

**IMPROVING STUDENTS READING COMPREHENSION THROUGH
Q SPACE STRATEGY (Question, Silence, Probe, Accept, Clarify, and Elaborate)
(A Classroom Action Research at the Eight Grade SMP Negeri 2 Bangkala Barat)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah
University in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan*

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2019

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(Question, Silent, Probe, Accept, Clarify, and Elaborate) at
the Eight Grade SMP Negeri 2 Bangkala Barat

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Day / Date	Chapter	Note	Sign
8/8/19	V	See the problem statement with conclusion	
8/9/19	IV & V	See discussion & conclusion	
13/9/19	IV & V	Connecting find & conclusion based on the problem statement	
19/9/19	IV & V	Understanding Chap IV & V	
3/10/19	IV & V	meanng word idea & information	
1/10/19	V	the go to session	

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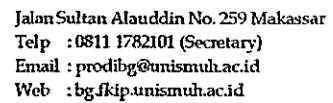
Day / Date	Chapter	Note	Sign
15/07/2019	IV	Understanding your table & figure.	
20/7/2019	IV	See the part of Chapter IV and analyze.	
28/7/19	IV	See the problem statement	
2/8/19	IV	Connect with finding give the difference C ₁ & C ₂	
7/8/19	IV	Analyze C ₁ & C ₂	
15/8/19	IV	Give Notes the difference	
16/8/19	IV	Give C ₂ discussion	

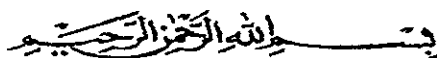
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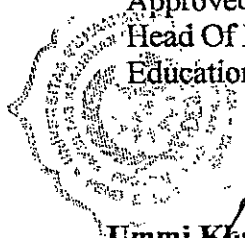
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August, 19		- Still revise the dis- cussions.	
Sept, 2019		- Margins ? - Still revise the discussion (by points). Pay more attention - some corrections (some)	
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A. NURFADILLAH KADIR

MOTTO

“If Allah Is All You Have,
Then You Have All You Need”

ABSTRACT

A.Nurfadillah Kadir, 2019. *Improving Students' Reading Comprehension through Question, Silence, Probe, Accept, Clarify, and Elaborate (Q-SPACE) strategy, (A Classroom Action Research at the Eighth Grade SMP Negeri 2 Bangkala Barat)*, supervised by Hasnawati Latief and Radiah Hamid. Thesis of English Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

The objective of this research is to find out the use of Q-SPACE Strategy in improving students reading literal comprehension especially main idea and specific information at the Second Year Students of SMP Negeri 2 Bangkala Barat.

The researcher used Classroom Action Research (C.A.R). It was consisted of two cycles. In each cycle consisted of four meetings. The research subject was the students in class VIII.C; it consisted of 23 students with 11 men and 12 women. The researcher obtained the data by using reading test and observation sheet.

Based on the research findings and discussions in the previous chapter, it could be concluded that is using Question, Silence, Probe, Accept, Clarify, and Elaborate (Q-SPACE) Strategy can improve the students' literal reading comprehension at Class VIII.C of SMP Negeri 2 Bangkala Barat. It is proved by the students' achievement in cycle II is higher than cycle I and D-Test where in D-Test the students' mean score achievement in literal reading comprehension is 6.20, but after evaluation in cycle I the students' literal reading comprehension becomes 7.12 and cycle II 8.21. Besides that, Question, Silence, Probe, Accept, Clarify, and Elaborate (Q-SPACE) Strategy is able to make the students more active in learning process, especially in reading activities.

Keyword: *Reading Comprehension, QSPACE, Improving.*

ABSTRAK

A. Nurfadillah Kadir, 2019. Meningkatkan Pemahaman Membaca Siswa melalui Pertanyaan, Diam, Pemeriksaan, Terima, Perjelas, dan Terperinci (QSPACE) strategi, (A Penelitian Tindakan Kelas di Kelas VIII SMP Negeri 2 Bangkala Barat), diawasi oleh Hasnawati Latief dan Radiah Hamid. skripsi Jurusan Bahasa Inggris, Fakultas Pendidikan dan Pelatihan Guru, Universitas Muhammadiyah Makassar.

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan Strategi QSPACE dalam meningkatkan pemahaman membaca siswa terutama ide utama dan informasi spesifik pada Siswa Kelas Dua SMP Negeri 2 Bangkala Barat.

Peneliti menggunakan Penelitian Tindakan Kelas (C.A.R). Itu terdiri dari dua siklus. Dalam setiap siklus terdiri dari empat pertemuan. Subjek penelitian adalah siswa kelas VIII.C; terdiri dari 23 siswa dengan 11 pria dan 12 wanita. Peneliti memperoleh data dengan menggunakan tes membaca dan lembar observasi.

Berdasarkan temuan penelitian dan diskusi pada bab sebelumnya, dapat disimpulkan bahwa menggunakan Pertanyaan, Diam, Probe, Terima, Perjelas, dan Terperinci (QSPACE) Strategi dapat meningkatkan pemahaman membaca literal siswa di Kelas VIII.C SMP Negeri 2 Bangkala Barat. Hal ini dibuktikan dengan prestasi belajar siswa pada siklus II yang lebih tinggi dari siklus I dan D-Test dimana pada D-Test pencapaian nilai rata-rata siswa dalam pemahaman membaca literal adalah 6,20, tetapi setelah evaluasi pada siklus I pemahaman membaca literal siswa menjadi 7.12 dan siklus II 8.21. Selain itu, Strategi Pertanyaan, Diam, Pemeriksaan, Terima, Perjelas, dan Terperinci (QSPACE) mampu membuat siswa lebih aktif dalam proses pembelajaran, terutama dalam kegiatan membaca.

Kata kunci: Pemahaman Membaca, QSPACE, Peningkatan.

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The Writer



A. Nurfadillah kadir

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CHAPTER I

INTRODUCTION

This chapter deals with the background, problem statement, objective of the study, the significance of the study, and scope the study.

A. Background

In Indonesia teaching English as a foreign language is used obligatory in many levels of school from junior high school until university. The objective of teaching English for Junior high school is to make the students to be able to use the language for communication. Saukah (1997) describes that the teaching of English for EFL should be directed to develop the students' skill in listening, reading, speaking and writing. There are four skill taught in English subject namely ; speking, writing, reading and listening. Beside taht four language skill above, reading is importance to student whose mother tongue is not english because they almost do not opportunity to hera or speak that language so in this reserche, the resercher will concern with reading skill, Richard (1993 :35)

One of the English Language skills is reading. Reading is a source of learning and source of enjoyment, Nation (2005). It is a complex process, which involves not only the readers' abilty to read the text but also their abilty to comprehend it, because reading has an important role when the reader wants to understand a massage from a

writer, and the result reader can get information by reading the written message. Because of this reason, some teachers of English at junior high school and senior high school find difficulties in teaching reading

In teaching reading in the school, we still find some students are apathetic in the classroom it means too difficult for the them to comprehend or uninteresting about the materials. It can be caused of many thing such us the students, the class situation, invironment, teaching method, technique, aprrroach or sometimes from the teachers who cannot deliver the material successfully. Based on the case above, it is growth the crucial problems in a text because it is not interesting. Second, the student have limited vocabulry so they are difficult to understand the reading. Thirdly, the students do not know the stucture of sentences; it makes the students to work hard to translate the word in sentence of the text. .

Obviously, the student who wants to develop their knowledge should have ability and skill in reading. But in fact, the students found the some difficulties to comprehend such as they do not understand the content of the material, what the text about, and they hard to find main idea of every paragraph. It showed from the data was taken from the diagnostic test that given to the class in SMP NEGERI 2 BANGKALA BARAT a showed that the students' mean score was still low. The frequency of the score 5.20 meanwhile the successful minimal criteria (KKM) are 70. It's mean that, the researcher still needs to take an action for the next cycle. So, in this research the researcher concern with reading comprehension

Based on, the observation and interview with the English teacher, the researcher found that there are some problems faced by students especially in reading comprehension.

In real situation. The researcher did not find the ideal reading teaching at class VIII.C SMP Negeri 2 Bangkala Barat because most English teacher still taught using grammar-translation method in reading comprehension. Therefore it is very important to provide an alternative technique to improve the students' reading comprehension; the researcher use Q-SPACE strategy as an alternative in giving variation to the students in teaching and learning process. Based on explanation above, the researcher was interested in conducting research on *"Improving Students' Reading Comprehension through Question, Silence, Probe, Accept, Clarify, and Elaborate (Q-SPACE) Strategy at the Eight Grade SMP Negeri 2 Bangkala Barat"*

B. Problem Statements

Related to the background above, the researcher formulates the research question as follow: How is the improvement of student reading comprehension by using Q-SPACE Strategy at the Eight Grade of SMP Negeri 2 Bangkala Barat?

C. Objective of The Research

Based on the research question above, the object of this research was to find out: "The improvement of students' literal reading comprehension through Q-SPACE Strategy at the Eight Grade SMP Negeri 2 Bangkala Barat".

D. Significance of The Research

The significances of the research are:

1. Teacher

By this research, the researcher really hopes that can help the teacher to improve students' skill in reading. It was also expected to give good contributions for all teachers in teaching reading class. The teacher can be easy to control and manage the students so that the goals can be achieved. The teacher can make the students to be interest in lesson reading.

2. Students

The researcher hopes that the students can be fun. They also can enjoy in studying and be more active and interest when they study reading.

E. Scope of The Research

The scope of the research is restricted to improve the students comprehension in reading during the teaching and learning of Q-SPACE Strategy which focused on interpretative reading comprehension that is understanding the main idea and specific informations of the text at the Eight Grade SMP Negeri 2 Bangkala Barat.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some previous related studies, some pertinent ideals, and the theoretical framework

A. Previous Related Research Findings

Many researchers here been reported to expose the ability in reading comprehension that related :

1. Nurhuda, (2010) in her thesis *Increasing Student's Reading Comprehension by Using Questioning Strategy at the First Year Students of SMA Negeri 1 Bajeng*, found that there was significant with pre-test 5.8 and post-test 7.36. It means that the strategy could improve the students' achievement in comprehending the reading material.
2. Rahmat, (2009) in his thesis. *Increasing the English Reading Achievement through Q-SPACE Strategy of the Second Grade at SMP Negeri Bantaeng*. He found that Q-SPACE is effective to improve reading comprehension of the student. It was proved by the mean score of the students pre-test was (6.20) and post-test was (8.40), it indicated that the mean score of the students post-test (after presenting materials through Q-SPACE) was greater than the pre-test.
3. Al-Jamal et al (2013), *An Assessment of Reading Comprehension Practice in Jordan. Jordan Journal of Educational Sciences*, 9(3), 335-344. they conclude that the current research highlighted the significance of text structure to the comprehension process yet, more investigation is necessary to confirm, prove,

and verify the findings of this research. Explicitly, textbooks designers are strongly recommended to vary text structures presented to students. Teachers, also, are deeply directed to instruct comprehension strategies rather than to assess comprehension through steering their students to locate the main idea and identify its relation to reading comprehension.

This condition becomes reason to the researcher to make the teaching and learning process better in the classroom and the teacher must be more creative and select in applying strategy in teaching and learning process. There are some strategies that can be used, one of them is Question, Silence, Probe, Accept, Clarify, and Elaborate (Q-SPACE) Strategy.

B. Some Pertinent Ideas

1. Concept of Reading

Reading is flexible for the students, because they can get information from the text they have read. Reading also is an active process identifying important ideas comparing. Nuttal (1988: 89). Reading skill are the ability to analyze, evaluate and synthesize what one read. They are the ability to see relationship of ideas and use them as an old reading Halvonson (1992: 112) reading consist of some strategies to help the reader evaluate and understand the content of the material.

According Mikulecky and Jeffeirs (1986: 78), reading helps the students learn to think in the new language, builds a better vocabulary, and makes them

more comfortable with writing English. As ability in reading increase, individual learn to adapt their reading strategies in matching with the purpose for reading and the limiting material. The reading activity reader must understand or comprehends what the reader read. This process calls cognitive process. Furthermore, Reiking and Scheiner as quoted by Kustaryo (1988: 24) suggest that reading is an active cognitive process on interacting with print and monitoring comprehension to establish meaning.

Reading for general comprehension is a skill that involves absorbing the content of the text . As the reader , we are not looking for specific points only, but rather than it, we need to begin. Goodman (1988: 12) states that reading is a receptive language process. It is psycholinguistic process in that it stars with a linguistic surface representation encoded by writer and ends with meaning that the readers construct. And the conclusion reading is ability of cognitive process of interaction between the graphic symbols and the language skills of reader. Reading is also a process of communication between a writer and a reader. A writer has massage about his or her mine, such as feeling, facts, ideas, and argument which want to share.

From this point of view, it can be concluded that reading is an active thinking process where the reader try to gain information given by the author and understanding what actually the purpose of the author.

a. Levels of Reading.

Burns in Rahmat (2009: 12) classifies four levels of reading. They are:

a. Literal Reading

Literal reading refers to the straight forward meaning of the text, such as facts, vocabulary, dates, times, and locations. Question of the literal comprehension can be answered directly and explicitly from the text. In our experience working with the teacher, we have found that they often check on literal reading first to make sure that their students have understood the basic or surface meaning of the text. This level is crucial to all reading skills at any level because a reader must first understand what the author said before can draw inference or make an evaluating.

b. Interpretative Reading

The next type of comprehension is interpretative reading. Interpretative reading is based on literal understanding in the test, students must use information from various part of the text and combine them for additional understanding. The students have to put together two piece of information that is from different part of the text.

They must be able to read carefully what they have read. Students need to be able to see the relationship among the ideas that are stated. Interpretative or reverential comprehension includes thinking processes

such as drawing conclusion, making generalizations and predicting outcomes.

c. Critical reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness and timeliness. Critical reading compares previous experience to elements in the new material such as content, style, expression, information, and ideas or values of another.

In this level of reading, the reader must be an active reader questioning, searching for facts, and suspending judgment until her or she has considered all of the material.

d. Creative reading

Creative Reading involves going beyond the material presented by the author. Creative reading requires the readers to think as the reader just a critical reading done, and it also requires the readers to use their imaginations. In creative reading the readers try to propose new alternative solutions or responses to those by the writer.

b. Types of Reading

According to Wood in Irawati (2008: 28) indicates the types of reading are important categories as follows:

a. Skimming

The eyes run quickly, over the text to discover what is about the main idea and the gist. Thus skimming occurs when the reader's looks quickly at the content page of a book, or at the chapter heading, subheading, act. This something called previewing, when the reader glances quickly through a news paper to see what the items of the day are, this will often mean just glancing at headlines. What the reader goes to through a particular passage such as a news paper article merely to get the gist.

b. Scanning

The readers are to look out the particular item, he believes in the text. The scanning can be done to find name, date, static, or fact in writing. The eyes start quickly at the lives of writing.

c. Intensive Reading

It is also called study reading, this involves close study of the text. As the amount comprehension should be high the speed of reading is correspondingly slower.

Based on explanation above, the research concludes that there are three types of reading in reading skill. Those are essential for the students to read story or passage easily.

c. The Purpose of Reading

Reading is an activity with a purpose, someone may read for many reasons from instance to gain information of very exciting knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. Nuttal in Irawati (2008: 25)

The purpose for reading determines the appropriate type and level of comprehension.

- a. When reading for specific information, students read to ask themselves, have I obtained the information I was looking for?
- b. When reading for enough understanding (intensive reading) students need to ask themselves do I understand the story line? Sequence of ideas well enough to enjoy reading this?
- c. When reading for through understanding (intensive reading) students need to ask themselves do I understand each main idea and how the author support it? Does what aim reading agree with my prediction, and if not, how does it differ.

d. Reading Principles

Harmer in Sahriana (2010: 29) divides six reading principles. They are:

- a. Encourage students to read as often and as much as possible.

The more students read, the better. Everything we do should encourage them to read extensively as well as if not more than intensively. It is a good idea to discuss this principle with students.

- b. Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading. We should try to help them get as much pleasure from it as possible. But during lesson, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

- c. Encourage students to respond to the content of a text. It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clause. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way.

- d. Prediction is major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue what is in the book; photographs and headlines hint at articles are about; we can identify reports as reports from their appearance before we read a single word.

- e. Match the task to the topic when using intensive reading text.

Once a decision has been taken about what reading text the students are going to read (based on the topic of the text), we need to choose good reading tasks the right kind of questions, appropriate, activities before during and after reading, and useful study exploitation. The most useful and interesting text can be undermined by boring and inappropriate tasks.

- f. Good teachers exploit reading text to the full.

Any reading text is full of sentences, words ideas, description, etc. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for the study and then activation , and using a range of activities to bring the text to life.

e. Reason of Reading

According to Harmer, in Sahriana (2010: 12) there are some reasons for reading. They are:

- a. Reading is language learning

Reading is an exercise by the eyes and the brain. The eyes receives message and the brain has to work out the significance of these message.

- b. Reading for information

In most cases, reading for information is relevant to accurate study of the reader. They read to find out information to reduce their uncertain.

- c. Reading for pleasure

Reading for pleasure is done without other people order but according to the individual reader wish and interest.

f. Reading Rules

Brothers in Anita, (2009) divides three reading rules that can improve the reading skill:

a. Cultivate the habit of reading

Someone never learn to become an efficient reader or to evaluate what you have read unless you have first become a steady reader.

b. Learning to read actively

This means, thinking while you read, you learned that mistake in reasoning are easy to make but often hard to spot. Thus, when you read especially when you read anything of controversial nature, you must be on alert for pitfalls in reasoning. If you try to absorb material without thinking about it, the scope of your reading ability will remain very narrow.

c. Learning to apply a principle of subordination to what you read

It means that you must learn to recognize important ideas and to separate them from less important ideas and details.

When reading to learn, students need to follow four basic steps:

- d. Figure out the purpose of reading. Active background knowledge of the topic on order predict or anticipate content and identify appropriate reading strategies
- e. Attend to the parts of the next text are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduce the amount of information they have to hold in short-term memory
- f. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increase when they use top down and bottom-up skills simultaneously to construct meaning
- g. Check comparison while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternative strategies.

g. Goals and Techniques for Teaching Reading

Teacher want to produce students who, even if they do not complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In this case reading, this means producing students who can use reading strategies to maximize their comprehension of text, identify relevant information, and tolerate less than word-by-word comprehension.

Byrnes (1998: 12) states that to accomplish this goal, instructor focus on the process of reading rather than on it is product.

- a. They develop students' awareness of reading strategies by asking students to think and talk about how they read in native language.
- b. They allow students to practice the full repertoire of reading strategies by using authentic reading tasks. They encourage students to read to learn and have authentic purpose of reading by giving students some choice of reading material.
- c. When working with reading tasks in class, they show students the strategies that will work best for reading assignments. They explain how and why students should use the strategies
- d. They have students practice reading strategy in class and ask them to practice outside of class in their reading assignments; they encourage students to be conscious of what are they are doing while they complete reading assignments.
- e. They encourage students evaluation their comprehension and self-report their use strategies. They build comprehension checks into in class reading assignments, and periodically review how and when to use particular strategies.
- f. They encourage development of reading skill and the use of reading strategies by using the target language to convoy instructions and course

related information in written form : office hours, homework, assignments, and test content.

- g. They do not assume that the students will transfer strategy use from one task to another. The explicitly mention how a particular strategy can be used in a different type of reading task of with another skill.

2. The Concept of Q-SPACE Strategy.

Strong,et al, (2003) state that Q-SPACE is a strategy for helping readers read and understand a text, it is engage in purposeful reading in small and large groups use self-explanation strategies such as rereading and cross-checking to comprehend text. employ a range of post-reading practice to think about new learning and plan further learning; use text structures and features to comprehend text, demonstrate comprehension and response of grade-level text, ask questions to focus reading, answer literal, referential, analytical and evaluative questions; make predictions, draw conclusions and make inferences. Analyze ideas on the basis of prior knowledge and experience, identify information that is implied rather than stated; participate in discussion about grade-level text by integrating multiple strategies and use opinions of classmates to evaluate personal response to text, evaluate content by identifying author's purpose and intent, identify different perspectives on or responses to issues presented in text.

Once a question has been posed, the behaviors will give shape to the lesson. Remember that "silence is golden": students require three to five

second of wait time to process a question adequately Rowe, (1978:47) Use probing question that ask students to support their answers further to increase the sense of challenge in a discussion, to keep your students on their toes, and to provide practice and guidance in the always difficult skill of looking for proof.

Use acceptance to increase the quantity and diversity of students' answer, to help students feel more comfortable about sharing, and to build a pool of responses you can use for later reflection. Use clarification and correction judiciously to increase the precision of students' responses. When clarify and correct, student answer will tend to be briefer and the discussion will take on more of a question and answer or drill session feeling. Finally, use elaboration to encourage students to expand on their ideas and make generalization that unite the various ideas that have emerged during the discussion.

To make clear about Q-SPACE strategy, the writer would like to give the operational definition of the topics:

1) Question

Pose a content specific question for students to answer.

2) Silence

Remain silent to allow time for students to generate ideas.

3) Probe

Respon to answer with questions about the process of answering.

4) Accept

Communicate to students the positive aspects of their answers.

5) Clarify

Aid students in making their answer clearer.

6) Elaborate

Encourage students to look past answers to see where they may lead.

a. According to Reiss (2005:6)

- 1) Spark the discussion by posing open-ended question that hook students in to the material.
- 2) Allow students time to stop and think about the question and ask students to jot down and share responses with a partner or small group before opening the discussion.
- 3) Sharpen the focus of the discussion by posing a focusing question that highlights the central topic or theme of the discussion.
- 4) Have students kindle their responses by jotting down their initial responses and then sharing and comparing their responses in small groups.
- 5) Engage the whole class in the discussion and encourage students to share their ideas, respond to prompts and question from the teacher or other students, refine their ideas, and evaluate the depth of their understanding.

- 6) Use a variety of recognition techniques to maximize participation and shape the discussion.
- 7) Record students' responses and summarize key content with students.
- 8) Allow students to reflect on the discussion and their own participation.
- 9) Synthesize student learning with a task that ask them to apply what they learned during the discussion.

b. The System of Question, Silence, Probe, Accept, Clarify, and Elaborate (Q-SPACE) Strategy.

Q-SPACE delivers reading strategy training using an interactive and adaptive format. Pedagogical agents interact with each other and with the user to increase active processing and participation by the students. The students first learns about self explanation and reading strategies (comprehension clarifying, paraphrasing, predictions, typing in explanation and bridging inferences). The students then practice self explanation by typing in explanation to sentences from a science text. The system analyze the self explanations and provides feedback to the user Danielle (1998:54)

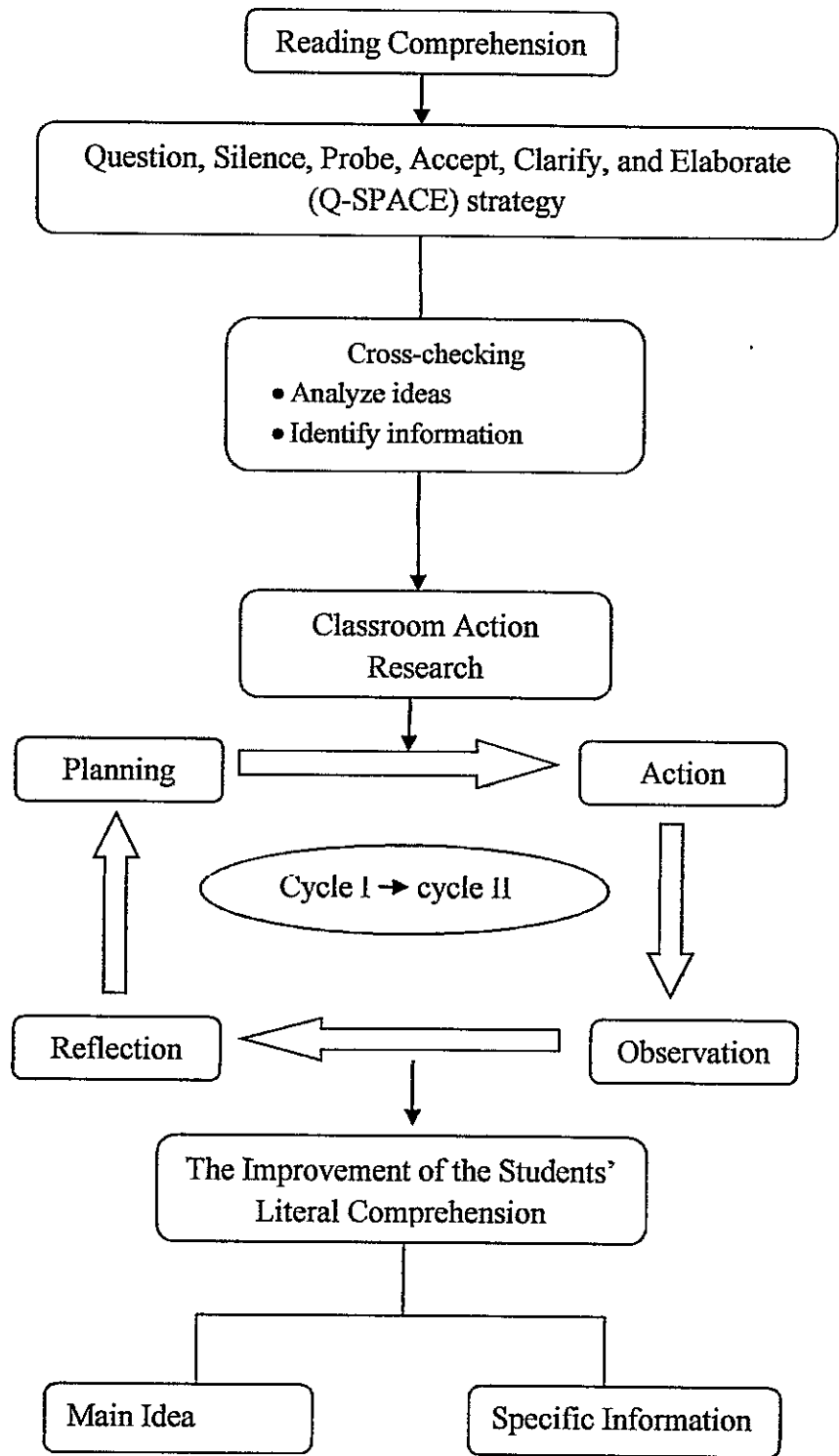
From explain above the researcher want to use this strategy to teach the students in reading Class. I think this strategy can make students be happy and enjoy in study reading.

3. Classroom Action Research

According to Kasbolah in Anita (2009: 25) states that there are four characteristics of action research;

Firstly, the action research is carried out by practitioners rather than outside researcher. In this research, the classroom action research was carried out by the researcher and English teacher as the collaborator. Secondly, action research is the systematic study attempting to overcome real problems. In this research the classroom action research was the attempts to overcome students' problem in reading ability. Thirdly, the action research is intended to change thing to be better than before. In this research, the class action research was intended to change the students' ability reading mastery to be better than before. Fourthly, action research is a kind of collaborative research, it means that the research take participants in the form of a team consisting of insider and outsiders. Then insiders were some teachers who want to do action research and outsiders were the researchers in their field. In this research, the classroom action research was done by the writer and the English teacher.

B. Conceptual Framework



CHAPTER III

RESEACH METHOD

This chapter deals with research desaign, research variables, and indicators, reserach instrument, procedure of data analysis, and technique of data analysis.

A. Research Design

The method that used a Classroom Action Research (C.A.R). It was conducted through two cycles to observe the students' ability to read English through Question, Silence, Probe, Accept, Clarify and Elaborate (Q-SPACE) Strategy. It consists of planning, action, observation and reflection. The classroom action research is carry out by researcher and English teacher as collaborator.

Cycle I

Cycle I consisted of planning, action, observation and reflection as follows:

1. Planning

The activities that were done in this stage as follow:

- a. Study and understanding the material that were taught.
- b. Making the lesson plan based on the curriculum for the implementation of action.
- c. Teacher made teaching material. It was reading text for four meetings.
- d. Teacher made test instrument.

- e. Designing the observation sheet to observe the condition of learning and teaching process.

2. Action

- a. The teacher divided students into a partner and gave reading text.
- b. The teacher sparked the discussion by posing open-ended question that hook students into the material.
- c. The teacher allowed students time to stop and think about the question and ask students to jot down and share responses with a partner or small group before opening the discussion.
- d. to make inferences based on their own words to evaluate the students' understanding. The teacher sharpen the focus of the discussion by posing a focusing question that highlights the central topic or theme of the discussion.
- e. The teacher engaged the whole class in the discussion and encourage students to share their ideas, respond to prompts and question from the teacher or other students, refine their ideas, and evaluate the depth of their understanding.
- f. The teacher recorded students' responses in identified the information contained in the text.
- g. The teacher allowed students to identify the main points of the text.
- h. The teacher synthesize student learning with a task that ask them

3. Observation

Observation is process of recording and collecting data about the activity related with the learning English process which had solving problem and learning strategy which was improved. So, on this stage the researcher was prepared collection data, instrument data collector were used, data source were explained, and data collection technique were used.

4. Reflection

The results of data that had been done from observation were processed in the analysis until reflection after action research. The reflection was discussed with the homeroom teacher then using the result of the discussion to design planning for the next cycle.

Cycle II

Cycle II consisted of planning, action, observation and reflection as follows:

1. Planning

The activities that were done in this stage as follow:

- a. Study and understanding the material that were taught.
- b. Making the lesson plan based on the curriculum for the implementation of action.
- c. Teacher made teaching material. It was reading text for four meetings.
Here teacher developed the teaching material more than in cycle I.
- d. Teacher made test instrument.

- e. Designing the observation sheet to observe the condition of learning and teaching process

2. Action

- a. The teacher sparked the discussion by posing question and ask students to use their self explanation to become more personally engaged in their reading, which help bring material.
- b. The teacher allowed students time in practice in translating the language of text into their own words and are involved in a more in depth synthesis of material.
- c. The teacher encouraged students to draw from their self explanation to understand events in text and are asked to elaborate on information in a meaningful way.
- d. The teacher ask students develop sensitivity to different perspectives of events and main ideas of the text and given an opportunity to adopt a more reflective stance as they read.
- e. The teacher encouraged students to talk about things in the reading that they personally connect to and they all have an opportunity to participant in the class discussion on the reading.
- f. The teacher allowed students are able to hear classmates' views before offering their own, giving them the chance to adjust their comments and reflect on ideas before expressing them to others.

3. Observation

Observation is process of recording and collecting data about the activity related with the learning English process which had solving problem and learning strategy which was improved. So, on this stage the researcher was prepared collection data, instrument data collector were used, data source were explained, and data collection technique were used.

4. Reflection

Based on the achieved result of the observation that had been collected and analyzed. From the result of the research, the researcher can make conclusion that Question, Silence, Probe, Accept, Clarify, and Elaborate (Q-SPACE) strategy can improve the students' reading comprehension.

B. Research Variables and Indicators

Remembering that variable is one of the very important elements of research, the research use two kinds include of variable. Those variables can be divided into two variables. Those are dependent variable and independent variable that is the variable that influence the other variable.

1. Independent Variable

Independent variable of the research is the use of Q-SPACE Strategy in teaching reading comprehension. Q-SPACE strategy is a Strategy to be used by students to comprehend the information contain in reading materials.

2. Dependent Variable

Dependent variable is improving the students' literal reading.

3. The Indicator

The indicator of this research is to improve the students comprehension in literal reading comprehension namely main idea and specific information.

C. Research Subject

The subject of the research is the Second Year Students of SMP Negeri 2 Bangkala Barat. The researcher chooses the subject because of some reasons; firstly, the teaching English at this school conducted by integrated the four major skills, the secondly, Q-SPACE Strategy has been not applied in the target of subjects. The third is to introduce Q-SPACE Strategy in teaching and learning reading.

D. Research Instrument

The Instrument that can be used, there are:

1. Observation

Observation that used to watch out the situation of teaching and learning process which covers the method applies by a teacher in the class.

Table 3.1. Scoring Rubric of Students' Activeness

No	The students' Active Participation	Score	Indicator
1	Very Active	4	Students' respond to the material very active
2	Active	3	Students' respond to the material actively
3	Fairly active	2	Students' respond to the material just once or twice.

4	Not active	1	Students just sit down during the activity without doing something.
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Harmer in Rauf, (2012:32).

2. Reading test

Reading test aimed to test the students' basic competence in comprehending a reading text.

3. The students' reading in literal comprehension

Table 3.2. Scoring Rubric of Main Idea

No.	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea	4
2.	The answer states or implies the main idea from the story	3
3.	Indicator inaccurate or incomplete understanding of main idea	2
4.	The answer include minimal or no understanding of main idea	1
5.	No answer	0

Harmer in Rauf (2012: 32).

Table 3.3. Scoring students' answer for comprehension Specific information

No.	Criteria	Score
1	Students locates and uses all relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	4
2.	Students locates and uses most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	3

3.	Students locates and uses some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	2
4.	Students locates and uses little or no relevant information stated directly in the text to answer questions, complete tasks, otherwise demonstrate clear understanding.	1

(Harmer in Rauf (2012: 32)

Table 3.4. Scoring the students' criteria and percentage.

The contribution the students score:

No.	Classification	Score
1.	Excellent	9.6 – 10
2.	Very Good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fairly	5.6 – 6.5
6.	Poor	3.6-5.5
7.	Very poor	0.0-3.5

(Depdikbud, 1985: 5)

E. Procedure of Data Collections

In collecting the data, the researcher used two instruments i.e. observation sheet, and reading test. The type of data collection consist of quantitative data in which the instrument use test, observations.

The way to take data as follows:

1. Observation sheet; the researcher observed the students' activeness and presence in the teaching and learning process by using observation sheet.
2. The researcher gave reading test to the students in order to read the text to their improvement after taking actions in cycles.

F. Technique of Data Analysis

The data that will be gotten from cycle I and cycle II will be analyzed through following steps:

1. Calculating the mean score of the students will use the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean score

$\sum X$ = Total score

N = Number of student (Gay in Sukardi, 2008: 88)

2. To know the percentage of the students' improvement by applying the following formula:

$$P = \frac{F}{N} \times 100$$

P = Rate percentage

F = Number of correct

N = Number of sample (Sudjana, 1990: 83).

3. To know the students' participant in teaching learning process through Q-SPACE strategy, researcher used percentage formula as follows:

$$P = \frac{FQ}{4 \times N} \times 100$$

Where:

P = Percentage

FQ = Sum of all the student's score

N = Total students, (Sudjana, 1990:36)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consist of findings of the research and discussion that contains data analysis in detail. The finding of the research cover of the result of data cycle I and cycle II about students' reading comprehension related to the action that has been applied.

A. Findings

The results of the data findings found that teaching reading comprehension through Question, Silence, Probe, Accept, Clarify, and Elaborate (QSPACE) Strategy can improve the students' achievement in literal comprehension. In the further interpretation of the data analysis were given below:

1. The Improvement of the Students' Interpretative Comprehension

The improvement of the students' Interpretative comprehension, which focused on main idea and specific information as indicators in VIII.C of SMP Negeri 2 Bangkala Barat as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

Table 4. 1. The Improvement of the Students' Interpretative Comprehension

Indicators	The Student' Score			Improvement	
	D-Test	Cycle I	Cycle II	DT - CI	CI - CII
Main Ideas	6.15	7.11	8.04	86.50%	88.43%
Specific Information	6.23	7.12	78.43	87.50%	84.46%
$\sum X$	9.265	10.67	47.255	174.00%	172.89%
\overline{X}	4.63	5.33	23.62	87.00%	86.45%

The table above indicates that there is the improvement of the students' interpretative comprehension from Diagnostic-Test to cycle I and cycle II ($6.15 < 7.11 < 8.04$) in which Diagnostic-Test of the students' mean score achievement in interpretative comprehension is 6.15, after evaluation in cycle I, the students' interpretative comprehension becomes 7.11, so the improvement of the students' interpretative comprehension achievement from Diagnostic-Test to cycle I is 86.50%. There is also a significant improvement of the students' literal comprehension from cycle I to cycle II where the students' interpretative comprehension in cycle I is 7.11 and in cycle II is 8.04. Thus, the improvement of students' Interpretative comprehension achievement from cycle I to cycle II is 88.43%.

In the table above also indicates that the indicators of students' Interpretative comprehension improve significantly in which Diagnostic-Test, the students' in the main ideas achievement is 6.20. After evaluation in cycle I, the students' achievement in the main ideas

becomes 7.12 and in cycle II becomes 8.21. The students' in specific information achievement also improves from Diagnostic-test to cycle I namely 6.23 to 7.11 and in cycle II is 8.43.

The table above proves that the use of Question, Silence, Probe, Accept, Clarify, and Elaborate (QSPACE) strategy in teaching and learning process is able to improvement of students' Interpretative comprehension after taking action in cycle I and cycle II in which the students' achievement in cycle II is the highest ($6.15 < 7.11 < 8.04$). To see clearly the improvement of the students' interpretative comprehension, the following chart is presented:

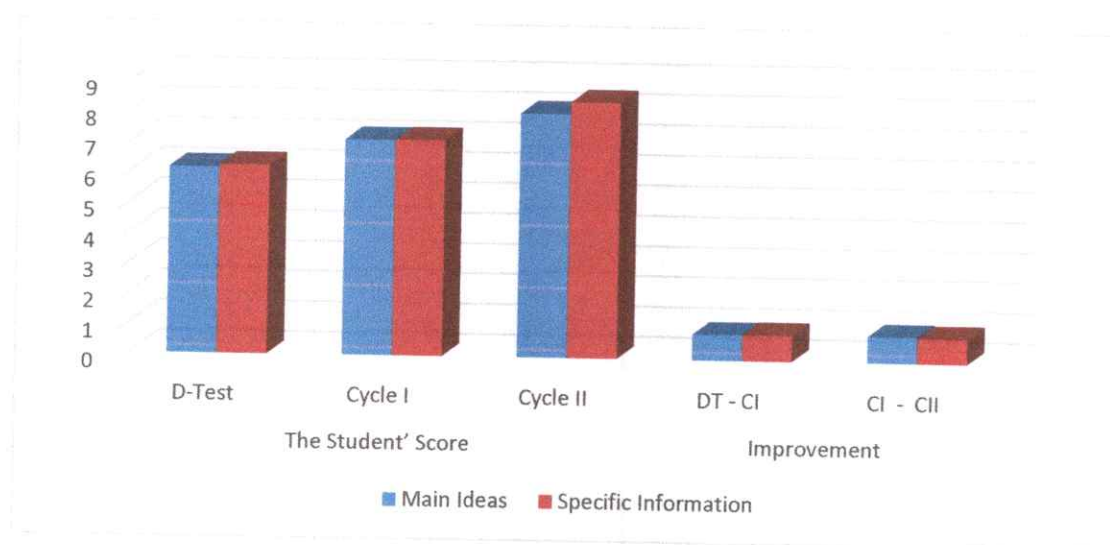


Figure 4. 1. The Improvement of the Students' Interpretative Comprehension

The figure above shows the improvement of the students' interpretative comprehension which cycle II is higher (8.21) than that in cycle I (7.12) and Diagnostic -Test (6.20). ($6.20 < 7.12 < 8.21$). It also shows that the result of Diagnostic-Test is the lowest mean score achievement. The students' achievement in D- test is categorized as poor. After evaluation in cycle I and cycle II, there is significant improvement of the students' interpretative comprehension where the result of significant improvement of the students' interpretative comprehension where the result of cycle I is categorized as fair and cycle II categorized as good.

The Improvement of the Students' Reading Comprehension

The improvement of the students' reading comprehension, which focused on interpretative comprehension as variables in VIII.C of SMP Negeri 2 Bangkala Barat as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

Table 4. 2. The Improvements' of the Students' Reading Comprehensions'

N0	Indicators	The Student' Score		improvement
		Cycle I	Cycle II	
1	Literal	7.12	8.21	86%%
	\overline{X}	7.12	8.21	

The table above indicates that there is improvement of the students' reading comprehension from cycle I to cycle II.

There is also a significant improvement of students reading comprehension from cycle I to cycle II where the students' reading comprehension in cycle, I is 7.12, and in cycle II is 8.21. This means that the standard minimal achievement in the school is reached. Where the standard minimal achievement is 70 and the students' achievement in the cycle II was 7.21.

The table above proves that the use of Question, Silence, Probe, Accept, Clarify, and Elaborate (QSPACE) Strategy in teaching and learning process is able to improvement of students' reading comprehension after taking action in cycle I and cycle II where the students' achievement in cycle II is the highest (8.21> 7.12) and the improvement of students' reading

comprehension from cycle I to cycle II is 86%. To see clearly the improvement of the students' reading comprehension, following chart is presented:

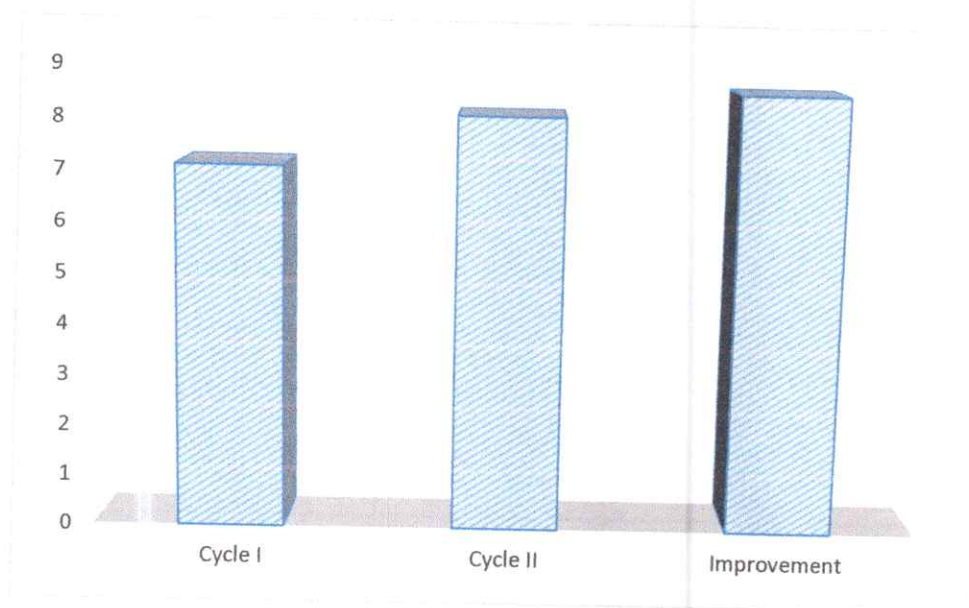


Figure 4. 2. The Improvement of the Students' Reading Comprehension

The figure above clearly shows that there was an improvement of the students reading comprehension from the first cycle to the second cycle. In the first cycle, the mean score of the students reading was 7.12. After evaluated the weakness in the first cycle, finally in the second cycle the students could reached 8.21. It was 86% higher than the first cycle.

The Result of the Students' Activeness in Teaching and Learning Process

The result of observation of the students' activeness in teaching and learning process through Question, Silence, Probe, Accept, Clarify, and Elaborate (QSPACE) Strategy in improving the students' reading comprehension at the VIII.C of SMP Negeri 2 Bangkala Barat which is conducted in 2 cycles during 8 meetings is taken by the observer through observation et. It can be seen clearly through the following table:

Table 4. 3. The Observation Result of the Students' Activeness' in Learning Process.

Cycle	Meetings				Average	Improvement
	I	II	III	IV	Score	
I	69.56	62.21	56.52	30.43	55.43	87.93
II	56.52	69.56	73.91	52.17	63.04	

The result above is formulated based on the technique of data analysis and the students' scores that are collected through observation sheet. From the table above shows that in cycle I the students' activeness in each meeting improves significantly. It can be seen clearly in table that the students' activeness in the fourth meeting is higher than the first, the second and the third meeting, where the first meeting in cycle I the students' activeness is 69.56% and it improves to 62.21% in the second meeting, and then students' activeness in the third meeting is 56.52% improves to 30.43% in the fourth meeting, So the average of the students' activeness in cycle I is 55.43%.

In cycle II the improvement of the students' activeness is up and down. Where in the first meeting in cycle II the students' activeness is 56.52% decrease to 69.56% in the second meeting and it is lower than the first meeting. It is caused by the discussed topic which is not interesting for the students. In the third meeting in cycle II the students' activeness improves normally to 73.91%, and then in the fourth meeting the students' activeness improves to 52.17%. This is caused by the teaching material is really interesting for the students and the teacher gives them time when opens the class. So, the average of the students' activeness in cycle II is 63.04%.

ater, the result is presented in the chart below that shows the average of student' activeness in
e first cycle and the second cycle.

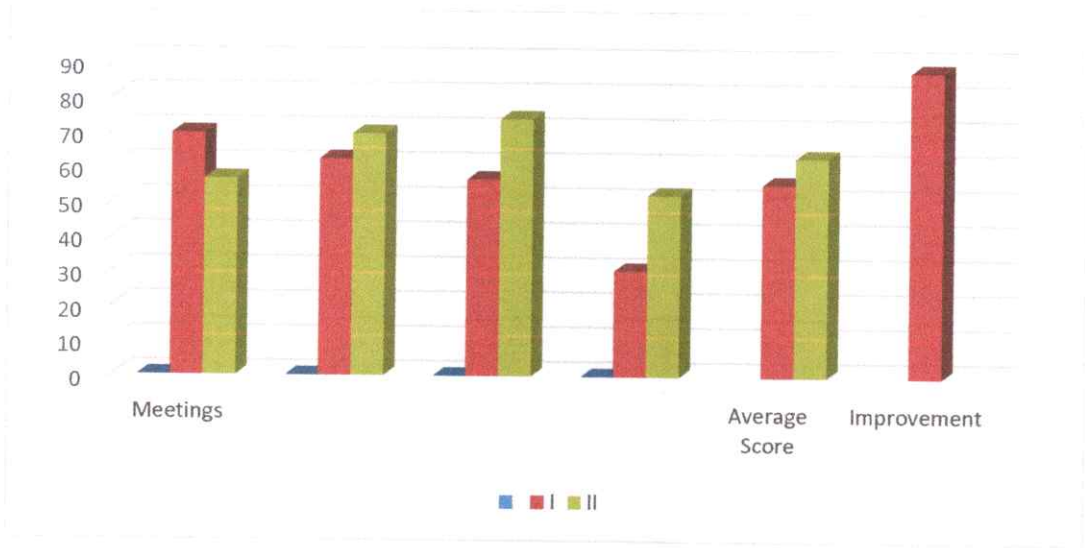


Figure 4. 3. The Improvement of the Students' Activeness

The figure above shows that there is improvement of students' activeness in teaching and learning process where in cycle I is (55.43%) lower than cycle II, but after conducting cycle II the students' activeness in learning process becomes 63.04%. ($55.43 < 63.04$). The improvement of students' activeness is 7.61%.

The Criteria and Percentage of the Students' Interpretative Comprehension in Reading Comprehension

The following table showed the percentage of student's interpretative reading comprehension without the application of QSPACE strategy, cycle I and cycle II with application of QSPACE strategy.

Table 4. 4. The criteria and percentage of the Students' Reading in
interpretative Comprehensions

Classification	score	Non QSPACE The Application of QSPACE Strategy					
		strategy		QSPACE Strategy			
		D-Test		Cycle I		Cycle II	
		F	P (%)	F	P (%)	F	P (%)
Excellent	9.6 -10						
Very good	8.6 -9.5						
Good	7.6 -8.5	1	4.34	8	34.78	19	82.60
Fairly good	6.6 -7.5	7	30.43	10	43.47	4	17.39
Fairly	5.6 -6.5	10	43.47	4	17.39		
Poor	3.6 -5.5	5	21.73	1	4.34		
Very poor	0 -3.5						
Total			23	100%	23	100%	23

The table above showed that the percentage of the students' reading in interpretative comprehension in Diagnostic test indicated that 5 students (21.73%) got poor, 7 students (30.43%) got fairly and 7 student (30.43%) got fairly good. After taking action in cycle I, there were 10 students (43.47%) got fairly good, 4 students (17.39%) got fairly, and 1 students (4.34%) got poor and none for the other classification. Continued to the next cycle, it was cycle II there was 19 students (82.60%) got good, 4 students (17.39%) got fairly good, and none for the other classification. The researcher also prepared the data in chart to know the percentage of the students' reading in interpretative comprehension clearly, the data presented in the following chart:

To know the improvement clearly, look at the following chart:

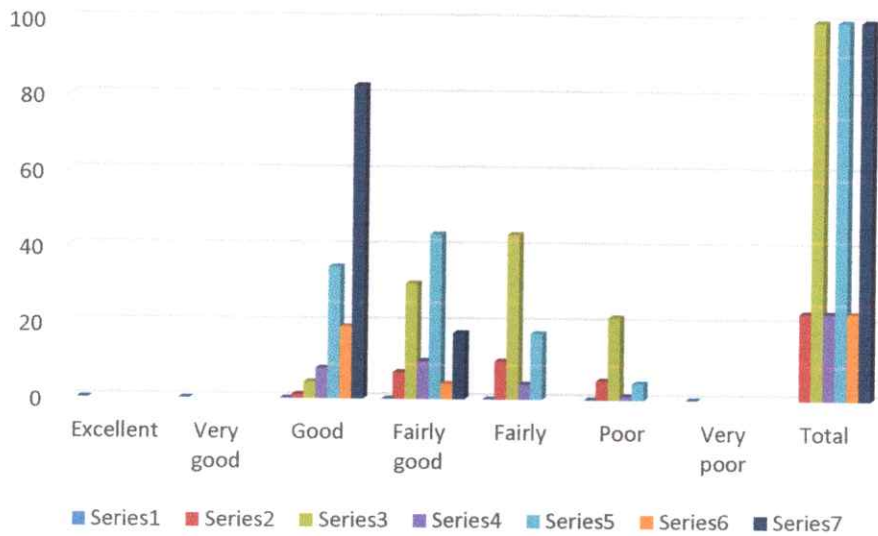


Figure 4. 4. The Criteria and Percentage of the Students' Reading in Interpretative Comprehension

The figure above showed the percentage of the students' reading in interpretative comprehension. After applying Question, Silence, Probe, Accept, Clarify, and Elaborate (QSPACE) Strategy in cycle I and cycle II. The result of students' reading in interpretative comprehension achievement improves significantly where Cycle II is higher than D-Test and cycle I, before using Question, Silence, Probe, Accept, Clarify, and Elaborate (QSPACE) strategy, (30.43%) got fairly good, (43.47%) got fairly, (21.73%) got poor. After applying evaluation in cycle, I showed that (43.47%) got fairly good, (17.39%) got fairly, and (4.34%) got poor. Continued to cycle II showed that (82.60%) got good, (17.39) got fairly good, and none of the students got poor.

The result above proves that the use of Question, Silence, Probe, Accept, Clarify, and Elaborate (QSPACE) Strategy is able to improve the students' reading in interpretative comprehension.

Discussion

The research indicated that the students' reading comprehension through QSPACE Strategy showed the improved. The improvement showed the process from the cycle I to cycle II. The process covered about interpretative comprehension from fairly good to good. In this part, discussion deals with the interpretation of findings derived from the result of findings about the result of the students' reading comprehension in terms of interpretative reading comprehension dealing with main idea, and specific information. The research had done in two cycles and each cycles consisted four meeting.

1. The Improvement of Students Interpretative Comprehension (Main idea)

Based on the findings the QSPACE Strategy could to improve the students' reading comprehension in term of interpretative comprehension (main idea). This result was described in the classroom learning process. Previously, students found many difficulties in comprehending the text. According to Endarson (1994) states that they read the text by translating each word in the text. Then, they could comprehend the text through the QSPACE Strategy. Although, in the beginning, they were confused to implement the strategy, in Cycle 2 they admitted that the QSPACE Strategy could help them comprehend the text better. It also organizing the prediction to search the main ideas of each paragraph.

According to Reiss (2005) by posing opened-question that hook students in to the material , and students think about the question and ask students to jot down and share responses with others students by using QSPACE Strategy students daily life students engage in the classroom to share their ideas respond to promots and question from teachers and students refine their ideas and evaluate the depth of their understanding.

Ex : *"Every april 21 people in indonesia commarate the Kartini day. It is beautiful day for a woman because we celebrate the birth of great lady R.A Kartini. Everyone knows who Kartini is, she is our national heroine and a great day with the brigh idea."*

Q : what is the main idea of the paragraph?

A : " every 21 April people in Indonesia commarate the Kartini Day"(mostly of students choose the first line from the paragraph)

Based on the explanation above by using QSPACE Strategy can be an effective learning tool to improve students in literal comprehension in terms of main idea. The result of cycle II showed that the students score improved higher than the result of cycle I. Thus the students difference between cycle I and cycle II was significantly different. Therefore QSPACE Strategy an used as strategy in identifying main idea in reading comprehension.

2. The Improvement of Students Interpretative Comprehension (Specific Information)

Based on the findings, the using QSPACE Strategy could improve the interpretative comprehension in terms of specific information.

The QSPACE strategy is believed to improve students' participation toward teaching and learning process of reading. During the implementation of the strategy, the students were encouraged to be active in giving their ideas. They discussed their reading and used the strategies of predicting, organizing, searching, summarizing, and evaluating to comprehend the text. Based on explanation above using of QSPACE Strategy can improved interaction in the class. The activities of this strategy were conducted both in

pair and in group. These activities allowed students to interact with their classmates. It also improved the interaction between the teacher and the students. The teacher interacted closely with the students when she gave guidance and assistance during the discussion activities.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of the conclusion and suggestion based on the analysis and findings, presented in the previous chapter

A. Conclusions

Based on the research findings and discussions in the previous chapter, the conclusion is using Question, Silence, Probe, Accept, Clarify, and Elaborate (QSPACE) Strategy can improved the students' interpretative reading comprehension at the class VIII.C of SMP Negeri 2 Bangkala Barat. It is proved by the students' achievement in cycle II is higher than cycle I and D-Test where in D-Test the students' mean score achievement in Interpretative reading comprehension is 6.20, but after evaluation in cycle I the students' interpreatative reading comprehension becomes 7.12 and cycle II 8.21. Besides that, Question, Silence, Probe, Accept, Clarify, and Elaborate (QSPACE) Strategy is able to make the students more active in learning process, especially in reading activities.

B. Suggestions

In relation to the reading comprehension in terms of interpretative reading comprehension in this thesis, the researcher would like to give some suggestions to the students (learners), the English teacher and the next researchers as follows:

1. For the English Teacher at Class VIII.C SMP Negeri 2 Bangkala Barat.

a) The application of Question, Silence, Probe, Accept, Clarify, and Elaborate (QSPACE) Strategy can significantly improve the students' reading comprehension in terms of Interpretative reading comprehension dealing with main idea and specific information at the class VIII.C of SMP Negeri 2 Bangkala Barat. So, it is strongly suggested to be applied in teaching English reading in the classroom in order to improve the students' reading comprehension.

b) It is suggested that the English teacher apply the Question, Silence, Probe, Accept, Clarify, and Elaborate (QSPACE) Strategy as one of alternative in teaching method and learning process.

2. For the next researchers

a) To improve the students' reading comprehension generally, there are many cases which must be improved such as: main idea, supporting idea, taking notes and cause-effect relationship etc. but in this research, the researcher focused attention on improving the students reading comprehension in terms interpretative reading comprehension. So for the next researcher, they can take the other case of reading comprehension to be improved neither they use this strategy nor other methods. But it is better to use this method in order to know the students' reading comprehension improvement with different discussions.

b) The result of this research can also be used as an additional reference or further research with different discussion for the next researchers.

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APPENDIX A

DIAGNOSTIC TEST

Pre Test

Read the recount text carefully and then answer the question!

Mr. Ahmad's Family

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

They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way. On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Ahmad and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food. The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

ω Answer the question below!

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. How did Mr. Ahmad family go to London?
5. Why did Mr. Ahmad go to London?
6. How the situation of four star hotel?

APPENDIX B

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP NEGERI 2 BANGKALA BARAT

Mata pelajaran : Bahasa Inggris

Kelas/semester : VII

Waktu : 2X40 menit

Pertemuan : I (Siklus I)

Standar Kompetensi: Membaca (reading)

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, *narrative* dan *recount text* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar: Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive*, *narrative* dan *recount text* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Indikator pencapaian kompetensi

- Mengidentifikasi *main idea* dan *specific information* dalam teks bacaan
- Menemukan informasi yang tepat untuk menjawab pertanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan
- Memahami isi bacaan

I. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat,

- Membaca teks essay berbentuk *descriptive, narrative / recount text*.
- Menentukan *main idea* dan *specific information* dalam teks bacaan.
- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

II. Materi Pembelajaran

: Recount Text

- Narrative is a text which retells events or experiences in the past.
- Types of recount text

Read the text carefully

Holiday in Bali

When Andi was first grade of junior high school, he and his friends went to Bali. They were there for three days. Andi had many impressive experiences during the vacation. First day, they visited Sanur Beach in the morning. They saw the beautiful sunrise together. It was a great scenery. Then, they checked in to the hotel. After prepared their selves, they went to Tanah Lot. They met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, they enjoyed the day on Tanjung Benoa beach. They played so many water sports such as banana boat, jetsky, speedboat etc. They also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. They were very happy. In the afternoon, they went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, they spent their time in Sangeh. They could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. They could make a close interaction with them. After that, they went to Sukowati market for shopping. That was his lovely time. He bought some Bali T-Shirt and souvenirs. In the evening, they had to check out from the hotel. They went back home bringing so many amazing memories of Bali.

III. Metode Pembelajaran/Teknik

: Q-SPACE Strategy

IV. Langkah- langkah Kegiatan

Kegiatan (waktu)	Fase	Kegiatan pembelajaran
Pendahuluan 20 menit	Menyampaikan tujuan dan motivasi siswa	<ul style="list-style-type: none"> -Menjelaskan metode yang akan digunakan dalam pembelajaran yaitu Q-SPACE strategy - Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa. -Tanya jawab terkait materi pembelajaran.
Inti (60 menit)	Menyajikan informasi	<p>Memberikan informasi :</p> <ul style="list-style-type: none"> - Menjelaskan tentang variabel yang harus dicapai. - Menekankan siswa pada metode yaitu <i>Q-SPACE strategy</i>
	Activities	<ul style="list-style-type: none"> -Guru menjelaskan materi tentang recount text -Guru meminta agar siswa untuk berkelompok and memberikan materi reading yang akan di baca dan di pahami. - Guru dan siswa membaca selama 20 menit tanpa ada gangguan. -guru bersama-sama dengan siswa mengklarifikasi bacaan yang kurang di mengerti.

	Evaluasi	-mengevaluasi pemahaman siswa terkait materi yang di berikan -menjawab pertanyaan berdasarkan teks bacaan
Penutup (10 menit)		-Mengumumkan nilai pencapaian masing-masing siswa -Merangkum: membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan.

V. Sumber Belajar

- Buku paket siswa (*English in Focus 2*)
- Media internet

VI. Penilaian

- Teknik/jenis : Interview dan tugas individual
- Bentuk instrumen : Pertanyaan lisan dan tes tertulis
- Rubrik Penilaian
 - Classifying students' reading comprehension

No.	Classification	Range
1.	Excellent	9.6 – 10
2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fairly	5.6 – 6.5

6.	Poor	3.6 – 5.5
7.	Very poor	0 – 3.5

- Scoring students correct answer in reading comprehension

No.	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
4.	The meaning and grammar are incorrect	1
5.	No answer	0

- The students' reading in literal comprehension:

1. Scoring Rubric of Main Idea

No.	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea	4
2.	The answer states or implies the main idea from the story	3
3.	Indicator inaccurate or incomplete understanding of main idea	2
4.	The answer include minimal or no understanding of main idea	1
5.	No answer	0

2. Scoring for Specific information

No.	Criteria	Score
1	Students locates and uses all relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	4
2.	Students locates and uses most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	3
3.	Students locates and uses some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	2
4.	Students locates and uses little or no relevant information stated directly in the text to answer questions, complete tasks, otherwise demonstrate clear understanding.	1

$$Scoring = \frac{Correct\ answer\ score}{Maximum\ score} \times 10$$

Jenepono, 2019

Mahasiswa Peneliti

A.NURFADILLAH KADIR

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP NEGERI 2 BANGKALA BARAT
Mata pelajaran : Bahasa Inggris
Kelas/semester : VII
Waktu : 2X40 menit
Pertemuan : II (Siklus I)

Standar Kompetensi: Membaca (reading)

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, *narrative* dan *recount text* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar: Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive*, *narrative* dan *recount text* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Indikator pencapaian kompetensi

- Mengidentifikasi *main idea* dan *pecific information* dalam teks bacaan
- Menemukan informasi yang tepat untuk menjawab pertanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan
- Memahami isi bacaan

I. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat,

- Membaca teks essay berbentuk *descriptive, narrative / recount text*.
- Menentukan *main idea* dan *specific information* dalam teks bacaan.
- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca

II. Materi Pembelajaran

: Recount text

→ The generic structure of recount text

Read the text carefully!

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was " Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride " Honda 75 ". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered.

Finally, my father surrendered and promised to teach me. He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. " Yes, I can ". One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I must passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

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

III. Metode Pembelajaran/Teknik

: QSPACE Strategy

IV. Langkah- langkah Kegiatan

Kegiatan (waktu)	Fase	Kegiatan pembelajaran
Pendahuluan 20 menit	Menyampaikan tujuan dan motivasi siswa	<ul style="list-style-type: none"> -Menjelaskan metode yang akan digunakan dalam pembelajaran yaitu Q-SPACE approach - Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa. -Tanya jawab terkait materi pembelajaran.
Inti (60 menit)	Menyajikan informasi	Memberikan informasi : <ul style="list-style-type: none"> - Menjelaskan tentang variabel yang harus dicapai. - Menekankan siswa pada metode yaitu <i>Q-SPACE strategy</i>
	Activitas	<ul style="list-style-type: none"> -Guru menjelaskan materi tentang recount text. -Guru meminta agar siswa berkelompok and memberikan materi reading yang akan di baca and di pahami. - Guru dan siswa membaca selama 20 menit tanpa ada gangguan. -guru bersama-sama dengan siswa mengklarifikasi bacaan yang kurang di mengerti.
	Evaluasi	<ul style="list-style-type: none"> -mengevaluasi pemahaman siswa terkait materi yang di berikan -menjawab pertanyaan berdasarkan

		teks bacaan
Penutup (10 menit)		-Mengumumkan nilai pencapaian masing-masing siswa -Merangkum : membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan.

V. Sumber Belajar

- Buku paket siswa (*English in Focus 2*)
- Media internet

VI. Penilaian

- Teknik/jenis : Interview dan tugas individual
- Bentuk instrumen : Pertanyaan lisan dan tes tertulis
- Rubrik Penilaian
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7.	Very poor	0 – 3.5

- Scoring students correct answer in reading comprehension

No.	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
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4.	The meaning and grammar are incorrect	1
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- The students' reading in literal comprehension:

1. Scoring Rubric of Main Idea

No.	Criteria	Score
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2.	The answer states or implies the main idea from the story	3
3.	Indicator inaccurate or incomplete understanding of main idea	2
4.	The answer include minimal or no understanding of main idea	1
5.	No answer	0

2. Scoring for Specific Information

No.	Criteria	Score
1	Students locates and uses all relevant information stated	4

	directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	
2.	Students locates and uses most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	3
3.	Students locates and uses some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	2
4.	Students locates and uses little or no relevant information stated directly in the text to answer questions, complete tasks, otherwise demonstrate clear understanding.	1

$$Scoring = \frac{Correct\ answer\ score}{Maximum\ score} \times 10$$

Jenepono, 2019

Mahasiswa Peneliti

A.NURFADILLAH KADIR

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP NEGERI 2 BANGKALA BARAT
Mata pelajaran : Bahasa Inggris
Kelas/semester : VIII
Waktu : 2X40 menit
Pertemuan : III (Siklus I)

Standar Kompetensi: Membaca (reading)

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, *narrative* dan *recount text* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar: Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive*, *narrative* dan *recount text* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Indikator pencapaian kompetensi

- Mengidentifikasi *main idea* dan *specific information* dalam teks bacaan
- Menemukan informasi yang tepat untuk menjawab pertanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan
- Memahami isi bacaan

I. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat,

- 1 Membaca teks essay berbentuk *descriptive, narrative / recount text*.
- 2 Menentukan *main idea* dan *specific information* dalam teks bacaan.
- 3 Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca

II. Materi Pembelajaran

: Recount Text

Read the following text!

R.A. Kartini

Every april 21 people in indonesia commemorate the kartini day. It is beautiful day for the woman because we celebrate the birth of great lady R.A. Kartini. Everyone knows who kartini is. she is our national heroine and a great lady with the bright idea.

Kartini was born in 1879 april 21 in mayong jepara. Her father was Rama Sosroningrat Wedana (assistant of head of regency) in mayong. her mother, Ma Ngasirah was a girl from Teluk Awur village in Jepara as the daughter of a noble family, she felt luck because she got more than the ordinary people got. She got better education than other children in november 12 1903 she married adipati djoyodiningrat, the head of rembang regency. According to javanese tradition Kartini had to follow her husband. then she moved to rembang.

In september 13 1904 she gave a birth to her son. his name was singgih. but after giving birth to a son, her condition was getting worse and she finally passed away on september 17 1904 on her 25 years old.

Now kartini has gone. but her spirit and dream will always be in our heart.
 nowadays indonesian women progress is influenced by kartini's spirit stated
 on collection of letter habis gelap terbitlah terang from the dusk to the dawn.

III. Metode Pembelajaran/Teknik : Q-SPACE Strategy

IV. Langkah- langkah Kegiatan

Kegiatan (waktu)	Fase	Kegiatan pembelajaran
Pendahuluan 20 menit	Menyampaikan tujuan dan motivasi siswa	<ul style="list-style-type: none"> -Menjelaskan metode yang akan digunakan dalam pembelajaran yaitu Q-SPACE strategy - Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa. -Tanya jawab terkait materi pembelajaran.
Inti (60 menit)	Menyajikan informasi	Memberikan informasi : <ul style="list-style-type: none"> - menjelaskan tentang variabel yang harus dicapai. - Menekankan siswa pada metode yaitu <i>Q-SPACE strategy</i>
	Activitas	<ul style="list-style-type: none"> -Guru menjelaskan materi tentang text recount. -Guru meminta agar siswa berkelompok and memberikan materi reading yang akan di baca and di pahami. - Guru dan siswa membaca selama

		20 menit tanpa ada gangguan. -guru bersama-sama dengan siswa mengklarifikasi bacaan yang kurang di mengerti
	Evaluasi	-mengevaluasi pemahaman siswa terkait materi yang di berikan -menjawab pertanyaan berdasarkan teks bacaan
Penutup (10 menit)		-Mengumumkan nilai pencapaian masing-masing siswa -Merangkum: membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan.

V. Sumber Belajar

1. Buku paket siswa (*English in Focus 2*)
2. Media internet

VI. Penilaian

- a. Teknik/jenis : Interview dan tugas individual
- b. Bentuk instrumen : Pertanyaan lisan dan tes tertulis
- c. Rubrik Penilaian
 - Classifying students' reading comprehension

No.	Classification	Range
1.	Excellent	9.6 – 10

2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fairly	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very poor	0 – 3.5

- Scoring students correct answer in reading comprehension

No.	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
4.	The meaning and grammar are incorrect	1
5.	No answer	0

- The students' reading in literal comprehension:

1. Scoring Rubric of Main Idea

No.	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea	4
2.	The answer states or implies the main idea from the story	3
3.	Indicator inaccurate or incomplete understanding of main idea	2

4.	The answer include minimal or no understanding of main idea	1
5.	No answer	0

2. Scoring for Specific Information

No.	Criteria	Score
1	Students locates and uses all relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	4
2.	Students locates and uses most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	3
3.	Students locates and uses some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	2
4.	Students locates and uses little or no relevant information stated directly in the text to answer questions, complete tasks, otherwise demonstrate clear understanding.	1

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 10$$

Jenepono, 2019

Mahasiswa Peneliti

A.NURFADILLAH KADIR

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP NEGERI 2 BANGKALA BARAT
Mata pelajaran : Bahasa Inggris
Kelas/semester : VII
Waktu : 2X40 menit
Pertemuan : IV (Siklus I)

Standar Kompetensi: Membaca (reading)

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, *narrative* dan *recount text* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar: Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive*, *narrative* dan *recount text* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Indikator pencapaian kompetensi

- Mengidentifikasi *main idea* dan *specific information* dalam teks bacaan
- Menemukan informasi yang tepat untuk menjawab pertanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan
- Memahami isi bacaan

I. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat,

3. Membaca teks essay berbentuk *descriptive, narrative / recount text*.
4. Menentukan *main idea* dan *specific information* dalam teks bacaan.
5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca

II. Materi Pembelajaran

: Recount Text

Read the following text!

Meeting a Star

On Saturday morning at 09.30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar.

Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted to me to have it, so I took it.

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive.

III. Metode Pembelajaran/Teknik

: Q-SPACE Strategy

IV. Langkah- langkah Kegiatan

Kegiatan (waktu)	Fase	Kegiatan pembelajaran
Pendahuluan 20 menit	Menyampaikan tujuan dan motivasi siswa	-Menjelaskan metode yang akan digunakan dalam pembelajaran yaitu Q-SPACE strategy - Menjelaskan pentingnya materi yang akan di pelajari berikut

		<p>kompetensi yang harus di kuasai siswa.</p> <p>-Tanya jawab terkait materi pembelajaran.</p>
Inti (60 menit)	Menyajikan informasi	<p>Memberikan informasi :</p> <ul style="list-style-type: none"> - menjelaskan tentang variabel yang harus dicapai. - Menekankan siswa pada metode yaitu <i>Q-SPACE strategy</i>
	Activitas	<ul style="list-style-type: none"> -Guru menjelaskan materi tentang text recount. -Guru meminta agar siswa berkelompok and memberikan materi reading yang akan di baca and di pahami. - Guru dan siswa membaca selama 20 menit tanpa ada gangguan. -Guru bersama-sama dengan siswa mengklarifikasi bacaan yang kurang dimengerti
	Evaluasi	<ul style="list-style-type: none"> -mengevaluasi pemahaman siswa terkait materi yang di berikan -menjawab pertanyaan berdasarkan teks bacaan
Penutup (10 menit)		<ul style="list-style-type: none"> -Mengumumkan nilai pencapaian masing-masing siswa -Merangkum: membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan.

V. Sumber Belajar

6. Buku paket siswa (*English in Focus 2*)

7. Media internet

VI. Penilaian

- a. Teknik/jenis : Interview dan tugas individual
- b. Bentuk instrumen : Pertanyaan lisan dan tes tertulis
- c. Rubrik Penilaian
 - Classifying students' reading comprehension

No.	Classification	Range
1.	Excellent	9.6 – 10
2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fairly	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very poor	0 – 3.5

- Scoring students correct answer in reading comprehension

No.	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2

4.	The meaning and grammar are incorrect	1
5.	No answer	0

- The students' reading in literal comprehension:

1. Scoring Rubric of Main Idea

No.	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea	4
2.	The answer states or implies the main idea from the story	3
3.	Indicator inaccurate or incomplete understanding of main idea	2
4.	The answer include minimal or no understanding of main idea	1
5.	No answer	0

2. Scoring of Rubrik Specific Informaation

No.	Criteria	Score
1	Students locates and uses all relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	4
2.	Students locates and uses most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	3
3.	Students locates and uses some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	2
4.	Students locates and uses little or no relevant information stated directly in the text to answer questions, complete tasks, otherwise demonstrate clear understanding.	1

(RPP)

Sekolah : SMP NEGERI 2 BANGKALA BARAT

Mata pelajaran : Bahasa Inggris

Kelas/semester : VII

Waktu : 2X40 menit

Pertemuan : I (Siklus II)

Standar Kompetensi: Membaca (reading)

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive, narrative* dan *recount text* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar: Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive, narrative* dan *recount teks* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Indikator pencapaian kompetensi

- Mengidentifikasi *main idea* dan *specific information* dalam teks bacaan
- Menemukan informasi yang tepat untuk menjawab pertanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan
- Memahami isi bacaan

I. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat,

- Membaca teks essay berbentuk *descriptive, narrative / recount text*.

8. Menentukan *main idea* dan *specific information* dalam teks bacaan.
9. Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

II. Materi Pembelajaran

: Recount Text

Read the following text!

Maya Gazali

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 children. She began to learn to speak like other children, 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.

III. Metode Pembelajaran/Teknik

: Q-SPACE Strategy

IV. Langkah- langkah Kegiatan

Kegiatan (waktu)	Fase	Kegiatan pembelajaran
Pendahuluan 20	Menyampaikan tujuan	-Menjelaskan metode yang akan

menit	dan motivasi siswa	<p>digunakan dalam pembelajaran yaitu Q-SPACE strategy</p> <ul style="list-style-type: none"> - Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa. -Tanya jawab terkait materi pembelajaran.
Inti (60 menit)	Menyajikan informasi	<p>Memberikan informasi :</p> <ul style="list-style-type: none"> - Menjelaskan tentang variabel yang harus dicapai. - Menekankan siswa pada metode yaitu <i>Q-SPACE strategy</i>
	Activitas	<ul style="list-style-type: none"> -Guru menjelaskan materi tentang text recount. -Guru meminta agar siswa berkelompok and memberikan materi reading yang akan di baca and di pahami. - Guru dan siswa membaca selama 20 menit tanpa ada gangguan. -Guru bersama-sama dengan siswa mengklarifikasi bacaan yang kurang di mengerti.
	Evaluasi	<ul style="list-style-type: none"> -mengevaluasi pemahaman siswa terkait materi yang di berikan -menjawab pertanyaan berdasarkan teks bacaan
Penutup (10 menit)		<ul style="list-style-type: none"> -Mengumumkan nilai pencapaian masing-masing siswa

		-Merangkum: membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan.
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V. Sumber Belajar

- Buku paket siswa (*English in Focus 2*)
- Media internet

VI. Penilaian

- Teknik/jenis : Interview dan tugas individual
- Bentuk instrumen : Pertanyaan lisan dan tes tertulis
- Rubrik Penilaian
 - Classifying students' reading comprehension

No.	Classification	Range
1.	Excellent	9.6 – 10
2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fairly	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very poor	0 – 3.5

- Scoring students correct answer in reading comprehension

No.	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
4.	The meaning and grammar are incorrect	1
5.	No answer	0

- The students' reading in literal comprehension:

1. Scoring Rubric of Main Idea

No.	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea	4
2.	The answer states or implies the main idea from the story	3
3.	Indicator inaccurate or incomplete understanding of main idea	2
4.	The answer include minimal or no understanding of main idea	1
5.	No answer	0

2. Scoring for Specific Information

No.	Criteria	Score
1	Students locates and uses all relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	4

2.	Students locates and uses most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	3
3.	Students locates and uses some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	2
4.	Students locates and uses little or no relevant information stated directly in the text to answer questions, complete tasks, otherwise demonstrate clear understanding.	1

$$Scoring = \frac{Correct\ answer\ score}{Maximum\ score} \times 10$$

Jeneponto, 2019

Mahasiswa Peneliti

A.NURFADILLAH KADIR

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP NEGERI 2 BANGKALA BARAT

Mata pelajaran : Bahasa Inggris

Kelas/semester : VII

Waktu : 2X40 menit

Pertemuan : II (Siklus II)

Standar Kompetensi: Membaca (reading)

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, *narrative* dan *recount text* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar: Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive*, *narrative* dan *recount teks* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Indikator pencapaian kompetensi

- Mengidentifikasi *main idea* dan *specific information* dalam teks bacaan
- Menemukan informasi yang tepat untuk menjawab pertanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan
- Memahami isi bacaan

I. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat,

- Membaca teks essay berbentuk *descriptive, narrative / recount text*.
- Menentukan *main idea* dan *specific information* dalam teks bacaan.
- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

II. Materi Pembelajaran

: Recount Text

Read the following text!

THE FLOOD

One Christmas in 2007, I was joining a final test try out at school. It was held from 8 a.m. to 2 p.m. One of my schoolmates, Rini, asked me for accompanying her to the bus stop. When we arrived there, suddenly the heavy rain fell down from the sky. Rini suggested me to go home soon while she was entering the bus.

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

Even my house had been changed into an emergency kitchen. It was so crowded there. I and my father took a walk around the center market and Central Purwodadi. All that we could see was water and water. At night, the flood looked like a beautiful ocean with the moonlight on it. I felt as if I was one of the passengers of Titanic who was sailing on the sea. Finally, the flood was starting to decrease in the next morning. I and my family cleaned our front yard together. That was the greatest flood that I had ever experienced in my hometown.

III. Metode Pembelajaran/Teknik

: Q-SPACE Strategy

IV. Langkah- langkah Kegiatan

Kegiatan (waktu)	Fase	Kegiatan pembelajaran
Pendahuluan 20 menit	Menyampaikan tujuan dan motivasi siswa	-Menjelaskan metode yang akan digunakan dalam pembelajaran yaitu Q-SPACE strategy

		<ul style="list-style-type: none"> - Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa. -Tanya jawab terkait materi pembelajaran.
Inti (60 menit)	Menyajikan informasi	Memberikan informasi : <ul style="list-style-type: none"> - menjelaskan tentang variabel yang harus dicapai. - Menekankan siswa pada metode yaitu <i>Q-SPACE strategy</i>
	Activitas	<ul style="list-style-type: none"> -Guru menjelaskan materi tentang text recount. -Guru meminta agar siswa berkelompok and memberikan materi reading yang akan di baca and di pahami. - Guru dan siswa membaca selama 20 menit tanpa ada gangguan. -Guru bersama-sama dengan siswa mengklarifikasi bacaan yang kurang di mengerti
	Evaluasi	<ul style="list-style-type: none"> -mengevaluasi pemahaman siswa terkait materi yang di berikan -menjawab pertanyaan berdasarkan teks bacaan
Penutup (10 menit)		<ul style="list-style-type: none"> -Mengumumkan nilai pencapaian masing-masing siswa -Merangkum: membantu siswa

		merangkum hasil belajar yang diperoleh melalui kegiatan.
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V. Sumber Belajar

3. Buku paket siswa (*English in Focus 2*)

4. Media internet

VI. Penilaian

- a. Teknik/jenis : Interview dan tugas individual
- b. Bentuk instrumen : Pertanyaan lisan dan tes tertulis
- c. Rubrik Penilaian

- Classifying students' reading comprehension

No.	Classification	Range
1.	Excellent	9.6 – 10
2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fairly	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very poor	0 – 3.5

- Scoring students correct answer in reading comprehension

No.	Criteria	Score
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1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
4.	The meaning and grammar are incorrect	1
5.	No answer	0

- The students' reading in literal comprehension:

1. Scoring Rubric of Main Idea

No.	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea	4
2.	The answer states or implies the main idea from the story	3
3.	Indicator inaccurate or incomplete understanding of main idea	2
4.	The answer include minimal or no understanding of main idea	1
5.	No answer	0

2. Scoring for Specific Information

No.	Criteria	Score
1	Students locates and uses all relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	4
2.	Students locates and uses most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	3
3.	Students locates and uses some relevant information stated directly in the text to answer question, complete tasks, or	2

	otherwise demonstrate clear understanding.	
4.	Students locates and uses little or no relevant information stated directly in the text to answer questions, complete tasks, otherwise demonstrate clear understanding.	1

$$Scoring = \frac{Correct\ answer\ score}{Maximumscore} \times 10$$

Jeneponto, 2019

Mahasiswa Peneliti

A.NURFADILLAH KADIR

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMP NEGERI 2 BANGKALA BARAT
Mata pelajaran	: Bahasa Inggris
Kelas/semester	: VIII
Waktu	: 2X40 menit
Pertemuan	: III (Siklus II)

Standar Kompetensi: Membaca (reading)

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive, narrative dan recount text* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar: Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive, narrative dan recount teks* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Indikator pencapaian kompetensi

- Mengidentifikasi *main idea* dan *specific information* dalam teks bacaan
- Menemukan informasi yang tepat untuk menjawab pertanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan
- Memahami isi bacaan

I. Tujuan pembelajaran

- Membaca teks essay berbentuk *descriptive, narrative / recount text*.
- Menentukan *main idea* dan *specific information* dalam teks bacaan.

- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

II. Materi Pembelajaran

: Recount Text

Read the following text!

MY UNFORTUNATES

Last weekend was my luckiest day ever. Many good things were coming toward me. When the morning broke in Sunday morning, I woke up and planned to jog around the neighborhood. So I changed my clothes and went to the bathroom to wash my sleepy face. As I stepped in the bathroom, I landed my foot on a soap in the floor and feel down. A perfect morning hi for me.

Next, I began my jogging and saw my gorgeous neighbor, jogging to. I though it was a good fortune to omit the gap between us. So I jogged to him and say hello. But, how poor of me, it was not him. It just someone I never met before who looked like to him. I was going home with people laugh at me along side of the street.

When I got home, the breakfast already settled and I immediately spooned a big portion of rice and ate. After I have done my breakfast my mother came up and said that the meal have not ready yet and she said that I may have a stomachache if I ate it. It was proven, I had a stomachache for the next three days. I past my weekend lie down on me bed and be served as a queen. That was not really bad, wasn't it.

III. Metode Pembelajaran/Teknik : Q-SPACE Strategy

IV. Langkah- langkah Kegiatan

Kegiatan (waktu)	Fase	Kegiatan pembelajaran
Pendahuluan 20 menit	Menyampaikan tujuan dan motivasi siswa	<ul style="list-style-type: none">-Menjelaskan metode yang akan digunakan dalam pembelajaran yaitu Q-SPACE strategy- Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa.-Tanya jawab terkait materi pembelajaran.
Inti (60 menit)	Menyajikan informasi	<p>Memberikan informasi :</p> <ul style="list-style-type: none">- Menjelaskan tentang variabel yang harus dicapai.- Menekankan siswa pada metode yaitu <i>Q-SPACE strategy</i>
	Activitas	<ul style="list-style-type: none">-Guru menjelaskan materi tentang text recount.-Guru meminta agar siswa berkelompok and memberikan materi reading yang akan di baca and di pahami.- Guru dan siswa membaca selama 20 menit tanpa ada gangguan-Guru bersama-sama dengan siswa mengklarifikasi bacaan yang

		kurang di mengerti
	Evaluasi	-mengevaluasi pemahaman siswa terkait materi yang di berikan -menjawab pertanyaan berdasarkan teks bacaan
Penutup (10 menit)		-Mengumumkan nilai pencapaian masing-masing siswa -Merangkum: membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan.

V. Sumber Belajar

1. Buku paket siswa (*English in Focus 2*)

2. Media internet

VI. Penilaian

- Teknik/jenis : Interview dan tugas individual
- Bentuk instrumen : Pertanyaan lisan dan tes tertulis
- Rubrik Penilaian

- Classifying students' reading comprehension

No.	Classification	Range
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4.	Fairly good	6.6 – 7.5
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6.	Poor	3.6 – 5.5
7.	Very poor	0 – 3.5

- Scoring students correct answer in reading comprehension

No.	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
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- The students' reading in literal comprehension:

1. Scoring Rubric of Main Idea

No.	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea	4
2.	The answer states or implies the main idea from the story	3
3.	Indicator inaccurate or incomplete understanding of main idea	2
4.	The answer include minimal or no understanding of main	1

	idea	
5.	No answer	0

2. Scoring for Specific Information

No.	Criteria	Score
1	Students locates and uses all relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	4
2.	Students locates and uses most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	3
3.	Students locates and uses some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	2
4.	Students locates and uses little or no relevant information stated directly in the text to answer questions, complete tasks, otherwise demonstrate clear understanding.	1

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 10$$

Jenepono, 2019
Mahasiswa Peneliti

A.NURFADILLAH KADIR

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP NEGERI 2 BANGKALA BARAT
Mata pelajaran : Bahasa Inggris
Kelas/semester : VII
Waktu : 2X40 menit
Pertemuan : IV (Siklus II)

Standar Kompetensi: Membaca (reading)

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, *narrative* dan *recount text* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar: Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive*, *narrative* dan *recount teks* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Indikator pencapaian kompetensi

- Mengidentifikasi *main idea* dan *specific information* dalam teks bacaan
- Menemukan informasi yang tepat untuk menjawab pertanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan
- Memahami isi bacaan

I. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat,

- Membaca teks essay berbentuk *descriptive, narrative / recount text*.
- Menentukan *main idea* dan *specific information* dalam teks bacaan.
- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

II. Materi Pembelajaran

: Recount Text

Read the following text!

MY BUSY HOLIDAY

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

First like an ordinary daughter, I had to get up early morning helping my mother, of course after I prayed. Then I did my chores, cleaned up my room, and spread out my bed under the sun ray. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible. Second, my aunts called me in the afternoon. I did not meet them for a long time, that was the way I kept for hours to talk with them. After that, unpredictable my neighbor visited me. She asked my help finishing her homework.

At last, the time was running and I just remembered that I had a lot of homework. I got mad, confused and regretful why I did not check my homework before. Therefore, I did my homework until 2:00 a.m. the next morning. I did not feel this was holiday instead of I had to work hard and got a long ship with my homework.

III. Metode Pembelajaran/Teknik : Q-SPACE Strategy

IV. Langkah- langkah Kegiatan

Kegiatan (waktu)	Fase	Kegiatan pembelajaran
Pendahuluan 20 menit	Menyampaikan tujuan dan motivasi siswa	<ul style="list-style-type: none">-Menjelaskan metode yang akan digunakan dalam pembelajaran yaitu Q-SPACE strategy- Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa.-Tanya jawab terkait materi pembelajaran.
Inti (60 menit)	Menyajikan informasi	<p>Memberikan informasi :</p> <ul style="list-style-type: none">- Menjelaskan tentang variabel yang harus dicapai.- Menekankan siswa pada metode yaitu <i>Q-SPACE strategy</i>
	Activitas	<ul style="list-style-type: none">-Guru menjelaskan materi tentang text recount.-Guru meminta agar siswa berkelompok and memberikan materi reading yang akan di baca and di pahami.- Guru dan siswa membaca selama 20 menit tanpa ada gangguan.-Guru bersama-sama dengan siswa mengklarifikasi bacaan yang kurang di mengerti

	Evaluasi	-mengevaluasi pemahaman siswa terkait materi yang di berikan -menjawab pertanyaan berdasarkan teks bacaan
Penutup (10 menit)		-Mengumumkan nilai pencapaian masing-masing siswa -Merangkum: membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan.

V. Sumber Belajar

1. Buku paket siswa (*English in Focus 2*)
2. Media internet

VI. Penilaian

- a. Teknik/jenis : Interview dan tugas individual
- b. Bentuk instrumen : Pertanyaan lisan dan tes tertulis

c . Rubrik Penilaian

- Classifying students' reading comprehension

No.	Classification	Range
1.	Excellent	9.6 – 10
2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5

4.	Fairly good	6.6 – 7.5
5.	Fairly	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very poor	0 – 3.5

- Scoring students correct answer in reading comprehension

No.	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
4.	The meaning and grammar are incorrect	1
5.	No answer	0

- The students' reading in literal comprehension:

1. Scoring Rubric of Main Idea

No.	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea	4
2.	The answer states or implies the main idea from the story	3
3.	Indicator inaccurate or incomplete understanding of main idea	2
4.	The answer include minimal or no understanding of main idea	1

5.	No answer	0
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2. Scoring for Specific Information

No.	Criteria	Score
1	Students locates and uses all relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	4
2.	Students locates and uses most relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	3
3.	Students locates and uses some relevant information stated directly in the text to answer question, complete tasks, or otherwise demonstrate clear understanding.	2
4.	Students locates and uses little or no relevant information stated directly in the text to answer questions, complete tasks, otherwise demonstrate clear understanding.	1

$$Scoring = \frac{Correct\ answer\ score}{Maximum\ score} \times 10$$

Jeneponto, 2019

Mahasiswa Peneliti

A.NURFADILLAH KADIR

APPENDIX C

TEACHING MATERIAL

The First Meeting

Holiday in Bali

When Andi was first grade of junior high school, he and his friends went to Bali. They were there for three days. Andi had many impressive experiences during the vacation. First day, they visited Sanur Beach in the morning. They saw the beautiful sunrise together. It was a great scenery. Then, they checked in to the hotel. After prepared their selves, they went to Tanah Lot. They met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, they enjoyed the day on Tanjung Benoa beach. They played so many water sports such as banana boat, jetsky, speedboat etc. They also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. They were very happy. In the afternoon, they went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, they spent their time in Sangeh. They could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. They could make a close interaction with them. After that, they went to Sukowati market for shopping. That was his lovely time. He bought some Bali T-Shirt and souvenirs. In the evening, they had to check out from the hotel. They went back home bringing so many amazing memories of Bali.

⌘ Answer the question below!

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. When Andi went to Bali?
5. What for Andi went to Bali?
6. How many days they were there?

The second meeting

Read the recount text carefully and then answer the question!

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride "Honda 75". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered.

Finally, my father surrendered and promised to teach me. He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. "Yes, I can". One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I must passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

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

⌘ Answer the question below!

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. What did the writer's father buy?
5. Where did the writer teach riding motorcycle?
6. What did the writer do when alone at home?

The Third Meeting

Read the recount text carefully and then answer the question!

R.A. Kartini

Every april 21 people in indonesia commemorate the kartini day. It is beautiful day for the woman because we celebrate the birth of great lady R.A. Kartini. Everyone knows who kartini is. she is our national heroine and a great lady with the bright idea.

Kartini was born in 1879 april 21 in mayong jepara. Her father was Rama Sosroningrat Wedana (assistant of head of regency) in mayong. her mother, Ma Ngasirah was a girl from Teluk Awur village in Jepara as the daughter of a noble family, she felt luck because she got more than the ordinary people got. She got better education than other children in november 12 1903 she married adipati djoyodiningrat, the head of rembang regency. According to javanese tradition Kartini had to follow her husband. then she moved to rembang.

In september 13 1904 she gave a birth to her son. his name was singgih. but after giving birth to a son, her condition was getting worse and she finally passed away on september 17 1904 on her 25 years old. Now kartini has gone. but her spirit and dream will always be in our heart. nowadays indonesian women progress is influenced by kartini's spirit stated on collection of letter habis gelap terbitlah terang from the dusk to the dawn.

⌘ Answer the question below!

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. Who is R.A. Kartini?
5. Where was Kartini born?
6. When Indonesian commemorate The Kartini Day?

The Fourth Meeting

Read the recount text carefully and then answer the question!

Meeting a Star

On Saturday morning at 09.30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar.

Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted me to have it, so I took it.

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive.

⌘ Answer the question below!

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. What did the writer look for?
5. What did the writer find in his wallet?
6. Where did the story take place?

The Fifth Meeting

Read the recount text carefully and then answer the question!

Maya Gazali

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 children. She began to learn to speak like other children, 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.

⌘ Answer the question below!

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. Who is Maya Gazali?
5. How about her family?
6. What make Maya Gazali unhappy after married?

The sixth Meeting

Read the recount text carefully and then answer the question!

THE FLOOD

One Christmas in 2007, I was joining a final test try out at school. It was held from 8 a.m. to 2 p.m. One of my schoolmates, Rini, asked me for accompanying her to the bus stop. When we arrived there, suddenly the heavy rain fell down from the sky. Rini suggested me to go home soon while she was entering the bus.

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

Even my house had been changed into an emergency kitchen. It was so crowded there. I and my father took a walk around the center market and Central Purwodadi. All that we could see was water and water. At night, the flood looked like a beautiful ocean with the moonlight on it. I felt as if I was one of the passengers of Titanic who was sailing on the sea. Finally, the flood was starting to decrease in the next morning. I and my family cleaned our front yard together. That was the greatest flood that I had ever experienced in my hometown.

⌘ Answer the question below!

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. What did the writer join?
5. What happened when they arrived at bus stasion?
6. What did the writer feel at night?

The Seventh Meeting

Read the recount text carefully and then answer the question!

MY UNFORTUNATES

Last weekend was my luckiest day ever. Many good things were coming toward me. When the morning broke in Sunday morning, I woke up and planned to jog around the neighborhood. So I changed my clothes and went to the bathroom to wash my sleepy face. As I stepped in the bathroom, I landed my foot on a soap in the floor and feel down. A perfect morning for me.

Next, I began my jogging and saw my gorgeous neighbor, jogging too. I though it was a good fortune to omit the gap between us. So I jogged to him and say hello. But, how poor of me, it was not him. It just someone I never met before who looked like to him. I was going home with people laugh at me along side of the street.

When I got home, the breakfast already settled and I immediately spooned a big portion of rice and ate. After I have done my breakfast my mother came up and said that the meal have not ready yet and she said that I may have a stomachache if I ate it. It was proven, I had a stomachache for the next three days. I past my weekend lie down on me bed and be served as a queen. That was not really bad, wasn't it.

☞ Answer the question below!

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. What make the writer feel down?
5. What make people laugh to the writer?
6. What make the writer got stomachache?

The Eight Meeting

Read the recount text carefully and then answer the question!

MY BUSY HOLIDAY

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

First like an ordinary daughter, I had to get up early morning helping my mother, of course after I prayed. Then I did my chores, cleaned up my room, and spread out my bed under the sun ray. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible. Second, my aunts called me in the afternoon. I did not meet them for a long time, that was the way I kept for hours to talk with them. After that, unpredictable my neighbor visited me. She asked my help finishing her homework.

At last, the time was running and I just remembered that I had a lot of homework. I got mad, confused and regretful why I did not check my homework before. Therefore, I did my homework until 2:00 a.m. the next morning. I did not feel this was holiday instead of I had to work hard and got a long ship with my homework.

⌘ Answer the question below!

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. What did the writer do in the morning?
5. What make the writer didn't meet with her aunt?
6. What make the writer confused?

APPENDIX D

TEST OF CYCLE I

Post Test

Read the recount text carefully and then answer the question!

My Vacation With My Beloved Sister

One day, my sister said to me that she really wanted to go to the beach. So I promised her that the next day we would go to Maron beach in Semarang. The next day, we prepared many things in the morning. We brought some foods and beverages, such as fried rice, chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask my boyfriend, Kiki, to join us going to the beach. He agreed to join and he came to my house.

After that, we went to the beach. We went there by motorbike. It took 25 minutes to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, I created a very big sand castle, while my sister continued swimming. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So we stopped at a Javanese restaurant to eat something. I ordered gudeg, while my boyfriend and my sister ordered rames rice. After finished eating, we paid our bills. Then, we went home. We arrived at home at 6 o'clock and we were absolutely exhausted. That was a very exhausting day, but I felt so happy that I could have a vacation with my sister.

⌘ Answer the question below!

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. What did the writer's beloved sister say?
5. What did the writer's promise?
6. What time did the writer arrive at home?

TEST OF CYCLE II

Post Test

Read the recount text carefully and then answer the question!

A Study Tour To Bali

I was in senior high school when at the first time I went to Bali Island. I went there with my teachers and my friends. It was a study tour actually. My teacher, me class friends, and I were in the same bus. We left our school at 8 a.m. The journey from Pati to Bali took a day. I was so exhausted because I had to sit along the journey. Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding.

But I felt that all of my tiredness gone all of sudden when we arrived at the Sanur Beach. It was still morning, I saw a sun rise which was so beautiful. Then we were drove to the hotel to take a rest and had meals. After that, we went to the Nusa Dua Beach. There were so many activities to do there. We could play parasailing, banana boat, and so on. But I chose to go to a little island which had a lot of reptile there. There were snake, turtles, etc. The scenery was so beautiful because I was in the middle of the sea!

Next, we went to Garuda Wisnu Kencana. There were two statues which were so big. They were Wisnu and his bird, called Garuda. I was interested in its relief on the rock but, actually, I did not know the story on it. At last, we went to the Sosro Company. We learned a lot of things there from the first step till the end of making a tea. After that, we went back to Pati. After a very long journey, through the land and the sea, I learned something about nature and human products. Although it took a lot of my energy, I felt so happy because I spent all of my time with my friends.

⌘ Answer the question below!

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. With whom the writer went to Bali?
5. What for the writer went to Bali?
6. What did the writer learn in Sosro Company?

APPENDIX E**THE RESULT OF THE STUDENTS' READING DIAGNOSTIC-TEST**

Sample	Literal Reading Comprehension		Mean Score
	Main Ideas	Specific Information	
S-1	6.8	7.6	7.2
S-2	6	6	6
S-3	6.8	6.8	6.8
S-4	5.1	6.8	5.95
S-5	6	6	6
S-6	6	6.8	6.4
S-7	6.8	7.6	7.2
S-8	6	6	6
S-9	7.6	5.1	6.35
S-10	6	6	6
S-11	5.1	5.1	5.1
S-12	6	6	6
S-13	4.3	6	5.15
S-14	6	7.6	6.8
S-15	6	6	6
S-16	6	5.1	5.55
S-17	6	4.3	5.15
S-18	6	7.6	6.8
S-19	6.8	5.1	5.95
S-20	7.6	6	6.8
S-21	6	7.6	6.8
S-22	5.1	5.1	5.1
S-23	7.6	7.6	7.6
Total	141.6	143.8	142.7
Mean score	6.15652174	6.25217	6.20435

THE RESULT OF THE STUDENTS' READING TEST IN CYCLE I

Sample	Literal Reading Comprehension		Mean Score
	Main Ideas	Specific Information	
S-1	8.5	8.5	8.5
S-2	7.6	7.6	7.6
S-3	7.6	7.6	7.6
S-4	6.8	6	6.4
S-5	7.6	6.8	7.2
S-6	6.8	6.8	6.8
S-7	8.5	7.6	8.05
S-8	7.5	7.6	7.55
S-9	7.6	6.8	7.2
S-10	6	6.8	6.4
S-11	6	6	6
S-12	6.8	6.8	6.8
S-13	6	6	6
S-14	6.8	7.6	7.2
S-15	6	7.6	6.8
S-16	7.6	6.8	7.2
S-17	7.6	8.5	8.05
S-18	7.6	7.6	7.6
S-19	6.8	6.8	6.8
S-20	6.8	7.6	7.2
S-21	7.6	6	6.8
S-22	5.1	6	5.55
S-23	8.5	8.5	8.5
Total	163.7	163.9	163.8
Mean score	7.1173913	7.12609	7.12174

THE RESULT OF THE STUDENTS' READING TEST IN CYCLE II

Sample	Literal Reading Comprehension		Mean Score
	Main Ideas	Specific Information	
S-1	8.5	9.3	8.9
S-2	8.5	9.3	8.9
S-3	9.3	9.3	9.3
S-4	7.6	8.5	8.05
S-5	8.5	8.5	8.5
S-6	7.6	7.6	7.6
S-7	8.5	8.5	8.5
S-8	8.5	9.3	8.9
S-9	7.6	8.5	8.05
S-10	6.8	7.6	7.2
S-11	6.8	6.8	6.8
S-12	7.6	7.6	7.6
S-13	7.8	8.5	8.15
S-14	7.6	8.5	8.05
S-15	8.5	9.3	8.9
S-16	8.5	9.3	8.9
S-17	8.5	8.5	8.5
S-18	7.6	7.6	7.6
S-19	7.6	8.5	8.05
S-20	9.3	9.3	9.3
S-21	6.8	7.6	7.2
S-22	6.8	6.8	6.8
S-23	9.3	9.3	9.3
Total	184.1	194	189.05
Mean score	8.00434783	8.43478	8.21957

APPENDIX F**THE RESULT OF THE STUDENTS' ACTIVENESS IN CYCLE I AND CYCLE II**

No	Students' Code	Cycle I				Cycle II			
		I	II	III	IV	I	II	III	IV
1	S-1	3	4	3	3	4	4	4	3
2	S-2	3	3	4	4	3	4	5	4
3	S-3	4	4	3	3	4	4	3	3
4	S-4	4	4	3	4	4	5	4	4
5	S-5	3	4	3	3	3	4	3	4
6	S-6	4	3	4	4	4	3	4	4
7	S-7	3	3	4	4	4	4	3	3
8	S-8	3	3	4	4	3	4	4	4
9	S-9	3	3	5	4	4	4	3	4
10	S-10	3	3	4	4	3	4	4	3
11	S-11	4	4	3	3	4	4	3	3
12	S-12	3	4	3	3	3	3	4	4
13	S-13	2	3	3	3	3	4	4	4
14	S-14	3	3	4	3	4	3	3	3
15	S-15	2	3	3	4	3	3	4	4
16	S-16	3	3	3	4	4	4	4	4
17	S-17	3	3	4	4	3	3	4	3
18	S-18	3	3	3	4	3	3	4	4
19	S-19	4	3	4	4	4	4	4	3
20	S-20	3	3	3	4	4	3	4	3
21	S-21	3	3	3	4	4	4	5	3
22	S-22	3	4	4	4	3	4	4	4
23	S-23	3	4	3	4	4	4	4	3
Total		72	77	80	85	82	86	88	81
Percentage(%)		31.30	33.47	34.78	36.95	35.65	37.39	38.26	35.21

Note : 4 = Sangat Aktif (SA)

2 = Kurang Aktif (KA)

3 = Aktif (A)

1 = Tidak Aktif(TA)

THE MEAN SCORE FOR STUDENTS' D-TEST

1. Literal Reading Comprehension

→ Main Idea

$$X = \frac{\sum x}{N} = \frac{141.6}{23} = 6.15$$

→ Specific Information

$$X = \frac{\sum x}{N} = \frac{143.8}{23} = 6.25$$

→ The mean score literal comprehension

$$\bar{X} = \frac{\sum X}{N} = \frac{142.7}{23} = 6.20$$

NOTE: \bar{X} = Mean Score

$\sum X$ = The sum of all score

N = the total number of sample

**THE MEAN SCORE FOR STUDENTS' TEST
IN CYCLE I**

1. Literal Reading Comprehension

→ Main Idea

$$X = \frac{\sum x}{N} = \frac{163.7}{23} = 7.11$$

→ Specific Information

$$X = \frac{\sum x}{N} = \frac{163.9}{23} = 7.12$$

→ The mean score literal comprehension

$$\bar{X} = \frac{\sum X}{N} = \frac{163.8}{23} = 7.12$$

NOTE: \bar{X} = Mean Score

$\sum X$ = *The sum of all score*

N = *the total number of sample*

THE MEAN SCORE FOR STUDENTS' TEST

IN CYCLE II

1. Literal Reading Comprehension

→ Main Idea

$$X = \frac{\sum x}{N} = \frac{184.1}{23} = 8.04$$

→ Sequence Details

$$X = \frac{\sum x}{N} = \frac{194}{23} = 8.43$$

→ The mean score literal comprehension

$$\bar{X} = \frac{\sum X}{N} = \frac{189.05}{23} = 8.21$$

NOTE: \bar{X} = Mean Score

$\sum X$ = The sum of all score

N = the total number of sample

APPENDIX G

ATTENDENT LIST OF THE STUDENTS' LEARNING PROCESS

No.	Sample	Attendent List							
		Cycle I				Cycle I			
		1	2	3	4	1	2	3	4
1	S_1	√	√	√	√	√	√	√	√
2	S-2	√	√	√	√	√	√	√	√
3	S-3	√	√	√	√	√	√	√	√
4	S-4	√	√	√	√	√	√	√	√
5	S-5	√	√	√	√	√	√	√	√
6	S-6	√	√	√	√	√	√	√	√
7	S-7	√	√	√	√	√	√	√	√
8	S-8	√	√	√	√	√	√	√	√
9	S-9	√	√	√	√	√	√	√	√
10	S-10	√	√	√	√	√	√	√	√
11	S-11	√	√	√	√	√	√	√	√
12	S-12	√	√	√	√	√	√	√	√
13	S-13	√	√	√	√	√	√	√	√
14	S-14	√	√	√	√	√	√	√	√
15	S-15	√	√	√	√	√	√	√	√
16	S-16	√	√	√	√	√	√	√	√
17	S-17	√	√	√	√	√	√	√	√
18	S-18	√	√	√	√	√	√	√	√
19	S-19	√	√	√	√	√	√	√	√
20	S-20	√	√	√	√	√	√	√	√
21	S-21	√	√	√	√	√	√	√	√
22	S-22	√	√	√	√	√	√	√	√
23	S-23	√	√	√	√	√	√	√	√

LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Nama sekolah : SMP NEGERI 2 BANGKALA BARAT
 Tahun Pelajaran : 2019/ 2020
 Kelas/ semester : VIII.K / Genap
 Siklus/ Pertemuan : II / Enam

No	Kegiatan	Sangat Baik	Baik	Cukup Baik	Tidak Baik
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)	✓			
2	Membuka pelajaran	✓			
3	Penjelasan materi		✓		
4	Penggunaan media/ alat peraga		✓		
5	Antusias dalam kegiatan mengajar	✓			
6	Pengelolaan pembelajaran		✓		
7	Variasi / gaya mengajar		✓		
8	Bahasa yang mudah dan jelas	✓			
9	Memberikan kesempatan pada siswa untuk bertanya	✓			
10	Menyimpulkan materi	✓			

Catatan :

Jeneponto , 15 Mei 2019

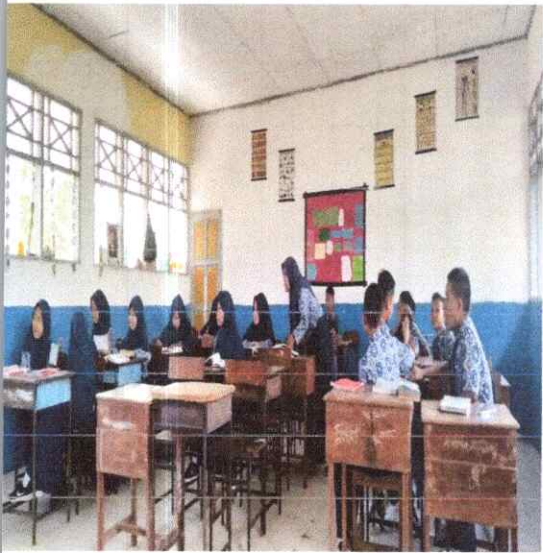
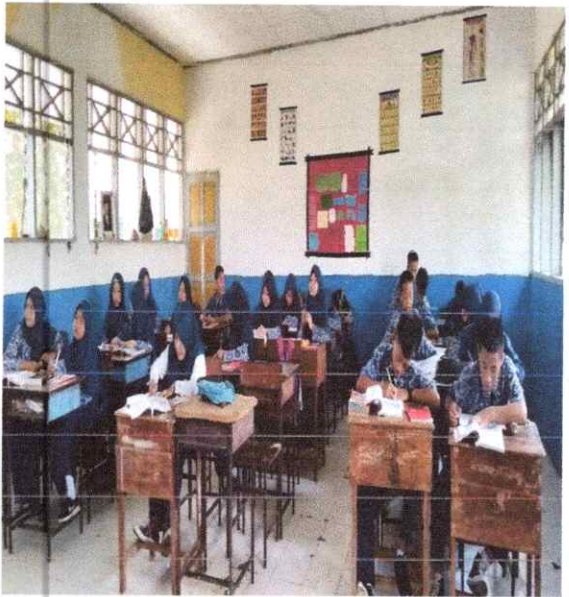
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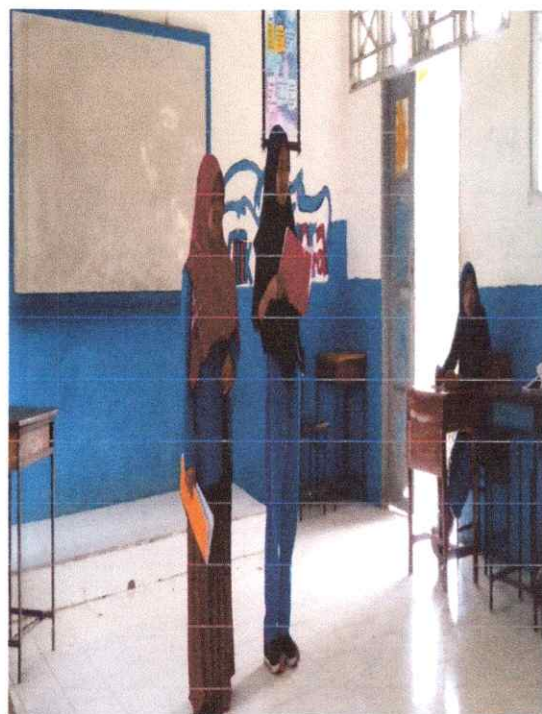
Pengamat



Hamka, S.Pd

DOKUMENTATION





CURRICULUM VITAE



A. Nurfadillah Kadir, was born on March 31th, 1995 in Bulukumba regency. She is the first child of A. Abdul Kadir and A. Dewi

In 2001 the researcher resisted as a student of elementary school in SD Negeri 29 Pangalloang in Bulukumba regency and graduate in 2007.

The next in the same year the researcher registered in junior high school as a student in MTS Babul Khaer Kalumeme Bulukumba and

graduated in 2010. Then the researcher resisted to the vocational school, at SMA Negeri 1 Bombana and graduated 2013. In 2013 the researcher resisted to study of English Department in Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with the title” *Improving Students Reading Comprehension Through Q Space Strategy (Question, Silence, Probe, Accept, Clarify, And Elaborate) A Classroom Action Research At The Eight Grade Smp Negeri 2 Bangkala Barat*”