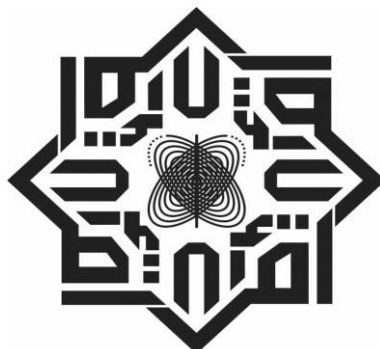


**AN ANALYSIS OF STUDENTS' COMPREHENSION IN READING
RECOUNT TEXT AT AL- FITYAH INTEGRATED ISLAMIC
JUNIOR HIGH SCHOOL PEKANBARU**



UIN SUSKA RIAU

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1441 H/2020 M**

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A Thesis

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



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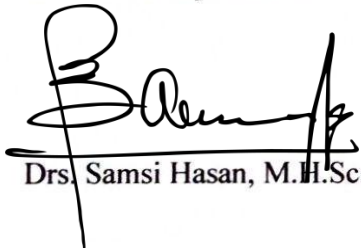
SUPERVISOR APPROVAL

This Thesis entitled *An Analysis Of Students' Comprehension In Reading Recount Text At Al- Fityah Integrated Islamic Junior High School Pekanbaru*, is written by Reza Wijayani Ervian, SIN. 11614203238. It has been accepted and approved to be examined in the final examination by the Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau, to fulfill a requirement for the award of Undergraduate Degree (S.Pd) in English Education.

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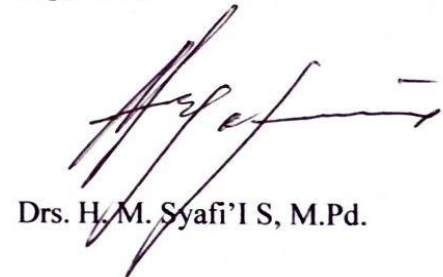
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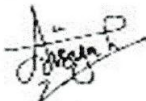
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Finally the writer realizes that there are many shortcomings in this thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis. May Allah Almighty, the lord of universe bless you all, Aamin.

Pekanbaru, June 2020

The Writer

Reza Wijayani Ervian

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ABSTRAK

Reza Wijayani Ervian (2020): Analisis Pemahaman siswa dalam membaca teks recount di SMP IT al – fityah Pekanbaru.

Penelitian ini bertujuan untuk menganalisis kemampuan pemahaman membaca siswa dalam membaca teks recount di SMP IT Al-Fityah Pekanbaru. Jenis penelitian ini adalah penelitian deskriptif. Subjek penelitian ini adalah kelas dua SMP IT Al-Fityah Pekanbaru tahun ajaran 2019/2020 sedangkan objek penelitian dari penelitian ini adalah pemahaman siswa dalam membaca teks recount. Penulis menggunakan teknik total populasi sampling untuk mengambil sampel, ada 59 siswa yang menjadi sampel dalam penelitian ini. Untuk mengumpulkan data penulis menggunakan tes dan kuisioner. Tes digunakan untuk mengetahui pemahaman siswa dalam membaca teks recount dan kuisioner digunakan untuk mengetahui faktor-faktor yang mempengaruhi pemahaman siswa dalam membaca teks recount. Berdasarkan hasil analisis data, peneliti menemukan bahwa nilai rata-rata siswa kelas dua SMP IT Al-Fityah tahun ajaran 2019/2020 adalah 68.34. Ini dikategorikan sebagai level baik. Persentase dari setiap indikator; persentase skor siswa pada interval <40 (gagal) adalah 8%. Persentase skor siswa pada interval 40 – 55 (kurang) adalah 17%. Persentase skor siswa pada interval 56 – 65 (cukup) adalah 12%. Persentase skor siswa pada interval 66 – 79 (baik) adalah 31%. Persentase skor siswa pada interval 80 – 100 (sangat baik) adalah 32%. Penulis juga menemukan faktor-faktor yang mempengaruhi pemahaman siswa dalam membaca teks recount dikategorikan kedalam level yang kuat yaitu 7.64%. Faktor-faktor yang mempengaruhi pemahaman siswa dalam membaca teks recount tersebut adalah kompleksitas teks, pengaruh lingkungan, kecemasan selama pemahaman membaca, ketertarikan dan motivasi dan kecepatan pengenalan kata.

Kata kunci: *Analisis, Pemahaman, Membaca, Teks Recount.*

ABSTRACT

Reza Wijayani Ervian (2020): An Analysis of Students' Comprehension in Reading Recount Text at Al - Fityah Integrated Islamic Junior High School Pekanbaru.

This research aims to analyze students' comprehension in reading recount text at Al - Fityah Integrated Islamic Junior High School Pekanbaru. This research was a descriptive study. The subject of this research was the second year students of Al - Fityah Integrated Islamic Junior High School Pekanbaru 2019/2020 academic year while the object of this research was the students' comprehension in reading recount text. The writer used total population sampling technique to take the sample, there were 59 students as sample of this research. To collect the data, the writer used test and questionnaire. The test was conducted to find the students' comprehension in reading descriptive text and the questionnaire was used to find factors influencing students' reading comprehension of descriptive text. Based on data analysis, the writer found that the mean score of students' comprehension in reading recount text the Second Year at Al-Fityah Integrated Islamic Junior High School Pekanbaru academic year 2019/2020 was 68.34. It was categorized as **“good”** level. the percentage for each category; percentage of students' score at interval <40 (fail) was 8%. The percentage of students' score at interval 40 – 55 (less) was 17%. The percentage of students' score at interval 56 – 65 (enough) was 12%. The percentage of students' score at interval 66 – 79 (good) was 31%. The percentage of students' score at interval 80 – 100 (very good) was 32%. The writer also found that the factors influence students' comprehension in reading recount text was categorized in to **“strong”** level because it was 70.64%. The factors influence students' comprehension in reading recount text are complexity of the text, environmental influences, anxiety during reading comprehension, inerest and motivation and decoding or word recognition speed.

Key words: *Analysis, Comprehension, Reading, Recount Text.*

ملخص

ريزا ويجاياني إرفيان، (٢٠٢٠) : تحليل فهم التلاميذ في قراءة نص الخبرة في مدرسة
الفتية المتوسطة المتكاملة بكنبارو

هدف هذا البحث إلى تحليل مهارة فهم القراءة لدى التلاميذ في قراءة نص الخبرة في مدرسة الفتية المتوسطة المتكاملة بكنبارو. ونوعه بحث وصفي. والأفراد فصل ثان في مدرسة الفتية المتوسطة المتكاملة بكنبارو في العام الدراسي ٢٠١٩/٢٠٢٠، والموضوع فهم القراءة لدى التلاميذ في قراءة نص الخبرة. يستخدم الباحث تقنية أخذ العينة الكلية لأخذ العينة، وهناك ٥٩ تلميذاً يكونون عينة في هذا البحث. ولجمع البيانات، يستخدم الاختبار والاستبيان. يستخدم الاختبار لمعرفة فهم التلاميذ في قراءة نص الخبرة، ويستخدم الاستبيان لمعرفة العوامل التي تؤثر على فهمهم في قراءة نص الخبرة. بناءً على نتائج تحليل البيانات، وجد الباحث أن النتيجة المتوسطة لتلاميذ الفصل الثاني في مدرسة الفتية المتوسطة المتكاملة بكنبارو في العام الدراسي ٢٠١٩/٢٠٢٠ هي ٦٨،٣٤. وهذا يصنف على أنه في مستوى جيد. النسبة المئوية لكل مؤشر ؛ النسبة المئوية لدرجات التلاميذ على فترات >٤٠ (فاشلة) هي ٨٪. والنسبة المئوية لدرجات التلاميذ على فترات ٤٠ - ٥٥ (قليلة) هي ١٧٪. والنسبة المئوية لدرجات التلاميذ على فترات ٥٦ - ٦٥ (كافية) هي ١٢٪. والنسبة المئوية لدرجات التلاميذ على فترات ٦٦-٧٩ (جيد) هي ٣١٪. والنسبة المئوية لدرجات التلاميذ على فترات ٨٠-١٠٠ (جيد جداً) هي ٣٢٪. ووجد الباحث العوامل التي تؤثر على فهم التلاميذ في قراءة نص الخبرة المصنفة في مستوى ٧٤،٦٤٪. والعوامل التي تؤثر على فهمهم في قراءة نص الخبرة هي تعقيد، والقلق أثناء فهم القراءة، والاهتمام، والدافع، وسرعة تعرف الكلمات. الكلمات المفتاحية: تحليل، الفهم، القراءة، نص الخبرة



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of key activities in daily life especially in learning process. Through this process the readers get many information from what they read. This proces is very important for students in learning proces because it help them to get information. According to Kaya (2015) reading provides happiness and information. Getting information through reading, it is from process of thinking by recognizing the symbol to get meaning. Nurdiana and Rizki (2017) claim reading as a complex of cognitive process from decoding symbols to arrange or build meaning.

Reading as one of language skills, which has important part in learning process. This skill influence to other aspect in human life especially in learning process. In reference to Harrison in Syaputra (2014) reading has connection with human expansion. Reading can influence someone way to think, it show basic influence on human imagination, it influence to emotional and moral as well as verbal intelligence.

According to Wolley (2011) reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. From comprehending a text the reader can get the meaning of the text.

Teaching and learning English in Indonesia educational institutions, reading skill is a part of language skills. This skill should be mastered by students. As part of language skills, reading so difficult because in this process students not only to need consider their text. They also must translate the letters on the page into sounds and words, link those words to their appropriate meanings, and weave those meanings together to make sense of sentences, paragraphs, and the text as a whole. Regarding to Cartwright (2015) state reading as cognitive feats are indeed impressive, and they are also difficult to teach.

Al Fityah Integrated Islamic Junior High School is one of junior high school in Pekanbaru. As one of formal institution, this school also teach English lesson to their students especially reading skill. This school uses Kurrikulum 2013 to teach their students. In this curriculum there are several competencies for learning English that must have by students. Based on the curriculum, reading skill have several goals, they are; students must be able to identify the information of the text and identify communicative purpose and general stucture of the text (KEMENDIKBUD, 2013).

Based on quotation above, it is clear that reading skill need to many aspects should be mastered by students. Recount text is one of kinds of text that they should be mastered. It is means if students cannot master the aspects that required in reading as curriculum expectation itself. Teaching and learning process will not run effectively and smothly.

Based on the preliminary study at Al Fityah Integrated Islamic Junior High School Pekanbaru, It was found students' problems and difficulties in English

lesson, especially in reading recount text. Their reading comprehension is still very far from the expectation of curriculum. It is can be proven from their reading score, some students are still under students' passing grade. Students' passing grade in this school for English lesson for second year is 74.

In this research, the writer will focus on analyzing students' comprehension in reading recount text that is retells past event or experiences to inform or entertain the readers. There are some problems in comprehending reading text that make them unable to reach out the purpose of reading. Based on observation at the second year of Al Fityah Integrated Islamic Junior High School Pekanbaru the writer found following symptoms:

1. Some of students are not able to get meaning of recount text.
2. Some of students are not able to identify the topic of recount text.
3. Some of students are lazy to find out the meaning of difficult word in dictionary.
4. Some of students are not pay attention to teacher explanation.
5. Some of students are not able to identify language feature.

Based on symptoms above, they show that the students got problems in learning English, especially in reading comprehension about recount text. Some of students can not pass the passing grade. The writer feels interested in investigating the problem about "Students' comprehension in reading recount text"

B. The Problem of the Research

1. Identification of the Problem

- a. Why are some of students are not able to get meaning of recount text?

- b. Why are some of students not able to identify the topic of recount text?
- c. Why are some of students lazy to find out the meaning of difficult word in dictionary?
- d. Why are some of students not pay attention to teacher explanation?
- e. Why are some of students not able to identify language feature?

2. Limitation of the Problem

There were many problem to be discussed in this research. Thus, to make this research clearer, the writer limit the problem into students' comprehension in reading especially in recount text at the second year of Al-Fityah Integrated Islamic Junior High School Pekanbaru.

3. Formulation of the Problem

Based on limitation of the problem above, it is very clear that some of students at the second year of Al-Fityah Islamic Junior High School Pekanbaru, got some problems in reading comprehension. Therefore, the problems could be formulated into research question as follow:

- a. How is students' comprehension in reading recount text the second year at Al-Fityah Integrated Islamic Junior High School Pekanbaru?
- b. What factors influence students' comprehension in reading recount text the second year at Al-Fityah Integrated Islamic Junior High School Pekanbaru?

C. The Objective and Significance of the Research

1. The Objectives of the Research

The objectives of this research are as follows:

- a. To know students' comprehension in reading recount text at the second year Al-Fityah Integrated Islamic Junior High School Pekanbaru.
- b. To know factors influence students' comprehension in reading recount text the second year at Al-Fityah Integrated Islamic Junior High School Pekanbaru.

2. The Significance of the Research

The significances of this research are as follows:

- a. Hopefully, this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. These research findings are also expected to be useful and valuable, especially for students and teachers of English at the the second year Al-Fityah Integrated Islamic Junior High School Pekanbaru.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as foreign or a second language.
- d. Finally, these research findings are also expected to be practical and theoretical information to develop of theories on language teaching and learning.

D. Reasons for Choosing the Title

There are some reasons why the writer is interested in conducting this research. The reasons are as follows:

1. The writer feels interested and want to get depth knowledge with the topic.
2. The title of the research is relevant with the writer's status as a student of English Education Department.
3. The location of the research facilitates the writer to conduct the research.

E. Definitions of the Term

There are so many terms involved in this research, thus to avoid misunderstanding on the terms use. The following terms are necessarily defines as follows:

1. Reading Comprehension

Richards and Schmidt (2010, p.483) stated reading comprehension is the understanding the result of the text written. In this research reading comprehension refers to a product as a result of reading activity which is meaning of it.

2. Recount Text

According to Richards and Schmidt (2010 p,596) recount is one of types of text which tell what happened. Recount text refers to past events and usually written as a series of events in the past. The second year students of junior high school are taught recount text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. The Nature of Reading

a. Definition of reading

Reading is one activity that should be mastered by students. According to Smith (2004 p, 2) reading is the most natural activity that trying to make sense and meaning of any aspect of encounter someone. In line idea above Nunan (2005 p, 69) reading is a part of skill that including make a sense deliver meaning from written text. That means reading as a making sense activity.

Grabe and Fredricka (2013 p, 3) states reading is not only a skill to get meaning from the written page and interpret this information correctly. But also it is a cognitive process that address the social context. Reading takes place the reasons why texts will be interpreted and used in differing ways. Nurdiana and Rizki (2017 p, 2) reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act. Reading is not only translating about word to word but also it provides meaning and understand what we read. Reading refers to understanding process of getting information from a text.

Based on several reading definitions above, reading is process of thinking to get meaning from spoken and written text it also including

making sense and interpreting the information from the text. Therefore this activity is important for students, they are forced to be able to get information from the text.

b. The Purpose of reading

Reading is an activity with purpose. The purpose for reading guide the reader's selection of texts. Nurdiana and Rizki (2017 p, 2) states how you read will determine your purpose in reading. In particular there are some reason why people might be reading some particular text, they are;

- 1) Pleasure and enjoyment
- 2) Practical Application, to gain information that you can apply or use in practical situation.
- 3) To get an overview, to get general feel for the material, to determine whether it is relevant, useful, up to date, and to get sense of how the topic is treated by the author.

In line idea above Nunan (2005 p, 71) states commonly, the reason of people reading is for pleasure and information. In relation to Turner and Paris in Pang et al. (2003 p, 15) the purposes of reading to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose of reading has close relation with someone's motivation.

According to Grabe and Stoller (2013 p, 6) there are some purposes in reading: reading to search for simple information, reading

to skim quickly, reading to learn from texts, reading to integrate information, reading to write (or search for information needed for writing), reading to critique texts and reading for general comprehension.

It can be seen that reading provide many purposes. Those are based on someone's need and motivation. The general purposes of reading to get information or understanding about something and to be entertained from spoken and written text.

c. Kinds of Reading

There are two kinds of reading:

1) Extensive Reading

Mikeladze (2014 p, 21) states extensive reading to find general comprehension of material less than 100%. Pertaining to Brown (2005, p. 313) said that, extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc). Pleasure reading is often extensive reading. Technical, scientific, and professional reading can, under certain special circumstance, be extensive when one is simply stitving for global or general meaning from longer passage.

According to Susser and Robb (1990 p, 165) give definition of extensive reading by using criteria. Extensive reading is reading (a) of a large quantities of material or long

texts; (b) for global or general understanding; (c) with intention of obtaining pleasure from the text. Extensive reading is reading from text to get general understanding that provide the reader pleasure. Bamford and Day (2014 p, 2) states there are ten principles of extensive reading; (a) easy material; (b) variation topics is available; (c) students choose what they want to read; (d) students read as much as possible; (e) reading faster than usual; (f) the purpose of reading is usually related to pleasure, information and general understanding; (g) reading is individual and silent; (h) reading is its own reward; (i) the teacher as guides for the students; (j) the teacher is role model. This principles show specific information about what extensive reading is.

It is clearly from several information above about extensive reading. It can be concluded, extensive reading means reading for general understanding to entertain the reader. The reader read the text does not for their deep understanding.

2) Intensive Reading

Intensive reading is classroom activity which focuses on the linguistic or semantic details of a passage. Mikeladze (2014 p, 21) states intensive reading requires from a reader 100% of understanding of the material. So the reader must get deep understanding from the text that they read.

Carrel and Carson in Park (2017 p, 131) states intensive reading is conventional reading approach to support students in constructing detailed meaning from a reading text through deep understanding and translation led by teacher to provide their linguistics knowledge development. In line idea above with Sarwono and Purwanto (2013 p, 11) intensive reading activities are skimming a text to get specific information to answer true or false statements or filling gaps summary, scanning a text to match leading paragraphs, and scanning jumbled paragraphs and then reading them carefully to put them into correct position.

From explanation above, extensive reading means reading for general understanding that provide pleasure for the reader. Whereas, intensive reading means reading with deep understanding in order to get the real information from the text. This research used intensive reading. The students will read a text intensively by themselves and answer the question based on the text to know the students' comprehension in reading activity.

2. Reading Comprehension

a. Definition of Reading Comprehension

Smith (2004 p, 12) comprehension is relating aspects of the world around us—including what we read—to the knowledge, intentions, and expectations we already have in our mind. Students make relation with aspects around them with their background

knowledge. It is clearly the purpose of reading and of learning to read. Meanwhile, Duffy (2009 p, 14) states comprehension is core of reading because the purpose of text is communication of message. It means if students do not know the meaning, they are not reading. However, when they understand and know the meaning of the text, they are comprehending and reading.

According Westwood (2008 p, 31) reading comprehension can be defined as an active thinking process through which a reader intentionally make a meaning to form a deeper understanding of concepts and information presented in a text. Similarity with Grabe and Stoller (2013 p, 11) the ability to understand information in a text and interpret it appropriately. To comprehend a text students should process the meaning in their own mind with considerate what they read in order to get the information correctly.

In line idea above, Balchowiz and Olge (2008 p, 1) reading comprehension is making sense of what is read. Students construct a meaning from the text that they have learnt. Recognizing the symbol from the text and comprehending the ideas of the text.

According to Klinger, Sharon and Alison (2007 p, 8) reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). They also

mentioned meaning, learning, and pleasure are the ultimate goals of learning to read. It means that the foundation of reading comprehension to comprehend the information from the text. The process of comprehend itself by constructing the meaning by involving students background knowledge then related it to the text.

In conclusion, reading comprehension can be concluded as a complex process of thinking in order to provide the meaning and make a sense that relate it into around aspect to get deep understanding by recognizing the symbols. Someone who comprehend from reading something, he/she can interpret it correctly.

b. The Components of Reading Comprehension

According to King and Stanely in Nurdiana and Rizki (2017 p, 9) there are five components that may help students to read carefully:

1) Finding Factual Information

The factual information question are generally prepared for students and those which appear with Wh – question word.

2) Finding Main Idea

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

3) Finding Meaning of Vocabulary in Context

The reader could develop his or her guessing ability to the word which is not familiar with them.

4) Identifying Reference

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage.

5) Making inference

Inference is skill where the reader has to be able to read between lines.

In reference to Snow (2002 p, 11) divides reading comprehension in three components; the reader who is doing the comprehending, the text that is to be comprehended and the activity in which comprehension is a part. the capacities, abilities, knowledge, and experiences that owned by someone when they are reading, it the readers mean. The text can be softfile or hardfile. In considering activity, that includes the purposes, processes, and consequences associated with the act of reading.

c. Levels of Reading Comprehension

Paris (2005 p, 76) there are three levels of comprehension in reading; firstly, decoding process in this level means to perceptual concept by recognizing the maning of the words and sentence in reader mind. Secondly, level of analysis, propositions are interrelated

in a complex network, called microstructure of the text. Thirdly, the process of meaning construction the process beyond the text itself. The reader integrated this process with their experiences and background knowledge.

In reference to Sadoski (2004 p, 68) points out level of reading comprehension; literal level, inferential or interpretive level, and critical, applied, or appreciative level. In literal comprehension involves word meaning. The inferential or interpretive level involved with building mental model or coherent image of situation. Critical comprehension provide assessing and judging the value from the text.

Meanwhile, Dorn and Carla (2005 p, 14) states there are two level of comprehension, they are surface level and deep level. Surface level means the ability to recall factual information from the text with understanding the meaning by word for word. Deep level is the result of the mind's analyzing and synthesizing multiple sources of information, thus lifting a reader's comprehension to new levels of meaning.

Based on all quotation above, there are several level of reading comprehension such as decoding level in this level students recognize the symbols to get meaning literally, i think it similar with literal and surface level. Analysis, inferential and deep level also similar because in this level relate the situation around reader. Construction level

means the reader involve their backgroud knowledge and experiences.

Critical level provide assessing and judging the value.

d. Students' Reading Comprehension

Reading is useful activity in daily life, especially for students. From reading the most important point is comphension what the meaning. In line idea above Anderson in Nunan (2005 p, 71) the goal of reading is comprehension. Sometime people assume reading and decoding are same but it does not mean students can undestand if they can pronounce words from text correctly. Therefore Klinger, Sharon and Alison (2007 p, 3) produced skills and strategies that good readers do; rapid and accurate word reading, setting goals for reading, noting the structure and organization of text, monitoring their understanding while reading, creating mental notes and summaries, making predictions about what will happen, checking them as they go along, and revising and evaluating them as needed, capitalizing on what they know about the topic and integrating that with new learning, making inferences and using mental images such as visualization to assist them in remembering or understanding events or characters.

Using some techniques or strategies in reading help students to comprehen more. Pang et al. (2003 p, 15) the more student read, the more vocabulary and knowledge they know, and the more fluent they become in reading. By recognizing written words they need to

develop fluency in reading. Fluency develops with both oral language development and print exposure.

e. Reading Comprehension Strategy

According to Brown (2001 p, 306) reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies. There are ten strategies which can be practically applied:

1. Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. It means when someone aware about what their purpose of reading, it could be efficient to comprehend the text.

2. Use grapheme rules and patterns to aid in bottom-up decoding (especially for beginning level learners).

In many cases, students have acquainted with oral language and have some difficulties learning English spelling conventions. It is better for students to use grapheme rules and patterns and they should be compatible between spoken and written English.

3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

Intermediate- to-advanced levels students need not be speed readers, but teacher can help them increase efficiency by

teaching a few silent reading rules; First, it is doing not needed pronounce each word to you. Second, try to visually perceive more than one word at a time, preferably phrases. Third, unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

4. Skim the text for main ideas

Skimming consists of quickly running on eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming make students are able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading.

5. Scan the text for specific information

Scanning for specific information means quick searching in some particular things of information in the text. Scanning exercises may ask students to look for names or dates, to find a definition of concept, or to list a certain number of supporting details The purpose of scanning is to obtain specific information without reading through the whole text.

6. Use semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some

orders to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to passage.

7. Guess when you are not certain

This is an extremely broad category. Students can use guessing to their advantage to many ways; first, guess the meaning of a word. Second, guess the grammatical relationship (e.g., a pronoun reference). Third, guess a discourse relationship. Fourth, infer implied meaning between the lines. Fifth, guess about a cultural reference and the last, guess content message. These help students use this strategy in many categories.

8. Analyze vocabulary

One way for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful can be used look for prefixes, look for suffixes, and look for roots that are familiar, look for grammatical context that may signal information, look at the semantic context (topic) for clues.

9. Distinguish between literal and implied meaning

This requires the application of more sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic

surface demand on structure makes special demands on readers. Understanding discourse analysis in this strategy is needed by students beside literal meaning.

10. Capitalize on discourse markers to process relationships

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of system markers can greatly enhance learner reading efficiency. Comprehending discourse markers to process relationship are suggested to students.

f. Assessing Reading Comprehension

Assessing comprehension is fraught with challenges, because it can be difficult to determine how much students really know and what they are actually thinking. According to Klinger (2007 p,14) there are some purposes of reading comprehension assessment:

1. Comparing students' comprehension levels to those of students in a norming sample.
2. Finding out if students have met pre-established criteria for their grade level.
3. Informing instruction by determining when students understand what they read and how efficiently they use which comprehension strategies.

Klinger also stated teachers should consider numerous factors when choosing a test or assessment procedure:

1. The purpose of the testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison to peers)
2. The specific information needed about the student's reading comprehension (types of questions missed, level)
3. The number of students being tested (i.e., an individual, a small group, or a whole class)
4. The length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but may not have enough questions or types of tasks to provide sufficient information about a student's performance)
5. Whether the test is an individually or group-administered test.

Additionally, based on Brown (2003) there are two skills for assessing reading comprehension:

- a. Macro skill of reading Comprehension
 1. Discriminate among the distinctive graphemes and orthographic pattern of English.
 2. Retain chunk of language of different length in short-term memory.
 3. Process writing at an efficient rate of suit the purpose.
 4. Recognize grammatical word classes (noun, verb, etc)
 5. Recognize that a particular meaning may be expressed in different grammatical forms.

6. Recognize cohesive devices in written discourse and their role in different grammatical forms.
- b. Micro skill of reading comprehension
1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
 2. Recognize the communicative functions of written text, based on form and purpose.
 3. Infer context that is not explicit by using background knowledge.
 4. Form described events, ideas, infer links and connections between events, decide causes and effects and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
 5. Distinguish between literal and implied meaning.
 6. Detect culturally specific references interpret them in context of the appropriate cultural schemata.
 7. Develop and use of reading strategies, such as scanning and skimming, detecting discourse maker, guessing the meaning of the word from context, and activating schemata for the interpretation text.

g. Factors Influencing Students' Reading comprehension

Dennis in Gilakjani and Narjes (2016 p, 182) mentions some factors influencing reading comprehension:

- 1) Complexity of reading text, this factors influenced by students' strength and fluency in language and their comprehending of its application and different meanings.
- 2) Environmental influences, in calm and safe place will increase students focus on comprehending text. Commonly students will lose focus on comprehending the text in noisy place.
- 3) Anxiety during reading comprehension, some students do not enjoy in reading when facing examination. They who experience this anxiety may not really understand the instruction and this may lead to confusion and poor comprehension of the reading assignment.
- 4) Interest and motivation, this point is very important in developing students' reading comprehension. If the reading material is interesting for students they can easily understand it and remember it. Teacher should motivate the students by showing interesting materials.
- 5) Decoding or word recognition speed, students who have enough vocabulary can clarify meaning faster than those who should guess the meaning of unfamiliar word based on the clues of context

Pertaining to Shehu (2015 p, 28) divides two factors influencing students' reading comprehension, they are internal and external factors;

1) Internal Factors

Internal factors means the factors influencing students' reading comprehension that come from students themselves. This factors called as personal factors because it has existed inside students such as motivation and interest. Students feel be motivated to read a text when they need something on it. There are two kinds of motivation; internal and external motivation. Internal motivation means they want to read from their individual but external motivation means other influence students to read. Furthermore, another personal factors in reading comprehension is interest. Students who interest to read, they have good comprehension.

2) External Factors

External factors means the factors influencing students' reading comprehension that come from outside of students such as reading material and teacher of reading. Reading material can be influence based on the level of difficulty from the text. Teacher should be careful in choosing the text and assessing the students. it can effect to students, if it does appropriate with students level.

According to Snow (2002 p, 13) there are four factor influencing the reading comprehension; the reader, the text, the activity and the context. A reader must have a wide range of capacities and abilities in comprehending the text that include

cognitive capabilities, motivation and various types of knowledge. The features of text can be difficult or easy depend on capacities and abilities of the students and activities they do. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Understanding how the reader's purpose for reading and operations are shaped by instruction, and how short- and long-term consequences is part of content.

It means that students are required to implement those factors in order to comprehend the text. Therefore, if they do not pay attention on those, they can not comprehend the text.

3. Recount Text

a. The Definition of Recount text

In junior high school, there are some genres of text that students should be studied by students. Recounts text is one of text genre. According to Pratama (2012) recounts are sequential texts that do little more than sequence of series of events. Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there characters set up in a particular time and place, although many postmodern narratives play with this convention.

Knapp (2005 p, 224) defines recount text to report about an experience of series related event. The purpose of this text to inform an event or to entertain people or retelling an incident in the past. In line

idea above Saragih et al., (2014 p, 57) recount tells a series of events and evaluate their significance in some way. It is also give audience a description of what occurred and when it occurred.

Based on definitions above, recount text means a text that retell past events sequently, it is also give explanation about what happened and when it happened with functions to give information and entertain readers. This text is retelling past event so the tenses used is past tense.

b. Language Features of Recount Text

Boardman in Saragih et al., (2014 p, 57) there are language features of recount text:

- 1) Use of nouns and pronouns to identify people, animals or things involved.
- 2) Use of past action verbs to refer the events.
- 3) Use of past tense to located events in relation to speaker`s or researcher`s time.
- 4) Use conjunctions and time connectives to sequence the event.
- 5) Use of adverb and adverbial phrases to indicate place and time.
- 6) Use of adjectives to describe nouns.

Common grammatical patterns of recount include:

- 1) Focus on specific participant.
- 2) Use of material process or action verb.
- 3) Circumstance of time and place.
- 4) Use past tense and focus on temporal sequences.

c. Generic Structure of Recount text

Boardman in Saragih et al., (2014 p, 57) there are generic structure of recount text:

1) Orientation

The first paragraph provide general information about who, what, where, and when.

2) Events

Tell what happened and in what sequence, named; event 1, event 2, event 3.. It more complex than the previous stage.

3) Reorientation

Consist of optional-closure of event/ ending. Retell what happenend in the end.

B. The Relevant Research

Relevant research is designed in order to avoid plagiarism. According to Syafi'i (2018, p. 102) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. In this case there are three relevant researches:

The first relevant research was conducted by Yessi Novelya (2018) entitled "Students' reading comprehension in spoof text at the eleventh grade of SMA Serirama YLPI Pekanbaru". The design of this research was descriptive study which focused on one variable. The subject in this research was the elevent grade at SMA Serirama YLPI Pekanbaru in academic year

2017-2018 and the object was to find out students' reading comprehension in spoof text. The formulation of this research that how is students' reading comprehension in spoof text. After analyzing data she found that the average students score was 76.2. So, it can be concluded that students' reading comprehension in spoof text at the eleventh grade of SMA Serirama YLPI Pekanbaru was categorized into sufficient level.

The second, a reseach from Laela Nur Mukaromah in 2015, Laela was conducted a research "Students' understanding of idiom and their reading comprehension of recount text". This research was intended to find out the correlation between students' understanding of idiom and reading comprehension of recount texts at the 4th Semester of English Education of UIN Walisongo Semarang in the Academic Year of 2014/2015. This research was conducted at the 4th semester of English education of UIN Walisongo Semarang in the academic year 2014/2015. The sample of this study is 46 students. The method used in this study was quantitative method and the technique used was a correlational technique. In collecting the data, idiom test and reading comprehension test were used. The scores of idiom test were collected from twenty multiple-choice questions. In addition, the reading comprehension test was also given to the students to assess their reading comprehension. The formulation of the reasearch : (1) How high is students' understanding of idiom, (2) How high is students' reading comprehension of recount text, and (3) Is there any significant correlation between students' understanding of idiom and their reading comprehension of recount text at

fourth semester students' of The Department of English Education of UIN Walisongo Semarang. The result of this study shows that there is a positive relationship between idiom understanding and reading comprehension. It is proved by the r_{xy} (0.3342) which is bigger than r table in the degree significance 5% (0.297). It is considered that the null hypothesis (H_0) in this study is rejected and the alternative hypothesis (H_a) which states that there is significant relationship between idiom understanding and reading comprehension is accepted. In conclusion, there is a positive relationship between idiom understanding and reading comprehension. Although, the students' understanding of idiom doesn't give much effect to the students' reading comprehension.

Those relevant research above are different with this research. The first relevant research is to find out students' reading comprehension in spoof text. while, in this research focus on students' comprehension in reading recount text. The second relevant research used correlational design. Meanwhile, this research will use descriptive design.

C. The Operational Concept

To avoid misunderstanding in this research the writer need to operating the concept in order to make this research be clear. According to Syafi'i (2018 p,103) operational concept is delivered from related theoretical concept on all of the variables that should be partically and empirically operated in academic writing- a research paper. In this research writer uses one variable.

Based on curriculum 2013 the indicators of reading comprehension in recount text as follows:

1. Students are able to find main idea of recount text.
2. Students are able to identify the specific information of recount text.
3. Students are able to find generic structure of the recount text.
4. Students are able to find purpose of recount text.
5. Students are able to find language features of recount text.

The Indicators of factors affecting students' reading comprehension based on Dennis in Gilakjani and Narjes (2016) :

1. Complexity of reading text
2. Environmental influences
3. Anxiety during reading comprehension
4. Interest and motivation
5. Decoding or word recognition speed

CHAPTER III

METHOD OF THE RESEARCH

A. Design of the Research

The design of this research is quantitative, based on Aliaga and Gunderson in Mujis (2004 p, 1) quantitative refers to collect numerical data of the phenomena that are analyzed by using mathematically based methods. This research is a descriptive study, according to Cohen (2000) descriptive means to describe and interpret the phenomena. Gay (2012 p, 9) also stated descriptive is the collection and analysis of numerical data to describe current conditions. Based on several explanations above, descriptive study describes the phenomena to get deep understanding and information by using numerical data. This research consists of one variable that is students' comprehension in reading recount text.

B. Time and Location of the Research

This research was conducted on January to March 2020 at Islamic junior high school Al-Fityah Pekanbaru. It was located on Swakarya street in Pekanbaru.

C. Subject and Object of the Research

The subject of this research was the second year of Islamic junior high school Al-Fityah Pekanbaru in the academic year of 2019/2020, while the object of this research was students' comprehension in reading recount text.

D. Population and Sample of the Research

1. Population

According to Ary et al. (2010 p, 148) population is all members of any well-defined class of people, events, or objects. The target population of this research was the second year students of Integrated Islamic junior high school Al-Fityah Pekanbaru. There were 54 students consisted of 2 classes. The specification of the population can be seen on the table below:

Table III. 1
Population of the Research

No.	Class	Population
1.	VIII A	30 Students
2.	VIII B	29 Students
	Total	59 Students

2. Sample

In this research, The writer took all population as sample. According to Arikunto (2006 p, 134) if the population is less than 100, the researcher better to took all population as sample. In this reserch, the writer used total sampling as sampling technique. The total sampling means where the number of sample is the same with population. So, the writer took all population as sample.

E. Technique of Data Collection

The data of this research were collected by using test and Questionnaire. The writer distibuted a set of test and questionnaire to the students as an instrument. According to Creswell (2012, p. 151) said, “an instrument is a tool for measuring, observing, or documenting quantitative data”.

1. Test

The students were asked to do the test. According to Ary et al., (2010 p, 201) "A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned". The test deals with the students' comprehension in reading recount text. The kind of the test was multiple choice which is consist of 25 items. It can be seen in the table of the blueprint below:

Table III. 2
The Blueprint of Reading Comprehension Test

No.	Indicators	Number of items
1	The students are able to find main idea of recount text	1, 6, 14, 17, 21
2	Students are able to identify the specific information of recount text	5, 10, 15, 20, 22
3	Students are able to find generic structure of the recount text	2, 9, 13, 16, 23
4	Students are able to find purpose of recount text	4, 7, 11, 18, 24
5	Students are able to find language features of recount text	3, 8, 12, 19, 25

In order to make clear the test was appropriate to measure the students' reading comprehension in reading recount text, the writer applied the validity and reliability of the test in that were explained in the following part.

a. Validity of the Test

According to Ary et al, (2010 p, 244) the extent to which an instrument measured what it claimed to measure that focuses on interpretation and meaning of the scores is validity. According to Gay

(2012 p, 160) validity means degree to which a test measures what it is supposed to measure and, consequently, permits appropriate interpretation of scores. It means the accuracy of instruments are used. He also divides four forms of validity, they are; content, criterion-related, construct and consequential validity. This research used content validity because the writer needs to know students' comprehension in reading recount text. According to Gray et al, (2007 p, 67) content validity means how much a measure covers the entire range of meanings associated with the concept.

The test had been tried out to 25 students of the second year students' at Al Fityah Integrated Islamic Junior High School Pekanbaru. The purpose of tried out is to get validity and reliability of the test. It was determined by finding the difficulties level of each item. The item of difficulty was determined as the proportion of correct answers. The writer used the formula by Arikunto (2009, p.25) to find the item of difficulty.

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

Where:

P : Index of difficulty

B : The number of correct answer

JS : The number of students

The difficulty level of an item is used to know how difficult or easy the test. The items that do not fulfill the standard requirement level

of difficulty are omitted from the test and they are changed with new items that are appropriate.

Sudijono (2012) stated the standard of difficulty between < 0.30 and > 0.70 . It means the items are accepted if the level of difficulty is over 0.30 and below 0.70. Then the proportion of correct answer is represented by “P”, whereas the proportion of incorrect answer is represented by “Q”. It can be seen in following tables:

Table III. 3
The students are able to find main idea of recount text

Indicator	Find main idea					N
Item No	5	8	12	16	22	25
Correct item	17	16	15	16	16	
P	0.68	0.64	0.60	0.64	0.64	
Q	0.32	0.36	0.40	0.36	0.36	

Based on the table above, item number 5 got the proportion of correct answer 0.68, items number 8, 16 and 22 got the proportion of correct answer 0.64, item number 12 got the proportion of correct answer 0.60. It can be concluded the items of finding the main idea of recount text are accepted because the standard level of difficulty “P” > 0.30 and < 0.70 .

Table III. 4
Students are able to identify the specific information of recount text

Indicator	Identify the specific information					N
Item No	1	9	14	20	21	25
Correct item	17	17	17	16	14	
P	0.68	0.68	0.68	0.64	0.56	
Q	0.32	0.32	0.32	0.36	0.44	

Based on the table above, items number 1, 9 and 14 got the proportion of correct answer 0.68, item number 20 got the proportion of correct answer 0.64, item number 21 got the proportion of correct answer 0.56. It can be concluded the items of finding the specific information of recount text are accepted because the standard level of difficulty “P” > 0.30 and < 0.70 .

Table III. 5
Students are able to find generic structure of the recount text

Indicator	Find generic structure					N
Item No	3	10	13	19	23	25
Correct item	17	15	15	16	16	
P	0.68	0.60	0.60	0.64	0.64	
Q	0.32	0.40	0.40	0.36	0.36	

Based on the table above, item number 3 got the proportion of correct answer 0.68, items number 10 and 13 got the proportion of correct answer 0.60, items number 19 and 23 got the proportion of correct answer 0.64. It can be concluded the items of finding the generic structure of recount text are accepted because the standard level of difficulty “P” > 0.30 and < 0.70 .

Table III. 6
Students are able to find purpose of recount text

Indicator	Find purpose					N
Item No	4	6	15	17	25	25
Correct item	12	13	15	15	14	
P	0.48	0.52	0.60	0.60	0.56	
Q	0.52	0.48	0.40	0.40	0.44	

Based on the table above, item number 4 got the proportion of correct answer 0.48, item number 6 got the proportion of correct answer 0.52, items number 15 and 17 got the proportion of correct answer 0.60, item number 25 got the proportion of correct answer 0.56. It can be concluded the items of finding the purpose of recount text are accepted because the standard level of difficulty “P” > 0.30 and < 0.70 .

Table III. 7
Students are able to find language features of recount text

Indicator	Find language features					N
Item No	2	7	11	18	24	25
Correct item	11	15	16	16	16	
P	0.44	0.60	0.64	0.64	0.64	
Q	0.56	0.40	0.36	0.36	0.36	

Based on the table above, item number 2 got the proportion of correct answer 0.44, item number 7 got the proportion of correct answer 0.60, items number 11, 18 and 24 got the proportion of correct answer 0.64. It can be concluded the items of finding the language features of recount text are accepted because the standard level of difficulty “P” > 0.30 and < 0.70 .

b. Reliability of the Test

A good measure is one that is consistent, that can be used over and over again with comparable result (Gray et al, 2007). According to Ary et al (2010) internal consistency is used to determine whether all

items measuring same thing. Therefore, internal consistency was used to get the reliability of the test. This research used KR 21 (Kuder Richardson) formula as follows (Sugiyono, 2014):

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{M(k-M)}{k st^2} \right\}$$

Where:

r_i : The total reliability of the test

k : The number of item in the test

M : Mean of the total score

St^2 : The total variance

The reliability of the test can be seen as follows:

Where:

$$k = 25$$

$$M = 15.4$$

$$St^2 = 23.75$$

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{M(k-M)}{k st^2} \right\}$$

$$r_i = \frac{25}{(25-1)} \left\{ 1 - \frac{15.4(25-15.4)}{25 \times 23.75} \right\}$$

$$r_i = 1.044166\{1 - 0.234369972\}$$

$$r_i = 1.044166\{0.765630028\}$$

$$r_i = 0.7975313$$

Level of realibility based on Cohen, Manion and Morrison (2007 p, 506) as follows:

Table III. 8
Level of Reliability

No	Reliability	Level of Reliability
1	>0.90	Very High
2	0.80 - 0.90	High
3	0.70 – 0.79	Reliable
4	0.60 – 0.69	Marginally/ Minimally
5	<0.60	Unacceptably Low

The reliability of the test was 0.7975313. It was categorized into reliable.

2. Questionnaire

Creswell (2012 p, 152) defines a questionnaire is a method of measuring attitudinal measurement, it means to measure positive or negative effect for or against a topic. Additionally, Mujis (2004 p, 45) stated gathering information on respondents' perceptions and opinions of a situation by using questionnaire. The questionnaire was used to know students' comprehension in reading recount text. The writer adapted the theory from Dennis (2008) in creating the questionnaire. The questionnaire consisted of 20 items and it deals with students' opinion in responding the following options based on the Likert scale. According to Brown and Christine (2015 p, 220) the students select their alternative answers from linkert scale (SA= Strongly Agree, A= Agree, N= neutral, D= Disagree, SD= Strongly Disagree).

Table III. 9
The Blueprint of Questionnaire Items

No.	Indicators	Item Number
1	Complexity of reading text	1,10,15,17
2	Environmental influences	5,9,13,20
3	Anxiety during reading comprehension	2,6,12,19
4	Interest and motivation	4,7,11, 18
5	Decoding or word recognition speed	3,8,14, 16

a. Validity of the Questionnaire

In this research, the writer used construct validity to know the validity of the questionnaire. According to Mujis (2004) construct validity refers to concept of the theory that trying to measure. The writer needs to measure the theory of the factors influencing students' comprehension in reading recount text.

Table III. 10
Data Validity of Questionnaire

Number of Item	r_{observed}	r_{table}	Status
1	0.575	0.396	Valid
2	0.622	0.396	Valid
3	0.409	0.396	Valid
4	0.762	0.396	Valid
5	0.590	0.396	Valid
6	0.721	0.396	Valid
7	0.753	0.396	Valid
8	0.812	0.396	Valid
9	0.863	0.396	Valid
10	0.784	0.396	Valid
11	0.772	0.396	Valid
12	0.535	0.396	Valid
13	0.515	0.396	Valid
14	0.647	0.396	Valid
15	0.580	0.396	Valid
16	0.671	0.396	Valid
17	0.659	0.396	Valid
18	0.341	0.396	Invalid

19	0.541	0.396	Valid
20	0.409	0.396	Valid
21	0.322	0.396	Invalid
22	0.872	0.396	Valid
23	0.367	0.396	Invalid

From the test validity on the table above, it indicates that 20 of 23 items were valid because $r_{\text{observed}} > r_{\text{table}}$. Then, 3 of 23 items were invalid because $r_{\text{observed}} < r_{\text{table}}$.

b. Reliability of the Questionnaire

According to Cohen (2000) reliability is consistency and replicable over time. It means the result of the research should be similar even it was carried out of similar samples in similar situation. The sample asked to response the questionnaire that consisted 23 items. It dealt with five indicators of the factors influencing students' comprehension in reading recount text. In responding the statements, the students chose one of alternative answers. They are strongly agree (5 points), agree (4 points), neutral (3 point), disagree (2 points) and strongly disagree (1 point). Cohen, Manion and Morrison (2007 p, 506) stated level of reliability as follows:

Table III. 11
Level of Reliability

No	Reliability	Level of Reliability
1	>0.90	Very High
2	0.80 - 0.90	High
3	0.70 – 0.79	Reliable

4	0.60 – 0.69	Marginally/ Minimally
5	<0.60	Unacceptably Low

The writer used software SPSS 16.0 version to measure the reliability of the questionnaire.

Table III. 12
Reliability of the Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.921	23

The reliability of the questionnaire was 0.921 that means was categorized into very high reliable level.

F. Technique of Data Analysis

This is a descriptive research, therefore the writer used descriptive analysis to analyze the data. To answer the first research question the writer analyzed the students' comprehension in reading recount text the second year at Al-Fityah Integrated Islamic Junior High School Pekanbaru. Descriptive analysis was used to know the measurement of central tendency or the mean score of the students' reading comprehension. According to Gray et al, (2007 p, 399) measurement central tendency provide to describe the average and typical respondent. Sigh (2006) stated mean score can be calculated by using a following formula:

$$M = \frac{\sum x}{N}$$

Where :

M = Mean of students' score

$\sum x$ = The sum of the students' score

N = Total number of all students

The writer classified the mean score of the test, based on Arikunto (2006) classified as follows:

Table III. 13
The Classification of Students' Score

Score	Category
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
< 40	Fail

To answer the second research question, factors influencing students' comprehension in reading recount text, the writer needs to find the percentage of factors influencing students' reading comprehension by using a following formula by Ridhuan (2011, p.40).

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

Where :

P = Number of percentage

f = Frequency

n = Total number of all frequencies

100% = Constant value

The writer classified the percentage of students' responses for the questionnaire. According to Riduwan (2009) the percentage was classified as follows:

Table III. 14
The Classification of the Percentage

Percentage	Category
81% - 100%	Very strong
61% - 80%	Strong
41% - 60%	Enough
21% - 40%	Poor
0% - 20%	Very Poor

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In the previous chapter, the writer has been discussed the data presentation and data analysis of the students' comprehension in reading recount text at the second year Al-Fityah Integrated Islamic Junior High School Pekanbaru academic year 2019/2020 and the factors influencing their comprehension in reading recount text. The conclusion of the discussion as follows:

1. The students' comprehension in reading recount text at the second year of Al-Fityah Integrated Islamic Junior High School Pekanbaru academic year 2019/2020 was categorized into a “**good**” level (68.34). There were 19 or 32% students got score around 80 – 100 on the test. They were able to find and identify the indicators of reading comprehension in recount text indicators.
2. The factors influencing students' comprehension in reading recount text were complexity of the text (56.94%), environmental influence (53.28%), anxiety during reading comprehension (56.47%), interest and motivation (57.69%) and decoding or word recognition speed (54.57%). In general, the factors influencing students' reading comprehension were categorized into “**strong**” level. Based on the data analysis each factors provide enough contribution to students comprehension, it was provided by per centation of students

questionnaire. Interest and motivation provided the highest contribution for students' comprehension in reading recount text was 57.69% than other factors.

B. Suggestion

Based on the result of the research, there are some factors influencing students' comprehension in reading recount text. Thus, the writer's suggestions to the teacher and the students of Al-Fityah Integrated Islamic Junior High School Pekanbaru in order to improve students' comprehension are the teacher and the students need to pay attention into those factors. Therefore, it can improve students' comprehension in reading recount text based on the discussion on chapter IV.

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APPENDIX 1

Recommendation letters



**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Proposal dan Skripsi
a. Seminar usul Penelitian :
b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Drs. H. M. Syafi'i S.M. Pd
a. Nomor Induk Pegawai (NIP) : 19660603 199203 1 004
3. Nama Mahasiswa : Reza Wijayani Ervan
4. Nomor Induk Mahasiswa : 11614203238
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	03 Januari 2019	Sinopsis ke proposal		
2.	04 Januari 2019	Bab 1 dan 2		
3.	18 Januari 2019	Bab 2 dan 3 (Operational concept & Research methodology)		
4.	2 April 2019	Instrument (Test dan questionnaire)		
5.	14 November 2019	Instrument (acct test)		
6.	06 Januari 2020	Instrument		
7.	10. Januari 2020	Instrument (Language of questionnaire)		

Pekanbaru, 22 Juni 2020
Pembimbing,

Drs. H. M. Syafi'i S.M. Pd
NIP. 19660603 199203 1 004



UIN SUSKA RIAU

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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Proposal dan skripsi
a. Seminar usul Penelitian :
b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Drs. H. M. Syafiq S.M.Pd
a. Nomor Induk Pegawai (NIP) : 19660603 199203 1 004
3. Nama Mahasiswa : Reza Wijayani Ervan
4. Nomor Induk Mahasiswa : 11614203238
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
8.	14 Januari 2020	Instrument (ACC questionnaire)		
9.	19 Juni 2020	Revisi bab IV & V		
10.	22/6/2020	ACC proposal		

Pekanbaru, 22 Juni 2020
Pembimbing,

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Nomor : Un.04/F.II.4/PP.00.9/107/2019
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi*

Pekanbaru, 02 Januari 2019

Kepada
Yth. Drs. H. M. Syafi'i S, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

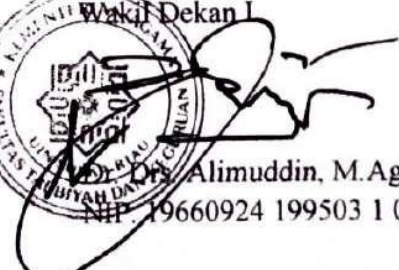
Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Reza Wijayani Ervian
NIM : 11614203238
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF STUDENTS' COMPREHENSION IN READING
RECOUNT TEXT AT AL-FITYAH INTEGRATED ISLAMIC JUNIOR
HIGH SCHOOL PEKANBARU
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an. Dekan

Wakil Dekan I

Alimuddin, M. Ag
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Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Nomor : Un.04/F.II.4/PP.00.9/530/2020
Sifat : Biasa
Lamp. : -
Hal : **Pembimbing Skripsi (Perpanjangan)**

Pekanbaru, 15 Januari 2020

Kepada
Yth. Drs. H. M. Syafi'i S, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Reza Wijayani Ervian
NIM : 11614203238
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF STUDENTS' COMPREHENSION IN READING
/ RECOUNT TEXT AT AL-FITYAH INTEGRATED JUNIOR HIGH
SCHOOL PEKANBARU
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an Dekan
Wakil Dekan I

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Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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PENGESAHAN PERBAIKAN
UJIAN PROPOSAL



Nama Mahasiswa : REZA WIJAYANI ERVIAN

Nomor Induk Mahasiswa : 11614203238


Hari/Tanggal Ujian : Kamis / 31 Januari 2019

Judul Proposal Ujian : An Analysis of students' Comprehension in Reading Recount Text at Al-Fityah Integrated Islamic Junior High School Pekanbaru

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


No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Idham Syanputra, M.Ed	PENGUJI I		
2.	Kurnia Budiyanti, M.Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I



Dr. Drs. Anmuddin, M.Ag.
NIP. 196609241995031002

Pekanbaru, 26 Februari 2019
Peserta Ujian Proposal



REZA WIJAYANI ERVIAN
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FAKULTAS TARBIYAH DAN KEGURUAN
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FACULTY OF EDUCATION AND TEACHER TRAINING

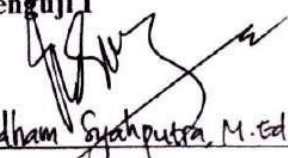
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

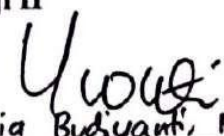
**LAMPIRAN BERITA ACARA
 UJIAN PROPOSAL**

Nama : REZA WIJAYANI ERWAN
 Nomor Induk Mahasiswa : 11614203238
 Hari / Tanggal : Kamis, 31 Januari 2019
 Judul Proposal Penelitian : An Analysis of Students' comprehension in Reading
 Recount text at Al-Fityah Integrated Islamic
 Junior High School Pekanbaru

NO	URAIAN PERBAIKAN
1.	Revise grammar , spelling , capitalization
2.	Insert validity and reliability
3.	Revise references
4.	Revise the definition of the term
5.	Be consist of using article "the "
6.	Insert the passing grade

Pekanbaru, 31 Januari 2019
 Penguji II

Penguji I

 Idris Syahputra, M.Ed


 Kurnia Budiyanthi, M.Pd

Note :
 Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing.



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/3231/2019
Sifat : Biasa
Lamp. : -
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 22 Februari 2019

Kepada
Yth. Kepala Sekolah
SMP IT AL-FIIYAH PEKANBARU
di
Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Reza Wijayani Ervian
NIM : 11614203238
Semester/Tahun : VI (Enam)/ 2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

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

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan
Wakil Dekan III



Dr. Nursalim, M.Pd

19660410 199303 1 005



Al Fityah

"AKREDITASI B"

Jl. Karya Baru Ujung / Swakarya Kel. Tuah Karya
Kec. Tampan, Pekanbaru - Riau
Telp. (0761) 587545 Fax. (0761) 587156

Nomor : 421.3/044//SMPIT-FTY/PKU/II/2019
Lamp : -
Perihal : Balasan Surat Permohonan Izin Melakukan Pra Riset

Kepada Yth.
Dekan Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di
Pekanbaru

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Sehubungan dengan surat Bapak dengan Nomor : Un.04/F/II.4/PP.00.9/3231/2019
perihal Permohonan Izin Pra Riset atas Mahasiswi dibawah ini :

Nama Lengkap : **REZA WIJAYANI ERVIAN**
Nim : 11614203238
Prodi : Pendidikan Bahasa Inggris
Semester /Tahun : VI (Enam)/2019
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Pada prinsipnya kami dapat memberikan izin kepada yang bersangkutan untuk melaksanakan Pra Riset di SMPIT Al Fityah Pekanbaru selama sesuai dengan ketentuan yang berlaku di SMPIT Al Fityah Pekanbaru.

Demikian surat ini disampaikan, terima kasih.

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Pekanbaru, 27 Februari 2019

Kepala SMPIT Al Fityah,

ZUMRI, S.Pd.I
NIPY 2008.05.1.1.02



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.fk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/79/2020
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 03 Januari 2020 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

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

Nama : Reza Wijayani Ervian
NIM : 11614203238
Semester/Tahun : VII (Tujuh)/ 2020
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : AN ANALYSIS OF STUDENTS' COMPREHENSION IN READING RECOUNT TEXT AT AL- FITYAH INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL PEKANBARU

Lokasi Penelitian : SMP IT AL-FITYAH PEKANBARU

Waktu Penelitian : 3 Bulan (03 Januari 2020 s.d 03 April 2020)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



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

Tembusan :
Rektor UIN Suska Riau



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/DPMPPTSP/NON IZIN-RISET/29550
T E N T A N G



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

182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan RISET dari : **DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU, Nomor : Un.04/F.II/PP.00.9/79/2020 Tanggal 3 Januari 2020**, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|---|
| 1. Nama | : | REZA WIJAYANI ERVIAN |
| 2. NIM / KTP | : | 11614203238 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | AN ANALYSIS OF STUDENTS COMPREHENSION IN READING RECOUNT TEXT AT AL-FITYAH INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL PEKANBARU |
| 7. Lokasi Penelitian | : | SMP IT AL-FITYAH PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 10 Januari 2020



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH KOTA PEKANBARU BADAN KESATUAN BANGSA DAN POLITIK

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

SURAT KETERANGAN PENELITIAN

Nomor : 071/BKBP-SKP/2020/109



- a. Dasar :
1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 tentang Keterbukaan Informasi Publik.
 2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 tentang Pelayanan Publik.
 3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 tentang Perangkat Daerah.
 4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian.
 5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.
- b. Menimbang :
- Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPTSP/NON IZIN-RISET/29550 tanggal 10 Januari 2020, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

MEMBERITAHUKAN BAHWA :

1. Nama : REZA WIJAYANI ERVIAN
2. NIM : 11614203238
3. Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
4. Jurusan : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S1
6. Alamat : JL. KARYA PERUM PODOK MUTIARA HATI G-10
7. Judul Penelitian : AN ANALYSIS OF STUDENTS COMPREHENSION IN READING TEXT AT AL-FITYAH INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL PEKANBARU
8. Lokasi Penelitian : DINAS PENDIDIKAN KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 1 (satu) tahun terhitung mulai tanggal Rekomendasi ini dibuat.
3. Berpakaian sopan, mematuhi etika kantor/lokasi penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 13 Januari 2020

a.n. Kepala Badan Kesatuan Bangsa dan Politik
Kota Pekanbaru
Klaim Politik dan Hubungan Antar Lembaga



Tembusan

- Yth :
1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.
 2. Yang Bersangkutan.



PEMERINTAH KOTA PEKANBARU DINAS PENDIDIKAN

Jl. H. Samsul Bahri No. 8 Kelurahan Sungaisibam Kecamatan Payung Sekaki
Kode Pos. 28293 Telp. (0761) 42788, 855287 Fax. (0761) 47204
PEKANBARU

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

Pekanbaru, 14 Januari 2020

Nomor : 800/Disdik.Sekretaris.1/00525/2020
Lampiran : -

Kepada Yth,
Sdr. Kepala SMP IT Al-fityah
Pekanbaru

Perihal : Izin Melaksanakan
Riset / Penelitian

di -
Pekanbaru

Berdasarkan surat dari Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru nomor : 071 / BKBP – SKP / 2020 / 109 tanggal 13 Januari 2020 perihal Izin Riset/Penelitian, atas nama :

Nama : REZA WIJAYANI ERVIAN
NIM : 11614203238
Mahasiswa : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
Judul Penelitian : AN ANALYSIS OF STUDENTS
COMPREHENSION IN READING TEXT AT AL-
FITYAH INTEGRATED ISLAMIC JUNIOR HIGH
SCHOOL PEKANBARU

Pada prinsipnya kami dapat menyetujui yang bersangkutan melaksanakan riset pada SMP IT Al-fityah Pekanbaru, sehubungan dengan itu diharapkan agar saudara dapat membantu kelancaran tugas yang bersangkutan.

Demikian disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
KOTA PEKANBARU



H. MUZAKRIS, S.Pd, MM
Kepala Dinas Pendidikan Kota Pekanbaru
Tingkat I (IV / b)
NIP . 19650921 198902 1 001



Nomor : 421.3/037/SMPIT-FTY/PKU/I/2020
Lamp : -
Perihal : Balasan Surat Permohonan Izin Riset/Penelitian

Kepada Yth.
Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim - Riau
Di
Pekanbaru

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Sehubungan dengan surat Permohonan Izin Riset/Penelitian atas Mahasiswi dibawah ini :

Nama Lengkap : **REZA WIJAYANI ERVIAN**
Nim : 11614203238
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau
Judul Penelitian : **AN ANALYSIS OF STUDENTS' COMPREHENSION IN READING RECOUNT TEXT AT AL FITYAH INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL PEKANBARU**

Pada prinsipnya kami dapat memberikan izin kepada yang bersangkutan untuk melaksanakan Riset/Penelitian di SMPIT Al Fityah Pekanbaru selama sesuai dengan ketentuan yang berlaku di SMPIT Al Fityah Pekanbaru.

Demikian surat ini disampaikan, terima kasih.

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Pekanbaru, 29 Januari 2020

Kepala SMPIT Al Fityah,

ZUMRI, S.Pd.I
NIPY.2008.05.1.1.02

LEMBAR DISPOSISI	
	Indeks Berkas : Kode : 009
Mel : Pengajuan Judul Skripsi. Nomor :	
Tanggal : 26 Desember 2018	
Asal : Reza Wijayani 11614203338	
Tingkat Pengiriman :	Slip : Biasa
INSTRUKSI/INFORMASI*)	Diturunkan Kepada : <ol style="list-style-type: none"> 1. Kasub PBI 26/12 2018 M 2. <i>[Signature]</i> 3. <i>[Signature]</i> 4. Dr. H.N. Syafiq B., M.Pd 5. <i>[Signature]</i> 26/12 2018 6. <i>[Signature]</i>
*) 1. Kepada bagian "Instruksi" atau "Informasi" 2. Kepada bagian "Informasi" coret "Instruksi"	

APPENDIX 2

Syllabus

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan hubungan sebab akibat dan hubungan	<p>Teks lisan dan tulis yang menyatakan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan</p> <p><u>Masing-masing diajarkan secara terpisah.</u></p>	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan. 	8 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
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<p>kebalikan, sesuai dengan konteks penggunaannya.</p> <p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Fungsi sosial</p> <p>Menjelaskan, memberikan alasan, memberi keteladanan, memberikan klarifikasi</p> <p>Struktur teks</p> <p><i>Why didn't you go to school yesterday? Because I got a very bad flu. Budi was late so he could not get in and follow the flag ceremony.</i></p> <p><i>Although it is small, our school will win "The Best School of the Year" trophy because it is very clean. I walk to school but I'm never late., dan semacamnya.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kata yang menyatakan hubungan sebab akibat: <i>Why?, because, so</i></p> <p>(2) Kata yang menyatakan hubungan kebalikan: <i>although, but</i></p> <p>(3) Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait</p>	<p>dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) 	<ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan. 	<p>transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resources_files http://learnenglish.britishcouncil.org/en/
--	---	--	---	--

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p>Topik</p>	<p>hubungan kebalikan dalam bahasa Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri- ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan 	<p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang</p> <p>(a) hubungan sebab akibat dan (b) hubungan kebalikan.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara</p>		

	<p>Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>kebalikan dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan 	<p>lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, ketika muncul kesempatan, di dalam dan di luar 		
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan yang telah dipelajari tersebut di atas dengan yang ada di sumber- sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p>	<p>kelas.</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar</p>		

		<ul style="list-style-type: none">• Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan	sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, termasuk kemudahan dan kesulitannya.		
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan.</p>		

<p>3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya .</p> <p>4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan</p>	<p>Teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda</p> <p><i>Fungsi sosial</i></p> <p>Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p><i>Struktur teks</i></p> <p><i>Who is taller? Your sister or your brother?; No one in the class is big as Candra. He is the biggest. He is bigger than any other student in</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, 	<p>8 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>the class.; To me, writing is more difficult than reading. Listening is the most difficult. Our library have more books than the community library., dan sebagainya.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kosakata: kata benda dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(2) Perbandingan sifat: <i>as ... as, -er, -est, more ..., the most ...</i></p> <p>(3) Perbandingan jumlah: <i>more, fewer, less</i></p>	<p>dengan fungsi sosialnya.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam bahasa Inggris dari film, 	<p>benda.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda. <p>CARA PENILAIAN:</p>		<p>DVD/kaset</p> <ul style="list-style-type: none"> Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resources/files http://learnenglish.britishcouncil.org/en/

	<p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi,</p>	<p>kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap 	<p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan</p>		
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p>Topik</p> <p>Sifat orang dan benda di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>yang benar.</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri- ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p>	<p>menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, 		

		<ul style="list-style-type: none">• Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.• Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah dipelajari tersebut di atas	<p>benda, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none">• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.		
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dengan yang ada di sumber- sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	<ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks</p>		

		<ul style="list-style-type: none">• Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat	yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan		
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.		

<p>3.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang,</p>	<p>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian- bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung 	<p>16 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resou
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(2) Kata ganti <i>it, they, she, we</i>, dst.; <i>our, my, your, their</i>, dst.</p> <p>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>.</p>	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan 	<p>jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p>		<p>rce_files</p> <ul style="list-style-type: none"> - http://learn.english.britishcouncil.org/en/ - https://www.google.com/

	<p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin</p>	<p>- tindakan orang, binatang, benda yang dideskripsikan</p>	<p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none">• Observasi terhadap tindakan siswa menggunakan	
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p>	<ul style="list-style-type: none"> - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan 	<p>bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan 		

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

dari berbagai sumber tersebut di atas.

- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.

Mengkomunikasikan

di luar kelas.

Penilaian diri:

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
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		<ul style="list-style-type: none"> • Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. • Lembar soal dan 		
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			hasil tes		

<p>3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, sesuai dengan konteks penggunaannya</p> <p>4.13 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, dengan memperhatikan</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau</p> <p><i>Fungsi sosial</i></p> <p>Melaporkan, menceritakan, menjelaskan</p> <p><i>Struktur teks</i></p> <p><i>What did you do after school yesterday? My brother and I went fishing in the river.; Who opened the box? Yusuf did.; She got an accident. She was riding on her motorcycle and hit the lamp post., dan semacamnya.</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	<p>8 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Unsur kebahasaan</p> <p>(1) Kata kerja dalam Simple Past Tense, Past Continuous Tense</p> <p>(2) Kata sambung: <i>when, while, after, before</i>, dll.</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi,</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan.</p> <p>Topik</p>	<p>perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, 	<p>intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan</p>		<p>tertulis</p> <ul style="list-style-type: none"> Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

	<p>Kegiatan dan tindakan yang terjadi di masa lalu di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan</p>	<p>siswa mengidentifikasi ciri- ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi</p>	<p>menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.</p> <p>Observasi:</p>		
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	bertanggung jawab.	<p>menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. 	<p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. 		

		<ul style="list-style-type: none">• Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang telah dipelajari tersebut di atas dengan yang ada di sumber- sumber lain, atau dengan yang digunakan dalam bahasa lain.• Siswa memperoleh balikan	<ul style="list-style-type: none">• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di		
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>(<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	<p>dalam dan di luar kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p>		

		<ul style="list-style-type: none">• Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.		
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional).</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Kata kerja dalam Simple Past tense, Past Continuous Tense</p> <p>(2) Kosakata: kata kerja yang menunjuk tindakan atau kegiatan</p> <p>(3) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, on Monday, an hour ago, immediately</i>, dsb.</p>	<p>dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. Siswa membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan urutan kejadian secara kronologis, urut dan runtut komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada) 	<p>percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p>		<p>english.britishcouncil.org/en/</p> <p>- https://www.google.com/</p>

(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this,*

- Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p><i>Topik</i></p>	<ul style="list-style-type: none"> - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. 	<p>tentang kegiatan, kejadian, dan peristiwa, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap 		

Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

Mengasosiasi

- Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks *recount* tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.

Mengkomunikasikan

- Siswa membuat beberapa teks tentang kegiatan, kejadian, dan

kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

Penilaian diri:

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks *recount* tentang

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb).</p> <ul style="list-style-type: none"> • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>kegiatan, kejadian, dan peristiwa, termasuk kemudahannya dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks <i>recount</i>. 		

			<ul style="list-style-type: none"> • Lembar soal dan hasil tes 			
3.6	Menerapkan struktur teks dan	Teks tulis (a) pesan singkat dan (b)	<i><u>Masing-masing menggunakan</u></i>	KRITERIA PENILAIAN	8 JP	<ul style="list-style-type: none"> • Buku Teks

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
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<p>unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat dan pengumuman</p> <p>/pemberitahuan (<i>notice</i>), sesuai dengan konteks penggunaannya</p> <p>4.16 Menangkap makna pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana.</p> <p>4.17 Menyusun teks tulis pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>pengumuman/ pemberitahuan (<i>notice</i>)</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <p>Fungsi sosial</p> <p>Tindakan dilaksanakan sesuai yang diharapkan.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan tujuan dari pesan singkat dengan atau tanpa informasi rinci, seperti <i>Sorry, I'm in a meeting now. I'll call you back in 10 minutes.; Make sure you lock the gate when you leave.</i></p> <p>b. Menyebutkan tujuan dari pengumuman/ pemberitahuan (<i>notice</i>) dengan atau tanpa informasi rinci, misalnya <i>The flag ceremony will be held on Monday, 17 August. Attendance is</i></p>	<p><u>prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa mencari (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>), termasuk yang menggunakan bahasa Indonesia. Siswa mengumpulkan gambar dan foto (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) dari berbagai sumber termasuk internet, buku teks, dsb. Siswa memberikan komentar dan pandangannya tentang fungsi (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) dalam bahasa</p>	<ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>). Tingkat kelengkapan dan keruntutan (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>). Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>). 		<p>wajib</p> <ul style="list-style-type: none"> Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resources/files http://learnenglish.britishcouncil.org/en/
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
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	<p><i>compulsory.; An exam is in progress. Please be quite.</i></p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> (1) Kosakata terkait dengan kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru (2) Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan <p>Topik</p> <p>Berbagai kegiatan, kejadian, peristiwa, dan</p>	<p>Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>). • Siswa membaca secara lebih cermat semua (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. 	<p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) untuk fungsi nyata.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa memahami dan menghasilkan (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa 		<p>- https://www.google.com/</p>
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>hari penting bagi siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, percaya diri, kerjasama, dan bertanggung jawab..</p> <p>Multimedia:</p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa menganalisis perbedaan dan persamaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat lebih banyak (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) dalam bahasa Inggris 	<p>dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>), termasuk kemudahan dan kesulitannya.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya berbagai (a) pesan singkat dan (b) pengumuman/ 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>untuk fungsi sosial nyata di kelas, sekolah, dan rumah.</p> <ul style="list-style-type: none"> Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>pemberitahuan (<i>notice</i>) yang telah dibuat.</p> <ul style="list-style-type: none"> Kumpulan hasil analisis tentang beberapa berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>). 		

<p>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya</p> <p>4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana</p>	<p>Teks naratif, berbentuk fabel pendek dan sederhana</p> <p><i>Fungsi sosial</i></p> <p>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.</p> <p><i>Struktur text (gagasan utama dan informasi rinci)</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat pemahaman fungsi sosial teks teks naratif berbentuk fabel, pendek dan sederhana. Tingkat kelengkapan dan keruntutan pemahaman isi pesan fabel. Tingkat ketepatan unsur kebahasaan: 	<p>16 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
penggunaannya	<p>a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).</p> <p>b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.</p> <p>c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)</p> <p>d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih</p> <p>e. Memberikan alasan atau komentar umum (reorientasi), opsional.</p> <p><i>Unsur kebahasaan</i></p>	<p>gagasan utama dan informasi rinci) dari setiap fabel tersebut.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut..</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel. • Siswa membaca semua fabel yang telah 	<p>tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Menganalisis isi pesan</p>		<p>dari sumber otentik</p> <ul style="list-style-type: none"> • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resources/files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

	<p>(1) Tata bahasa: Simple Past tense, Past Continuous Tense</p> <p>(2) Kalimat langsung dan tidak langsung</p> <p>(3) Kosa kata: tokoh binatang dalam fabel, tempat dan benda-</p>	<p>terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - tokoh, tempat, waktu, 	<p>fabel.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa berusaha memahami 		
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>benda terkait tokoh</p> <p>(4) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(5) Adverbia dan frasa preposisional penunjuk waktu: <i>a long time ago, one day, in the morning, the next day, immediately</i>, dsb.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p>	<p>terjadinya cerita</p> <ul style="list-style-type: none"> - krisis yang terjadi terhadap tokoh - akhir cerita di mana krisis berakhir - komentar atau penilaian umum tentang fabel (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca. <p>Mengkomunikasikan</p>	<p>dan menganalisis isi pesan fabel pendek dan sederhana.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis fabel, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca teks yang menuntut</p>		

	<p>Topik</p> <p>Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama,</p>	<ul style="list-style-type: none">• Siswa menyampaikan beberapa fabel pendek dan sederhana yang	<p>pemahaman tentang fabel.</p> <p>Portofolio</p> <ul style="list-style-type: none">• Kumpulan hasil analisis tentang		
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	dan bertanggung jawab.	<p>telah dibacanya kepada teman- temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb.</p> <ul style="list-style-type: none"> • Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>beberapa fabel yang telah dibuat.</p> <ul style="list-style-type: none"> • Lembar soal dan hasil tes 		

<p>3.8 Memahami fungsi sosial dan unsur kebahasaan dalam lagu pesan dalam lagu.</p> <p>4.19 Menangkap makna lagu.</p>	<p>Lagu pendek dan sederhana</p> <p><i>Fungsi sosial</i></p> <p>Memahami pesan moral lagu dan menghargai lagu sebagai karya seni</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya. • Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya. 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial lagu. • Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu. • Tingkat ketepatan unsur kebahasaan: 	<p>2 JP</p>	<ul style="list-style-type: none"> • Buku Teks wajib • Contoh lagu dalam CD/VCD/ DVD/kaset • Kumpulan lirik lagu • Sumber dari
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca.</p> <p>(5) Tulisan tangan</p> <p>Topik</p> <p>Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.</p>	<ul style="list-style-type: none"> Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin. Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri- ciri (isi pesan dan unsur kebahasaan) lagu tsb. 	<p>tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai pemaparan tentang isi pesan serta pendapat dan perasaan siswa tentang isi pesan lagu. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas untuk menyebutkan isi pesan lagu secara singkat</p>		<p>internet, seperti:</p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ http://www.myenglishpages.com/site_php_files/lyrics_and_songs.php

	<ul style="list-style-type: none">• Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya. <p>Mengasosiasi</p> <ul style="list-style-type: none">• Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu	dan menyatakan kesan atau pendapatnya.		
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Observasi: (penilaian yang bertujuan untuk

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dalam buku koleksi lagunya tersebut di atas atau dengan lagu- lagu lain.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang pendapat dan perasaannya tentang lagu-lagu tersebut. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut. Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	<p>memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu. <p>Penilaian diri:</p> <p>Pernyataan siswa secara</p>		

		<ul style="list-style-type: none">• Siswa membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi		
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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca pemahaman tentang isi pesan lagu.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan lagu yang ditulis tangan • Kumpulan hasil analisis tentang beberapa lagu yang telah dibuat. • Lembar soal dan hasil tes 		

APPENDIX 3

Students' Test Score (Try Out) of Validity and
Reliability

The Students' Test Score (Try out) of Validity and Reliability

Student No.	Item No.																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	1	0	1	1	0	0	1	1	0	0	0	0	0	1	1	0	1	1	0	0	1	1	1	0	0
2	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
3	1	0	0	1	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	1	1	1	0	1	1
4	1	0	1	1	0	0	0	0	1	0	1	0	1	1	0	1	0	1	0	1	1	1	1	1	0
5	0	0	1	0	0	0	1	1	1	1	0	1	0	0	1	1	0	1	0	0	0	0	0	0	1
6	1	1	0	0	1	1	1	0	1	0	1	1	1	1	0	1	0	0	1	1	0	1	1	0	1
7	1	0	1	0	1	0	1	0	0	1	1	0	1	1	0	1	1	1	0	0	0	0	0	1	0
8	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1
9	0	1	0	0	0	0	0	0	1	0	1	1	0	1	1	0	0	0	1	1	0	1	0	0	0
10	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	0	1	1
11	1	0	1	0	1	1	0	1	1	0	0	0	1	1	0	0	0	0	1	1	0	0	1	0	0
12	1	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	0	1	0	1	1	1
13	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1
14	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1

15	0	1	0	1	1	0	0	1	0	1	1	0	0	0	0	1	0	1	0	1	1	0	0	0	0
16	1	0	0	0	0	0	0	1	1	1	0	1	0	1	0	1	1	0	1	0	1	0	0	1	0
17	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1
18	0	0	1	0	1	0	0	0	1	0	1	1	0	0	1	0	1	0	1	1	0	1	1	0	1
19	1	0	1	0	1	1	0	0	1	1	0	1	0	1	0	0	1	0	1	0	1	0	1	1	1
20	0	1	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	1	1	1	0	1	1	0	0
21	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1
22	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0
23	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	1	1	1	0	0
24	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1
25	1	0	0	0	1	0	1	1	1	0	0	1	1	0	0	1	1	1	0	0	0	0	0	1	0

APPENDIX 4

Students' Questionnaire (Try Out) of Validity and
Reliability

The Students' Questionnaire (Try out) of Validity and Reliability

Student No.	Item No.																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	3	4	3	3	3	2	2	2	3	4	4	2	3	3	3	4	2	4	2	4	4	3	3
2	4	4	4	3	2	2	2	3	3	2	4	4	4	2	3	2	2	5	1	3	2	1	2
3	4	4	4	4	4	3	4	4	4	3	4	3	5	4	5	5	3	3	4	2	4	4	4
4	3	3	3	2	3	1	2	1	2	2	3	4	3	2	3	2	2	5	2	2	1	1	3
5	3	3	2	3	2	1	1	1	3	2	3	4	4	3	3	4	3	2	2	3	3	2	3
6	3	3	2	4	3	3	3	2	3	4	3	4	4	3	4	3	2	1	2	3	3	4	3
7	3	4	4	3	3	3	2	2	3	4	4	4	5	3	3	4	3	1	2	3	3	3	3
8	4	3	3	4	4	4	4	3	4	5	4	4	5	4	4	4	3	4	3	3	4	4	2
9	3	3	4	2	4	3	3	3	3	4	4	4	4	2	3	4	3	2	3	2	3	3	3
10	4	4	3	4	4	4	4	3	4	4	4	5	5	4	3	5	4	5	3	2	3	4	4
11	4	3	4	3	3	4	2	2	3	3	3	2	4	3	2	2	2	4	2	2	4	2	3
12	5	4	5	4	1	2	2	2	5	5	5	5	5	3	5	5	4	3	4	5	4	4	4
13	4	4	4	4	4	4	3	4	5	5	5	4	5	5	4	5	5	3	5	5	2	4	4
14	5	4	3	4	4	4	5	5	5	5	5	5	5	4	4	5	3	5	2	4	4	5	1

15	3	3	3	3	4	2	3	3	4	4	5	4	4	3	3	4	3	5	1	3	2	3	3
16	4	5	5	5	5	4	4	4	5	5	5	5	5	5	4	5	3	5	2	5	4	5	4
17	4	4	4	4	4	2	2	2	5	5	5	5	5	3	2	3	2	4	2	3	2	3	3
18	4	4	4	4	4	4	3	4	5	5	5	5	5	3	3	4	2	5	3	2	2	4	4
19	3	4	2	4	4	3	4	3	3	3	4	4	4	3	2	4	3	5	4	2	3	3	2
20	3	4	3	5	3	3	3	3	4	4	5	5	5	3	3	4	4	5	4	3	2	4	4
21	4	4	3	2	2	2	2	2	3	3	3	4	5	2	4	4	3	4	2	3	4	3	3
22	4	3	2	4	4	3	3	3	4	5	5	4	5	3	3	4	3	5	3	3	3	4	4
23	4	4	4	4	2	1	2	1	4	3	4	4	3	4	2	3	2	2	1	4	4	3	4
24	5	5	5	5	5	4	5	5	5	5	5	5	3	3	5	3	5	5	3	3	4	4	5
25	3	4	3	4	5	4	4	3	4	4	5	5	5	3	4	5	3	5	3	3	4	4	3

APPENDIX 5

Score of Students' Test

The Students' Test Score of Reading Comprehension

Student No.	Item No.																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	0	1	0	0	0	0
2	1	0	0	0	1	0	0	0	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	1	1
3	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0
4	1	0	0	0	1	1	1	0	0	1	0	1	1	0	0	0	0	1	0	0	1	0	0	0	1
5	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	1
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1
7	0	1	0	0	0	0	1	0	0	1	1	0	0	0	1	0	0	1	1	0	0	1	1	1	1
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0
9	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1
10	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	0	0	0
11	1	0	1	0	1	1	1	1	1	0	0	0	1	0	0	1	0	1	0	1	0	1	0	1	0
12	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1
13	1	0	0	0	1	0	0	1	1	1	1	0	0	0	1	0	0	1	1	0	1	1	0	0	1
14	1	1	1	0	1	1	1	1	0	1	0	0	1	1	1	1	0	0	0	0	1	1	0	0	0

49	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1
50	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0
51	1	1	0	0	1	1	0	0	1	1	0	0	0	1	1	1	1	0	1	0	0	1	1	1	0
52	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1
53	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1
54	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
55	1	1	1	1	1	0	0	1	1	0	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1
56	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1
57	1	0	0	1	0	0	1	1	0	1	1	0	0	1	0	1	0	1	0	1	1	0	1	0	1
58	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1
59	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1

APPENDIX 6

Score of Students' Questionnaire

The Students' Questionnaire

Student No.	Item No.																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	4	4	4	5	3	4	4	4	3	4	3	4	3	3	3	4	3	4	4	2
2	3	3	2	5	3	5	5	3	3	4	3	4	4	3	4	2	2	4	4	1
3	4	5	4	5	5	5	4	5	4	5	4	4	4	5	3	4	4	5	5	5
4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
5	3	3	3	4	2	3	2	3	1	2	2	3	3	3	4	1	3	3	2	1
6	4	4	2	5	2	4	2	4	2	2	2	4	2	2	2	2	2	4	4	2
7	1	2	5	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
8	4	4	1	5	1	4	4	4	1	5	2	4	1	1	5	4	4	4	4	2
9	4	5	4	5	5	5	5	5	5	5	5	3	5	4	3	5	4	5	4	3
10	4	5	1	5	3	5	3	4	2	4	5	4	3	1	2	4	4	5	5	1
11	2	3	3	5	2	2	3	3	3	3	3	5	2	2	4	2	2	2	3	2
12	3	3	2	5	3	3	2	3	3	3	3	5	4	3	3	2	4	2	3	3
13	3	2	1	4	3	3	3	3	3	3	1	2	3	2	3	2	2	2	2	4
14	3	2	2	5	3	5	2	2	2	2	3	5	2	3	4	3	2	2	4	2

15	3	3	3	3	3	4	3	4	3	3	3	3	2	3	3	3	4	3	3	4
16	3	2	2	5	3	2	2	3	3	3	3	4	2	2	2	1	2	3	3	3
17	3	3	2	4	3	3	3	3	2	2	3	3	3	2	3	3	2	3	5	2
18	3	3	1	4	3	3	3	2	2	2	2	3	3	1	3	1	2	4	4	1
19	5	5	3	5	4	5	5	5	3	5	4	5	5	1	3	4	4	5	4	5
20	4	3	4	5	4	4	5	4	1	5	3	5	2	2	4	3	2	3	5	2
21	4	3	2	3	5	2	3	2	4	2	4	2	4	2	4	4	2	3	1	4
22	4	2	3	3	5	3	2	4	3	4	3	4	5	3	4	4	2	3	4	4
23	5	5	3	5	1	3	4	5	2	5	4	4	2	5	5	1	2	2	4	1
24	3	3	2	3	2	3	2	3	2	3	1	3	2	2	4	3	2	2	3	1
25	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
26	3	3	1	3	1	3	3	3	2	3	1	3	1	1	3	2	2	3	3	2
27	3	4	4	5	4	5	1	5	4	2	3	4	2	3	5	4	2	5	4	2
28	3	3	3	3	3	3	4	3	3	2	2	2	3	3	4	3	3	3	3	3
29	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4	2	2	2	2	2
30	3	3	3	5	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	2
31	4	5	4	5	5	4	4	4	5	5	4	5	4	5	5	5	5	4	4	4

32	5	5	5	3	3	5	5	4	4	5	4	3	2	4	4	1	4	3	5	4
33	4	4	3	4	4	3	4	4	4	4	4	5	5	5	2	3	3	4	4	5
34	4	5	3	5	3	3	4	4	3	5	5	5	5	5	3	5	4	4	4	3
35	4	4	4	4	2	5	2	4	4	5	4	5	3	5	4	5	4	3	5	4
36	4	5	5	5	5	5	5	4	4	5	4	5	5	3	5	4	4	5	5	4
37	5	5	4	5	5	4	5	4	5	4	4	4	4	4	4	4	4	4	3	4
38	5	5	5	4	4	4	4	5	5	4	5	5	3	4	4	4	4	4	4	3
39	4	4	4	3	4	4	4	5	5	4	4	5	4	5	5	2	3	4	5	4
40	3	5	4	3	3	3	2	3	4	3	4	4	3	4	5	2	4	4	4	4
41	4	4	3	4	4	4	4	5	4	5	4	4	5	5	4	5	4	4	5	3
42	3	4	4	4	5	5	5	4	3	4	4	5	5	5	4	3	4	5	5	4
43	4	3	4	3	3	2	3	5	5	5	4	5	4	5	4	3	4	4	3	4
44	4	4	5	5	5	1	2	2	4	4	4	3	4	5	4	4	3	3	4	4
45	4	3	4	3	3	3	3	4	4	5	4	5	5	5	3	4	4	2	3	3
46	5	4	4	3	5	3	3	4	4	5	5	3	4	4	2	2	4	3	1	2
47	3	5	5	3	2	4	3	4	5	3	2	4	3	5	5	4	4	4	4	3
48	5	5	4	4	4	5	3	3	4	5	4	4	3	5	4	4	3	3	5	3

49	5	4	5	3	4	2	3	3	4	3	4	2	4	5	5	2	3	5	2	3
50	5	4	4	4	5	3	4	4	5	5	5	4	5	5	4	5	5	4	4	4
51	4	5	4	5	1	5	4	2	3	4	4	4	4	4	4	5	3	5	3	3
52	4	4	4	5	5	4	3	5	4	5	3	5	4	5	4	3	4	3	3	2
53	3	4	3	4	4	5	5	5	4	4	4	4	3	2	4	4	4	5	5	4
54	3	5	3	3	3	4	3	3	3	3	4	3	4	4	2	4	3	4	2	4
55	3	5	2	2	5	4	5	4	4	2	4	4	3	4	4	4	4	4	5	4
56	5	5	5	4	5	5	5	5	5	5	5	5	5	3	4	5	4	4	5	4
57	5	4	4	3	4	3	4	4	4	4	4	4	5	4	2	2	5	3	5	3
58	3	4	5	3	4	2	2	2	4	4	5	3	3	4	2	4	3	4	3	5
59	4	5	4	4	5	5	3	5	4	4	5	4	4	4	5	3	4	4	5	4

APPENDIX 7

Questionnaire

QUESTIONNAIRE

(TRY OUT)

Name :

(nama)

Class :

(kelas)

You have 20 minutes to respond the statements below. Circle the number that is appropriate with your responses!

(anda memiliki waktu 20 menit untuk merespon pernyataan dibawah ini. Lingkari angka yang sesuai dengan respon anda!)

5 = Strongly Agree (SA)

(Sangat Setuju)

4 = Agree (A)

(Setuju)

3 = Neutral (N)

(Netral)

2 = Disagree (D)

(Tidak Setuju)

1 = Strongly Disagree (SD)

(Sangat Tidak Setuju)

No.	Statements	Response				
		SA	A	N	D	SD
1.	I cannot comprehend English text well. <i>(Saya tak bisa memahami teks bahasa Inggris dengan baik)</i>	5	4	3	2	1
2.	I am not able to read English text fluently. <i>(Saya tidak bisa membaca teks bahasa Inggris dengan lancar)</i>	5	4	3	2	1
3.	The intonation when reading an English text helps me to comprehend the meaning of the text. <i>(Intonasi ketika membaca teks bahasa Inggris, membantu saya memahami makna teks tersebut)</i>	5	4	3	2	1
4.	I am not able to comprehend the text because it contains vocabulary that I do not know. <i>(Saya tidak bisa memahami teks karena teks tersebut mengandung kosakata yang saya</i>	5	4	3	2	1

	<i>tidak ketahui)</i>					
5.	It is difficult for me to comprehend an English text when the environment around me is dirty. <i>(Saya sulit memahami teks bahasa Inggris, apabila lingkungan disekitar saya kotor)</i>	5	4	3	2	1
6.	I cannot comprehend an English text in uncalm and uncontrolled situation. <i>(Saya tidak dapat memahami teks bahasa Inggris di situasi yang tak tenang dan tak terkontrol)</i>	5	4	3	2	1
7.	Unsafty place makes me difficult to comprehend English text. <i>(Tempat yang tidak aman membuat saya sulit memahami teks bahasa Inggris)</i>	5	4	3	2	1
8.	I cannot concentrate in comprehending English text in a noisy place. <i>(saya tidak bisa berkonsentrasi memahami teks bahasa Inggris di tempat yang ribut)</i>	5	4	3	2	1
9.	I feel pressured in English examination because I do not comprehend the meaning of the text. <i>(Saya merasa tertekan ketika ujian bahasa Inggris karena saya tidak memahami makna teks tersebut)</i>	5	4	3	2	1
10.	I feel pressured in learning English because I cannot comprehend the meaning of the text. <i>(Saya merasa tertekan dalam belajar bahasa Inggris di kelas karena saya tidak memahami makna teks tersebut)</i>	5	4	3	2	1
11.	When doing my English homework, I feel pressured because I do not comprehend the meaning of the text. <i>(Ketika mengerjakan PR bahasa Inggris saya merasa tertekan karena saya tidak memahami makna teks tersebut)</i>	5	4	3	2	1
12.	I do not comprehend examination instructions because of my anxiety. <i>(Saya tidak mengerti perintah dalam ujian)</i>	5	4	3	2	1

	<i>karena kecemasan saya)</i>					
13.	I neither like nor want to study English. <i>(Saya tidak suka atau tidak ingin belajar bahasa Inggris)</i>	5	4	3	2	1
14.	It is difficult for me to concentrate in comprehending a monotonous English text. <i>(Saya sulit berkonsentrasi dalam memahami teks bahasa Inggris yang monoton)</i>	5	4	3	2	1
15.	I cannot comprehend and remember an English text well, if it is uninteresting. <i>(Saya tidak dapat memahami dan mengingat teks bahasa Inggris dengan mudah jika itu tidak menarik)</i>	5	4	3	2	1
16.	I cannot comprehend an English text if my teacher provides uninteresting text during class time. <i>(Saya tidak dapat memahami teks bahasa Inggris apabila guru saya mengajarkan teks yang tidak menarik selama pelajaran)</i>	5	4	3	2	1
17.	I cannot comprehend an English text if I read it quickly. <i>(Saya tidak bisa memahami teks bahasa Inggris jika membacanya dengan cepat)</i>	5	4	3	2	1
18.	I am able to comprehend an English text I read if the text uses vocabulary that I know. <i>(Saya mampu memahami teks bahasa Inggris yang saya baca apabila teks tersebut menggunakan kosakata yang saya ketahui)</i>	5	4	3	2	1
19.	It is difficult for me to recognize the meaning of words in an English text. <i>(Saya sulit mengenali arti kata – kata dalam teks bahasa Inggris)</i>	5	4	3	2	1
20.	I cannot comprehend English pronouns and meaning of words that I have never seen before. <i>(Saya tidak dapat memahami kata ganti bahasa Inggris dan makna dari kata – kata yang tidak pernah saya lihat sebelumnya)</i>	5	4	3	2	1
21.	I feel unconfident when I try to comprehend	5	4	3	2	1

	<p>an English text, so it disturbs my reading comprehension the text.</p> <p><i>(Saya merasa tidak percaya diri saat saya mencoba untuk memahami teks bahasa Inggris jadi itu mengganggu pemahaman membaca saya terhadap teks tersebut)</i></p>					
22.	<p>I cannot comprehend an English text well because I short of vocabulary.</p> <p><i>(Saya tidak dapat memahami teks bahasa Inggris dengan baik karena kosa kata saya masih sedikit)</i></p>	5	4	3	2	1
23.	<p>It is difficult for me to comprehend an English text well if I get coercion.</p> <p><i>(Saya akan sulit memahami teks bahasa Inggris apabila mendapat paksaan)</i></p>	5	4	3	2	1

QUESTIONNAIRE

Name :

(nama)

Class :

(kelas)

You have 20 minutes to respond the statements below. Circle the number that is appropriate with your responses!

(anda memiliki waktu 20 menit untuk merespon pernyataan dibawah ini. Lingkari angka yang sesuai dengan respon anda!)

5 = Strongly Agree (SA)

(Sangat Setuju)

4 = Agree (A)

(Setuju)

3 = Neutral (N)

(Netral)

2 = Disagree (D)

(Tidak Setuju)

1 = Strongly Disagree (SD)

(Sangat Tidak Setuju)

No.	Statements	Response				
		SA	A	N	D	SD
1.	I cannot comprehend English text well. <i>(Saya tak bisa memahami teks bahasa Inggris dengan baik)</i>	5	4	3	2	1
2.	I feel pressured in English examination because I do not comprehend the meaning of the text. <i>(Saya merasa tertekan ketika ujian bahasa Inggris karena saya tidak memahami makna teks tersebut)</i>	5	4	3	2	1
3.	I cannot comprehend an English text if I read it quickly. <i>(Saya tidak bisa memahami teks bahasa Inggris jika membacanya dengan cepat)</i>	5	4	3	2	1
4.	I neither like nor want to study English. <i>(Saya tidak suka atau tidak ingin belajar bahasa Inggris)</i>	5	4	3	2	1

5.	It is difficult for me to comprehend an English text when the environment around me is dirty. <i>(Saya sulit memahami teks bahasa Inggris, apabila lingkungan disekitar saya kotor)</i>	5	4	3	2	1
6.	I feel pressured in learning English because I cannot comprehend the meaning of the text. <i>(Saya merasa tertekan dalam belajar bahasa Inggris di kelas karena saya tidak memahami makna teks tersebut)</i>	5	4	3	2	1
7.	It is difficult for me to concentrate in comprehending a monotonous English text. <i>(Saya sulit berkonsentrasi dalam memahami teks bahasa Inggris yang monoton)</i>	5	4	3	2	1
8.	It is difficult for me to recognize the meaning of words in an English text. <i>(Saya sulit mengenali arti kata – kata dalam teks bahasa Inggris)</i>	5	4	3	2	1
9.	I cannot comprehend an English text in uncalm and uncontrolled situation. <i>(Saya tidak dapat memahami teks bahasa Inggris di situasi yang tak tenang dan tak terkontrol)</i>	5	4	3	2	1
10.	I am not able to read English text fluently. <i>(Saya tidak bisa membaca teks bahasa Inggris dengan lancar)</i>	5	4	3	2	1
11.	I cannot comprehend and remember an English text well, if it is uninteresting. <i>(Saya tidak dapat memahami dan mengingat teks bahasa Inggris dengan mudah jika itu tidak menarik)</i>	5	4	3	2	1
12.	When doing my English homework, I feel pressured because I do not comprehend the meaning of the text. <i>(Ketika mengerjakan PR bahasa Inggris saya merasa tertekan karena saya tidak memahami makna teks tersebut)</i>	5	4	3	2	1
13.	Unsafty place makes me difficult to comprehend English text.	5	4	3	2	1

	<i>(Tempat yang tidak aman membuat saya sulit memahami teks bahasa Inggris)</i>					
14.	I cannot comprehend English pronouns and meaning of words that I have never seen before. <i>(Saya tidak dapat memahami kata ganti bahasa Inggris dan makna dari kata – kata yang tidak pernah saya lihat sebelumnya)</i>	5	4	3	2	1
15.	The intonation when reading an English text helps me to comprehend the meaning of the text. <i>(Intonasi ketika membaca teks bahasa Inggris, membantu saya memahami makna teks tersebut)</i>	5	4	3	2	1
16.	I cannot comprehend an English text well because I short of vocabulary. <i>(Saya tidak dapat memahami teks bahasa Inggris dengan baik karena kosa kata saya masih sedikit)</i>	5	4	3	2	1
17.	I am not able to comprehend the text because it contains vocabulary that I do not know. <i>(Saya tidak bisa memahami teks karena teks tersebut mengandung kosakata yang saya tidak ketahui)</i>	5	4	3	2	1
18.	I cannot comprehend an English text if my teacher provides uninteresting text during class time. <i>(Saya tidak dapat memahami teks bahasa Inggris apabila guru saya mengajarkan teks yang tidak menarik selama pelajaran)</i>	5	4	3	2	1
19.	I do not comprehend examination instructions because of my anxiety. <i>(Saya tidak mengerti perintah dalam ujian karena kecemasan saya)</i>	5	4	3	2	1
20.	I cannot concentrate in comprehending English text in a noisy place. <i>(saya tidak bisa berkonsentrasi memahami teks bahasa Inggris di tempat yang ribut)</i>	5	4	3	2	1

APPENDIX 8

Test

Name :

Class :

READING COMPREHENSION TEST

(TRY OUT)

Instructions:

1. Write down your name and your class on the paper.
 2. Please read text carefully.
 3. Cross (X) the best answer that you choose.
 4. The time given is 50 minutes.
 5. There are 25 questions and please answer the question correctly.
 6. This test is used for a research purpose only.
-

Read the following text to answer question 1-5

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali. Suddenly my car launched to one side, to the left. I thought I got flat tire. I did not know that is was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across of road. I was trapped by the rock. Even I could not move my car at all. There were rocks anywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked to God that nobody was seriously injured.

1. What makes the writer realized that it was an earthquake?
 - a. His car got flat tier on the road.
 - b. He saw some electricity poles falling down.
 - c. He saw houses destructed.
 - d. He was happy by a tumbled
2. I was driving home from my vocation to Bali (paragraph 1). What is kind of tenses used in this sentence?
 - a. Past continous
 - b. Simple present
 - c. Simple past
 - d. Present continous
3. Let me remind you my experience.... (paragraph 1) this pragraph include in?
 - a. Event
 - b. Reorientation
 - c. Conflict

- d. Orientation
- 4. What is the purpose of the text?
 - a. To entertain the writer's experience.
 - b. To tell the readers about the earthquake in Bali.
 - c. To tell the readers about the writer's bad experience.
 - d. To explain the readers's about the earthquake.
- 5. What does last paragraph tell you about?
 - a. The writer was surprised after arrived on his town.
 - b. The writer experience to Bali.
 - c. A lot of rocks tumbling across of road.
 - d. The writer's car was broke.

Read the following text to answer question 6-10

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 housefor 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 by gardening together with my father.

- 6. What is the aim of the text above ?
 - a. A description about the writer garden.
 - b. Retelling the writer past experience when he was gardening with his father.
 - c. To tell procedures of gardening behind house.
 - d. To provide other want to gardening with their family.
- 7. I also collected the old leaves and realized that the yard looked nicer and cleaner after that (paragraph 3). What kind of tenses that used of underline words ?
 - a. Past
 - b. Perfect
 - c. Present
 - d. future
- 8. The first paragraf is about?
 - 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 bananas tree.
- 9. Why did the yard look nicer and cleaner?
 - a. It was full of beautiful flowers.
 - b. They had cut off all banana trees.
 - c. The writer has watered the banana trees.
 - d. He collected old leaves and pulled off the wild grass.
- 10. What is generic structure of this text?

- a. Orientation- Event- Reorientation
- b. Description- Identification
- c. Conclusion- Introduction
- d. Materials- Procedures- Steps

Read the following text to answer question 11-15

Vocation to London

Mr. Richard's family was on vocation. They are Mr. And Mrs Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours.

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

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

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

11. On the third floor, there was a restaurant serving Asian and European food. (paragraph 4)
 - a. Future
 - b. Present
 - c. Past
 - d. Perfect
12. What is the main idea of the paragraph 1?
 - a. Mr. Richard's family vocation on London.
 - b. Mr. And Mrs Richard have 2 sons.
 - c. They went to the British Embassy to get visas to enter Britain.
 - d. They also included tours around London.
13. On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers..... (paragraph 3)
 - a. Orientation
 - b. Events
 - c. Reorientation
 - d. Description
14. How long they vocation on London ?
 - a. 10 days
 - b. 8 days
 - c. 14 days
 - d. 30 days

15. What is the function of this text?
- To entertain the reader
 - To give information
 - To describe
 - To retell

Read the following text to answer question 16-20

It was early morning, on sunny spring day in April, Heathrow Airport London was very busy. I was sitting reading a news paper in the Departure Lounge of Terminal One. I was nervous when I would fly. I looked at my watch impatiently. Then I heard the announcement over the loudspeakers: *“British Airways announce the departure of Flight BE570 for Istanbul. Will passangers please proceed to Gate 16 for boarding.”*

Hearing that announcement, i picked up my suitcase and walked toward Gate 16. Twenty minutes later, the plane was preparing to leave. It moved slowly across the airport to runaway number two. I was sitting looking out of the window.

The plane suddenly moved forward, raced down the runaway and raised into the air. I looked own at the house and roads far below. I was smiling. London was behind me. I was on my way to Istanbul.

16. What is the main idea of paragraph 2?
- It was early morning, on sunny spring day in April.
 - The writer’s was sitting reading a news paper in the Departure Lounge of Terminal One.
 - Twenty minutes later, the plane was preparing to leave.
 - After hearing that announcement then the writer’s picked up my suitcase and walked toward Gate 16.
17. Why did the writer write the text?
- To tell the writer’s experience to Istanbul.
 - To tell the readers about Istanbul.
 - To tell the readers about Heathrow airport.
 - To tell the readers about airport procedural.
18. The mosly tenses uses tense
- Present
 - Past
 - Future
 - Perfect
19. The plane suddenly moved forward, raced down the runaway and raised into the air..... (paragraph 3)
- Event
 - Orietation
 - Reorientation
 - conflict
20. How did the writer’s feeling when leaving his hometown?
- Worried.
 - Impatient.
 - Sad.
 - Composed.

Read the following text to answer question 21-25

My sister really wanted to go the beach after having her final semester test. So as soon as the test finished, I took her to Maron Beach in Semarang.

Early in the morning, we prepared everything. Since we wanted to have a picnic, we brought swimming suits and beach ball, too. When everything was already, we went to the beach by motorcycle. It took about 25 minutes to get there.

Arriving at the beach, we bought tickets and went into the beach through the entrance gate. There were a lot of people at the beach. We changed our clothes and joined some people playing in the water. We screamed whenever the wave hit to our body. It was really exciting. After that, we had a picnic lunch while enjoying the wide sea in front of us. In the middle of the day, it was getting hot. We decide to take a rest under a coconut tree, enjoying the beach scenery.

In the afternoon, we played beach volleyball with other visitors. When it was getting dark, we decided to go home.

It was really a wonderful day. We spent all day long at the beach. We felt tired but happy.

21. What made the visistors of the beach scream?
 - a. The wide sea.
 - b. The hitting wave.
 - c. The beach scenery
 - d. The exciting picknic.
22. Paragraph 3 tells about?
 - a. The writer with her sister and her cousin enjoyed the activities at the beach.
 - b. The writer prepared everything she needed togo to the beach.
 - c. The writer and her sister had picnic at the beach.
 - d. The wave at the beach made the writer happy.
23. Which is paragraph that include in event?
 - a. Paragraph 1
 - b. Paragraph 1 and 2
 - c. Paragraph 2, 3 and 4
 - d. Paragraph 5
24. There a lot of people at the beach.
Which one is correct tobe to complete the sentence?
 - a. be
 - b. Is
 - c. Were
 - d. Was
25. Why did the writer write the text?
 - a. To tell writer's experience to Maron Beach in Semarang.
 - b. To tell the readers about the writer's sister final semester test.
 - c. To tell the readers about Semarang.
 - d. To tell the readers about beach volleyball.

THANK YOU

Name :

Class :

READING COMPREHENSION TEST

Instructions:

1. Write down your name and your class on the paper.
 2. Please read text carefully.
 3. Cross (X) the best answer that you choose.
 4. The time given is 50 minutes.
 5. There are 25 questions and please answer the question correctly.
 6. This test is used for a research purpose only.
-

Read the following text to answer question 1-5

Vocation to London

Mr. Richard's family was on vocation. They are Mr. And Mrs Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours.

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

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

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

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

1. What is the main idea of the paragraph 1?
 - a. Mr. Richard's family vocation on London.
 - b. Mr. And Mrs Richard have 2 sons.
 - c. They went to the British Embassy to get visas to enter Britain.
 - d. They also included tours around London.

2. On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers..... (paragraph 3)
 - a. Orientation
 - b. Events
 - c. Reorientation
 - d. Description
3. On the third floor, there was a restaurant serving Asian and European food. (paragraph 4)
 - a. Future
 - b. Present
 - c. Past
 - d. Perfect
4. What is the purpose of this text?
 - a. To entertain the reader
 - b. To give information
 - c. To describe
 - d. To retell
5. How long they vocation on London ?
 - a. 10 days
 - b. 8 days
 - c. 14 days
 - d. 30 days

Read the following text to answer question 6-10

Last year Tanya and her family went on a really strage holiday. They stayed in an ice hotel in sweden. They flew to Stockholm, after that they went by train to Jukkasjdrvi, in the north. They watched some people building the hotel with blocks of ice.

They stayed for two nights at this unusual hotel. The temperature was minus five degrees centigrade in their bedroom, but they didn't feel cold. The hotel gave them really warm sleeping bags. In the morning a waiter brought them a hot drink.

It was snowing when they left, and the hotel looked beautiful. They loved their hoiday. It was really unusual.

6. What is the main idea of paragraph 2?
 - a. In the morning a waiter brought them a hot drink.
 - b. Last year Tanya and her family went on a really strage holiday.
 - c. It was snowing when they left, and the hotel looked beautiful.
 - d. They stayed for two nights at this unusual hotel.
7. What is the topic of the text?
 - a. Having ordinary holiday.
 - b. Planning holiday.
 - c. Tanya's holiday.
 - d. Tamyas family.
8. The mosly tenses uses tense
 - a. Present
 - b. Past
 - c. Future

- d. Perfect
- 9. It was snowing when they left, and the hotel looked beautiful. They loved their holiday. It was really unusual. (paragraph 3)
 - a. Event
 - b. Orientation
 - c. Reorientation
 - d. conflict
- 10. which is the correct information based on the text?
 - a. Tanya's family lived in Sweden.
 - b. Tanya's family spent their holiday in Sweden.
 - c. Tanya's family needed some rests.
 - d. The family was so tired.

Read the following text to answer question 11-15

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 by gardening together with my father.

- 11. What is the purpose of the text above ?
 - a. A description about the writer garden.
 - b. Retelling the writer past experience when he was gardening with his father.
 - c. To tell procedures of gardening behind house.
 - d. To provide other want to gardening with their family.
- 12. I also collected the old leaves and realized that the yard looked nicer and cleaner after that (paragraph 3). What kind of tenses that used of underline words ?
 - a. Past
 - b. Perfect
 - c. Present
 - d. future
- 13. What is generic structure of this text?
 - a. Orientation- Event- Reorientation
 - b. Description- Identification
 - c. Conclusion- Introduction
 - d. Materials- Procedures- Steps
- 14. The first paragraf is about?
 - 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 bananas tree.
15. Why did the yard look nicer and cleaner?
- a. It was full of beautiful flowers.
 - b. They had cut off all banana trees.
 - c. The writer has watered the banana trees.
 - d. He collected old leaves and pulled off the wild grass.

Read the following text to answer question 16-20

My sister really wanted to go the beach after having her final semester test. So as soon as the test finished, I took her to Maron Beach in Semarang.

Early in the morning, we prepared everything. Since we wanted to have a picnic, we brought swimming suits and beach ball, too. When everything was already, we went to the beach by motorcycle. It took about 25 minutes to get there.

Arriving at the beach, we bought tickets and went into the beach through the entrance gate. There were a lot of people at the beach. We changed our clothes and joined some people playing in the water. We screamed whenever the wave hit to our body. It was really exciting. After that, we had a picnic lunch while enjoying the wide sea in front of us. In the middle of the day, it was getting hot. We decide to take a rest under a coconut tree, enjoying the beach scenery.

In the afternoon, we played beach volleyball with other visitors. When it was getting dark, we decided to go home.

It was really a wonderful day. We spent all day long at the beach. We felt tired but happy.

16. Which is paragraph that include in event?
- a. Paragraph 1
 - b. Paragraph 1 and 2
 - c. Paragraph 2, 3 and 4
 - d. Paragraph 5
17. Paragraph 3 tells about?
- a. The writer with her sister and her cousin enjoyed the activities at the beach.
 - b. The writer prepared everything she needed to go to the beach.
 - c. The writer and her sister had picnic at the beach.
 - d. The wave at the beach made the writer happy.
18. Why did the writer write the text?
- a. To tell writer's experience to Maron Beach in Semarang.
 - b. To tell the readers about the writer's sister final semester test.
 - c. To tell the readers about Semarang.
 - d. To tell the readers about beach volleyball.
19. There a lot of people at the beach.
Which one is correct to be to complete the sentence?
- a. be
 - b. Is
 - c. Were
 - d. Was

20. What made the visitors of the beach scream?
- The wide sea.
 - The hitting wave.
 - The beach scenery
 - The exciting picnic.

Read the following text to answer question 21-25

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali. Suddenly my car launched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across of road. I was trapped by the rock. Even I could not move my car at all. There were rocks anywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked to God that nobody was seriously injured.

21. What does last paragraph tell you about?
- The writer was surprised after arrived on his town.
 - The writer experience to Bali.
 - A lot of rocks tumbling across of road.
 - The writer's car was broke.
22. What makes the writer realized that it was an earthquake?
- His car got flat tier on the road.
 - He saw some electricity poles falling down.
 - He saw houses destructed.
 - He was happy by a tumbled
23. Let me remind you my experience.... (paragraph 1) this paragraph include in?
- Event
 - Reorientation
 - Conflict
 - Orientation
24. What is the aim of the text?
- To entertain the writer's experience.
 - To tell the readers about the earthquake in Bali.
 - To tell the readers about the writer's bad experience.
 - To explain the readers's about the earthquake.
25. I was driving home from my vacation to Bali (paragraph 1). What is kind of tenses used in this sentence ?
- Past continous
 - Simple present
 - Simple past
 - Present continous

THANK YOU

APPENDIX 9

Answer Key

Answer Key of the Test (Try Out)

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

Answer Key Of The Test

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

APPENDIX 10

The Value of r Product Moment at Significant Level
5%

NILAI – NILAI r PRODUCT MOMENT PADA TARAF SIGNIFIKAN 5%

N	Taraf Signifikan	N	Taraf Signifikan	N	Taraf Signifikan
	5%		5%		5%
3	0.997	27	0.381	55	0.266
4	0.950	28	0.374	60	0.254
5	0.878	29	0.367	65	0.244
6	0.811	30	0.361	70	0.235
7	0.754	31	0.355	75	0.227
8	0.707	32	0.349	80	0.220
9	0.666	33	0.344	85	0.213
10	0.632	34	0.339	90	0.207
11	0.602	35	0.334	95	0.202
12	0.576	36	0.329	100	0.195
13	0.553	37	0.325	125	0.176
14	0.532	38	0.320	150	0.159
15	0.514	39	0.316	175	0.148
16	0.497	40	0.312	200	0.138
17	0.482	41	0.308	300	0.113
18	0.468	42	0.304	400	0.098
19	0.456	43	0.301	500	0.088
20	0.444	44	0.297	600	0.080
21	0.433	45	0.294	700	0.074
22	0.423	46	0.291	800	0.070
23	0.413	47	0.288	900	0.065
24	0.404	48	0.284	1000	0.062
25	0.396	49	0.281		
26	0.388	50	0.279		

(Adopted from Sugiyono (2014))

CURRICULUM VITAE



Reza Wijayani Ervian, the daughter of Erwin and Jaslita Vianti. She was born April 5, 1998 in Tembilahan. She lives in Pekanbaru, Riau province. In 2010, she graduated from SDN 033 Pekanbaru. In 2013, she graduated from SMPN 1 Tembilahan Hulu. In 2016, she graduated from SMAN 4 Pekanbaru.

She was accepted as a student in English Education department, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau in 2016. She did KKN (Kuliah Kerja Nyata) in Lubuk Bilang, Rambah Samo, Rokan Hulu Regency. She did Pre-Service Teacher Practice at SMA Cendana Pekanbaru.

Finally, she pass thesis examination entitled “An Analysis of Students’ Comprehension in Reading Recount Text at Al-Fityah Integrated Islamic Junior High School Pekanbaru”.