

**USING ONE STAYS REST STRAY (OSRS) TECHNIQUE TO  
IMPROVE STUDENTS' READING COMPREHENSION ON  
RECOUNT TEXT AT THE EIGHTH GRADE STUDENTS AT  
UPTD SMPN SATAP 15 BARRU**



**A THESIS**

*Submitted at the Fulfilment to Accomplish Bachelor Degree  
At Faculty of Teacher Training and Education  
Universitas Muhammadiyah Makassar*

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### APPROVAL SHEET

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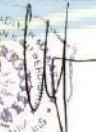
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Day / Date	Chapter	Note	Sign
Senin, 12 Agustus 2024	1-2	- Abstract, add the aims, result, pretes postest - Reference	✍
Selasa, 13/08/2024	1-2	- Increase pages until 60 pages without appendix	✍
Rabu, 14 Agustus 2024	1-2	- Desain booklet sebagai sublematary - give instructure in instrument - introduction add the impirif data	✍
Kamis	1-2	- Add 3 module in appendix	✍
Jumat 16/08/2024	1-2	Sampling kechique -? Stages recount text / guru	✍
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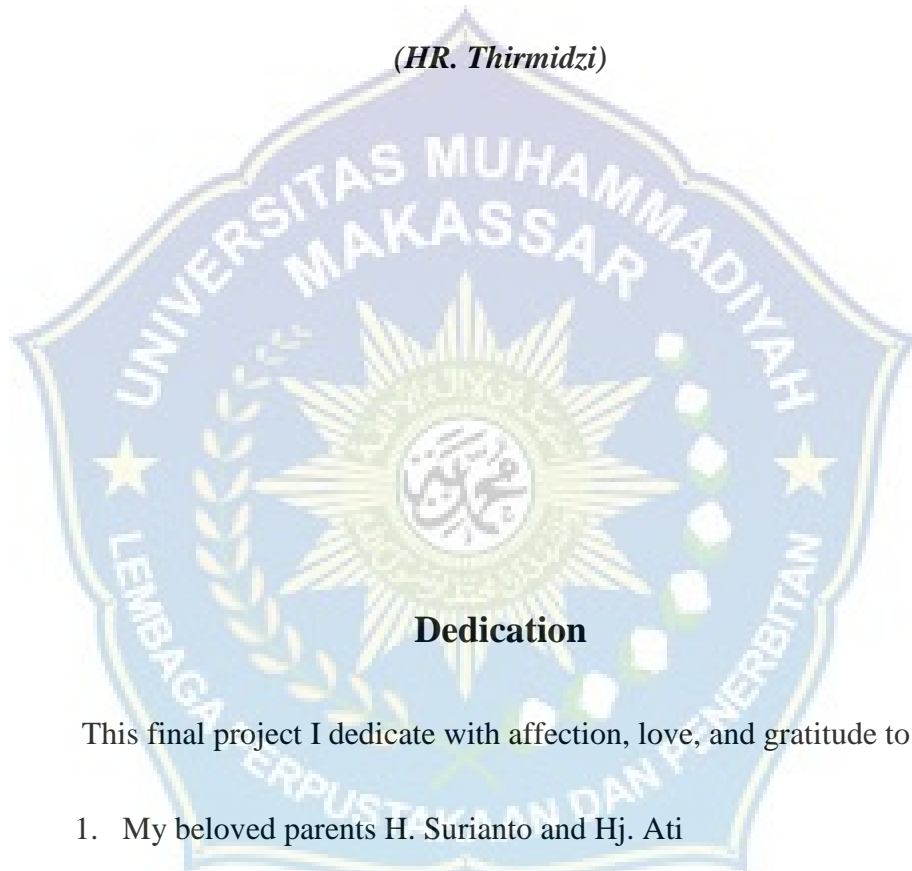


Irma Fitriani

## MOTTO AND DEDICATION

*“Know that victory comes with patience, ease comes with hardship, and difficulty comes with ease.”*

*(HR. Thirmidzi)*



### **Dedication**

This final project I dedicate with affection, love, and gratitude to:

1. My beloved parents H. Surianto and Hj. Ati
2. My beloved brothers Bripda Rahman Rianto and Agus Suprianto
3. My entire beloved extended family



## ABSTRACT

**Irma Fitriani**, 2024. *Using One Stays Rest Stray (OSRS) Technique to Improve Students' Reading Comprehension on Recount Text at The Eighth Grade Students At UPTD SMPN Satap 15 Barru*. A Final Project of English Education Department of Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar. Supervised by Eny Syatriana and Sitti Maryam Hamid.

The aim of this research is to find out whether the application of the One Stay Rest Stray (OSRS) technique is effective in teaching reading comprehension on recount text to eighth grade students at UPTD SMPN Satap 15 Barru. This research is experimental research where there are pre-test, treatment and post-test stages. The researcher used a total sampling technique with a total sample of 11 students.

The experimental results show that the application of the One Stay Rest Stray (OSRS) technique is effective in teaching reading comprehension to eighth grade students at UPTD SMPN Satap 15 Barru. There is a difference in the mean score of the students' pre-test and post-test results. The mean score of the students' pre-test results was 37.73 while the mean score of the students' post-test was 78.18. It can be seen that the mean post-test score is greater than the pre-test. This score shows that the application of the OSRS technique has an effect in improving students' reading comprehension.

The One Stay Rest Stray (OSRS) technique applied had a big influence on the reading comprehension of eighth grade students at UPTD SMPN Satap 15 Barru. In summary, the One Stay Rest Stray (OSRS) technique used in teaching reading comprehension to eighth grade students at UPTD SMPN Satap 15 Barru is effective to improve students' reading comprehension.

**Keyword:** *Reading Comprehension, One Stay Ret Stray (OSRS), Recount Text*

## ABSTRAK

**Irma Fitriani**, 2024. *Penggunaan Teknik One Stays Rest Stray (OSRS) Untuk Meningkatkan Pemahaman Membaca Siswa Pada Teks Recount Siswa Kelas VIII Di UPTD SMPN Satap 15 Barru*. Tugas Akhir Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Eny Syatriana dan Sitti Maryam Hamid.

Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan teknik One Stay Rest Stray (OSRS) efektif dalam mengajarkan pemahaman membaca dalam recount teks kepada siswa kelas delapan di UPTD SMPN Satap 15 Barru. Penelitian ini ini adalah penelitian experimental dimana terdapat tahap pre-test, treatment, dan post-test. peneliti menggunakan teknik total sampling dengan jumlah sampel sebanyak 11 siswa.

Hasil percobaan menunjukkan bahwa penerapan teknik One Stay Rest Stray (OSRS) efektif dalam mengajarkan pemahaman membaca kepada siswa kelas delapan di UPTD SMPN Satap 15 Barru. Terdapat perbedaan mean skor dari hasil pre-test dan post-test siswa. Mean skor dari hasil pre-test siswa adalah 37,73 sementara hasil mean skor post test siswa sebesar 78,18. Dapat dilihat bahwa mean skor post-test lebih besar dibandingkan pre-test. Skor ini menunjukkan bahwa penerapan teknik OSRS memiliki efek dalam meningkatkan pemahaman membaca siswa.

Teknik One Stay Rest Stray (OSRS) yang diterapkan memberikan pengaruh yang besar terhadap pemahaman membaca siswa kelas kelas delapan di UPTD SMPN Satap 15 Barru. Ringkasnya, teknik One Stay Rest Stray (OSRS) yang digunakan dalam pengajaran pemahaman membaca kepada siswa kelas kelas delapan di UPTD SMPN Satap 15 Barru efektif dalam meningkatkan pemahaman membaca siswa.

**Kata Kunci:** *Pemahaman Membaca, One Stay Ret Stray (OSRS), Teks Recount*

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The researcher is fully aware that this thesis is still far from perfect. Therefore, researcher expect constructive criticism and suggestions from readers. Hopefully this research can be useful for readers and other researcher.

Makassar, 12 Agustus 2024



Irma Fitriani





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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Reading is one of the most important receptive skills in any language, including English. Reading is a skill that educators expect students to master in addition to speaking, writing, and listening skills. According to Madolimovich (2022), language learners use reading as an interactive activity to understand and capture key concepts of texts through various reading techniques and approaches. Reading allows students to learn many things that happen without having to witness or experience them directly.

The use of inappropriate teaching techniques in the learning process sometimes hinders students' reading skills, leading to a lack of desire, enthusiasm, and engagement in reading (Moon & Kwan, 2022). Students often have difficulty understanding the material they read, resulting in a lack of comprehension. Today's English classes primarily deliver material through text, making reading essential. Therefore, students need to have reading skills.

Some researchers state that there are several things that can influence students' reading comprehension. According to Dara (2019), determinants that influence reading comprehension include text complexity, readers' cognitive and emotional involvement, their prior knowledge and familiarity in selecting reading materials, individual characteristics of readers, and the surrounding learning environment that may hinder students' comprehension abilities in text structure, inference, and comprehension assessment (Dara, 2019). The most prominent and frequently encountered problems of all are only a small part, including lack of

motivation, lack of basic knowledge, inappropriate reading methods, and poor interpretation.

In improving students' reading comprehension, the techniques or strategies applied by educators can determine how much progress students' abilities will make. An educational approach, also known as a teaching technique, is a systematic procedure or sequence of actions designed to achieve specific educational objectives (Nurdianingsih, 2021). A teaching technique refers to a teacher's deliberate plan to effectively facilitate the teaching and learning process in order to achieve predetermined objectives. Teaching tactics refers to the methods used to instruct students. A teacher should possess the ability to enhance students' motivation in studying English and devise efficacious methods to cultivate students' interest (Lestari et al., 2019). Effective teaching tactics for English language skills must be tailored to each specific skill in order to get the desired outcomes.

The One Stays the Rest Stray (OSRS) technique is a collaborative learning approach that aims to enhance students' reading proficiency in relation to a given book. This technique's goal is to facilitate the exchange and acquisition of information about collaborative work outputs. The OSRS approach aims to ensure that students acquire information via collaborative learning experiences with peers, enhancing their grasp of topics and instructional content. Quoted from Marlina (2019), the One Stays Rest Stray approach is entirely student-centered. Teachers have the ability to communicate and provide explanations to students, and students also have the opportunity to speak and explain in front of their peers.

According to the researcher's interview with an English teacher at this school, the proficiency of multiple students in comprehending recount text was below the passing grade. The researcher's initial observations at UPTD SMPN SATAP 15 Barru, particularly among second grade students, revealed that their understanding of recount text was still restricted. Their low comprehension is a result of their deficiency in language. Their low or deficient vocabulary may be attributed to the use of instructional methods in teaching the material. Consequently, students experience boredom with the teaching and learning process while studying recount texts. The teacher also never uses the One Stay Rest Stray technique in teaching students'.

Based on the explanation above, the researcher is interested in presenting this problem in the research which is given the title **"Using One Stays Rest Stray (Osrs) Technique to Improve Students' Reading Comprehension on Recount Text at The Eighth Grade Students at UPTD SMPN SATAP 15 Barru"**.

### **B. Problem Statement**

Based on the research background mentioned above, the researcher formulate the problem as follows: "Is there a significant effect of using the One Stays Rest Stray (OSRS) technique in improving of students' reading comprehension in recount texts in eighth grade students at UPTD SMPN SATAP 15 Barru?"

### **C. Objective of the Research**

The aim of this research, as stated in the problem formulation above, is to determine whether the One Stays Rest Stray (OSRS) technique has a significant

impact in improving of students' reading comprehension in recount texts among eighth grade students at UPTD SMPN SATAP 15 Barru.

#### **D. Significant of the Research**

There are three benefits to this research. That is:

1) For Teachers

The results of this research can help many teachers, especially junior high school teachers, make variations when teaching reading.

2) For Students

Researcher hope that the results of this research can become a method to help train students' reading skills.

3) For Upcoming Researchers

Future researchers looking for references for their studies on the English language teaching and learning process should find this research useful.

#### **E. Scope of the Research**

To focus more on the intended topic, the researcher used the One Stays Rest Stray technique to assess students' reading ability, especially their ability to identify language features, generic structures, various kinds of information, communicative purposes, and reference words in recount texts. Given the limitations of the study, the researcher chose second-grade students at UPTD SMPN SATAP 15 Barru.

## CHAPTER II

### LITERATURE OF REVIEW

#### A. Previous of Related Studies

There are several study results pertaining to the utilization of the one stay rest stray approach to enhance students' reading comprehension skills. Mi'raj (2019) with the title "The Implementation of One Stay Rest Stray in Teaching Narrative Text to Improve Students' Reading Skill at The Eleventh Grade of MAN 1 Parepare". This study is a pre-experimental study, and the data collection techniques used are pre-test and post-test. The results of data analysis show a significant increase in students' reading ability after the OSRS approach was applied. The validity of this conclusion is supported by the t-count value (3.09) which exceeds the t-table value (2.12) at a significance level of 5% and degrees of freedom of 16. The null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>1</sub>) is supported, which indicates a positive impact of using the OSRS approach on students' reading ability at MAN 1 Parepare.

Lisdarti (2018) with the research title "The Effect of One Stay Rest Stray Technique Towards the First Year Students' Reading Comprehension at SMPN 25 Pekanbaru". This study used an experimental research design. The findings of the study revealed that the data came from the pre-test and post-test scores of students in both the experimental and control groups. The task involved responding to questions presented in multiple-choice format, which were based on the content of the given text. The hypothesis is accepted if the t-value is greater than the critical value from the table, or if there is a substantial impact of the Two Stay Two Stray Strategy on the reading comprehension of first-year students at SMPN 25



Pekanbaru. If the t-table shows no significant impact of the Two Stay Two Stay Strategy on the reading comprehension of first-year students at SMPN 25 Pekanbaru, then  $H_0$  is accepted and  $H_a$  is rejected. After calculating the degrees of freedom, the author determined that the calculated "t" value is 9.95 higher than the critical "t" value from the table at the 5% significance level (2.010) and 1% significance level (1.677). The inequality  $2.0017 < 9.41 < 1.6716$  is proven. The research findings show the real impact of the Two Stay Two Stay Strategy on the reading comprehension of first-year students at SMPN 25 Pekanbaru.

Ramli (2017) in his research entitled "The Use of One Stay Rest Stay Technique in Teaching Reading Comprehension at SMPN 8 Makassar". The design of this study was experimental. The results showed that the t-table value of the reading comprehension test (5.58) exceeded the t-table value (2.036). This finding validates the research hypothesis, which states that when the t-test value exceeds the t-table value, we reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ). As a result, in this study, the alternative hypothesis ( $H_1$ ) is automatically confirmed, while the null hypothesis ( $H_0$ ) is rejected.

Hafiddin (2016) in his research "The Effect of One Stay Rest Stay (OSRS) Strategy in Teaching Reading Comprehension (A Pre Experimental Research to The Eleventh Grade Students of SMAN 1 Subah in the Academic Year of 2015/2016)". The implementation of the OSRS technique has a significant impact on the reading comprehension of grade XI students of SMAN 1 Subah throughout the 2015/2016 academic year. Based on the data obtained from the Cohen effect size calculation of 1.439, it can be concluded that therapy with the OSRS approach has a significant and strong impact.

Listiyana (2013) in her research entitled "The Reading Comprehension of the Eighth Grade Students of SMP 2 Jati Kudus in Academic Year 2012/2013 Taught By Using "One Stays The Rest Stray". This study used an experimental research design. The results showed that the average score on the pre-test was 65.3, while the average score on the post-test was 79.8. The t-observation was set at 13.15, with a significance level of 0.05. The degrees of freedom (df) were 29, and the t-table value (tt) was 2.05. Simply put, the t-observation value exceeded the t-table value. We reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha) because the observation is in the crucial region. Thus, the hypothesis stating that there is a significant disparity in the reading comprehension of eighth-grade students of SMP 2 Jati Kudus in the 2012/2013 academic year before and after being taught using the One Stays the Rest Stray method has been confirmed.

The similarity between this study and the previous five studies is in the study of the One Stay Rest Stray technique as a method to improve students' reading comprehension skills. This study as well as the previous studies, were designed using experimental research methodology.

There are differences between previous research and current research. Previous studies mostly used narrative texts, with some studies not even using language at all. Meanwhile, this researcher used recount texts. Furthermore, the first and last studies focused on eleventh grade students as research participants, while the second study targeted seventh grade students as research subjects. Meanwhile, the researcher chose eighth grade as the subject. The last difference lies in the location of the study.

## **B. Concept of Reading**

### **1. Definition of Reading**

Various individuals have proposed several definitions of reading that share the same interpretation. Reading ability plays a vital role in achieving success in elementary, secondary, and advanced academic education. Reading ability is considered a characteristic of superior learners (Laličić & Dubravac, 2021). This means that when reading, readers do not only capture and interpret information, but they can also ask questions or provide comments on what they read. According to Tahmidaten & Krismanto (2020) asserts that readers are essentially engaged in reading as an activity or process of interpreting and creating meaning from written or textual messages.

Reading has no specific rules, but instead offers readers the opportunity to produce their own reflective outcomes. This encourages a thorough examination of the text during the interpretation process. Readers use a variety of reading techniques to aid in decoding (changing symbols into sounds or visual representations of speech) and comprehension. Readers can use contextual cues to ascertain the significance of unfamiliar vocabulary. Readers assimilate the words they have read into a pre-existing framework of knowledge or schema (schema theory).

Based on the description, it can be concluded that reading is an activity to gain understanding, in which the reader makes a serious effort to understand the true intent and message of the author.

## 2. Types of Reading

According to Asrifan & Octaberlina (2021) there are several categories of reading, namely:

### a) Intensive reading

Reading shorter texts to get the right information is known as intensive reading. The process of scanning is more important than skimming. For example, when reading instructions on how much medicine to take, the reader tries to absorb all the information. Students usually read one page during intensive reading to study the structure of the text and explore its meaning.

### b) Extensive Reading

According to Setiyadi (2020), long reading refers to the practice of reading silently, but is done outside of class. To make it easier for students to learn long reading, instructors should first provide explanations for difficult passages or unfamiliar vocabulary.

### c) Aloud reading

Badawi et al. (2021) states that reading aloud is important because it helps students feel comfortable with what they know and is a good opportunity to share ideas and thoughts in class about specific student situations.

### d) Silent reading

The purpose of silent reading activities is to teach students the art of reading silently, so that they can focus their attention and use their

cognitive abilities to absorb the material. Readers understand the entire text.

### **3. Purpose of Reading**

Reading is very beneficial for students, because it plays an important role in academic education. The main purpose of reading is to understand the text or gain knowledge in the text that students must understand professionally in order to master the topic. According to Sartika et al. (2020) the main purposes of reading in general are to gain knowledge, gain understanding, and gain pleasure. The purposes of reading vary depending on a person's specific goals. These purposes may include obtaining factual information, gaining specialized and challenging knowledge, critically evaluating one's own work, finding joy in reading, and engaging in recreational activities.

This implies that reading involves more than just understanding the content and context of a reading; it requires careful attention to detail in order to fully understand and develop meaning from the content. These phrases emphasize the need for students not to underestimate the importance of reading, as reading is a skill that requires regular practice.

The purpose of reading is closely related to the underlying motivation that drives individuals to engage in reading activities. Reading has various purposes, including gaining knowledge, understanding the author's ideas, enjoying it for recreation, or learning, but comprehension is essential to achieving reading purposes (Hartati et al., 2021) . These factors enable students to engage in reading either to acquire knowledge or simply for recreational purposes.

According to these experts, it is clear that the purpose of reading for students is to find information and find the right details in the text. Reading, whether for entertainment or learning, ultimately aims to achieve understanding. Students cannot get entertainment or knowledge from a text if they cannot understand it.

## **C. Concept of Reading Comprehension**

### **1. Definition of Reading Comprehension**

Reading comprehension is a cognitive process in which the reader must identify and mentally recreate the intended meaning of words and phrases in order to understand the overall message conveyed by the author. Reading comprehension is a specific phrase used to describe the act of understanding written text, the ability to understand it is not the articulation or reading load that is important, but the understanding that is considered (Erya & Pustika, 2021).

Reading comprehension is a cognitive skill that involves understanding and interpreting written content by integrating the reader's prior or general knowledge with the information presented in the text to produce a coherent understanding of the text (Amin & Wahyudin, 2022). Developing reading comprehension skills helps readers understand the information in a text. Reading comprehension refers to the ability to understand and interpret the meaning of a paragraph or written text. Reading comprehension refers to the ability to interpret written text.

Tang et al. (2019) reading comprehension is not just the act of reading aloud, but also the process of understanding the meaning of words, phrases,

and the relationship of ideas in a paragraph. Reading comprehension is a cognitive process in which the reader uses prior knowledge to understand a text.

According to Yılmaz & Baydık (2020) reading comprehension, the primary goal of reading, is the cognitive process of constructing a mental picture of the material being read. This recognition arises from the interaction between written words and their external knowledge or context. Reading comprehension relies on the ability to quickly comprehend words. When student find it difficult to comprehend words, they end up using most of their cognitive resources to decipher individual words, which in turn hinders their overall reading comprehension.

Moneba et al. (2024) said that reading comprehension is the ability to understand written material and is considered one of the fundamental aspects of reading. It plays a vital role in the functioning of society as a whole. Reading comprehension can be characterized as a multifaceted and nuanced process, in which readers engage with texts to derive meaning and understanding from them (Yapp et al., 2023).

Effective comprehension requires the reader to be able to extract meaning. Finding specific material, solving problems through reading, understanding concepts, or following instructions can all lead to the acquisition of knowledge. This perspective suggests that reading is a cognitive activity in which the reader actively seeks to understand the information presented and to comprehend the author's intended meaning.



## **2. Factors Affecting in Reading Comprehension**

According to Taladngoen et al. (2020), reading comprehension skills are influenced by two elements: internal factors and external influences.

### **a) Internal Factor**

Internal elements such as language skills, perceptions, and interests can affect reading comprehension skills. Students' limited vocabulary and unfamiliarity with technical terminology hinder their reading comprehension skills due to lack of understanding of the reading material.

### **b) External Factors**

In addition to the internal aspects mentioned above, there are also external influences, namely those related to the influence of the family on students' reading comprehension skills. Parents' encouragement to read in English from an early age instills reading habits in students. Students feel that receiving family support and assistance in learning seems to have a beneficial rather than negative impact on them.

## **3. Reading Comprehension Technique**

Researcher have used various techniques in the study of reading techniques, and reading techniques have been shown to be more successful, useful, and beneficial for students. According to Souhila in Handayani & Widiyantje (2021) there are several strategies in reading, namely predicting, skimming, scanning, inferring, guessing the meaning of new words, self-monitoring, and summarizing.

### **a) Predicting**

According to Sumirat et al. (2019) One of the ways is through the use of prediction strategies. Utilizing prediction as a pedagogical approach is anticipated to enhance students' academic performance in the domain of reading. Anticipating is a crucial approach to facilitate the development of student' reading abilities. Utilizing visual aids as a predictive tool is a very effective method for enhancing students' reading comprehension.

b) Skimming

Sandi (2021) stated: The skimming approach is applicable to both concise functional material and lengthy text. The skimming method is used to teach students how to anticipate the subject matter of a given book after reading it. The students possess knowledge of the book's type/genre, the writer's viewpoint, and the purpose of the work. Students engage in rapid reading to ascertain the overall substance or specific sections of a text.

c) Scanning

According to Nunan in Komara & Dewi (2021) the scanning approach is a reading technique in which readers search for certain keywords or phrases in a document in order to swiftly locate particular data and details, without the need to comprehend every aspect of the text. In essence, when readers use a scanning method, they can efficiently locate certain information and data by looking for keywords, obviating the need to read and comprehend the full text.

d) Inferring

According to Fattuhillah (2019) inferring strategies are strategies where the reader understands the text first, then makes inferences. Inference is the act of deducing conclusions or making interpretations based on available information. This determination is contingent upon the specific circumstances and context of the dialogue. When reading a book, readers often make assumptions, but these assumptions are not necessarily accurate. This occurs because implicit information, which readers naturally assume, is present.

e) Guessing the meaning of word

According to Rakhmawati & Kuswardani (2021) employing the approach of deducing the meaning of words aids students in acquiring new vocabulary, enabling them to comprehend the text from several perspectives. They are able to find the explicit and implied meaning of words and their main ideas because they have found the meaning first by applying the guessing the meaning of words technique.

f) Self monitoring

Ariyani et al. (2024) stated that self-monitoring facilitated students in evaluating their behaviors and monitoring the outcomes. Although it does not create new abilities or knowledge, it has the ability to modify the frequency, intensity, or length of an individual's behavior. Reading is an important part of acquiring knowledge and may provide a wealth of information. Students have achieved mastery in reading English, enabling them to effectively communicate verbally and in writing by comprehending knowledge and information at a literal level.

g) Summarizing

According to Hwang et al. (2019), the summarizing approach enables students to identify the main concepts in a book. Summarizing requires readers to synthesize and compress the key concepts and supporting information from several paragraphs into a compact and essential narrative. Summaries are also useful for mastering their vocabulary and can train students to retell or rewrite what they read, in addition to reading. Summary techniques are effective for teaching reading comprehension.

#### 4. Level of Reading Comprehension

According to Nagah dan Hafez in Al-Rimawi & Masri (2022), reading comprehension skills are classified into several categories, as follows:

a) Literal Comprehension

In this category, students will identify lexical and idiomatic terms, identify and remember details, recognize ideas expressed in texts, and follow instructions

b) Inferential Comprehension:

In this category, students will conclude similarities and differences, conclude cause-and-effect relationships, conclude implied meanings in the text, and conclude the author's intentions and motives.

c) Creative Comprehension:

In this category, students will address a topic, try to carry out simulations, add and complement (providing suggestions and alternative solutions that can bring better results), solve similar problems based on

the material read, add comments, complete the text, and build creative opinions.

#### **D. Concept of One Stay Rest Stray (OSRS) Technique**

##### **1. Definition of One Stay Rest Stray Technique**

Classroom activities can be diversified in several ways, such as teaching procedures or methodologies, including various learning media, choosing diverse learning tasks, and using various teaching resources. In addition, teachers have the ability to set learning methodologies for their courses.

The One Stays Rest Stray (OSRS) approach is a learning technique that may be used in the classroom. According to Jacob in Marlina (2019) the One Stays Rest Stray (OSRS) technique is a reading comprehension method that involves an active learning process. This method encourages students to engage in movement activities, allowing them to develop and collect ideas, discuss, and analyze texts while working together as a team.

The One Stay Rest Stray technique is a component of a cooperative learning approach that involves placing students in small groups. The number of group members may correspond to the number of paragraphs in a document. Next, students are given the responsibility to engage in discussions about the lesson content with their peers. In addition, groups will rotate members temporarily to facilitate further discussion and collaboration. Finally, the group work will be reviewed and re-evaluated with new group members. Therefore, the static structure of one stays rest will allow groups to communicate their findings effectively to other groups.

Cooperative learning is a method that can be used to improve reading comprehension and ultimately improve student academic achievement. Cooperative learning strategies facilitate the active participation of all students in the classroom, while effectively managing the actions of several students to ensure productivity and prevent chaos. One method of implementing cooperative learning is by using the One Stays Rest Stray (OSRS) technique.

According to Chen (2021) Many students have made significant progress through the use of cooperative learning. The majority of students have commented that the incorporation of cooperative learning has facilitated their learning process, making it easy and enjoyable, while also significantly increasing their learning capacity. Unlike traditional group work, the varied structure of cooperative learning techniques allows each member of the group to participate equally and interdependently. Instructors use cooperative learning ideas and approaches to encourage mutual help within the group and promote active involvement from all members. Cooperative learning involves the instructor assessing students' work using criterion references, while competitive learning evaluates students based on norm references. The goals of cooperative learning are twofold: to engage students in active participation and to develop their ability to collaborate, interact socially, and provide mutual assistance.

The One Stays Rest Stray (OSRS) approach involves the instructor acting as a facilitator and motivator, rather than an active participant. The teacher, in his or her role as facilitator, is responsible for encouraging

students to engage with a variety of literature before class. The teacher can inspire students by giving them attention during class, offering relevant resources, encouraging active learning, reviewing student work before submission or presentation, fostering confidence in achieving the highest grades, and providing incentives as a motivator.

From the description given, it is clear that the One Stays Rest Stray technique is solely student-centered. Each student has the opportunity to contribute and gain knowledge, which in turn leads to the development of their own account. According to Darma in Mi'raj (2019) The One Stays Rest Stray (OSRS) technique is a collaborative learning approach that can be used to improve students' ability to understand books. This technique is a component of a cooperative learning approach that involves placing students in small groups. The One Stays Rest Stray structure allows groups to share their ideas and findings with other groups.

This approach uses an active learning process that combines student movement activities, allowing students to process and collect ideas, engage in discussions, and understand texts through collaborative formation. This approach is similar to the Jigsaw technique, when students form initial groups and then exchange them with other groups to gain knowledge. Next, students regroup in the main group to discuss the material obtained. The One Stays Rest Stray (OSRS) technique involves friends sharing information only within their own group, not with the whole class.

Through the use of this method, students are given the opportunity to respond, ask questions, use the information they have obtained, and get



feedback from other group members while engaging in social interaction within the group. As a result, this will increase students' self-confidence and foster a sense of enjoyment in the learning experience.

## **2. Step of One Stay Rest Stray Technique**

According to Surjosuseno in Marlina (2019) the procedures for One Stays Rest Stray (OSRS):

- a) At first, each student reads the text individually and quietly completes the assigned task.
- b) Then, all group members engage in collective discussion.
- c) After the conversation is over, one student remains in his/her group while the others move around to ask about their progress.
- d) Then, the individuals who are left behind rejoin their original groups, and in turn, each group member relates their observations and listening experiences.
- e) Finally, each member of each group engages in discussion and writes a comprehensive report on the entire story and task.

## **E. Concept of Recount Text**

### **1. Definition of Recount Text**

According to Sonia & Fisher (2019) a recount is a written account that describes a past experience or event, often referring to the writer's personal or historical background. Students choose this particular text style as the medium for their writing. Students make this choice because they find freedom in exploring stories based on their personal experiences and ultimately transforming their ideas into written communication.

The purpose of Recount is to provide information and entertainment to its readers. To achieve its purpose, the text must include many phases, namely, providing an orientation to inform the reader about the individuals involved, the location, time, etc., and recounting a series of events in chronological order.

## **2. Generic Structure of Recount Text**

According to Siregar et al. (2020) recount text is a kind of writing that describes a previous occurrence, often in the form of a paragraph, detailing our own experiences. Therefore, recount texts are an excellent tool for junior high school students to learn and understand grammar. There is a generic structure for recount text, orientation, events, and re-orientation. The general structure of the recount text is described as follows:

a) Orientation

This part serves to introduce and provide information on the characters, setting, and time frame of the novel.

b) Events

This aspect provides a comprehensive and sequential account of a narrative or event.

c) Re-orientation

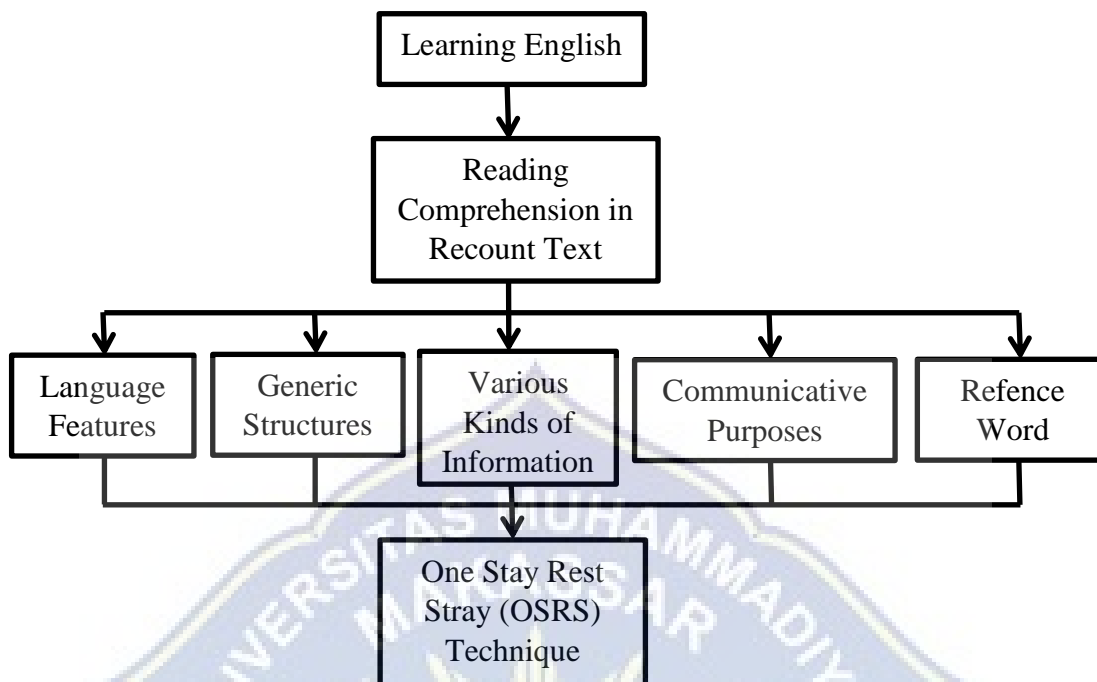
This section serves as the last segment of the recount text, with the purpose of summarizing or offering a conclusion to the tale presented in the event record.

### 3. Language Feature of Recount Text

In this context, "linguistic characteristics" refers to the language features that a specific text frequently uses. Sianipar et al. (2020) state that the linguistic qualities of a recount narrative include the use of the simple past tense and the frequent incorporation of connectives that establish temporal relationships between occurrences, such as next, later, when, then, after, before, and first.



## F. Conceptual Framework



*Figure 2. 1 Conceptual Framework*

This study focuses on reading comprehension, specifically in recount text, as shown by the framework provided. The things that are aspects of assessment in recount text are language features, the generic structure of recount text, various kinds of information, communicative purposes, and reference words in recount text. In the process, there are three stages. The sequence consists of three stages: the pretest, the treatment phase, including the use of the One Stay Rest Stray (OSRS) technique, and the post-test.

## G. Hypothesis

Researcher also formulated the following hypothesis:

### 1. Null Hypothesis (H<sub>0</sub>)

There was no significant effect between students' reading comprehension of recount text taught before and after using the One Stays Rest Stray

(OSRS) technique on second grade students' reading comprehension at UPTD SMPN SATAP 15 Barru.

2. Alternative Hypothesis ( $H_1$ )

There is a significant effect between students' reading comprehension of recount text taught before and after using the One Stays Rest Stray (OSRS) technique on second grade students' reading comprehension at UPTD SMPN SATAP 15 Barru.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this study, the researcher used experimental research. According to Mohajan (2021), experimental studies are a type of research that demonstrates the methods needed to obtain accurate, efficient, and cost-effective observations or measurements to address a specific problem. This methodology is sometimes referred to as hypothesis testing or deductive research techniques. The goal is to determine the correlation between dependent and independent variables. The results are unpredictable. Research design refers to a systematic planning process aimed at achieving specific research objectives. During experimental research, researcher examine the effects of an intervention on a study group and then assess the resulting outcomes.

In addition, the experimental method establishes a causal relationship between two variables, specifically the dependent and independent variables. To establish the results of the treatment in this study, the researcher had just taken a course on pre-test and post-test design. In this study, the researcher used an experimental methodology to determine the effect of this technique on improving students' reading comprehension skills.

The research design is:

*Table 3. 1 Research Design*

<b>Experimental</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
<b>Research</b>	<b>O<sub>1</sub></b>	<b>X</b>	<b>O<sub>2</sub></b>

O<sub>1</sub> : pre-test scores before being given treatment

X : the process of treatment, which namely in this research is the use of OSRS technique in learning reading comprehension

O<sub>2</sub> : post-test scores after being given treatment

## **B. Research Variables**

A variable is the foundation and primary component of a research project. Then it is possible to conclude that there would be no variables if there were no study. A variable is any object, event, idea, time period, or other type that can be quantified. Variables are classified into two categories, which are:

1. Independent variable

This independent variable of the study was the One Stay Rest Stray (OSRS) technique.

2. Dependent variable

This dependent variable of the research was students' reading comprehension

## **C. Research Subject**

- 1) Population

The population of this study were 8th grade students at UPTD SMPN SATAP 15 Barru. Class 8 students at UPTD SMPN SATAP 15 Barru total 11 students from 1 class.

- 2) Sample

In this research, the researcher used total sampling in selecting the sample, where the researcher took the entire population as a sample. The sample consisted of 11 students in grade 8.



#### **D. Research Instrument**

To obtain students' reading comprehension using the One Stays Rest Stray (OSRS) technique, the researcher gave students a test. The test was conducted twice, namely the initial test before being given treatment and the final test after being given treatment.

The type of test used was multiple choice with options A, B, C, and D consisting of 20 questions with a duration of 60 minutes. The questions given to students numbered twenty. The questions were arranged based on the indicators of reading comprehension of the recount text. Each indicator consisted of five questions.

#### **E. Data Collection**

Data collection is obtained using the following steps:

1. Pretest

Before providing treatment, researcher give a pre-test to students as a sample. The purpose of this pre-test is to determine students' reading comprehension. The pre-test procedures are as follows:

- a) Researcher distribute reading tests to students.
- b) The researcher explain to the students how to take the test.
- c) Students take the test within 60 minutes.
- d) Researcher collect the tests and examine them.

2. Treatment

Treatment be given after the pretest. Researcher provide treatment in several steps or sessions as follows:

- a) The teacher form students into groups of 3–4 students.
- b) The teacher gives an assignment containing several texts.
- c) Each group then discusses the task.
- d) Once finished, one student from each group remains in their group while the other group members scatter to other groups.
- e) The strayers observe, ask questions, and see the results of the group discussions they attended.
- f) Next, the strayers return to their respective groups and explain what they have observed, heard, and seen from other groups.
- g) After the strayers explain, all group members discuss the tasks they have been given again based on the understanding they have had with and learned from other groups.

### 3. Posttest

As a process after treatment, researcher give a post-test. This aims to determine the treatment value, whether post-test results are better than the pre-test. The procedure carried out in the posttest is the same as in the pretest.

According to Haris in Baradika (2021) The scores obtained by students can be classified as follows:

**Table 3. 2 Claffification of studens' Score**

**The Classification of Students' Score**

<b>Score</b>	<b>Categories</b>
81-100	Excellent
61-80	Good
41-60	Fair
21-40	Poor
0-20	Very Poor

## F. Data Analysis

### 1. Descriptive Statistic

A statistical technique known as descriptive statistics summarizes data in a reliable and comprehensible manner. Ensuring a sound and suitable metric is crucial, not only for the data itself, but also for the statistical techniques used in hypothesis testing (Prabhaker et al., 2019). These values are calculated using the minimum, maximum, mean (average), and standard deviation. SPSS (Statistical Package for the Social Sciences) 27 for Windows is used for descriptive statistical calculations.

### 2. Statical Analysis

Upon acquiring the following data, the researcher proceeds to perform a preliminary test of data analysis to assess the normality of the data.

#### a) Normality test

The data normality test is a basic requirement that must be met in parametric analysis. A normality test is useful to find out whether the sample taken from the population is normally distributed or not. If the research data is normally distributed, the test can use parametric analysis techniques. However, if the data is not normal, then use non-parametric statistical techniques. In SPSS (Statistical Product and Service Solution) 27 for Windows, the normality test that is often used is the Shapiro-Wilk test with the following conditions:

- 1) If the significant value is  $> 0.05$ , then the data is normally distributed.
- 2) If the significant value is  $< 0.05$ , then the data is not normally distributed.

**CHAPTER IV**  
**FINDING AND DISCUSSION**

**A. Findings**

After analyzing the research results, the researcher present tables and apply several statistical procedures. This statistical procedure is presented so that data calculations can be carried out easily and systematically. The table shows the distribution of scores before and after treatment, which means showing the pre-test and post-test scores. The significant differences between the two scores are illustrated in the table below.

**1. The Analysis of The Data**

a. Descriptive test

According to Hidayati et al. (2019), descriptive statistics are statistics that discuss collection, processing, and presentation. As well as calculating values from data described in tables or diagrams and does not include drawing conclusions. Descriptive statistical analysis is useful for describing research data, which includes the amount of data (N), maximum value, minimum value, mean value (average), and standard deviation. The descriptive statistical results table can be seen in the following table:

*Table 4. 1 The result of Descriptive Statistic*

<b>Descriptive Statistics</b>						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pre	11	5	80	415	37.73	33.791
post	11	35	100	860	78.18	23.587
Valid N (listwise)	11					

Table 4.1 shows the comparison of reading comprehension scores between the pre-test and post-test. The data shows that the pre-test score obtained a minimum value of 5 and a maximum value of 80, with a mean score of 37.73. Meanwhile, the post-test score obtained a minimum score of 35 and a maximum score of 100, with a mean score of 78.18. Apart from that, the standard deviation value on the pre-test was 33.79 and the post-test was 23.58.

b. Statical Analysis

*Table 4. 2 Normality Test*

	Tests of Normality		
	Statistic	df	Sig.
Pretest	.777	11	.005
Posttest	.812	11	.014

a. Lilliefors Significance Correction

Based on the results of the Shapiro-Wilk normality test above, it shows that the pre-test results have a significant value of  $0.00 < 0.05$  and the post-test results have a significance value of  $0.00 < 0.05$ . Therefore, the table of Shapiro-Wilk normality test results above indicates that neither the pre-test nor the post-test data follow a normal distribution. Because the pre-test and post-test data were not normally distributed, the Wilcoxon test was carried out to determine whether the hypothesis was accepted or not.

*Table 4. 3 Post-test and Pre-test Rank*

		Rank		
		N	Mean Rank	Sum of Ranks
post test - pre test	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	11 <sup>b</sup>	6.00	66.00
	Ties	0 <sup>c</sup>		

Total	11		
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- a. post test < pre test
- b. post test > pre test
- c. post test = pre test

The table above is the result of a comparison of scores from the post test to the student's pre test in the Wilcoxon test. For negative ranks, of the 11 students, not a single student experienced a decrease in value either from the mean ranks or the sum of ranks. Then for positive ranks, 11 students experienced an increase in scores from pre-test to post-test, with an increase in mean ranks is around 6.00 and a sum of ranks of 66.00. For ties, no student has the same score between the pre-test and post-test. So the conclusion is that from the pre-test to the post-test, there was an increase in scores for all students, with a mean rank of 6.00 and a sum rank of 66.00.

**Table 4. 4 Wilcoxon Test**

Test Statistics <sup>a</sup>	
	post test - pre test
Z	-2.953 <sup>b</sup>
Asymp. Sig. (2-tailed)	.003

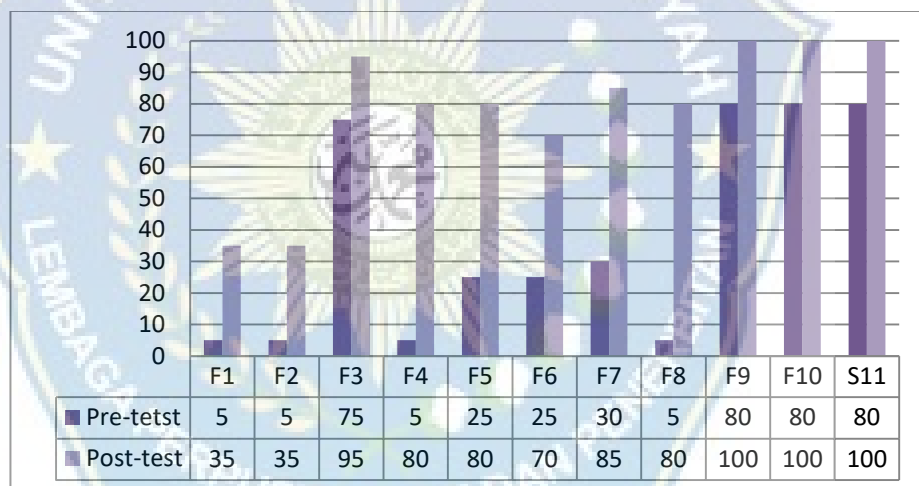
a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

In this statistical test table, the aim is to find out whether the hypothesis is accepted or rejected. As a basis for taking your own values, if the significance value is <0.05, then H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. The results in the table above show a significance value of 0.003 <0.05, which means the H<sub>1</sub> is accepted. This indicates that technique has an influence on students' reading comprehension abilities.

## 2. The Result Pre-test and Post-Test

The learning outcomes of eighth grade students at UPTD SMPN SATAP 15 Barru on reading comprehension are divided into two categories: pre-test results and post-test results. Each consists of 20 recount text questions in multiple choice form. This test is used to collect student scores. We give students 60 minutes to complete the test. The pre-test is given before applying the technique, while the post-test is given after applying the technique. The following are the pre-test and post-test results of applying the One Stay Rest Stray (OSRS) technique to students' reading comprehension, as shown in figure 4.1:



*Figure 4. 1 Pre-test and Post-test Score*

The table above shows a comparison of pre-test and post-test scores. It can be seen that there is a difference in scores between the pre-test and post-test. In the pre-test, F1 and F2 got a score of 5. Then, after being given treatment, a post-test was carried out. The F1 and F2 values increased to 35. This shows an increase from the pre-test to the post-test results, even though



the increase is relatively low. The post-test score does not meet the KKM standards in the English subject.

F3 in the pre-test results obtained a score of 75. This score is included in the good category and meets the KKM standards. Then, after giving treatment, a post-test was carried out. In the post-test results, F3 obtained a score of 95. This score is in the very good category.

In the pre-test, F4 and F8 received a score of 5. This score is included in the very low category. Then F4 and F8 were treated. After that, a post-test was given to test the results of the treatment. There was a significant increase in the post-test results. The results of the post-test F4 and F8 were 80. These scores were included in the good category and met the KKM standards for English language lessons.

F5 in the pre-test results obtained a score of 25. This score is included in the low category and does not meet the KKM standards. Then, after giving the treatment, a post-test was carried out. In the post-test results, F3 obtained a score of 80. This score is included in the good category. It can be seen that in the post-test results, there is a significant increase.

In the pre-test, F6 received a score of 25. This score is included in the low category. Then F6 was given treatment. After that, a post-test was given to test the results of the treatment. There was a significant increase in the post test results. The F6 post test result is 70. This score is included in the good category but does not meet the KKM standards for English lessons.

F7 in the pre-test results obtained a score of 30. This score is included in the low category and does not meet the KKM standards. Then, after giving

the treatment, a post-test was carried out. In the post-test results, F7 obtained a score of 85. This score is included in the very good category. It can be seen from the post test results that there is quite a significant increase.

In the pre-test, F9, F10, and F11 received a score of 80. This score is in the good category. Then, after being given treatment, a post-test is carried out. F9, F10, and F11 received the maximum score, namely 100. This score is classified as excellent. This shows that there was an increase in post scores after the treatment was given.

The explanation above indicates that the treatment led to an increase in post-test scores for all grade 8 students. Providing the One Stay Rest Stray (OSRS) technique in English language learning to improve students' reading comprehension skills in recount texts had a good effect, as seen from the post-test results of all students, which showed improvement.

### 3. The Category of Students Score

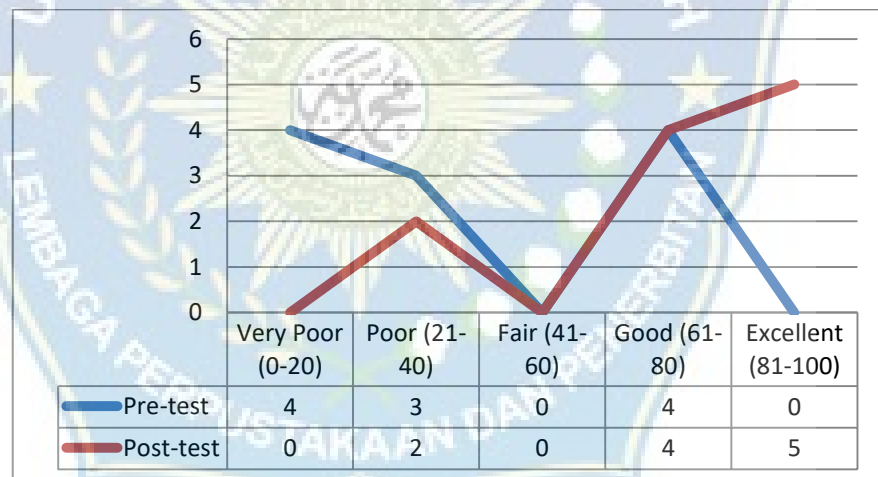
After compiling a tabulation of student scores, the researcher describes the percentage of students' pre-test scores as follows:

*Table 4. 5 The Score Category of Pre-test and Post-test*

No	Interval	Pre-Test		Post-Test		Categories
		Frequency	Percentage	Frequency	Percentage	
1	81-100	0	0%	5	45,4%	Excellent
2	61-80	4	36,4%	4	36,4%	Good
3	41-60	0	0%	0	0%	Fair
4	21-40	3	27,2%	2	18,2%	Poor

5	0-20	4	36,4%	0	0%	Very Poor
	Total	11	100%	11	100%	

In the table above, the pretest results show that 4 students are in the very poor category, 3 students are in the poor category, 0 students are in the fair category, 4 students are in the good category, and 0 students are in the excellent category. Meanwhile, the post-test results showed that 0 students were in the very poor category, 2 students were in the poor category, 0 students were in the fair category, 4 students were in the good category, and 5 students were in the extraordinary category. It can be seen that there are differences in results before and after using the One Stay Rest Stray (OSRS) technique, which can be seen more clearly in the diagram below.



*Figure 4. 2 The category of Students' Score in Pre-test and Post-test*

## **B. Discussion**

Based on the results above, this subchapter discusses research findings related to the use of the One Stay Rest Stray (OSRS) technique in improving students' reading comprehension in recount texts. This research aims to find out how much the use of the One Stay Rest Stray (OSRS)

technique helps improve students' reading comprehension skills in analyzing recount text.

After conducting this experimental research, the researcher noticed a significant improvement in the students' reading comprehension. After being given treatment, there were differences in students' pre-test and post-test scores, the mean score before being given treatment was 37.73, becoming 78.18 after being given treatment.

The results of this research are also supported by previous research, Lisdarti (2018). In this research, researcher used the One Stay Rest Stray (OSRS) technique as a technique for improving students' reading comprehension abilities. The results of this study are based on data obtained from students' pre-test and post-test scores in the experimental and control classes. The test consists of multiple-choice questions. Based on the research results, it can be seen that there is a significant influence of the One Stay Rest Stray Strategy on students' reading comprehension in first year students at SMPN 25 Pekanbaru.

Another previous study by Utomo (2012) also used the One Stay Rest Stray (OSRS) technique to improve students' reading comprehension abilities. This research shows that there is a significant difference between the Reading Comprehension of Class VIII Students of SMP 2 Bae Kudus in the 2011/2012 Academic Year before and after being taught using the One Stays the Rests Stray (OSRS) technique. Researcher also suggest English teachers use the One Stays the Rests Stray (OSRS) technique in teaching students to read and improve their reading comprehension.

Students can learn to read more enthusiastically and easily by using the One Stays the Rests Stray (OSRS) technique.

From the results above, it seems that after using One Stay Rest Stray (OSRS) as a student teaching technique, students' reading comprehension abilities became better than before the treatment. In line with research conducted by Hafiddin (2016) it is stated that the use of the One Stay Rest Stray (OSRS) technique in teaching reading comprehension to students is effective. In fact, its influence is categorized as strong.

After the researcher gave treatment to the students, the students also showed that there was an increase in their reading comprehension abilities. This is also supported by Listiyana (2013) where the author suggests that English teachers in junior high schools use this technique in teaching reading comprehension. So it is proven that the One Stays the Rest Stray technique is effective in improving students' reading comprehension abilities. And then, after carrying out the treatment, the researcher found that this method was suitable for teaching English speaking skills. This is supported by research conducted by Ramli (2017) which states that there is a significant difference between the pre-test and post-test. The author concludes that using the One Stay Rest Stray can improve students' reading comprehension.

This research revealed a positive effect of the One Stays Rest Stray technique on students' reading abilities. This is proven by an increase in post-test scores after treatment, where students' reading comprehension abilities increased in understanding recount text. The research findings

offer new empirical evidence, specifically demonstrating the effectiveness of the One Stay Rest Stray (OSRS) technique in enhancing students' reading comprehension in recount texts at UPTD SMPN Satap 15 Barru.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

From the research analysis, it was found that the One Stay Rest Stray (OSRS) technique could improve students' reading comprehension skills, especially in analyzing recount text. The research results demonstrate a comprehensive response to the research questions. Applying the One Stay Rest Stray (OSRS) technique can help students improve their reading comprehension skills. The mean score indicates a difference in student scores between the pre-test and post-test. Where the post-test score is higher than the pre-test score, it can be concluded that students find it easier to understand English learning in class using the One Stay Rest Stray (OSRS) technique.

#### B. Suggestions

Following the completion of the results, analysis, and conclusions of this study, the following suggestions on the use of the One Stay Rest Stray (OSRS) technique in the teaching of reading comprehension arise: Teachers are recommended to prepare themselves with the OSRS technique and be prepared for it before starting the teaching process while teaching reading using this technique.

Moreover, as One Stay Rest Stray (OSRS) involves more students participating in the classroom, teachers should pay close attention to every student's activity to make sure that activities happen well. Teachers must also monitor the use of time in the classroom during instruction and learning. Moreover, it may be advised to conduct additional studies aimed at looking at the One Stay Rest Stray (OSRS) technique as a future project. The purpose of this



study is to find out how One Stay Rest Stray (OSRS) technique may be used in the learning of many kinds of texts. Moreover, researcher may use the One Stay Rest Stray (OSRS) technique in other environments, such as junior high or elementary schools.



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APPENDIX 1. TEACHING MODULE

UNIVERSITAS  
MUHAMMADIYAH  
MAKASSAR

2024

# MODUL AJAR

BY:  
IRMA FITRIANI  
105351102620



<b>INFORMASI UMUM</b>	
<b>A. Identitas Modul</b>	
Nama Penyusun	: Irma Fitriani
Sekolah	: UPTD SMPN 15 Barru
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Ganjil
Materi Pokok	: Recount Text
Alokasi Waktu	: 3 x 40 JP (120 Menit)
<b>B. Kompetensi Awal</b>	
✓	Peserta didik memiliki akhlak mulia dengan didasari keimanan dan ketakwaan kepada Tuhan Yang Maha Esa
<b>C. Profil Pelajar Pancasila</b>	
✓	Beriman, bertakwa kepada tuhan yang maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar.
✓	Berkebinekaan Global melatih peserta didik tidak membedakan teman ketika pembentukan kelompok diskusi.
✓	Mandiri dengan cara sadar bertanggung jawab atas proses dan hasil belajarnya.
✓	Bergotong royong dengan cara peserta didik untuk saling membantu bekerjasama dalam kelompok saat melaksanakan kegiatan praktikum, diskusi, maupun presentasi hasil kerja kelompok.
✓	Bernalar Kritis dengan cara melatih peserta didik memperoleh dan memproses informasi dan gagasan.
<b>D. Sarana dan Prasarana</b>	
✓	Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022 Buku Englis for Nusantara untuk Kelas VIII , Lembar kerja peserta Didik
✓	Alat dan Media yang dibutuhkan <ol style="list-style-type: none"> <li>1. Powert point (PPT) Materi</li> <li>2. Komputer/ Laptop, Proyektor</li> <li>3. LKPD</li> <li>4. Papan tulis dan spidol</li> </ol>
<b>E. Model Pembelajaran</b>	
Pendekatan : Saintific	
Model pembelajaran : Discovery Learning	
Metode pembelajaran : Ceramah, Tanya Jawab, Diskusi, dan Penugasan	
<b>KOMPONEN INTI</b>	
<b>A. Capaian pembelajaran (CP)</b>	
Peserta didik mampu mengidentifikasi dan memahami struktur umum dan unsur kebahasaan	

yang terdapat pada recount text. Siswa menunjukkan perkembangan dalam penggunaan kosakata sederhana, mampu mengidentifikasi informasi, fungsi tujuan dari recount text.

#### B. Tujuan Pembelajaran

- ✓ Melalui metode ceramah siswa mampu memahami unsur kebahasaan recount text dengan baik.
- ✓ Melalui metode ceramah siswa mampu memahami struktur umum recount text dengan benar.
- ✓ Melalui metode ceramah siswa mampu mengidentifikasi berbagai jenis informasi recount text dengan baik.
- ✓ Melalui metode ceramah siswa mampu mengidentifikasi tujuan komunikatif recount text benar.
- ✓ Melalui metode ceramah siswa mampu mengidentifikasi referensi kata dalam recount text dengan benar.
- ✓ Melalui tayangan video siswa mampu memahami pengertian, tujuan, struktur serta unsur kebahasaan recount text dengan baik.

#### C. Elemen Capaian

Menyimak, Membaca, Memeriksa, Menulis

#### D. Kegiatan Pembelajaran

##### Kegiatan Pendahuluan (15 Menit)

1. Guru memberikan salam dan menanyakan kabar
2. Peserta didik dan guru berdoa bersama sebelum belajar
3. Guru menanyakan pentingnya kegiatan berdoa sebelum memulai kegiatan pembelajaran
4. Guru melakukan pengecekan kehadiran peserta didik dengan bertanya kepada peserta didik
5. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
6. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : **Recount Text**
7. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

##### Kegiatan Inti (90 menit)

1. Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi **Recount Text**
2. Peserta didik mengamati penjelasan guru mengenai materi yang dipelajari
3. Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang



belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi **Recount text**

4. Peserta didik diberikan tugas individual sebagai bentuk latihan seberapa jauh pemahaman siswa terhadap materi **Recount text**
5. Peserta didik diarahkan oleh guru agar membaca Langkah- Langkah kerja yang ada pada LKPD
6. Peserta didik dibimbing oleh guru dalam menyelesaikan LKPD dan memantau aktivitas belajar peserta didik jika ada yang mengalami kesulitan
7. Guru dan peserta didik bersama-sama membahas kembali tugas sebelumnya yang telah diberikan Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait **recount text**
8. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

#### Kegiatan Penutup (15Menit)

1. Peserta didik dengan bimbingan guru menyimpulkan materi pembelajaran tentang **recount text**
2. Peserta didik diberikan soal evaluasi oleh guru untuk mengukur ketercapaian kompetensi setelah pembelajaran diakhiri
3. Peserta diberikan waktu untuk mengerjakan soal evaluasi yang telah diberikan guru
4. Peserta didik mengumpulkan lembarsoal evaluasi yang telah dikerjakan kepada guru
5. Peserta didik diberikan pertanyaan refleksi terhadap pembelajaran hari ini
6. Peserta didik bersama guru menutup kegiatan pembelajaran dengan ucapan syukur dan berdoa

#### E. Daftar Pustaka

English Pedia, 2021. **Recount Text**. <https://youtu.be/hgOaxgBQUi0?si=fQinn~uF9W6Yk6>

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Barru, 24 Juli 2024

Guru Pembimbing

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Peneliti

Irma Fitriani

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Mengetahui,

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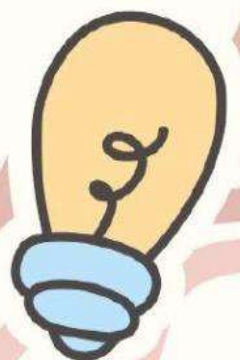


# MODUL AJAR



**SISWA MENENGAH PERTAMA**

**Disusun Oleh:  
Irma Fitriani**



## INFORMASI UMUM

### A. Identitas Modul

Nama Penyusun : Irma Fitriani  
Sekolah : UPTD SMPN 15 Barru  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/Ganjil  
Materi Pokok : Recount Text  
Alokasi Waktu : 3 x 40 JP (120 Menit)

### B. Kompetensi Awal

- ✓ Peserta didik memiliki akhlak mulia dengan didasari keimanan dan ketakwaan kepada Tuhan Yang Maha Esa

### C. Profil Pelajar Pancasila

- ✓ Beriman, bertakwa kepada tuhan yang maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar.
- ✓ Berkebinekaan Global melatih peserta didik tidak membedakan teman ketika pembentukan kelompok diskusi.
- ✓ Mandiri dengan cara sadar bertanggung jawab atas proses dan hasil belajarnya.
- ✓ Bergotong royong dengan cara peserta didik untuk saling membantu bekerjasama dalam kelompok saat melaksanakan kegiatan praktikum, diskusi, maupun presentasi hasil kerja kelompok.
- ✓ Bernalar Kritis dengan cara melatih peserta didik memperoleh dan memproses informasi dan gagasan.

### D. Sarana dan Prasarana

- ✓ Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022 Buku Englis for Nusantara untuk Kelas VIII , Lembar kerja peserta Didik
- ✓ Alat dan Media yang dibutuhkan
  1. Powert point (PPT) Materi
  2. Komputer/ Laptop, Proyektor
  3. LKPD
  4. Papan tulis dan spidol

### E. Model Pembelajaran

Pendekatan : Saintific

Model pembelajaran : Cooperative Learning

Metode pembelajaran : One Stay Rest Stray (OSRS), Diskusi, Penugasan

## KOMPONEN INTI

### A. Capaian pembelajaran (CP)

Peserta didik mampu mengidentifikasi dan memahami struktur umum dan unsur kebahasaan



yang terdapat pada recount text. Siswa menunjukkan perkembangan dalam penggunaan kosakata sederhana, mampu mengidentifikasi informasi, fungsi tujuan dari recount text.

#### B. Tujuan Pembelajaran

- ✓ Melalui metode OSRS siswa mampu memahami unsur kebahasaan recount text dengan baik.
- ✓ Melalui metode OSRS siswa mampu memahami struktur umum recount text dengan benar.
- ✓ Melalui metode OSRS siswa mampu mengidentifikasi berbagai jenis informasi recount text dengan baik.
- ✓ Melalui metode OSRS siswa mampu mengidentifikasi tujuan komunikatif recount text benar.
- ✓ Melalui metode OSRS siswa mampu mengidentifikasi referensi kata dalam recount text dengan benar.
- ✓ Melalui tayangan video siswa mampu memahami pengertian, tujuan, struktur serta unsur kebahasaan recount text dengan baik

#### C. Elemen Capaian

Menyimak, Membaca, Memeriksa, Menulis

#### D. Kegiatan Pembelajaran

Kegiatan Pendahuluan (15 Menit)

1. Guru memberikan salam dan menanyakan kabar
2. Peserta didik dan guru berdoa bersama sebelum belajar
3. Guru menanyakan pentingnya kegiatan berdoa sebelum memulai kegiatan pembelajaran
4. Guru melakukan pengecekan kehadiran peserta didik dengan bertanya kepada peserta didik
5. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
6. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : *Recount Text*
7. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan Inti (90 menit)

1. Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi Recount Text.
2. Guru menjelaskan mengenai pengertian, tujuan, dan struktur dari recount text
3. Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang

belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Recount Text.

4. Guru membentuk peserta didik menjadi beberapa kelompok dan memberikan teks kepada setiap kelompok kemudian mendiskusikannya bersama anggota kelompok masing-masing
5. Setelah selesai berdiskusi, guru akan meminta satu murid dari setiap kelompok untuk tetap di kelompoknya sementara anggota kelompok yang lain akan pergi ke kelompok lain untuk mencari tau hasil diskusi mereka.
6. Kemudian guru akan memberikan instruksi kepada para strayers untuk kembali ke kelompok asal masing-masing. Setelah itu, satu persatu anggota kelompok akan menceritakan kembali apa yang telah mereka observasi dan dengar dari kelompok lain.
7. Setiap anggota kelompok akan berdiskusi kembali dan menulis laporan keseluruhan cerita serta mengerjakan tugas
8. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Recount text
9. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

#### Kegiatan Penutup (15Menit)

1. Peserta didik dengan bimbingan guru menyimpulkan materi pembelajaran tentang recount text
2. Peserta didik diberikan soal evaluasi oleh guru untuk mengukur ketercapaian kompetensi setelah pembelajaran diakhiri
3. Peserta diberikan waktu untuk mengerjakan soal evaluasi yang telah diberikan guru
4. Peserta didik mengumpulkan lembar soal evaluasi yang telah dikerjakan kepada guru
5. Peserta didik diberikan pertanyaan refleksi terhadap pembelajaran hari ini
6. Peserta didik bersama guru menutup kegiatan pembelajaran dengan ucapan syukur dan berdoa

#### E. Daftar Pustaka

- English Pedia, 2021. Recount Text. <https://youtu.be/hgOaxgBQUi0?si=fQinn~uF9W6Yk6>
- Febrianti, I. L. D. Y., Nurlaelawati, I., & Devianty, R. R. M. L. H. G. A. (2022). *Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII* (M. A. U. C. Dewina (ed.)). Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. <https://buku.kemdikbud.go.id>
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- Wardiman, A., Jahur, M. B., & Djusma, M. S. (2008). *e English in Focus 2 : for Grade VIII Junior High School (SMP/MTs)* (S. P. Inves (ed.)). Pusat Perbukuan Departemen Pendidikan Nasional.



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Sonia, A., & Fisher, H. (2019). Students' reading techniques difficulties in recount text. *English and Education*, 4(2), 1-12. <https://media.neliti.com/media/publications/192380-EN-none.pdf>

Barru, 25 Juli 2024

Guru Pembimbing

Musyuliati, S.Pd.I

NIP. 198702192019032007

Peneliti

Irma Fitriani

NIM. 105351102620

Mengetahui,



UPTD SMPN SATAP 15 Barru

Aisyah Rahman, M.Pd

NIP. 19700502 199512 2 006

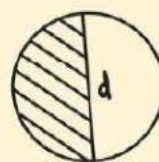
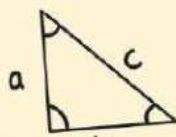


**Modul  
Pembelajaran**

**BAHASA  
INGGRIS**

**TAHUN AJARAN 2024**

**DISUSUN OLEH:  
IRMA FITRIANI  
GRADE VIII**



$$d = \pi r^2$$



## INFORMASI UMUM

### A. Identitas Modul

Nama Penyusun	: Irma Fitriani
Sekolah	: UPTD SMPN 15 Barru
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Ganjil
Materi Pokok	: Recount Text
Alokasi Waktu	: 3 x 40 JP (120 Menit)

### B. Kompetensi Awal

- ✓ Peserta didik memiliki akhlak mulia dengan didasari keimanan dan ketakwaan kepada Tuhan Yang Maha Esa

### C. Profil Pelajar Pancasila

- ✓ Beriman, bertakwa kepada tuhan yang maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar.
- ✓ Berkebinekaan Global melatih peserta didik tidak membedakan teman ketika pembentukan kelompok diskusi.
- ✓ Mandiri dengan cara sadar bertanggung jawab atas proses dan hasil belajarnya.
- ✓ Bergotong royong dengan cara peserta didik untuk saling membantu bekerjasama dalam kelompok saat melaksanakan kegiatan praktikum, diskusi, maupun presentasi hasil kerja kelompok.
- ✓ Bernalar Kritis dengan cara melatih peserta didik memperoleh dan memproses informasi dan gagasan.

### D. Sarana dan Prasarana

- ✓ Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022 Buku Englis for Nusantara untuk Kelas VIII , Lembar kerja peserta Didik
- ✓ Alat dan Media yang dibutuhkan
  1. Powert point (PPT) Materi
  2. Komputer/ Laptop, Proyektor
  3. LKPD
  4. Papan tulis dan spidol

### E. Model Pembelajaran

Pendekatan : Saintific

Model pembelajaran : Cooperative Learning

Metode pembelajaran : One Stay Rest Stray (OSRS), Diskusi, Penugasan

## KOMPONEN INTI

### A. Capaian pembelajaran (CP)

Peserta didik mampu mengidentifikasi dan memahami struktur umum dan unsur kebahasaan

yang terdapat pada recount text. Siswa menunjukkan perkembangan dalam penggunaan kosakata sederhana, mampu mengidentifikasi informasi, fungsi tujuan dari recount text.

#### B. Tujuan Pembelajaran

- ✓ Melalui metode OSRS siswa mampu memahami unsur kebahasaan recount text dengan baik.
- ✓ Melalui metode OSRS siswa mampu memahami struktur umum recount text dengan benar.
- ✓ Melalui metode OSRS siswa mampu mengidentifikasi berbagai jenis informasi recount text dengan baik.
- ✓ Melalui metode OSRS siswa mampu mengidentifikasi tujuan komunikatif recount text benar.
- ✓ Melalui metode OSRS siswa mampu mengidentifikasi referensi kata dalam recount text dengan benar.
- ✓ Melalui tayangan video siswa mampu memahami pengertian, tujuan, struktur serta unsur kebahasaan recount text dengan baik

#### C. Elemen Capaian

Menyimak, Membaca, Memeriksa, Menulis

#### D. Kegiatan Pembelajaran

Kegiatan Pendahuluan (15 Menit)

1. Guru memberikan salam dan menanyakan kabar
2. Peserta didik dan guru berdoa bersama sebelum belajar
3. Guru menanyakan pentingnya kegiatan berdoa sebelum memulai kegiatan pembelajaran
4. Guru melakukan pengecekan kehadiran peserta didik dengan bertanya kepada peserta didik
5. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
6. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : *Recount Text*
7. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan Inti (90 menit)

1. Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi Recount Text.
2. Guru menjelaskan mengenai pengertian, tujuan, dan struktur dari recount text
3. Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang



belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Recount Text.

4. Guru membentuk peserta didik menjadi beberapa kelompok dan memberikan teks kepada setiap kelompok kemudian mendiskusikannya bersama anggota kelompok masing-masing
5. Setelah selesai berdiskusi, guru akan meminta satu murid dari setiap kelompok untuk tetap di kelompoknya sementara anggota kelompok yang lain akan pergi ke kelompok lain untuk mencari tau hasil diskusi mereka.
6. Kemudian guru akan memberikan instruksi kepada para strayers untuk kembali ke kelompok asal masing-masing. Setelah itu, satu persatu anggota kelompok akan menceritakan kembali apa yang telah mereka observasi dan dengar dari kelompok lain.
7. Setiap anggota kelompok akan berdiskusi kembali dan menulis laporan keseluruhan cerita serta mengerjakan tugas
8. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Recount text
9. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

#### Kegiatan Penutup (15Menit)

1. Peserta didik dengan bimbingan guru menyimpulkan materi pembelajaran tentang recount text
2. Peserta didik diberikan soal evaluasi oleh guru untuk mengukur ketercapaian kompetensi setelah pembelajaran diakhiri
3. Peserta diberikan waktu untuk mengerjakan soal evaluasi yang telah diberikan guru
4. Peserta didik mengumpulkan lembar soal evaluasi yang telah dikerjakan kepada guru
5. Peserta didik diberikan pertanyaan refleksi terhadap pembelajaran hari ini
6. Peserta didik bersama guru menutup kegiatan pembelajaran dengan ucapan syukur dan berdoa

#### E. Daftar Pustaka

- English Pedia, 2021. Recount Text. <https://youtu.be/hgOaxgBQUi0?si=fQinn~uF9W6Yk6>
- Febrianti, I. L. D. Y., Nurlaelawati, I., & Devianty, R. R. M. L. H. G. A. (2022). *Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII* (M. A. U. C. Dewina (ed.)). Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. <https://buku.kemdikbud.go.id>
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Sianipar, R. B., Sianturi, D. S., Situmorang, S. A., Gulo, P., & Saragih, E. (2020). an Analysis of Recount Text in English Textbooks Used By Tenth Grade Students. *Journal of Languages and Language Teaching*, 8(2), 120. <https://doi.org/10.33394/jollt.v8i2.2280>

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Sonia, A., & Fisher, H. (2019). Students' reading techniques difficulties in recount text. *English and Education*, 4(2), 1-12. <https://media.neliti.com/media/publications/192380-EN-none.pdf>

Barru, 26 Juli 2024


Guru Pembimbing



Musyuliati, S.Pd.I

NIP. 198702192019032007

Peneliti

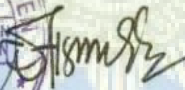


Irma Fitriani

NIM. 105351102620

Mengetahui,

Kepala Seksi UPTD SMPN SATAP 15 Barru



Risa Kisyah Rahman, M.Pd

NIP. 19700502 199512 2 006

Kurikulum Merdeka

# Modul Ajar

## Bahasa Inggris



Kelas VIII



Disusun Oleh : **Irma Fitriani**





INFORMASI UMUM	
<b>A. Identitas Modul</b>	
Nama Penyusun	: Irma Fitriani
Sekolah	: UPTD SMPN 15 Barru
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Ganjil
Materi Pokok	: Recount Text
Alokasi Waktu	: 3 x 40 JP (120 Menit)
<b>B. Kompetensi Awal</b>	
<ul style="list-style-type: none"> <li>✓ Peserta didik memiliki akhlak mulia dengan didasari keimanan dan ketakwaan kepada Tuhan Yang Maha Esa</li> </ul>	
<b>C. Profil Pelajar Pancasila</b>	
<ul style="list-style-type: none"> <li>✓ Beriman, bertakwa kepada tuhan yang maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar.</li> <li>✓ Berkebinekaan Global melatih peserta didik tidak membedakan teman ketika pembentukan kelompok diskusi.</li> <li>✓ Mandiri dengan cara sadar bertanggung jawab atas proses dan hasil belajarnya.</li> <li>✓ Bergotong royong dengan cara peserta didik untuk saling membantu bekerjasama dalam kelompok saat melaksanakan kegiatan praktikum, diskusi, maupun presentasi hasil kerja kelompok.</li> <li>✓ Bernalar Kritis dengan cara melatih peserta didik memperoleh dan memproses informasi dan gagasan.</li> </ul>	
<b>D. Sarana dan Prasarana</b>	
<ul style="list-style-type: none"> <li>✓ Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022 Buku Englis for Nusantara untuk Kelas VIII , Lembar kerja peserta Didik</li> <li>✓ Alat dan Media yang dibutuhkan               <ol style="list-style-type: none"> <li>1. Powert point (PPT) Materi</li> <li>2. Komputer/ Laptop, Proyektor</li> <li>3. LKPD</li> <li>4. Papan tulis dan spidol</li> </ol> </li> </ul>	
<b>E. Model Pembelajaran</b>	
Pendekatan : Saintific	
Model pembelajaran : Cooperative Learning	
Metode pembelajaran : One Stay Rest Stray (OSRS), Diskusi, Penugasan	
KOMPONEN INTI	
<b>A. Capaian pembelajaran (CP)</b>	
Peserta didik mampu mengidentifikasi dan memahami struktur umum dan unsur kebahasaan	

yang terdapat pada recount text. Siswa menunjukkan perkembangan dalam penggunaan kosakata sederhana, mampu mengidentifikasi informasi, fungsi tujuan dari recount text.

#### B. Tujuan Pembelajaran

- ✓ Melalui metode OSRS siswa mampu memahami unsur kebahasaan recount text dengan baik.
- ✓ Melalui metode OSRS siswa mampu memahami struktur umum recount text dengan benar.
- ✓ Melalui metode OSRS siswa mampu mengidentifikasi berbagai jenis informasi recount text dengan baik.
- ✓ Melalui metode OSRS siswa mampu mengidentifikasi tujuan komunikatif recount text benar.
- ✓ Melalui metode OSRS siswa mampu mengidentifikasi referensi kata dalam recount text dengan benar.
- ✓ Melalui tayangan video siswa mampu memahami pengertian, tujuan, struktur serta unsur kebahasaan recount text dengan baik

#### C. Elemen Capaian

Menyimak, Membaca, Memeriksa, Menulis

#### D. Kegiatan Pembelajaran

Kegiatan Pendahuluan (15 Menit)

1. Guru memberikan salam dan menanyakan kabar
2. Peserta didik dan guru berdoa bersama sebelum belajar
3. Guru menanyakan pentingnya kegiatan berdoa sebelum memulai kegiatan pembelajaran
4. Guru melakukan pengecekan kehadiran peserta didik dengan bertanya kepada peserta didik
5. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
6. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : *Recount Text*
7. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan Inti (90 menit)

1. Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi *Recount Text*.
2. Guru menjelaskan mengenai pengertian, tujuan, dan struktur dari recount text
3. Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang



- belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Recount Text.
4. Guru membentuk peserta didik menjadi beberapa kelompok dan memberikan teks kepada setiap kelompok kemudian mendiskusikannya bersama anggota kelompok masing-masing
  5. Setelah selesai berdiskusi, guru akan meminta satu murid dari setiap kelompok untuk tetap di kelompoknya sementara anggota kelompok yang lain akan pergi ke kelompok lain untuk mencari tau hasil diskusi mereka.
  6. Kemudian guru akan memberikan instruksi kepada para strayers untuk kembali ke kelompok asal masing-masing. Setelah itu, satu persatu anggota kelompok akan menceritakan kembali apa yang telah mereka observasi dan dengar dari kelompok lain.
  7. Setiap anggota kelompok akan berdiskusi kembali dan menulis laporan keseluruhan cerita serta mengerjakan tugas
  8. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Recount text
  9. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

#### Kegiatan Penutup (15Menit)

1. Peserta didik dengan bimbingan guru menyimpulkan materi pembelajaran tentang recount text
2. Peserta didik diberikan soal evaluasi oleh guru untuk mengukur ketercapaian kompetensi setelah pembelajaran diakhiri
3. Peserta diberikan waktu untuk mengerjakan soal evaluasi yang telah diberikan guru
4. Peserta didik mengumpulkan lembar soal evaluasi yang telah dikerjakan kepada guru
5. Peserta didik diberikan pertanyaan refleksi terhadap pembelajaran hari ini
6. Peserta didik bersama guru menutup kegiatan pembelajaran dengan ucapan syukur dan berdoa

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Barru, 27 Juli 2024





By Irma Fitriani

# BAHAN AJAR







## LEMBAR BAHAN AJAR

Nama Sekolah: UPTD SMPNSATAP15 Barru  
Materi: Recount Text  
Kelas/Semester: VIII/Ganjil

## TUJUAN PEMBELAJARAN

1. Melalui metode ceramah siswa mampu memahami unsur kebahasaan recount text dengan baik
2. Melalui metode ceramah siswa mampu memahami struktur umum recount text dengan benar
3. Melalui metode ceramah siswa mampu mengidentifikasi berbagai jenis informasi recount text dengan baik
4. Melalui metode ceramah siswa mampu mengidentifikasi tujuan komunikatif recount text benar
5. Melalui metode ceramah siswa mampu mengidentifikasi referensi kata dalam recount text dengan benar.
6. Melalui tayangan video siswa mampu memahami pengertian, tujuan, struktur serta unsur kebahasaan recount text dengan baik

## RECOUNT TEXT



### Definition

Menurut Sonia & Fisher (2019) Recount text adalah catatan tertulis yang menggambarkan pengalaman atau kejadian sebelumnya, sering kali mengambil latar belakang pribadi atau sejarah penulisnya. Recount text adalah jenis teks bahasa Inggris yang menceritakan kembali kejadian atau peristiwa di masa lampau. Cerita tersebut dapat berupa aksi atau aktivitas sebelum seseorang menuliskan teks.

### Purpose of Recount text

Ada beberapa tujuan dari teks *recount*, yaitu:

1. Memberikan informasi pada pembaca

Recount text dapat digunakan untuk memberikan informasi tentang suatu kejadian atau pengalaman di masa lalu pada orang lain. Dalam hal ini, informasi tersebut bisa berupa laporan perjalanan, pengalaman pribadi, atau laporan tentang suatu acara.

2. Menghibur pembaca

Seperti kebanyakan teks lain, recount text juga berfungsi untuk menghibur pembaca. Pasalnya, jenis teks bahasa Inggris yang satu ini umumnya ditulis untuk menceritakan sesuatu yang menyenangkan.

3. Merefleksikan suatu hal

Dalam beberapa kasus, teks recount bisa dijadikan sebagai media untuk merefleksikan dan menganalisis peristiwa atau pengalaman tertentu. Inilah alasan mengapa diary dan jurnal pribadi termasuk sebagai recount text.

4. Mendokumentasikan pengalaman penting

Selain melalui foto dan video, kamu juga dapat mengabadikan pengalaman penting di masa lalu melalui teks recount





## 5. Mempelajari sejarah

Dalam konteks pendidikan, recount text sering digunakan untuk mempelajari dan memahami peristiwa sejarah

### Generic Structure of Recount Text

Menurut Siregar et al. (2020) Generic structure of recount text ada tiga, yaitu

1. Orientation  
Isi dari orientation adalah informasi mengenai tokoh atau karakter, lokasi, waktu kejadian, etc. Pada bagian ini penulis mengenalkan tokoh, lokasi, dan juga waktu peristiwa yang akan diceritakan
2. Events  
Event adalah kejadian, sedangkan series berarti rangkaian. Dalam bagian ini, penulis akan menuliskan rangkaian mengenai peristiwa/kejadian yang mereka alami (inti dari recount text).
3. Re-orientation  
Dalam membuat recount text, akhir dari sebuah cerita disebut dengan re-orientation. Pada bagian ini, penulis akan menuangkan rangkuman dan kesimpulan dari keseluruhan cerita sekaligus memberitahu ending-nya (sad/happy).

### Characteristics of Recount Text

1. Dalam recount text tidak ada konflik yang diceritakan oleh penulis, berbeda dengan teks naratif bahasa Inggris yang memiliki conflict pada strukturnya.
2. Selalu ada urutan cerita secara kronologis, misal ada cerita di hari pertama, hari kedua, dan seterusnya.

### Language Features of Recount Text

Menurut Sianipar et al. (2020), ada beberapa unsur kebahasaan dari recount text, yaitu

1. Using simple past tense  
Verbal sentence dengan rumus subject + verb 2 + complement dan nominal sentence yang rumusnya subject + be + complement.
2. Using specific participant  
Recount text juga erat hubungannya dengan specific participant, yaitu sesuatu yang memiliki objek tertentu, tidak bersifat umum dan unik (hanya ada satu). Contohnya antara lain Istanbul Airport, Borobudur Temple, Muara Angke, Geusan Ulun Museum, etc.
3. Using personal participant  
Personal participant contohnya seperti I, my group, my friends, my husband, etc. Dalam recount text, biasanya personal participant akan muncul di bagian orientation sebagai pengenalan tokoh ataupun karakter dalam cerita.
4. Using action verb  
action verb adalah kata kerja yang merujuk pada tindakan yang kamu lakukan dan bisa terlihat oleh orang lain.
5. Using linking verb  
Sebagai teks yang menceritakan rangkaian peristiwa tentu tak lepas dari linking verb, yaitu kata kerja yang menghubungkan antara subjek dan keterangan. Tapi, linking verb digunakan untuk memberi keterangan deskriptif dan identitas dari subjek. Jadi, bukan merujuk pada tindakan yang dilakukan oleh subjek.
6. Using chronological connection/sequence connective  
Chronological connection atau yang dikenal juga sebagai chronological connector/connector of sequence adalah kata sambung yang digunakan untuk menyatakan urutan terjadinya peristiwa.





#### 7. Using conjunction

Conjunction adalah bagian dari part of speech yang tugasnya adalah menghubungkan dua kata, frasa, atau kalimat. Contoh-contoh conjunction dalam recount text adalah and, or, until, although, while, but, and many more.

#### 8. Using adverbs

Secara sederhana, adverbs adalah kata keterangan. Ia memberikan lebih banyak informasi atau mendeskripsikan lebih detail dari kata kerja, kata sifat, dan kata lainnya.

#### 9. Using adverb(ial) phrase

Adverbial phrase adalah frasa yang bersifat adverb, alias frasa yang fungsinya menjelaskan. Kalau adverb adalah bagian kalimat yang fungsinya menjelaskan keseluruhan kalimat, verb, adjective, atau adverb lain.

#### 10. Using time connectives and sequence connective

Jadi guys, connectives ini adalah kata atau frasa yang menghubungkan bagian kata, frasa, klausa atau kalimat. Adapun time connectives contohnya adalah in the meantime, the next day, dsb. Selain itu, ada juga sequence connective untuk mengurutkan sebuah informasi berdasarkan langkahnya. Contoh: before, after, then, first, second, third, finally, at last.

### Types of Recount Text

1. Personal recount text adalah salah satu jenis teks yang bertujuan untuk menceritakan mengenai pengalaman pribadi penulis. Personal recount adalah jenis paling umum yang sering ditemukan dalam penulisan recount.
2. Factual Recount Text  
Factual recount text merupakan cerita untuk menyajikan laporan terkait peristiwa yang terjadi berdasarkan fakta (benar-benar terjadi). Jadi, ini tidak terpaku pada kejadian personal, bisa juga kejadian orang lain. Contohnya seperti laporan mengenai percobaan sains a.k.a ilmu pengetahuan ataupun laporan kepdisian.
3. Imaginative Recount Text  
Imaginative recount adalah teks yang biasa digunakan seseorang sebagai cerita dari peristiwa imajinatif yang dialami oleh seseorang. Contohnya recount text yang menceritakan pengalaman penulis mengenai khayalan yang ia dapat dari mimpi.
4. Historical Recount Text  
Historical recount text adalah bentuk recount text yang isinya menceritakan peristiwa sejarah.

### Example of Recount Text

**A Beautiful Day at Jogja**

<b>Orientation</b>	← Last week, my friends and I went to Jogja. We visited many places.
<b>Events</b>	{ First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.
<b>Reorientation</b>	← For me, that was a beautiful day. we really enjoyed it, and I hope I could visit Jogja again.







# Media Pembelajaran

By Irma Fitriani

# Media Pembelajaran

Nama Sekolah: UPTD SMPN SATAP 15 Barru

Materi: Recount Text

Kelas/Semester: VIII/Ganjil

## Tujuan Pembelajaran

1. Melalui metode ceramah siswa mampu memahami unsur kebahasaan recount text dengan baik.
2. Melalui metode ceramah siswa mampu memahami struktur umum recount text dengan benar
3. Melalui metode ceramah siswa mampu mengidentifikasi berbagai jenis informasi recount text dengan baik
4. Melalui metode ceramah siswa mampu mengidentifikasi tujuan komunikatif recount text benar
5. Melalui metode ceramah siswa mampu mengidentifikasi referensi kata dalam recount text dengan benar.
6. Melalui tayangan video siswa mampu memahami pengertian, tujuan, struktur serta unsur kebahasaan recount text dengan baik.

**Materi pokok :** Recount Text

**Jenis media yang dikembangkan :** Jenis media yang digunakan adalah Power Point (PPT) dengan menampilkan slide demi slide materi recount Text

**Bahan dan alat yang digunakan :**

- Laptop
- Aplikasi canva
- Infocus

**Langkah- langkah pembuatan :**

- Buka Canva
- Buka aplikasi presentasi Canva atau akses melalui web browser, lalu masuk dan cari "Presentasi" untuk mulai mendesain.
- Telusuri layout presentasi
- Sesuaikan desain Yang diinginkan
- Buat slide dan copy materi kedalam canva
- Pilih animation
- Presentasi dengan gaya yang menarik.

**Langkah - langkah penggunaan :**

- Buka presentasi
- Untuk memulai peragaan slide, tekan F5. Jika tersambung ke layar kedua, Tampilan Penyaji akan dimulai secara otomatis
- Untuk menavigasi slide berikutnya, tekan Page down.
- Untuk keluar dari peragaan slide, tekan Esc.





Berikut link dari media yang digunakan:  
Video Pembelajaran

[https://youtu.be/hgOaxgBQUi0?si=fQinn\\_--uF9W6Yk6](https://youtu.be/hgOaxgBQUi0?si=fQinn_--uF9W6Yk6)

PPT Materi Recount Text

[https://drive.google.com/drive/folders/1K\\_U9ILC3hYr8beH\\_5ryyNgLYgz0name](https://drive.google.com/drive/folders/1K_U9ILC3hYr8beH_5ryyNgLYgz0name)

# RECOUNT TEXT

By Irma Fitriyani

## TABLE OF CONTENT

Defition	Characteristic
Purpose	Language Feature
Generic Structure	Type

## DEFINITION

Recount text adalah jenis teks bahasa Inggris yang menceritakan kembali kejadian atau peristiwa di masa lampau. Definisi tersebut sangat banyak ada atau aktivitas sehari-hari seseorang memulainya.

## PURPOSE

- Membuat teman berprestasi pada pertandingan
- Mengalihkan perhatian
- Merefleksikan suatu hal
- Mendiskusikan masalah yang dihadapi di rumah
- Mempertajam selera

## STRUCTURE

### ORIENTATION

Isi dari orientation adalah informasi mengenai tokoh atau karakter, waktu, kejadian, etc. Pada bagian ini penulis menganalisis tokoh, lokasi, dan juga waktu peristiwa yang akan diceritakan.

### EVENT

Event adalah kejadian, kejadian serent berurutan. Dalam bagian ini, penulis akan menuliskan rangkaian peristiwa kejadian yang mereka alami dan dari recount text.

### RE-ORIENTATION

Dalam membuat recount text, selain dari sebuah cerita disebut dengan re-orientation. Pada bagian ini, penulis akan menuliskan rangkaian dan kesimpulan dari keseluruhan cerita sekaligus menuliskan ending nya. Isinya happy!

## CHARACTERISTIC

Dalam recount text tidak ada konflik yang diartikan oleh penulis, berbeda dengan teks naratif. Bahasa Inggris yang memiliki conflict pada teksnya.

Selalu ada urutan cerita secara kronologis, mulai ada cerita di hari pertama, hari kedua, dan seterusnya.

## LANGUAGE FEATURE

- Using simple past tense
- Using specific participant
- Using personal participant
- Using conjunction
- Using motion verb
- Using chronological connectives
- Using linking verb
- Using adverbial phrase
- Using adverb
- Using time connectives and sequence connectives

## TYPE

### Personal Recount Text

Personal recount text adalah salah satu jenis teks yang bertujuan untuk menceritakan mengenai pengalaman pribadi penulis. Personal recount adalah jenis paling umum yang sering ditemukan dalam penulisan recount.

### Imaginative Recount Text

Imaginative recount adalah teks yang biasa digunakan seseorang sebagai cerita dari peristiwa masa lalu yang dialami oleh seseorang. Contohnya recount text yang menceritakan pengalaman penulis mengenai khayalan yang didapat dari mimpi.

### Factual Recount Text

Factual recount text merupakan cerita untuk menyajikan laporan terkait peristiwa yang terjadi berdasarkan fakta. Contoh yang terbaik adalah, jadi, ini tidak berlaku pada kejadian personal, bisa juga kejadian orang lain. Contohnya seperti laporan mengenai percobaan sains s.d.a ilmu pengetahuan ataupun laporan kejadian.

### Historical Recount Text

Historical recount text adalah bentuk recount text yang sering menceritakan peristiwa sejarah.



**EXAMPLE**

**A Beautiful Day at Jogja**

**Objective** Last week, my friends and I went to Jogja. We visited many places.

**Event** First, we visited Pleris beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many kids flying in the sky. Also, there were many sellers who sold many kinds of souvenirs.

**Conclusion** Second, we visited Gembira Lela Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day, we really enjoyed it, and I hope I could visit Jogja again.

**Lesson 12: Thank You**

**THANK YOU**

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## APPENDIX 2. INSTRUMENT

### INSTRUMENT

(Pre-Test)

Name:

Class:

**Choose the correct answer based on the text provide !**

#### Text 1

It was my grandpa's birthday last Sunday. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then, we wrapped it in a blue paper. Blue is my grandpa's favorite color.

On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful birthday cake. I wrote 'Happy Birthday' on it. After that, we put some chocolate and a candle on the top of the cake. On Sunday evening, my uncle and my aunt came to my house.

They brought several bottles of soft-drink, and flowers for grandpa. Then, we sat together in the living room. Finally, grandpa blew the candle and cut the cake while we were singing a 'Happy Birthday' song for him.

After giving each of us a piece of cake, he opened the present. He told us that he liked the present, and he was very happy.

(Source: *Buku Bahasa Inggris SMP/Madrasah Kelas VIII Edisi 4*)

1. What is the purpose of the text?
  - a. To catch the reader
  - b. To show the actual incident
  - c. To entertain readers with enjoyable experiences
  - d. To entertain listeners
2. What language features does the author use in the story above?
  - a. Using Adverbs
  - b. Using Adjectives and Past tense
  - c. Using Past Participles
  - d. Using Noun Phrases
3. What is the general structure of the second paragraph?
  - a. Orientation
  - b. Events
  - c. Re-orientation
  - d. Complications
4. How did the grandfather feel in the end of story?
  - a. Confused
  - b. Happy
  - c. Sad
  - d. Lonely
5. "Then, we wrapped it in a blue paper" (*in first paragraph*)  
The underlined words refer to...
  - a. The writer
  - b. Grandfather
  - c. Sisters
  - d. Shirts

#### Text 2

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



Early in the morning, a workman was just going to sit under the tree when suddenly he saw a long creature lying in the drain. It did not move when he was approaching it.

Then he shouted to the other workmen who were going to start to work. Then, they caught the 8 – meter long phyton and brought it to the authority of the zoo in this town. The diameter of its body was about 25 centimeters.

They believed that the snake might belong to someone living in the area. The police were trying to find the owner.

(Source: Buku Bahasa Inggris SMP/Madrasah Kelas VIII Edisi 4)

6. What language features does the author use in the story above?
  - a. Using Adverbs
  - b. Using Past Participles
  - c. Using Noun Phrases
  - d. Using Adjectives and Past tense
7. What is the general structure of the last paragraph?
  - a. Orientation
  - b. Event
  - c. Re-orientation
  - d. Complications
8. What happened in the second paragraph?
  - a. The police are trying to find the owner of the snake
  - b. Workers shouted
  - c. A worker saw a snake
  - d. Police catch snake
9. What is the communicative purpose of the text above?
  - a. Aims to retell someone's experience to the reader
  - b. Aims to laugh at someone's misery
  - c. Aimed at readers with a bad experience
  - d. Aims to insult someone's experience
10. "It didn't move when he was approaching it" (in second paragraph)  
The underlined words refer to...
  - a. Worker
  - b. The author
  - c. Writer
  - d. The snake

### Text 3

Shirley enjoyed her day off yesterday.

She wakes up late, jogs in the park, takes a long shower, and eats a big breakfast. In the afternoon, she watched a movie with her sister.

Later, she bought groceries at the supermarket, and he made a big dinner for her parents. After dinner, Shirley and her parents sat in the living room and chatted.

Shirley had a very nice day off yesterday.

(Source: Buku Bahasa Inggris SMP/Madrasah Kelas VIII Edisi 4)

11. "Then, she buy groceries at the supermarket"  
The underlined words refer to...
  - a. Parents
  - b. Sister
  - c. Shirley
  - d. Supermarket worker
12. What language features does the author use in the story above?
  - a. Using Adverbs
  - b. Using Adjectives and Past tense

- c. Using Past Participles
  - d. Using Noun Phrases
13. What is the general structure of the fourth sentence?
- a. Orientation
  - b. Event
  - c. Re-orientation
  - d. Complications
14. What happens in the fifth sentence?
- a. Jogging in the park
  - b. Watch a movie with her sister
  - c. Make dinner
  - d. Sit in the living room and talk with her parents
15. What is the communicative purpose of the text above?
- a. To laugh at someone's misery
  - b. To retell someone's experience on holidays
  - c. To intended for readers with bad experiences
  - d. To insult someone's experience

#### Text 4

I am used to traveling by air and only on one occasion did I feel scared.

After takeoff, we flew low over the city. Slowly fly high into the sky. But, suddenly the plane turned around and landed back at the airport.

A flight attendant told us to stay calm and get off the plane calmly as soon as we landed. Everyone on the plane was worried and we were very curious to know what was happening.

Then, we are told that there is a very important person on the ship. Previously, a police officer who was there found a bomb on the plane. After we got out, the police carefully secured the plane.

Luckily they found the bomb in time and five hours later we were able to take off again.

(Source: *Buku Bahasa Inggris SMP/Madrasah Kelas VIII Edisi 4*)

16. What language features does the author use in the story above?
- a. Past tense
  - b. Present Tesne
  - c. Past Continuous
  - d. future tense
  - c. Sad
  - d. Scared
17. What is the generic structure of the text above?
- a. Orientation, Resolution, and Complication.
  - b. Orientation, Event, and Resolution.
  - c. Orientation, Events, and Re-Orientation.
  - d. Orientation, Complication, and Events.
18. How does the author feel at the beginning of the story?
- a. Lucky
  - b. Like
19. "After we got out...." (*in forth paragraph*)  
The underlined words refer to...
- a. The bomb
  - b. The police
  - c. The writer and other passengers
  - d. The perpetrator
20. What is the purpose of the text?
- a. To catch the reader
  - b. To laugh at someone's misery
  - c. To tell about the bad experiences experienced by the author
  - d. To entertain listeners



## INSTRUMENT

### (Treatment 1)

Name:

Class:

**Choose the correct answer based on the text provide !**

#### Text 1

A team of scientists from Texas University helped an injured sea turtle when they sailed in the ocean near Costa Rica.

The scientists were collecting data on sea turtles when they saw the injured turtle. They noticed something in the nose of the turtle when it was swimming near their boat. But, they initially thought it was only a worm.

The scientists were curious. They caught the turtle to examine the object in the turtle's nose. They wanted to make sure it was not a dangerous parasite. They extracted a couple of centimeters of the object with pliers. The object came out. It was wrinkled and brownish.

It was a plastic drinking straw!

The scientists removed the object immediately because they were far away in the ocean. They spent almost ten minutes pulling it from the nostril of a sea turtle. With great difficulty, they succeeded in pulling the straw out of the turtle's nostril. The nostril was bleeding, but the turtle was safe.

The straw incident proved how dangerous plastic was to animals in the oceans.

(Source: *English For Nusantara SMP/MTs Kelas VIII*)

1. What is the language feature from that story that the writer used?
  - a. Future Tense
  - b. Present Tense
  - c. Past Tense
  - d. Past Continuous
2. What is the generic structure from the third paragraph?
  - a. Re-orientation
  - b. Event
  - c. Complication
  - d. Orientation
3. "**It** was wrinkled and brownish" (in third paragraph)  
The underlined words refer to...
  - a. The writer
  - b. Scientists
  - c. Plastic drinking straws
  - d. The turtle
4. What do the writers feel in the third paragraph?
  - a. They feel boring
  - b. They feel curious
  - c. They feel tired
  - d. They feel sleepy
5. What is the purpose of the text?
  - a. To show the dangers of plastic for animals
  - b. To show Scientists research turtles
  - c. to show that turtles eat plastic
  - d. to indicate they were in Costa Rica

#### Text 2

Melati and Isabel Wijsen live in Bali. They spent their teenage years cleaning up the island from plastic.

Melati and Isabel were only 12 and 10 years old when they decided to tackle plastic pollution. They found plastic everywhere in their everyday lives. They saw it when they walked to the rice fields or when they went to the beaches.

They were aware of this growing problem with plastic in places it should not be. They felt the urgency to protect the environment and the natural world.

The sisters began a movement, 'an annual island clean up'. The movement was for everyone in Bali. Early on a Sunday morning they carried megaphones and stood on the back of a latbed truck. Thousands of student and teenagers with their parents came out to help. Volunteers from local restaurants and hotels also showed up. They collected trash at 115 places around the island. They picked up plastic trash on the beaches, the rivers and the streets.

The two sisters became local heroes, and they won international acclaim for their awareness campaign.

(Source: *English For Nusantara SMP/MTs Kelas VIII*)

6. What is the generic structure of the text above?
  - a. Orientation, Resolution, and Complication.
  - b. Orientation, Event, and Resolution.
  - c. Orientation, Events, and Re-Orientation.
  - d. Orientation, Complication, and Events.
7. What language features does the author use in the story above?
  - a. Past tense
  - b. Present Tesne
  - c. Past Continuous
  - d. future tense
8. What happened in the last paragraph
  - a. They find plastic everywhere
  - b. The sisters started a movement, the annual island cleansing
  - c. Melati and Isabel became local heroes and received international recognition
  - d. They carried megaphones and stood behind tailgate trucks
9. "They saw it when...." (in *second paragraph*)  
The underlined words refer to...
  - a. Plastic waste
  - b. At the author
  - c. Thousands of student and teenagers
  - d. Volunteers from restaurants
10. What is the purpose of the text?
  - a. To let you know that plastic is everywhere
  - b. To convey the importance of protecting the environment
  - c. To invite people to vacation in bali
  - d. To throw rubbish carelessly

## INSTRUMENT

### (Treatment 2)

Name:

Class:

**Choose the correct answer based on the text provide !**

#### Text 1

Maya Gazali was born in Palu. She grew up in a small village. She began school when she was six years old. She went to elementary school, but she didn't go to high school. Her family was very poor, and she had to go to work when she was thirteen years old. She worked on an assembly line in a shoe factory.

When Maya was seventeen years old, her family moved to West Java. First, they lived in Bogor, and then they moved to Bandung. When Maya arrived in Java, she wasn't very happy. She missed her friends back in Palu and she didn't speak like other student. She began to learn to speak like other student, and she practiced with her new friends at the factory in Bandung.

Maya also studied hard. She learned English, and after a few months she got a job as a secretary. Now Maya still studies at night, but now she studies advertising at a business school. She wants to work for an advertising company some day and write commercials.

Maya still misses her friends back home, but she communicates with them very often over the Internet. She's very happy now, and she's looking forward to an exciting future.

(Source: *Buku Bahasa Inggris SMP/Madrasah Kelas VIII Edisi 4*)

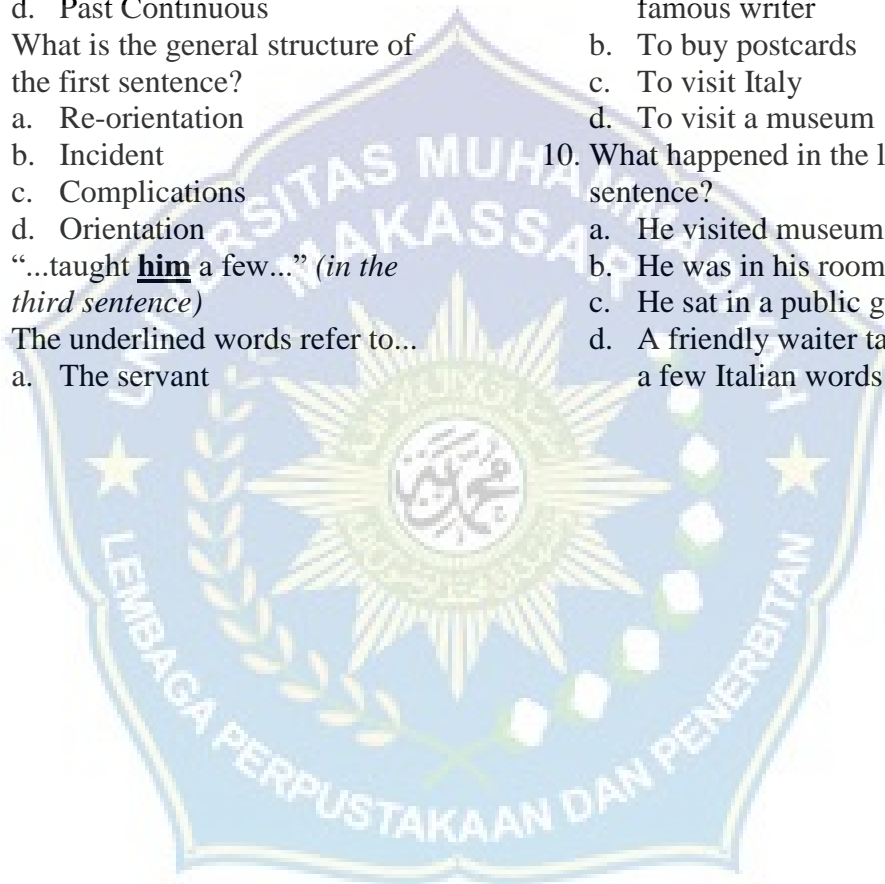
1. What language features does the author use in the story above?
  - a. Past Tense
  - b. Present Tense
  - c. Future Tense
  - d. Past Continuous
2. What is the general structure of the text above?
  - a. Orientation, Resolution, and Complications.
  - b. Orientation, Events, and Resolution.
  - c. Orientation, Events, and Re-Orientation.
  - d. Orientation, Complications, and Events.
3. How did the author feel at the end of the story?
  - a. Very Happy
  - b. Confused
  - c. Sad
  - d. Afraid
4. "...then they moved to Bandung" (*in second paragraph*) The underlined words refer to...
  - a. Virtual friend
  - b. Other student
  - c. Maya and her family
  - d. Secretary
5. What is the purpose of the text?
  - a. To catch the reader
  - b. Laughing at someone's suffering
  - c. Retelling someone's experience
  - d. To entertain listeners

#### Text 2

Last summer, the writer of a famous novel went to Italy. He visited museums. He sat in a public garden, and a friendly waiter taught him a few Italian words. He thought about postcards yesterday. His holiday passed quickly. On the last day, he got up early and bought 37 cards. He was in his room all day, but he did not write a single card.

(Source: *Buku Bahasa Inggris SMP/Madrasah Kelas VIII Edisi 4*)

6. What language features of the story does the author use?
  - a. Future Tense
  - b. Present Tense
  - c. Past Tense
  - d. Past Continuous
7. What is the general structure of the first sentence?
  - a. Re-orientation
  - b. Incident
  - c. Complications
  - d. Orientation
8. "...taught him a few..." (*in the third sentence*)  
The underlined words refer to...
  - a. The servant
  - b. The passerby
  - c. The housekeeper
  - d. The famous writer
9. What is the purpose of the text?
  - a. To retell the holiday of a famous writer
  - b. To buy postcards
  - c. To visit Italy
  - d. To visit a museum
10. What happened in the last sentence?
  - a. He visited museums
  - b. He was in his room all day
  - c. He sat in a public garden
  - d. A friendly waiter taught him a few Italian words



## INSTRUMENT

### (Treatment 3)

Name:

Class:

**Choose the correct answer based on the text provide !**

#### Text 1

Yesterday at my school we had an International day. We had performances, food stalls, displays, raffle ticket draw, and some of us were dressed in costumes.

We started our day off with performances but the one I liked best was the one from fourth grade. We played games. The performance I was in was Labamba. Straight after our performances we had our lunch. There were food stalls. They came from Australia, Asia, Arab, and Greece. Everyone had a job.

These people were from sixth grade. I did my job after I had lunch. My job was to sell International Day Books. We had displays in the hall. These displays were good but I didn't get to see them. The displays came from a lot of countries. There was also a Trash and Treasure stall where they sold toys.

The school got these things by asking the student to bring them in. Although I didn't win anything, International Day was still fun

*(Source: Buku Bahasa Inggris SMP/Madrasah Kelas VIII Edisi 4)*

1. In the text, which one is the Re-orientation?
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3
  - d. Paragraph 4
2. "... I didn't get to see **them**" (*in the third paragraph*)  
The underlined words refer to...
  - a. The headmaster
  - b. The student
  - c. The display
  - d. The international day
3. What language features does the author use in the story?
  - a. Future tense
  - b. At the moment
  - c. Past tense
  - d. Past Continuous
4. What is the purpose of the text?
  - a. To retell the author's experience on International Day
  - b. To buy a lot of exposure on international day,
  - c. To visit activities on International Day,
  - d. To meet international students
5. What happens in the fourth sentence
  - a. They play games
  - b. They have lunch
  - c. The brand sells displays
  - d. Selling international day books

#### Text 2

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



After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself.

I tried to discover what I wanted to do, and what kind of people I wanted to be. To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays.

On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends.

Finally, I spent most of my weekends with my family. I was able to control my emotions and to have a place where I could express my creativity in positive ways.

(Source: *English in Focus for Grade VIII*)

6. “that it was a time” (*in first paragraph*)  
The underlined words refer to...
- Writer's teenage years
  - Writer friends
  - The author's parents
  - Author's activities
7. What language features does the author use in the story above?
- Using Adverbs
  - Using Adjectives and Past tense
  - Using Past Participles
  - Using Noun Phrases
8. What is the general structure of the fourth paragraph?
- Orientation
  - Incident
  - Re-orientation
  - Complications
9. What happened on Friday?
- Gathering with family
  - Take additional science and math classes
  - Playing basketball with friends
  - Take an english course
10. What is the communicative purpose of the text above?
- Laughing at someone's suffering
  - To retell the experiences of adolescence
  - Aimed at readers with bad experiences
  - To insult someone's experience

**INSTRUMENT**  
**(Post-Test)**

**Name:**

**Class:**

**Choose the correct answer based on the text provide !**

**Text 1**

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

She wanted to buy something in traditional market. Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok !! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!!

We were thinking that maybe the coupon just fell from the sky and it was there for us. We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun.

Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

*(Source: English in Focus for Grade VIII)*

1. What language features does the author use in the story?
  - a. Future tense
  - b. Present Tense
  - c. Past Tense
  - d. Past Continuous
2. In the text, which is reorientation?
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 5
  - d. Paragraph 4
3. "I took it, then Fanny and I read this out" (*in the second paragraph*)  
The underlined words refer to...
  - a. Study Tour Coupon
  - b. Fanny
  - c. Writer
  - d. Pedestrian
4. What is the purpose of the text?
  - a. To retell the author's experience
  - b. To ask someone to wake up early
  - c. To take a study tour
  - d. To invite people on long holidays
5. What happens in sentence paragraph 2
  - a. They found a study tour coupon
  - b. They get up early
  - c. They went on a study tour
  - d. They are being monitored

**Text 2**

I had my adolescence when I was thirteen. It started with acne that showed up on my face. It was very annoying.

It lowered my self-esteem and I was embarrassed to come out of my house and play with friends. Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though there were still lots of good experience too.

(Source: *English in Focus for Grade VIII*)

6. "It started with acne..." (in first paragraph)  
The underlined words refer to...
- The adolescence of writer
  - The acne of writers
  - The author's parents
  - Author's activities
7. What language features does the author use in the story above?
- Using Adverbs
  - Using Adjectives and Past Forms
  - Using Past Participles
  - Using Noun Phrases
8. What is the general structure of the second paragraph?
- Orientation
  - Events
  - Reorient
  - Complications
9. What happens in sentence five?
- Mother gives acne medicine
  - A pimple appeared on the writer's face
  - The author feels embarrassed to leave the house
  - The acne started to disappear and black flakes appeared
10. What is the communicative purpose of the text above?
- Laughing at someone's suffering
  - To retell the experiences of adolescence
  - Aimed at readers with bad experiences
  - To insult someone's experience

### Text 3

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. It was very good.

When I woke up this morning, I felt very happy about the party. I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me.

I wondered, "why are they looking at me?" I didn't think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face.

I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress.

I had never had pimple before, so the whole day I had to cover my forehead with a head band.

(Source: *English in Focus for Grade VIII*)

11. What language features does the author use in the story above?
  - a. Present Tense
  - b. Future Tense
  - c. Past Continuous
  - d. Past Tense
12. What is the general structure of the text above?
  - a. Orientation, Resolution, and Complications.
  - b. Orientation, Events, and Resolution.
  - c. Orientation, Events, and Re-Orientation.
  - d. Orientation, Complications, and Events.
13. How did the author feel at the end of the story?
  - a. Feel very embarrassed
  - b. Feel very happy
  - c. Feel very sad
  - d. Feel very scared
14. "It was very good" (*In first paragraph*)  
The underlined words refer to...
  - a. Pimple
  - b. Writer friends
  - c. Birthday celebration
  - d. Headband
15. What is the purpose of the text?
  - a. To catch the reader
  - b. Laughing at someone's suffering
  - c. Retelling someone's bad experience
  - d. To entertain listeners

#### Text 4

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool. In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon. We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

(Source: *Scaffolding English for Junior High School Students Grade VIII*)

16. "It was scary, but it was fun." (*In second paragraph*)  
The underlined words refer to...
  - a. riding a horse
  - b. lunch
  - c. Mount Bromo
  - d. the holiday
17. What language features does the author use in the story above?
  - a. Using Adverbs
  - b. Using Adjectives and Past Forms
  - c. Using Past Participles
  - d. Using Noun Phrases
18. What is the general structure of the first paragraph?
  - a. Orientation
  - b. Incident
  - c. Reorient
  - d. Complications
19. What happens in the eleventh sentence?
  - a. They went to the zoo
  - b. They went home
  - c. They ride horses
  - d. They see mount
20. What is the communicative purpose of the text above?
  - a. Laughing at someone's activities
  - b. To retell the author's holiday experience
  - c. Aimed at readers with bad experiences
  - d. To follow someone's experience



### APPENDIX 3. BLUE PRINT

#### BLUE PRINT

##### (Pre-Test)

No.	Item	Number of Item
1	Language Features	2,6,12,16
2	Generic Struture	3,7,13,17
3	Various Kinds of Information	4,8,14,18
4	Communicative Purposes	1,9,15,20
5	Reference Word	5,10,11,19

##### KEY ANSWERS

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

##### (Post-Test)

No.	Item	Number of Item
1	Language Features	1,7,11,17
2	Generic Struture	2,8,12,18
3	Various Kinds of Information	5,9,13,19
4	Communicative Purposes	4,10,15,20
5	Reference Word	3,6,14,16

##### KEY ANSWERS

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

**BLUE PRINT**  
**(Treatment 1)**

No.	Item	Number of Item
1	Language Features	1,7
2	Generic Struture	2,6
3	Various Kinds of Information	4,8
4	Communicative Purposes	5,10
5	Reference Word	3,9

**KEY ANSWERS**

- |      |       |
|------|-------|
| 1. C | 6. C  |
| 2. B | 7. A  |
| 3. C | 8. C  |
| 4. B | 9. A  |
| 5. A | 10. B |

**(Treatment 2)**

No.	Item	Number of Item
1	Language Features	1,6
2	Generic Struture	2,7
3	Various Kinds of Information	3,10
4	Communicative Purposes	5,9
5	Reference Word	4,8

**KEY ANSWERS**

- |      |       |
|------|-------|
| 1. A | 6. C  |
| 2. C | 7. D  |
| 3. A | 8. D  |
| 4. C | 9. A  |
| 5. C | 10. B |

**(Treatment 3)**

No.	Item	Number of Item
1	Language Features	3,7
2	Generic Struture	1,8
3	Various Kinds of Information	5,9
4	Communicative Purposes	4,10
5	Reference Word	2,6

**KEY ANSWERS**

- |      |       |
|------|-------|
| 1. D | 6. A  |
| 2. C | 7. B  |
| 3. C | 8. C  |
| 4. A | 9. C  |
| 5. A | 10. B |

## APPENDIX 4. HASIL PRETEST SISWA

### INSTRUMENT

(Pre-Test)

Name: Aas Aprisadika

Class: VIII

B21  
S219

#### Text 1

It was my grandpa's birthday last Sunday. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then, we wrapped it in a blue paper. Blue is my grandpa's favorite color.

On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful birthday cake. I wrote 'Happy Birthday' on it. After that, we put some chocolate and a candle on the top of the cake. On Sunday evening, my uncle and my aunt came to my house.

They brought several bottles of soft-drink, and flowers for grandpa. Then, we sat together in the living room. Finally, grandpa blew the candle and cut the cake while we were singing a 'Happy Birthday' song for him.

After giving each of us a piece of cake, he opened the present. He told us that he liked the present, and he was very happy.

(Source: Buku Bahasa Inggris SMP/ Madrasah Kelas VIII Edisi 4)

1. What is the purpose of the text?  
 a. To catch the reader  
 b. To show the actual incident  
 c. To entertain readers with enjoyable experiences  
 d. To entertain listeners
2. What language features does the author use in the story above?  
 a. Using Adverbs  
 b. Using Adjectives and Past tense  
 c. Using Past Participles  
 d. Using Noun Phrases
3. What is the general structure of the second paragraph?  
 a. Orientation  
 b. Events  
 c. Re-orientation  
 d. Complications
4. How did the grandfather feel in the end of story?  
 a. Confused  
 b. Happy  
 c. Sad  
 d. Lonely
5. "Then, we wrapped it in a blue paper" (in first paragraph)  
The underlined words refer to...  
 a. The writer  
 b. Grandfather  
 c. Sisters  
 d. Shirts

#### Text 2

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

Early in the morning, a workman was just going to sit under the tree when suddenly he saw a long creature lying in the drain. It did not move when he was approaching it.

Then he shouted to the other workmen who were going to start to work. Then, they caught the 8-meter long python and brought it to the authority of the zoo in this town. The diameter of its body was about 25 centimeters.

They believed that the snake might belong to someone living in the area. The police were trying to find the owner.

(Source: *Buku Bahasa Inggris SMP/ Madrasah Kelas VIII Edisi 4*)

6. What language features does the author use in the story above?
- Using Adverbs
  - Using Past Participles
  - Using Noun Phrases
  - Using Adjectives and Past tense
7. What is the general structure of the last paragraph?
- Orientation
  - Event
  - Re-orientation
  - Complications
8. What happened in the second paragraph?
- The police are trying to find the owner of the snake
  - Workers shouted
  - A worker saw a snake
  - Police catch snake
9. What is the communicative purpose of the text above?
- Aims to retell someone's experience to the reader
  - Aims to laugh at someone's misery
  - Aimed at readers with a bad experience
  - Aims to insult someone's experience
10. "It didn't move when he was approaching it" (in second paragraph) The underlined words refer to...
- Worker
  - The author
  - Writer
  - The snake

### Text 3

Shirley enjoyed her day off yesterday.

She wakes up late, jogs in the park, takes a long shower, and eats a big breakfast. In the afternoon, she watched a movie with her sister.

Later, she bought groceries at the supermarket, and he made a big dinner for her parents. After dinner, Shirley and her parents sat in the living room and chatted.

Shirley had a very nice day off yesterday.

(Source: *Buku Bahasa Inggris SMP/ Madrasah Kelas VIII Edisi 4*)

11. "Then, she buy groceries at the supermarket" The underlined words refer to...
- Parents
  - Sister
  - Shirley
  - Supermarket worker
  - Re-orientation
  - Complications
12. What language features does the author use in the story above?
- Using Adverbs
  - Using Adjectives and Past tense
  - Using Past Participles
  - Using Noun Phrases
13. What is the general structure of the fourth sentence?
- Orientation
  - Event
  - Re-orientation
  - Complications
14. What happens in the fifth sentence?
- Jogging in the park
  - Watch a movie with her sister
  - Make dinner
  - Sit in the living room and talk with her parents
15. What is the communicative purpose of the text above?
- To laugh at someone's misery
  - To retell someone's experience on holidays
  - To intended for readers with bad experiences
  - To insult someone's experience



#### Text 4

I am used to traveling by air and only on one occasion did I feel scared.

After takeoff, we flew low over the city. Slowly fly high into the sky. But, suddenly the plane turned around and landed back at the airport.

A flight attendant told us to stay calm and get off the plane calmly as soon as we landed. Everyone on the plane was worried and we were very curious to know what was happening.

Then, we are told that there is a very important person on the ship. Previously, a police officer who was there found a bomb on the plane. After we got out, the police carefully secured the plane.

Luckily they found the bomb in time and five hours later we were able to take off again.

(Source: Buku Bahasa Inggris SMP/Madrasah Kelas VIII Edisi 4)

16. What language features does the author use in the story above?
- a. Past tense
  - b. Present Tense
  - c. Past Continuous
  - d. future tense
17. What is the generic structure of the text above?
- a. Orientation, Resolution, and Complication.
  - b. Orientation, Event, and Resolution.
  - c. Orientation, Events, and Re-Orientation.
  - d. Orientation, Complication, and Events.
18. How does the author feel at the beginning of the story?
- a. Lucky
  - b. Like
  - c. Sad
  - d. Scared
19. "After we got out..." (in forth paragraph)  
The underlined words refer to...
- a. The bomb
  - b. The police
  - c. The writer and other passengers
  - d. The perpetrator
20. What is the purpose of the text?
- a. To catch the reader
  - b. To laugh at someone's misery
  - c. To tell about the bad experiences experienced by the author
  - d. To entertain listeners

## INSTRUMENT

(Pre-Test)

Name: Zalabata syafurah Yunus Putri

Class: VII

### Text 1

It was my grandpa's birthday last Sunday. On Friday, my sister and I went **shopping** at the mall. We bought a nice shirt. Then, we wrapped it in a blue paper. Blue is my **grandpa's** favorite color.

On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful birthday cake. I wrote 'Happy Birthday' on it. **After that**, we put some chocolate and a candle on the top of the cake. On Sunday evening, my **uncle** and my aunt came to my house.

They brought several bottles of soft-drink, and flowers for grandpa. Then, we sat **together** in the living room. Finally, grandpa blew the candle and cut the cake while we were **singing** a 'Happy Birthday' song for him.

After giving each of us a piece of cake, he opened the present. He told us that he **liked** the present, and he was very happy.

(Source: *Buku Bahasa Inggris SMP/ Madrasah Kelas VIII Edisi 4*)

1. What is the purpose of the text?
- a. To catch the reader
  - b. To show the actual incident
  - c. To entertain readers with enjoyable experiences
  - d. To entertain listeners
2. What language features does the author use in the story above?
- a. Using Adverbs
  - b. Using Adjectives and Past tense
  - c. Using Past Participles
  - d. Using Noun Phrases
3. What is the general structure of the second paragraph?
- a. Orientation
  - b. Events
  - c. Re-orientation
  - d. Complications
4. How did the grandfather feel in the end of story?
- a. Confused
  - b. Happy
  - c. Sad
  - d. Lonely
5. "Then, we wrapped it in a blue paper" (in first paragraph)  
The underlined words refer to...
- a. The writer
  - b. Grandfather
  - c. Sisters
  - d. Shirts

### Text 2

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

Early in the morning, a workman was just going to sit under the tree when suddenly he saw a long creature lying in the drain. It did not move when he was approaching it.

Then he shouted to the other workmen who were going to start to work. Then, they **caught** the 8-meter long **python** and brought it to the authority of the zoo in this town. The **diameter** of its body was about 25 centimeters.

B = 16  
S = 9  
80

They believed that the snake might belong to someone living in the area. The police were trying to find the owner.

(Source: Buku Bahasa Inggris SMP/Madrasah Kelas VIII Edisi 4)

6. What language features does the author use in the story above?
- a. Using Adverbs
  - b. Using Past Participles
  - c. Using Noun Phrases
  - d. Using Adjectives and Past tense
7. What is the general structure of the last paragraph?
- a. Orientation
  - b. Event
  - c. Re-orientation
  - d. Complications
8. What happened in the second paragraph?
- a. The police are trying to find the owner of the snake
  - b. Workers shouted
  - c. A worker saw a snake
  - d. Police catch snake
9. What is the communicative purpose of the text above?
- a. Aims to retell someone's experience to the reader
  - b. Aims to laugh at someone's misery
  - c. Aimed at readers with a bad experience
  - d. Aims to insult someone's experience
10. "It didn't move when he was approaching it" (in second paragraph)  
The underlined words refer to...
- a. Worker
  - b. The author
  - c. Writer
  - d. The snake

### Text 3

Shirley enjoyed her day off yesterday.

She wakes up late, jogs in the park, takes a long shower, and eats a big breakfast. In the afternoon, she watched a movie with her sister.

Later, she bought groceries at the supermarket, and he made a big dinner for her parents. After dinner, Shirley and her parents sat in the living room and chatted.

Shirley had a very nice day off yesterday.

(Source: Buku Bahasa Inggris SMP/Madrasah Kelas VIII Edisi 4)

1. "Then, she buy groceries at the supermarket"  
The underlined words refer to...
- a. Parents
  - b. Sister
  - c. Shirley
  - d. Supermarket worker
2. What language features does the author use in the story above?
- a. Using Adverbs
  - b. Using Adjectives and Past tense
  - c. Using Past Participles
  - d. Using Noun Phrases
3. What is the general structure of the fourth sentence?
- a. Orientation
  - b. Event
  - c. Re-orientation
  - d. Complications
4. What happens in the fifth sentence?
- a. Jogging in the park
  - b. Watch a movie with her sister
  - c. Make dinner
  - d. Sit in the living room and talk with her parents
5. What is the communicative purpose of the text above?
- a. To laugh at someone's misery
  - b. To retell someone's experience on holidays
  - c. To intended for readers with bad experiences
  - d. To insult someone's experience

**Text 4**

I am used to traveling by air and only on one occasion did I feel scared.

After takeoff, we flew low over the city. Slowly fly high into the sky. But, suddenly the plane turned around and landed back at the airport.

A flight attendant told us to stay calm and get off the plane calmly as soon as we **landed**. Everyone on the plane was worried and we were very curious to know what was **happening**.

Then, we are told that there is a very important person on the ship. Previously, a **police** officer who was there found a bomb on the plane. After we got out, the police **carefully** secured the plane.

Luckily they found the bomb in time and five hours later we were able to take off **again**.

(Source: Buku Bahasa Inggris SMP/Madrasah Kelas VIII Edisi 4)

6. What language features does the author use in the story above?
- a. Past tense
  - b. Present Tense
  - c. Past Continuous
  - d. future tense
7. What is the generic structure of the text above?
- a. Orientation, Resolution, and Complication.
  - b. Orientation, Event, and Resolution.
  - c. Orientation, Events, and Re-Orientation.
  - d. Orientation, Complication, and Events.
8. How does the author feel at the beginning of the story?
- a. Lucky
  - b. Like
  - c. Sad
  - d. Scared
9. "After we got out..." (in forth paragraph)  
The underlined words refer to...
- a. The bomb
  - b. The police
  - c. The writer and other passengers
  - d. The perpetrator
10. What is the purpose of the text?
- a. To catch the reader
  - b. To laugh at someone's misery
  - c. To tell about the bad experiences experienced by the author
  - d. To entertain listeners





## APPENDIX 5. HASIL POST-TEST SISWA

### INSTRUMENT

(Post-Test)

Name: Abs Aprisadika

Class: VIII

Text 1

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

She wanted to buy something in traditional market. Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok !! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!!

We were thinking that maybe the coupon just fell from the sky and it was there for us. We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun.

Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

(Source: English in Focus for Grade VIII)

1. What language features does the author use in the story?
  - a. Future tense
  - b. Present Tense
  - c. Past Tense
  - d. Past Continuous
2. In the text, which is reorientation?
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 5
  - d. Paragraph 4
3. "I took it, then Fanny and I read this out" (in the second paragraph)  
The underlined words refer to...
  - a. Study Tour Coupon
  - b. Fanny
  - c. Writer
  - d. Pedestrian
4. What is the purpose of the text?
  - a. To retell the author's experience
  - b. To ask someone to wake up early
  - c. To take a study tour
  - d. To invite people on long holidays
5. What happens in sentence paragraph 2
  - a. They found a study tour coupon
  - b. They get up early
  - c. They went on a study tour
  - d. They are being monitore

Text 2

I had my adolescence when I was thirteen. It started with acne that showed up on my face. It was very annoying.

B = 7  
S = B  
35

It lowered my self-esteem and I was embarrassed to come out of my house and play with friends. Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though there were still lots of good experience too.

(Source: *English in Focus for Grade VIII*)

6. "It started with acne..." (in first paragraph)  
The underlined words refer to...
- a. The adolescence of writer
  - b. The acne of writers
  - c. The author's parents
  - d. Author's activities
7. What language features does the author use in the story above?
- a. Using Adverbs
  - b. Using Adjectives and Past Forms
  - c. Using Past Participles
  - d. Using Noun Phrases
8. What is the general structure of the second paragraph?
- a. Orientation
  - b. Events
  - c. Reorient
  - d. Complications
9. What happens in sentence five?
- a. Mother gives acne medicine
  - b. A pimple appeared on the writer's face
  - c. The author feels embarrassed to leave the house
  - d. The acne started to disappear and black flakes appeared
10. What is the communicative purpose of the text above?
- a. Laughing at someone's suffering
  - b. To retell the experiences of adolescence
  - c. Aimed at readers with bad experiences
  - d. To insult someone's experience

### Text 3

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. It was very good.

When I woke up this morning, I felt very happy about the party. I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me.

I wondered, "why are they looking at me?" I didn't think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face.

I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress.

I had never had pimple before, so the whole day I had to cover my forehead with a head band.

(Source: *English in Focus for Grade VIII*)

11. What language features does the author use in the story above?
- Present Tense
  - Future Tense
  - Past Continuous
  - Past Tense
12. What is the general structure of the text above?
- Orientation, Resolution, and Complications.
  - Orientation, Events, and Resolution.
  - Orientation, Events, and Re-Orientation.
  - Orientation, Complications, and Events.
13. How did the author feel at the end of the story?

- Feel very embarrassed
- Feel very happy
- Feel very sad
- Feel very scared

14. "It was very good" (*In first paragraph*)  
The underlined words refer to...
- Pimple
  - Writer friends
  - Birthday celebration
  - Headband
15. What is the purpose of the text?
- To catch the reader
  - Laughing at someone's suffering
  - Retelling someone's bad experience
  - To entertain listeners

#### Text 4

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

(Source: *Scaffolding English for Junior High School Students Grade VIII*)

16. "It was scary, but it was fun." (*In second paragraph*)  
The underlined words refer to...

- riding a horse
- lunch
- Mount Bromo
- the holiday

- Reorient
- Complications

19. What happens in the eleventh sentence?

- They went to the zoo
- They went home
- They ride horses
- They see mount

17. What language features does the author use in the story above?

- Using Adverbs
- Using Adjectives and Past Forms
- Using Past Participles
- Using Noun Phrases

20. What is the communicative purpose of the text above?

- Laughing at someone's activities
- To retell the author's holiday experience
- Aimed at readers with bad experiences
- To follow someone's experience

18. What is the general structure of the first paragraph?

- Orientation
- Incident



INSTRUMENT

(Post-Test)

Name: Zatulita syarifah yunus putri

Class: VII

B=20  
S=0  
100

Text 1

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

She wanted to buy something in traditional market. Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok !! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!!

We were thinking that maybe the coupon just fell from the sky and it was there for us. We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun.

Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

(Source: English in Focus for Grade VIII)

1. What language features does the author use in the story?
- a. Future tense
  - b. Present Tense
  - c. Past Tense
  - d. Past Continuous
2. In the text, which is reorientation?
- a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 5
  - d. Paragraph 4
3. "I took it, then Fanny and I read this out" (in the second paragraph)  
The underlined words refer to...
- a. Study Tour Coupon
  - b. Fanny
  - c. Writer
  - d. Pedestrian
4. What is the purpose of the text?
- a. To retell the author's experience
  - b. To ask someone to wake up early
  - c. To take a study tour
  - d. To invite people on long holidays
5. What happens in sentence paragraph 2
- a. They found a study tour coupon
  - b. They get up early
  - c. They went on a study tour
  - d. They are being monitore

Text 2

I had my adolescence when I was thirteen. It started with acne that showed up on my face. It was very annoying.



It lowered my self-esteem and I was embarrassed to come out of my house and play with friends. Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though there were still lots of good experience too.

(Source: English in Focus for Grade VIII)

6. "It started with acne...." (in first paragraph)  
The underlined words refer to...
- a. The adolescence of writer
  - b. The acne of writers
  - c. The author's parents
  - d. Author's activities
7. What language features does the author use in the story above?
- a. Using Adverbs
  - b. Using Adjectives and Past Forms
  - c. Using Past Participles
  - d. Using Noun Phrases
8. What is the general structure of the second paragraph?
- a. Orientation
  - b. Events
  - c. Reorient
  - d. Complications
9. What happens in sentence five?
- a. Mother gives acne medicine
  - b. A pimple appeared on the writer's face
  - c. The author feels embarrassed to leave the house
  - d. The acne started to disappear and black flakes appeared
10. What is the communicative purpose of the text above?
- a. Laughing at someone's suffering
  - b. To retell the experiences of adolescence
  - c. Aimed at readers with bad experiences
  - d. To insult someone's experience

### Text 3

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. It was very good.

When I woke up this morning, I felt very happy about the party. I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me.

I wondered, "why are they looking at me?" I didn't think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face.

I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress.

I had never had pimple before, so the whole day I had to cover my forehead with a head band.

(Source: English in Focus for Grade VIII)

1. What language features does the author use in the story above?

- a. Present Tense
- b. Future Tense
- c. Past Continuous
- d. Past Tense

2. What is the general structure of the text above?

- a. Orientation, Resolution, and Complications.
- b. Orientation, Events, and Resolution.
- c. Orientation, Events, and Re-Orientation.
- d. Orientation, Complications, and Events.

3. How did the author feel at the end of the story?

- a. Feel very embarrassed
- b. Feel very happy
- c. Feel very sad
- d. Feel very scared

4. "It was very good" (In first paragraph)

The underlined words refer to...

- a. Pimple
- b. Writer friends
- c. Birthday celebration
- d. Headband

5. What is the purpose of the text?

- a. To catch the reader
- b. Laughing at someone's suffering
- c. Retelling someone's bad experience
- d. To entertain listeners

#### Text 4

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

(Source: Scaffolding English for Junior High School Students Grade VIII)

6. "It was scary, but it was fun." (In second paragraph)

The underlined words refer to...

- a. riding a horse
- b. lunch
- c. Mount Bromo
- d. the holiday

7. What language features does the author use in the story above?

- a. Using Adverbs
- b. Using Adjectives and Past Forms
- c. Using Past Participles
- d. Using Noun Phrases

8. What is the general structure of the first paragraph?

- a. Orientation
- b. Incident

- c. Reorient
- d. Complications

9. What happens in the eleventh sentence?

- a. They went to the zoo
- b. They went home
- c. They ride horses
- d. They see mount

10. What is the communicative purpose of the text above?

- a. Laughing at someone's activities
- b. To retell the author's holiday experience
- c. Aimed at readers with bad experiences
- d. To follow someone's experience

**APPENDIX 6. THE PRE-TEST SCORE OF STUDENTS**

NO	Student	PRE-TEST																				TOTAL	SCORE
		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S		
1	F1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5	
2	F2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5	
3	F3	1	1	1	0	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	15	75	
4	F4	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5	
5	F5	1	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	5	25	
6	F6	1	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	5	25	
7	F7	1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	6	30	
8	F8	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	5	
9	F9	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	16	80	
10	F10	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	0	16	80	
11	F11	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	16	80	

**APPENDIX 7. THE POST-TEST SCORE OF STUDENTS**

NO	Student	POST-TEST																				TOTAL	SCORE
		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S		
1	F1	0	1	0	0	0	0	0	0	1	0	1	0	0	1	1	1	0	0	1	0	7	35
2	F2	1	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	1	0	1	7	35
3	F3	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	19	95
4	F4	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	16	80
5	F5	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	80
6	F6	1	1	1	0	0	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	14	70
7	F7	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	17	85
8	F8	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	80
9	F9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
10	F10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
11	F11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100



**APPENDIX 8. COMPARISON OF PRE-TEST AND POST-TEST**

No.	Students Name	Pre-test Score	Post-test Score
1	F1	5	35
2	F2	5	35
3	F3	75	95
4	F4	5	80
5	F5	25	80
6	F6	25	70
7	F7	30	85
8	F8	5	80
9	F9	80	100
10	F10	80	100
11	F11	80	100



## APPENDIX 9. CLASSIFICATION OF STUDENTS' SCORE

### The Classification of Students' Score

Score	Categories
81-100	Excellent
61-80	Good
41-60	Fair
21-40	Poor
0-20	Very Poor

*Table 3.2 Claffification of studens' Score*

To calculate students' score the formula is:

$$Score = \frac{SS}{MS} \times 100$$

SS: Student Score

MS: Maximum Score

### The Classification of Pre-test and Post-test Score

No.	Student	Pre-test		Post-test	
		Score	Categories	Score	Categories
1	F1	5	Very Poor	35	Poor
2	F2	5	Very Poor	35	Poor
3	F3	75	Good	95	Excellent
4	F4	5	Very poor	80	Good
5	F5	25	Poor	80	Good
6	F6	25	Poor	70	Good
7	F7	30	Poor	85	Excellent
8	F8	5	Very Poor	80	Good
9	F9	80	Good	100	Excellent
10	F10	80	Good	100	Excellent
11	F11	80	Good	100	Excellent

## APPENDIX 10. SURAT KETERANGAN BEBAS PLAGIAT



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl. Sultan Alauddin No.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Irma Fitriani

Nim : 105351102620

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	10 %	25 %
3	Bab 3	6 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 21 Agustus 2024

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,



Nuzulinda Idrus, M.L.P.  
NBM 1964591

Jl. Sultan Alauddin no 259 makassar 90222  
Telepon (0411)866972,881 593,tax (0411)865 588  
Website : [www.library.unismuh.ac.id](http://www.library.unismuh.ac.id)  
E-mail : [perpustakaan@unismuh.ac.id](mailto:perpustakaan@unismuh.ac.id)

Irma Fitriani 105351102620 Bab I

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Irma Fitriani 105351102620 Bab III

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## APPENDIX 11. SURAT PENGANTAR LP3M DARI FAKULTAS



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0411-860837/ 860132 (Fax)  
Email : fkip@unismuh.ac.id  
Web : <https://fkip.unismuh.ac.id>



Nomor : 16532/FKIP/A.4-II/VI/1445/2024

Lampiran : 1 (Satu) Lembar

Perihal : Pengantar Penelitian

Kepada Yang Terhormat  
Ketua LP3M Unismuh Makassar  
Di -  
Makassar

*Assalamu Alaikum Warahmatullahi Wabarakatuh.*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah  
Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Irma Fitriani  
Stambuk : 105351102620  
Program Studi : Pendidikan Bahasa Inggris  
Tempat/ Tanggal Lahir : Berau / 17-07-2002  
Alamat : Jl. Sultan Alauddin 2

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi  
dengan judul: Using One Stay Rest Stay (OSRS) Technique to Improve Student's  
Reading Comprehension on Recount Text at Eighth Grade Students at UPTD SMPN  
SATAP 15 Barru

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu  
Khaerah Katsiraan.*

*Wassalamu Alaikum Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadil Ula 1441 H  
04 Juli 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.  
NBM. 860 934

## APPENDIX 12. SURAT PENELITIAN DARI LP3M



### MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT  
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4539/05/C.4-VIII/VII/1445/2024  
Lamp : 1 (satu) Rangkap Proposal  
Hal : Permohonan Izin Penelitian

04 July 2024 M  
28 Dzuhijjah 1445

Kepada Yth,  
Bapak Gubernur Prov. Sul-Sel  
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan  
di -  
Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16532/FKIP/A.4-II/VI/1445/2024 tanggal 10 Juli 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : IRMA FITRIANI  
No. Stambuk : 10535 1102620  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa Inggris  
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"USING ONE STAY REST STRAY (OSRS) TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION ON RECOUNT TEXT AT EIGHTH GRADE STUDENTS AT UPTD SMPN SATAP 15 BARRU"

Yang akan dilaksanakan dari tanggal 10 Juli 2024 s/d 10 September 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Arif Muhsin, M.Pd.  
NPM.1207761

## APPENDIX 13. KARTU KONTROL PENELITIAN



MAJELIS DIKILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Aleuddin No. 259 Makassar  
Telp : 0811 1732101 (Secretary)  
Email : prodi@unismuh.ac.id  
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Irma Fitriani  
NIM : 105351102620  
Judul Penelitian : *Using One Stay Rest Stray to Improve Students' Reading Comprehension on Recount Text at The Eighth Grade Student at UPTD SMPN SATAP 15 Barru*  
Tanggal Ujian Proposal : 14 Juni 2024  
Tempat/Lokasi Penelitian : UPTS SMPN SATAP 15 Barru

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Sabtu, 13 Juli 2024	Mengantarakan surat izin penelitian	Ibu Musyulohi s.pd	
2	Senin, 22 Juli 2024	konsultasi dengan guru pembimbing	Ibu Musyulohi s.pd	
3	Rabu, 24 Juli 2024	Pemberian Pre-test	Ibu Musyulohi s.pd	
4	Kamis, 25 Juli 2024	Pemberian treatment (1)	Ibu Musyulohi s.pd	
5	Jumat, 26 Juli 2024	Pemberian treatment (2)	Ibu Musyulohi s.pd	



MAJELIS DIKILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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Jalan Sultan Aleuddin No. 259 Makassar  
Telp : 0811 1732101 (Secretary)  
Email : prodi@unismuh.ac.id  
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

6	Sabtu, 27 Juli 2024	Pemberian treatment (3)	Ibu Musyulohi s.pd	
7	Rabu, 31 Juli 2024	Pemberian Post-test	Ibu Musyulohi s.pd	
8				
9				
10				

Mengetahui,

Selasa, 15 Agustus 2024

Ketua Program Studi,  
FKIP Unismuh Makassar

Dr. Umni Khaerati Syam, S.Pd., M.Pd  
NBM 877 807



Dekan Sekolah UPTD SMPN SATAP 15 Barru

Dra. Aisyah Rahman, M.Pd  
NBM 6703502 190512 2006



## APPENDIX 14. SURAT KETERANGAN SELESAI MENELITI



PEMERINTAH KABUPATEN BARRU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPTD SMP NEGERI SATAP 15 BARRU  
KECAMATAN TANETE RIAJA



Alamat : Cinekko, Desa Mattirowalie, Kecamatan Tanete Riaja Kab. Barru 90762

SURAT KETERANGAN  
NOMOR : 800.2.2.7/065/SMPNS 15

Yang bertanda tangan di bawah ini kepala UPTD SMP Negeri Satap 15 Barru menerangkan bahwa:

Nama : Irma Fitriani  
NIM : 105351102620  
Program Studi : Pendidikan Bahasa Inggris  
Perguruan Tinggi : Universitas Muhammadiyah Makassar  
Pekerjaan/Lembaga : Mahasiswa  
Alamat : Jl. Trikora Sowi Kel.Sowi Kec. Manokwari Selatan Kab. Manokwari

telah melaksanakan penelitian di kelas VIII UPTD SMPN Satap 15 Barru pada tanggal 10 Juli s/d 31 Juli 2024, dengan judul penelitian " USING ONE STAYS REST STRAY (OSRS) TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION ON RECOUNT TEXT AT THE EIGHTH GRADE STUDENTS AT UPTD SMPN SATAP 15 BARRU ".

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Cinekko, 1 Agustus 2024

Kepala Sekolah



W. Aisyah Rahman, M.Pd.  
NIP 19700502 199512 2 006



**APPENDIX 15. LOA (LETTER OF ACCEPTENCE)**



**MAJELIS DIKILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS**

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Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**LETTER OF ACCEPTANCE**

0907/BG-FKIP/LOA/B/VIII/1446/2024

Dear IRMA FITRIANI

It is our pleasure to inform you that, after reviewing your paper:  
STUDENTS' READING COMPREHENSION AT UPTD SMPN SATAP 15  
BARRU ON RECOUNT TEXT : ONE STAY REST STRAY (OSRS)  
TECHNIQUE

The manuscript ID: 1574

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at [eim@bg.unismuhmakassar.ac.id](mailto:eim@bg.unismuhmakassar.ac.id)

Makassar, 17 August 2024 M  
13 Sya'far 1446 H

**Head of English Education Department  
Faculty of Teacher Training and Education**

**Dr. Umni Khaerati Syam, S.Pd., M.Pd.**  
NBM. 977 807



## APPENDIX 16. DOCUMENTATION



(Figure 1. The teacher explains material related to recount text)



(Figure 2. Students take the pretest given by the teacher)



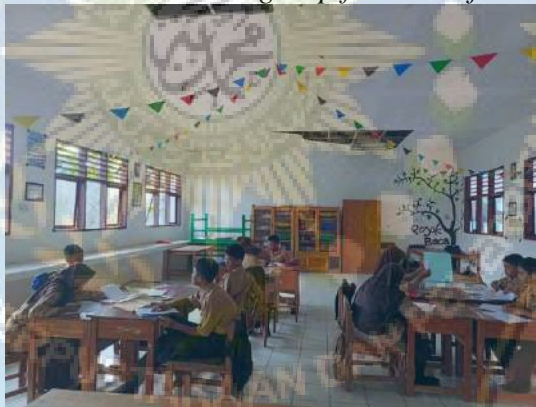
(Figure 3. The teacher forms students into several groups)



*(Figure 4 & 5. The teacher monitors group discussion activities)*



*(Figure 6. Students discuss with their group friends before becoming strayers)*



*(Figure 7. Students discuss with their group friends after becoming strayers)*



*(Figure 8 & 9. The teacher gives a post-test to students)*



## APPENDIX 17. CURRICULUM VITAE

### CURRICULUM VITAE



Irma Fitriani is the name of the author of this thesis. Born on July 17 2002, in Berau, East Kalimantan Province. The author is the first child of H. Surianto and Hj. Ati and has brothers named Rahman Rianto and Agus Suprianto. The author first attended SD Negeri 008 Teluk Bayur in 2008 and graduated in 2014. In the same year the author continued her education at SMP Negeri 1 Pujananting and graduated in 2017. After graduating from SMP, the author continued to SMA Negeri 1 Manokwari and graduated in 2020. And in the same year the author was registered as a student at English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. With the permission and grace of Allah SWT, prayers and support from her beloved family, all friends, the author was able to complete her studies at the Universitas Muhammadiyah Makassar with the thesis title “Using One Stays Rest Stray (OSRS) Technique to Improve Students' Reading Comprehension on Recount Text at The Eighth Grade Students at UPTD SMPN Satap 15 Barru”.