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**THE INFLUENCE OF USING STUDENTS TEAM ACHIEVEMENT
DIVISION TECHNIQUE ON STUDENTS' READING
COMPREHENSION IN RECOUNT TEXT AT THE
TENTH GRADE OF MA KHAIRUL UMMAH**



BY

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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

PEKANBARU

1444 H / 2023 M

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By

INTAN ANELESTI

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Thesis

Submitted as partial fulfillment of the Requirements

for Bachelor Degree of English Education

(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1444 H / 2023 M**

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Pekanbaru, November 4th, 2022



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Pekanbaru, November 8th, 2022
The Researcher,

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SIN. 11810422627

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ABSTRACT

Intan Anelesti (2023) : The Influence of Using Students Team Achievement Division Technique on Students' Reading Comprehension in Recount Text at The Tenth Grade of MA Khairul Ummah.

This study aims to know whether there is any significant influence of using Students Team Achievement Division (STAD) on students' reading comprehension in recount text at the tenth grade of MA Khairul Ummah. The object of this research is to to know whether there is any significant influence of using Students Team Achievement Division (STAD) on students' reading comprehension in recount text at the tenth grade of MA Khairul Ummah. In this research, the research design was an pre-experimental research. The researcher used pre-test and post-test to collect the data by using multiple choice to find out the students' reading comprehension of recount text. The population of the research was the tenth grade students of MA Khairul Ummah. The total number of population was 124 students. The sample researcher taken from one classes (X IPA 3, 18 students). The technique of analyzing data was a Wilcoxon Signed Rank Test through SPSS version 22. that the sig (2 tailed) value is 0.000. it can be stated that 0.000 less than 0.05. it means that null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted. In other words, there is a significant influence of using students team achievement division technique on students' reading comprehension in recount text at the tenth grade of MA Khairul Ummah.

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ABSTRAK

Intan Anelesti, (2023): Pengaruh dari Penggunaan Teknik Students Team Achievement Division Terhadap Pemahaman Membaca Siswa pada Teks Recount di Kelas X MA Khairul Ummah.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan tehknik students team achievement division terhadap pemahaman membaca siswa pada teks recount di kelas X MA Khairul Ummah. Dalam penelitian ini, jenis penelitian adalah pre-eksperimental. Populasi dari penelitian ini adalah siswa kelas X MA Khairul Ummah. Jumlah populasi dari penelitian ini adalah 124 orang. Sampel dari penelitian ini di ambil dari 1 kelas (X IPA3 18 orang). Dalam penelitian ini, untuk mengumpulkan data penulis menggunakan pre-test dan post-test dalam bentuk tes pilihan ganda untuk menemukan pencapaian siswa-siswa dalam memahami teks recount. Sedangkan dalam menganalisis data, peneliti menggunakan rumus Wilcoxon Signed Rank Test dengan menggunakan SPSS 22. Peneliti menemukan bahwa sig. (2 tailed) nya adalah 0.000 kurang dari 0.05. dapat diartikan bahwa H_a diterima dan H_0 ditolak. Dengan kata lain, ada pengaruh yang signifikan terhadap penggunaan tehknik students team achievement division pada pemahaman membaca siswa pada teks recount di kelas X MA Khairul Ummah.

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ملخص

إنتان أنيلستي، (٢٠٢٢): تأثير استخدام تقنية قسم إنجاز فريق التلاميذ على فهم قراءة النص القصصي لدى التلاميذ في الفصل العاشر بمدرسة خير أمة الثانوية الإسلامية

الهدف من هذا البحث معرفة ما إذا كان هناك تأثير استخدام تقنية قسم إنجاز فريق التلاميذ على فهم قراءة النص القصصي لدى التلاميذ في الفصل العاشر بمدرسة خير أمة الثانوية الإسلامية. ونوع هذا البحث هو شبه تجربة. ومجمعه تلاميذ الفصل العاشر بمدرسة خير أمة الثانوية الإسلامية. وعدد مجتمعه ١٢٤ تلميذا. وعيناته مأخوذة من الفصل العاشر لقسم العلوم الطبيعية ٣ فيه ١٨ تلميذا. ولجمع البيانات قامت الباحثة بالاختبار القبلي والاختبار البعدي بنوع متعدد الخيارات، وذلك لمعرفة قدرات التلاميذ على فهم قراءة النص القصصي. ولتحليل البيانات، استخدمت الباحثة صيغة اختبار-ت للعينات لويلكوكسون باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٢. ووجدت الباحثة أن $sig. (2\text{ tailed}) < 0.000$ وهو أصغر من 0.05 . فالفرضية البديلة مقبولة والفرضية المبدئية مردودة. ويمكن أن يقال إن هناك تأثير استخدام تقنية قسم إنجاز فريق التلاميذ على فهم قراءة النص القصصي لدى التلاميذ في الفصل العاشر بمدرسة خير أمة الثانوية الإسلامية.

الكلمات الأساسية: تأثير، تقنية قسم إنجاز فريق التلاميذ، فهم قراءة النص القصصي





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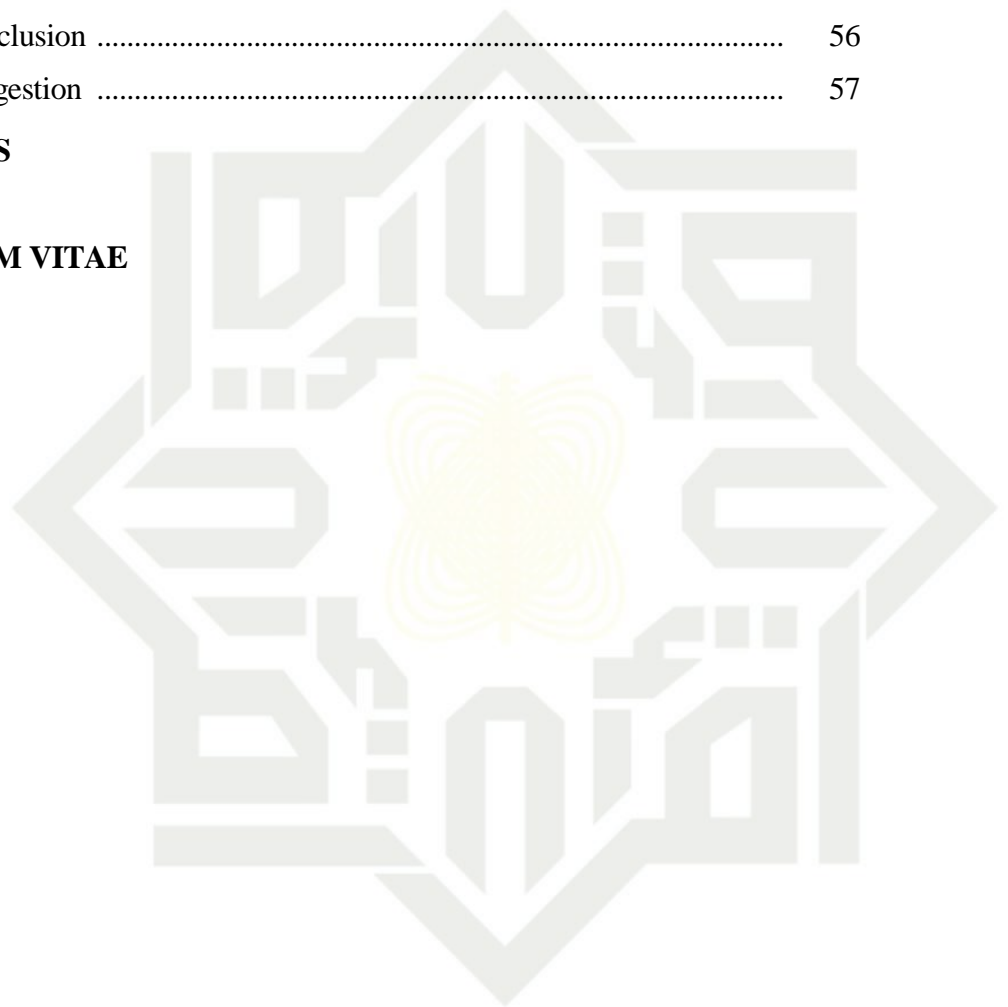
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CURRICULUM VITAE



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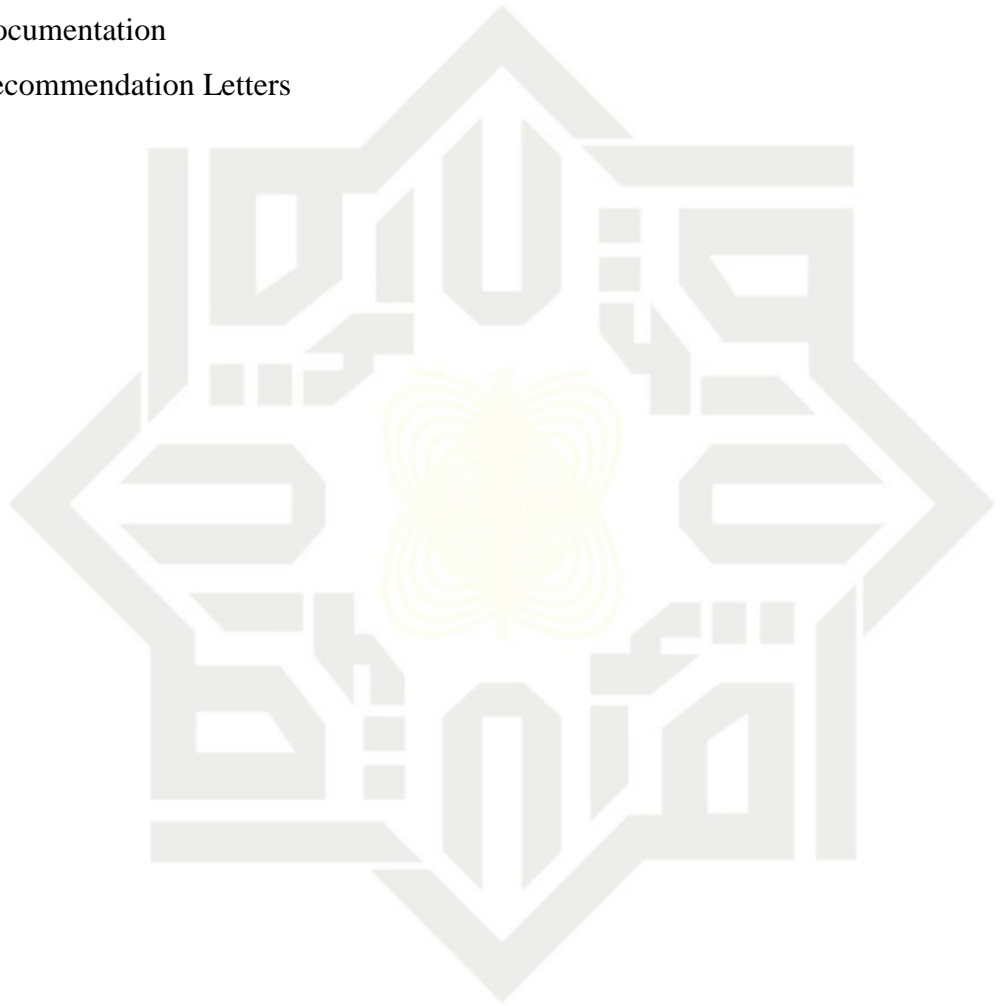
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the foreign languages that Indonesian students must learn in school, from secondary school to university. Listening, speaking, reading, and writing are the four skills that students must master in English.

Reading is one of the four essential English abilities that students must master. Reading is the act of looking at a text and then interpreting it in order to learn something about it. It can be done verbally or in the heart (Khotimah *et al*, 2016). Reading is an important life activity that can update the knowledge (Patel and Jain, 2008), It means that reading has become a necessary and essential skill for the students, since they may obtain information from texts that will help them expand their knowledge. In other words, the students are required to learn and comprehend the context of the material they are reading.

The findings obtained indicate that in the students learning process, understanding students' cause of behavior is one of the foundations leading to an effective way of teaching (Dagdag, 2021). On this basis, this research was conducted to understand the phenomenon that occurred in the classroom: many students struggle to understand material, especially in reading recount texts. Therefore, this reasearch aims to discuss about the influence of Student Team Achievement Division (STAD) on students' reading comprehension in



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recount text at the tenth grade of MA Khairul Ummah. Student Teams Achievement Division (STAD) is a cooperative learning method.

Based on the preliminary research, the researcher found some problems faced by the students at tenth grade of MA Khairul Ummah. there are several factors that may be the cause of failure in teaching reading, for example, students are hard to understand the lack due of vocabulary, and their reading ability is still low. The teacher just explained the material and the text, then she corrected what students read by asking them to answer the questions related to text. So the students felt difficult to learn especially in comprehending the text in English. And the KKM (criteria of minimum mastery) value to be achieved by the tenth grade children in MA Khairul ummah is 65. However, in the quote of the child's repeatory value, the achievement of children is still less than his percent achievement, and it may be argued that the KKM value has not been reached.

Based on the research assumption above, According to Jonhson *et al.* (1991). Cooperative learning is one of the effective ways of improving students' understanding in reading. Cooperative learning is a method of teaching in which small groups of students work together to improve individual and group learning. Cooperative learning occurs when students collaborate to attain shared learning objectives.

According to Slavin (1996) "Instructional programs in which students engage in small groups to help one another master academic content," according to the definition of cooperative learning. He goes on to say that



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most cooperative learning approaches entail students working in groups and being responsible not only for their own learning but also for the learning of their peers. According to Slavin (1990), the purpose of cooperative learning is to encourage students to help one another in order to maximize learning. To do so, students must collaborate to finish a project or master material as a class. As a result, cooperative learning encourages collaboration rather than competition.

In cooperative learning, The shape of the method is primarily focused on the students. According to Triyono (2011). Student-Centered Learning is a teaching technique that places students at the center of the learning process. Learning that permits students to adjust their abilities and take active action in acquiring the learning experience is transformed from the educator's demanding learning instruction. A STAD (Students Team Achievement Division) is a type of cooperative learning that is oriented on the students.

STAD is a cooperative learning strategy that stresses student interaction in order to motivate and help each other in mastering the material to achieve maximum results. It will foster accountability and solidarity among students by allowing them to interact with one another. This strategy can be used by students of all levels. This strategy can also be used in any subject such as: Language, Math, Science, etc. (Slavin, 2005). It means that using STAD allows students to work in groups, because STAD is a technique that students utilize in groups to help each other and ensure that everyone in the group is engaged and understands the topic. The purpose of this research is to



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learn how STAD can help students in Ma Khairul Ummah's tenth grade enhance their reading comprehension in recount texts.

There are several previous researchers that used Students Team Achievement Division as a strategy in teaching English. Some previous researchers conducted in junior high schools and some others conducted at senior high schools. In junior high school level, for example Citra *et al* (2013) and Fitri (2017). In senior high school, for example Denta *et al* (2020), Hayatunisa (2014), and Putu *et al* (2017).

From the previous researchers above, it can be known that the previous researchers used students team achievement division as a strategy in teaching English. The majority of the previous research was conducted at the junior high school level, which was in the eight grade and at the senior high school, which was in the eleventh grade. Meanwhile, this research was conducted in the tenth grade. And then, the majority of the previous research was focused on writing skills. Meanwhile, this research focused on reading comprehension. The technique of collecting data, the setting location and the subject of this research were also different from previous research above.

Considering the previous studies above, the writer interests in carrying out a researcher entitled **“THE INFLUENCE OF USING STUDENTS TEAM ACHIEVEMENT DIVISION TECHNIQUE ON STUDENTS’ READING COMPREHENSION IN RECOUNT TEXT AT THE TENTH GRADE OF MA KHAIRUL UMMAH”**



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B. Identification of the Study

Based on the background of the problem above the researcher identified the problem as follows : The students are hard to understand because of the lack of vocabulary, students's reading comprehension is still low, and the last, the teacher just explained the material and the text, then she corrected what students read by asking them to answer the questions related to text. So, the students felt difficult to learn especially in comprehending the text in English. Based on the identification above, researcher wants to solve the problem of students in the difficulty of reading comprehension, especially in recount text by using Students Team Achievement Division Technique at the Tenth Grade of MA Khairul Ummah.

C. Limitation of the Study

From the identification of problem, the researcher focused on the influence of using Students Team Achievement Division (STAD) on students' reading comprehension in personal recount text at the tenth grade of MA Khairul Ummah.

D. Formulation of the Study

Based on the identification and limitation of the problem above, the researcher formulated the problem of this research into the following research questions:

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- a. How is students' reading comprehension in recount texts before being taught by using students team achievement division (STAD) technique at the tenth grade of MA Khairul Ummah?
- b. How is students' reading comprehension in recount texts after being taught by using students team achievement division (STAD) technique at the tenth grade of MA Khairul Ummah?
- c. Is there any significant influence of using students team achievement division (STAD) technique on students' reading comprehension in recount texts at the tenth grade of MA Khairul Ummah?

E. Objectives of the Research

- a. To describe how students' reading comprehension in recount text before being taught by using students team achievement division (STAD) technique at the tenth grade of MA Khairul Ummah is.
- b. To describe how students' reading comprehension in recount text after being taught by using students team achievement division (STAD) technique at the tenth grade of MA Khairul Ummah is.
- c. To examine whether there is any significant influence of using Student Team Achievement Division (STAD) on students' reading comprehension in recount text at the tenth grade of MA Khairul Ummah.

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F. Significances of the Research

This study was expected to give positive impact by providing accurate information about benefits in improving students' reading comprehension by using students team achievement division technique. Theoretically, the result of this research are expected to be an effort to change the classroom atmosphere by using Students team achievement division technique which are useful for improving students' reading comprehension especially in recount text.

Pratically, the result of this research are also expected to make a useful contribution for teachers to be able to grow students' interest in learning to reading comprehension and to give motivation for the students in Learning English especially in reading recount text.

G. Defenition of the Key Terms

1. Students team achievement division (STAD)

Students Team Achievement Division (STAD) is one of the simplest techniques and it is the good approach for the students (Slavin, 1995). In STAD, each group member is heterogenic. Heterogenic means that students are placed in four- to five-person learning groups that are diverse in terms of performance level, gender, and ethnicity.

2. Reading Comprehesion

According to Beatrice and Jeffries (2007). Comprehending what you read is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the

ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read.



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CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading Comprehension

According to Spratt et al, reading is a process in which readers respond to and make sense of a text by applying their past knowledge to it (Spratt *et.al*, 2005). It means that the readers are engaged in the activity because they desire to gain information and knowledge from the text. Readers try to relate what they read in written language to what they already know about the text in order to obtain information and knowledge. Understanding the meaning of words, sentences, and even a text is required to make sense of it.

Reading can help the students learn a language if they can understand what they are reading. The more they read, the better they will get at it (Harmer, 2007) . It means that reading is a language-improving activity. Students must read a book several times during the learning process. Reading is an important element of the deepening process. Students will get a better understanding of the vocabulary and content in the book.

The purpose of reading is to understand what you are reading. Reading is a perceptive skill that allows children to understand vocabulary, syntax, and sentence structure, as we all know. Students get a lot of knowledge from reading, and reading broadens our thinking about facts.

But, reading is not just the process of analyzing vocabularies and structures of sentences, it needs different reading strategies to read successfully in English (Khaginajad *et.al*, 2015). The researcher believes that one of the most important aspects of learning achievement is the method used by teachers to teach reading comprehension.

Reading comprehension is the act of a reader interacting with a text in order to understand the words, relate the words to the target language, and understand the book's purpose. Reading comprehension, according to the study, is a talent or ability to comprehend what you are reading. In reading, you sometimes find it difficult to understand what the writer from the text he had prepared. This ability enabled a person to understand what the writer meant and then to build on his own meaning from the text he had read.

Reading is simply looking at symbols on a page and sounding them out if you don't understand them. Imagine being given a story written in Egyptian hieroglyphics and having no idea what it means. You may enjoy the words on the page and even derive some meaning from them, but you are not truly reading the story. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn't provide the reader with any information.

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According to Beatrice and Jeffries (2007). Comprehending what you read is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read.

According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies. It means that kids will be able to respond and grasp a descriptive reading question if they have the ability to comprehend something. As a result, reading involves a two-way interaction between the text and the readers.

According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Understanding is not a single process. It begins with the movement of words on the page to meaning in the mind, followed by the recognition of individual words using memory and knowledge of letter and sound patterns, the matching of the resulting pronunciations to meaning, and ultimately the linking of these words into idea units. It means that someone's ability to make sense of the context based on what he or she reads or hears is referred to as comprehension. Brown's language assessment theory, particularly for reading, is the basis for this study, there are some criteria are commonly used in measuring students reading comprehension, there are :

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- a. Main idea (topic) : ask the students to identify the central theme of the passage
- b. Expression /idiom/phrase in context : ask for judgment about the material
- c. Inference (implied detail) :ask information that implied but not only directly stated in the material
- d. Grammatical features (reference) : required knowledge of events in their order of occurrence
- e. Detail (scanning for a specially stated detail) : ask for bits of information conveyed by material.
- f. Excluding facts not written (unstated details)
- g. Supporting ideas : ask to students to go beyond the material and create new ideas based on the ideas they have read
- h. Vocabulary in context: ask for the meaning of words used in the passage

Based on the explanation above, reading comprehension is a process understanding text. Reading comprehension is defined as the process of receiving a message from an author in a written text and the ability to comprehend it. To understand the text, the reader must be able to extract information or messages from it, as well as deal with questions about the main idea/topic sentence, expression phrase in context, inference (implied detail), grammatical features, detail (scanning for a specially



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stated detail), excluding unwritten facts (unstated details), supporting ideas, and vocabulary in context.

Recount Text

Recount text is text which tells about something happened in the past. Recount text is an English text that contains stories, events, and activities of authors or characters in a story that took place in the past. The activity or action is the writer's experience as represented through the recount text; the text's objective is usually to both comfort and instruct the reader.

According to Anderson and Anderson, A recount is a piece of writing that retells past events in chronological order. Its goal is to give the audience a detailed account of what happened and when it happened. It means recount text is a text that retells prior events or experiences. In a recount text, the writer informs the reader about his or her own personal experience or tells the reader about the experiences of others. Essentially, recount text is written to provide a report about an experience of a set of related events, and it is intended to inform or entertain people. It is a text function for recounting a prior event.

Based on the foregoing, it may be determined that a recount text describes the author's direct experience, but it can also be imaginative or outside of the author's experience. A writer tells a reader about his or her own personal experience or tells readers about

the experiences of others in a recount text. Recount text, in other terms, is a text that recounts prior events or experiences.

Language Features of Recount Text

According to Barwick, recount texts have some language elements. They are proper nouns and pronouns that are used to refer to humans, animals, or objects. The sentences are then produced in the past tense to narrate historical events. To express their feelings, writers might utilize a variety of action verbs and adjectives. Furthermore, adverbs and adverbial phrases should be used to order occurrences in time and place. Finally, writers must utilize conjunction and connectives to connect clauses and sequence events.

There are language features of recount text:

1) Using past tense

Example:

We went to the beach.

I was happy.

2) Using conjunction and time connectives to sort events or events.

Example:

So, and, but, the, after that.

3) Using adverb and adverbial phrase to reveal places, time and events.

Example:

Last week, yesterday, at uncle's house, slowly.

4) Using action verbs



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Example:

Went, talked, bought, brought.

- 5) Using temporal sequence, e.g On Saturday, on Monday, on Sunday.
- 6) Focus on specific participant, e.g I (the writer).
- 7) Using the conjunctions, such as : then, before, after, etc.
- 8) Using action verb, e.g. went, stayed.

It can be concluded here are some language features of recount texts. They are focus on specific participant, used simple past tense, use action verb, used linking verb, and used chronological conjunction.

Generic Structure of Recount text

The generic structure of recount text:

1) Orientation

Orientation or introduction is to provide information about who, where, and when the events or activities occur in the past.

2) Events

Describing series of event that happened in the past, which are usually delivered in chronological order, such as:

The first day, I took rest in my uncle's house.

And the next day, I went to some places to enjoy the view.

Finally, I went home and brought great experiences.



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In the Events section, there is a personal comment about the events or events told. This is useful for readers, so they can better enter the story and take part in the story.

3) Reorientation

In the reorientation section, there is repetition of: the introduction of the figure, the scene and time of the existence of events in orientation, this repetition summarizes the series of events with a simple sentence.

It means that the recount text begins with an orientation to introduce and provide background information that is necessary to guide readers' understanding to the next portion of the story, the series of event as a sequential series tell the story of what happened about the accident. After the events have passed, reorientation is all about impressions.

The Example of Recount Text

There are some genre that should be studied by senior high school one of them is recount. The following is concept or the example of recount text:

Went Camping

Last Sunday, my friends and I **went** camping to the mountain. We **went** to Palutungan, Kuningan. It **was** about one hour to get there from the place we live.

Orientation

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We **prepared** everything well before going to Palutungan. We **brought** cooking utensil, food, clothes, camera, guitar, etc. We **got** there by motorcycles.

On the first day, we **sat up** a tent on the camping area. The air **was** so fresh that really **enjoyed** it. We took a bath below a waterfall called Curug Putri. After that, we felt hungry, so we **cooked** food for lunch together and **had** lunch together. When the night **fell**, the weather became very cold, so we **made** a campfire. Then, we slept by using seeping bag to keep our body warm.

The next day, we **had** some **fun** activities. We **went** fishing in the river near the waterfall. We **waited** for around twenty minutes, but we **got** nothing. After that, we **packed** everything we **brought** and **cleaned** that area. We **took** some photos in the beautiful spots before going home.

Although we **felt** tired, we **were very** happy. It **was** a memorable experience.

Events

Reorien-
tation

2. Student Team Achievement Division (STAD)

a. Definition of Student Team Achievement Division (STAD)

Students Team Achievement Division (STAD) is one of the simplest techniques and it is the good approach for the students (Slavin, 1995). In STAD, each group member is heterogenic. Heterogenic means that students are placed in four- to five-person

learning groups that are diverse in terms of performance level, gender, and ethnicity. The teacher provides a lesson in the first phase of the STAD technique, and then students work in groups to ensure that everyone in the group understands the subject. Third, through working in groups, the students will master the lesson. The team gets together to go over worksheets, talk about problems, compare answers, and clear up any misunderstandings. It has the potential to push pupils to collaborate and tackle problems that they could not solve on their own. Students who don't understand the recount text might question their teammates who do.

STAD is a cooperative learning strategy that stresses student interaction in order to motivate and help each other in mastering the material to achieve maximum results. It will foster accountability and solidarity among students by allowing them to interact with one another. This strategy can be used by students of all levels. This strategy can also be used in any subject such as: Language, Math, Science, etc. (Slavin, 2005). It means that students can work in groups with STAD. Cooperative learning, on the other hand, entails more than simply forming groups and allocating tasks to them.

According to Kagan, there are some kinds of techniques in student team learning, one of them is STAD. STAD is a basic cooperative learning strategy that includes five main components: class presentation, teams, quizzes, individual improvement score, and team

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recognition. This strategy emphasizes teamwork so that students can discuss and learn with their classmates. They can also share their knowledge with one another.

According Shlomo Sharan, STAD is also very adaptable, having been applied in science, social studies, English, and a variety of other topics. 40 This means that this strategy is more appropriate for teaching a wide range of subjects than other cooperative learning techniques and can be applied at all levels of schooling. STAD expects students to work in small groups with other team members to study the current subject.

In terms of both variables, English classroom practice could include kids with both personalities. Cooperative learning, according to Wood (1987), is one of the learning strategies that helps students develop more positive attitudes and boost their willingness to study. STAD is one of the cooperative learning approaches that is considered to be effective in the teaching of reading.

According to Newman and Thompson (1987), STAD is one of the most effective cooperative learning approaches for improving students' academic achievement. Slavin (1995) added a few more things. STAD is a mixed-ability grouping cooperative learning system that emphasizes team acknowledgment and group responsibility for individual learning. Students are divided into four or five learning groups based on their ability, gender, and ethnicity. The teacher gives a

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lesson, and students work in groups to ensure that everyone in the group understands it. Finally, all students take individual quizzes on the material, at which time they may not help one another.

According to Slavin (1986) Student Team Achievement Division (STAD) consists of five main components, namely class presentation, team, quiz, individual progress score, team recognition.

- a) Class presentation. The teaching material in the STAD is first introduced in the presentation in the classroom. This is a direct teaching as often done or discussion lessons led by the teacher, but may also include audiovisual presentations. The difference is the classroom presentation with regular teaching is only that the presentation should really focus on the STAD unit. In this way, the students will realize that they should really pay attention during the class presentation, as it would be very helpful to work on my quiz, and their quiz scores determined their team score.
- b) The team. The team consists of four or five students representing the whole part of the class in terms of academic performance, gender, race and ethnicity. The main function of this team is to ensure that all team members are really learning, and more especially, is to prepare its members to work on a quiz properly.
- c) Quiz. After one to two periods of teacher presentation and one or two teams of team practices, students will work on individual quiz. The students are not allowed to help each other in working on the

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quiz. Thus, each student is responsible for individual to understand his material.

- d) Individual progress score. The individual progress score is to provide each student's objective student will be achieved if they work more actively and provide better performance than before. Each student can provide maximum point of construction to the team in this score system, but there are no students who can do without providing their best efforts
- e) Technology recognition. The team will get other certification or form of award if their average scores have certain criteria. Student team scores can also be used to determine twenty percent of their rankings.

Based on the preceding description of the STAD type cooperative model, it can be inferred that the STAD type is a cooperative learning model in which students are divided into groups of 4-5 based on their cognitive level and gender. Class presentation, team, quiz, individual progress score, and team recognition are the most important aspects of STAD.

b. Procedure of Student Team Achievement Division (STAD)

According to Slavin, there are several steps of STAD for implementation in the classroom :

Step 1: Introducing and explaining the students about the concept of Student Teams Achievement Divisions technique. Tell them

about how to study in group is. Further, tell them the rules of teamwork that; each member of the groups has responsibility to make sure that all of the members have master about recount text and the study will not finish until all of the members mastered the material.

Step 2: Presenting about recount text. The presentation includes the opening, development and guided practice component. a) Opening is to let the students about what they are going to be discussed. b) Development is always constant to things that will be learned. After that, concern with meaning not memorizing. Then, teacher has to use model or visual aid in teaching and learning process. Next, Give to the students more questions to evaluate the student's skill. And then, explain the right answer clearly. c) Guided practice. Asking students some questions by calling them randomly which will make them to be prepare.

Step 3: Assigning students to teams. Each team consists of 4 or 5 members, which include a high, a low and two average performers. Then ranking and listing the student from lowest, average and highest based on their previous test score. From the ranking list, the teams letter are assign for each students, for example start the top of the list by letter A and continuing the letter.

Step 4: Team study. After the students get their team, students start to master the material (recount text). Each team has two worksheet and answer sheet paper to practice and assess each member

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and the team comprehension. In this practice they may test each others with partner in turn by using quiz. Warn students not to finish study, before all of the members have mastered the material. While students working on team, teacher circulate the class, sitting with each teams and make sure if teams are working well.

Step 5: Test. Distribute the quiz for every each team and give them a time to complete. The quiz are based on the material of recount text that has been shared to the students.

Step 6: Team recognition. Students earn points for their team based on their quiz scores which pass the base score. Student's improvement point will be contributed to team point and best team will get a reward.

c. The Advantages and Disadvantages of Student Team Achievement Division (STAD)

There are some advantages and disadvantages of Student Team Achievement Division, as follows:

a) The Advantages of Student Team Achievement Division (STAD)

- 1) Reduce self-centeredness.
- 2) Boost social care and agreement.
- 3) Generating mutual trust between human beings
- 4) The group is made up of students with high academic, medium academic, and low academic abilities so that they can exchange



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ideas and solve the subject matter while also completing the group's assignment.

- 5) More fostering sympathy, empathy, sharing and responsible.
- 6) Higher levels of learning achievement and greater learning productivity.
- 7) Generate psychology health, social ability, and greater confidence.
- 8) Can improve student creativity
- 9) Can reduce saturation and boredom.

Therefore this technique is good enough to make students have more motivation to learning English, particularly in reading skill. As a result, this strategy is effective in motivating pupils to acquire English, particularly in reading skills. Students will get fresh experience in solving issues with others by employing the STAD technique. Individual students are more encouraged to use cooperation and negotiation skills when learning English, particularly in reading comprehension.

b) Disadvantages of Student Team Achievement Division (STAD)

- 1) if the size of the group is too large to big, it will be difficult for the group to work together efficiently.
- 2) Easily agitated by differences in the group's opinion of the group
- 3) Several students may be confused because they are not used to such treatment.

However, this method of teaching and learning has significant flaws. This technique necessitates a significant amount of time in teaching and learning; therefore, the teacher must be able to organize time in such a way that the teacher selects the group without the involvement of the students; this will make it easier for the teacher to reduce the amount of time spent teaching and learning. The teacher must be able to manage the students if the teacher wants to use this technique, so the students more active in teaching and learning.

d. Teaching Reading Comprehension by Using STAD Technique

According to Slavin, Student Teams Achievement Divisions (STAD) consists of regular cycle of instructional activities as follows:

1) Teach

In Student Teams Achievement Divisions (STAD), the teaching learning process begins with a class presentation. The opening, development, and guided practice components of the local lesson should be included in the presentation.

2) Team Study

Students work in groups on worksheets to grasp the content taught by the teacher during team study. Each team is provided only two copies of the worksheets and answer papers, this forces teammate to work together. Before beginning team work, students discuss the following team rules:



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- a) Students have the chance to respond to ensure that their teammates have understood the materials.
- b) No one completes their studies until all of their teammates have mastered the subject.
- c) Before approaching the teacher, ask your teammates for assistance.
- d) Teammates may talk to each other softly.

c) Test

Individual quizzes or other assessments are given to students (such as essays or performances). The teacher allows enough time for students to complete it. On the quiz, each student must work independently. At this point they must show what they have learned as individuals.

d) Figuring Individual and Team Scores.

The teacher should compute individual improvement scores and team scores as soon as feasible after each quiz. High-scoring teams are recognized with a certificate, a class newsletter, or a bulletin board. If it is possible, announcing team scores in the period after the quiz is required to increase their motivation to do their best.

B. Relevant Research

Previous research was exploring the effect of student team achievement division technique on students reading comprehension in recount text:



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1. Lidia Denta Grace Barus, Herman, Hairun Niswa (2020), research “The Effect of Student Teams Achievement Divisions (STAD) to the Students’ Writing Ability on Recount Text” The result of the study is this research aims to the researchers would like to offer a teaching technique to solve them because it can affect the teaching learning process become better. The teaching technique is expected to be useful to improve students’ ability in developing their writing skills. One method that can be applied in teaching writing is Student Teams Achievement Divisions or STAD. In this research the researcher using quantitative research, there was an instrument to use to collect the data and using three steps that the researchers done in collecting the data, they are pretest, treatment and post test. The research finding showed that there is a significant effect of using STAD Strategy on the grade ten students’ in writing a Recount Text at SMA HKBP1 Pematangsiantar. The difference or the improvement as the whole students got in posttest from control to experimental group is 881 or 41,95 point in average.
2. Erika Citra Resmi, Bambang Wijaya, Luwandi Suhartono, research “Improving Students’ Reading Comprehension Of Recount Text Through Student Teams Achievement Division (Stad) Technique” The result of the study is this research aims to improve the students’ reading comprehension on recount text, especially main idea, supporting detail, vocabulary, and making inference through STAD technique. In this research the researcher using Classroom Action Research (CAR), The

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data is collected by using observation checklist, fieldnote, and test. The data is analyzed by describing the observation checklist and fieldnote, and by using formula of mean score. Research findings show After conducting STAD technique for three cycles, the students' reading comprehension on recount text improved, especially main idea, supporting details, vocabulary, and making inferences. there is a significant improvements of the students who passed the standard minimum score (KKM). In the first cycle, the students get 51,5% for main idea, 56,8% for supporting details, 36,7% for vocabulary, and 60,9% for making inferences. In the second cycle, the students get 74,1% for main idea, 75,7% for supporting details, 50,7% for vocabulary, and 76,5% for making inferences. Meanwhile, in the third cycle, the results are 82,7% for main idea, 79,6% for supporting details, 68,9% for vocabulary, and 81% for making inferences. Moreover, the process in the classroom activity also improved from the first cycle to the third cycle.

3. Nanda Dwi Fitri Ruska (2017), research "The Use Of Students' Team Achievement Division In Teaching Writing Recount Text" The result of the study is This research aimed to investigate whether or not the use of Students Team Achievement Division in teaching writing recount text affects the students' writing ability significantly. The researcher using pre experimental research with one group pre-test - post-test design. The data was collected by using measurement technique. The researcher provided the written test as the tool of data collecting on the research. All of the

students are enjoyed the learning process with the use of STAD. From the data analysis, the students' score in writing recount text could be influenced by using the Students' Team Achievement Division. The technique had positive effect in students' writing. It was shown by the result of post-test which was higher than pre-test. Before the treatment was given, the mean score of pre-test was 36.75. After they had been given the treatment, the mean score of post-test was 60.2. The findings showed that there was an improvement score of students' writing after being given the treatment. Based on the table of pre-test, it was indicated 61 as the highest score and 12 as the lowest score. The results showed that the use of Students' Team Achievement Division in teaching recount text was effective.

4. Linta Hayatunisa (2014), research "Student Teams Achievement Divisions (Stad) Technique In Teaching Writing Narrative Text" The result of the study is The purpose of this study was to investigate whether or not this technique is effective in teaching writing narrative text. Furthermore, this study also aimed to discover students' responses toward the technique. The study employs a qualitative case study research design. The data were obtained from several sources, including questionnaire, classroom observation (teaching process), and collection of samples of students' texts in every meeting, which were then analysed using systemic functional grammar (SFG) in terms of generic structures and linguistic features of Narrative text. The findings reveal that Student Teams

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Achievement Divisions (STAD) technique is effective in teaching writing Narrative text. Firstly, STAD technique is found to be helpful for the students academically and socially. Secondly, the technique is also proven to motivate the students to learn more. However, to some extent some students did not want to participate in the team because the higher achiever students tended to dominate more in the discussion. Based on the findings, it is recommended that STAD technique should be used in teaching English, especially in teaching writing Narrative text.

5. I Dewa Putu Widhyastika, Cucu Sutarsyah, Ujang Suparman (2017), research “Developing Student-team Achievement Division (STAD) Technique To Encourage Student Reading Comprehension Achievement Based On Extrovert and Introvert Personality” The result of the study is the objective of this research is to investigate the difference of reading comprehension achievement between students who are categorized extrovert and introvert before and after being taught through STAD technique. The objective of this research is to investigate the difference of reading comprehension achievement between students who are categorized extrovert and introvert before and after being taught through STAD technique. This research used the mixed methods of quantitative and qualitative method in collecting and analyzing the data. The research instruments were test, questionnaire, and observation. The result showed that the students’ mean score of post test in experimental class (72.57) was higher than that in the pre test (60.41) with the t-test revealed that the



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result was significant. It means that STAD technique is effective to increase the students' reading comprehension achievement.

Based on previous research above, it can be known that the previous researchers used students team achievement division technique as a strategy to improve students' reading comprehension. The majority of the previous research was conducted at the junior high school level, which is in eighth grade. Meanwhile, this research conducted in the tenth grade. The technique collecting data, the setting location and the subject of this research also different with previous research above.

C. Operational Concept

Operational is the formulation of the scope and characteristics of the concepts discussed and studied in the research. The operations are concrete, detailed, fixed, clear, and describe the characteristics of research variables and important problems. The concept of operation is element that provides an overview of how to measure variables, and measurements identify indicators that are used to assist in the analysis of these variables.

The researcher used to give limitation of the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In addition, it really needs to clarify the variables used in this research.

This research is an experiment research that focused on the influence of using students team achievement division technique on students reading comprehension in recount text at the tenth grade of MA Khairul Ummah. Therefore, there are two variables that were used in this research.



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1. Students team achievement division technique (Slavin, 2005) The indicators of STAD are:
 - a. Teacher introduces and explains to students the concept of a Students Team Achievement Division technique.
 - b. Teacher presents the material about the recount text.
 - c. Teacher assigns students to the team, each team being comprised of four or five members, which includes high, low, and two average performances.
 - d. Students start to master the material (recount text).
 - e. Teacher distributes the quiz for each team and gives them a time to complete it.
 - f. Teacher gives a reward to the best team.
2. Reading Comprehension According to Beatrice and Jeffries (2007). The indicators of reading comprehension are:
 - a. Students are able to know about the order of information presented in the text.
 - b. Students are able to recall the meaning of the word (knowledge of vocabulary).
 - c. Students are able to draw inferences from the text.
 - d. Students are able to understand grammar–subject clues, verbs, pronouns, conjunctions, and so forth.
 - e. Students are able to know the information from the text based on its critical reading.



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D. Assumption and Hypothesis

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1. Assumption

In this study, the researcher assumes that the use of student team achievement division technique has an influence on students' reading comprehension and the most suitable strategies that students use will improve their reading comprehension.

2. Hypothesis

Hypothesis is an important part in this research, the writer formulated the hypothesis of the research as follows:

Ha : There is significances influence of using Student Team Achievement Division (STAD) technique on students' reading comprehension in recount text at the tenth grade of MA Khairul Ummah.

Ho : There is no significances influence of using Student Team Achievement Division (STAD) technique on students' reading comprehension in recount text at the tenth grade of MA Khairul Ummah.

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

In this study, researcher was use quantitative research method. Specially in this study was use a pre-experimental research design.

According to Campbell and Stanley (1963), Pre-experimental designs are called such because they often happen before a true experiment is conducted. Often, researchers want to see if their interventions was have an effect on a small group of people before they seek funding and dedicate time to conduct a true experiment. Pre-experimental designs, thus, are usually conducted as a first step towards establishing the evidence for or against an intervention.

The research design is the design of how research is implemented. The research design used in this study is one group pretest posttest design. In this design, before treatment is given the first sample given a pretest (early test) and at the end of the sample learning is posttest (final test). This design is used according to the purpose to be achieved that is to want to know the improvement of science process skills and student learning outcomes after applied by students team achievement division technique. Here is a Table Design Research One Group pretest posttest design.

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Table III. 1
Research design one group pretest posttest design

Pretest	Treatment	Posttest
O1	X	O2

Description :

O1 : The initial test (pretest) before treatment is given

O2 : The final test (posttest) after treatment is given

X : treatment of the experimental group is by applying a students team achievement division technique

B. Time and Location of the Research

The time of this research has been carried out in september 2022. This research has been conducted in MA Khairul Ummah, it is located on Batu Gajah, Air Molek, Indragiri Hulu.

C. Subject and Object of the Research

The subject of this research is the tenth grade students of MA Khairul Ummah, Air Molek, Indragiri Hulu, and the object of this research is the influence of using students team achievement division technique on students' reading comprehension in recount text.

D. Population and Sample

According to Creswell (2012), a group of individuals who have the same characteristic is called as population. The population of this research



was 124 tenth grade students of MA Khairul Ummah, Batu Gajah Air Molek, Indragiri Hulu which consist of 1 class.

Furthermore, the Sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population (Creswell, 2012). The function of the sample is to make it easier for researchers to get factual data according to conditions in the field. For this reason, samples taken from the population must be representative. In this research, researcher choose technic simple random sampling to take sample by the lottery method. The population was given a number and then the number was choose randomly. The randomly selected number was become the experimental group. The number of students at the tenth grade students of MA Khairul Ummah is 18 students from X IPA 3 as the sample by using lottery.

E. Technique of Data Collection

1. Test

The reading comprehension test is given to the students to know their ability in reading comprehension. The test is divided in two types, namely pre-test and post-test. The pretest is the test given before treatment, and the second test is posttest that is the final test after the experiment.

The procedure used to collect data from these 1 classes is one-group pretest-posttest. This the tes was adopted from Nanda (2017). This

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research design combines pretest and posttest study by conducting a test on one group before treatment after being given treatment.

The researcher provided the recount text as the tool of data collecting on the research. Researchers provide a test understanding reading through the recount text to students as a tool to collect data of this study. Students are required to read the recount text and understand the recent text, then the student answers the question according to the text. Then the data can be taken from the results of the student's answer on the understanding test reading the student.

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Table III. 2
The blueprint of Reading Comprehension Test

No	Question Indicator	Number Question
	Students are able to know about the order of information presented in the text.	4, 8, 10, 12, 14, 18
	Students are able to recall the meaning of the word (knowledge of vocabulary).	6, 15
	Students are able to draw inferences from the text.	5, 7, 9, 11, 16, 17, 19
	Students are able to understand grammar— subject clues, verbs, pronouns, conjunctions, and so forth.	3, 13, 20
5	Students are able to know the information from the text based on its critical reading.	1

Table III. 3
Classification of students Reading Comprehension Score

No	Score	Category
1	86-100	Very good
2	80-85	Good
3	70-79	Enough
4	< 70	Less

2. Validity

Before carrying out a test, it necessary to know the validity of the instruments. Validity is a criterion for measuring what an instrument is designed to measure. It is about a test or an instrument that accurately measures what it is supposed to measure. According to Arikunto (2006) validity is a condition whereas the level of the instrument concerned is

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able to measure what is to be measured. It is about a test or an instrument that accurately measures what it is supposed to measure

In order to know the validity of the reading comprehension test, the researcher used content validity to know the validity of the reading comprehension. Content validity is refers to wheter or not the content of the manifest variables (e.g. items of a test or questions of multiple choice) is right to measure the latent concept (self-esteem, achievement, attitudes, etc) that what we are trying to measure.

To find out the validity of test, the researcher calculated it by using SPSS 22 version. The standard value of validity is $\text{sig} < 0.05$. Based on the try out result, it was determined that all of the items were valid. The result of try out is as follows :

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Table III. 4
The Item Validity of Try Out

Item Number	Pearson Correlation	Value of Sig	Result	Interpretation
Soal_1	-0,460	0,036	VALID	ENOUGH
Soal_2	0,401	0,072	VALID	ENOUGH
Soal_3	0,011	0,963	INVALID	
Soal_4	0,438	0,047	VALID	ENOUGH
Soal_5	0,189	0,412	INVALID	
Soal_6	-0,278	0,222	INVALID	
Soal_7	0,402	0,071	VALID	ENOUGH
Soal_8	0,835	0,000	VALID	VERY GOOD
Soal_9	0,433	0,050	VALID	ENOUGH
Soal_10	0,713	0,000	VALID	GOOD
Soal_11	0,215	0,349	INVALID	
Soal_12	0,625	0,002	VALID	GOOD
Soal_13	0,700	0,000	VALID	GOOD
Soal_14	0,757	0,000	VALID	GOOD
Soal_15	0,755	0,000	VALID	GOOD
Soal_16	0,813	0,000	VALID	VERY GOOD
Soal_17	0,664	0,001	VALID	GOOD
Soal_18	0,768	0,000	VALID	GOOD
Soal_19	0,850	0,000	VALID	VERY GOOD
Soal_20	0,527	0,014	VALID	ENOUGH
Soal_21	0,687	0,001	VALID	GOOD
Soal_22	0,792	0,000	VALID	GOOD
Soal_23	-0,317	0,162	INVALID	
Soal_24	0,549	0,010	VALID	ENOUGH
Soal_25	0,755	0,000	VALID	GOOD
IF THE VALUE OF SIG.< 0,05 the the instrument is VALID				

3. Reliability

According to Gay (2012), reliability is the degree to which a test consistently measures whatever is measuring. After having tested the validity of the instrument, the next step is to examine the reliability. Reliability is a necessary characteristic of any good test. A test is

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considered reliable if the same test is given to the same subject or matched subjects in two different occasions, instrument reliability was estimate by using Test-Retest reliability. To obtain the reliability of this instrument, the researcher used SPSS 22 program to find out whether the multiple choice was reliable or not. The result of the reliability test is shown in the table below:

Table III. 5
Reliability Statistic

Cronbach's Alpha	N of items
.739	26

The result of the reliability test was .739. it means that the Cronbach Alpha value was more than 0, 70. This means that the multiple choice was reliable and can be used as the instrument in this research.

F. Technique of Data Analysis

The quantitative data there are reading test and the researcher was examine by using multiple choice, it is determine that the ranging from 0-100 by accounting the correct answer by applying this formula :

$$S = \frac{R}{N} \times 100$$

Where :

S = score of the test

R = the number of correct answer

N = the number of question

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To find out the significant influence of using students team achievement division before and after treatment, the researcher used Wilcoxon Signed Rank Test by using SPSS version 22. The first step was to conduct the normality test. If the data were found at normally distributed, the t-test could be applied, but if the data were found at not normally distributed, the t-test could be applied by using Wilcoxon Signed Rank Test. The steps are as follows:

1. Normality Test

In this research, the researcher assessed the normality data by using Shapiro Wilk test from SPSS 22 version.

2. Wilcoxon Signed Rank Test

The Wilcoxon Signed Rank Test is a non-parametric analysis that statistically compared of the average of two dependent samples and assess for significant differences. The Wilcoxon Signed Rank Test was developed by Frank Wilcoxon in 1945.

According to Scheff (2016), Wilcoxon Signed Rank Test is very appropriate for a repeated measure design where the same subjects are evaluated under two different conditions.

In this research, to find out whether or not the significant influence of using students team achievement division technique on students' reading comprehension, the data were calculated by using SPSS application 22 version. The Steps of calculating Wilcoxon Signed Rank Test on SPSS 22 are:



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- a. Click analyze > Nonparametric Test > Legacy Dialogs > 2 Related Samples. Then, the screen will show up a dialog box, next, enter the variable of pretest and posttest into the pairs of test together.
- b. Then, in the “test type “ section, give a check (v) on the wilcoxon option.
- c. Click OK to run the Wilcoxon Signed Rank Test. Output for the analysis will display in the output viewer window.

The statistical hypothesis are :

- a. Alternative Hypothesis (H_a) = If the value of asymp. Sig (2 tailed) < 0.05, H_a is accepted, H_0 is rejected, so, there is a significances influence by using students team achievement division technique on students’ reading comprehension in recount text at the tenth grade of MA Khairul Ummah.
- b. The null Hypothesis (H_0) = If the value of asymp. Sig (2 tailed) > 0.05, H_0 is accepted, H_0 is rejected, so, there is no significances influence by using students team achievement division technique on students’ reading comprehension in recount text at the tenth grade of MA Khairul Ummah.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The aims of this study is to describe how students' reading comprehension in recount text before and after being taught by using students team achievement division (STAD) technique at the tenth grade of MA Khairul Ummah, and to examine whether there is any significant influence of using Student Team Achievement Division (STAD) on students' reading comprehension in recount text at the tenth grade of MA Khairul Ummah.

The subject of the study is the tenth grade students of MA Khairul Ummah, and the number of students is 18 students from X IPA 3. The object of this research is the influence of using students team achievement division technique on students' reading comprehension in recount text. This research has been conducted in MA Khairul Ummah, it is located on Batu Gajah, Air Molek, Indragiri Hulu.

Referring to the data analysis and data presentation in chapter IV, finally the researcher concludes that the answers of the formulation of the problem are as follows:

1. The students' reading comprehension in recount text before being taught by using students team achievement division (STAD) technique is categorized into less category. It can be seen from the mean score of students' reading comprehension before using students team achievement division technique (69.72).
2. The students' reading comprehension in recount text after being taught by using students team achievement division (STAD) technique is categorized into very good category. It can be seen from the mean score of students'

reading comprehension after using students team achievement division technique (87.77).

3. There is a significant influence of using students team achievement division technique on students' reading comprehension in recount text at the tenth grade of MA Khairul Ummah.

B. Suggestion

As previously stated, the results of this study were determined by analyzing the influence of two variables on each other. The researcher would like to give some suggestion to the readers, especially for further research, after studying the findings.

Suggestion for students, all students are asked to continuously improving their reading comprehension in recount text by using students team achievement division technique. Suggestion for English teachers, English teachers are advised to emphasize the development of reading comprehension while interspersing activities to increase students' interest in the subject. Suggestion for the future researcher, the thesis design is relatively easy. It's not perfect as experts say. There are some drawbacks with it. Therefore, the findings of this study can be used as an additional reference for future researchers who want to conduct research on correlation studies and want to see the effect between the same or other skills. In addition, further researchers can conduct research using the most dominant strategy; metacognitive strategy to see its effect with other skills.





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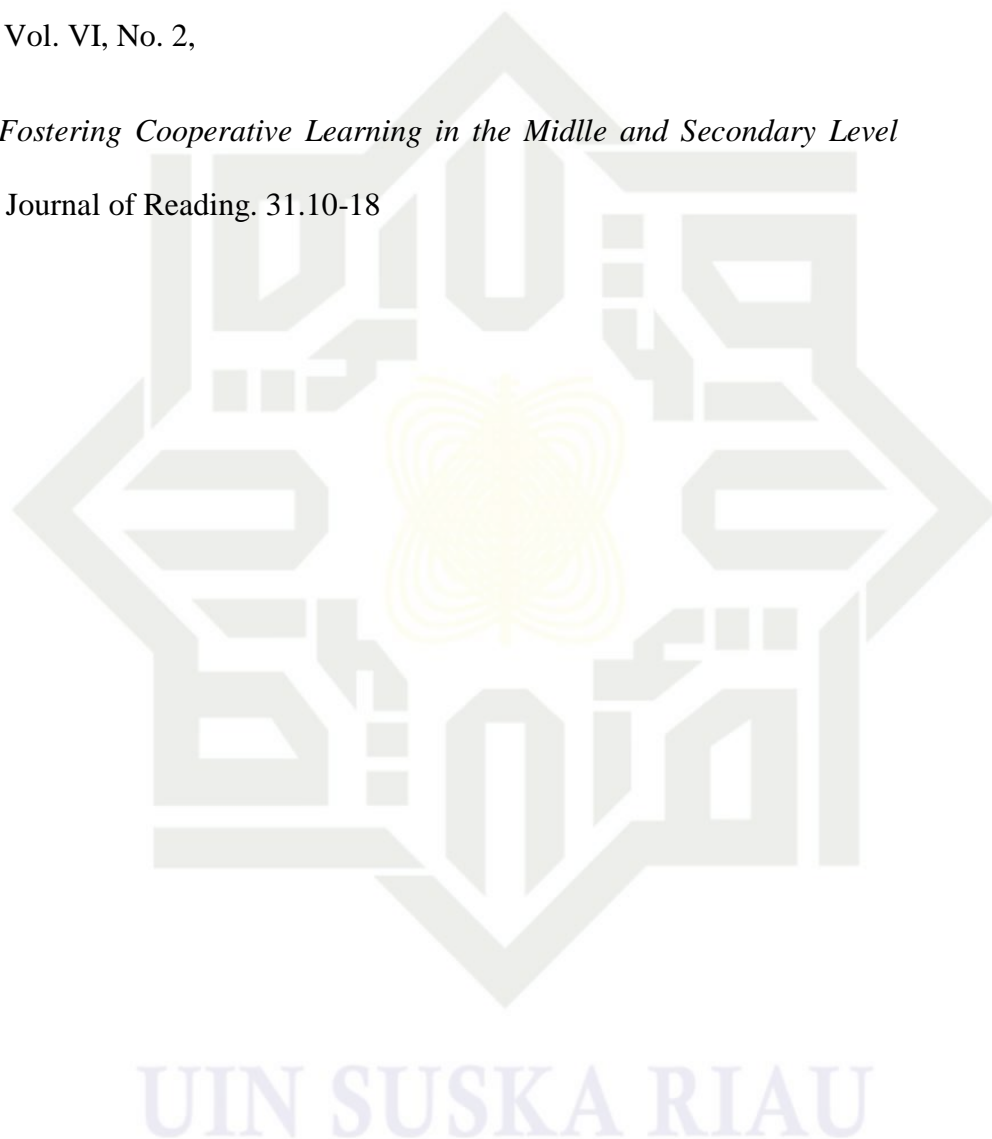
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APPENDIX 1

Syllabus

UIN SUSKA RIAU

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SILABUS
Bahasa Inggris

Nama Madrasah : MA PP Khairul Ummah
Kelas : X (Sepuluh)

Kompetensi Inti :

- **KI-1 dan KI-2:** **Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humanioradengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberidan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan</p>		

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<p>unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Kata ganti possessive <i>my, your, his, dsb.</i> - Kata tanya <i>Who? Which? How? Dst.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik <p>Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p>	
<p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <ul style="list-style-type: none"> • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) <ul style="list-style-type: none"> • Unsur Kebahasaan - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar
<p>Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Topik <p>interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku</p>	



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<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsisisosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Capat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan
<p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial,</p>	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Capat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan



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<p>struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisatadan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>bersejarah setempat.</p> <ul style="list-style-type: none"> - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
<p>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>Teks pemberitahuan (announcement)</p> <p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)</p> <p>Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan</p>	<p>Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</p> <ul style="list-style-type: none"> • Fungsi Sosial • Struktur Teks <ul style="list-style-type: none"> - Istilah khusus terkait dengan jenis pemberituannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan kosakata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.



<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia <i>layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. 	
<p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense</i> vs <i>present perfect tense</i>)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogative dalam <i>simple past tense</i>, <i>present perfect tense</i>. - Adverbial dengan <i>since</i>, <i>ago</i>, <i>now</i>; klause dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar
<p>Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan</p>	<ul style="list-style-type: none"> • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI 	

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

<p>sesuai konteks</p> <p>1.7.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial <ul style="list-style-type: none"> - Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks <ul style="list-style-type: none"> - dapat mencakup: <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> - peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
<p>1.7.2 Menangkap makna secara kontekstual terkait fungsisosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsisosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>1.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai</p>	<ul style="list-style-type: none"> • Fungsi Sosial <ul style="list-style-type: none"> - Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan <ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada



- 1.7.8. Hak Cipta Dilindungi Undang-Undang
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<p>dengan konteks penggunaannya</p> <p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Dapat mencakup: <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense, past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> - Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
<p>Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Fungsi sosial <ul style="list-style-type: none"> - Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> - Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

APPENDIX 2

Lesson Plan

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State Islamic University of Sultan Syarif Kasim

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School	: MA Khairul Ummah
Subject	: English
Class	: X
Learning Material	: Recount Text
Cycle	: Reading Comprehension
Time Allocation	: 2 x 35 (Pertemuan 1)

A. Kompetensi Inti

KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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B. Kompetensi dasar dan indikator

Kompetensi dasar	Indikator
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	3.7.1 Students recognize the function, language features, and generic structure of recount texts. 3.7.2 Students identify important information found in a recount text. 3.7.3 Students complete a recount text which has some missing parts.
4.7 Teks recount – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks recount lisan dan tulis , pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan	4.7.1 Students write the function and language features of recount texts. 4.7.2 Students rewrite a given recount text after understanding its whole meaning. 4.7.3 Students write a recount text related to an Indonesian National Hero with a photo attached.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



sesuai konteks.

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Siswa dapat mengingat makna kata
2. Siswa dapat menarik kesimpulan dari teks
3. Siswa dapat mengingat keseluruhan yang dinyatakan secara langsung atau dihafalkan dengan kata katanya sendiri
4. Siswa dapat memahami grammatical clues-subject, verb, pronouns, conjuntions, dan sebagainya
5. Siswa dapat mengetahui urutan informasi yang disajikan dalam teks

D. Materi Pembelajaran

Fungsi Sosial : menceritakan kembali kejadian atau pengalaman di masa lalu
 Struktur Teks :

1. Orientation: Bagian ini adalah pengenalan yang menginformasi pembaca tentang tokoh, tempat, dan kapan terjadinya di masa lampau.
2. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut
3. Re-orientation: Bagian ini merupakan akhir dari cerita dan sifatnya opsional, sebab bisa berupa rangkuman dari semua yang telah diceritakan, komentar atau kesan pribadi.
4. Unsur kebahasaan :
 1. Menggunakan Simple Past tense : we went to the beach
 2. Menggunakan kata penghubung dan koneksi waktu untuk mengurutkan peristiwa : So, and, but, the, after.
 3. Menggunakan adverb dan adverbial phrase untuk mengungkapkan tempat, waktu dan peristiwa : Last week, yesterday, at uncle’s house, slowly
 4. Menggunakan action verbs : went, talked, bought, brought
 5. Menggunakan temporal sequence : on Saturday, on Monday, on Sunday

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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



6. Fokus on specific participant : I (The writer)
7. Menggunakan kata penghubung, seperti : then, before, after, etc.
8. Menggunakan action verb : went, stayed.

Topik : Went Camping

Hak Cipta Dilindungi Undang-Undang

E. Metode Pembelajaran

1. Students team achievement division (pembelajaran kelompok)

F. Media pembelajaran/ Alat pembelajaran

1. Media/ Alat : Papan Tulis, Spidol, Laptop
2. Bahan : RPP (Lesson Plan), sumber dari internet (Teks recount)

G. Langkah langkah kegiatan pembelajaran

PENDAHULUAN 10'	
Tahap	Kegiatan
Salam, tegur, sapa.	<ul style="list-style-type: none"> • Guru memberi salam (greeting); • Kelas dilanjutkan dengan berdo'a. Doa dipimpin oleh ketua kelas. • Guru memeriksa kehadiran siswa; • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
KEGIATAN INTI 50'	
OBSERVING	
Teacher	Student
<ul style="list-style-type: none"> • Guru menjelaskan tentang semua kegiatan yang akan dilakukan dan tujuan kegiatan belajar • Guru meminta siswa untuk membuat kelompok yang terdiri dari 4 atau 5 anggota. • Guru menjelaskan konsep dari pembelajaran kelompok yang sudah di 	<ul style="list-style-type: none"> • Siswa menyimak penjelasan guru tentang semua kegiatan yang akan dilakukan dan tujuan kegiatan belajar. • Siswa membuat kelompok yang terdiri dari 4 atau 5 anggota. • Siswa mendengarkan penjelasan guru tentang konsep dari pembelajaran kelompok yang sudah di bentuk. • Siswa membaca/memahami contoh teks recount, sesuai dengan konteks penggunaannya.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

<p>bentuk.</p> <ul style="list-style-type: none"> • Guru memberikan/ menyediakan contoh teks recount sesuai dengan konteks penggunaannya. • Guru menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks recount. • Guru meminta siswa untuk memahami teks recount yang di berikan serta meminta siswa untuk saling bantu agar semua anggota dalam kelompok paham dengan teks yang diberikan. 	<ul style="list-style-type: none"> • Siswa memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks recount. • Siswa memahami teks recount yang sudah diberikan serta saling membantu agar semua anggota dalam kelompok paham dengan teks yang diberikan.
QUESTIONING	
<ul style="list-style-type: none"> • Guru menyediakan teks recount serta 5 soal yang bersangkutan dengan teks tersebut dan meminta siswa dalam kelompok untuk menjawab soal yang diberikan. • Guru mengundang siswa untuk bertanya jika ada yang tidak di pahami dari 5 soal yang telah diberikan 	<ul style="list-style-type: none"> • Siswa membaca dan memahami teks recount yang diberikan dan menjawab 5 soal yang bersangkutan dengan teks yang diberikan. • Siswa bertanya jika ada yang tidak di pahami dari soal yang telah diberikan
EXPLORING	
<ul style="list-style-type: none"> • Guru menyuruh siswa untuk membaca recount text. • Guru menyuruh siswa dalam kelompok satu persatu untuk membacakan soal beserta jawaban yang sudah 	<ul style="list-style-type: none"> • Siswa membaca recount teks. • Siswa dalam kelompok satu persatu membacakan soal beserta jawaban yang sudah dikerjakan secara bersamaan sebelumnya, satu siswa menjawab satu soal.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

<p>dikerjakan secara bersamaan sebelumnya, satu siswa menjawab satu soal.</p>	
EXPLAINING	
<ul style="list-style-type: none"> • Guru menjelaskan/ memberi pemahaman tentang topic dari teks recount yang sudah di kerjakan • Guru menjelaskan soal dan jawaban dari 5 soal yang sudah dikerjakan 	<ul style="list-style-type: none"> • Siswa mendengarkan penjelasan tentang topic dari teks recount yang sudah dikerjakan. • Siswa mendengarkan penjelasan tentang soal dan jawaban dari 5 soal yang sudah dikerjakan
PENUTUP 10'	
Penutup	<ul style="list-style-type: none"> • Menyimpulkan hal-hal yang telah dipelajari • Penugasan • Menyampaikan rencana kegiatan yang akan dating



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School	: MA Khairul Ummah
Subject	: English
Class	: X
Learning Material	: Recount Text
Cycle	: Reading Comprehension
Time Allocation	: 1 x 35 (Pertemuan 2)

A. Kompetensi Inti

KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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



Hak Cipta Dilindungi Undang-Undang

B. Kompetensi dasar dan indikator

Kompetensi dasar	Indikator
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	3.7.1 Students recognize the function, language features, and generic structure of recount texts. 3.7.2 Students identify important information found in a recount text. 3.7.3 Students complete a recount text which has some missing parts.
4.7 Teks recount – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks recount lisan dan tulis , pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan	4.7.1 Students write the function and language features of recount texts. 4.7.2 Students rewrite a given recount text after understanding its whole meaning. 4.7.3 Students write a recount text related to an Indonesian National Hero with a photo attached.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



sesuai konteks.

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Siswa dapat mengingat makna kata
2. Siswa dapat menarik kesimpulan dari teks
3. Siswa dapat mengingat keseluruhan yang dinyatakan secara langsung atau dihafalkan dengan kata katanya sendiri
4. Siswa dapat memahami grammatical clues-subject, verb, pronouns, conjuntions, dan sebagainya
5. Siswa dapat mengetahui urutan informasi yang disajikan dalam teks

D. Materi Pembelajaran

Fungsi Sosial : menceritakan kembali kejadian atau pengalaman di masa lalu

Struktur Teks :

1. Orientation: Bagian ini adalah pengenalan yang menginformasi pembaca tentang tokoh, tempat, dan kapan terjadinya di masa lampau.
2. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut
3. Re-orientation: Bagian ini merupakan akhir dari cerita dan sifatnya opsional, sebab bisa berupa rangkuman dari semua yang telah diceritakan, komentar atau kesan pribadi.
4. Unsur kebahasaan :
 1. Menggunakan Simple Past tense : we went to the beach
 2. Menggunakan kata penghubung dan koneksi waktu untuk mengurutkan peristiwa : So, and, but, the, after.
 3. Menggunakan adverb dan adverbial phrase untuk mengungkapkan tempat, waktu dan peristiwa : Last week, yesterday, at uncle’s house, slowly
 4. Menggunakan action verbs : went, talked, bought, brought
 5. Menggunakan temporal sequence : on Saturday, on Monday, on Sunday

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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



6. Fokus on specific participant : I (The writer)
7. Menggunakan kata penghubung, seperti : then, before, after, etc.
8. Menggunakan action verb : went, stayed.

Topik : Vacation to Santolo Beach

E. Metode Pembelajaran

Students team achievement division (pembelajaran kelompok)

F. Media pembelajaran/ Alat pembelajaran

1. Media/ Alat : Papan Tulis, Spidol, Laptop
2. Bahan : RPP (Lesson Plan), sumber dari internet (Teks recount)

G. Langkah langkah kegiatan pembelajaran

PENDAHULUAN 10'	
Tahap	Kegiatan
Salam, tegur, sapa.	<ul style="list-style-type: none"> • Guru memberi salam (greeting); • Kelas dilanjutkan dengan berdo'a. Doa dipimpin oleh ketua kelas.
KEGIATAN INTI 50'	
OBSERVING	
Teacher	Student
<ul style="list-style-type: none"> • Guru menjelaskan tentang semua kegiatan yang akan dilakukan dan tujuan kegiatan belajar • Guru meminta siswa untuk membuat kelompok yang terdiri dari 4 atau 5 anggota. • Guru menjelaskan konsep dari pembelajaran 	<ul style="list-style-type: none"> • Siswa menyimak penjelasan guru tentang semua kegiatan yang akan dilakukan dan tujuan kegiatan belajar. • Siswa membuat kelompok yang terdiri dari 4 atau 5 anggota. • Siswa mendengarkan penjelasan guru tentang konsep dari pembelajaran kelompok yang sudah di bentuk. • Siswa membaca/memahami contoh teks recount, sesuai dengan konteks penggunaannya.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

<p>kelompok yang sudah di bentuk.</p> <ul style="list-style-type: none"> • Guru memberikan/ menyediakan contoh teks recount sesuai dengan konteks penggunaannya. • Guru menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks recount. • Guru meminta siswa untuk memahami teks recount yang di berikan serta meminta siswa untuk saling bantu agar semua anggota dalam kelompok paham dengan teks yang diberikan. 	<ul style="list-style-type: none"> • Siswa memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks recount. • Siswa memahami teks recount yang sudah diberikan serta saling membantu agar semua anggota dalam kelompok paham dengan teks yang diberikan.
QUESTIONING	
<ul style="list-style-type: none"> • Guru menyediakan teks recount serta 5 soal yang bersangkutan dengan teks tersebut dan meminta siswa dalam kelompok untuk menjawab soal yang diberikan. • Guru mengundang siswa untuk bertanya jika ada yang tidak di pahami dari 5 soal yang telah diberikan 	<ul style="list-style-type: none"> • Siswa membaca dan memahami teks recount yang diberikan dan menjawab 5 soal yang bersangkutan dengan teks yang diberikan. • Siswa bertanya jika ada yang tidak di pahami dari soal yang telah diberikan
EXPLORING	
<ul style="list-style-type: none"> • Guru menyuruh siswa untuk membaca recount text. • Guru menyuruh siswa dalam kelompok satu persatu untuk membacakan soal beserta 	<ul style="list-style-type: none"> • Siswa membaca recount teks. • Siswa dalam kelompok satu persatu membacakan soal beserta jawaban yang sudah dikerjakan secara bersamaan sebelumnya, satu siswa menjawab satu soal.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

<p>jawaban yang sudah dikerjakan secara bersamaan sebelumnya, satu siswa menjawab satu soal.</p>	
EXPLAINING	
<ul style="list-style-type: none"> • Guru menjelaskan/ memberi pemahaman tentang topic dari teks recount yang sudah di kerjakan • Guru menjelaskan soal dan jawaban dari 5 soal yang sudah dikerjakan 	<ul style="list-style-type: none"> • Siswa mendengarkan penjelasan tentang topic dari teks recount yang sudah dikerjakan. • Siswa mendengarkan penjelasan tentang soal dan jawaban dari 5 soal yang sudah dikerjakan
PENUTUP 10'	
<p>Penutup</p>	<ul style="list-style-type: none"> • Menyimpulkan hal-hal yang telah dipelajari • Penugasan • Menyampaikan rencana kegiatan yang akan dating



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School	: MA Khairul Ummah
Subject	: English
Class	: X
Learning Material	: Recount Text
Cycle	: Reading Comprehension
Time Allocation	: 2 x 35 (Pertemuan 3)

A. Kompetensi Inti

KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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



B. Kompetensi dasar dan indikator

Kompetensi dasar	Indikator
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	3.7.1 Students recognize the function, language features, and generic structure of recount texts. 3.7.2 Students identify important information found in a recount text. 3.7.3 Students complete a recount text which has some missing parts.
4.7 Teks recount – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks recount lisan dan tulis , pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan	4.7.1 Students write the function and language features of recount texts. 4.7.2 Students rewrite a given recount text after understanding its whole meaning. 4.7.3 Students write a recount text related to an Indonesian National Hero with a photo attached.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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



Hak Cipta Dilindungi Undang-Undang

sesuai konteks.	
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C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Siswa dapat mengingat makna kata
2. Siswa dapat menarik kesimpulan dari teks
3. Siswa dapat mengingat keseluruhan yang dinyatakan secara langsung atau dihafalkan dengan kata katanya sendiri
4. Siswa dapat memahami grammatical clues-subject, verb, pronouns, conjunctions, dan sebagainya
5. Siswa dapat mengetahui urutan informasi yang disajikan dalam teks

D. Materi Pembelajaran

Fungsi Sosial : menceritakan kembali kejadian atau pengalaman di masa lalu

Struktur Teks :

1. Orientation: Bagian ini adalah pengenalan yang menginformasi pembaca tentang tokoh, tempat, dan kapan terjadinya di masa lampau.
2. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut
3. Re-orientation: Bagian ini merupakan akhir dari cerita dan sifatnya opsional, sebab bisa berupa rangkuman dari semua yang telah diceritakan, komentar atau kesan pribadi.
4. Unsur kebahasaan :
 1. Menggunakan Simple Past tense : we went to the beach
 2. Menggunakan kata penghubung dan koneksi waktu untuk mengurutkan peristiwa : So, and, but, the, after.
 3. Menggunakan adverb dan adverbial phrase untuk mengungkapkan tempat, waktu dan peristiwa : Last week, yesterday, at uncle's house, slowly
 4. Menggunakan action verbs : went, talked, bought, brought
 5. Menggunakan temporal sequence : on Saturday, on Monday, on Sunday
 6. Fokus on specific participant : I (The writer)
 7. Menggunakan kata penghubung, seperti : then, before, after, etc.

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8. Menggunakan action verb : went, stayed.

Topik : Visiting my village

E. Metode Pembelajaran

1. Students team achievement division (pembelajaran kelompok)

F. Media pembelajaran/ Alat pembelajaran

1. Media/ Alat : Papan Tulis, Spidol, Laptop
2. Bahan : RPP (Lesson Plan), sumber dari internet (Teks recount)

G. Langkah langkah kegiatan pembelajaran

PENDAHULUAN 10'	
Tahap	Kegiatan
Salam, tegur, sapa.	<ul style="list-style-type: none"> • Guru memberi salam (greeting); • Kelas dilanjutkan dengan berdo'a. Doa dipimpin oleh ketua kelas. 4. Guru memeriksa kehadiran siswa; 5. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
KEGIATAN INTI 50'	
OBSERVING	
Teacher	Student
<ul style="list-style-type: none"> • Guru menjelaskan tentang semua kegiatan yang akan dilakukan dan tujuan kegiatan belajar • Guru meminta siswa untuk membuat kelompok yang terdiri dari 4 atau 5 anggota. • Guru menjelaskan konsep dari pembelajaran 	<ul style="list-style-type: none"> • Siswa menyimak penjelasan guru tentang semua kegiatan yang akan dilakukan dan tujuan kegiatan belajar. • Siswa membuat kelompok yang terdiri dari 4 atau 5 anggota. • Siswa mendengarkan penjelasan guru tentang konsep dari pembelajaran kelompok yang sudah di bentuk. • Siswa membaca/memahami contoh teks recount,



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- kelompok yang sudah di bentuk.
- Guru memberikan/ menyediakan contoh teks recount sesuai dengan konteks penggunaannya.
- Guru menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks recount.
- Guru meminta siswa untuk memahami teks recount yang di berikan serta meminta siswa untuk saling bantu agar semua anggota dalam kelompok paham dengan teks yang diberikan.

- sesuai dengan konteks penggunaannya.
- Siswa memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks recount.
- Siswa memahami teks recount yang sudah diberikan serta saling membantu agar semua anggota dalam kelompok paham dengan teks yang diberikan.

QUESTIONING

- Guru menyediakan teks recount serta 5 soal yang bersangkutan dengan teks tersebut dan meminta siswa dalam kelompok untuk menjawab soal yang diberikan.
- Guru mengundang siswa untuk bertanya jika ada yang tidak di pahami dari 5 soal yang telah diberikan

- Siswa membaca dan memahami teks recount yang diberikan dan menjawab 5 soal yang bersangkutan dengan teks yang diberikan.
- Siswa bertanya jika ada yang tidak di pahami dari soal yang telah diberikan

EXPLORING

- Guru menyuruh siswa untuk membaca recount text.
- Guru menyuruh siswa dalam kelompok satu persatu untuk membacakan soal beserta

- Siswa membaca recount teks.
- Siswa dalam kelompok satu persatu membacakan soal beserta jawaban yang sudah dikerjakan secara bersamaan sebelumnya, satu siswa menjawab satu soal.

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<p>jawaban yang sudah dikerjakan secara bersamaan sebelumnya, satu siswa menjawab satu soal.</p>	
EXPLAINING	
<ul style="list-style-type: none"> • Guru menjelaskan/ memberi pemahaman tentang topic dari teks recount yang sudah di kerjakan • Guru menjelaskan soal dan jawaban dari 5 soal yang sudah dikerjakan 	<ul style="list-style-type: none"> • Siswa mendengarkan penjelasan tentang topic dari teks recount yang sudah dikerjakan. • Siswa mendengarkan penjelasan tentang soal dan jawaban dari 5 soal yang sudah dikerjakan
PENUTUP 10'	
<p>Penutup</p>	<ul style="list-style-type: none"> • Menyimpulkan hal-hal yang telah dipelajari • Penugasan • Menyampaikan rencana kegiatan yang akan dating



APPENDIX 3

Instrument of the Research

UIN SUSKA RIAU

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RESEARCH INSTRUMENTS

Reading Comprehension Test PRE-TEST

Respondent : The Tenth-Grade Students at MA Khairul Ummah

Time : 2 JPL

Name :

Directions :

Source : “The Ability On Reading Recount Text Of The Tenth Grade Students Mas Baharuddin Tapanuli Selatan”. Written by : Aulia Sylvia Devana pane”

Read the following paragraph, and then choose the correct answer by

crossing (X) a, b, c, or d !

The following text is for questions 1 to 7

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that make me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and



videos of me. Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the judges congratulated me and gave a plaque, trophy, and money. I was very happy.

1. What is the writer's intention to write the text?

- A. **To tell his achievement.**
- B. To win the competition.
- C. To describe his feeling to the teacher.
- D. To show his disappointment to teacher.
- E. To tell his expectation to be the winner.

2. Why did the writer feel sad before the competition?

- A. She had no luxurious gown.
- B. Her teacher really cares about her.
- C. **Her teacher was not fair to her.**
- D. Her friends did not support her.
- E. She only had a very simple dress.

3. "...I was nervous, I showed my best performances on the stage."

The sentences can be connected by which of the following words?

- A. However.
- B. **Although.**
- C. Because.
- D. But.
- E. If.

4. Who guided them to learn pronunciation for story telling?

- A. Judges.
- B. Audiences.
- C. **Teacher.**
- D. Parents.
- E. Host.

5. What is the main idea of paragraph 1?

- A. **They joined the story telling contest.**

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- B. The teacher guided them to learn pronunciation.
- C. The teacher rented the costumes.
- D. The writer won the competition.
- E. They had to memorize and understand story well.

6. “Although i just wore the simple one....”

The underlined word refers to.....

- A. Money.
- B. Plague.
- C. Props and costumes.**
- D. Trophy.
- E. Gestures.

7. Which of the following statement is true about the writer feel before the competition?

- A. The writer feels happy before the competition.
- B. Before the authors competition feel sad.
- C. The writer feels angry before the competition.
- D. Before the authors competition feel Dissapointed.
- E. The writer feels nervous before the competition.**

The following text is for questions 8 to 16

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

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so



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tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

8. Where did he go when he got bored?
 - A. To parking area.
 - B. Cassette counter.**
 - C. Go home.
 - D. Department store.
 - E. Walk in closet.
9. Why is the writer back again to the department store? Because....
 - A. he left his friend and went to the cassette counter
 - B. he got bored watching his friend confused in choosing a shirt..
 - C. his cell phone was broken.
 - D. His mother said that his friend called her and he was at the department store to look for it.**
 - E. he was so tired.
10. What did he do after wait for his friend?
 - A. He gave up and go home.**
 - B. He went to the parking area.
 - C. He went to the store.
 - D. He went back to the clothes section.
 - E. He waited until his friend back.
11. Which of the following statement is not true about the writer?
 - A. He accompanied his friend to buy new shirt at department store.
 - B. He back again to the department store.
 - C. They met in his house after he back again from the store.
 - D. They met at the parking area.**
 - E. he got bored watching his friend confused in choosing a shirt.
12. Why did he go to the department store?
 - A. Because he wanted to buy cassette.
 - B. Because he wanted to buy new phone.
 - C. Because he accompany his friend to buy new clothes.**
 - D. Because he was bored.



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E. Because he wanted to buy new clothes.

13. "I arrived home, I was so *tired*" (paragraph 2)

The synonym of the italicized word?

- A. Happy
- B. Exhausted**
- C. Busy
- D. Give up
- E. Angry

14. What time did they go to the store?

- A. 03.00. Am.
- B. 05. 30. Pm.
- C. 15. 00. Pm.**
- D. 17. 00. Pm.
- E. 04. 30. Am.

15. "when I saw my friend's broad smile greet me in front of the door"
(paragraph2)

The underlined word has the similar meaning with....

- A. Small.
- B. Large.**
- C. Tall.
- D. Short.
- E. High.

16. from the text it can be concluded that...

- A. We have to buy new clothes.
- B. Do not go anywhere without telling anything.**
- C. Phone is so important to communicate.
- D. Be nice to your friend.
- E. Cassette counter is a good thing.



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The following text is for questions 17 and 20

On July 20, 1969, the dream to visit the moon came true. Two American astronauts landed on the moon. Their names were Neil Armstrong and Edwin Aldrin.

The first thing the men discovered was that the moon is covered with gray dust. The dust is so thick that the men left footprints wherever they walked. Those were the first footprints any living thing had ever made on the moon. And they could stay there forever! There is no wind or rain to wipe them away.

The two astronauts walked on the moon for four hours. They picked up rocks for earth scientists to study. They dug up dirt to bring back to earth. They set up machines to find out things scientists wanted to know. Then they climbed back into their moon-landing craft.

Next day the landing-craft rockets roared as the two men blasted off from the moon. They joined Michael Collins in the space ship that waited for them above the moon. Then they began the long trip back to earth.

Behind them they left the craters, plains, and tall mountains of the moon. They left the machines they had set up. And they left footprints that may last forever.

17. What is the text about?

- A. **Two men who successfully landed on the moon.**
- B. The moon -landing craft used by astronauts.
- C. People's visits to the space through the moon.
- D. The craters, plains and mountains of the moon.
- E. The forever footprints in the moon.

18. Neil Armstrong's footprints could stay forever on the moon because

- A. They are made of hard rock of the moon.
- B. They were set up by machines and strong dirt.
- C. They were placed on the tall mountains of the moon.
- D. **There is no wind or rain to wipe them away.**
- E. They walked for 4 hours.

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19. Which of the following statement is not true about the two astronauts?
- A. Two men who successfully landed on the moon.
 - B. the moon is covered with gray dust.
 - C. The two astronauts walked on the moon for ten hours.**
 - D. Their names were Neil Armstrong and Edwin Aldrin.
 - E. They picked up rocks for earth scientists to study.
20. “They left footprints that may last *forever*” (paragraph 5).
The antonym of the italicized word?
- A. Always.
 - B. Permanently.
 - C. Eternally.
 - D. Temporary.**
 - E. Evermore.

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APPENDIX 4

The Result of Pre-test and Post-test



pretest

SOAL RECOUNT TEXT

Topic : Recount Text

Nama : Bella Olivia

Mata Pelajaran : Bahasa Inggris

Kelas : X IPA³

Alokasi Waktu : 30 menit

Jumlah Soal : 20 Butir

Bentuk Soal : multiple choice

Source : "The Ability On Reading Recount Text Of The Tenth Grade Students Mas Baharuddin Tapanuli Selatan". Written by : Aulia Sylvia Devanapane"

Read the following paragraph, and then choose the correct answer by crossing (X) a, b, c, d or e!

The following text is for questions 1 to 7

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that make me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the judges congratulated me and gave a plaque, trophy, and money. I was very happy.

45

B-9
S-11



1. What is the writer's intention to write the text?

- A. To tell his achievement.
- B. To win the competition.
- C. To describe his feeling to the teacher.
- D. To show his disappointment to teacher.
- E. To tell his expectation to be the winner.



2. Why did the writer feel sad before the competition?

- A. She had no luxurious gown.
- B. Her teacher really cares about her.
- C. Her teacher was not fair to her.
- D. Her friends did not support her.
- E. She only had a very simple dress.



3. "...I was nervous, I showed my best performances on the stage."

The sentences can be connected by which of the following words?

- A. However.
- B. Although.
- C. Because.
- D. But.
- E. If.



4. Who guided them to learn pronunciation for story telling?

- A. Judges.
- B. Audiences.
- C. Teacher.
- D. Parents.
- E. Host.



5. What is the main idea of paragraph 1?

- A. They joined the story telling contest.
- B. The teacher guided them to learn pronunciation.
- C. The teacher rented the costumes.
- D. The writer won the competition.
- E. They had to memorize and understand story well.



6. "Although i just wore the simple one...."

The underlined word refers to.....

- A. Money.





- B. Plague.
- C. Props and costumes.
- D. Trophy.
- E. Gestures.

7. Which of the following statement is true about the writer feel before the competition?
- A. The writer feels happy before the competition.
 - B. Before the authors competition feel sad.
 - C. The writer feels angry before the competition.
 - D. Before the authors competition feel Dissapointed.
 - E. The writer feels nervous before the competition.

The following text is for questions 8 to 16

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

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

8. Where did he go when he got bored?
- A. To parking area.
 - B. Cassette counter.
 - C. Go home.
 - D. Department store.
 - E. Walk in closet.
9. Why is the writer back again to the department store? Because....
- A. he left his friend and went to the cassette counter
 - B. he got bored watching his friend confused in choosing a shirt..
 - C. his cell phone was broken.



- ~~D~~. His mother said that his friend called her and he was at the department store to look for it.
E. he was so tired.

10. What did he do after wait for his friend?

- A. He gave up and go home.
B. He went to the parking area.
C. He went to the store.
D. He went back to the clothes section.
E. He waited until his friend back.

11. Which of the following statement is not true about the writer?

- A. He accompanied his friend to buy new shirt at department store.
B. He back again to the department store.
C. They met in his house after he back again from the store.
D. They met at the parking area.
~~E~~. he got bored watching his friend confused in choosing a shirt.

12. Why did he go to the department store?

- A. Because he wanted to buy cassette.
B. Because he wanted to buy new phone.
 C. Because he accompany his friend to buy new clothes.
D. Because he was bored.
E. Because he wanted to buy new clothes.

13. "I arrived home, I was so *tired*" (paragraph 2)

The synonym of the italicized word?

- A. Happy
 B. Exhausted
C. Busy
D. Give up
E. Angry

14. What time did they go to the store?

- A. 03.00. Am.
B. 05. 30. Pm.
C. 15. 00. Pm.
D. 17. 00. Pm.
E. 04. 30. Am.



15. "when I saw my friend's broad smile greet me in front of the door" (paragraph2)

The underlined word has the similar meaning with....

- ~~A.~~ Small.
- B. Large.
- C. Tall.
- D. Short.
- E. High.



16. from the text it can be concluded that...

- A. We have to buy new clothes.
- B. Do not go anywhere without telling anything.
- C. Phone is so important to communicate.
- ~~D.~~ Be nice to your friend.
- E. Cassette counter is a good thing.



The following text is for questions 17 and 20

On July 20, 1969, the dream to visit the moon came true. Two American astronauts landed on the moon. Their names were Neil Armstrong and Edwin Aldrin.

The first thing the men discovered was that the moon is covered with gray dust. The dust is so thick that the men left footprints wherever they walked. Those were the first footprints any living thing had ever made on the moon. And they could stay there forever! There is no wind or rain to wipe them away.

The two astronauts walked on the moon for four hours. They picked up rocks for earth scientists to study. They dug up dirt to bring back to earth. They set up machines to find out things scientists wanted to know. Then they climbed back into their moon-landing craft.

Next day the landing-craft rockets roared as the two men blasted off from the moon. They joined Michael Collins in the space ship that waited for them above the moon. Then they began the long trip back to earth.

Behind them they left the craters, plains, and tall mountains of the moon. They left the machines they had set up. And they left footprints that may last forever.



17. What is the text about?

- A. Two men who successfully landed on the moon.
- ~~B.~~ The moon -landing craft used by astronauts.
- C. People's visits to the space through the moon.
- D. The craters, plains and mountains of the moon.
- E. The forever footprints in the moon.



18. Neil Armstrong's footprints could stay forever on the moon because ...

- A. They are made of hard rock of the moon.
- B. They were set up by machines and strong dirt.
- ~~C.~~ They were placed on the tall mountains of the moon.
- D. There is no wind or rain to wipe them away.
- E. They walked for 4 hours.



19. Which of the following statement is not true about the two astronauts?

- A. Two men who successfully landed on the moon.
- B. the moon is covered with gray dust.
- ~~C.~~ The two astronauts walked on the moon for ten hours.
- D. Their names were Neil Armstrong and Edwin Aldrin.
- E. They picked up rocks for earth scientists to study.



20. "They left footprints that may last *forever*;" (paragraph 5).

The antonym of the italicized word?

- A. Always.
- ~~B.~~ Permanently.
- C. Eternally.
- D. Temporary.
- E. Evermore.





(60)

SOAL RECOUNT TEXT**Topic : Recount Text****Nama :** *Shiva Amaywal Khairi***Mata Pelajaran : Bahasa Inggris****Kelas : X IPA³****Alokasi Waktu : 30 menit****Jumlah Soal : 20 Butir****Bentuk Soal : multiple choice****Source : " The Ability On Reading Recount Text Of The Tenth Grade Students Mas Baharuddin Tapanuli Selatan". Written by : Aulia Sylvia Devanane"****Read the following paragraph, and then choose the correct answer by crossing (X) a, b, c, d or e!*****The following text is for questions 1 to 7***

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that make me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the judges congratulated me and gave a plaque, trophy, and money. I was very happy.



1. What is the writer's intention to write the text?

- A. To tell his achievement.
- B. To win the competition.
- C. To describe his feeling to the teacher.
- D. To show his disappointment to teacher.
- E. To tell his expectation to be the winner.

2. Why did the writer feel sad before the competition?

- A. She had no luxurious gown.
- B. Her teacher really cares about her.
- C. Her teacher was not fair to her.
- D. Her friends did not support her.
- E. She only had a very simple dress.

3. ".....I was nervous, I showed my best performances on the stage."

The sentences can be connected by which of the following words?

- A. However.
- B. Although.
- C. Because.
- D. But.
- E. If.

4. Who guided them to learn pronunciation for story telling?

- A. Judges.
- B. Audiences.
- C. Teacher.
- D. Parents.
- E. Host.

5. What is the main idea of paragraph 1?

- A. They joined the story telling contest.
- B. The teacher guided them to learn pronunciation.
- C. The teacher rented the costumes.
- D. The writer won the competition.
- E. They had to memorize and understand story well.

6. "Although i just wore the simple one...."

The underlined word refers to.....

- A. Money.



- B. Plague.
- C. Props and costumes.
- D. Trophy.
- E. Gestures.

7. Which of the following statement is true about the writer feel before the competition?
- A. The writer feels happy before the competition.
 - B. Before the authors competition feel sad.
 - C. The writer feels angry before the competition.
 - D. Before the authors competition feel Dissapointed.
 - E. The writer feels nervous before the competition.

The following text is for questions 8 to 16

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

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

8. Where did he go when he got bored?
- A. To parking area.
 - B. Cassette counter.
 - C. Go home.
 - D. Department store.
 - E. Walk in closet.
9. Why is the writer back again to the department store? Because....
- A. he left his friend and went to the cassette counter
 - B. he got bored watching his friend confused in choosing a shirt..
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- D. His mother said that his friend called her and he was at the department store to look for it.
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10. What did he do after wait for his friend?

- A. He gave up and go home.
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E. He waited until his friend back.

11. Which of the following statement is not true about the writer?

- A. He accompanied his friend to buy new shirt at department store.
B. He back again to the department store.
 C. They met in his house after he back again from the store.
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- A. Because he wanted to buy cassette.
B. Because he wanted to buy new phone.
 C. Because he accompany his friend to buy new clothes.
D. Because he was bored.
E. Because he wanted to buy new clothes.

13. "I arrived home, I was so *tired*" (paragraph 2)

The synonym of the italicized word?

- A. Happy
 B. Exhausted
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D. Give up
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14. What time did they go to the store?

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15. "when I saw my friend's broad smile greet me in front of the door" (paragraph 2)

The underlined word has the similar meaning with....

- A. Small.
- B. Large.
- C. Tall.
- D. Short.
- E. High.



16. from the text it can be concluded that...

- A. We have to buy new clothes.
- B. Do not go anywhere without telling anything.
- C. Phone is so important to communicate.
- D. Be nice to your friend.
- E. Cassette counter is a good thing.



The following text is for questions 17 and 20

On July 20, 1969, the dream to visit the moon came true. Two American astronauts landed on the moon. Their names were Neil Armstrong and Edwin Aldrin.

The first thing the men discovered was that the moon is covered with gray dust. The dust is so thick that the men left footprints wherever they walked. Those were the first footprints any living thing had ever made on the moon. And they could stay there forever! There is no wind or rain to wipe them away.

The two astronauts walked on the moon for four hours. They picked up rocks for earth scientists to study. They dug up dirt to bring back to earth. They set up machines to find out things scientists wanted to know. Then they climbed back into their moon-landing craft.

Next day the landing-craft rockets roared as the two men blasted off from the moon. They joined Michael Collins in the space ship that waited for them above the moon. Then they began the long trip back to earth.

Behind them they left the craters, plains, and tall mountains of the moon. They left the machines they had set up. And they left footprints that may last forever.



17. What is the text about?

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- A. They are made of hard rock of the moon.
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19. Which of the following statement is not true about the two astronauts?

- A. Two men who successfully landed on the moon.
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- ~~C. The two astronauts walked on the moon for ten hours.~~
- D. Their names were Neil Armstrong and Edwin Aldrin.
- E. They picked up rocks for earth scientists to study.

20. "They left footprints that may last *forever*" (paragraph 5).

The antonym of the italicized word?

- A. Always.
- ~~B. Permanently.~~
- C. Eternally.
- D. Temporary.
- E. Evermore.



SOAL RECOUNT TEXT

Topic : Recount Text

Nama : Jeani Farizah Nahda

Mata Pelajaran : Bahasa Inggris

Kelas : X IPA³

Alokasi Waktu : 30 menit

Jumlah Soal : 20 Butir

Bentuk Soal : multiple choice

Source : "The Ability On Reading Recount Text Of The Tenth Grade Students Mas Baharuddin Tapanuli Selatan". Written by : Aulia Sylvia Devana pane"

Read the following paragraph, and then choose the correct answer by crossing (X) a, b, c, d or e!

The following text is for questions 1 to 7

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that make me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the judges congratulated me and gave a plaque, trophy, and money. I was very happy.

70

B: 8
S: 12



1. What is the writer's intention to write the text?

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- C. To describe his feeling to the teacher.
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13. "I arrived home, I was so *tired*" (paragraph 2)

The synonym of the italicized word?

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- A. 03.00. Am.
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15. "when I saw my friend's broad smile greet me in front of the door" (paragraph2)

The underlined word has the similar meaning with....

- A. Small.
- B. Large.
- C. Tall.
- D. Short.
- E. High.



16. from the text it can be concluded that...

- A. We have to buy new clothes.
- B. Do not go anywhere without telling anything.
- C. Phone is so important to communicate.
- D. Be nice to your friend.
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The following text is for questions 17 and 20

On July 20, 1969, the dream to visit the moon came true. Two American astronauts landed on the moon. Their names were Neil Armstrong and Edwin Aldrin.




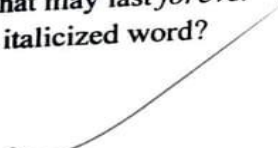
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The two astronauts walked on the moon for four hours. They picked up rocks for earth scientists to study. They dug up dirt to bring back to earth. They set up machines to find out things scientists wanted to know. Then they climbed back into their moon-landing craft.

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17. What is the text about?
- A. Two men who successfully landed on the moon.
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18. Neil Armstrong"s footprints could stay forever on the moon because
- A. They are made of hard rock of the moon.
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 - D. Their names were Neil Armstrong and Edwin Aldrin.
 - E. They picked up rocks for earth scientists to study.
20. "They left footprints that may last *forever*" (paragraph 5).
The antonym of the italicized word?
- A. Always.
 - B. Permanently.
 - C. Eternally.
 - D. Temporary. 
 - E. Evermore.



SOAL RECOUNT TEXT

Topic : Recount Text

Nama : Sofi Erdina Saleha

Mata Pelajaran : Bahasa Inggris

Kelas : X IPA³

Alokasi Waktu : 30 menit

Jumlah Soal : 20 Butir

Bentuk Soal : multiple choice

Source : " The Ability On Reading Recount Text Of The Tenth Grade Students Mas Baharuddin Tapanuli Selatan". Written by : Aulia Sylvia Devana pane"

Read the following paragraph, and then choose the correct answer by crossing (X) a, b, c, d or e!

The following text is for questions 1 to 7

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For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that make me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the judges congratulated me and gave a plaque, trophy, and money. I was very happy.

55

B:13
S-7



1. What is the writer's intention to write the text?
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 - C. To describe his feeling to the teacher.
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The underlined word refers to.....
 - A. Money.



B. Plague.

C. Props and costumes.

D. Trophy.

E. Gestures.

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The first thing the men discovered was that the moon is covered with gray dust. The dust is so thick that the men left footprints wherever they walked. Those were the first footprints any living thing had ever made on the moon. And they could stay there forever! There is no wind or rain to wipe them away.

The two astronauts walked on the moon for four hours. They picked up rocks for earth scientists to study. They dug up dirt to bring back to earth. They set up machines to find out things scientists wanted to know. Then they climbed back into their moon-landing craft.

Next day the landing-craft rockets roared as the two men blasted off from the moon. They joined Michael Collins in the space ship that waited for them above the moon. Then they began the long trip back to earth.

Behind them they left the craters, plains, and tall mountains of the moon. They left the machines they had set up. And they left footprints that may last forever.



17. What is the text about?

- A. Two men who successfully landed on the moon.
- B. The moon -landing craft used by astronauts.
- C. People's visits to the space through the moon.
- D. The craters, plains and mountains of the moon.
- E. The forever footprints in the moon.

18. Neil Armstrong's footprints could stay forever on the moon because

- A. They are made of hard rock of the moon.
- B. They were set up by machines and strong dirt.
- C. They were placed on the tall mountains of the moon.
- D. There is no wind or rain to wipe them away.
- E. They walked for 4 hours.

19. Which of the following statement is not true about the two astronauts?

- A. Two men who successfully landed on the moon.
- B. the moon is covered with gray dust.
- C. The two astronauts walked on the moon for ten hours.
- D. Their names were Neil Armstrong and Edwin Aldrin.
- E. They picked up rocks for earth scientists to study.

20. "They left footprints that may last *forever*" (paragraph 5).

The antonym of the italicized word?

- A. Always.
- B. Permanently.
- C. Eternally.
- D. Temporary.
- E. Evermore.



(75)

SOAL RECOUNT TEXT**Topic : Recount Text****Nama : Syakia Ayunabila**B: 16
S: 9**Mata Pelajaran : Bahasa Inggris****Kelas : X IPA 3****Alokasi Waktu : 30 menit****Jumlah Soal : 20 Butir****Bentuk Soal : multiple choice****Source : " The Ability On Reading Recount Text Of The Tenth Grade Students Mas Baharuddin Tapanuli Selatan". Written by : Aulia Sylvia Devana pane"****Read the following paragraph, and then choose the correct answer by crossing (X) a, b, c, d or e!***The following text is for questions 1 to 7*

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that make me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the judges congratulated me and gave a plaque, trophy, and money. I was very happy.



1. What is the writer's intention to write the text?
 - A. To tell his achievement.
 - B. To win the competition.
 - C. To describe his feeling to the teacher.
 - D. To show his disappointment to teacher.
 - E. To tell his expectation to be the winner.

2. Why did the writer feel sad before the competition?
 - A. She had no luxurious gown.
 - B. Her teacher really cares about her.
 - C. Her teacher was not fair to her.
 - D. Her friends did not support her.
 - E. She only had a very simple dress.

3. ".....I was nervous, I showed my best performances on the stage."

The sentences can be connected by which of the following words?

- A. However.
 - B. Although.
 - C. Because.
 - D. But.
 - E. If.
-
4. Who guided them to learn pronunciation for story telling?
 - A. Judges.
 - B. Audiences.
 - C. Teacher.
 - D. Parents.
 - E. Host.

 5. What is the main idea of paragraph 1?
 - A. They joined the story telling contest.
 - B. The teacher guided them to learn pronunciation.
 - C. The teacher rented the costumes.
 - D. The writer won the competition.
 - E. They had to memorize and understand story well.

 6. "Although i just wore the simple one...."
The underlined word refers to.....
 - A. Money.



- B. Plague.
- C. Props and costumes.
- D. Trophy.
- E. Gestures.

7. Which of the following statement is true about the writer feel before the competition?
- A. The writer feels happy before the competition.
 - B. Before the authors competition feel sad.
 - C. The writer feels angry before the competition.
 - D. Before the authors competition feel Dissapointed.
 - E. The writer feels nervous before the competition.

The following text is for questions 8 to 16

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

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

8. Where did he go when he got bored?
- A. To parking area.
 - B. Cassette counter.
 - C. Go home.
 - D. Department store.
 - E. Walk in closet.
9. Why is the writer back again to the department store? Because....
- A. he left his friend and went to the cassette counter
 - B. he got bored watching his friend confused in choosing a shirt..
 - C. his cell phone was broken.



- ~~D~~. His mother said that his friend called her and he was at the department store to look for it.
E. he was so tired.

10. What did he do after wait for his friend?

- ~~A~~. He gave up and go home.
B. He went to the parking area.
C. He went to the store.
D. He went back to the clothes section.
E. He waited until his friend back.

11. Which of the following statement is not true about the writer?

- A. He accompanied his friend to buy new shirt at department store.
B. He back again to the department store.
C. They met in his house after he back again from the store.
~~D~~. They met at the parking area.
E. he got bored watching his friend confused in choosing a shirt.

12. Why did he go to the department store?

- A. Because he wanted to buy cassette.
B. Because he wanted to buy new phone.
~~C~~. Because he accompany his friend to buy new clothes.
D. Because he was bored.
E. Because he wanted to buy new clothes.

13. "I arrived home, I was so *tired*" (paragraph 2)

The synonym of the italicized word?

- A. Happy
~~B~~. Exhausted
C. Busy
D. Give up
E. Angry

14. What time did they go to the store?

- ~~A~~. 03.00. Am.
B. 05. 30. Pm.
C. 15. 00. Pm.
D. 17. 00. Pm.
E. 04. 30. Am.



15. "when I saw my friend"s broad smile greet me in front of the door" (paragraph2)

The underlined word has the similar meaning with....

- A. Small.
 - B. Large.
 - C. Tall.
 - D. Short.
 - E. High.
16. from the text it can be concluded that...
- A. We have to buy new clothes.
 - B. Do not go anywhere without telling anything.
 - C. Phone is so important to communicate.
 - D. Be nice to your friend.
 - E. Cassette counter is a good thing.

The following text is for questions 17 and 20

On July 20, 1969, the dream to visit the moon came true. Two American astronauts landed on the moon. Their names were Neil Armstrong and Edwin Aldrin.

The first thing the men discovered was that the moon is covered with gray dust. The dust is so thick that the men left footprints wherever they walked. Those were the first footprints any living thing had ever made on the moon. And they could stay there forever! There is no wind or rain to wipe them away.

The two astronauts walked on the moon for four hours. They picked up rocks for earth scientists to study. They dug up dirt to bring back to earth. They set up machines to find out things scientists wanted to know. Then they climbed back into their moon-landing craft.

Next day the landing-craft rockets roared as the two men blasted off from the moon. They joined Michael Collins in the space ship that waited for them above the moon. Then they began the long trip back to earth.

Behind them they left the craters, plains, and tall mountains of the moon. They left the machines they had set up. And they left footprints that may last forever.



17. What is the text about?

- A. Two men who successfully landed on the moon.
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18. Neil Armstrong's footprints could stay forever on the moon because

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- B. They were set up by machines and strong dirt.
- C. They were placed on the tall mountains of the moon.
- D. There is no wind or rain to wipe them away.
- E. They walked for 4 hours.

19. Which of the following statement is not true about the two astronauts?

- A. Two men who successfully landed on the moon.
- B. the moon is covered with gray dust.
- C. The two astronauts walked on the moon for ten hours.
- D. Their names were Neil Armstrong and Edwin Aldrin.
- E. They picked up rocks for earth scientists to study.

20. "They left footprints that may last *forever*" (paragraph 5).

The antonym of the italicized word?

- A. Always.
- B. Permanently.
- C. Eternally.
- D. Temporary.
- E. Evermore.



Posttest

(90)

B=18
S=2

SOAL RECOUNT TEXT

Topic : Recount Text

Nama : Bella Olivia

Mata Pelajaran : Bahasa Inggris

Kelas : X IPA³

Alokasi Waktu : 30 menit

Jumlah Soal : 20 Butir

Bentuk Soal : multiple choice

Source : " The Ability On Reading Recount Text Of The Tenth Grade Students Mas Baharuddin Tapanuli Selatan". Written by : Aulia Sylvia Devana pane"

Read the following paragraph, and then choose the correct answer by crossing (X) a, b, c, d or e!

The following text is for questions 1 to 7

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that make me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the judges congratulated me and gave a plaque, trophy, and money. I was very happy.



1. What is the writer's intention to write the text?

- A. To tell his achievement.
- B. To win the competition.
- C. To describe his feeling to the teacher.
- D. To show his disappointment to teacher.
- E. To tell his expectation to be the winner.

2. Why did the writer feel sad before the competition?

- A. She had no luxurious gown.
- B. Her teacher really cares about her.
- C. Her teacher was not fair to her.
- D. Her friends did not support her.
- E. She only had a very simple dress.

3. ".....I was nervous, I showed my best performances on the stage."

The sentences can be connected by which of the following words?

- A. However.
- B. Although.
- C. Because.
- D. But.
- E. If.

4. Who guided them to learn pronunciation for story telling?

- A. Judges.
- B. Audiences.
- C. Teacher.
- D. Parents.
- E. Host.

5. What is the main idea of paragraph 1?

- A. They joined the story telling contest.
- B. The teacher guided them to learn pronunciation.
- C. The teacher rented the costumes.
- D. The writer won the competition.
- E. They had to memorize and understand story well.

6. "Although i just wore the simple one...."

The underlined word refers to.....

- A. Money.



B. Plague.

C. Props and costumes.

D. Trophy.

E. Gestures.

7. Which of the following statement is true about the writer feel before the competition?
- A. The writer feels happy before the competition.
- B. Before the authors competition feel sad.
- C. The writer feels angry before the competition.
- D. Before the authors competition feel Dissapointed.
- E. The writer feels nervous before the competition.

The following text is for questions 8 to 16

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

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

8. Where did he go when he got bored?
- A. To parking area.
- B. Cassette counter.
- C. Go home.
- D. Department store.
- E. Walk in closet.
9. Why is the writer back again to the department store? Because....
- A. he left his friend and went to the cassette counter
- B. he got bored watching his friend confused in choosing a shirt..
- C. his cell phone was broken.



- D. His mother said that his friend called her and he was at the department store to look for it.
- E. he was so tired.

10. What did he do after wait for his friend?

- A. He gave up and go home.
- B. He went to the parking area.
- C. He went to the store.
- D. He went back to the clothes section.
- E. He waited until his friend back.

11. Which of the following statement is not true about the writer?

- A. He accompanied his friend to buy new shirt at department store.
- B. He back again to the department store.
- C. They met in his house after he back again from the store.
- D. They met at the parking area.
- E. he got bored watching his friend confused in choosing a shirt.

12. Why did he go to the department store?

- A. Because he wanted to buy cassette.
- B. Because he wanted to buy new phone.
- C. Because he accompany his friend to buy new clothes.
- D. Because he was bored.
- E. Because he wanted to buy new clothes.

13. "I arrived home, I was so *tired*" (paragraph 2)

The synonym of the italicized word?

- A. Happy
- B. Exhausted
- C. Busy
- D. Give up
- E. Angry

14. What time did they go to the store?

- A. 03.00. Am.
- B. 05. 30. Pm.
- C. 15. 00. Pm.
- D. 17. 00. Pm.
- E. 04. 30. Am.



15. "when I saw my friend's broad smile greet me in front of the door" (paragraph2)

The underlined word has the similar meaning with....

- A. Small.
- B. Large.
- C. Tall.
- D. Short.
- E. High.

16. from the text it can be concluded that...

- A. We have to buy new clothes.
- B. Do not go anywhere without telling anything.
- C. Phone is so important to communicate.
- D. Be nice to your friend.
- E. Cassette counter is a good thing.

The following text is for questions 17 and 20

On July 20, 1969, the dream to visit the moon came true. Two American astronauts landed on the moon. Their names were Neil Armstrong and Edwin Aldrin.

The first thing the men discovered was that the moon is covered with gray dust. The dust is so thick that the men left footprints wherever they walked. Those were the first footprints any living thing had ever made on the moon. And they could stay there forever! There is no wind or rain to wipe them away.

The two astronauts walked on the moon for four hours. They picked up rocks for earth scientists to study. They dug up dirt to bring back to earth. They set up machines to find out things scientists wanted to know. Then they climbed back into their moon-landing craft.

Next day the landing-craft rockets roared as the two men blasted off from the moon. They joined Michael Collins in the space ship that waited for them above the moon. Then they began the long trip back to earth.

Behind them they left the craters, plains, and tall mountains of the moon. They left the machines they had set up. And they left footprints that may last forever.



17. What is the text about?

- A. Two men who successfully landed on the moon.
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18. Neil Armstrong's footprints could stay forever on the moon because ...

- A. They are made of hard rock of the moon.
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- C. They were placed on the tall mountains of the moon.
- D. There is no wind or rain to wipe them away.
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19. Which of the following statement is not true about the two astronauts?

- A. Two men who successfully landed on the moon.
- B. the moon is covered with gray dust.
- C. The two astronauts walked on the moon for ten hours.
- D. Their names were Neil Armstrong and Edwin Aldrin.
- E. They picked up rocks for earth scientists to study.

20. "They left footprints that may last *forever*" (paragraph 5).
The antonym of the italicized word?

- A. Always.
- B. Permanently.
- C. Eternally.
- D. Temporary.
- E. Evermore.



SOAL RECOUNT TEXT

Topic : Recount Text

Nama : *Shiza Annajwa Khairi*

Mata Pelajaran : Bahasa Inggris

Kelas : X IPA³

Alokasi Waktu : 30 menit

Jumlah Soal : 20 Butir

Bentuk Soal : multiple choice

Source : " The Ability On Reading Recount Text Of The Tenth Grade Students Mas Baharuddin Tapanuli Selatan". Written by : Aulia Sylvia Devanapane"

Read the following paragraph, and then choose the correct answer by crossing (X) a, b, c, d or e!

The following text is for questions 1 to 7

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that make me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the judges congratulated me and gave a plaque, trophy, and money. I was very happy.

(35)

B = 19
S = 1



1. What is the writer's intention to write the text?

- A. To tell his achievement.
- B. To win the competition.
- C. To describe his feeling to the teacher.
- D. To show his disappointment to teacher.
- E. To tell his expectation to be the winner.

2. Why did the writer feel sad before the competition?

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

8. Where did he go when he got bored?
- A. To parking area.
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The antonym of the italicized word?

- A. Always.
- B. Permanently.
- C. Eternally.
- D. Temporary.
- E. Evermore.



SOAL RECOUNT TEXT

Topic : Recount Text

Nama : Jeani faizila Nahda

Mata Pelajaran : Bahasa Inggris

Kelas : X IPA 3

Alokasi Waktu : 30 menit

Jumlah Soal : 20 Butir

Bentuk Soal : multiple choice

Source : "The Ability On Reading Recount Text Of The Tenth Grade Students Mas Baharuddin Tapanuli Selatan". Written by : Aulia Sylvia Devana pane"

Read the following paragraph, and then choose the correct answer by crossing (X) a, b, c, d or e!

The following text is for questions 1 to 7

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that make me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the judges congratulated me and gave a plaque, trophy, and money. I was very happy.

55

B: 11
S: 9



1. What is the writer's intention to write the text?

- A. To tell his achievement.
- B. To win the competition.
- C. To describe his feeling to the teacher.
- D. To show his disappointment to teacher.
- E. To tell his expectation to be the winner.

2. Why did the writer feel sad before the competition?

- A. She had no luxurious gown.
- B. Her teacher really cares about her.
- C. Her teacher was not fair to her.
- D. Her friends did not support her.
- E. She only had a very simple dress.

3. "...I was nervous, I showed my best performances on the stage."

The sentences can be connected by which of the following words?

- A. However.
- B. Although.
- C. Because.
- D. But.
- E. If.

4. Who guided them to learn pronunciation for story telling?

- A. Judges.
- B. Audiences.
- C. Teacher.
- D. Parents.
- E. Host.

5. What is the main idea of paragraph 1?

- A. They joined the story telling contest.
- B. The teacher guided them to learn pronunciation.
- C. The teacher rented the costumes.
- D. The writer won the competition.
- E. They had to memorize and understand story well.

6. "Although i just wore the simple one...."

- The underlined word refers to.....
- A. Money.



- B. Plague.
- C. Props and costumes.
- D. Trophy.
- E. Gestures.

7. Which of the following statement is true about the writer feel before the competition?
- A. The writer feels happy before the competition.
 - B. Before the authors competition feel sad.
 - C. The writer feels angry before the competition.
 - D. Before the authors competition feel Dissapointed.
 - E. The writer feels nervous before the competition.

The following text is for questions 8 to 16

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

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

8. Where did he go when he got bored?
- A. To parking area.
 - B. Cassette counter.
 - C. Go home.
 - D. Department store.
 - E. Walk in closet.
9. Why is the writer back again to the department store? Because....
- A. he left his friend and went to the cassette counter
 - B. he got bored watching his friend confused in choosing a shirt..
 - C. his cell phone was broken.



D. His mother said that his friend called her and he was at the department store to look for it.
E. he was so tired.

10. What did he do after wait for his friend?

- A. He gave up and go home.
- B. He went to the parking area.
- C. He went to the store.
- D. He went back to the clothes section.
- E. He waited until his friend back.

11. Which of the following statement is not true about the writer?

- A. He accompanied his friend to buy new shirt at department store.
- B. He back again to the department store.
- C. They met in his house after he back again from the store.
- D. They met at the parking area.
- E. he got bored watching his friend confused in choosing a shirt.

12. Why did he go to the department store?

- A. Because he wanted to buy cassette.
- B. Because he wanted to buy new phone.
- C. Because he accompany his friend to buy new clothes.
- D. Because he was bored.
- E. Because he wanted to buy new clothes.

13. "I arrived home, I was so *tired*" (paragraph 2)

The synonym of the italicized word?

- A. Happy
- B. Exhausted
- C. Busy
- D. Give up
- E. Angry

14. What time did they go to the store?

- A. 03.00. Am.
- B. 05. 30. Pm.
- C. 15. 00. Pm.
- D. 17. 00. Pm.
- E. 04. 30. Am.



15. "when I saw my friend's broad smile greet me in front of the door" (paragraph2)

The underlined word has the similar meaning with....

- A. Small.
- B. Large.
- C. Tall.
- D. Short.
- E. High.



16. from the text it can be concluded that...

- A. We have to buy new clothes.
- B. Do not go anywhere without telling anything.
- C. Phone is so important to communicate.
- D. Be nice to your friend.
- E. Cassette counter is a good thing.



The following text is for questions 17 and 20

On July 20, 1969, the dream to visit the moon came true. Two American astronauts landed on the moon. Their names were Neil Armstrong and Edwin Aldrin.

The first thing the men discovered was that the moon is covered with gray dust. The dust is so thick that the men left footprints wherever they walked. Those were the first footprints any living thing had ever made on the moon. And they could stay there forever! There is no wind or rain to wipe them away.

The two astronauts walked on the moon for four hours. They picked up rocks for earth scientists to study. They dug up dirt to bring back to earth. They set up machines to find out things scientists wanted to know. Then they climbed back into their moon-landing craft.

Next day the landing-craft rockets roared as the two men blasted off from the moon. They joined Michael Collins in the space ship that waited for them above the moon. Then they began the long trip back to earth.

Behind them they left the craters, plains, and tall mountains of the moon. They left the machines they had set up. And they left footprints that may last forever.



17. What is the text about?
- A. Two men who successfully landed on the moon.
 - B. The moon -landing craft used by astronauts.
 - C. People's visits to the space through the moon.
 - D. The craters, plains and mountains of the moon.
 - E. The forever footprints in the moon.
18. Neil Armstrong's footprints could stay forever on the moon because ...
- A. They are made of hard rock of the moon.
 - B. They were set up by machines and strong dirt.
 - C. They were placed on the tall mountains of the moon.
 - D. There is no wind or rain to wipe them away.
 - E. They walked for 4 hours.
19. Which of the following statement is not true about the two astronauts?
- A. Two men who successfully landed on the moon.
 - B. the moon is covered with gray dust.
 - C. The two astronauts walked on the moon for ten hours.
 - D. Their names were Neil Armstrong and Edwin Aldrin.
 - E. They picked up rocks for earth scientists to study.
20. "They left footprints that may last *forever*" (paragraph 5).
The antonym of the italicized word?
- A. Always.
 - B. Permanently.
 - C. Eternally.
 - D. Temporary.
 - E. Evermore.



SOAL RECOUNT TEXT

Topic : Recount Text

Nama : Sopi Erdina Saleha

Mata Pelajaran : Bahasa Inggris

Kelas : X IPA³

Alokasi Waktu : 30 menit

Jumlah Soal : 20 Butir

Bentuk Soal : multiple choice

Source : “ The Ability On Reading Recount Text Of The Tenth Grade Students Mas Baharuddin Tapanuli Selatan”. Written by : Aulia Sylvia Devana pane”

Read the following paragraph, and then choose the correct answer by crossing (X) a, b, c, d or e!

The following text is for questions 1 to 7

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that make me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily I was chosen as the first winner. I went to the stage and all the judges congratulated me and gave a plaque, trophy, and money. I was very happy.



1. What is the writer's intention to write the text?
- A. To tell his achievement.
 - B. To win the competition.
 - C. To describe his feeling to the teacher.
 - D. To show his disappointment to teacher.
 - E. To tell his expectation to be the winner.
2. Why did the writer feel sad before the competition?
- A. She had no luxurious gown.
 - B. Her teacher really cares about her.
 - C. Her teacher was not fair to her.
 - D. Her friends did not support her.
 - E. She only had a very simple dress.
3. ".....I was nervous, I showed my best performances on the stage."
The sentences can be connected by which of the following words?
- A. However.
 - B. Although.
 - C. Because.
 - D. But.
 - E. If.
4. Who guided them to learn pronunciation for story telling?
- A. Judges.
 - B. Audiences.
 - C. Teacher.
 - D. Parents.
 - E. Host.
5. What is the main idea of paragraph 1?
- A. They joined the story telling contest.
 - B. The teacher guided them to learn pronunciation.
 - C. The teacher rented the costumes.
 - D. The writer won the competition.
 - E. They had to memorize and understand story well.
6. "Although i just wore the simple one...."
The underlined word refers to.....
- A. Money.



- B. Plague.
- C. Props and costumes.
- D. Trophy.
- E. Gestures.

7. Which of the following statement is true about the writer feel before the competition?
- A. The writer feels happy before the competition.
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 - C. The writer feels angry before the competition.
 - D. Before the authors competition feel Dissapointed.
 - E. The writer feels nervous before the competition.

The following text is for questions 8 to 16

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

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

8. Where did he go when he got bored?
- A. To parking area.
 - B. Cassette counter.
 - C. Go home.
 - D. Department store.
 - E. Walk in closet.
9. Why is the writer back again to the department store? Because....
- A. he left his friend and went to the cassette counter
 - B. he got bored watching his friend confused in choosing a shirt..
 - C. his cell phone was broken.



His mother said that his friend called her and he was at the department store to look for it.

E. he was so tired.

10. What did he do after wait for his friend?

He gave up and go home.

B. He went to the parking area.

C. He went to the store.

D. He went back to the clothes section.

E. He waited until his friend back.

11. Which of the following statement is not true about the writer?

A. He accompanied his friend to buy new shirt at department store.

B. He back again to the department store.

C. They met in his house after he back again from the store.

They met at the parking area.

E. he got bored watching his friend confused in choosing a shirt.

12. Why did he go to the department store?

A. Because he wanted to buy cassette.

B. Because he wanted to buy new phone.

Because he accompany his friend to buy new clothes.

D. Because he was bored.

E. Because he wanted to buy new clothes.

13. "I arrived home, I was so *tired*" (paragraph 2)

The synonym of the italicized word?

Happy

B. Exhausted

C. Busy

D. Give up

E. Angry

14. What time did they go to the store?

03.00. Am.

B. 05. 30. Pm.

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E. 04. 30. Am.



15. "when I saw my friend's broad smile greet me in front of the door" (paragraph 2)

The underlined word has the similar meaning with....

- A. Small.
- B. Large.
- C. Tall.
- D. Short.
- E. High.

16. from the text it can be concluded that...

- A. We have to buy new clothes.
- B. Do not go anywhere without telling anything.
- C. Phone is so important to communicate.
- D. Be nice to your friend.
- E. Cassette counter is a good thing.

The following text is for questions 17 and 20

On July 20, 1969, the dream to visit the moon came true. Two American astronauts landed on the moon. Their names were Neil Armstrong and Edwin Aldrin.

The first thing the men discovered was that the moon is covered with gray dust. The dust is so thick that the men left footprints wherever they walked. Those were the first footprints any living thing had ever made on the moon. And they could stay there forever! There is no wind or rain to wipe them away.

The two astronauts walked on the moon for four hours. They picked up rocks for earth scientists to study. They dug up dirt to bring back to earth. They set up machines to find out things scientists wanted to know. Then they climbed back into their moon-landing craft.

Next day the landing-craft rockets roared as the two men blasted off from the moon. They joined Michael Collins in the space ship that waited for them above the moon. Then they began the long trip back to earth.

Behind them they left the craters, plains, and tall mountains of the moon. They left the machines they had set up. And they left footprints that may last forever.



17. What is the text about?

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18. Neil Armstrong's footprints could stay forever on the moon because

- A. They are made of hard rock of the moon.
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- C. They were placed on the tall mountains of the moon.
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19. Which of the following statement is not true about the two astronauts?

- A. Two men who successfully landed on the moon.
- B. the moon is covered with gray dust.
- C. The two astronauts walked on the moon for ten hours.
- D. Their names were Neil Armstrong and Edwin Aldrin.
- E. They picked up rocks for earth scientists to study.



20. "They left footprints that may last *forever*" (paragraph 5).

The antonym of the italicized word?

- A. Always.
- B. Permanently.
- C. Eternally.
- D. Temporary.
- E. Evermore.



**SOAL RECOUNT TEXT****Topic : Recount Text****Nama : Syakia Ayunabilis****Mata Pelajaran : Bahasa Inggris****Kelas : X IPA 3****Alokasi Waktu : 30 menit****Jumlah Soal : 20 Butir****Bentuk Soal : multiple choice****Source : " The Ability On Reading Recount Text Of The Tenth Grade Students Mas Baharuddin Tapanuli Selatan". Written by : Aulia Sylvia Devana pane"****Read the following paragraph, and then choose the correct answer by crossing (X) a, b, c, d or e!**B:17
S:3

(85)

The following text is for questions 1 to 7

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

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- A. Judges.
- B. Audiences.
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- A. They joined the story telling contest.
- B. The teacher guided them to learn pronunciation.
- C. The teacher rented the costumes.
- D. The writer won the competition.
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The underlined word refers to.....

- A. Money.





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

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The underlined word has the similar meaning with....

- A. Small.
- B. Large.
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- C. Phone is so important to communicate.
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- B. the moon is covered with gray dust.
- C. The two astronauts walked on the moon for ten hours.
- D. Their names were Neil Armstrong and Edwin Aldrin.
- E. They picked up rocks for earth scientists to study.

20. "They left footprints that may last *forever*" (paragraph 5).

The antonym of the italicized word?

- A. Always.
- B. Permanently.
- C. Eternally.
- D. Temporary.
- E. Evermore.



APPENDIX 5

Documentation

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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State Islamic University of Sultan Syarif Kasim

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APPENDIX 6

Recomendation Letters

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





Hal



UIN SUSKA RIAU

KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
 كلية التربية والتعاليم
FACULTY OF EDUCATION AND TEACHER TRAINING
 Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp.
 (0761) 561647 Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail:
 ftk@ftk.uinsuska.ac.id

Nomor: Un.04/F.II.4/PP.00.9/1330/2022
 2022 Sifat : Biasa
 Lamp. : -
 Hal : **Pembimbing Skripsi**

Pekanbaru,04 Februari

Kepada
 Yth. Rizky Gushendra, S.Pd., M.Ed

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 :INTAN ANELESTI

NIM 11810422627

Jurusan :Pendidikan Bahasa Inggris

Judul :The Influence of Using Students Team Achievement Division Technique on Students Reading Comprehension in Recount Text at the tenth grade of MA Khairul ummah

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 terimakasih.

W a s s a l a
 m a n. Dekan
 Wakil Dekan I



Dr. Zarkasih, M.Ag.
 NIP. 197210171997031004

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

1. Lintang Hingrup sebagai atau seluruhnya tanpa campur tangan atau campur tangan dalam bentuk apapun tanpa izin UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hal

1.



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
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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:
ftk@uinsuska.ac.id

Nomor : Un.04/F.II.4/PP.00.9/17544/2022
Sifat : Biasa
Lamp. : -
Hal : **Pembimbing Skripsi (Perpanjangan)**

Pekanbaru, 17 Oktober 2022

Kepada
Yth. Rizky Gushendra, S.Pd., M.Ed

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 : INTAN ANELESTI

NIM : 11810422627

Jurusan : Pendidikan Bahasa Inggris

Judul : The Influence of Using Students Team Achievement Division Technique on
Students reading comprehension in recount text at the tenth grade of MA
Khairul Ummah

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.

W a s s a l a m a n. Dekan
Wakil Dekan I



D. Zarkasih, M.Ag.
NIP. 19721017 199703004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

1. Lilitang meringkup sebagian atau seluruh karya tulis ini tanpa menandatangani dan menyertakan surat izin.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hal



UIN SUSKA RIAU

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

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561947
 Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail. eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/5714/2022
 Sifat : Biasa
 Lamp. : -
 Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 19 April 2022

Kepada
 Yth. Kepala Sekolah
 MA Khairul Ummah Inhu
 di
 Tempat

Assalamu 'alaikum warhmatullahi wabarakatuh

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

Nama : INTAN ANELESTI
 NIM : 11810422627
 Semester/Tahun : VIII (Delapan)/ 2022
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset 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.

a.n.-Dekan
 Wakil Dekan III



Dr. Amirah Diniaty, M.Pd. Kons.
 NIP. 19751115 200312 2 001

1. Lintang mengungkap berbagai atau seluruh karya tulis ini tanpa menandatangani atau menyebarkan secara resmi.
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hal



NSM 1312.14.02.0005

KEMENTERIAN AGAMA
YAYASAN ISLAM INDRAGIRI (YASHIN)

الْمَعْدِ الْإِسْلَامِي خَيْرُ الْأَمَّةِ

MADRASAH ALIYAH PONDOK PESANTREN KHAIRUL UMMAH

Batu Gajah, Air Molek, Telp. (0769) 41600 Fax. (0769) 41706

Kabupaten Indragiri Hulu – Riau 29352



AKREDITASI A

SURAT IZIN PRARISRET

Nomor : 437/MA.PPKU/VIII/2022.

Berdasarkan surat dari Universitas Islam Negeri Sultan Syarif Kasim Riau, Fakultas Tarbiyah dan Keguruan, nomor : Un.04/F.II.4/PP.00.9/5714/2022, perihal : mohon izin melakukan riset, tanggal 19 April 2022.

Dengan ini Kepala Madrasah Aliyah Pondok Pesantren Khairul Ummah, Kecamatan Pasir Penyu, Kabupaten Indragiri Hulu, Propinsi Riau. Memberikan izin kepada :

Nama	: Intan Anelesti
NIM	: 11810422627
Semester / Tahun	: VIII (delapan) / 2022
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

untuk melakukan PraRiset di Madrasah Aliyah Pondok Pesantren Khairul Ummah, Desa Batu Gajah – Air Molek, Kecamatan Pasir Penyu, Kabupaten Indragiri Hulu, Provinsi Riau.

Demikianlah Surat Izin ini dibuat dengan sebenarnya, untuk dapat dipergunakan bilamana perlu.

Air Molek , 15 Agustus 2022.

Kepala Madrasah,



Abdul Kemal Batubara, Lc., MH.

1. Lintang mungkur sebagai atau seluruh karya tulis ini tanpa menandatangani dan menyatakannya sendiri.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBİYAH DAN KEGURUAN
كلية التربية والتعليم
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

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

- 1. Jenis yang dibimbing : Proposal
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
- 2. Nama Pembimbing : Rizky Gushendra, M.Ed.
 - a. Nomor Induk Pegawai (NIP) : 198208282008011008
- 3. Nama Mahasiswa : Intan Anelesti
- 4. Nomor Induk Mahasiswa : 11810422627
- 5. Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	18 Februari 2022	Revising title and chapter I		
2.	1 April 2022	Search for 10 journal about Student team achievement division and revising chapter I		
3.	16 Juni 2022	Revising chapter II-III		
4	17 Juni 2022	Approved for seminar proposal		

Pekanbaru, 17 Juni 2022
Pembimbing,

Rizky Gushendra, M.Ed.
NIP. 198208282008011008

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



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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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

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

- 1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
- 2. Nama Pembimbing : Rizky Gushendra, M.Ed
 - a. Nomor Induk Pegawai (NIP) : 198208282008011008
- 3. Nama Mahasiswa : Intan Anelesti
- 4. Nomor Induk Mahasiswa : 11810422627
- 5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	06 September 2022	Instrument		
2.	01 November 2022	Revising chapter IV		
3.	02 November 2022	Revising chapter IV		
4.	04 November 2022	Approved for Munaqasyah Examination		

Pekanbaru, 04 November 2022
 Pembimbing,

Rizky Gushendra, M.Ed
 NIP. 198208282008011008



**LAMPIRAN BERITA ACARA
 UJIAN PROPOSAL**

Nama : .. Tatan Anclesti ..
 Nomor Induk Mahasiswa : .. 11810422627 ..
 Hari/ Tanggal : .. Selasa / 28 Juni 2022 ..
 Judul Proposal Penelitian : ..
 ..

NO	URAIAN PERBAIKAN
1.	<u>Revise the background</u>
2.	<u>Tell the problem at the background.</u>
3.	<u>Add the significant of the research & definition of terms in chapter I</u>
4.	<u>It's not necessary discussing the cooperative learning</u>
5.	

Penguji I

Pekanbaru, 28 Juni 2022
 Penguji II

[Signature]
Muardi, A.A.Ed.

[Signature]
Murdiana, M.Pd.

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

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

6.1. Pengutipan hanya untuk keperluan penelitian, pengajaran, penyusunan karya ilmiah, penyusunan laporan, penyusunan naskah atau terjemahan suatu masa.



KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. 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/PP.00.9/12739/2022
 Sifat : Biasa
 Lamp. : 1 (Satu) Proposal
 Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 16 Agustus 2022 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 : INTAN ANELESTI
 NIM : 11810422627
 Semester/Tahun : VIII (Delapan)/ 2022
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Influence Of Using Students Team Achievement Division Technique On Students' Reading Comprehension In Recount Text At The Tenth Grade Of MA Khairul Ummah

Lokasi Penelitian : Batu Gajah, Air Molek, Indragiri Hulu, Riau

Waktu Penelitian : 3 Bulan (15 Agustus 2022 s.d 15 November 2022)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag.
 NIP.19650521 199402 1 001

Tembusan :
 Rektor UIN Suska Riau

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin 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 : dpmpptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/49893
 TENTANG



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

1.04.02.01

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.00.9/12739/2022 Tanggal 16 Agustus 2022**, dengan ini memberikan rekomendasi kepada:

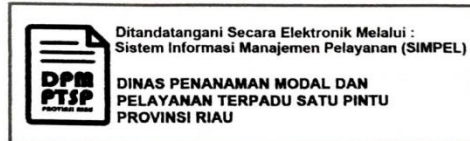
- 1. Nama : **INTAN ANELESTI**
- 2. NIM / KTP : 118104226270
- 3. Program Studi : PENDIDIKAN BAHASA INGRIS
- 4. Jenjang : S1
- 5. Alamat : PEKANBARU
- 6. Judul Penelitian : **THE INFLUENCE OF USING STUDENTS TEAM ACHIEVEMENT DIVISION TECHNIQUE ON STUDENTS READING COMPREHENSION IN RECOUNT TEXT AT THE TENTH GRADE OF MA KHAIRUL UMMAH**
- 7. Lokasi Penelitian : MA KHAIRUL UMMAH

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 : 18 Agustus 2022



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 KABUPATEN INDRAGIRI HULU
DINAS PENANAMAN MODAL DAN PELAYANAN
TERPADU SATU PINTU**

Jalan Raya Lintas Timur Km. 05 Pematang Reba Telp. (0769) 341609, Fax. (0769) 341211
Email. info@dpmptsp.inhukab.go.id Website. dpmptsp.inhukab.go.id

RENGAT

**SURAT KETERANGAN PENELITIAN
NOMOR : 184/DPMPPTSP/NON IZIN-SKP/IX/2022**

- MEMBACA** : Permohonan Surat Keterangan Penelitian (SKP) Nomor - tanggal 08 September 2022 perihal permohonan Surat Keterangan Penelitian;
- MEMINBANG** : Surat Rekomendasi Pelaksanaan Kegiatan Riset/Pra Riset dan Pengumpulan Data untuk Bahan Skripsi Nomor 503/DPMPPTSP/NON IZIN-RISET/49893 tanggal 28 Agustus 2022;
- MENINGAT** : 1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian;
2. Peraturan Bupati Indragiri Hulu Nomor 84 Tahun 2021 tentang Pendelegasian Kewenangan Penyelenggaraan Layanan Perizinan Berusaha kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Indragiri Hulu memberikan Surat Keterangan Penelitian kepada :

1. Nama : **INTAN ANELESTI**
2. Nomor Induk Mahasiswa : **11810422627**
3. Alamat : **DESA GUMANTI RT/RW 002/006 KEC. PERANAP - KAB. INDRAGIRI HULU**
4. Kebangsaan : **INDONESIA**

Melakukan penelitian dalam rangka penyusunan karya ilmiah (Disertasi / tesis / skripsi / tugas akhir) dengan rincian sebagai berikut :

1. Judul Penelitian : **THE INFLUENCE OF USING STUDENTS TEAM ACHIEVEMENT DIVISION TECHNIQUE ON STUDENT'S READING COMPREHENSION IN RECOUNT TEXT AT THE TENTH GRADE OF MA KHAIRUL UMMAH**
2. Lokasi Penelitian : **MA KHAIRUL UMMAH**
3. Lama Penelitian : **6 (ENAM) BULAN**
4. Status Peneliti : **MAHASISWA**
5. Nama Lembaga : **UIN SUSKA RIAU**

Dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dalam ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada pejabat setempat/lembaga swasta yang akan dijadikan objek lokasi penelitian.
3. Melaksanakan kegiatan dimaksud tidak disalahgunakan untuk tujuan yang dapat mengganggu kesetabilan pemerintah.

Demikian Surat Keterangan Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Ditetapkan di : Rengat

Pada tanggal : 14 September 2022

**KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
KABUPATEN INDRAGIRI HULU,**



ENDANG MULYAWAN, S.Hut., M.Si

Pembina Utama Muda (IV/c)

NIP. 19721011 199303 1 007

Tembusan disampaikan kepada Yth. :

1. Kepala Badan Kesbangpol Kab. Indragiri Hulu;
2. UIN SUSKA RIAU;
3. Arsip.



NSM: 1312.14.02.0005

**KEMENTERIAN AGAMA
YAYASAN ISLAM INDRAGIRI (YASIN)**

المعهد الإسلامي خَيْرُ الْأُمَّةِ

MADRASAH ALIYAH PONDOK PESANTREN KHAIRUL UMMAH

Batu Gajah, Air Molek, Telp. (0769) 41600 Fax. (0769) 41706

Kabupaten Indragiri Hulu – Riau 29352



AKREDITASI A

SURAT KETERANGAN PENELITIAN

Nomor : 463/MA.PPKU/A.IX/2022.

Berdasarkan surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, nomor : 184/DPMPPTSP/Non Izin-SKP/IX/2022, tanggal : 14 September 2022, perihal : Surat Keterangan Penelitian.

Dengan ini Kepala Madrasah Aliyah Pondok Pesantren Khairul Ummah, Kecamatan Pasir Penyu, Kabupaten Indragiri Hulu, Propinsi Riau, menerangkan bahwa :

Nama : Intan Anelesti
 NIM : 11810422627
 Semester / Tahun : IX (sembilan) / 2022
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau
 Alamat : Desa Gumanti, Kecamatan Peranap, Kab. Indragiri Hulu

telah melakukan penelitian di Madrasah Aliyah Pondok Pesantren Khairul Ummah, Desa Batu Gajah – Air Molek, Kecamatan Pasir Penyu, Kabupaten Indragiri Hulu, Provinsi Riau, dengan judul :

The Influence of using students team achievement division technique on students reading comprehension in recount text at the tenth grade of MA Khairul Ummah

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan bilamana perlu.

Air Molek , 29 September 2022.

Kepala Madrasah,



Abdul Kemal Batubara, Lc., MH.



CURRICULUM VITAE

Intan Anelesti is the first daughter of Mr. Efendi Sihombing and Mrs. Yuslianti. She was born in Peranap, May 15th, 2000. In 2012, she was graduated from State Elementary School 001 Kampung Jawa, Peranap. She finished her study at Mts 2 Khairul Ummah in 2015 and MA Khairul Ummah in 2018.

In 2018, she was accepted as one of the students in English Education Department, Faculty of Education and Teacher Training, UIN Suska Riau. On July 2021, she was doing KKN (Kuliah Kerja Nyata) program in Pauhranap, Indragiri Hulu. Then, she was doing Pre-Service Teacher Practice (PPL) program at SMA Datuk Batu Hampar, Kulim, on October until December 2021. Finally, she passed thesis examination entitled “The Influence of Using Students Team Achievement Division Technique on Students’ Reading Comprehension in Recount Text at The Tenth Grade of MA Khairul Ummah”.