THE EFFECTIVENESS OF USING SCANNING TECHNIQUE IN READING COMPREHENSION

(Pre-Experimental Study Toward Eight Grade at SMPN 1 TIBUSSAN SATAP Kabupaten Luwu).

A Thesis

Proposed as the Fulfillment to Accomplish Sarjana Degree

At faculty of Teacher Training and Education
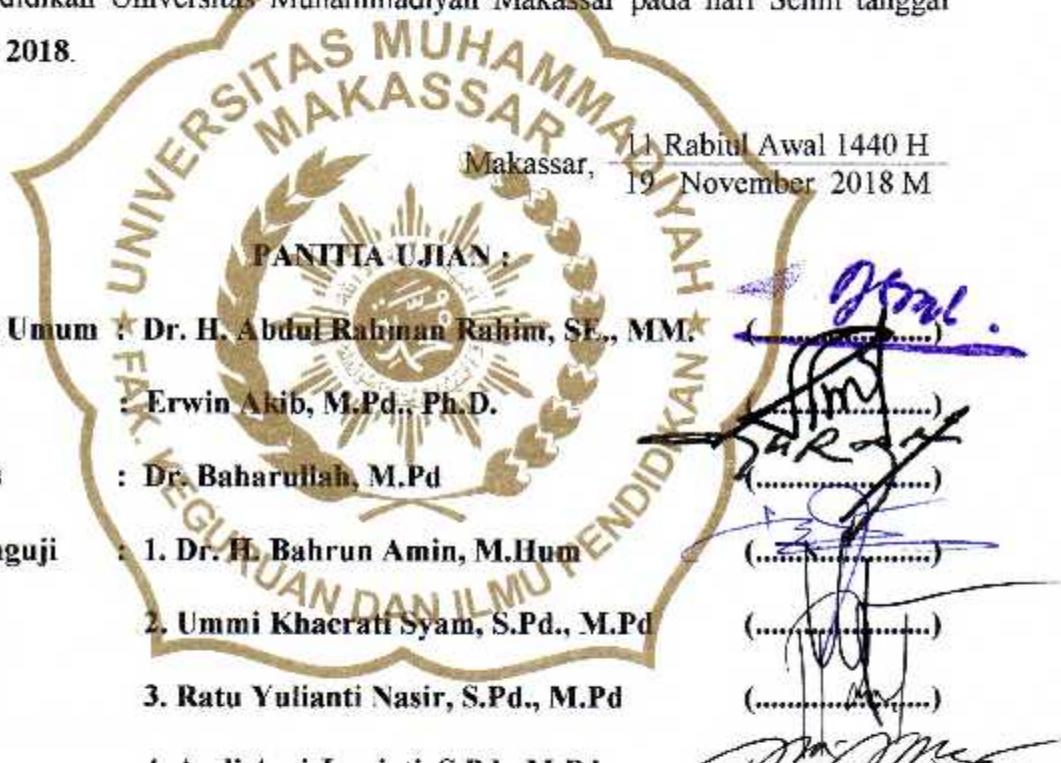
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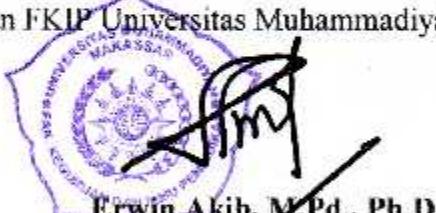**MAKASSAR MUHAMMADIYAH UNIVERSITY**

2018

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

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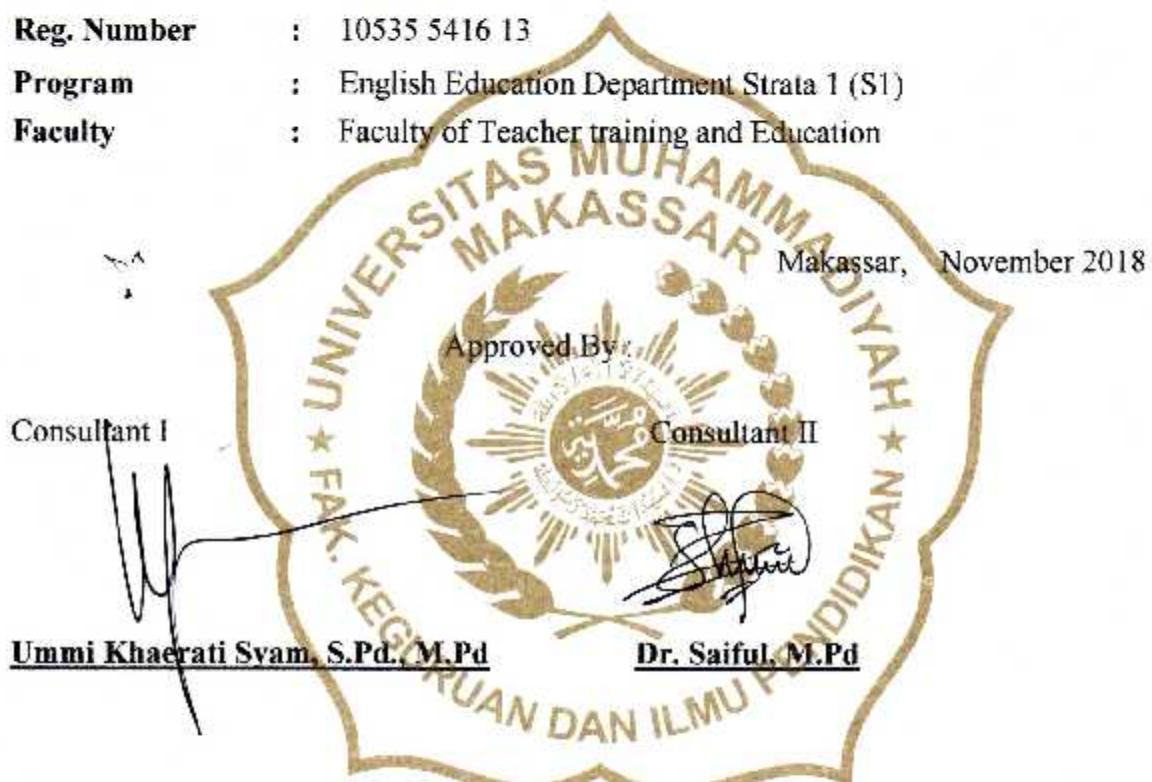
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MOTTO

" Sessunguhnya Allah tidak akan mengubah keadaan suatu kaum sebelum

mereka mengubah keadaan diri mereka sendiri."

(QS.ar-Rad: 11)

dedicate this thesis

For my beloved family, my friends

And all people who love and pray for me...

ABSTRACT

Sari Ulan Purnama.2018. *The Effectiveness Of Using Scanning Technique in Reading Comprehension(Pre-Experimental Study Toward Eight Grade of SMPN 1 Tibussan Satap Kabupaten Luwu).*Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Ummi Khaerati Syam and Muh.Saeful Said)

This research aimed to find out the improvement of the students' reading comprehension by using scanning technique that focused on literal comprehension This research employed are pre-experimental design with one group pre-test and post-test design. There were two variables Independent variable was utilization of scanning technique and dependent variable was the students' literal comprehension in reading activities at the second grade of SMPN 1 tibussan kabupaten luwu. The semple consisted of 21 students.

The research findings showed that the students of SMPN 1 tibussan kabupaten luwu had low score in pre-test. After treatment, their reading comprehension was significantly increased. The result of the research were the mean score literal reading obtained by the students through pre-test was 69 and post-test was 77,2 with the t-test value Literal is higher than t-table (7,8> 2,08). Mean score (literal comprehension) is higher than t-table 7,7> 2,08. It means that there is significant difference between before and after giving the treatment. It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.It was concluded that the use of scanning technique in reading English activity increase the students reading comprehension in report text exactly in identifying specific information.

Keywords: Reading Comprehension, The Effectiveness of Scanning Technique.

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

Alhamdulliahi Robbil 'Alamin, the researcher expresses her sincere gratitude to the almighty God, Allah S.W.T, who has given guidance, mercy, and good health, so that she could finish writing this thesis. Salam and Shalawat are addressed to the beloved and chosen messenger, the Prophet Muhammad SAW (peace is upon Him).

This thesis is presented to the English Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar as a partial fulfillment of the requirement for the Degree of Education in English Department.

The researcher would like to give appreciation and deepest thankful to her beloved parents H.Nurdin.S.Pd and Hj. Salma. S, and her brothers Muh. Rahmat, all of them big family for their endless love, motivation and gave her financial support and also prayer for success in her study.

The researcher would like to address her thanks and great gratitude to her consultants Ummi Khaerati Syam. S.Pd., M.Pd. and Muh. Saeful Said, S.Pd., M.Pd, for their time, guidance, valuable helps, correction, and suggestions for the completion of this thesis.

Her gratitude also goes to:

1. Dr. H. Abd. Rahman Rahim, S.E, M.M., rector of Muhammadiyah University of Makassar.

2. Erwin Akib, S. Pd., M. Pd, P. hD, the dean of FKIP Unismuh Makassar,

3. Ummi Khaeraty Syam, S. Pd., M. Pd, the head master of the English Department.

4. All lecturers especially English Department and staff Makassar Muhammadiyah University

5. H. Mustapa S.Pd ., as academic teacher, head master and all teachers and staff at SMPN 1 TIBUSSAN SATAP Kabupaten Luwu

6. Students at SMPN 1 TIBUSSAN SATAP Kabupaten Luwu especially class 8 who have helped in research

7. The last but not least, colleagues and all sides who have greatly contributed toward the completion of this thesis.

May Allah bless them, Aamiin. Finally, it is expected that this thesis can benefit for the reader. The researcher realizes that this thesis still has some weakness and mistakes. Therefore, she will accept any contructive suggestions and critics to make this thesis better.

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Makassar,7 September 2018

Researcher

Sari Ulan Purnama

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CHAPTER I

INTRODUCTION

A. Background

English was one of an international languages and was widely used and studied all over the world. As people know that language is not only used in writing but in speaking as a means of communication.

In education field, Anderson et al. (2002) English is the first foreign language that has been taught from pre-school level to university levels, it is taught as a compulsory subject as junior high school. However, most of the students still face some problem in learning English. They think that English is very difficult to learn and to understand. We have to solve that problem in order to be successful in teaching learning English.

Amanda et al (2007) as an international language that many people used, the role of English is so great that no progress in all aspects of human life can be separated from it. English competence becomes a necessity because it will be the basis for the higher level and prepare the students to face the globalization era as early as possible. By the learning, the students are expected to have a language competence including listening, speaking, reading, and writing skills. Nowadays, reading is used as an evaluation tool. However, students regard it as a difficult skill. Dechant (2007) states that "reading is not an easy skill to be mastered". It is a complex process that requires skill of the reader. Many students find the difficulties when they read, especially when they read the text and have to answer the questions. Besides that, the basic competence of reading skill which is

mentioned in School Based Curriculum of 2013 for the eight grade students is to comprehend the meaning of written functional text and short essay in the forms of procedure and report to interact in daily life context. In addition, the achievement indicator that students must gain is being competent in the sub-reading skill, including understanding main idea, specific information, word meaning and textual reference of the text.

However, the difficulties that many students find in reading activity are to understand and to interpret the meaning of words or symbols in a text. Moreover, in acquiring the meaning of a written message, many students come across several difficulties because they have to go through a certain process of puzzle-solving (Brown, 2001). Other difficulties also can be encountered by students from teachers, curriculum, government policy, textbooks, techniques, etc (Bond et al, 2004).These facts of students' problems in comprehending reading text become the problems which are encountered by students of junior high school. In most cases, the reading class is boring for them because the English teacher just involves tasks in the textbook, read the text, and answer the questions based on the text in teaching reading. In addition, Wiryodijoyo 2009) states that the national examination in English subject put a large emphasis on reading aspect, and this situation will assure students who cannot read or comprehend the text and answer the question in the examination to face difficulties.

Based on those problems, according to Anderson (2008), to make students become active and get involved in reading activities, it is necessary to teach them the various reading strategies because reading with various strategies would make

students become critical and creative. Teachers should provide the strategies in teaching reading to help students to understand the text. Reading strategies can be defined as "plans for solving problems encountered in constructing meaning" (Richard &Renandya, 2002).

A reading strategy that can be used by the teacher to make students easy to read and to answer the questions is using scanning technique. The technique is needed not only to overcome students' difficulties, but also to improve students' reading comprehension. Scanning is quickly searching for some particular piece of information in the text (Grellet, 2009). The purpose of scanning is extract specific information without reading through the whole text (Brown, 2001). That technique is used to find the answer of the questions in the reading exercise. Scanning exercise may ask students to look for names or dates, to find definition of a key concept, or to list certain number of supporting details (Brown, 2001).

. They only need to find the specific information needed. Furtheremore, Aeny (2009) found that there is a correlation between students' reading strategies and their achievement in reading comprehension. Considering the background of the research above, the present study investigates the use of scanning technique in improving students' reading comprehension and to find out the response toward scanning technique. Hence, the title of this study is Scanning Skills in Reading Comprehension: Pre-Experimental Study Toward Eight Grade of SMPN 1 TIBUSSAN SATAP .

B. Problem Statement

1. How effectiveness of using scanning technique in teaching reading comprehension at SMPN 1 Tibussan Satap Kabupaten Luwu ?

C. Objective of the research

Based on the formulation of the problem, the purpose of the study to find out:

1. This students' focuses on the scanning technique in studying reading comprehension and the subject is eight grade of SMPN 1 TIBUSSAN SATAP.

D. Significance of the research

The result of the study is hopefully contributed to:

1. Theoretical Significance

The findings of research can be meaningful insights to enrich the body of knowledge of reading technique existing.

2. Practical Benefit

a. The Teacher

The result of this study hopefully, gives contribution to the teacher as a choosable method in teaching reading.

b. The Writer

The result of this study broadens the writer's knowledge horizon of teaching reading by using scanning technique.

c. For another researcher

Hopefully, this study contributes as a good reference for other researchers who study study the same topic as this writer has done.

E. Scope of the research

This research was focus on using scanning technique in' reading comprehension at the eight grade of SMPN 1 TIBUSSAN SATAP. The limitation of the research is the students' literal comprehension in teaching reading comprehension.

CHAPTER II

LITERATURE REVIEW

A. Previous related research findings

Reading is essentially a complex that involves many things, not just recite the text, but also involves a visual activity, thinking, psycholinguistic and metacognitive. As the visual process, reading is a process of translating written symbol (letters) into spoken words. As a process of thinking, reading activities include word recognition, literal comprehension, interpretation, critical reading, creative reading, and creative insight. Introduction of word can be read the words activity using dictionary (Crawley and Mountain in Rahim, 2007).

According to Day nad Bamford (2008) reading is construction of meaning from a printed of written message. The construction of meaning involves the reader connecting information from the written massage with previous knowledge to arrive at ,meaning at an understanding. Many foreign language students often have reading as one of their important goals. They want to be able to read for information and pleasure, for their career, and for study purposes (Richard & Renandya, 2002). In fact, in most EFL situation, the ability to read in a foreign language is all that students ever eant to acquire. According to the statement to the statement above Harmer (2007) stated reading is useful for language acquisition. Provides that students more understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students vocabulary knowledge, on their spelling or on their writing.

Laila et al (2011) In English learning, reading is one of the main skills that must be mastered by students to have a language competence because; the success of learning of learning any subject matter depends on the competence of reading. Students who like reading will gain new knowledge and insights that can increase their intelligence. Such as reading books or text that can increase students vocabulary and language also effect the students, because the more students read, the more vocabulary that the controlled and increasingly easier for them to speak. The same goes with the English language, understanding of the text or books will facilitate students' English language.

A text book is media to transfer knowledge that is very commonly used in the academic level (Djiwandono, et al 2009). To be able to used text books as a source of knowledge we should be able to use as much as possible the distribution of the contents, titles and subtitles of each chapter, and index. Below we can see how the achievement of objectives in an efficient read. The first find out that contained in the book, read the list of contents and conclude whether the contents of the book according to the topic you are looking for. Second, to determine more clearly the charge contents of the books, could be the first state above you still want to know more specifically whether the topic you are looking for it will be discussed in the book. Open the index, and look for the keywords you are looking at the index. Follow the reference pages in the index, and read the page to determine if indeed the information you are looking for.

Third, to know what was contained in sub- chapter, you had found the topic you are looking for at a particular chapter, but still want to classify whether the

details according to your search. Open that chapter, and read the initial paragraphs, which are generally preceded by a sub-heading "introduction" or before the first subtitles. These paragraphs, especially the parts finally, generally given guidance on the content outline in the next sections in the chapter. Next to further solidity your beliefs about the contents of that chapter, read the subtitles, subtitles on that chapter. On subtitles you will be obtaining more complete picture of the contents of that chapter

B. Review of reading

In the case of reading, variety of performance is derived more from multiplicity of types of texts than from the variety of overt types of performance. Nevertheless, for the considering assessment procedure, several types of reading performance tasks (Douglas, 2004):

a) Perceptive Reading

At the beginning level of reading a second language lays a set of task that is fundamental and recognition of alphabetic symbols, capitalized and lowercase letter, punctuation, word, and grapheme-phoneme correspondence. Such task of perception are often referred to as literacy task, implying that the learner is in the early stage of becoming "literate" some learners are already literate in their own native language, but in other cases the second language may be the first language that they have ever learned to read

b) Selective reading

Selective reading includes what many incorrectly thing of as testing "vocabulary and grammar" and never feature any other skill besides reading.

Lexical and grammatical aspects of language are simply the form we use to perform all four of the skill of listening, speaking, reading and writing (Brown, 2004).

c) Interactive Reading

Interactive reading types are stretches of language of several paragraphs to one page or more which the reader must. In a pscholinguistic sense, interact with the text. That is a process of negotiating meaning; the reader bring to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narrative, descriptions, excerpt from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant feature (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing typical of such task, although some instances of bottom-up performance may be necessary.

d) Extensive Reading

Extensive reading involves somewhat longer text than we have been dealing with up to this point. Journal articles, technical report, longer essays, short stories, and books fall into this category. The reason for placing such reading into separate category is that reading of this type of discourse almost always involves a focus on meaning using mostly top-down processing, with only occasional use of targeted bottom-up strategy. Also, because of the extent of

such reading, formal assessment is unlikely to be contained within the time constraints of a typical formal testing framework, which presents unique challenge for assessment.

C. Principles of Reading

There are some principles of reading as purposed by Harmer (2007). The steps must be fallen as follow:

a. Encourage students to read as often and a much as possible (Harmer,2007). Everything we do should encourage the students to read expensively as well as if not more- than intensively. It is a good idea to discuss this principle with students.

b. Students need to be engaging with what they read. When students read extensively they should be involved in joyful reading, that was, had should try to help them get as much pleasure from it as possible. But during lesson, too, had will did our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do with dealing with dealing with it.

c. Encourage students to respond to the content of the text (reading explore their feelings about it). Not just concentrate on its construction. was important for students to study reading texts in case in order to find out such things as the way did used language, the number of paragraph they contain and how many times they used relative clauses. But the meaning, the message of the text, was just as important as this. As a result, we must given

students a chance to respond to that message in some way that they should be allowed to show their feelings about the topic.

d. Prediction was a major factor in reading. When we read texts in our own language, we frequently had a good idea of the content before we actually start reading. Book covers given us a clue about what was on the book photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues, our brain start predicting what we are going to read.

e. Match the task to the topic when using intensive reading texts. We need to choose good reading task, the right kind of questions, appropriate activities before, whiles and post reading and useful study exploitation. The most useful and interesting text can be made really exiting with imaginative and challenging activities, especially if the level of challenge is exactly right for the class.

f. Good teachers exploit reading texts to the full. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further task, using the language for study and then activation and using a range of activities to bring the text to life

D. Teaching Reading

1) Definition of Teaching Reading

According to Harmer (2007) teaching was not easy job, but was necessary one, and can be very rewarding when we see our student's progress and know that

we have helped to make was happen. was true that some students can be difficult and stressful at times, but it also worth remembering that at its best teaching can also be extremely enjoyable.

Regarding to the explanation of teaching above, the writer concludes that teaching was activities and manages the environment in a good condition to make and given the opportunity for the student in learning processes to got purpose.

In the classroom, the teacher's job to promote these tress learning process by the use of appropriate teaching act. Thus, he or she: present and explains new material in order to made was clear, comprehensible and available for learning, given practice to consolidate knowledge, and test. In order to check what has been mastered and what still needs to be learned or revered. And also, the teachers' responsibilities in helping learners achieve these goals will be to motivate reading by selecting or creating appropriate text, to encourage critical reading, and to create a supportive environment for practicing reading. Each learner will have different strengths to build on and different weakness to overcome. Therefore there can be no single, set, rigid methodology for reading. The teacher will need to focus on different goals at different times and to use a range of materials and tasks.

Hedge in Alyousef (2005) states that any reading component of an English language course may include a set learning goals for:

a. Building a knowledge of language which will facilitate reading ability

b. Building schematic knowledge

c. Developing the ability to adapt the reading style according to reading

d. Developing an awareness of the structure of written texts in English taking critical stance to the contents of the texts.

E. Teaching Procedure

1) The procedure using scanning technique

The procedure when the teacher taught reading using scanning tecnique for the experimental groups as follow:

a. Individual work

After receiving the worksheet and the explaination of scanning technique, the students read the text and practice using scanning technique by answer several questions based on the text given. In general the practices consist of finding specific information and general ideas of a text in a limited amount of time. The practiced were also performed continuously and in sequenced in pre, whilst and post reading activity.

b. Team Discussion

After completing the worksheet, the students work in groups. The students are asked to discuss several questions regarding of the text given and to write the result of the discussion in piece of paper.

2) The procedure of without using scanning technique

The procedure when the teacher taught reading without using scanning technique for the control groups as follow:

a. Teacher presentation

The teacher explained the topic and material to the students. The teacher gives

b. Individual work

The students answered the questions based on the text on the text and then asked to write the main idea off the text in a piece paper.

F. Reading Comprehension

Reading, according to Goodman in Cahyono (2009) is as essential interaction between language and thought in which thhe writer encodes his thought as language and the reader decodes the language into thought. Therefore, reading consists of two related process: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense word, sentence and connected texts.

Weir (2003) states that reading is seen as a selective process taking place between the reader and text, in which background knowledge and various types of language knowledge interact with information in the text to contribute text comprehension. This explanation is in line with the statement of O'malley and Pierce (2006) Although reading was once assumed a combination of decoding and oral language, it is now acknowledged that reading comprehension depends heavily on knowledge about the world as well as on knowledge of language and print. Reading comprehension defined as the level of understanding of writing. The reading comprehension focused on the ability to draw the meaning from certain writing. Accoarding to Buehl (2001) in the past, reading comprehension was describes more as the skill than as an active mental process. Reading is understood as the skill recognizing letters, words, which let to the ability to

connect words into sentences, sentences into paragraph and paragraph into longer discourse that represented various themes or ideas. However, the key concept of comprehension is that a reader constructs meaning from texts rather than merely reproducing the words on the page. Meaning is something that is actively created rather than passively received. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with writing language (Snow, 2002). According to Richard et al (2002) reading means perceiving a written text in order to understand its context while the result, understanding, is called reading comprehension.

The different types of reading comprehension are usually distinguished according to the reader's purposes in reading and the type that is used; the following are types of comprehension:

1. Literal comprehension is the ability to understand the information expressed explicitly in the text. A literal comprehension is the lowest level of understanding. A literal comprehension is needed in the process of reading comprehension as a whole. A literal comprehension is a prerequisite for higher understanding (Burns and Roe in Hairuddin, et al., 2008).

2. Inferansial comprehension is the ability to understand information expressed indirectly (implied) in the text. Understanding text inferentially means understanding what implied information explicitly stated in the text. In this case, the reader uses information expressed explicitly in the text, background knowledge, and personal experience in an integrated manner to make guesses.

3. Critical comprehension is the ability to evaluate the material of the text. Critical comprehension is essentially the same as evaluative understanding. The reader compares the information found in the text with certain norms, knowledge, and background of the reader's experience to judge the text.

This last type of comprehension is intended to read in order to gain emotional or other kind of valuated response from a passage.

a) Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition it difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read Recognize the words and sentences of the text and know what these words and sentences mean (obtain literal meaning)

b) Associated meanings, both denotative and connotative from personal experiences with the printed text (obtain inferential meaning).

c) Recognize how all these meanings and/ or his perceptions of them fit together contextually.

d) Make value judgments about, and based on the reading experience (read critically.

In short, it can be said that reading is a process that include the writer by encoding the thought language represented with the words and the reader decodes he language into thought. When the reader decodes the language, it relates two processes those are word recognition and comprehension. The comprehension means the understanding of written text and it focused on deriving the meaning.

The comprehension is affected by the background knowledge and many kinds of language interact with information in a text.

G. Testing Reading

The ability to understand the content of reading is our ultimate goal of reading lesson in language teaching and is a major goal of the reading test, or more precise and complete test reading skills (Djiwandono, 2006).

To determine the level of reading ability to understand the content can use several types (Heaton 2005):

1. Reading matching test

The tests described in the first half of this section are concerned purely with word and sentence recognition. They test students' ability discriminate visually between words which are spelt in fairly similar ways. If used in exercise material and progress test, these test items will assist in developing word recognition speed. Though not administered as speed tests in the strict sense in the very early stages, word and sentence matching items should be covered by the students at quickly as possible.

2. Word Matching

The students are required to draw a line under the word which is the same as the word on the left.

For example : Now   bow/not/how/now/mow

           Sheep   shop/shape/sleep/heap/sheep

           Ever   never/over/ever/fewer/even

           Wonder   wander/ wonder/window/fonder/won

3. True/ false reading test

The true/ false test is one of the most widely used tests of reading comprehension. Not only is the scoring of such a test straight forward and quick, but the scores obtained by the students can be very well reliable indices of reading comprehension provided that the items are well constructed and that there are enough of them.

It is possible to construct true/ false items which are complete in themselves: a student's comprehension of each true/ false items in tested by means of a series of general truths. For example:

Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F. for examples:

a.   The sun rises in the west   T / F

b.   Fish can't fly, but birds can   T / F

c.   England is as large as Australia   T / F

d.   When ice melts, it turns into water   T / F

It can be argued that the type of item in this section is in many ways a test of vocabulary rather than of reading comprehension. These particular items, however, have been included here because it is felt that a comprehension of the text is generally of at least as much importance as an understanding of the meaning of the words for selection.

For example: The president was talking to a young woman in the crowd then bill suddenly cough sight of a man standing several yards behind her, the man had something in his hand: it was a short stick.

What made bill notice the man in the crowded?

1) He was very close to bill

2) The president was talking to him

3) He was standing in front of the woman

4) He was carrying a stick

In this section, it is assumed that only intensive reading skill is being tested. Thus, the length of the reading extract recommended might vary from 50 to 100 words at the elementary level, 200 to 300 words at the intermediate level, and 400 to 600 words at advanced level. People in the Jakarta like to going to shopping malls. A shopping mall is a place with many kinds of stores. In malls you can find department stores, music shop, fashion shop, restaurant, bookshop, hairdressers, cinemas and many others. In short, a mall is a one stop place. People like going to mall because they can go shopping or window-shopping there. For teenagers, a mall becomes a place to meet their friends.

Choose the correct answer according to text above!

Why people in Jakarta likes go to shopping malls?

a) They can go shopping or window shopping

b) They can't buy anything

c) In shopping malls there are many expensive things

d) In shopping malls is only for teenagers\

H. Scanning in reading

Scanning a text is a reading technique where the reader looks for specific information rather than trying to absorb all the information if you're reading a

timetable say you want specific information usually and so look for something that is convenient for your journey plans- when you do this, you are *scanning*.

I. Teaching reading through scanning technique

Brown (2007) advocated that motivation is the key to being succesful in learning. Motivation is commonly understood as an inner drive, impulse, emmotion or desire that moves the particular action. One of the ways to motivate students to read is through implementing the right techniques in teaching reading. In line with the present study, the researcher made use of scanning technique in students' reading comprehension.

Scanning consists of quickly searching for some particular piece or pieces of information in a text. Scanning exercises may asks students to look for name and date, to finds a definition of a key concept, or to list a certain number of supporting details. The purpose of the scanning is the extract certain specific information without reading through the whole text. For academic english scanning is absolutely essential.

Soedarso (2004) describes how to improve reading techniques :

1. Among others: seeing with the brain because the brain absorbs what the eye sees perception and interpretation of the brain to the writings seen by the eye can influence understanding of reading. Moving the eyes directed (fixed) on a goal (word) and jump to the next goal.

2. Dilate the range of the eye and the eye jump was a fixation involving two or three words.

3. Reading one fixation for a unit of understanding;

4. increase concentration so that reading becomes faster understand and understand the reading.

    Nurhadi (2005) details how to using scanning technique that are :

    1) Apply the methods and techniques of reading.

    2) Choose the aspect certain required in the reading according to the purpose of reading.

    3) To got used to word groups.

    4) Does not repeat the sentence read.

    5) Does not stop long at the beginning of line or sentence.

    6) Searching the key words that mark the beginning of a major idea

J. Scanning as reading strategies

Every student has different strategies to enhance their capabilities to read and gain information from the text.

Reading strategies was also assumed to made lots of motivation to learners in comprehending reading ability especially for lower achiever learners. was allows them set the purpose of their reading and allows them to choose which part of the text was important in order were can read more effective than before. Researcher done by Chan (2006) proved that by teaching effective reading strategy to lower achiever students (poor reader) will convince them that the reading successes and failures depend on their strategies whether was effective or not. Can also found that the used of effective reading strategies was effective in improving comprehension and also in reducing the failures.

Oxford developed reading strategies into five subscales of factors. The first is memory strategies, such as grouping, imaging, rhyming, and structure reviewing. Second is a cognitive strategy such as reasoning, analyzing and summarizing. The third strategy is compensation strategies, such as guessing meanings from the context. The fourth strategy is cognitive strategy, such as paying attention, practicing, planning for language task, and self evaluating. The last strategy is social strategies, such as asking questions and cooperating with native speakers of the language.

Furthermore, Brown (2001) explains strategies as specific methods of approaching problem for planned design for controlling and manipulating certain information. The strategies are:

1. Identifying the purpose of reading, the goal is to make reader knowing that they look and discard useless information.

2. Use grapheme rules or also called as phonics approach where reader learning English spelling convention. The goal is that reader is able to sound out the word. This strategy is very effective for beginners.

3. Silent reading technique, was used for global understanding, by applying the strategy reader was able to skip over the text and inferring its meaning from its context.

4. Skimming for main ideas, it is the strategy to find the gist of paragraph or text. Reader quickly read across a whole text to find the main topic, messages/ideas, and the purpose of the passage.

5. Scanning, was strategy to find particular piece of information without reading through the whole text.

6. Used mapping or clustering, was strategy of grouping ideas into meaningful clusters.

7. Guessing, it is usually used when readers are not certain to what they had read.

8. Analyzing vocabularies.

9. Distinguish between literal and implied meaning.

10. Capitalize on discourse makers to process relationship.

Brown (2001) specifies scanning as one of reading strategies. He defined scanning as a strategy to find particular piece of information without reading through the whole text. Perhaps, by doing this strategy the readers will not wasting their time when searching answered of some questions of a reading text.

Scanning was the process of quickly searching for particular or piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text (Brown, 2001). This is needed when readers only had a limit time, so they only search the specific information in the text without read the whole text.

The teacher was the most important element in reading class for her attitude influence students and their performance. The teacher of this component (reading) should provide the students an anxiety free atmosphere so they will master new strategies and to pressure in the form of persuasion and timings.

Strategies played important roles in reading comprehending and overcoming students' ability in reading comprehension. By choosing an appropriate and effective reading strategies will helped student to become successful readers and also can answer the questions correctly.

Because scanning was a reading strategy, was could solve some difficulties that faced by the readers. They are not expected to read the whole text to find the information; they only grasp the specific information from a text. This strategy will save time and also efficient. was save time because in the shortest period of time, they can answered the question. was efficient because by scanning readers didn't wasting energy to read the whole text.

K. Theoretical framework

Reading material as one element in English language teaching has the important role. Because reading material as one factor that might influence the students reading comprehension. The theoretical framework is put in the diagram below In the diagram above, The three main components are input, process, and output.

```
┌─────────────────────────┐
│         Input           │
│    Reading Materials    │
└─────────────────────────┘
            ⇩
┌─────────────────────────┐
│        Process          │
│ Teaching and Learning   │
│ process by using        │
│ scanning technique      │
└─────────────────────────┘
            ⇩
┌─────────────────────────┐
│        Output           │
│   The students' reading │
│      comprehension      │
└─────────────────────────┘
```
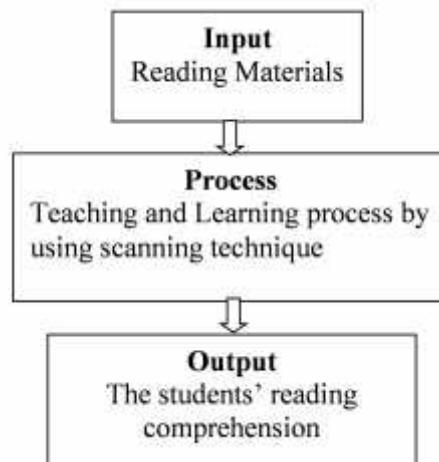
Note :

1. Input refers to the reading text that will be given to the students'

2. Process refers to the implementation of scanning technique in teaching reading ability in the classroom

3. Output refers to the students' reading comprehension achievement with using scanning technique.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applied a pre-experimental design (one group pre-test and post-test), this design would involve one group that was pre-test (O1), expose to treatment (X) and post-test (O2). was aims to know whether there been significant development before and after used scanning technique and to know whether by used scanning technique in reading comprehension.

The research employed pre-experimental method with one class pre test and post test design. The diagram was given below:

Table 3.1 Pretest and posttest

Pre-test	Treatment	Post-test
O_1	X	O_2

Notes:

O_1 = Pre-Test

X = Treatment

O_2 = Post-Test

(Emzir, 2008: 97)

B. Research Variables

There are two variables in this research. The first variable was dependent variable and the second variable was independent variable. Dependent variable was Scanning skill, while reading materials was independent variable.

C. Population and Sample

1. Population

The population of this research was the eight grade students in SMPN 1 Tibussan Kabupaten Luwu at the academic year of 2017/2018. consisting of 21 students.

2. Sample

The sample taken from the populations was the class at SMPN 1 TIBUSSAN SATAP in VIII.A consisting of 21 students. The researcher used cluster random sampling technique in which one class as the sample. Related to this sampling technique the English teacher of eight grade to be the sample SMPN 1 TIBUSSAN SATAP this class was chosen by basing on the recommendation from school. And the result class VIII.A of eight grade at SMPN 1 TIBUSSAN SATAP as the sample on the research that consisting of 21 students, 12 female and 9 male students.

D. Research Instruments

The instrument on this research was a reading test. The reading test was administrated in the pre-test and the post-test. The test consisted of 11 multiple choice and 5 essay tests. The researcher choose multiple choice and essay test because the students can comprehend the material while the post-test was intended to know the students' reading comprehension.

E. Data Collection

1. Pre-test

Before given treatment, the research given pre-test for the experimental class. The researcher distributed the reading material test that consisting of recount text that was relevant with the based material on the curriculum the eight grade at SMPN 1 Tibussan Kabupaten Luwu.

2. Treatment

After given the pre-test, the researcher conducted treatments the students by using scanning technique. The treatments would was done for four meetings. The procedures on the treatment as follows:

a.   First meeting

1) The researcher introduce herself and inform the students about the research would become their tutor for four meetings ahead and their teacher would become the collaborator who would observe all the activity during the teaching and learning process.

2) The researcher divides the students into groups that consisting of four students. This grouping aim to stimulate the students to work with the partner and to bring the students more actively.

3) The researcher deliver some questions to bring the students' attention and focus to the material.

4) Then, the researcher given the students a topic as teaching materials about the students experience

5) The students made a conversation about the topic in their group.

6) One of the students retelled part of the story in front of another students in one group.

7) In addition, to given the students chance to practice and understand the content of the text

b. Second meeting

1) The researcher gave opportunity to them to retelling the front in front of their friends in the next meeting.

2) The researcher divides the students into groups that consisting of four students.

3) This grouping aim to stimulate the students to work with the partner and to bring the students more actively.

4) By combining students' knowledge about the content of text, the students are expected to be able to understand or arrange the meaningful context.

5) As the practice of readig text, the researcher given the students a text and some questions about the the text.

6) Given the students chance to practice and understand the content of the text

c. Third meeting

1) The researcher divides the students into groups that consisting of four students.

2) The researcher given the students a topic as teaching materials about the students experience

3) The students to work with the partner and to bring the students more actively

4) Given the students chance to practice and understand the content of the text

5) As the next practice of reading text, the researcher gives the students a text and some questions about the the text.

d. Four meeting

1) The researcher divides the students into groups that consisting of four students. This grouping aim to stimulate the students to work with the partner and to bring the students more actively.

2) The researcher deliver some questions to bring the students' attention and focus to the material.

3) Then, the researcher given the students a text stories as teaching materials about the students experience

4) The students make a conversation about the text stories in their group.

5) One of the students from each group came forward to explain what he understood in reading the text if the story.

6) Given the students chance to practice and understand the content of the text

3. Post-test

After given the treatments, the post test would given to the students. was to know the effectiveness of the implementation of Scanning skill in reading comprehension in teaching reading skill.

F. Technique of Data Analysis

Technique of data analysis comes from the interpretation of the data collection. In analysis the data, the researcher gets the data from document, observing the teaching learning process, and the result of the students' test.

In processing the data, the researcher uses descriptive analysis. was to explain the condition in raising indicator achievement in pre- test and post- test and to describe the success of the teaching learning process using Scanning skill in reading comprehension in improving reading skill. To analyze the data, the researcher employs the formula as follows:

Table 3.2 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 includes minimal or no understanding of main idea	1

Pollard (2007: 17)

Table 3.3 Rubric of Conclusion

No		Criteria	Score
1		Conclusion reflects resource readings in development of idea it is excellent.	4
2		Conclusion reflects readings in development of idea it is good.	3
3		Conclusion reflects only reading in development of idea it is poor.	2
4		Conclusion does not reflect any reading of resources in development idea.	1

Pollard (2007: 17)

Calculation the mean of the students answered by using formula:

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

Where: $\overline{X}$ = Mean core

$\sum x$ = The raw of all score

N = The number of subjects

(Subana, et al, 2005: 63)

1) The percentage of increasing achievement used the following formula:X_2-X_1

$$P = \frac{X2-X1}{X1} x 100\%$$

Where: P= Percentage

X_2= Average score of Post-test

X_1= Average score of Pre-test

(Gay in Goestina, 2016: 39)

2) After collecting the data of the students, we classified the score of the students into the following criteria:

Table 3.4 Classify the score of the students

score	classification
96-100	Excellent
86-95	very poor
76-85	Good
66-75	Fairly good
56-65	Fair
36-55	Poor
00-35	Very poor

(Depdikbud in Goestina 2016: 39)

3) The significance difference between the students' pre- test and post- test, the writer applied the formula as follow:

$$t = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{(\sum d)^2}{N}}{N(N-1)}}}$$

Where:

T = Test of significance

D = The difference between the method pairs ($X1 - X_2$)

Md = The mean of Ds

$\sum_d 2$ = The sum of the square

$(\sum_d)2$ = The square of

N = Number of students

(Subana, et al, 2005: 132)

CHAPTER IV

FINDINGS AND DISCUSSION

A.   Findings

The findings of the research that teaching reading comprehension by used scanning technique in reading comprehension and literal comprehension and also could increase students' reading comprehension in interpretive comprehension. In the further interpretation of the data analysis were given below:

1.   Students' Literal Reading Comprehension by Using Scanning Technique In Term of the Main Idea

Students' literal reading comprehension by using   scanning technique had different in pre-test and post-test. In pre-test the students' achievement in reading comprehension was less understandable about main idea but after applied the used scanning technique the students more understandable about main idea, it can be seen clearly in Table 4.1

Table 4.1 Students' Literal Reading Comprehension by Scanning Technique.

No	Literal Reading Comprehension	The Student's Mean Score		Improvement (%)
		pre-Test	Post-Test	
	Main Idea	69	77,2	11,8%

Table 4.1 showed that the score of literal 11,8%   from of students in post-test improved after teaching reading comprehension in terms of main idea and supporting ideas by using Scanning Technique   . The mean score of the students in pre-test were 69 and post-test which to be 77,2.
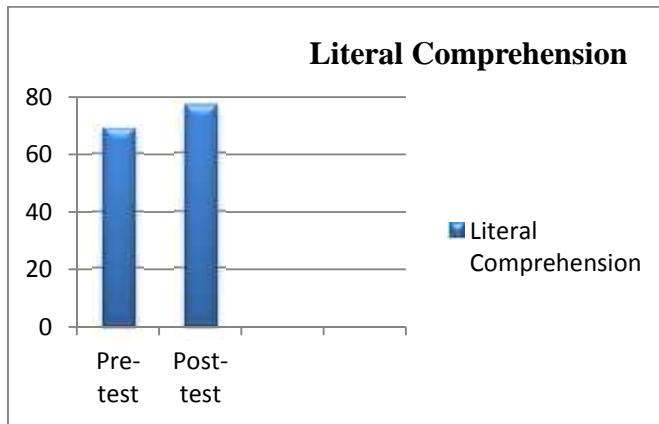
Graphic 4.1 The Mean Score and Increase of The Students' Reading

Comprehension in Terms of Main Idea

Graphic 4.1 showed that there was improvement of the students in reading comprehension in terms of literal comprehension from pre-test with the mean score was 69 to post-test with the mean score was 77,2 and the improvement of pre-test to post-test was 11,8 %.

Table 4.2 Classification of the students Score Reading Comprehension in Term of the Main Idea (Pre-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	1	5%
4	Fairly Good	66-75	12	57%
5	Fairly	56-65	7	33%
6	Poor	36-55	1	5%
7	Very Poor	0.0-35	0	0
Total			21	100%

Table 4.2 showed that the Classification of the students Score Reading Comprehension in term of literal comprehension in pre-test there are 1 (5%)

student good, 12 (57%) students got fairly good, 7 (33%) students got fairly, and 1 (5%) student got poor.

Table 4.3 Classification of the students Score Reading Comprehension in Term of the Main Idea (Post-Test)

NO	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	2	10%
3	Good	76-85	11	]52 %
4	Fairly Good	66-75	5	24%
5	Fairly	56-65	3	14%
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
Total			21	100%

Table 4.3 showed that the Classification of the students Score Reading Comprehension in term of literal comprehension in post-test there are 2 (10%) students very good, 11 (52%) students got good, 5 (24%) students got fairly good and 3 (14%) students got fairly.

B. Discussion

The research findings indicated that the students' reading comprehension by using scanning technique shows the improvement of the students reading comprehension in the term of text. Anne Arundel (2001). scanning is the strategy in teaching reading comprehension. scanning strategy is required to help students comprehending a text, getting detailed information and other reading tasks. In addition, Maxwell (2000) defined scanning as the ability to locate specific facts and details quickly it is regarded as a desirable reading skill and is taught in most

developmental reading courses. *Scanning* a text is a reading technique where the reader looks for specific information rather than trying to absorb all the information if you're reading a timetable say you want specific information usually and so look for something that is convenient for your journey plans- when you do this, you are *scanning*.

The improvement shows the process in pretest and postest. The result of the students reading in pretest was low, especially in finding the main idea of test. It shows that the students could not express their ideas and their understandable. It was before using scanning technique in reading activity.

Based on the problem above, the writer gave the treatment by using so scanning technique that the students could show the improvement in post-test. In pre-test, only given the exercise (reading text) to know their prior knowledge before using scanning technique.

At the beginning, their reading comprehension was very bad. Almost of them were confused and spent much time to think about the meaning of the word in the reading text. They only read, but they did not understand about how to find answer of the reading text.

The writer gave the treatment by using. scanning technique As the result, students become active and enjoy in reading activity. They will be easy to do the reading activity. Most of their utterance were correct and no need to read for a long time to understand what they read.

The description of the data collection through reading test as explained to the previous finding section that the students' achievement after using scanning

technique was significant. In using scanning technique in reading activity, the writer found that the mean score of post-test students' achievement is greater than pretest. In Table 4.1 showed that the score of find out the main idea which the mean score of pretest is 69 and after using scanning technique, the mean score of post-test is 77,2. Meanwhile, the means score of find out the main idea in pretest is 67,3 and the mean score of find out the conclusion in post-test was 75. Therefore, the writer indicated that there was a significant improvement after using scanning technique in the treatment.

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = 20 indicated that t-table value was 2,08 and t-test value was 15,4. Therefore, it can be concluded that statistically hypothesis of H_I was accepted and the statistically hypothesis of H_O was rejected. was meant that the scanning technique use of in teaching reading comprehension could improve the students' comprehension of reading.

By seeing the effectiveness of the students' literal comprehension in reading . It was concluded that the use of scanning technique reading comprehension in literal in reading. It could be showed from the students' reading test in pre-test and post-test. In pre-test, some students were difficult to answer the questions and find out main idea, conclusion. But, the students' reading comprehension in post-test, which the content of reading comprehension could understand. Then, the students were easy to answer the questions and find out main idea.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the Experimental Research about the Using After conducting the Experimental Research about the Use of After conducting the Experimental Research about the Use of scanning technique in teaching reading comprehension and based on the writer findings in the previous chapter, the writer concluded that:

1. The use of Scanning Technique is effective to increase the students' *literal reading comprehension in main idea*, it was proved by the mean score of literal comprehension before and after giving treatment is *69* becomes *77,2*improve 11,8% with the t-test value main idea comprehension is greater than t-table *(7,8> 2,08).*

B. .Suggestion

Based on the result of the data analysis and conclusion above the research suggest:

1. The writer suggest to the English teacher to use scanning technique in teaching reading comprehension to the students which is effective to improve their ability in reading comprehension.

2. By following the procedure of scanning technique the students can be improved their achievement especially in learning reading comprehension.

3. Teacher should be creative to manage the material for teaching such as using scanning technique

4. The teachers had better give more the material of reading to the students in order to intensify the students achievement in English reading .

5. The students had better to keep on reading with various material of reading.

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Row score of the text

1. **Pre-test of Main idea**

Respondents	Scoringin of number								Calculating	Final score
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**		
S-1	1,5	2	4	3	3	3	2	4	22,5/32X100	70
S-2	2	2	3	4	4	3	4	2	24/32X100	75
S-3	4	3	1	2	3	4	3	1	21/32X100	65
S-4	1,5	3	4	3	2	1	3	4	21,5/32X100	68
S-5	3	2	2	3	1	2	3	1,5	17,5/32X100	55
S-6	1	3	4	3	2	1	3	4	21/32X100	65
S-7	2	4	3	4	4	3	2	2	21/32X100	75
S-8	3	4	2	3	2	1	3	2	19/32X100	60
S-9	2	2	3	4	4	3	4	2	24/32X100	75
S-10	3,5	4	3	4	4	3	2	2	25,5/32X100	80
S-11	1	4	4	3	3	4	2	2	23/32X100	72
S-12	2	4	3	4	4	3	2	2	24/32X100	75
S-13	3	2	2	3	3	2	2	2	19/32X100	60
S-14	2	2	2	4	4	3	4	2	24/32X100	75
S-15	4	2	3	3	3	4	2	1,5	22,5/32X100	70
S-16	1,5	2	3	3	3	2	3	4	22,5/32X100	70
S-17	2	2	4	4	4	3	4	2	24/32X100	75
S-18	1	3	3	4	2	3	1	4	21/32X100	65
S-19	2	2	2	3	3	2	2	3	19/32X100	60
S-20	2	4	3	4	3	4	2	2	24/32X100	75
S-21	4	1	3	2	4	3	3	1	21/32X100	65

2. Post-test of Main Idea

Respondents	Scoringin of number								Calculating	Final score
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**		
S-1	3,5	4	3	4	4	3	2	2	25,5/32X100	80
S-2	3	3	3	4	4	3	4	3	27/32X100	85
S-3	4	2	3	3	3	4	2	1,5	22,5/32X100	70
S-4	2	2	3	4	4	3	4	2	24/32X100	75
S-5	2	2	2	3	3	2	2	3	19/32X100	60
S-6	1,5	2	4	3	3	3	4	2	22,5/32X100	70
S-7	3,5	4	3	4	4	3	2	2	25,5/32X100	80
S-8	4	1	3	2	4	3	3	1	21/32X100	65
S-9	2	2	3	4	4	3	4	2	24/32X100	75
S-10	4	4	4	3	3	4	4	3	29/32X100	90
S-11	3,5	4	3	4	3	4	2	2	25,5/32X100	80
S-12	3,5	4	4	3	3	4	2	2	25,5/32X100	80
S-13	2	2	3	4	4	3	4	2	24/32X100	75
S-14	3	3	3	4	4	3	4	3	27/32X100	85
S-15	2	2	4	3	4	3	4	3,5	25,5/32X100	80
S-16	2	2	3	4	1	4	3	3,5	25,5/32X100	80
S-17	3	3	4	4	3	4	3	4	29/32X100	90
S-18	4	4	3	4	3	4	3	2	26/32X100	82
S-19	2	4	3	4	4	3	2	2	24/2132X100	75
S-20	2	2	3	3	4	3	4	3,5	25,5/32X100	80
S-21	1	3	4	3	2	1	3	4	21/32X100	65

3. Pre-test of Conclusion

Respondents	Scoringin of number		Calculating	Final score
	1	2		
S-1	3	3	6/8X100	75
S-2	2,6	3	5,8/8X100	70
S-3	2	2,8	4,8/8X100	60
S-4	2,2	3	5,2/8X100	65
S-5	2,2	3	5,2/8X100	65
S-6	3	2,8	5,8/8X100	70
S-7	2,2	3	5,2/8X100	65
S-8	2	2,4	4,4/8X100	55
S-9	2,2	3	5,2/8X100	65
S-10	3	3	6/8X100	75
S-11	2,8	3	5,8/8X100	70
S-12	3	2,1	5,1/8X100	64
S-13	2	2,8	4,8/8X100	60
S-14	3	2,8	5,8/8X100	70
S-15	3	3	6,8X100	75
S-16	3	2,2	5,2/8X100	65
S-17	3	3,4	6,4/8X100	80
S-18	2,2	3	5,2/8X100	65
S-19	2,2	3	5,2/8X100	65
S-20	3	3	6/8X100	75
S-21	2	2,8	4,8/8X100	60

4. Post-test of Conclusion

Respondents	Scoringin of number		Calculating	Final score
	1	2		
S-1	3	3,8	6,8/8X100	85
S-2	3	3,8	6,8/8X100	85
S-3	3,8	2	5,8/8X100	70
S-4	3	3	6/8X100	75
S-5	3	2,2	5,2/8X100	65
S-6	3	3	6/8X100	75
S-7	3,4	3	6,4/8X100	80
S-8	3	2,8	5,8/8X100	70
S-9	3,2	2	5,2/8X100	65
S-10	3,8	3	6,8/8X100	85
S-11	3	3	6/8X100	75
S-12	3	2,8	5,8/8X100	70
S-13	3,2	2	5,2/8X100	65
S-14	3,4	3	6,4/8X100	80
S-15	3,4	3,4	6,8X100	85
S-16	3	3	6/8X100	75
S-17	3,8	3	6,8/8X100	85
S-18	2,8	3	5,8/8X100	70
S-19	3	3	6/8X100	75
S-20	3,8	3	6,8/8X100	80
S-21	3	2,8	4,8/8X100	60

APPENDIX B.2

(Post test)

I remember the day when I first got Sandy, my 7 year old cat. I wanted to name her because she was so cute. My older sister Michelle convinced me to name her Sandy Bucket instead; so we could call her Sandy for short. I was so attached to Sandy. Every time I saw her, I couldn't walk away, I would just have to hug her. I even slept at the end of my bed, so I can hug her the whole night even though I was freezing.

I always remember so many fun times with Sandy. Like when we would run and jump off the end of our pier, and Sandy would chase after us. When I was scared or mad, I would just hug Sandy and everything wouldn't be so bad.

But one night, right before I went to bed, my mom let her out. While I went to sleep, my mom went to call Sandy back in. But she didn't come in, so I thought she maybe went inside my neighbor's house. As my mom and dad went outside to look for Sandy, I became really worried. They couldn't find he r. Every ten minutes they would go out to look for her, so I went to bed hoping she was safe. I just thought she got lost and would come back tomorrow.

The next day was the worst. My mom woke us early and told me and my sister, Michelle, that Sandy died last night. I was so sad and did not want to do anything that day. When I was going to school, I could not stop crying. At school all my friends made me cards and tried to make me stop crying, but I couldn't. my teacher would always look at me and ask why I was crying. Even my friends was crying with me.

When I got home I went to my room crying really loudly. I wanted to scream. I came downstairs and hugged my mom. She said we could get another cat. Then, she was trying to find

a new cat on the internet. But I did not want another cat. I want Sandy. She never found one that looked like Sandy or at the same age or even in the same kind.

That night I slept with my mom and we prayed for Sandy. I kept thinking she was a ghost at the end of the bed, so I stayed closed to my mom. The next day I figured out that if Sandy was a ghost, she would not scare me or haunt me. She would be waiting for me to play with her.

I still think about Sandy every day and wish she could come back.

1.   The type of the text is …

a.   Spoof

b.   Newsitem

c.   Recount

d.   Narrative

e.   Report

2.   What is the main idea of the text …

a.   Sandy's dead

b.   The lost of beloved cat

c.   The careless of the writer's mom

d.   Looking for Sandy

e.   The writer slept with her mom

3. How could the cat got lost?

   a. The cat played with another cat

   b. The neigbour kept the cat in his/her house

   c. Someone took the cat to the remote area

   d. The thief took the cat

   e. The writer's mom let the cat out one night

4. What did the writer's mom do to support the writer?

   a. She slept with the writer

   b. She supported to the policeman

   c. She was trying to find a new cat on the internet

   d. She bought a new cat

   e. She gave the writer money

5. What is the purpose of the text?

   a. To tell you about past event

   b. To describe a place

   c. To tell you a joke

   d. To tell you a story

   e. to persuade you to do something

6. Which step does the writer use to write the text?

   a. Thesis > argument > recommendation

b. Orientation > events > re-orientation

c. Abstrak > orientation > crisis > reaction > coda

d. Orientation > evaluation > complication

e. Newsworthy events > background events > sources

7. What is the main idea of third paragraph?

a. I went to bed hoping she was safe

b. She would back tomorrow

c. Mom and dad went outside to look for Sandy

d. The writer's mom went to call Sandy back in

e. The writer's mom let Sandy out

One day I went to Bandung with my friend for a vacation. We went there on night bus when we arrived in Cianjur, the bus stopped for a rest. I got of the bus to get a cup of coffee, but my friend didn't. He went to a mosque to pray. It took only a few minutes to pray, but when I came out again the bus was not there. It had gone! Shocked and confused. I asked the shopkeeper about the bus. She said that the bus had departed about five minutes ago.

I tried to call my friend on my cell phone, but the battery was running low. I couldn't do anything but hope and pray. After several minutes, my wish came true. The bus came back! Got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

I asked my friend why she didn't tell the driver that I was still outside.

"I did, I told him several times that you were outside, but he said that you were in the bus toilet because he saw a man going into the toilet," my friend replied, laughing. The other passengers smiled at me. I was so embarrassed.

8. What did the story tell us about ....?

    a. The writer was left by the bus on his trip to Bandung

    b. The writer arrived in Cianjur to visit his relatives

    c. The writer could contact his friend with the cell phone

    d. The writer got of the bus to get a cup a coffee

    e. The writer and his friend enjoyed their trip to Bandung

9. What did the writer do when the bus stop for a rest in Cianjur ....?

    a. drank a cup of coffee and prayed

    b. bought souvenir and went to the toilet

    c. drank a cup of coffee

    d. drank a cup of milk and bought souvenir

    e. drank a cup of coffee and went to the toilet

10. Why couldn't the writer cell his friend?

    a. He didn't bring his cell phone

    b. The battery was running low

c. The writer's cell phone was stolen

d. The writer's cell phone was broken

e. There was not any signal in his cell phone

11. How did the writer fell?

a. He felt happy

b. He felt awful

c. He felt sad

d. He felt angry

e. He felt shy

ESSAY TEST

Sunday The Terrible

Last week was a terrible day for me. My cousin and I were playing football infront of the house to spend time with us .

First, it was really fun until I kicked the ball too strong, so the ball leaded me to the window and broke the window. When we want to escape, all of a sudden we all heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us. We are very afraid of her, but

we do not know what to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the sound of skin. Then we know that homeowners allow dogs to chase us. And we were struggling to run as fast as her as we can.

But, I fell down so the dog managed to capture me and bit my leg. It really hurts me. Then the dog ran back into the house. My cousin took me to the doctor and told my parents . In the end, the doctor said that I was exposed to rabies. Then I was hospitalized for one week more.

That's a terrible day of the week for me, may not happen to me again in his next week Sunday.

(sumber: brechonana.blogspot.)

1. What is the title of the story above ?

2. When was happening?

3. Why last week was a terrible day for the author?

4. Who is shouting?

5. What is said to be the cousin of the author?

APPENDIX. A

APPENDIX. B

APPENDIX .C

APPENDIX.D

APPENDIX   B.1

(Pre- test)

Last week, my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It was quite windy and there was hardly anyone there. It surprised us because there were always many people coming there on the weekends. So, we had the beach on our own. We bought some hot chips, rode our bikes, played in the water and sat under the trees. We really had a great time.

(Sumber; http://kiyesoaluning.blogspot.)

1.   Where did the story happen?

a. in a house   c. at the store

b. in a water   d. at the beach

2.   How did they go to the beach?

a. by bicycles   c. by bus

b. by car   d. by boat

3.   Who did the writer and his friend find when they reached the beach?

a. many people   c. almost no one

b. many visitors   d. foreign tourist

4. How did the writer think about the trip?

   a. It was an unpleasant trip   c. It was a funny trip

   b. It was a horrible trip   d. It was a good trip

5. "It was only five kilometers from our houses." (line 1). The word "It" refers to….

   a. bike   c. beach

   b. chip   d. house

One day, I had to teach a new English class. I read the list of new students' names. It was kiddies' group since they were about 9 and 10 years old.

That was the first day of The Spanish carnival, so I wanted to wear the most appropriate suit for the children's class. Most kids usually dress up at carnival I thought. It would be more interesting if their teacher was also in carnival spirit. That was why I decided to wear my teddy bear suit and bring cuddly toys in my box

And that was what I did. I walked through the door happily. The director watched me completely astonished. I smiled and looked straight at her. With a man beside her, she said, " Good afternoon. I'd like to introduce you to Mr. Mendez, the director of Delta company. He is one of the participants of English course that you will teach today."

Oh my God! I nearly died! The secretary apologized to me for wrong

details of my new class

6. The secretary apologized to the writer because……….

   a. The writer wore his teddy bear suit

   b. She did not remember the carnival day

   c. She did not know Mr. Mendez was in the class

   d. She has given the wrong details of the new class

7. Who is the main character in the story?

   a. The writer   c. The director

  b.Mr. Mendez   d.The   secretary

On Thursday 24 April we went to the Botanical Gardens. We walked

down and boarded the bus.

After we arrived at the garden, we walked down to the Education Centre.

The third grade students went to have a look around. First, we went to

the first farm and Mrs. James read us some information. Then, we looked

at all the lovely plants. After that we went down to a little spot in the

Botanical Garden and had a morning tea break.

Next, we did sketching and then we met the fourth grade students at

the Education Centre to have lunch. Soon after that, it was time for us

to go and make our terrariums while the fourth year students went to have walk.

A lady took us into special room and introduced herself, then she explained

what we were going to do. Next, she took us to a pyramid terrarium. It was

really interesting.

After we had finished, we met the fourth grade students outside the gardens.

Then we reboarded the bus and returned to school.

7. Most events mentioned in the text happened….

    a. at the Education Centre

    b. in the botanical garden

    c. on the bus to Botanical Garden

    d. outside the school

8. The writer of the text is….

    a. a fourth grade students

    b. a school teacher

    c. a third grade students

    d. Mr. and Mrs. James

9. What did the fourth grade students do after lunch?

    a. They had a walk

    b. They made their terrarium

    c. They returned to school

    d. They went to a pyramid terrarium

10. What was the second activity of the writer during the excursion to the Botanical Garden?

   a. Gathering at the Education Centre

   b. Going to a small garden

   c. Looking at the lovely plants

   d. Visiting a beautiful lady

11. "It was very interesting." (par. 4) What does the underlined word refer to?

   a. A pyramid terrarium

   b. A specific room

   c. Education Centre

   d. First farm

Essay Text

Sunday The Terrible

Last week was a terrible day for me. My cousin and I were playing football infront of the house to spend time with us .

First, it was really fun until I kicked the ball too strong, so the ball leaded me to the window and broke the window. When we want to escape, all of a sudden we all heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us. We are very afraid of her, but we do not know what to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the sound of skin. Then we know that home owners allow dogs to chase us. And we were

struggling to run as fast as her as we can.

But, I fell down so the dog managed to capture me and bit my leg. It really hurts me. Then the

dog ran back into the house. My cousin took me to the doctor and told my parents . In the end,

the doctor said that I was exposed to rabies. Then I was hospitalized for one week more.

That's a terrible day of the week for me, may not happen to me again in his next week Sunday

.

1. What is the title of the story above ?

2. When was happening?

3. Why last week was a terrible day for the author?

4. Who is shouting?

5. What is said to be the cousin of the author?

APPENDIX B .1

DOCUMENTATIONS

APPENDIX D.1

The Students' Row of Pre-test (X_1) and post-test (X_2)

Respondents	Pre-test (X_1)		Post-test (X_2)	
	Literal Comprehension	Interpretative Comprehension	Literal Comprehension	Interpretative Comprehension
	Main Idea	Conclusion	Main Idea	Conclusion
S-1	70	75	80	85
S-2	75	70	85	85
S-3	65	60	70	70
S-4	68	65	75	75
S-5	55	65	60	65
S-6	65	70	70	75
S-7	75	65	80	80
S-8	60	55	65	70
S-9	75	65	75	65
S-10	80	75	90	85
S-11	72	70	80	75
S-12	75	64	80	70
S-13	60	60	75	65
S-14	75	70	85	80
S-15	70	75	80	85
S-16	70	65	80	75
S-17	75	80	90	85
S-18	65	65	82	70
S-19	60	65	75	75
S-20	75	75	80	80
S-21	65	60	65	60
Total	$\sum X = 1450$	$\sum X = 1414$	$\sum x = 1622$	$\sum x = 1575$
Mean Score (X)	X= 69	X= 67,3	X= 77,2	X= 75

APPENDIX D.2

The students' mean score of pretest and posttest in reading for literal comprehension and interpretative comprehension

a. The students' mean score of pre-test and post-test in reading for literal comprehension

Pre-test: $\bar{X}_1 = \dfrac{x}{N}$

$= \dfrac{1450}{21}$

$= 69$ (Fairly Good)

Post-test: $\bar{X}_2 = \dfrac{x}{N}$

$= \dfrac{1622}{21}$

$= 77,2$ (Good)

b. The students' mean score of pre-test and post-test in reading for interpretive comprehension

Pre-test: $\bar{X}_1 = \dfrac{x}{N}$

$= \dfrac{1414}{21}$

$= 67,3$ (Fairly Good)

Post-test: $\bar{X}_2 = \dfrac{x}{N}$

$= \dfrac{1575}{21}$

$= 75$ (Good)

APPENDIX D.3

The percentage of the students' development in reading comprehension

1. Literal Comprehension

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{77,2 - 69}{69} \times 100\%$$

$$P = \frac{8,2}{69} \times 100\%$$

$$P = 11,8\%$$

2. Interpretive Comprehension

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{75 - 67,3}{67,3} \times 100\%$$

$$P = \frac{7,7}{67,3} \times 100\%$$

$$P = 11,4\%$$

APPENDIX D.4

The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between The matched pairs (D), and Square of the Gain (D^2)

Respondents	Literal Comprehension				Interpretative Comprehension			
	(X_1)	(X_2)	D (X2-X1)	D^2	(X_1)	(X_2)	D (X2-X1)	D^2
S-1	70	80	10	100	75	85	10	100
S-2	75	85	10	100	70	85	15	225
S-3	65	70	5	25	60	70	10	100
S-4	68	75	7	49	65	75	10	100
S-5	55	60	5	25	65	65	0	0
S-6	65	70	5	25	70	75	5	25
S-7	75	80	5	25	65	80	15	225
S-8	60	65	5	25	55	70	15	225
S-9	75	75	0	0	65	65	0	0
S-10	80	90	10	100	75	85	10	100
S-11	72	80	8	64	70	75	5	25
S-12	75	80	5	25	64	70	6	36
S-13	60	75	15	225	60	65	5	25
S-14	75	85	10	100	70	80	10	100
S-15	70	80	10	100	75	85	10	100
S-16	70	80	10	100	65	75	10	100
S-17	75	90	15	225	80	85	5	25
S-18	65	82	17	289	65	70	5	25
S-19	60	75	15	225	65	75	10	100
S-20	75	80	5	25	75	80	5	25
S-21	65	65	0	0	60	60	0	0
Total	$\sum x =$ 1450	$\sum x =$ 1622	$\sum d = 172$	$\sum_d 2 =$ 1852	$\sum x =$ 1414	$\sum x = 1575$	$\sum d = 161$	$\sum_d 2 =$ 1661

APPENDIX D.5

The students' mean score of gain (D) literal comprehension and interpretative comprehension

a. The students' Mean score of gain (D) literal comprehension

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{172}{21}$$

$$Md = 8,2$$

b. The students' Mean score of gain (D) interpretive comprehension

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{161}{21}$$

$$Md = 7,6$$

APPENDIX D.6

Test of significance

a. Test of significance of Literal Comprehension

$$T = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{(\sum d)^2}{N}}{N(N-1)}}}$$

$$= \frac{8,2}{\sqrt{\dfrac{1852 - \dfrac{(172)^2}{21}}{21(21-1)}}}$$

$$= \frac{8,2}{\sqrt{\dfrac{1852 - \dfrac{29584}{21}}{21(21-1)}}}$$

$$= \frac{8,2}{\sqrt{\dfrac{1852 - 1408}{420}}}$$

$$= \frac{8,2}{\sqrt{\dfrac{444}{420}}}$$

$$= \frac{8,2}{\sqrt{1,05}}$$

$$= \frac{8,2}{1,02}$$

$$= 7,8$$

b. Test of significance of interpretive comprehension

$$T = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{\left(\sum d\right)^2}{N}}{N(N-1)}}}$$

$$= \frac{7,6}{\sqrt{\dfrac{1661 - \dfrac{(161)^2}{21}}{21(21-1)}}}$$

$$= \frac{7,6}{\sqrt{\dfrac{1661 - \dfrac{25921}{21}}{21(21-1)}}}$$

$$= \frac{7,6}{\sqrt{\dfrac{1661 - 1234}{420}}}$$

$$= \frac{7,6}{\sqrt{\dfrac{427}{420}}}$$

$$= \frac{7,6}{\sqrt{1,01}}$$

$$= \frac{7,6}{1,00}$$

$$= 7,6$$

APPENDIX D.7

Scoring Classification of the students pretest and posttest Literal and interpretive

Respondents	Literal Comprehension				Interpretative Comprehension			
	(X_1)	Classification	(X_2)	Classifications	(X_1)	Classifications	(X_2)	Classifications
S-1	70	Fairly Good	80	Good	75	Fairly Good	85	Good
S-2	75	Fairly Good	85	Good	70	Fairly Good	85	Good
S-3	65	Fairly	70	Good	60	Fairly	70	FairlyGood
S-4	68	Fairly Good	75	Fairly Good	65	Fairly	75	FairlyGood
S-5	55	Poor	60	Fairly	65	Fairly	65	Fairly
S-6	65	Fairly	70	Fairly Good	70	Fairly Good	75	Fairly Good
S-7	75	Fairly Good	80	Good	65	Fairly	80	Good
S-8	60	Fairly	65	Fairly	55	Poor	70	Fairly Good
S-9	75	Fairly Good	75	Fairly Good	65	Fairly	65	Fairly
S-10	80	Good	90	Very Good	75	Fairly Good	85	Good
S-11	72	Fairly Good	80	Good	70	Fairly Good	75	Fairly Good
S-12	75	Fairly Good	80	Good	64	Fairly	70	Fairly Good
S-13	60	Fairly	75	Fairly Good	60	Fairly	65	Fairly
S-14	75	Fairly Good	85	Good	70	Fairly Good	80	Good
S-15	70	Fairly Good	80	Good	75	Fairly Good	85	Good
S-16	70	Fairly Good	80	Good	65	Fairly	75	Fairly Good
S-17	75	Fairly Good	90	Very Good	80	Good	85	Good
S-18	65	Fairly	82	Good	65	Fairly	70	Fairly Good
S-19	60	Fairly	75	FairlyGood	65	Fairly	75	Fairly Good
S-20	75	Fairly Good	80	Good	75	Fairly Good	80	Good
S-21	65	Fairly	65	Fairly	60	Fairly	60	Fairly

APPENDIX D.8

The percentage of student's achievement in Literal comprehension
1. Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	1	%= 1/21x100=5%
4	Fairly Good	66-75	12	%= 12/21x100=57%
5	Fairly	56-65	7	%= 7/21x100=33%
6	Poor	36-55	1	%= 1/21x100=5%
7	Very Poor	0.0-35	0	0
Total			21	100%

2. Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	2	%= 2/21x100=10%
3	Good	76-85	11	%= 11/21x100=52 %
4	Fairly Good	66-75	5	%= 5/21x100=24%
5	Fairly	56-65	3	%= 3/21x100=14%
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
Total			21	100%

The percentage of student's achievement in Interpretive comprehension
1. Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	1	%= 1/21x100=5%
4	Fairly Good	66-75	8	%= 8/21x100=38%
5	Fairly	56-65	11	%= 11/21x100=52%
6	Poor	36-55	1	%= 1/21x100=5%
7	Very Poor	0.0-35	0	0
Total			21	100%

2. Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	8	%= 8/21x100=38%
4	Fairly Good	66-75	9	%= 9/21x100=43%
5	Fairly	56-65	4	%= 4/21x100=19%
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
Total			21	100%

APPENDIX D .9

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N – 1=21 – 1= 20, T- table= 2.08596

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068

(Subana, et al, 2005: 206)

Satuan Pendidikan : SMPN 1 TIBUSSAN SATAP

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/1

Materi Pokok :Teks tulis teks recount

Alokasi Waktu :2x 45 menit

Pertemuan ke : 3

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.	2.2 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan 2.2.3 Tidak menyalahkan orang

			lain atas tindakannya sendiri
			2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3.	3.9	Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana , sesuai dengan konteks penggunaan.	3.9.1 Menentukan tujuan komunikatif teks 3.9.2 Mengidentifikasi struktur teks 3.9.3 Mengidentifikasi unsur kebahasaan teks
4.	4.14	Menyusun teks recount lisan dan tulis tentang kegiatan, kejadian dan peristiwa, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.	4.14.1 Menyusun teks recount tentang pengalaman dengan struktur teks dan unsure kebahasaan yang benar. 4.14.2 Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.

C. Tujuan Pembelajaran

Pertemuan Pertama
Setelah diberikan recount textsiswa mampu:
1. Menentukan tujuan komunikatif teks berdasarkan teks yang diberikan dengan tepat
2. Mengidentifikasi struktur teks berdasarkan teks yang diberikan dengan tepat
3. Mengidentifikasi unsure kebahasaan dalam teks berdasarkan teks yang diberikan dengan tepat.
4. Menyusun teks recounttentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.
5. Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar dan lancar.

D. Materi Pembelajaran

Pertemuan Pertama

Fungsi Sosial : menceritakan kembali kejadian atau pengalaman di masa lalu

Struktur Teks :

1. Orientation: Menyebutkan tindakan/ peristiwa/kejadian secara umum

2. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut

3. Re-orientation: Jika perlu, ada kesimpulan umum.

Unsur Kebahasaan:

1. Penyebutan kata benda dan kata ganti orang ketiga (pronoun): He, She, Rio
2. Menggunakan Simple Past Tense: we went to school yesterday.
3. Menggunakan chronological connection: then, first, second.
4. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

E. Metode Pembelajaran

1. Metode Ilmiah (scientific approach)

F. Mediadan Sumber Pembelajaran

1. Media

Gambar, LCD Projector, a unit of laptop

2. Sumber Pembelajaran
   a). Buku Teks Wajib
   b). Buku pelatihan bahasa Inggris kurikulum 2013
   c). Keteladan ucapan dan tindakan guru menggnakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
   d). Contoh peragaan dalam bentuk rekaman audio CD/ VCD/ DVD/ kaset
   e). Modul Pembelajaran Bahasa Inggris kelas VIII
   f). Modul "English in Focus" kelas VIII
   g). Sumber dari internet:
   - www.dailyenglish.com,
   - http://americanenglish.state.gov/files/ae/resourcefiles,
   - http://learnenglish.britishcouncil.org/en/
   - www.google.com
   - http://m.wikihow.com/Sample/Friendly-Invitation-Letter

- http://m.wikihow.com/Sample/Friendly-Missing-You-Letter
- http://m.wikihow.com/Sample/Letter-to-Mentor
- http://grammar.about.com/od.pq/g/personal-letter.htm

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan pertama

Pendahuluan 10'	
Salam tegur sapa	
Guru	**Siswa**
1. Guru memberi salam (*greeting*). 2. Guru memeriksa kehadiran siswa. 3. Guru memberi apersepsi dan motivasi. 4. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. 5. Guru menyampaikan tujuan pembelajaran. 6. Guru menyampaikan cakupan materi dan uraian kegiatan.	1. Siswa menjawab salam. 2. Siswa mendengarkan saat guru memeriksa daftar kehadiran. 3. Siswa mendengarkan/ mengikuti kegiatan untuk motivasi. 4. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya. 5. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran 6. Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian kegiatan.
Kegiatan Inti 60'	
Observing	
Guru	**Siswa**
1. Guru memberikan / menyediakangambar tentang recount text (Activity 1) 2. Guru menjelaskan tentang fungsi social, struktur teks, maupun format penulisan recount text. (Activity 2)	1. Siswa mengidentifikasi gambar tentang recount text. (Activity 1) 2. Siswa memperhatikan tentang fungsi social, struktur teks, maupun format penulisan recount text. (Activity 2)
Questioning	
Guru	**Siswa**
1. Guru menyediakan berbagai contoh recount text yang berbeda	1. Siswa mengamati berbagai contoh recount text yang diberikan dan

untuk ditebak siswa dengan menyampaikan pertanyaan. (Activity 3) 2. Guru mengundang siswa untuk bertanya tentangperbedaan gambar recount text yang disediakan.	berfikir kritis. (Activity 3) 2. Siswa mempertanyakan perbedaan gambar tentang recount text yang disediakan.

Exploring	
Guru	**Siswa**
1. Guru memberikan recount text yang berbeda. (Activity 4) 2. Guru menyuruh siswa menemukan kalimat yang menggunakan simple past tense yang ada pada bacaan. 3. Guru menjelaskan rumus simple past tense.	1. Siswa menerima text recount yang yang diberikan oleh guru (Activity 4) 2. Siswa mencoba menemukan kalimat menggunakan simple past tense yang terdapat pada bacaan. 3. Siswa menyimak penjelasan guru tentang simple past tense.

Associating	
Guru	**Siswa**
1. Guru membagi siswa dan memerintahkan siswa untuk duduk berpasangan.(Activity 5) 2. Guru memerintahkan siswa untuk membuat kalimat menggunakan simple past tense.	1. Siswa duduk berpasangan. (Activity 5) 2. Siswa membuat kalimat dengan menggunakan simple past tense secara berpasangan.

Communicating	
Guru	**Siswa**
1. Guru mempersiapkan topik untuk dipilih oleh siswa (Activity 6) 2. Guru menyuruh siswa untuk menyusun recount text berdasarkan tema yang dipilih 3. Guru mengoreksi recount text yang dihasilkan siswa.	1. Siswa memilih tema yang diberikan oleh guru. (Activity 6) 2. Siswa menyusun recount text dengan tema yang telah dipilih. 3. Siswa mengumpulkannya hasil recount text kepada guru.

Penutup 10'	

Refleksi	
Guru	**Siswa**
1. Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari.	1. Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyimpulkan hal-hal

2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 3. Guru mengucapkan salam perpisahan.	yang telah dipelajari. 2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 3. Siswa menjawab salam perpisahan.

Luwu,11 November 2017.

Mengetahui
Kepsek SMPN 1 TIBUSSAN..

Guru Mata Pelajaran

H.Mustapa,S.Pd
NIP. 196608111989031011

Nurlela,S.Pd
NIP 197604062000122001

Satuan Pendidikan   : SMPN 1 TIBUSSAN SATAP
Mata Pelajaran   : Bahasa Inggris
Kelas/semester   : VIII/1
Materi Pokok   :Teks tulis teks recount
Alokasi Waktu   :2x 45 menit
Pertemuan ke   : 1

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.	2.2 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan 2.2.3 Tidak menyalahkan orang

			lain atas tindakannya sendiri
			2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3.	3.9	Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana , sesuai dengan konteks penggunaan.	3.9.1 Menentukan tujuan komunikatif teks 3.9.2 Mengidentifikasi struktur teks 3.9.3 Mengidentifikasi unsur kebahasaan teks
4.	4.14	Menyusun teks recount lisan dan tulis tentang kegiatan, kejadian dan peristiwa, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.	4.14.1 Menyusun teks recount tentang pengalaman dengan struktur teks dan unsure kebahasaan yang benar. 4.14.2 Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.

C. Tujuan Pembelajaran

Pertemuan Pertama
Setelah diberikan recount textsiswa mampu:
1. Menentukan tujuan komunikatif teks berdasarkan teks yang diberikan dengan tepat
2. Mengidentifikasi struktur teks berdasarkan teks yang diberikan dengan tepat
3. Mengidentifikasi unsure kebahasaan dalam teks berdasarkan teks yang diberikan dengan tepat.
4. Menyusun teks recount tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.
5. Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar dan lancar.

D. Materi Pembelajaran

Pertemuan Pertama

Fungsi Sosial : menceritakan kembali kejadian atau pengalaman di masa lalu

Struktur Teks :

1. Orientation: Menyebutkan tindakan/ peristiwa/kejadian secara umum
2. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut
3. Re-orientation: Jika perlu, ada kesimpulan umum.

Unsur Kebahasaan:

1. Penyebutan kata benda dan kata ganti orang ketiga (pronoun): He, She, Rio
2. Menggunakan Simple Past Tense: we went to school yesterday.
3. Menggunakan chronological connection: then, first, second.
4. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

E. Metode Pembelajaran

1. Metode Ilmiah (scientific approach)

F. Mediadan Sumber Pembelajaran

1. Media

Gambar, LCD Projector, a unit of laptop

2. Sumber Pembelajaran
   a). Buku Teks Wajib
   b). Buku pelatihan bahasa Inggris kurikulum 2013
   c). Keteladan ucapan dan tindakan guru menggnakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
   d). Contoh peragaan dalam bentuk rekaman audio CD/ VCD/ DVD/ kaset
   e). Modul Pembelajaran Bahasa Inggris kelas VIII
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   - http://learnenglish.britishcouncil.org/en/

- www.google.com
- http://m.wikihow.com/Sample/Friendly-Invitation-Letter
- http://m.wikihow.com/Sample/Friendly-Missing-You-Letter
- http://m.wikihow.com/Sample/Letter-to-Mentor
- http://grammar.about.com/od.pq/g/personal-letter.htm

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan pertama

Pendahuluan 10'	
Salam tegur sapa	
Guru	**Siswa**
1. Guru memberi salam (*greeting*). 2. Guru memeriksa kehadiran siswa. 3. Guru memberi apersepsi dan motivasi. 4. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. 5. Guru menyampaikan tujuan pembelajaran. 6. Guru menyampaikan cakupan materi dan uraian kegiatan.	1. Siswa menjawab salam. 2. Siswa mendengarkan saat guru memeriksa daftar kehadiran. 3. Siswa mendengarkan/ mengikuti kegiatan untuk motivasi. 4. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya. 5. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran 6. Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian kegiatan.
Kegiatan Inti 60'	
Observing	
Guru	**Siswa**
1. Guru memberikan / menyediakangambar tentang recount text (Activity 1) 2. Guru menjelaskan tentang fungsi social, struktur teks, maupun format penulisan recount text. (Activity 2)	1. Siswa mengidentifikasi gambar tentang recount text. (Activity 1) 2. Siswa memperhatikan tentang fungsi social, struktur teks, maupun format penulisan recount text. (Activity 2)
Questioning	
Guru	**Siswa**

Guru	Siswa
1. Guru menyediakan berbagai contoh recount text yang berbeda untuk ditebak siswa dengan menyampaikan pertanyaan. (Activity 3) 2. Guru mengundang siswa untuk bertanya tentangperbedaan gambar recount text yang disediakan.	1. Siswa mengamati berbagai contoh recount text yang diberikan dan berfikir kritis. (Activity 3) 2. Siswa mempertanyakan perbedaan gambar tentang recount text yang disediakan.

Exploring	
Guru	**Siswa**
1. Guru memberikan recount text yang berbeda. (Activity 4) 2. Guru menyuruh siswa menemukan kalimat yang menggunakan simple past tense yang ada pada bacaan. 3. Guru menjelaskan rumus simple past tense.	1. Siswa menerima text recount yang yang diberikan oleh guru (Activity 4) 2. Siswa mencoba menemukan kalimat menggunakan simple past tense yang terdapat pada bacaan. 3. Siswa menyimak penjelasan guru tentang simple past tense.

Associating	
Guru	**Siswa**
1. Guru membagi siswa dan memerintahkan siswa untuk duduk berpasangan.(Activity 5) 2. Guru memerintahkan siswa untuk membuat kalimat menggunakan simple past tense.	1. Siswa duduk berpasangan. (Activity 5) 2. Siswa membuat kalimat dengan menggunakan simple past tense secara berpasangan.

Communicating	
Guru	**Siswa**
1. Guru mempersiapkan topik untuk dipilih oleh siswa (Activity 6) 2. Guru menyuruh siswa untuk menyusun recount text berdasarkan tema yang dipilih 3. Guru mengoreksi recount text yang dihasilkan siswa.	1. Siswa memilih tema yang diberikan oleh guru. (Activity 6) 2. Siswa menyusun recount text dengan tema yang telah dipilih. 3. Siswa mengumpulkannya hasil recount text kepada guru.

Penutup 10'	
Refleksi	
Guru	**Siswa**
1. Guru melakukan refleksi dan	1. Siswa mengikuti/ melakukan

menyimpulkan hal-hal yang telah dipelajari. 2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 3. Guru mengucapkan salam perpisahan.	refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari. 2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 3. Siswa menjawab salam perpisahan.

Luwu,11 November 2017.

Mengetahui
Kepsek SMPN 1 TIBUSSAN..   Guru Mata Pelajaran

H.Mustapa,S.Pd   Nurlela,S.Pd
NIP. 196608111989031011   NIP 197604062000122001

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMPN 1 TIBUSSAN SATAP
Mata Pelajaran   : Bahasa Inggris
Kelas/semester   : VIII/1
Materi Pokok   :Teks tulis teks recount
Alokasi Waktu   :2x 45 menit
Pertemuan ke   : 2

H. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3	:	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

I. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar		Indikator Pencapaian Kompetensi
1.	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.	2.2	Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan

			2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri
			2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3.	3.9	Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana , sesuai dengan konteks penggunaan.	3.9.1 Menentukan tujuan komunikatif teks 3.9.2 Mengidentifikasi struktur teks 3.9.3 Mengidentifikasi unsur kebahasaan teks
4.	4.1 4	Menyusun teks recount lisan dan tulis tentang kegiatan, kejadian dan peristiwa, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.	4.14.1 Menyusun teks recount tentang pengalaman dengan struktur teks dan unsure kebahasaan yang benar. 4.14.2 Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.

J. Tujuan Pembelajaran

Pertemuan Pertama
Setelah diberikan recount textsiswa mampu:
6. Menentukan tujuan komunikatif teks berdasarkan teks yang diberikan dengan tepat
7. Mengidentifikasi struktur teks berdasarkan teks yang diberikan dengan tepat
8. Mengidentifikasi unsure kebahasaan dalam teks berdasarkan teks yang diberikan dengan tepat.
9. Menyusun teks recount tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.
10. Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar dan lancar.

K. Materi Pembelajaran

Pertemuan Pertama

Fungsi Sosial : menceritakan kembali kejadian atau pengalaman di masa lalu

Struktur Teks :

4. Orientation: Menyebutkan tindakan/ peristiwa/kejadian secara umum
5. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut
6. Re-orientation: Jika perlu, ada kesimpulan umum.

Unsur Kebahasaan:

6. Penyebutan kata benda dan kata ganti orang ketiga (pronoun): He, She, Rio
7. Menggunakan Simple Past Tense: we went to school yesterday.
8. Menggunakan chronological connection: then, first, second.
9. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
10. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

L. Metode Pembelajaran

2. Metode Ilmiah (scientific approach)

M. Mediadan Sumber Pembelajaran

1. Media

Gambar, LCD Projector, a unit of laptop

2. Sumber Pembelajaran

h). Buku Teks Wajib
i). Buku pelatihan bahasa Inggris kurikulum 2013
j). Keteladan ucapan dan tindakan guru menggnakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
k). Contoh peragaan dalam bentuk rekaman audio CD/ VCD/ DVD/ kaset
l). Modul Pembelajaran Bahasa Inggris kelas VIII
m). Modul "English in Focus" kelas VIII
n). Sumber dari internet:

- www.dailyenglish.com,
- http://americanenglish.state.gov/files/ae/resourcefiles,
- http://learnenglish.britishcouncil.org/en/
- www.google.com
- http://m.wikihow.com/Sample/Friendly-Invitation-Letter
- http://m.wikihow.com/Sample/Friendly-Missing-You-Letter
- http://m.wikihow.com/Sample/Letter-to-Mentor
- http://grammar.about.com/od.pq/g/personal-letter.htm

N. Langkah-langkah Kegiatan Pembelajaran

Pertemuan pertama

Pendahuluan 10'	
Salam tegur sapa	
Guru	**Siswa**
7. Guru memberi salam (*greeting*). 8. Guru memeriksa kehadiran siswa. 9. Guru memberi apersepsi dan motivasi. 10. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. 11. Guru menyampaikan tujuan pembelajaran. 12. Guru menyampaikan cakupan materi dan uraian kegiatan.	7. Siswa menjawab salam. 8. Siswa mendengarkan saat guru memeriksa daftar kehadiran. 9. Siswa mendengarkan/ mengikuti kegiatan untuk motivasi. 10. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya. 11. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran 12. Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian kegiatan.
Kegiatan Inti 60'	
Observing	
Guru	**Siswa**
3. Guru memberikan / menyediakangambar tentang recount text (Activity 1) 4. Guru menjelaskan tentang fungsi social, struktur teks, maupun format penulisan recount text. (Activity 2)	3. Siswa mengidentifikasi gambar tentang recount text. (Activity 1) 4. Siswa memperhatikan tentang fungsi social, struktur teks, maupun format penulisan recount text. (Activity 2)
Questioning	
Guru	**Siswa**
3. Guru menyediakan berbagai contoh recount text yang	1. Siswa mengamati berbagai contoh recount text yang

Guru	Siswa
berbeda untuk ditebak siswa dengan menyampaikan pertanyaan. (Activity 3) 4. Guru mengundang siswa untuk bertanya tentangperbedaan gambar recount text yang disediakan.	diberikan dan berfikir kritis. (Activity 3) 2. Siswa mempertanyakan perbedaan gambar tentang recount text yang disediakan.

Exploring

Guru	Siswa
4. Guru memberikan recount text yang berbeda. (Activity 4) 5. Guru menyuruh siswa menemukan kalimat yang menggunakan simple past tense yang ada pada bacaan. 6. Guru menjelaskan rumus simple past tense.	4. Siswa menerima text recount yang yang diberikan oleh guru (Activity 4) 5. Siswa mencoba menemukan kalimat menggunakan simple past tense yang terdapat pada bacaan. 6. Siswa menyimak penjelasan guru tentang simple past tense.

Associating

Guru	Siswa
3. Guru membagi siswa dan memerintahkan siswa untuk duduk berpasangan.(Activity 5) 4. Guru memerintahkan siswa untuk membuat kalimat menggunakan simple past tense.	3. Siswa duduk berpasangan. (Activity 5) 4. Siswa membuat kalimat dengan menggunakan simple past tense secara berpasangan.

Communicating

Guru	Siswa
4. Guru mempersiapkan topik untuk dipilih oleh siswa (Activity 6) 5. Guru menyuruh siswa untuk menyusun recount text berdasarkan tema yang dipilih 6. Guru mengoreksi recount text yang dihasilkan siswa.	4. Siswa memilih tema yang diberikan oleh guru. (Activity 6) 5. Siswa menyusun recount text dengan tema yang telah dipilih. 6. Siswa mengumpulkannya hasil recount text kepada guru.

Penutup 10'

Refleksi	
Guru	**Siswa**
4. Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari. 5. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 6. Guru mengucapkan salam perpisahan.	4. Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari. 5. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 6. Siswa menjawab salam perpisahan.

Luwu,11 November 2017.

Mengetahui
Kepsek SMPN 1 TIBUSSAN..

Guru Mata Pelajaran

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMPN 1 TIBUSSAN SATAP
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/1
Materi Pokok :Teks tulis teks recount
Alokasi Waktu :2x 45 menit
Pertemuan ke : 4

O. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

P. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar		Indikator Pencapaian Kompetensi	
1.	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1	Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.	2.2	Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1	Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok
			2.2.2	Mengakui ketika

			membuat kesalahan
			2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri
			2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3.	3.9	Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana , sesuai dengan konteks penggunaan.	3.9.1 Menentukan tujuan komunikatif teks 3.9.2 Mengidentifikasi struktur teks 3.9.3 Mengidentifikasi unsur kebahasaan teks
4.	4.14	Menyusun teks recount lisan dan tulis tentang kegiatan, kejadian dan peristiwa, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.	4.14.1 Menyusun teks recount tentang pengalaman dengan struktur teks dan unsure kebahasaan yang benar. 4.14.2 Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.

Q. Tujuan Pembelajaran

Pertemuan Pertama
Setelah diberikan recount textsiswa mampu:
11. Menentukan tujuan komunikatif teks berdasarkan teks yang diberikan dengan tepat
12. Mengidentifikasi struktur teks berdasarkan teks yang diberikan dengan tepat
13. Mengidentifikasi unsure kebahasaan dalam teks berdasarkan teks yang diberikan dengan tepat.
14. Menyusun teks recount tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.
15. Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar dan lancar.

R. Materi Pembelajaran

Pertemuan Pertama
Fungsi Sosial : menceritakan kembali kejadian atau pengalaman di masa lalu

Struktur Teks :

7. Orientation: Menyebutkan tindakan/ peristiwa/kejadian secara umum

8. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut

9. Re-orientation: Jika perlu, ada kesimpulan umum.

Unsur Kebahasaan:

11. Penyebutan kata benda dan kata ganti orang ketiga (pronoun): He, She, Rio
12. Menggunakan Simple Past Tense: we went to school yesterday.
13. Menggunakan chronological connection: then, first, second.
14. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
15. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

S. Metode Pembelajaran

3. Metode Ilmiah (scientific approach)

T. Mediadan Sumber Pembelajaran

1. **Media**
   Gambar, LCD Projector, a unit of laptop

2. **Sumber Pembelajaran**
   o). Buku Teks Wajib
   p). Buku pelatihan bahasa Inggris kurikulum 2013
   q). Keteladan ucapan dan tindakan guru menggnakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
   r). Contoh peragaan dalam bentuk rekaman audio CD/ VCD/ DVD/ kaset
   s). Modul Pembelajaran Bahasa Inggris kelas VIII
   t). Modul "English in Focus" kelas VIII
   u). Sumber dari internet:
   - www.dailyenglish.com,
   - http://americanenglish.state.gov/files/ae/resourcefiles,
   - http://learnenglish.britishcouncil.org/en/

- www.google.com
- http://m.wikihow.com/Sample/Friendly-Invitation-Letter
- http://m.wikihow.com/Sample/Friendly-Missing-You-Letter
- http://m.wikihow.com/Sample/Letter-to-Mentor
- http://grammar.about.com/od.pq/g/personal-letter.htm

U. Langkah-langkah Kegiatan Pembelajaran

Pertemuan pertama

Pendahuluan 10'	
Salam tegur sapa	
Guru	**Siswa**
13. Guru memberi salam (*greeting*). 14. Guru memeriksa kehadiran siswa. 15. Guru memberi apersepsi dan motivasi. 16. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. 17. Guru menyampaikan tujuan pembelajaran. 18. Guru menyampaikan cakupan materi dan uraian kegiatan.	13. Siswa menjawab salam. 14. Siswa mendengarkan saat guru memeriksa daftar kehadiran. 15. Siswa mendengarkan/ mengikuti kegiatan untuk motivasi. 16. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya. 17. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran 18. Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian kegiatan.
Kegiatan Inti 60'	
Observing	
Guru	**Siswa**
5. Guru memberikan / menyediakangambar tentang recount text (Activity 1) 6. Guru menjelaskan tentang fungsi social, struktur teks, maupun format penulisan recount text. (Activity 2)	5. Siswa mengidentifikasi gambar tentang recount text. (Activity 1) 6. Siswa memperhatikan tentang fungsi social, struktur teks, maupun format penulisan recount text. (Activity 2)
Questioning	
Guru	**Siswa**

Guru	Siswa
5. Guru menyediakan berbagai contoh recount text yang berbeda untuk ditebak siswa dengan menyampaikan pertanyaan. (Activity 3) 6. Guru mengundang siswa untuk bertanya tentangperbedaan gambar recount text yang disediakan.	1. Siswa mengamati berbagai contoh recount text yang diberikan dan berfikir kritis. (Activity 3) 2. Siswa mempertanyakan perbedaan gambar tentang recount text yang disediakan.

Exploring	
Guru	**Siswa**
7. Guru memberikan recount text yang berbeda. (Activity 4) 8. Guru menyuruh siswa menemukan kalimat yang menggunakan simple past tense yang ada pada bacaan. 9. Guru menjelaskan rumus simple past tense.	7. Siswa menerima text recount yang yang diberikan oleh guru (Activity 4) 8. Siswa mencoba menemukan kalimat menggunakan simple past tense yang terdapat pada bacaan. 9. Siswa menyimak penjelasan guru tentang simple past tense.

Associating	
Guru	**Siswa**
5. Guru membagi siswa dan memerintahkan siswa untuk duduk berpasangan.(Activity 5) 6. Guru memerintahkan siswa untuk membuat kalimat menggunakan simple past tense.	5. Siswa duduk berpasangan. (Activity 5) 6. Siswa membuat kalimat dengan menggunakan simple past tense secara berpasangan.

Communicating	
Guru	**Siswa**
7. Guru mempersiapkan topik untuk dipilih oleh siswa (Activity 6) 8. Guru menyuruh siswa untuk menyusun recount text berdasarkan tema yang dipilih 9. Guru mengoreksi recount text yang dihasilkan siswa.	7. Siswa memilih tema yang diberikan oleh guru. (Activity 6) 8. Siswa menyusun recount text dengan tema yang telah dipilih. 9. Siswa mengumpulkannya hasil recount text kepada guru.

Penutup 10'	
Refleksi	
Guru	**Siswa**
7. Guru melakukan refleksi dan	7. Siswa mengikuti/ melakukan

menyimpulkan hal-hal yang telah dipelajari. 8. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 9. Guru mengucapkan salam perpisahan.	refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari. 8. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 9. Siswa menjawab salam perpisahan.

Luwu,11 November 2017.

Mengetahui
Kepsek SMPN 1 TIBUSSAN..   Guru Mata Pelajaran

H.Mustapa,S.Pd   Nurlela,S.Pd
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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMPN 1 TIBUSSAN SATAP
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/1
Materi Pokok :Teks tulis teks recount
Alokasi Waktu :2x 45 menit
Pertemuan ke : 1

V. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

W. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.	2.2 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan

			2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri
			2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3.	3.9	Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana , sesuai dengan konteks penggunaan.	3.9.1 Menentukan tujuan komunikatif teks 3.9.2 Mengidentifikasi struktur teks 3.9.3 Mengidentifikasi unsur kebahasaan teks
4.	4.14	Menyusun teks recount lisan dan tulis tentang kegiatan, kejadian dan peristiwa, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.	4.14.1 Menyusun teks recount tentang pengalaman dengan struktur teks dan unsure kebahasaan yang benar. 4.14.2 Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.

X. Tujuan Pembelajaran

Pertemuan Pertama
Setelah diberikan recount textsiswa mampu:
16. Menentukan tujuan komunikatif teks berdasarkan teks yang diberikan dengan tepat
17. Mengidentifikasi struktur teks berdasarkan teks yang diberikan dengan tepat
18. Mengidentifikasi unsure kebahasaan dalam teks berdasarkan teks yang diberikan dengan tepat.
19. Menyusun teks recount tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar.
20. Menyampaikan teks recount secara lisan tentang pengalaman dengan struktur teks dan unsur kebahasaan yang benar dan lancar.

Y. Materi Pembelajaran

Pertemuan Pertama
Fungsi Sosial : menceritakan kembali kejadian atau pengalaman di masa lalu

Struktur Teks :

10. Orientation: Menyebutkan tindakan/ peristiwa/kejadian secara umum

11. Event: Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut

12. Re-orientation: Jika perlu, ada kesimpulan umum.

Unsur Kebahasaan:

16. Penyebutan kata benda dan kata ganti orang ketiga (pronoun): He, She, Rio
17. Menggunakan Simple Past Tense: we went to school yesterday.
18. Menggunakan chronological connection: then, first, second.
19. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
20. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

Z. Metode Pembelajaran

4. Metode Ilmiah (scientific approach)

AA. Mediadan Sumber Pembelajaran

1. **Media**
   Gambar, LCD Projector, a unit of laptop

2. **Sumber Pembelajaran**
   v). Buku Teks Wajib
   w). Buku pelatihan bahasa Inggris kurikulum 2013
   x). Keteladan ucapan dan tindakan guru menggnakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
   y). Contoh peragaan dalam bentuk rekaman audio CD/ VCD/ DVD/ kaset
   z). Modul Pembelajaran Bahasa Inggris kelas VIII
   aa).Modul "English in Focus" kelas VIII
   bb).   Sumber dari internet:
   - www.dailyenglish.com,
   - http://americanenglish.state.gov/files/ae/resourcefiles,
   - http://learnenglish.britishcouncil.org/en/
   - www.google.com

- http://m.wikihow.com/Sample/Friendly-Invitation-Letter
- http://m.wikihow.com/Sample/Friendly-Missing-You-Letter
- http://m.wikihow.com/Sample/Letter-to-Mentor
- http://grammar.about.com/od.pq/g/personal-letter.htm

BB. Langkah-langkah Kegiatan Pembelajaran

Pertemuan pertama

Pendahuluan 10'	
Salam tegur sapa	
Guru	**Siswa**
19. Guru memberi salam (*greeting*). 20. Guru memeriksa kehadiran siswa. 21. Guru memberi apersepsi dan motivasi. 22. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. 23. Guru menyampaikan tujuan pembelajaran. 24. Guru menyampaikan cakupan materi dan uraian kegiatan.	19. Siswa menjawab salam. 20. Siswa mendengarkan saat guru memeriksa daftar kehadiran. 21. Siswa mendengarkan/ mengikuti kegiatan untuk motivasi. 22. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya. 23. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran 24. Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian kegiatan.
Kegiatan Inti 60'	
Observing	
Guru	**Siswa**
7. Guru memberikan / menyediakangambar tentang recount text (Activity 1) 8. Guru menjelaskan tentang fungsi social, struktur teks, maupun format penulisan recount text. (Activity 2)	7. Siswa mengidentifikasi gambar tentang recount text. (Activity 1) 8. Siswa memperhatikan tentang fungsi social, struktur teks, maupun format penulisan recount text. (Activity 2)
Questioning	
Guru	**Siswa**
7. Guru menyediakan berbagai	1. Siswa mengamati berbagai contoh

Guru	Siswa
contoh recount text yang berbeda untuk ditebak siswa dengan menyampaikan pertanyaan. (Activity 3) 8. Guru mengundang siswa untuk bertanya tentangperbedaan gambar recount text yang disediakan.	recount text yang diberikan dan berfikir kritis. (Activity 3) 2. Siswa mempertanyakan perbedaan gambar tentang recount text yang disediakan.

Exploring	
Guru	**Siswa**
10. Guru memberikan recount text yang berbeda. (Activity 4) 11. Guru menyuruh siswa menemukan kalimat yang menggunakan simple past tense yang ada pada bacaan. 12. Guru menjelaskan rumus simple past tense.	10. Siswa menerima text recount yang yang diberikan oleh guru (Activity 4) 11. Siswa mencoba menemukan kalimat menggunakan simple past tense yang terdapat pada bacaan. 12. Siswa menyimak penjelasan guru tentang simple past tense.

Associating	
Guru	**Siswa**
7. Guru membagi siswa dan memerintahkan siswa untuk duduk berpasangan.(Activity 5) 8. Guru memerintahkan siswa untuk membuat kalimat menggunakan simple past tense.	7. Siswa duduk berpasangan. (Activity 5) 8. Siswa membuat kalimat dengan menggunakan simple past tense secara berpasangan.

Communicating	
Guru	**Siswa**
10. Guru mempersiapkan topik untuk dipilih oleh siswa (Activity 6) 11. Guru menyuruh siswa untuk menyusun recount text berdasarkan tema yang dipilih 12. Guru mengoreksi recount text yang dihasilkan siswa.	10. Siswa memilih tema yang diberikan oleh guru. (Activity 6) 11. Siswa menyusun recount text dengan tema yang telah dipilih. 12. Siswa mengumpulkannya hasil recount text kepada guru.

Penutup 10'	
Refleksi	
Guru	**Siswa**
10. Guru melakukan refleksi dan	10. Siswa mengikuti/ melakukan

menyimpulkan hal-hal yang telah dipelajari. 11. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 12. Guru mengucapkan salam perpisahan.	refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari. 11. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 12. Siswa menjawab salam perpisahan.

Luwu,11 November 2017.

Mengetahui
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CURRICULUM VITAE

Sari Ulan Purnama was born on February 13th, 1996 in Buntu sarek. She had 1 brother. She lives at Buntu sarek, Luwu regency. She is the first child from the couple of H.Nurdin.S.Pd and Hj. Salma s. She started her education, first was in elementary school at SDN 42 Buntu sarek and she graduated in 2007. Then, she continued at MTS Bajo, she graduated in 2010. And she continued at SMA Negeri 5 Palopo and graduated in 2013. In the same time, she entered the English Department field at Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with title **THE EFFECTIVENESS OF USING SCANNING TECHNIQUE IN READING COMPREHENSION (Pre-Experimental Study Toward Eight Grade at SMPN 1 Tibussan Satap)**