’s feeling when visiting anto?
 - a. Sad
 - b. Bored
 - c. Happy
 - d. Tired

Answer key

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



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a) Scoring

- Every righth answer get score = 20
- Maximal score = 100

b) Final Score

Student score = 5 x 20

Pekanbaru, 15 March 2019
Researcher

Known by,
The Teacher of English

Elidaswati, S.Pd
NIP.196903281996012001

Linda Tri Utami
NIM.11314200707

Headmaster of SMP 9 PEKANBARU

Ernidalisma, S.Pd
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UIN SUSKA RIAU



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Lesson Plan for Control Class

School	: SMP NEGERI 9 PEKANBARU
Subject	: English
Class/ Semester	: VIII/ 2
Meeting	: 5 th
Time Allocated	: 2 x 40 minutes
Topic	: Recount Text

A. Standard Competence

5. Understanding the meaning of short functional text and short essay in the form of descriptive and recount in daily life context and to access the knowledge.

B. Basic Competence

5.3 Responding the meaning of the rhetorical written monologue or essay texts accurately, fluently and acceptable in daily life context and to access the knowledge in form of the texts: narrative and recount.

C. Indicators

1. The students' ability to identify main idea of recount text.
2. The students' ability to find detail information of recount text.
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5. The students' ability to identify inference from recount text.

D. Learning Objectives

1. The students are able to identify main idea of recount text.
2. The students are able to find detail information of recount text.
3. The students are able to identify the meaning of vocabulary in context.
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E. Material

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

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

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father,"she said.

F. Learning Strategy

1. Approach : Scientific Approach
2. Method : Cooperative Learning

G. Teaching and Learning Process

Pre-Activity

- Greeting .
- Teachers and students pray together.
- Check the attendance (condition of the students).
- Check the students' readiness to study.
- Teacher delivers the outline of the materials and explains about the activity which is going to be conducted.

Whist –Activity

Observing

- Students listens his/her friends who read the whole text in front of the class. With teacher guidance, students discuss about the text.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Questioning

- Teacher gives chance to students to ask questions and students giving feedback about the material or materials on the social function, the phrase associated with the material and linguistic elements.

Exploring

- Students work in group to identify the events that occur on the text. With teacher guidance students discuss the sequences of events that occur.

Associating

- Students relate the recount text with previous knowledge and make a story that contains one of the group's experiences.

Communicating

- One of each group come to the front of class and present and share the story that they have made in the group. The other group gives feedback and teacher gives confirmation about performance of the presentation.

Post –Activity

- Students with teacher conclude the learning.
- Students reflect on the activities that have been carried out.
- Students answer the questions given by the teacher.

H. Source and Media

Media : text, power point, laptop

Source : text book *English in Focus 2, for Grade VIII Junior High School, 2008*

I. Assesment

Thechnique : Reading Test



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Type : Multiple choice

Instrument :

1. Who took Mrs. Damiri to the clinic?
 - a. Her son
 - b. Her husband
 - c. Her neighbour
 - d. Her children
2. The main idea of the second paragraph is
 - a. Mrs. Damiri got accident
 - b. Mr. Damiri was proud of his son
 - c. Yusuf asked his neighbour to help
 - d. Mr. Damiri and his other children had gone
3. How did the neighbour help Mrs. Damiri?
 - a. He called Mrs. Damiri's husband and ran to the kitchen
 - b. He called the fireman and put out the fire
 - c. He put out the fire and took Mrs. Damiri to the clinic
 - d. He called the fireman and advised Mrs. Damiri to stay calm
4. "She was too frightened to speak sensibly to him" (paragraph 2) the underlined word refers to
 - a. Mr. Damiri
 - b. Mr. Damiri's wife
 - c. Her neighbour
 - d. Yusuf
5. "She was too frightened to speak...." The underline word is similarity in meaning with
 - a. Worry
 - b. Cry
 - c. Sad
 - d. Afraid

Answer key

1. c
2. c
3. c
4. d
5. d

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a) Scoring

- Every right answer get score = 20
- Maximal score = 100

b) Final Score

Student score = 5 x 20

Known by,
The Teacher of English

Pekanbaru, 19 March 2019
Researcher

Elidaswati, S.Pd
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State Islamic University of Sultan Syarif Kasim Riau

Lesson Plan for Control Class

School	: SMP NEGERI 9 PEKANBARU
Subject	: English
Class/ Semester	: VIII/ 2
Meeting	: 6 th
Time Allocated	: 2 x 40 minutes
Topic	: Recount Text

A. Standard Competence

5. Understanding the meaning of short functional text and short essay in the form of descriptive and recount in daily life context and to access the knowledge.

B. Basic Competence

5.3 Responding the meaning of the rhetorical written monologue or essay texts accurately, fluently and acceptable in daily life context and to access the knowledge in form of the texts: narrative and recount.

C. Indicators

1. The students' ability to identify main idea of recount text.
2. The students' ability to find detail information of recount text.
3. The students' ability to identify the meaning of vocabulary in context.
4. The students' ability to identify the references in recount text.
5. The students' ability to identify inference from recount text.

D. Learning Objectives

1. The students are able to identify main idea of recount text.
2. The students are able to find detail information of recount text.
3. The students are able to identify the meaning of vocabulary in context.
4. The students are able to identify the references in recount text.
5. The students are able to identify inference from recount text.

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E. Material

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

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

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father,"she said.

F. Learning Strategy

1. Approach : Scientific Approach
2. Method : Cooperative Learning

G. Teaching and Learning Process

Pre-Activity

- Greeting .
- Teachers and students pray together.
- Check the attendance (condition of the students).
- Check the students' readiness to study.
- Teacher delivers the outline of the materials and explains about the activity which is going to be conducted.

Whist –Activity

Observing

- Students listens his/her friends who read the whole text in front of the class. With teacher guidance, students discuss about the text.

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Questioning

- Teacher gives chance to students to ask questions and students giving feedback about the material or materials on the social function, the phrase associated with the material and linguistic elements.

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I. Assesment

Thechnique : Reading Test

Type : Multiple choice

Instrument :

1. What was the writer's mother doing during the turbulence?
 - a. She was holding her husband's hand
 - b. She was calming the writer down
 - c. She was praying for help
 - d. She was crying for fear
2. The turbulence was caused by
 - a. The bad weather
 - b. The size of the plane
 - c. The height of the flight
 - d. The damage on one of the machines
3. What is the main idea of paragraph 2?
 - a. The writer saw that it was raining heavily and lightning outside
 - b. The writer was enjoying the announcement made by the crew
 - c. A crew was announcing that they were going to land soon
 - d. The lightning outside scared the writer
4. “...It was raining...” in paragraph 2, the underlined word refers to...
 - a. The plane
 - b. The vacation
 - c. The weather
 - d. The airport



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5. “...People started to scream in fear” in paragraph 3. The underlined word is synonym with
- | | |
|----------|----------|
| a. Shout | c. Shake |
| b. Talk | d. Angry |

Answer key

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

a) Scoring

- Every right answer get score = 20
- Maximal score = 100

b) Final Score

Student score = 5 x 20

Known by,
The Teacher of English

Pekanbaru, 26 March 2019
Researcher

UIN SUSKA RIAU

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Curriculum Vitae

Name	Linda Tri Utami
Place/Date of Birth	Magetan, December 6 th 1994
Sex	Female
Age	25 Years old
Religion	Islam
Marital Status	Single
Health	Excellent
Nationality	Indonesian
Formal Education	[2013 – 2019] UIN SUSKA Riau [2010 – 2013] MAN Rejosari Madiun [2007– 2010] SMP UPT V RSTM [20001– 2007] SDN 013 Ringin Jaya

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