

**AN UNDERGRADUATE THESIS**

**IMPROVING READING COMPREHENSION ABILITY  
BY USING QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY  
AMONG THE EIGHT GRADERS OF THE SMP PGRI 2 SEKAMPUNG  
IN ACADEMIC YEAR 2017/2018**

**By:**

**RATNA NOVITASARI**

**Student Number: 1293147**



**Tarbiyah and Teaching Training Faculty  
English Education Department**

**THE STATE INSTITUTE FOR ISLAMIC STUDIES  
OF METRO  
1439H / 2018M**

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**IN ACADEMIC YEAR 2017/2018**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S. Pd)  
In English Education Department

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(QAR) STRATEGY AMONG THE EIGHT GRADERS  
OF SMP PGRI 2 SEKAMPUNG IN ACADEMIC YEAR  
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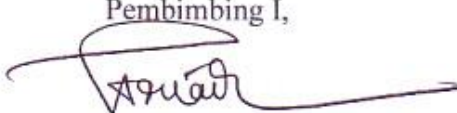
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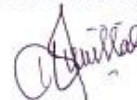
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**RATIFICATION PAGE**

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An Undergraduate entitled: IMPROVING READING COMPREHENSION ABILITY BY USING QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY AMONG THE EIGHT GRADERS OF THE SMP PGRI 2 SEKAMPUNG IN ACADEMIC YEAR 2017/2018.

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## **ABSTRACT**

### **IMPROVING READING COMPREHENSION ABILITY BY USING QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY AMONG THE EIGHT GRADERS OF SMP PGRI 2 SEKAMPUNG IN ACADEMIC YEAR 2017/2018**

**By: RATNA NOVITASARI**

The primary goal of this research is to find out that question answer relationship (QAR) strategy could improve reading comprehension ability among the eight graders of the SMP PGRI 2 Sekampung in academic year of 2017/2018.

This research was a classroom action research (CAR), involves 33 students from the eighth graders in the academic year of 2017/2018 were tested to know the improving of their reading comprehension by using question answer relationship (QAR) strategy. In data collection, researchers used test (pre-test and post-test, observation and documentation).

There was a significant improvement by implementing QAR strategy to improve students' reading comprehension ability. It could be seen from the result of student's learning outcome from pre-test to post-test II. It could be consecutively improved significantly which preceded by pre-test result in which the average score was 57 by the percentage of successfulness was 33%, then in post-test I the average score was 67 by the percentage of successfulness was 58% and in post-test II the average score was 82 by the percentage of successfulness was 94%. Furthermore, the result of student's learning activities was also improved significantly. It could be seen in cycle I in which the average percentage of students learning activity was 49,98 % became 78,13% in cycle II.

The implementation of classroom action research (CAR) was successful viewed from indicator of success because of 94% or 31 of the total students already passed the minimum mastery criteria (MMC) score at least 70 and indicator of success more than 70%. As a result the cycle II could not be conducted to the next cycle.

Referring to the finding of this research, the implementation of question answer relationship (qar) strategy could improve reading comprehension ability at the eight (VIII) graders of the SMP PGRI 2 Sekampung in academic year 2017/2018.

**(Keywords:** *reading comprehension ability, question answer relationship (qar) strategy, classroom action research.*)

## ABSTRAK

### **MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA DENGAN MENGUNAKAN STRATEGI *QUESTION ANSWER RELATIONSHIP* DIANTARA SISWA KELAS VIII SMP PGRI 2 SEKAMPUNG TAHUN AKADEMIK 2017/2018**

**Oleh : RATNA NOVITASARI**

Tujuan utama dari penelitian ini adalah untuk mengetahui bahwa pengajaran strategi question answer relationship (QAR) dapat meningkatkan kemampuan pemahaman bacaan pada siswa kelas VIII (Delapan) SMP PGRI 2 Sekampung tahun akademik 2017/2018.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang terdiri dari 33 siswa yang diuji untuk mengetahui peningkatan kemampuan pemahaman membaca siswa dengan menerapkan strategi question answer relationship. pada pengumpulan data, peneliti menggunakan test (pre-tes and post-tes), observasi, dan dokumentasi.

Terdapat peningkatan yang signifikan dengan menerapkan strategi QAR dalam meningkatkan kemampuan pemahaman membaca siswa. hal ini dapat terlihat dari hasil pre-tes dan post-tes. Secara konstruktif meningkat secara signifikan yang mana didahului oleh hasil pre-tes dengan skor rata-rata 57 dengan persentase kesuksesan yaitu sebesar 33%, kemudian pada post-test I skor rata-rata adalah 67 dengan persentase kesuksesan sebesar 58% dan pada post-test II skor rata-ratanya yaitu 82 dengan persentase kesuksesan sebesar 94%. selain itu, hasil dari aktivitas belajar siswa juga meningkat secara signifikan. hal tersebut dapat terlihat pada siklus I dengan persentase rata-rata 49,98% menjadi 78,13% pada siklus II.

Penerapan penelitian tindakan kelas (PTK) telah berhasil, ini terlihat dari indikator sukses yaitu 94% atau 31 dari jumlah siswa telah mampu mencapai skor minimum yakni 70 dan indikator keberhasilan lebih dari 70%. Hasilnya, siklus II tidak perlu dilanjutkan ke siklus berikutnya.

Berdasarkan hasil penelitian ini, penerapan strategi QAR dapat meningkatkan kemampuan pemahaman membaca khususnya pada siswa kelas VIII (Delapan) di SMP PGRI 2 Sekampung.

**(Kata kunci:** *kemampuan pemahaman membaca, strategi question answer relationship, penelitian tindakan kelas***)**



## STATEMENT OF RESEARCH ORIGINALITY

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Metro, May 2018

The Researcher,

  
The stamp is yellow with the text "METERAI TEMPEL" at the top, a handwritten signature in the center, the alphanumeric code "E57C7AFF161250307" below the signature, and "6000 ENAM RUPIAH" at the bottom. To the right of the stamp, the name "Ratna Novitasari" is printed in bold, underlined text, followed by "NPM. 1293147" in regular text.

**Ratna Novitasari**  
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## MOTTO

اَللّٰهُ اَرْزُقْ اَئِمَّةَ اِيْمَانٍ مِنْكُمْ وَالَّذِيْنَ اَوْتُوا الْعِلْمَ دَرَجَاتٍ وَاللّٰهُ

بِمَا تَعْمَلُوْنَ خَيْرٌ ﴿١١﴾

“Allah raises the rank of those amongst you who believed and  
acquired the knowledge”

**(Qur'an Surrah al-Mujaadilah, Verse 11)**

## **DEDICATION PAGE**

I would like to dedicate this undergraduate thesis to:

1. My beloved parents (Mr. Rais and Mrs. Sarinah) who always pray and support me in their endless love.
2. My beloved big family, thanks for your attention, love, help and motivation. Because of you all, I become much better than before.
3. My beloved Alma mater of The State Institute for Islamic Studies of Metro.

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To start with, I say *Alhamdulillah* to Allah, the Almighty and the Most Merciful, who has given blessing, health and happiness and created all mankind in the best form. *Shalawat* and *salam* just to the best prophet, Muhammad SAW, who has delivered the truth to all human beings, especially to Muslim.

This undergraduate thesis is presented as a partial fulfillment of requirements for the degree of *Sarjana Pendidikan* (S. Pd.) in English Education Department entitled: "Improving Student's Reading Comprehension Ability by Using Question Answer Relationship (QAR) Strategy at The Eight Grader of SMP PGRI 2 Sekampung in The Academic Year of 2017/2018".

I would like to express my gratitude especially to the Head of IAIN Metro Prof. Dr. Enizar, M.Ag, Dean of Tarbiyah and Teaching Training Faculty Dr. Hj. Akla, M.Pd., The Head of English Education Department Mr. Ahmad Subhan Roza, M.Pd., Sponsor Drs. Kuryani Utih M.Pd., and Co-sponsor, Trisna Dinillah Harya, M.Pd., who have sincerely guided me to accomplish this undergraduate thesis in time. The writer also appreciated to all helps and supports from, my parents, my brothers, my sisters, my family and all my conversion friends and also teachers and staffs and students of SMP PGRI 2 Sekampung.

Finally, I realize that this undergraduate thesis is inadequate. Therefore, the best critique and suggestion are needed to make this undergraduate thesis to be better. At last, I hope that this writing will give a good contribution.

Metro, May 2018

The researcher,



**Ratna Novitasari**  
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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Language is one of the important aspects in human life. The function of language is to communicate each other. The language learners should be master four skills in language. The four skills that must be mastered by all language learners are Listening, Speaking, Reading, and Writing. Among the four skills, reading is the most important language skill to be developed and give a particular stress in the classroom. Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and add to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as those from the days of yore and makes us sensitive to global issues.

Reading is about looking for information of the text. Reading is not easy to be learned because reading needs maximal reading skill. Many problem that faced by reader when they want to achieve a purpose of reading. Those problems are about reading habit, reading strategy, eyes work,

motivation, and reading interest. Maximal reading skill cannot be achieved, if still any bad habit when they are reading. One of the readers' bad habits is interpret word by word of the text. Therefore, it is not effective because they need much time to interpret all the word of the text. Maximal reading skill cannot be achieved if do not have mastery of readings' strategies. And then, without motivation and the high of reading interest, maximal reading skill cannot be achieved too.

In junior high school, reading is the main activities. Most of the material in junior high school is about context. The students should learn reading effectively in order to find the information according a text. But, the students feel bored when they must read a text, even less answer the questions about the text. They are difficult to answer the question according a text because they do not know how to get information of the text easily and they need much time for understanding a text exactly. Moreover, the students have low motivation in reading comprehension and teaching strategies used by the teacher of the students are unattractive and monotonous. So the students need something to solve those problems.

In motivating students to read, teacher should find out some strategies that can attract the students' motivation and interest. The students need strategies that can motivate and increase their ability, especially in reading comprehension. If the students are interested in what they do, they will enjoy their teaching learning process and more understand about material given.

In fact, there are some kinds of reading strategies. However, they do not choose and use one of the effective strategies in reading. In fact some students with reading comprehension interpret word by word which inefficient in reading comprehension.

Based on the pra survey data, found that several students of the eight grader of SMP PGRI 2 Sekampung have difficulties in reading. Consequently they have difficulties to comprehend the text.

**Table 1**

**The Data of Students' Reading Test at the Eight Grader of SMP PGRI 2 Sekampung**

No	Grade	Explanation	Frequencies	Percentage
1	$\geq 70$	Complete	10	30 %
2	$< 70$	In complete	23	70 %
		Total	33	100 %

Source : Students daily examination at the eighth grader of SMP PGRI 2 Sekampung (*pra survey on February 20<sup>th</sup>, 2017*).

Based on the data above, there are many students failed in reading test. It means that they do not have good readings comprehension of the text. From the result of pra survey it can see that only 10 students from 23 students has who passed the reading comprehension test, it can be said that just 30 % of the students reach the minimum passing grade. It can be said that the most students has low reading comprehension ability.

The researcher assumes that to motivate the students in learning English especially reading comprehension, the researcher is interested in using



Question Answer Relationship (QAR) strategy to improve students' reading comprehension ability.

The researcher believes that QAR strategy is appropriate strategy to enhance the students learning activity especially in reading comprehension and reading comprehension ability.

The researcher takes title "Improving Students Reading Comprehension Ability by Using Question Answer Relationship (QAR) Strategy at The Eight Grader of SMP PGRI 2 Sekampung in Academic Year 2017/2018".

## **B. Problem Identification**

Referring to the background above, the problem can be identified as follows:

1. The students have low motivation and interest in following the class.
2. The students need much time for understanding a text.
3. The students have difficulties to answer the question according to a text.
4. The students have low vocabulary mastery

## **C. Problem Limitation**

To prevent misunderstanding and clarify the study, the limitation of study should be made. From the problem identification above, the researcher limits the problem on the student's difficulties in answering the question according to a text.

#### **D. Problem Formulation**

Based on the background of the study and problems identification above, the researcher formulates of the problem in this research as follow:

“Can the Question Answer Relationship (QAR) strategy able to increase the students’ reading comprehension ability at the eighth grader of SMP PGRI 2 Sekampung in academic year 2017/2018?”

#### **E. Objectives and Benefits of the Study**

##### **1. Objective of the Study**

- a. To increase student reading comprehension by using QAR strategy at the eighth grader of SMP PGRI 2 Sekampung in academic year 2017/2018.
- b. To increase student learning activity by using QAR strategy at the eighth grader of SMP PGRI 2 Sekampung in academic year 2017/2018.

##### **2. Benefit of the Study**

###### **a. For the Students**

By using question answer relationship (QAR) as a strategy, it can be used as a new knowledge to improve their reading comprehension ability.

b. For the Teacher

The result of the study could be a consideration for the teacher to use Question Answer Relationship (QAR) strategy as alternative way to be implemented in teaching and learning process to improve students' reading comprehension.

c. For the Headmaster

The result of this study could be used as an effort to increase the quality of teaching and learning generally in English subject especially in reading comprehension.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Reading Comprehension Ability

##### 1. The Definition of Reading

Reading is useful for language acquisition. Provided that students more or less understand what they read. The more they read, the better they get on it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling, and on their writing.<sup>1</sup> In other word, by read besides we get information of the text also can improves our knowledge, spelling and writing.

Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.<sup>2</sup> It means that reading is the process to get inferred meaning of the words or phrases that is written.

Reading is something many of us take for granted. We read with what appears to be little effort and little planning.<sup>3</sup>

By the statements above, it can be said that by reading we can get much knowledge which are contained science and technology, social life, economic, history, etc. Of course, all information that is gained by reading is represented in written forms. So, the purpose of reading

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<sup>1</sup> Jeremy Harmer, *How to Teach English*, (Oxford: Pearson Education, 2007), p.99

<sup>2</sup>Caroline T Linse, *Practical English Language Teaching: YoungLearners*, (New York: McGraw-Hill, 2005), p.69

<sup>3</sup>William Grabe, *Reading in Second Language Moving From Theory to Practice*, (United States of America:Cambridge University Press, 2009), p.4

activity is to recognize the meaning of words and phrases of the reading passages.

## 2. The Model of Reading

The reading models are the model which is closely related to the process of decoding and interpreting the text which is done by the reader.<sup>4</sup> It means that those processes are the reader's way to comprehend the text respectively to obtain the gist in a text. These models are broadly categorized into three types. They are the following:

### a. Top-Down Model

Top-down model is the opposite direction from the bottom-up model where the readers comprehending the text from the highest units to lowest units.<sup>5</sup> Grabe and Stoller assume that top-down model is directed by the reader's goal and expectations where the reader is regarded as someone who has the expectation about information in the text and sample information enough to firm up or reject these expectations.<sup>6</sup> Briefly, the readers need prior knowledge, experience, and expectation as a foundation to comprehend the text in top down model.

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<sup>4</sup>Stella Hurd and Tim Lewis, *Language Learning Strategies in Independent Settings*, (Bristol: Cromwell Press, 2008), p.68

<sup>5</sup>David Nunan, *Introducing Discourse Analysis*, (London: Penguin Group, 1993), p. 78-79

<sup>6</sup>William Grabe and Frederica Stoller, *Teaching and researching Reading*, (New York: Routledge, 2013), p. 24

## b. Bottom-up Model

According to Nunan, bottom up model is the first process which is done by the reader by recognizing the text started from smallest unit of language until the highest unit of language (complex text).<sup>7</sup> In addition, Brown states that the bottom up model is the process of decoding text by identifying the linguistic signals such as letters, morphemes, syllables, word, phrases, grammatical cues and discourse markers and then uses their linguistic data-processing mechanism.<sup>8</sup> It means that, in bottom up model the reader is needed to have deep understanding of the linguistic signals to understand the meaning contain in the text.

## c. The interactive Model

Interactive model is the combination between top-down and bottom-up processes which complete each other and function interdependently when the reader reads the text.<sup>9</sup> Meanwhile, Nuttall states in Brown that interactive model is the process where the reader continuously shifts from one focus to the other focus while the use of top-down process is to predict probable meaning then moving to the bottom-up model to check the writer's intention contains in a text.<sup>10</sup> Based on this model, the process of reading involves the combination of reader's linguistic signals understanding, prior knowledge,

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<sup>7</sup>David Nunan, *Introducing Discourse Analysis*, (London: Penguin Group, 1993), p. 78-79

<sup>8</sup>Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2000), p. 299

<sup>9</sup>Hurd and Lewis, *Language Learning*, p. 70-71

<sup>10</sup>Brown, *Teaching by Principles*, p. 299

experience and expectation to comprehend the text to get the important information or gist that they need.

The three models have different uses depend on the readers' needs or perception. Each model has their own pattern to understand the text or sentence.

### **3. Definition of Reading Comprehension**

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>11</sup> It means that the acts from get meaning what we read that are relations with written language.

Moreover, Albert Josiah Harris states that reading is a result of the interaction between: the perception of graphic symbols that represent language and the reader's language skills, cognitive skills and knowledge of the word.<sup>12</sup> It means that reading is a process of sequence between something what we read that is written with the knowledge.

Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities.

Of course, reading comprehension is necessarily dependent on at least

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<sup>11</sup>RAND Reading Study Group Chaterine Snow and Chair, *Reading for Understanding Toward an R&D Program in Reading Comprehension*, (New York: Person 2002), p.11

<sup>12</sup>Albert Josiah Harris and Sipay, *How to Increase Reading Ability*, (United States of America: the Alpine Press, 1984), p.12

adequate word reading: readers cannot understand a whole text if they cannot identify (decode) the words in that text. Likewise, good reading comprehension will depend on good language understanding more generally. This requires comprehension of the individual words and the sentences that they form. However, comprehension typically requires the comprehended to integrate the sense of these words and sentences into a meaningful whole.<sup>13</sup>

Reading comprehension means that understanding whole text or sentence to get information containing in the text or sentence. Understanding the text not only needs to mastered of the reading itself but also the other skills and abilities.

#### **4. Components of Reading Comprehension**

According to Grabe reading comprehension has major components such as syntactic knowledge, discourse knowledge, and vocabulary knowledge.<sup>14</sup> Those components explained as follows:

##### **a. Syntactic Knowledge**

According to Algozinne<sup>et.al</sup>, syntactic knowledge is a component which deals with how the sentences and ideas are structured by connecting a word together in a systematic way.<sup>15</sup> From the statements, it can be assumed that syntactic knowledge is an

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<sup>13</sup>Jane Oakhil, Kate Cain and CarstenElbro, *Understanding and Teaching Reading Comprehension*, (London and New York: Routledge Taylor and Francis Group), 2015, p. 1

<sup>14</sup>William Grabe, *Reading in A Second Language: Moving From Theory to Practice*, (New York: Cambridge University Press, 2009), p. 195

<sup>15</sup>Bob Algozinne, *et.al*, *Culturally Responsive Literacy Instruction*, (California: Crowin Press, 2009), p. 146



important component in helping the students structuring word in to meaningful ideas for their whole understanding of the text.

Besides, Grabe states that “...when the words are being recognized, and the syntax is being processed, the meaning of clauses and sentences are also being structured”.<sup>16</sup> It means that those processes occurred in the same time in comprehending the text and integrating the sentences become meaningful ideas.

Furthermore, Harrison states that the reader needs to understand how the language fits together, and a familiarity with many different syntactic structures, forms an author uses, so that he or she can recognize and comprehend what is happening in a story or information book.<sup>17</sup>

In addition, Grabe suggests the role of syntactic knowledge as follows:

- 1) Grammatical word order narrows alternative meaning-potential.
- 2) Grammatical structure make easy to recognize part of speech categories of words.
- 3) Grammatical information assists to identify main referents in the text.
- 4) Grammatical information clarifies the ambiguity of a word that has multiple meaning.<sup>18</sup>

From the explanation, it can be concluded that syntactic knowledge is an important component of reading comprehension that has strategic role to build students’ reading comprehension ability to

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<sup>16</sup>William Grabe, *Reading in Second.*, p. 201

<sup>17</sup>Colin Harrison, *Understanding Reading Development*, (London: Sage Publications, 2004), P. 39

<sup>18</sup>William Grabe, *Reading in Second.*, p. 204

assist and clarify the grammatical aspect contained in the text during the reading process.

#### **b. Vocabulary Knowledge**

According to Nation as quoted by Grabe (2009), vocabulary is formed by the various components which related to reading and vocabulary connection such as spelling, morphology, part of speech, pronunciation, meanings, collocation, meaning associations, and register.<sup>19</sup>

Related to the vocabulary knowledge in reading comprehension, Oakhill, *et.al* reveals that effective reading comprehension depends on good knowledge of the meanings of words.<sup>20</sup> So that is why good reading comprehension depends on good knowledge of the meanings of the words are mastered by students.

Meanwhile, Duffy asserts that vocabulary knowledge is essentially important to make sense the message.<sup>21</sup> It can be understood that vocabulary knowledge play important role especially in understanding the author's intention or purpose contained in the text.

From the statements above, it can be concluded that it is important for readers to know more vocabularies to update their knowledge of the word which is needed for understanding the text

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<sup>19</sup>William Grabe, *Reading in Second.*, p. 267

<sup>20</sup>Jane Oakhill, *et.al*, *Understanding and Teaching Reading Comprehension*, (New York: Routledge, 2015), p. 54

<sup>21</sup>Gerald Duffy, *Explaining Reading*, (New York: The Guilford Press, 2009), p. 14

because the more words which the students recognize, the greater their understanding to know the message of the text.

### **c. Discourse Knowledge**

According to Algozinne, discourse knowledge is associated with inventing larger ideas in the context of different subject domains and stylistic variation.<sup>22</sup>

Meanwhile Grabe reveals that reading comprehension depends on a reader's perception of how discourse is formed. Related to reader's perception of discourse, Grabe says that discourse structure perception is related to a set of reading strategies such as identifying main ideas, inferring connections among parts of the text and organizational pattern and typical genre of a text. Furthermore, the reader's ability to recognize discourse structure concerns some linguistics signals such as cohesion and coherence, information structuring lexical signaling, anaphoric signaling, and topic continuity system.<sup>23</sup>

From these assertions, it can be inferred that discourse knowledge is the component which is important to be comprehended to improve reading comprehension ability to gain overall information that they need.

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<sup>22</sup>Algozinne, *et.al*, *Culturally Responsive.*, P.146

<sup>23</sup>William Grabe, *Reading in Second.*, p.243-244

## 5. Reading Comprehension Strategies

According to McNamara reading comprehension strategies a cognitive or behavioral action that is made under particular contextual conditions that having a goal to improve some aspects of comprehension.<sup>24</sup> It means that reading comprehension strategy is a complex action that involves both cognitive and behavioral aspect of the reader in relation to the process of reading comprehension.

Furthermore, Willis states that to be successful at reading comprehension strategies the students need to actively process what they read, practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading and to be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their longterm memories.<sup>25</sup> It means that good reader must be paid attention on important aspect to build deep comprehension.

Concerning to the reading comprehension strategies that should be implemented by the students for their successfulness in reading comprehension, Duffy asserts some strategies to comprehend the text as follows<sup>26</sup>:

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<sup>24</sup>Danielle McNamara, *Reading Comprehension Strategies*, (New Jersey: Lawrence Erlbaum Associates, 2007), p.6

<sup>25</sup>Judy Willis, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary and Comprehension*, (USA: Association for Supervision and Curriculum Development, 2008), p. 128

<sup>26</sup> Gerald Duffy, *Explaining Reading*, p. 101

**a. Predicting**

Predicting is fundamental in reading comprehension because predicting involves the activation of reader's prior knowledge. Predicting is the strategy in which the reader makes the prediction based on purpose for reading, topic clues, and the type of text being read. It is done to anticipate what is in the text which entails the use of prior knowledge.

**b. Monitoring, re-predicting, and questioning**

Monitoring, questioning, and re-predicting are the strategic heart of the comprehension process. First, the process not only happens in a very short time, but it also is invisible. Second, it is personal where the students cannot exactly mimic what they do because the process depends on individual prior knowledge. Third, it is tentative where predictions are made and then must be abandoned and replaced by new predictions.

**c. Imaging**

Imaging is a strategy that requires readers to use prior knowledge and to predict. In this case, the prior knowledge that the reader uses is experience with words and descriptive language. Readers use what the descriptive language makes them think to create an image. That is, they predict what image the author intends to convey.

**d. Inferring**

Inferring is a strategy to read between the lines or to get the meaning but it does not state directly in the text. In this case, the reader must note text clues, access prior knowledge associated with those clues, and then predict (or infer) what the meaning is.

**e. Lock-Backs**

Lock-back is a strategy of fixing the meaning of the text in which the reader does not make sense on unusual meanings. Therefore, readers search backward and sometimes forward in a text to remove a meaning blockage encountered while reading.

**f. Finding main idea**

Finding main idea is a strategy to determine the main idea where the readers must understand that the authors write because they have some important ideas to convey. Consequently, determining the main idea the readers must question where the author is placing value, or emphasis.

**g. Finding theme**

Finding theme is a strategy to determine the theme that the authors write. Like main idea determining the theme the reader must questioning the author in a search about what the theme maybe and reasoning about how the clues go together to convey a theme.

**h. Summarizing**

Summarizing is a strategy to create a brief retelling of a text. It includes the main idea or theme and it is focus on brief description. It means the summarization result must be connected each other in each paragraph that represent the whole paragraph.

**i. Drawing conclusion**

Drawing conclusions is a strategy that requires the readers to be proactive in finding the clues in the text, thinking about what those clues trigger in prior knowledge, and making a prediction about what the author wants us to conclude on the basis of what makes sense in terms of past experience.

**j. Evaluating**

Evaluating is a strategy in making judgment about the message contain in the text or what the author saying to decide whether the story is fact or fantasy.

**k. Synthesizing**

Synthesizing is a strategy that requires the reader to combine information within a source or across several different sources. To understand of it all, it is necessary to synthesize, or combine information and create single understanding from a variety of sources.

There are many other strategies that can be used to develop the student's reading comprehension ability. Several strategies are

describe above, the strategies has different styles to use by the students depend on student's characteristics.

## 6. Definition of Reading Comprehension Ability

Parris and Stahl reveal that comprehension is not a simple process because it needs delicate interaction of several component processes which connect the information in a text with reader's background knowledge and experience.<sup>27</sup> From these statements, it can be assumed that comprehension is a complex process where in comprehending the text the reader integrates their prior knowledge and the text to obtain meaningful information.

Moreover, in Oxford Dictionary, the word 'ability' is defined as a level of skill or intelligence.<sup>28</sup> Another definition asserts that 'ability' is the quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.<sup>29</sup> Based on the quotation above, it can be concluded that ability is someone's level of skill to do something which involves someone physical, mental, financial or legal power to achieve particular purpose.

Snow states that Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction

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<sup>27</sup>Scot G Paris and Steven A Stahl, *Children's Reading Comprehension and Assessment*, (New Jersey: Lawrence Erlbaum Associates Publishers , 2005), p.71

<sup>28</sup>AS Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford: Oxford University Press, 2000), p.2

<sup>29</sup><http://www.thefreedictionary.com/ability> (Acessed on 08-02-2016 21:53)



and involvement with written language.<sup>30</sup> It means that the acts from get meaning what we read that are relations with written language.

Furthermore, Oakhil, *et.al* states reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. Of course, reading comprehension is necessarily dependent on at least adequate word reading: readers cannot understand a whole text if they cannot identify (decode) the words in that text. Likewise, good reading comprehension will depend on good language understanding more generally. This requires comprehension of the individual words and the sentences that they form. However, comprehension typically requires the comprehended to integrate the sense of these words and sentences into a meaningful whole.<sup>31</sup>

Reading comprehension means that understanding whole text or sentence to get information containing in the text or sentence. Understanding the text not only needs to mastered of the reading itself but also the other skills and abilities.

Based on the quotations above it can be inferred that reading comprehension ability is the level of reader's mental activity to grasp or to

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<sup>30</sup>Chatherine Snow and Chair, *Reading for Understanding*, (Pittsburgh: RAND education, 2002), p.11

<sup>31</sup>Jane Oakhil, Kate Cain and CarstenElbro, *Understanding and Teaching Reading Comprehension*, (London and New York: Routledge Taylor and Francis Group 2015), p. 1

process the meaning both explicit and implied meaning and information contained in the text to be clarified or retold by reader's interpretation which involves reader, text, reader's prior knowledge and comprehension activity which are interrelated each other.

## **7. Factors Affecting Reading Comprehension Abilities**

According to Paris and Stahl, some factors which affect reading comprehension are as follows:<sup>32</sup>

### **a. Background Knowledge Factor**

Guthrie *et.al* assert that background knowledge Refers to previous experience or past learning.<sup>33</sup> Besides, Paris and Stahl reveal that reader's background knowledge is further factors in comprehension in which the reader will be easy to understand the text when the domain knowledge is high.<sup>34</sup> Meanwhile, Dorn and Soffos state that background knowledge is cognitive or non-visual information that the reader activates to construct meaning from the text which made up of the reader's beliefs and perceptions. Related to reading comprehension, they state that background knowledge influences the reader's interpretation of the text in which without adequate background knowledge, the reader's comprehension will be limited to the surface level.<sup>35</sup>

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<sup>32</sup>Scot G Paris and Steven A Stahl, *Children's Reading.*, p.83

<sup>33</sup>John T. Guthrie *et.al*, *Motivating Reading.*,p. 13

<sup>34</sup>Scot G Paris and Steven A Stahl, *Children's Reading.*, p. 84

<sup>35</sup>Linda J. Dorn and Carla Soffos, *Teaching for Deep.*, p.15-16

From the statements above, it can be highlighted that background knowledge or prior knowledge is an important factor which affect reader's reading comprehension ability in constructing the meaning of the text in which the more knowledge the readers activate, the easier for the reader to understand the text.

#### **b. Motivation Factor**

According to Brown, motivation is a factor which affects learner's successfulness and failure because learner will be successful with proper motivation.<sup>36</sup> Besides, Harmer states that motivation probably comes from the individual where the learner might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.<sup>37</sup> It means that, motivation plays an important role in comprehending text. The students will be motivated to read when they have sufficient background knowledge. It is the reason why background knowledge and motivation are linked each other as one to deepen the comprehension of the text.

#### **c. Text Factor**

Dorn and Soffos suggest that text factor relates to the precise message of the text, including content knowledge, vocabulary meaning, and text structure.<sup>38</sup> Furthermore, Kucher and Silva reveal that students' background knowledge and familiarity with different

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<sup>36</sup>Doughlas Brown, *Principles of Language Learning and Teaching*, (New York: Addison Wesley Longman, Inc, 2000), P. 160

<sup>37</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2005), p. 51

<sup>38</sup>Linda J. Dorn and Carla Soffos, *Teaching for Deep.*, p.16

text types, text genres, and text structures are particularly important when making decisions regarding to the predictability of the materials.<sup>39</sup> This statement can be inferred that knowledge of the text is required for readers to make sure their comprehension are covered well because if they have inadequate knowledge of the text, the readers will face the difficulties to comprehend the text and author's message.

## **8. Level of RCA at the Eight Grader of SMP PGRI 2 Sekampung**

Comprehension is the activity of understanding what is being read by the reader. Related to the kind of reading comprehension abilities, they are broadly categorized into three kinds which depend on the reader's level of comprehension. They are the following:

### **a. Literal Comprehension Ability**

According to Dorn and Soffos, literal comprehension is the ability to recall factual information in the text.<sup>40</sup> Meanwhile, Anderson, *et.al* state that literal comprehension entails the understanding the information that is explicitly stated in reading material.<sup>41</sup> It means that literal comprehension involves the understanding of the text to gain the information which can be directly found by the reader at the surface part of the text.

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<sup>39</sup>Stephen B. Kucher and Cecilia Silva, *Teaching the Dimensions of Literacy*, (New Jersey: Lawrence Erlbaum Associates Publisher, 2006), p. 68

<sup>40</sup>Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension*, (Portland: Stenhouse Publishers, 2005), p. 14

<sup>41</sup>Linda Anderson, *et.al*, *CliffsTestPrep® NYSTCE®:Multi-Subject Content Specialty Test (CST)*, (New Jersey: Willey Publishing, 2007), p. 13

Besides, Hussein asserts that literal comprehension deals with facts, such as dates, names and the others that can be easily comprehended by the reader.<sup>42</sup> Besides, literal comprehension covers some essential abilities to gain the literal meaning found in the text. Below are the examples of those abilities:

1) Identifying the sequence of events

This activity requires some abilities which entail recognizing action order signals or time words such as now, before, after, first, second, following and others and the sequence of the story.

2) Identifying the main idea and details

This activity requires the ability to look for the topic sentence in the text and to identify the details by reading a selection and answering the types of question like who, what, where, when, how and why. For example, what is the main idea of this text?

3) Recognizing cause and effect relationship patterns.

It requires the elaboration of the causes of events in the story and the result of those events. At the literal level, causal information directly stated in the text.<sup>43</sup>

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<sup>42</sup>Basel Al-Sheikh Hussein, “*Analysis of the Real Situation of Teaching Reading Comprehension to First Year Students at the Department of English Language and Literature at Al-Zaytoonah University of Jordan*”, Journal of Asian Social Science Volume 8 (2012), p.241

<sup>43</sup>Linda Anderson, *et.al*, *CliffsTestPrep.*, p. 13-14

From overall explanation that elaborates literal comprehension, it can be inferred that it is an essential one because it constructs the surface level of the text towards the complicated understanding of a written message.

#### **b. Inferential Comprehension Ability**

Inferential comprehension is ability which closely related to making inference. According to Mickulecky and Jeffries making inference is the ability to find out text clues and to guess the topic that is not directly stated in the text.<sup>44</sup> It means that to know the point of the text the readers must comprehend in each important part of the text carefully based on the text clues.

Besides, Anderson asserts in making inference the readers are required to recognize referents, to identify unknown words from context clues, to draw conclusion, to identify cause and effect and to judge the author's point of view. For example, after reading a short story, students can infer what the character might do next based on what he has already done or said, or by other context clues provided by the author. Other queries include questions such as "Why did a character do what she did?" and "Why do you think the book/story/chapter is named what it is?" The answers to these questions are not found in the book; instead, students learn to draw

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<sup>44</sup>Beatrice Mickulecky and Linda Jeffries, *More Reading Power*, (New York: Longman, 1996), P. 150

conclusions based on what they already know about the characters, setting, events, and other related cues.<sup>45</sup>

Based on these statements, it can be inferred that inferential comprehension is different from literal comprehension because it deals with the reader's interpretation how they infer the things that are not be directly stated in the text which needs good comprehension to gain the meaning or information. If the readers cannot be infer the implied meaning, the information or messages cannot be found.

### **c. Critical or Evaluative Comprehension Ability**

Critical comprehension has higher complexities than previous kind of reading comprehension. According to Scanlon, critical comprehension entails the ability to evaluate the information in the text relative to what it means to the reader and relative to the intentions, expertise and author's perspective.<sup>46</sup> It means that critical comprehension needs deeper thinking to map the message or information.

Meanwhile, Dorn and Soffos state that critical comprehension is difficult to be assessed because it needs reader's interpretations are directly influenced by his or her background experiences.<sup>47</sup> From this statement, it can be inferred that to gain the overall meaning of the text, it needs deep interpretation by the reader that surely between one

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<sup>45</sup>Linda Anderson, *et.al*, *Cliffs Test Prep.*, p. 14

<sup>46</sup>Scanlon, *et.al*, *Early Intervention.*, p. 278

<sup>47</sup>Linda J. Dorn and Carla Soffos, *Teaching for Deep.*, p. 15

another have different interpretation based on their background experiences.

Moreover, to gain the meaning in the text Anderson asserts that evaluative comprehension needs ability to evaluate the text, to differentiate between facts and opinions, to detect faulty reasoning, and to explore author's bias. For example, because everyone's life experiences are varied, the answers to some of the following questions will vary such as "Is this argument logical?", "Is this a fact or opinion?", "Do you agree or disagree with the author?", "What the best solution to this problem?".<sup>48</sup>

Concerning about kinds of reading comprehension abilities, effective reading comprehension will be accomplished if the reader becomes more proficient in literal, inferential, and critical and it depends on the reader's level of comprehension to be achieved in what category they will be intended. Regarding that kinds of reading comprehension were various, in this research the writer concerned on literal comprehension by paying attention on subject matter of this research was at the eighth grade students of Junior High School. It means that, at this level the student's ability to comprehend the text included surface level.

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<sup>48</sup>Linda Anderson, *et.al*, *Cliffs Test Prep.*, p. 14



## 9. Measurement of Reading Comprehension Ability

Reading comprehension measures should have teachers monitor the comprehension of their students over time and provide information that is useful in designing reading comprehension intervention program.<sup>49</sup> There are some criteria commonly use in measuring students' reading comprehension ability, there are: <sup>50</sup>

- a. Main idea (topic)
- b. Expression/idioms/phrases in context
- c. Inference (implied detail)
- d. Grammatical features
- e. Detail (scanning for a specifically stated detail)
- f. Excluding facts not written (unstated detail)
- g. Supporting ideas
- h. Vocabulary in context.

In all cases, the measurement takes the form of standardized assessments aligned to state standards.<sup>51</sup>

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<sup>49</sup>Klingeerner, Jannete K, et al, *Teaching Reading Comprehension*, p. 18

<sup>50</sup> Brown Douglas, *Language Assessment: Principle*, p 206

<sup>51</sup> Jo Anne Schudt Caldwell, *Reading Assesment: A Primer for Teachers and Coaches*, (New York: The Guilford Press, 2008), second edition, Page 234

**Table 2**  
**Reading Comprehension Ability Scoring Rubric**

Band	Indicators
0	No response.
1	An inaccurate and incomplete response.
2	Some information is accurate and some is inaccurate; the response is sketchy.
3	Information is generally accurate and complete, but not well developed.
4	Response is accurate and complete
5	Response is accurate and complete, plus the student points out interrelationships between elements or makes connections to personal knowledge.

Holistic reading comprehension rubric.<sup>52</sup>

## **B. The Concept of Question Answer Relationship (QAR) Strategy**

Question Answer Relationship (QAR) is kinds of teaching strategy to be implemented to improve student's reading comprehension. Here are the concept, purpose, and the procedures of QAR strategy:

### **1. Definition of Question Answer Relationship (QAR) Strategy**

Raphael (1984, 1986) has studied and applied a questioning technique called question answer relationship (QAR). This has been found to be a practical way to teach students how to formulate questions at

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<sup>52</sup>Klingner Jannette K, et al, *Teaching Reading Comprehension*, Page 35-36

different levels of cognition (Mesmer & Hutchins, 2002; Raphael & Au, 2005).<sup>53</sup> Then, according to Stephanie Macceca, Question-Answer Relationships (QAR) strategy is a multiple strategy approach that gives students and teachers a common language about prior knowledge and questioning strategies. The creators argue that students and teachers need to use a common language about reading so that they can more easily discuss the processes involved in listening and reading comprehension during think aloud and modeling. The QAR strategy allows students to categorize types of questions easily, which enables them to more readily answer them.<sup>54</sup>

In addition, Jill Lewis states that The Question Answer Relationship (QAR) strategy teaches the relationship between a question and its answer and helps students see, not what the answer is, but how to find it.<sup>55</sup> Furthermore, Rollanda E. O'Connor and Patricia F. Vadasy state that QAR strategy is a strategy that can be used for both answering and generating questions.<sup>56</sup>

From the definition by experts above, it can be concluded that QAR strategy is a strategy that can be used to teach reading comprehension ability. The QAR strategy is strategy that find out the relationship between

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<sup>53</sup> Judi S. Richardson, *et. al.*, *Reading to Learn in The Content Areas*, (California: Wadsworth, 2006), (Seventh Edition), p.129

<sup>54</sup> Stephanie Macceca, *Reading Strategies for Science*, California: Shell Education, 2014, (Second Edition), p.237

<sup>55</sup> Jill Lewis, *Essential Questions in Adolescent Literacy: Teachers and Researchers Describe What Works in Classrooms*, (New York: The Guildford Press, 2009), p.122

<sup>56</sup> Rollanda E. O'Connor and Patricia F. Vadasy, *Handbook of Reading Interventions*, (New York: The Guildford Press, 2011), p.233

the question and its answered to help students how to find the answer of a question.

## 2. Purpose of QAR Strategy

According to Stephanie Macceca, the purpose of the QAR strategy is to allow students to categorize types of questions easily, which enables them to more readily answer the question.<sup>57</sup> Then, in accordance with Stephanie, Jill Lewis also states that this strategy can help students to see and find the answer, not what the answer and also how to find the correct answer.<sup>58</sup>

Furthermore, Furthermore, Rollanda E. O'Connor and Patricia F. Vadasy state that The QAR strategy helps students to categorize questions by the type of information needed to answer them. Teachers point out that questions and answers come from two sources: text and our background knowledge and experiences.<sup>59</sup>

In other word, the purpose of the QAR strategy is to help students to find how to answer the question by categorizing each question into four different question types and help students to choose or make the correct answer for each question.

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<sup>57</sup>Stephanie Macceca, *Reading Strategies*, p.237

<sup>58</sup>Jill Lewis, *Essential Questions*,p.122

<sup>59</sup>Rollanda E. O'Connor and Patricia F. Vadasy, *Handbook of Reading*, p.233

### 3. Kind of QAR in the text

The QAR is a four-level taxonomy: (a) right there, (b) think and search, (c) the author and you, and (d) on your own.<sup>60</sup> The best way to introduce QAR is with a visual aid showing the QAR relationship. To make it clearer, the definition of kinds of QAR strategy is describe as follow:<sup>61</sup>

#### a. Right There

The answers to Right There questions are located directly in the reading materials. They are the literal level of questions that ask “who”, “what”, “where”, “when”, “how”, etc. These questions sometimes begin with “according to the passage” or include the aforementioned journalistic words.

#### b. Think and Search

Think and Search requires students to think about what they have read and make connections in order to relate the information and ideas in a passage to each other. Students must look back at the reading selection, try to find the information needed to answer the question, and then think about how the information or ideas fit together. These questions sometimes include the phrases “compare and contrast”, “the main idea of the passage”, and “what caused”.

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<sup>60</sup>*Ibid.*

<sup>61</sup>Stephanie Macceca, *Reading Strategies*, p.237-238

**c. The Author and You**

These questions require students to use ideas and information that is not directly stated in the reading selection to find the answers. Students must think about what they have read to formulate their own opinions. These questions are inferential and sometimes begin with “The author implies”, “The passage suggests”, and “The speaker’s attitude”.

**d. On Your Own**

Students can answer On My Own questions using their prior knowledge and experiences. These questions usually do not appear on tests because they do not refer to the reading passage. On My Own questions usually include the phrases “In your opinion” or “Based on your experience”.

Right There questions are worth one point; Think and Search questions are worth two points, and Author and You questions are worth three points.<sup>62</sup>

The first two kinds of QAR, Right There (RT) and Think and Search (TS), are considered to be in the text, because the reader can find the answer in the text. The remaining two, Author and You (AY) and On My Own (OMO), are referred to as being in the reader’s head, because these QARs require the reader to synthesize information from the text, or

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<sup>62</sup>Rollanda E. O’Connor and Patricia F. Vadasy, *Handbook of Reading*, p.233

author, with their own experiences, and these questions' answers are essentially the opinion of the reader.

Among the four kinds of QAR above, Right There is the simplest kind of QAR which is suitable for junior high school students in reading comprehension. In accordance with their RCA level, Right There is expected will be effective to improve their Reading Comprehension Ability.

#### **4. Procedure of QAR strategy**

These are the procedure of QAR strategy based on Stephanie Macceca procedure.<sup>63</sup>

- a. The first step in beginning QAR with students is to introduce them to the common language. Students learn that they use either prior knowledge (In My Head) or information gained from the informational text (In the Text) to generate and answer questions.
- b. Teachers use explicit instruction to teach students In the Text strategies, such as how to skim or scan the text for information, to reread, or to use clues from the title of the reading or from chapter headings to locate or recall relevant information. The teacher can begin by introducing a text and asking students to generate questions based on the title, pictures, and other text features prior to reading and to record the information on sticky notes.

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<sup>63</sup>Stephanie Macceca, *Reading Strategies*, p.237

- c. The teacher then asks them to consider whether the information is located In My Head or In the Text and records the information on the board to make the distinction clear to students.
- d. As students gain greater skill at using QAR, the teacher can build on their understanding of the strategies involved in the framework. Once students are confident in using In the Text, the teacher can introduce Right There questions and Think and Search questions. And once students show proficiency at using In My Head, the teacher can introduce Author and You questions and On My Own questions.
- e. When teaching students how to correctly identify the four different types of questions, teachers should begin with whole-class instruction. The teacher can use a read aloud and ask students to pose questions about the reading after they have completed the passage. The teacher can write their questions on sticky notes and then place them in the appropriate categories on chart paper. To further students' understanding of the different types of questions, the teacher can prepare a number of questions about the reading passage and ask them to place the questions in the correct category. Gradually, the teacher releases the responsibility to students as they work in small groups to label the different question-answer relationships. Eventually, the teacher can give students a reading selection to complete in pairs and



require the pairs to generate a given number of questions for each question-answer relationship.<sup>64</sup>

The teacher can also modify the procedure based on the situation and condition of the students in the class without leaving the main procedure of QAR based on Stephanie Maccaca.

### **5. Advantages and Disadvantages of QAR Strategy**

According Judi S. Richardson, QAR strategy gives some advantages to the teaching-learning process. The advantages are:

- a. Easily implemented,
- b. Quickly beneficial to students,
- c. And useful at any grade and in any content area.

Furthermore, QAR also gives some advantages not only on the reading comprehension ability but also QAR fosters listening and speaking; and if students write their own questions, it also offers opportunities for writing.

Besides, QAR Strategy also gives some disadvantages. They are:

- a. It is difficult to prepare good questions, and arrange them logically.
- b. The whole content matter- cannot be taught by this strategy.
- c. The teacher wants the structured answers from the learners. There is no freedom for imaginative answers.<sup>65</sup>

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<sup>64</sup>*Ibid.*, p.238

<sup>65</sup> Judi S. Richardson, *et. al.*, *Reading to Learn*, p.129

### **C. Action Hypothesis**

Based on the frame of theories above, the writer formulated the action hypothesis is “by using Question Answer Relationship (QAR) strategy can improve reading comprehension ability and their learning activity among the eighth graders of SMP PGRI 2 Sekampung in academic year of 2017/2018”

## CHAPTER III

### RESEARCH METHOD

#### A. Variables and Operational Definition of Variables

Variable is a general class of objects, events, situations, characters and attributes that are of interest to the researcher. In the social sciences we often interested in variables to do with people.<sup>66</sup>

According Creswell, Operational definition of variable is the specification of how you will define and measure the variable in your study.<sup>67</sup> By using operational definitions, writer can proceed with investigations that might not otherwise be possible. There are two kinds of variables, namely:

##### 1. The Variable of Research

A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. They are key ideas that researchers seek to collect information on to address the purpose of their study.<sup>68</sup>

Research often concerns relationships between two variables. An independent variables an attribute or characteristic that influences or

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<sup>66</sup> Mark and Peter, *Introduction to Quantitative Research Methods*, (New Delhi: Sage Publications, 2001),p.46.

<sup>67</sup>John W Creswell, *Education Research: Planning Conducting and Evaluating Quantitative and Qualitative Research(Fourth Edition)*, (New York: Pearson, 2002), p.151

<sup>68</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson Education, 2012), Fourth Edition, p. 112.

affects an outcome or dependent variable.<sup>69</sup> Researchers study independent variables to see what effect or influence they have on the outcome. An independent variable is an input variable, that which causes in part or in total a particular outcome; it is a stimulus that influences a response or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome.

The dependent variable is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions and any other independent variables.<sup>70</sup> On the other hand, a dependent variable is the outcome variable which is caused in total or part by the independent variable.

Based on the quotation above, the variable of research as following:

#### **a. Independent Variable**

Independent variables are those that the writer chooses to study in order to assess their possible effect(s) on one or more other variables.<sup>71</sup> In this research, the independent variable (X) is QAR strategy.

In this research, the writer will implement QAR strategy in order to increase the students' reading comprehension ability. It will be

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<sup>69</sup> *Ibid.*, p. 116.

<sup>70</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE Publication, 2009), Third Edition, p. 157.

<sup>71</sup> Jack R. Fraenkel, *How To Design And Evaluate Research In Education (Eighth Edition)*, (New York: Mcgraw-Hill, 1990), p. 80

implemented to the students at eleventh graders of SMP PGRI 2 Sekampung.

The indicators of independent variable are:

- 1) Students can categorize the type of the question,
- 2) Students can identify areas which they want to uncover more information, and
- 3) Students can answer the question based on the type of the question.

#### **b. Dependent Variable**

Yogesh Kumar defines “dependent variable is the factor which is observed and measure to determine the effect of independent variable.”<sup>72</sup> It means that dependent variable is variable that depend on the independent variable and it is the result of the influence of independent variable.

In this research, dependent variable (Y) is reading comprehension ability. To measure the students’ reading comprehension ability, the writer will use a written test.

The indicators of dependent variable are:

- 1) The students can find the main idea of the text,
- 2) The students can answer the following question of the text, and
- 3) The students can rewrite the content of the text.

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<sup>72</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006), p.63-64

## 2. The Operational Definition of Variable

Operational definition is the definition which based on characteristic of the things that will be defined and it can be observed. Meanwhile, a variable can be defined as an attribute of a person or of an object which “varies” from person to person or from object to object.

Based on the quotation above, the operational definition of variables as following:

### a. Dependent Variable

The dependent variable is the variable which you observe and measure to determine the effect of the independent variable. Dependent variable of this research is reading a recount text. A way to measure this variable is using test, the measuring instrument is a question test, and for the score is start from 0-100 to asses and measure the student’s reading ability comprehension in read recount text. The indicator of this variable is the students can understand main idea, expression, inference, grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated detail), and supporting idea of the recount text.

### b. Independent Variable

The independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated and measured by the researcher. Independent variable of this research is Question Answer Relationship (QAR) Strategy, one of

way to give lesson plan used by the teacher in teaching-learning process. A way to measure this research is using observation, the measuring instrument is an observation sheet, and for the score is start from 0-100 to assess and measures the students reading ability comprehension in recount text. The indicator of this variable is the students easier to read recount text using QAR strategy.

### **B. Setting of The Study**

This research will be carried out at the SMP PGRI 2 Sekampung, East Lampung in academic year 2017/2018. It is located on Jl. Raya Sidodadi No. 53 p Sekampung, East Lampung.

### **C. Subject of The Study**

The subject of this study is the eighth grader of SMP PGRI 2 Sekampung, East Lampung in academic year 2017/2018. This grade consists of two classes, VIII. This grade consists of 33 students, 15 male and 18 female.

## D. Research Procedure

### 1. The Concept of Classroom Action Research

The research method used in this study is classroom action research (CAR). According to Kumar, action research is a research method which is aimed for improving and modifying the working system of a classroom in school or institution.<sup>73</sup> Meanwhile, Creswell states that action research provides the opportunity for educators or teachers to reflect their own practices.<sup>74</sup> In addition, Ary, *et.al*, assert that action research is practical tools to solve the problem experienced by people in their professional lives.<sup>75</sup>

From some theories or explanations above, it can be inferred that classroom action research is inquiry or research which enables teachers or practitioners to investigate and evaluate their work in the classroom which is concerned for problem solving to improve teaching and learning in the classroom through self-reflection which is carried out with planned and systematic action. It also can be inferred that action research emphasizes on the reflection and improvement teaching and learning process in the classroom.

Concerning about the type of action research, writer will use collaborative action research so that it needs the collaborator or another participant which is English teacher to assist the writer in this research.

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<sup>73</sup>Yogesh Kumar Singh, *Fundamental of Research*, p.261

<sup>74</sup>John Creswell, *Educational Research*, p.577

<sup>75</sup>Donald Ary, *et.al*, *Introduction to Research in Education*, (Belmont: Cengage Learning, 2010), p.516



In the Classroom Action Research, the researcher would like to hold the research in two cycles. There is a relationship between one and the other. They are:

- a. Planning
- b. Acting
- c. Observing
- d. Reflecting

Here is steps classroom action research design:

**Figure 1**

**The Steps of Classroom Action Research (CAR)**

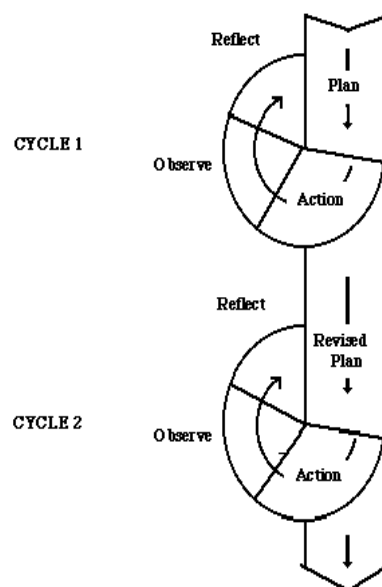


Figure 1. Illustrates the spiral by Kemmus and McTaggart<sup>76</sup>

<sup>76</sup>KoshyValsa. *Action Research for Improving Practice*. (London: Paul Champman Publishing, 2005), p. 4.

## **2. Action Plan**

There are many steps of the research cover four phases in each cycle.

The following steps are:

### **a. Cycle 1**

#### **1) Planning**

In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in reading comprehension ability that occurred in the classroom and concluding the finding in preliminary study. Then the writer and the collaborator (teacher) prepare some plans to conduct the classroom. They are the following:

- a) The writer prepares the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
- b) The writer prepares learning resource for students.
- c) The writer determines the strategy to be applied in acting phase. In this case, the writer uses QAR strategy to increase reading comprehension ability.
- d) The writer prepares observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
- e) The writer and the collaborator design the criteria of success.

### **1) Acting**

In the second phase, the writer and the collaborator (teacher) collaborate to implement the action that has been arranged in planning phase. In this phase the writer will decide to take action as a teacher who implements the determined strategy in teaching and learning process. Meanwhile, the collaborator will be the observer who observes the activity of teaching and learning process in the classroom. Those activities are implemented by following steps:

#### **a) Pre teaching activity**

- (1) The writer starts the lesson by greeting to the students.
- (2) The writer and students pray together.
- (3) The writer checks students' attendance.
- (4) The writer informs to the students about the competence, the indicator and the objectives that should be achieved.

#### **b) While teaching activity**

- (1) The writer divides the students into some groups.
- (2) The writer explains the QAR strategy to the students about how to apply this strategy.
- (3) The writer gives the material and facilitates the students during the discussion.
- (4) The writer affirms student's comprehension by checking their understanding.

- (5) After the students become more proficient in using this strategy gradually the writer transfers the responsibilities to the students to lead the discussion.
- (6) The writer gives the evaluation to the students.

c) Post teaching activity

- (1) The writer gives positive feedback to the students.
- (2) The writer and the students conclude the learning topic that has been discussed.
- (3) The writer greets the students in the end of the meeting.
- (4) After giving treatment in cycle 1. The writer will give the post-test. The instruments which will be given to the students have different type from the instrument given in the pre-test.

## **2) Observing**

In the third phase, the observer will observe the student's activity, their participations, class situation during teaching and learning process, and teacher (writer) performance by using structured observation form and makes note the overall activities. Furthermore, the writer will also collect the data from the post test and the result of student's activity. The writer observes the overall activities to find out the effectiveness of teaching and learning process which has been occurred and the result will be concluded and discussed in reflecting phase.

### **3) Reflecting**

In the fourth phase, the writer and the collaborator will discuss about the data that have been collected from all the activities, from the acting phase until observing phase. In this phase, the writer and the collaborator will also analyze the teacher performance during teaching and learning process and the student's oral test to find out whether the implementation of communicative language teaching method run successful or unsuccessful by identifying strength and weakness. If there still found some problems the writer and collaborator will conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

## **2. Cycle 2**

### **a. Planning**

In the first phase, before conducting the action in the next phase, the writer will repair the problem found in cycle one. It will be explained as follow:

- 1) The writer will analyze the reflection result to obtain the problem solving.
- 2) The writer will revise and prepare the lesson plan based on the problem appears in the previous cycle including teaching procedure, media, and relevant material to be applied in acting phase.

- 3) The writer will rearrange observation format and also reforms the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

**b. Acting**

In the second phase of cycle two, it is regarded same with previous step in the first cycle. In this phase the writer and collaborator will apply the revised plan such as lesson plan, selected material, and instrument for evaluation to be implemented in teaching and learning process in the classroom. The activities are:

- 1) Pre teaching activity
  - a) The writer starts the lesson by greeting to the students.
  - b) The writer and students pray together.
  - c) The writer checks students' attendance.
  - d) The writer informs to the students about the competence, the indicator and the objectives that should be achieved.
- 2) While teaching activity
  - a) The writer divides the students into some group.
  - b) The writer reminds how to apply QAR strategy.
  - c) The writer gives the material and facilitates the students and makes them into some groups during the discussion by applying QAR strategy.
  - d) The writer affirms student's comprehension by checking their understanding.

e) After the students become more proficient in using this strategy, gradually the writer transfers the responsibilities to the students to lead the discussion.

f) The writer gives the evaluation to the students.

3) Post teaching activity

a) The writer gives positive feedback or reinforcement to the students.

b) The writer and the students conclude the learning topic that has been discussed.

c) The writer greets the students in the end of the meeting.

**c. Observing**

In the third phase, the observer will observe the student's activity, their participations, class situation during teaching and learning process, and teacher (writer) performance by using structured observation form and makes note the overall activities. Furthermore, the writer will also collect the data from the post test and the result of student's activity.

**d. Reflecting**

In the fourth phase, the writer and the collaborator will discuss and analyze about the data that have been collected from all the activities from the acting phase until observing phase to find out whether the implementation of QAR strategy run successful or

unsuccessful in cycle 2 and also compare the student's improvement from cycle one until cycle to find out the student's achievement. If there found good improvement based on the criteria of success that have been determined before, the writer will not continue the action in next cycle.

#### **E. Data Collecting Technique**

For this research, there are four techniques which will be used by the writer to collect the data such as test, observation, and documentation. They can be explained as follows:

##### **1. Test**

Test is a set of stimuli which given to the individual to obtain the respond based on what is assessed.<sup>77</sup> In this research, the researcher uses written test that is as recount text. There are 10 questions in essay. The score of each correct number is 2, for less precise answer the score is 1 and for incorrect answer, the score is 0. If the student can answer all the questions correctly, the student get score 100. The time for this test is 60 minutes. The test consists of two types namely pre-test and post-test. They are the following:

##### **a. Pre-test**

First, pre-test is examined to the students before giving the treatment through the implementation of QAR strategy to evaluate their ability at first. The type of pre-test is reading comprehension

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<sup>77</sup>Donald Ary, *et.al*, *Introduction to Research.*, p.201



test. In this pre-test the students read the recount text, and then they answer the multiple choice questions.

b. Post-test

Second, post-test is examined to the students after they are taught reading comprehension by using QAR strategy as the treatment to find out the improvement before and after giving treatment. It can be seen by comparing the result between pre-test and post-test. In this pre-test the writer apply objective test in the form of multiple choice.

## 2. Observation

Observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur.<sup>78</sup>

In this research, the research could observe the subject that would be researcher without other mediator. This observation is aimed to get a complete data about profile, condition, teachers, students and facilities of SMP PGRI 2 Sekampung, East Lampung. This observation is also aimed to explain the situation activities, people, or individual are involved in an activity and the relationship among them.

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<sup>78</sup> Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), p.80

### **3. Documentation**

Documentation is the instrument to collecting data about the event in past that had been record. In this research, the researcher took data from the documentation of school such as the total of students, teacher, and school history and the condition of the school (photo).

## **F. Research Instrument**

The researcher and the English teacher conducted class observations and interviewed with the research members and teachers to identify the problems. The researcher also gave a questionnaire and writing test to the students.

The researcher use three kinds of the instrument to collect the data, there are test, observation, and documentation.

### **1. Test**

The researcher will use two kinds of test, there are pre-test and post-test. The pre-test instrument was different with the post-test instrument, but has the same difficulty level. In this research, the researcher will give the students a written text. That is as recount text. The specific grills in this research as follows:

**Table 3**  
**Pre-test and Post-test Instrument**

<b>Research Variable</b>	<b>Indicators</b>	<b>Technique</b>	<b>Type</b>
Question Answer Relations hip (QAR) Strategy	1. The student are able to understand the main idea (topic) 2. The students are able to understand expression, idiom and phrases in context. 3. The students are able to understand inference 4. The student are able to understand supporting idea.	Written test	Multiple choice

The pre-test will be done before implementing the teaching and learning process. It is to measure students' reading comprehension ability at first. Meanwhile, the post-test is implemented after doing QAR Strategy in teaching and learning process.

## **2. Observation Guidance**

The researcher will use the observation guidance as the instrument for collecting the data. Therefore, the researcher makes the observation list to know the students' activity in the classroom directly. There were some indicators of the observation instrument and it was the students' observation guidance as follows:

**Table 4**  
**The Observation Sheet of Student's Learning Activity**

		Criteria						Total	%
		Active in Reading							
		Comprehension						Total	%
		Ability Learning							
		Process						Total	%
		Attention	Asking	Answering	Learning	Idea	Asking		
No	Name	1							
		2							
Total									
Percentage									

The indicators of students' activities for further explanation are explained as follows:

- a. The students pay attention toward the teacher explanation.
- b. The students are active reading comprehension ability learning process involved:
  - 1) The students ask to the teacher.
  - 2) The students answer or respond direct question from the teacher.
  - 3) The students give an idea.
  - 4) The students are able to finish the task timely.

Furthermore, observation is used to get information from relatively source of the students at the eighth grader of the SMP PGRI 2 Sekampung.

### **3. Documentation Guidance**

The researcher will use the documentation guidance as the instrument for collecting the data. Instrument which would be used in documentation was documentation guidance, as follows:

- a. Documentation about historical background of SMP PGRI 2 Sekampung.
- b. Documentation about structural organization of SMP PGRI 2 Sekampung.
- c. Documentation about facilities of SMP PGRI 2 Sekampung.
- d. Documentation about sketch of location SMP PGRI 2 Sekampung.
- e. Documentation about condition of the teachers and official staff of SMP PGRI 2 Sekampung.
- f. Documentation about student's of SMP PGRI 2 Sekampung.

### **G. Data Analysis Technique**

The writer will collect and analyze the entire data by taking average score between pre-test and post-test of student's reading comprehension per action in each cycle. The formula to figure out the average between pre-test and post-test as follows<sup>79</sup>:

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<sup>79</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2010), p.82

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

**Note** :  $\bar{X}$  = Mean

$\sum X$  = Number of student's score

$N$  = Number of students

Then, to find out the result or improvement the writer will compare the gained score between pre-test and post-test by comparing with the Minimum Standard Criteria (MSC) in this school at least 70. If in cycle 1 the students do not pass the MSC, so the writer will conduct cycle 2. The minimum cycle in classroom action research is two cycles, so it will not be continued if in cycle 2 the 70% students pass the KKM. The formula to figure out the percentage of the students who pass the KKM in each cycle as follow:<sup>80</sup>

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

**Note** :  $P$  = Class Percentage

$N$  = Number of Student

$F$  = Frequency

## H. Indicator of Success

This research will be considered complete if 70% or more students get minimum score as many as 70 (minimum standard criteria) or more. Then, there is improvement in student learning activity after applying Question Answer Strategy in reading comprehension ability.

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<sup>80</sup>*Ibid*, p.43

Thus, the research will be considered complete and if does not need to be continued to the next circle.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. Result of The Research**

##### **1. Description of Research Location**

###### **a. Brief History of SMP PGRI 2 Sekampung**

SMP PGRI 2 Sekampung is one of the private Junior High School which is under the shelter of the Department of Education. It is located in the district of Sekampung, precisely in the Sidodadi village, 53.

The beginning of the establishment of SMP PGRI 2 Sekampung was an initiative of teachers as the members of the PGRI organization in Sidodadi who need Junior High School due to it was still limited junior high schools in Sekampung especially in the west region that includes Sidodadi, Sidomulyo, Sidomukti, Karyamukti and Balaikencono (Batanghari subdistrict).

SMP PGRI 2 Sekampung established in 1981. Then, in 1982 is inaugurated its establishment with SK YPLP PGRI Lampung on January 15, 1982 Number 50 / YPLP / PGRI / XXIII / 1982 with the location still riding on SDN 1 Sidodadi. In 1985, SMP PGRI 2 Sekampung built their own building on Jalan Raya Sidodadi 53p or at that time the location is on Sidodadi village meeting hall.



For the position of principal of the first period until now can be on this table:

Table 5  
List the Principals of SMP PGRI 2 Sekampung

No	Name	Year
1	Mudiaerso, BA.	1981-1985
2	Kasno	1985-1990
3	Samsudin	1990-1995
4	Rudi Ahmad Fauzi	1995-2000
5	Eko Winarni	2000-2004
6	Mey Ningssyah, A. Md.	2004-2008
7	Bambang Irianto, S. Ag.	2008-2012
8	Imam Muhdi, S. Pd. I.	2012-2016
9	Bambang Irianto, S. Ag.	2016-2020

Source: Documentation of SMP PGRI 2 Sekampung

The vision, mission, and objective of the SMP PGRI 2 Sekampung as follow:

- 1) Vision :
  - a) The realization of SMP PGRI 2 Sekampung as an, healthy physical and spiritual, and love the nation educational institution under the shelter of YPLP PGRI Lampung who qualified in the success of the Nine Year Compulsory Education Program, forming virtuous students, independent, disciplined, skilled.

2) Mission :

- a) SMP PGRI 2 Sekampung trying to improve the quality of education and human resources development.
- b) Providing quality education and teaching so that students can continue their education to a higher level.
- c) Trying to actualize learners to be able to adapt to the community with basic skills of piety, achievement in sports and skilled in scouting.

3) Objective :

- a) Making the Success of Nine Year Compulsory Education
- b) Forming Students who are pious, intelligent and skilled
- c) Improving the discipline of teachers and students with teaching and learning activities.
- d) Making SMP PGRI 2 Sekampung students who have a certain quality.

**b. List of Teacher and Administration Staff at SMP PGRI 2 Sekampung**

List of teacher and administration staff of SMP PGRI 2 Sekampung in academic year of 2017/2018 can be seen as follows:

Table 6  
List of Teacher and Administration Staff of SMP PGRI 2 Sekampung

No	Name	Last Education	Position
1	Bambang Irianto, S. Ag.	S1	The Principal/ Social Teacher

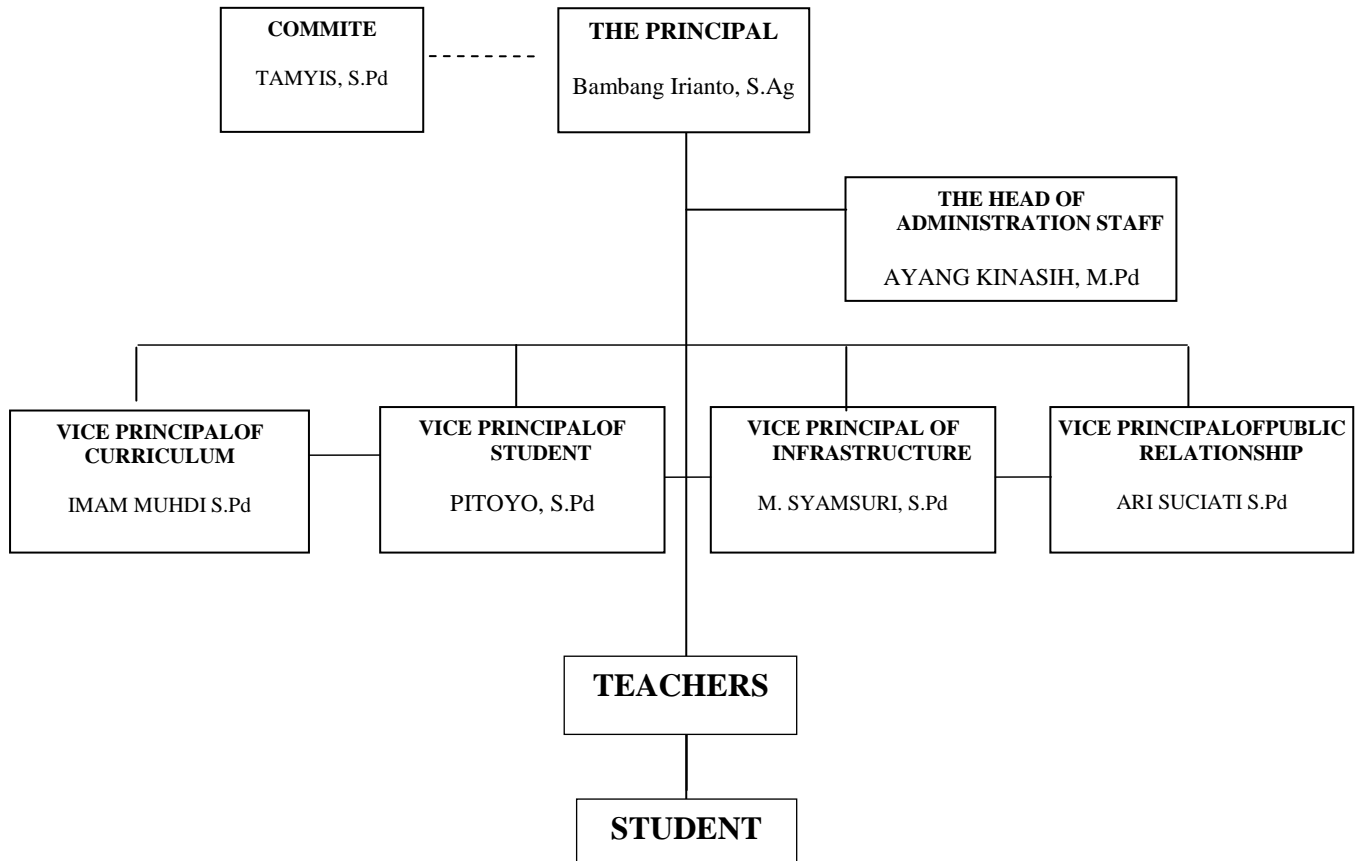
2	Ari Suciati, S. Pd. I	S1	Vice principal of Public Relationship/ Indonesian Language Teacher
3	Imam Muhdi, S. Pd.	S1	Vice principal of curriculum / ScienceTeacher
4	Pitoyo, S. Pd.	S1	Vice principal of student / PKn Teacher
5	M.Syamsuri, S. Pd.	S1	Vice principal of Inrastructure/Religion/Art Teacher
6	Setiadi Heka Jiwa, S. Pd.	S1	English Teacher
7	Sudardo, S. Pd.	S1	Art Teacher
8	Eka Septiani, S. Pd.	S1	Social/Lampung Language Teacher
9	Saringat, S. Pd. I	S1	ReligionTeacher
10	Mey Ningsyah, SP	S1	SportTeacher
11	Nettien Oktavian, S. Pd.	S1	Mathematic Teacher
12	Sa' azis Antomi, S. Pd.	S1	ComputerTeacher
13	Dra. Nulat Suryani	S1	Science Teacher
14	Ayang Kinasih, M. Pd.	S1	Head of Administration Staff
15	Marlina Sri Hartati, S. Pd.	S1	Staff
16	Filia Apriani, S. Pd. I	S1	Staff

Source: Documentation of SMP PGRI 2 Sekampung

### c. Organization Structure of SMP PGRI 2 Sekampung

Organization Structure of SMP PGRI 2 Sekampung can be seen as follow:

Figure 2  
Organization Structure of SMP PGRI 2 Sekampung



Source: Documentation of SMP PGRI 2 Sekampung

### d. Building Condition and Facilities of SMP PGRI 2 Sekampung

To support teaching and learning process, SMP PGRI 2 Sekampung has many buildings and other supporting facilities. These buildings and facilities can be seen on the following table:

Table 7  
List of Facilities of SMP PGRI 2 Sekampung

No	Names of Building	Total
1	Headmaster Room	1
2	Teacher Room	1
3	School Administration/Staff Room	2
4	Classroom	6
5	Library	1
6	Computer Laboratory	1
7	School Medical Unit (UKS) Room	1
8	Guidance and Consultation (BK) Room	1
9	Student's Cooperation Room	1
10	Mosque	1
11	Canteen	1
12	Lavatory	1
13	Teachers' Toilet	1
14	Students' Toilet	1
15	Parking Area	1

Source: Documentation of SMP PGRI 2 Sekampung

**e. Number of The Students at SMP PGRI 2 Sekampung**

Number of students at the SMP PGRI 2 Sekampung in academic year of 2017/2018 from all ranges can be seen on the following table:

Table 8  
Number of Students of SMP PGRI 2 Sekampung  
in Academic Year of 2017/2018

No	Class	Sex		Total
		Male	Female	
1	VII	8	5	13
2	VIII	15	18	33
3	IX A-B	35	26	61
	<b>Total</b>	58	49	107

Source: Documentation of SMP PGRI 2 Sekampung

The object of this research was the students of VIII F class. They could be detailed on the following table:

Table 9  
Number of VIII Students of SMP PGRI 2 Sekampung  
In Academic Year of 2017/2018

No	Name	Sex
1	Anang Prasetya	Male
2	Andre Setiawan	Male
3	Ayu Lestari	Female
4	Alim Nur Rohman	Male
5	Annisatul Ma'rifah	Female
6	Cindy Mela Veronika	Female
7	Cindy Priyani Putri	Female
8	Dimas Prasetyo	Male
9	Diki Ismanto	Male
10	Daludin Setiawan	Male
11	Endang Tri Handayani	Female
12	Fina Anggraeni	Female
13	Iis Kristiantis	Female
14	Iwan Sahrul	Male
15	Indra	Male
16	Ivan Mersian Jaya	Male
17	Irhan Julianto	Male
18	Jenifer Olivia Putri	Female
19	Linda Astuti	Female
20	Ma'ratus Solikhah	Female
21	Nova Andriani	Female

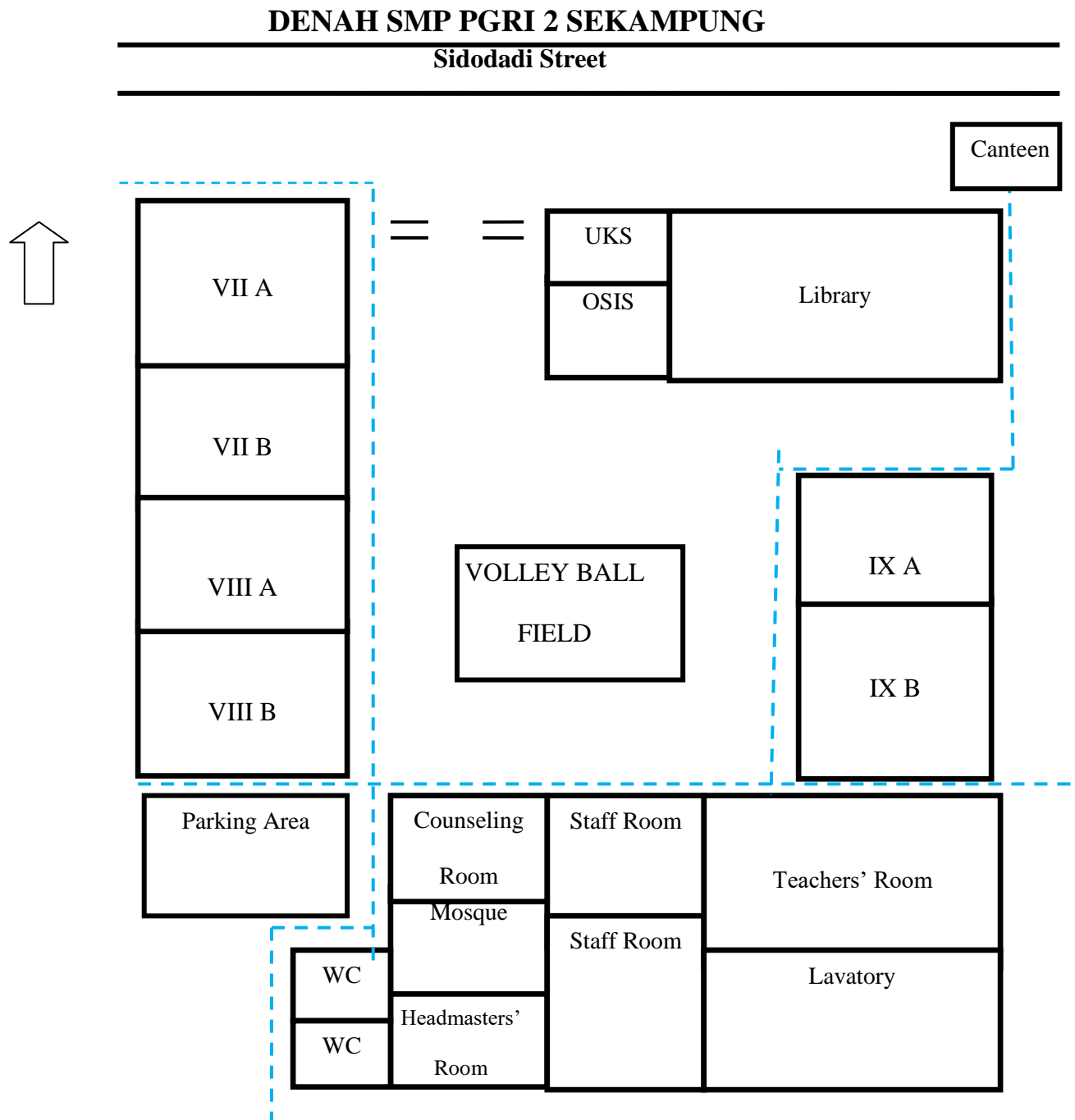
22	Oki Seliana	Female
23	Putri Nurmala Sari	Female
24	Resti Nur Alifah	Female
25	Reza Prayogi	Male
26	Riko Saputra	Male
27	Siti Juleha	Female
28	Serly Anggraeni	Female
29	Septiana Wati	Female
30	Sepgi Ana Rahayu	Female
31	Wahit Kurniawan	Male
32	Yazid Saputra	Male
33	Zuyinurois It Mamu Saban	Male

Source: Archive of English Teacher (Setiadi Heka Jiwa, S.Pd) SMP PGRI 2 Sekampung

f. Location sketch of SMP PGRI 2 Sekampung was illustrated as follows:

Figure 3

The sketch of SMP PGRI 2 Sekampung



Source: Documentation of SMP PGRI 2Sekampung



## **2. Description of Research Finding**

This research was classroom action research (CAR). It was carried out at the eighth VIII graders class of SMP PGRI 2 Sekampungin academic year of 2017/2018. This research was conducted in two cycles. Each cycles consisted of four phases such as planning, action, observation and reflection which accomplished in the sixth meeting. The students' reading comprehension result was gained through test which consisted of pre test and post test in the beginning research and the end of each cycle while the students' activities were gained from observation of student's learning activities.

### **a. Result of Pre-Test**

Pre-test was presented to student which was aimed at finding out students' ability before the treatment was implemented. It was conducted on Tuesday, January 30<sup>th</sup>, 2018 at 07.30 a.m until 09.00 a.m and it took about 90 minutes. In this meeting the researcher was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, and checking the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about recount text. Afterwards, to measure their ability before giving the treatment, the researcher gave them pre-test. The researcher used objective test in the form of essay which consisted of 10 items. Then, the result of pre-test could be seen on the table below:

Table 10  
The Result of Reading Comprehension Ability Pre-Test

<b>No</b>	<b>Student's Code</b>	<b>Point</b>	<b>Total Score</b>	<b>Note ( 70 )</b>
1	AP	5	25	Incomplete
2	AS	14	70	Complete
3	AL	13	65	Incomplete
4	ANR	14	70	Complete
5	AM	14	70	Complete
6	CMV	10	50	Incomplete
7	CPP	13	65	Incomplete
8	DP	9	45	Incomplete
9	DI	13	65	Incomplete
10	DS	14	70	Complete
11	ETH	12	60	Incomplete
12	FA	15	75	Complete
13	IK	8	40	Incomplete
14	IS	6	30	Incomplete
15	I	12	60	Incomplete
16	IMJ	7	35	Incomplete
17	IJ	14	70	Complete
18	JOP	14	70	Complete
19	LA	11	55	Incomplete
20	MS	8	40	Incomplete
21	NA	11	55	Incomplete
22	OS	6	30	Incomplete
23	PNS	13	65	Incomplete
24	RNA	14	70	Complete
25	RP	15	75	Complete
26	RS	9	45	Incomplete
27	SJ	15	75	Complete
28	SA	13	65	Incomplete
29	SW	5	25	Incomplete
30	SAR	10	50	Incomplete
31	WK	13	65	Incomplete
32	YS	9	45	Incomplete
33	ZIMS	14	70	Complete

<b>Total</b>	<b>1865</b>
<b>Lowest Score</b>	<b>25</b>
<b>Highest Score</b>	<b>75</b>
<b>Average</b>	<b>57</b>

Source :The result score of pre-test

Date : January 30<sup>th</sup>, 2018

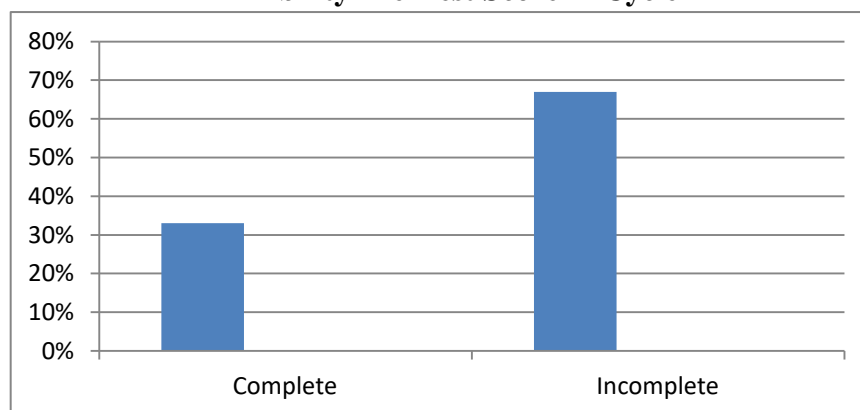
Then, the frequency of student's pre test score could be specified on the table below:

Table 11  
Frequency Distribution of Pre-test Score

<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>
$\geq 70$	11	33%	Complete
$\leq 70$	22	67%	Incomplete
<b>Total</b>	<b>33</b>	<b>100%</b>	

Then the graph of percentage students recount text in Reading Comprehension Ability pre-test score could be seen as follow:

**Figure 4**  
**Percentage of Students Recount Text Reading Comprehension Ability Pre-Test Score in Cycle I**



Based on the result of student's pre-test score, it could be inferred that there was only 33% or 11 students the score among the interval of  $\geq 70$  who passed the Minimum Standart Criteria (MSC) at least 70, while 67% or 22 students for the score among the interval of  $\leq 70$  did not pass the Minimum Standart Criteria (MSC) of less than 70. It indicated that the result of students reading comprehension ability score was still low. It was the reason why the researcher used QAR strategy to improve the students' reading comprehension ability. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses.

#### **b. Cycle 1**

Cycle 1 was conducted into planning, action, observation and reflection. The sequence of those steps as follows:

##### **1) Planning**

Planning was the first step which had to be carried out by the researcher at the very first cycle in conducting the research. In this phase, the researcher and the collaborator arranged some plans for the action based upon the problems that faced by the students. Some plans which prepared by the researcher used in teaching and learning process were lesson plan, learning material, media, observation sheet, and instrument.

First, lesson plan consisted of the sequences of the learning process which contained QAR strategy, the objectives of the learning and the indicators of success. Second, the learning topic which taught to the students was reading recount text which consisted of some essential bodies such as the definition, generic structure, language feature and the example of text. Third, the observation sheet consisted of checklist of students activities which prepared for two meetings. Last, to know the improvement scores from pre-test to post-test, the researcher also prepared the instrument of post-test 1 which consisted of 10 items in the form of essay which done for 60 minutes only.

## **2) Action**

The action of the cycle 1 was carried out on Tuesday, January 30<sup>th</sup>, 2018 at 07.30-09.00 a.m, Wednesday, January 31<sup>th</sup>, 2018 at 09.00-10.30 a.m., Tuesday, January 6<sup>th</sup>, 2018 at 07.30-09.00 a.m.

### **a) First Meeting**

The first meeting was held on Tuesday, January 30<sup>th</sup>, 2018 at 07.30–09.00 a.m. and it took about 90 minutes or  $2 \times 45$  minutes. In this meeting the researcher was a teacher and Mr. Setiadi Heka Jiwa, S.Pd was the collaborator as well as an observer.

Firstly, at the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking

attendance list and asking the students' condition. Secondly, the collaborator gave the explanation to the students about recount text.

Then, to measure students' ability the researcher gave the students pre-test. The researcher used objective test in the form of essay which consisted of 10 items.

Before the time was up, the researcher reminded the students to keep on learning at home and closed the meeting.

#### **b) Second Meeting**

The second meeting was held on Wednesday, January 31<sup>st</sup>, 2018 at 09.00 a. m. - 11.30 p.m and it took about 90 minutes or 2 × 45 minutes. In this meeting the researcher was as a teacher and Mr. Setiadi Heka Jiwa, S.Pd. was the collaborator as well as an observer.

Firstly, at the beginning of teaching learning process the researcher began today's meeting by praying, greeting, checking attendance list and asking the condition of students.

Then, the researcher gave treatment. Afterwards, the researcher divided the students into five small groups for discussion. Each groups consisted of six until seven students which led by the leader group.

Then, after the explanation done, the researcher implement QAR strategy. First step, the researcher taught students how to correctly identify the four different types of questions. The

researcher used a read aloud and asked students to pose questions about the reading after they have completed the passage. Then, the researcher wrote their questions on sticky notes and then place them in the appropriate categories on chart paper.

Afterwards, to further students' understanding of the different types of questions, the researcher asked them to place the questions in the correct category. Gradually, the researcher released the responsibility to students as they work in small groups to label the different question-answer relationships. Eventually, the teacher gave students a reading selection to complete in pairs and require the pairs to generate a given number of questions for each question-answer relationship

To strengthen their result discussion the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the researcher reminded the students to keep on learning at home and closed the meeting.

### **c) Third Meeting**

After giving the treatment, the researcher gave a post-test I on Tuesday, January 6<sup>th</sup>, 2018 in order to measure their ability. The post-test I instrument consisted of 10 questions in the form of essay which has same indicators as the previous test and it had to be

completed for 60 minutes only. The result of post-test I could be seen on the table below:

Table 12  
The Result of Reading Comprehension Ability  
Post Test I

No	Student's Code	Point	Total	Note ( 70 )
1	AP	9	45	Incomplete
2	AS	14	70	Complete
3	AL	11	55	Incomplete
4	ANR	15	75	Complete
5	AM	12	60	Incomplete
6	CMV	15	75	Complete
7	CPP	14	70	Complete
8	DP	13	65	Incomplete
9	DI	15	75	Complete
10	DS	15	75	Complete
11	ETH	16	80	Complete
12	FA	15	75	Complete
13	IK	13	65	Incomplete
14	IS	13	65	Incomplete
15	I	14	70	Complete
16	IMJ	12	60	Incomplete
17	IJ	14	70	Complete
18	JOP	16	80	Complete
19	LA	12	60	Incomplete
20	MS	10	50	Incomplete
21	NA	12	60	Incomplete
22	OS	9	45	Incomplete
23	PNS	14	70	Complete
24	RNA	15	75	Complete
25	RP	16	80	Complete
26	RS	14	70	Complete
27	SJ	13	65	Incomplete
28	SA	15	75	Complete
29	SW	10	50	Incomplete



30	SAR	13	65	Incomplete
31	WK	15	75	Complete
32	YS	15	75	Complete
33	ZIMS	14	70	Complete
<b>Total</b>			<b>2215</b>	
<b>Lowest Score</b>			45	
<b>Highest Score</b>			80	
<b>Average</b>			67	

Source :The result score of post-test I

Date : January, 6<sup>th</sup>, 2018

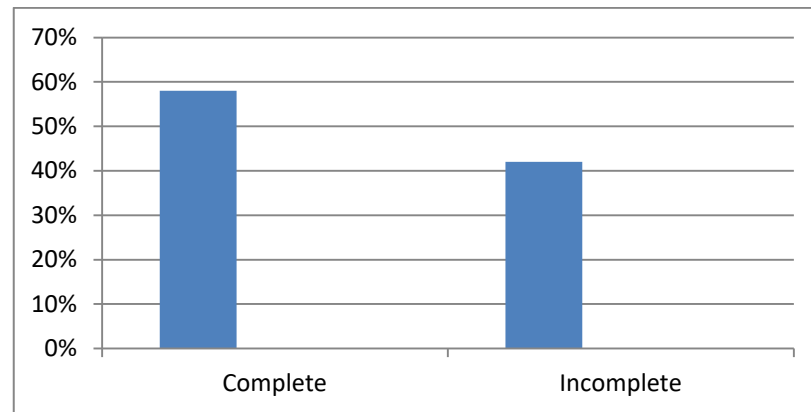
Then, the frequency of student's post test I score could be explained on the following table:

Table 13  
The Frequency Distribution of Post Test 1 Score

<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>
$\geq 70$	19	58%	Complete
$\leq 70$	14	42%	Incomplete
<b>Total</b>	<b>33</b>	<b>100%</b>	

Then the graph of percentage students recount text in Reading Comprehension Ability post-test I score could be seen as follow:

**Figure 5**  
**Percentage of Students Recount Text Reading Comprehension**  
**Ability Post-Test I Score in Cycle I**



Based on the result of students' post-test I score, it could be conclude that there was 42% or 14 students for the score among the interval  $\leq 70$  did not passed the Minimum Standard Criteria (MSC) at least while 58% or 19 students for the score among the interval of  $\geq 70$  passed the Minimum Standard Criteria (MSC) or less than 70. In addition, the average score of post-test I was 67. It was indicated that the result of students reading comprehension ability improved which comparedwith the pre-test score was 57. However, viewed from the indicator of success of this research that was 70% of the total students might pass minimum mastery criteria (MMC), the result of post-test I was unsuccessful because there were only 58 % students who passed the indicator of success.

### 3) Observation

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion got the point by ticking it on the observation sheet. The indicators of student learning activities in the classroom as follows:

- a) Students paid attention on the teacher's explanation.
- b) Students were active in small-group discussion involved:
  - (1) Students asked to the teacher.
  - (2) Students answered or respond direct question from the teacher.
  - (3) Students gave an idea.
  - (4) Students finished the task timely.

The observation result of students' learning activities in meeting 1 and meeting 2 at the first cycle could be seen on the table below:

Table 14  
Observation Result of Student's Learning Activities at Cycle I

No	Name	First Meeting		Second Meeting		Note
		Act	Percentages	Act	Percentages	
1	AP	1	20 %	3	60 %	Improved
2	AS	2	40 %	2	40 %	Constant
3	AL	3	60 %	4	80 %	Improved
4	AN	2	40 %	2	40 %	Constant
5	AM	2	40 %	3	60 %	Improved
6	CMV	3	60 %	4	80 %	Improved
7	CPP	1	20 %	1	20 %	Constant
8	DP	1	20 %	3	60%	Improved
9	DI	1	20 %	4	80 %	Improved

10	DS	2	40 %	2	40%	Constant
11	ETH	3	60 %	5	100 %	Improved
12	FA	4	80 %	4	80 %	Costant
13	IK	3	60 %	5	100 %	Improved
14	IS	1	20 %	1	20 %	Constant
15	I	1	20 %	2	40 %	Improved
16	IMJ	2	40 %	2	40 %	Constant
17	IJ	1	20 %	5	100 %	Improved
18	JOP	1	20 %	3	60 %	Improved
19	LA	2	40 %	2	40 %	Costant
20	MS	2	40 %	4	80 %	Improved
21	NA	3	60 %	3	60 %	Costant
22	OS	2	40 %	1	20%	Decreased
23	PNS	1	20 %	3	60 %	Improved
24	RNA	2	40 %	3	60 %	Improved
25	RP	1	20 %	3	60 %	Improved
26	RS	3	60%	3	60%	Constant
27	SJ	2	40%	2	40%	Constant
28	SA	2	40%	2	40%	Constant
29	SW	2	40%	5	100%	Improved
30	SAR	2	40%	3	60%	Improved
31	WK	2	40%	2	40%	Constant
32	YS	1	20%	1	20%	Constant
33	ZIMS	4	80%	5	100%	Improved

**Notes :**

$\leq 50\%$  : Not Active

$\geq 50\%$  : Active

**Scoring:**

Score 1, with percentage 20 %

Score 2, with percentage 40 %

Score 3, with percentage 60 %

Score 4, with percentage 80 %

Score 5, with percentage 100 %

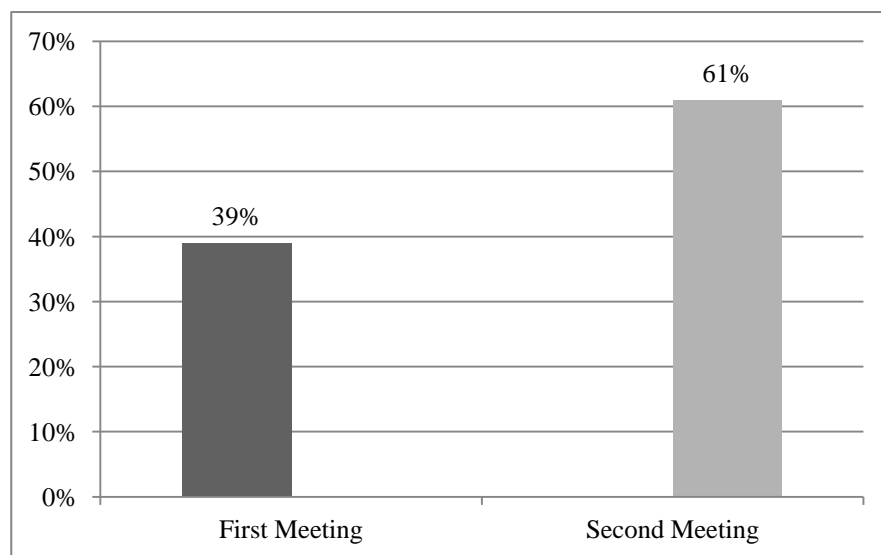
The accumulation of the observation of student's learning activities at cycle I could be specified on the following table:

Table 15  
The Accumulation of Student's Learning Activities at Cycle I

No	Students Activities	Cycle I		Improvement
		Meeting 1	Meeting 2	
1	1. Paying Attention on the teacher's explanation	78,7 %	81,8 %	3,1 %
	Active in small-group discussion			
2	2. Asking to the teacher	18,1 %	42,4 %	24,3 %
3	3. Answering teacher's question	24,2 %	60,6 %	36,4 %
4	4. Giving an idea	27,2 %	51,5 %	24,3 %
5	5. Tasking	48,4 %	66,6 %	18,2 %
	<b>Total</b>	<b>196,6%</b>	<b>302,9%</b>	
	<b>Average</b>	<b>39,32%</b>	<b>60,58%</b>	<b>21,26%</b>

The table above showed that not all of the students were active to follow teaching and learning process. The average percentage of the student's learning activity in meeting 1 was only 39,32 % and 60,58 % in meeting 2. Based on the result above, it could be inferred that the learning process was unsuccessful compared with the indicator of success at least 70 % of the students might pass minimum mastery criteria of student's achievement in their learning activities. The comparison between the first meeting and the second meeting of the student's learning activities result described on the following percentage graph:

**Graph I**  
**The Comparison between First Meeting and Second Meeting of**  
**Student's Learning Activities at Cycle I**



The graph above showed that the students' participations to follow teaching and learning process viewed from their activeness were still low in which the final average percentage was only 49, 95 %. This result could not be passed the indicator of success at least 70%.

#### **4) Reflection**

At the end of this cycle, the researcher and the collaborator analyzed and figured out all the processes such as student's post-test I score and the result of student's observation of their learning activities at cycle 1. It, in addition, the researcher decided the problem solving needed for improvement of some weaknesses.

First, the researcher compared the result of students' pre-test and post-test I score at cycle 1 to find out the improvement of these two tests. The comparison between pre-test score and post test 1 score can be seen as the follows.

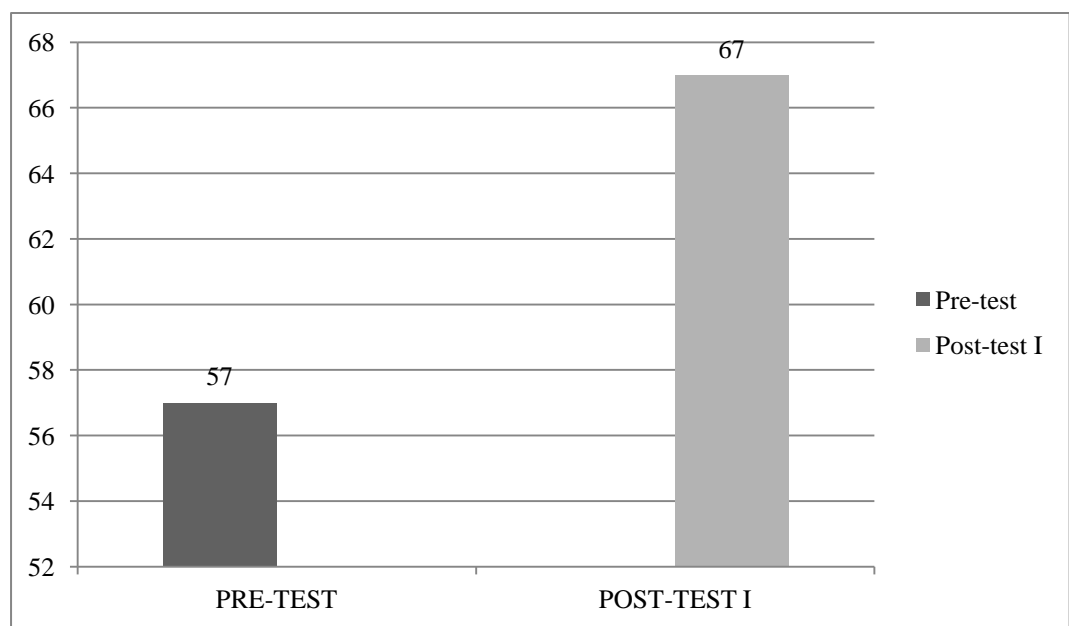
Table 16  
The Comparison between Pre-test and Post-test I Score

No	Student's Score	Pre-test Score	Post-test I Score	Gained Score	Note
1	AP	25	45	20	Improved
2	AS	70	70	0	Constant
3	AL	65	55	-10	Decreseed
4	ANR	70	75	5	Improved
5	AM	70	60	-10	Decreased
6	CMV	50	75	25	Improved
7	CPP	65	70	5	Improved
8	DP	45	65	20	Improved
9	DI	65	75	10	Improved
10	DS	70	75	5	Improved
11	ETH	60	80	20	Improved
12	FA	75	75	0	Constant
13	IK	40	65	25	Improved
14	IS	30	65	35	Improved
15	I	60	70	10	Improved
16	IMJ	35	60	25	Improved
17	IJ	70	70	0	Constant
18	JOP	70	80	10	Improved
19	LA	55	60	5	Improved
20	MS	40	50	10	Improved
21	NA	55	60	5	Improved
22	OS	30	45	15	Improved
23	PNS	65	70	5	Improved
24	RNA	70	75	5	Improved
25	RP	75	80	5	Improved
26	RS	45	70	25	Improved
27	SJ	75	65	-10	Decreased
28	SA	65	75	10	Improved

29	SW	25	50	25	Improved
30	SAR	50	65	15	Improved
31	WK	65	75	10	Improved
32	YS	45	75	30	Improved
33	ZIMS	70	70	0	Constant
<b>Total Score</b>		1865	2215	<b>350</b>	
<b>Average</b>		57	67	<b>11</b>	

Then, the comparison between the average score of pre-test and post-test 1 result described on the following graph:

Graph 2  
Average Score of Pre-test and Post-test I



The table and the graphic above showed that the average score of post-test I was 67 and the average improvement score was 10 point. Then, by comparing post test I score with pre-test score, it could be obtained the improvement result was 58 % or 19 students of the total students passed the minimum mastery criteria (MMC) and 42 % or 14 students did not fulfill the minimum mastery criteria (MMC). Besides,



the majority of the student's score significantly improved although there was also decreasing score. Hence, it could be concluded that the result was unsuccessful, because the indicator of success could not be entirely achieved 70% of the total students.

Second, the researcher identified the result of students' learning activities at cycle 1 based on the observation at the previous stage. Referring to the result of observation sheet at cycle I, there were some general problems identified based on the indicators of students' learning activities provided. They were the following:

- a) The student's participation to follow the learning process did not run enthusiastically, because most of the students did not pay attention on the teacher's explanation.
- b) The students did not focus on the material.
- c) The students' participation in asking and answering the questions as well as in suggesting the idea were still low because they were ashamed to ask and to answer the question orally and thought that the questions which given for them was difficult to be answered. So they would rather do other activities than answered it. In addition, not many of the students gave their idea during the discussion.
- d) The students did not accomplish the task timely because they could not maximize time allocation provided properly.

Concerning to the problem identification found in students' observation of their learning activities, there were some problems to be resolved and improved such as:

- a) The researcher gave more motivation to the students in order to stimulate them to study hard and to make the learning process more enthusiastic by inviting them at very first teaching and learning process to take part in the brainstorming session or ice breaking as the stimulation before turned back to the discussion session.
- b) The researcher gave more detail explanation of the material and how to implement the strategies contained in QAR strategy to comprehend the text such as prediction, clarification, question and summarization so that they could took over the responsibilities in discussion.
- c) The researcher gave guidance, feed and reward for those who were active in the classroom so that they were encouraged to spoke out and share their idea during the discussion.
- d) The researcher encouraged the students to maximize time allocation properly so that they did not be hurried to complete the task timely.

Regarding to the result of student's post test score and the observation of student's activities at cycle I, it entirely could be concluded that although most of the students' score improved but

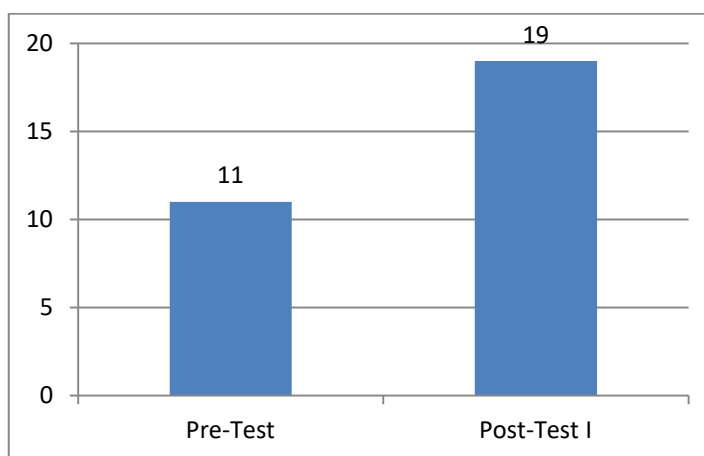
the condition of learning process was not run well because most of the students did not pass the minimum mastery criteria (MMC). So the researcher and collaborator took a decision that the first cycle needed to be continued to the second cycle because of those shortcomings.

**Table 17**  
**Frequency complete of the students' score**  
**on Pre-test and Post-test I**

<b>Name</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Expanation</b>
Pre-Test	11	33%	Complete
Post- Test 1	19	58%	Complete

Then, the graph of comparison students recount text reading comprehension ability pre-test and post-test I score in cycle I could be seen as follow:

**Figure 6**  
**The Complete of the Students' Score on Pre test and Post Test I**



The figure above showed that the total students who passed the pre test were 11 students and post test 119 students passed the test. Besides, the majority of the student's score significantly improved although there was also decreasing score. Hence, it could be concluded that the research was successful because the result score of the students had achieved the indicator of success that was 70% with the minimum mastery criteria was 70.

### **c. Cycle 2**

Cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

#### **1) Planning**

Based on the reflection result in cycle 1 the researcher and the collaborator attempted to repair some problems which had been identified. The researcher and the collaborator rearranged some plans for the action based upon the problems that faced by the students on their reading comprehension ability. The plans which prepared by the researcher used in teaching and learning process were lesson plan, learning material, media, observation sheet, and instrument.

First, lesson plan consisted of the sequences of the learning process which contained QAR strategy, the objectives of the learning and the indicators of success.

Second, the learning topic which taught to the students was reading recount text which consisted of some essential bodies such as the definition, generic structure, language feature and the example of text and they were added some detail of the text.

Third, the observation sheet consisted of checklist of students activities. In addition the researcher invited the students to take part in the brainstorming session or ice breaking to stimulate them before it turned back to the discussion and gave a reward for those who were active in the classroom.

Last, to know the improvement scores from post-test 1 to post-test 2, the researcher also prepared the instrument of post-test 2.

## **2) Action**

The action of cycle 2 was not significantly different from the previous cycle. It was carried out on Wednesday, February 7<sup>th</sup>, 2018 at 09.00 – 11.30 a.m and Tuesday, February 13<sup>th</sup>, 2018 at 07.30 – 09.00 a. m.

### **a) First Meeting**

First meeting was held on Wednesday, February 7<sup>th</sup> at 09.00-13.00a. m. and it took about 90 minutes or  $2 \times 45$  minutes. Firstly, at the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition.

Then, the researcher gave treatment. Afterwards, the researcher divided the students into five small groups for discussion. Each groups consisted of six until seven students which led by the leader group.

Then, after the explanation done, the researcher implement QAR strategy. First step, the researcher taught students how to correctly identify the four different types of questions. The researcher used a read aloud and asked students to pose questions about the reading after they have completed the passage. Then, the researcher wrote their questions on sticky notes and then place them in the appropriate categories on chart paper.

Afterwards, to further students' understanding of the different types of questions, the researcher asked them to place the questions in the correct category. Gradually, the researcher released the responsibility to students as they work in small groups to label the different question-answer relationships. Eventually, the teacher gave students a reading selection to complete in pairs and require the pairs to generate a given number of questions for each question-answer relationship

To strengthen their result discussion the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the

researcher reminded the students to keep on learning at home and closed the meeting.

#### **b) Second Meeting**

Second meeting was held on Tuesday, February 13<sup>th</sup>, 2018 at 07.30 – 09.00 a.m and it took about 90 minutes or  $2 \times 45$  minutes. In this meeting the researcher was as a teacher and Mr. Setiadi Heka Jiwa, S. Pd. as the collaborator as well as an observer.

After giving the treatment, the researcher gave a post-test II in order to measure their ability. The post-test II instrument consisted of 10 questions in the form of essay which has same indicators with the previous test which completed for 60 minutes only. Then, after conducted post-test II, it was obtained the result of students scores as follow:

Table 18  
The Result of Reading Comprehension Ability Post Test II

<b>No</b>	<b>Student's Code</b>	<b>Point</b>	<b>Total</b>	<b>Note ( 70 )</b>
1	AP	13	65	Incomplete
2	AS	17	85	Complete
3	AL	17	85	Complete
4	ANR	17	85	Complete
5	AM	18	90	Complete
6	CMV	18	90	Complete
7	CPP	17	85	Complete
8	DP	18	90	Complete
9	DI	16	80	Complete
10	DS	18	90	Complete
11	ETH	17	85	Complete

12	FA	18	90	Complete
13	IK	17	85	Complete
14	IS	14	70	Incomplete
15	I	18	90	Complete
16	IMJ	16	80	Complete
17	IJ	18	90	Complete
18	JOP	17	85	Complete
19	LA	15	75	Complete
20	MS	14	70	Complete
21	NA	15	75	Complete
22	OS	12	60	Incomplete
23	PNS	17	85	Complete
24	RNA	16	80	Complete
25	RP	17	85	Complete
26	RS	16	80	Complete
27	SJ	16	80	Complete
28	SA	17	85	Complete
29	SW	15	75	Complete
30	SAR	16	80	Complete
31	WK	16	80	Complete
32	YS	17	85	Complete
33	ZIMS	18	90	Complete
<b>Total</b>			<b>2725</b>	
<b>Lowest Score</b>			<b>60</b>	
<b>Highest Score</b>			<b>90</b>	
<b>Average</b>			<b>82</b>	

Source :The result score of post-test II

Date : February 13<sup>th</sup>, 2018

Then, the frequency of student's post test II score of the second cycle could be detailed on the following table:

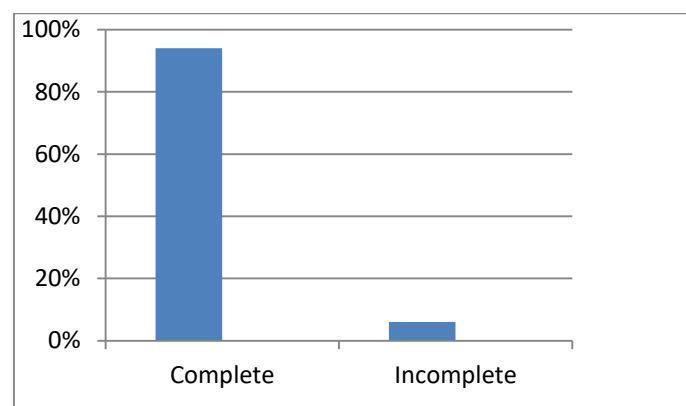


Table 19  
The Frequency Distribution of Post Test II Score

Interval	Frequency	Percentage	Category
$\geq 70$	31	94%	Complete
$\leq 70$	2	6%	Incomplete
<b>Total</b>	<b>33</b>	<b>100%</b>	

Then, the graph of percentage of students recount text reading comprehension ability post-test ii score in cycle ii could be seen as follows:

**Figure 7**  
**Percentage of Students Recount text Reading Comprehension Ability Post-Test II Score in Cycle II**



Regarding to the result of student's post-test score, it could be seen that the average score in post-test II was 82. Based on the indicator of success of this research that 70 % of the total students might pass the score at least 70 so it could be inferred that 94 % or 31 students from the total of students had passed the minimum mastery criteria (MMC). In addition, there was only 6 % or 2

students did not pass the minimum mastery criteria (MMC).

Meaning to say the second cycle was successful.

### 3) Observation

This phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student activities during the learning process were also being observed by the observer. The students who were active on discussion got reward to make the learning process to be more fun and encourage the students to be more enthusiastic. The observation result of students' learning activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

Table 20  
Observation Result of Student's Learning Activities at Cycle II

No	Name	First Meeting		Second Meeting		Note
		Act	Percentages	Act	Percentages	
1	AP	4	80 %	5	100 %	Improved
2	AS	3	60 %	3	60 %	Constant
3	AL	5	100 %	5	100 %	Constant
4	AN	2	40 %	3	60 %	Improved
5	AM	4	80 %	4	80 %	Constant
6	CMV	5	100 %	5	100 %	Constant
7	CPP	4	80 %	3	60 %	Decreased
8	DP	2	40 %	5	100%	Improved
9	DI	5	100 %	5	100 %	Constant
10	DS	3	60 %	4	80%	Improved
11	ETH	4	80 %	5	100 %	Improved
12	FA	5	100 %	5	100 %	Costant
13	IK	4	80 %	4	80 %	Constant
14	IS	2	20 %	4	80 %	Improved
15	I	4	80 %	5	100 %	Improved
16	IMJ	4	80 %	4	80 %	Constant

17	IJ	4	80 %	4	80 %	Constant
18	JOP	4	80 %	4	80 %	Constant
19	LA	3	60 %	4	80 %	Improved
20	MS	3	60 %	4	80 %	Improved
21	NA	5	100 %	5	100 %	Constant
22	OS	3	60 %	3	60%	Constant
23	PNS	5	100 %	4	80%	Decreased
24	RNA	3	60 %	4	80%	Improved
25	RP	4	80 %	4	80%	Improved
26	RS	4	80%	4	80%	Constant
27	SJ	3	60%	4	80%	Improved
28	SA	3	60%	3	60%	Constant
29	SW	3	60%	4	80%	Improved
30	SAR	4	80%	4	80%	Improved
31	WK	3	60%	3	60%	Constant
32	YS	3	60%	3	60%	Constant
33	ZIMS	5	100%	5	100%	Constant

**Notes :**

≤50% : **Not Active**

≥50% : **Active**

**Scoring:**

Score 1, with percentage 20 %

Score 2, with percentage 40 %

Score 3, with percentage 60 %

Score 4, with percentage 80 %

Score 5, with percentage 100 %

The accumulation of the observation of student's learning activities at cycle I could be specified on the following table:

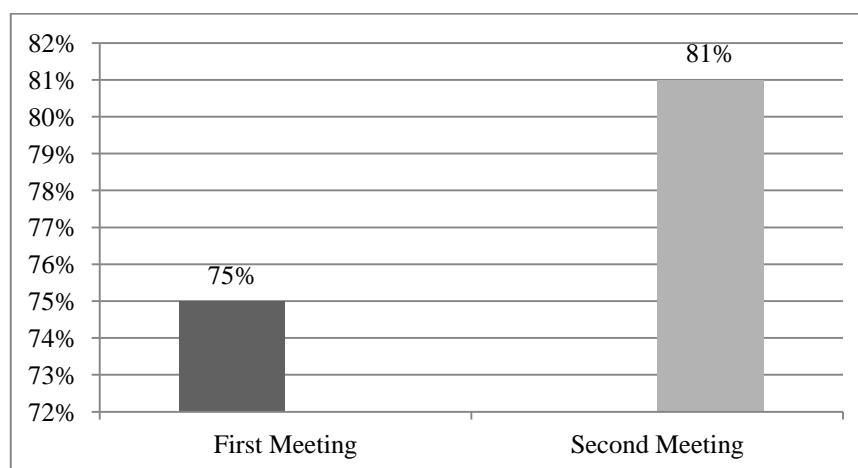
Table 21  
The Accumulation of Student's Learning Activities at Cycle I

No	Students Activities	Cycle II		Improvement (%)
		Meeting 1	Meeting 2	
1	1. Paying Attention on the teacher's explanation	84,8 %	93,9 %	9,1 %
	Active in small-group discussion			

2	2. Asking to the teacher	69,6 %	75,7 %	6,1 %
3	3. Answering teacher's question	72,7 %	78,7 %	6,1 %
4	4. Giving an idea	66,6 %	72,7 %	6,1%
5	5. Tasking	81,8 %	84,8 %	3 %
<b>Total</b>		<b>375,5%</b>	<b>405,8%</b>	
<b>Average</b>		<b>75,1%</b>	<b>81,16%</b>	<b>6,06 %</b>

The comparison between meeting I and meeting II result at the second cycle of described on the following percentage graph:

**Graph 3**  
The Comparison between First Meeting and Second Meeting of Student's Learning Activities at Cycle II



The table and the graph above showed that the students' activity at cycle II improved significantly from the previous cycle. It could be shown, in meeting 1 the average percentage of the entire indicators of student's activities was 75, 1%, in meeting 2 the average percentage was 81,16 % and the average score of both meeting was 78, 13% with the improvement percentage was 6 %. It could be highlighted that the learning process of cycle 2 was successful because the entire

indicators from meeting 1 until meeting 2 of student's activity had been adequately fulfilled  $\geq 69\%$ .

#### 4) Reflection

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes such as student's post-test II score and observation of student's learning activities. First, the researcher compared the result of post-test I and post-test II to find out the improvement. The comparison between students' post-test I score and post-test II score could be compared on the following table:

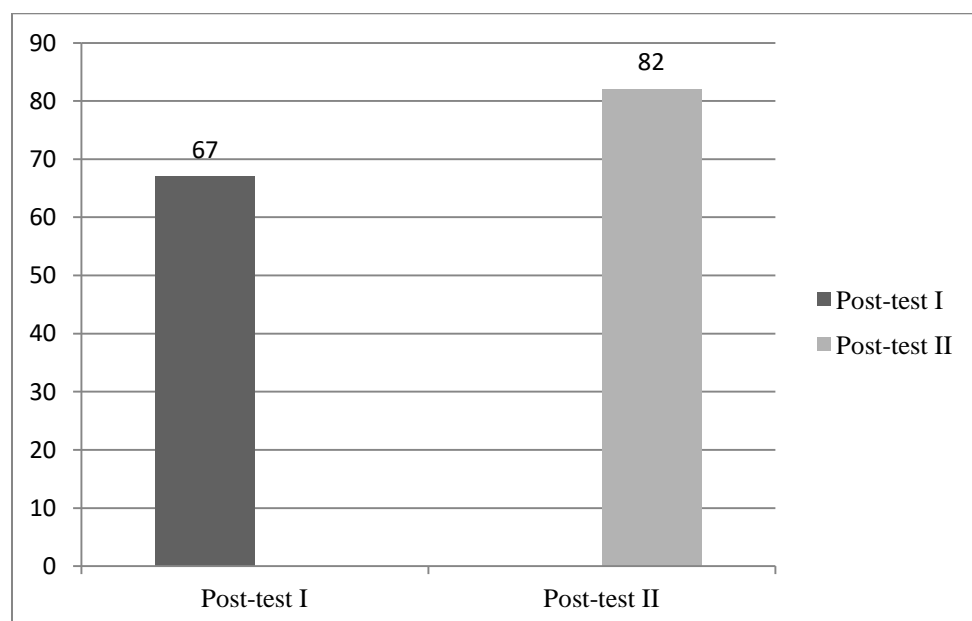
Table 22  
The Comparison between Post-Test I Score and Post-Test II Score

No	Student's Code	Post-test I Score	Post-test II Score	Gained Score	Note
1	AP	45	65	20	Improved
2	AS	70	85	15	Improved
3	AL	55	85	30	Improved
4	ANR	75	85	10	Improved
5	AM	60	90	30	Improved
6	CMV	75	90	15	Improved
7	CPP	70	85	15	Improved
8	DP	65	90	25	Improved
9	DI	75	80	5	Improved
10	DS	75	90	15	Improved
11	ETH	80	85	5	Improved
12	FA	75	90	15	Improved
13	IK	65	85	20	Improved
14	IS	65	70	5	Improved
15	I	70	90	20	Improved
16	IMJ	60	80	20	Improved
17	IJ	70	90	20	Improved
18	JOP	80	85	5	Improved

19	LA	60	75	15	Improved
20	MS	50	70	20	Improved
21	NA	60	75	15	Improved
22	OS	45	60	15	Improved
23	PNS	70	85	15	Improved
24	RNA	75	80	5	Improved
25	RP	80	85	5	Improved
26	RS	70	80	10	Improved
27	SJ	65	80	15	Improved
28	SA	75	85	10	Improved
29	SW	50	75	25	Improved
30	SAR	65	80	15	Improved
31	WK	75	80	5	Improved
32	YS	75	85	10	Improved
33	ZIMS	70	90	20	Improved
<b>Total Score</b>		2215	2725	<b>490</b>	
<b>Average</b>		67	82	<b>15</b>	

Then, the comparison between the average score of post-test 1 and post-test 2 results described on the following graph:

Graph 4  
Average Score of Post-test I and Post-test II



The table and the graph above could be pointed out that the average score of students in post-test II was 82 by the average improvement score was 15 point. Besides, the percentage of students' successfulness of post test II score was 94 % or 31 students of the total students passed the minimum mastery criteria while 6 % or 2 students did not pass the minimum mastery criteria (MMC) at least 70. It means that the indicator of success of this research had been achieved  $\geq 70\%$ . It proved that the students' reading comprehension ability improved.

Second, based on the observation at the previous stages, the researcher and collaborator identified the result of observation sheet of student's learning activity at cycle II. First, the average percentage of the entire indicators of student's activities in meeting I and meeting 2 was 78, 13% with the improvement percentage was 6 %. The result showed that the learning process of cycle 2 was successful because the entire indicators from meeting 1 until meeting 2 of student's learning activity had been achieved  $\geq 70\%$ .

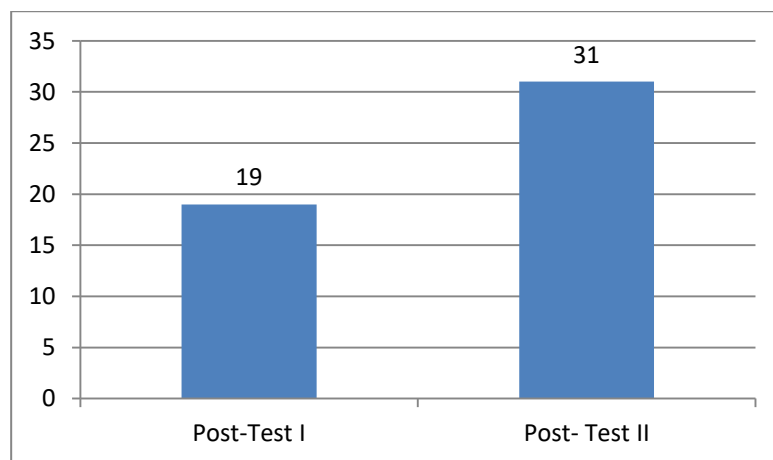
Regarding to the result above, it could be completely inferred that this classroom action research (CAR) was successful and it did not need to be continued in the next cycle because the observation of students' learning activity and their learning outcome had been entirely passed the indicators of success, hence QAR strategy could improve student's reading comprehension ability.

**Table 23**  
**Frequency complete of the students' score**  
**on Post test 1, Post test2 .**

<b>Name</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Explanation</b>
Post Test 1	19	58%	Complete
Post Test 2	31	94%	Complete

Then, the graph of comparison students recount text reading comprehension ability post-test I and post-test II score in cycle II could be seen as follow:

**Figure 8**  
**The Complete of the Students' Score on Post-Test I**  
**and Post test II**



From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 90 and the lowest score is 60. The average score of post-test II was 82. Besides, the percentages of students' successfulness of post-test II score was 94% or 31 students of the total students passed the minimum standard criteria and 6% or 2 students did not pass the minimum standard



criteria at least 70. It means that the indicator of success of this research had been achieved that was  $\geq 70\%$  students was gotten score 70. It indicated that the students' recount paragraph writing was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that QAR strategy could increase students' reading comprehension ability in recount text.

## **B. Interpretation**

Data interpretation in this research was divided into two kinds of data. They were obtained from the result of pre-test, post-test I and post test II and observation result of student's learning activities of each cycles. For further description was as follow:

### **1. The Result of Student's Score at Cycle 1**

In Classroom Action Research (CAR) step, firstly the researcher presented pre-test to measure the student's ability before implementing the treatment. The researcher obtained the data through test in the form of multiple choices. The pre-test result showed that there were 11 students or 33% for the score between the interval of 70 – 78 who passed the minimum mastery criteria (MMC)  $\geq 69$  and 22 students or 67 % for the score between the interval of 25-69 did not pass the

minimum mastery criteria (MMC). Besides, the lowest score was 25 and the highest score was 75 by the average score was 57.

After the implementation of pre-test and calculating all the results, the researcher conducted the treatment in cycle I. The treatment was carried out by teaching reading comprehension of recount text by using reciprocal teaching. Then in the end of the cycle I, the researcher examined the students by presenting post test I. The researcher obtained post test I through multiple choice test completed for 60 minutes. It could be pointed out that there were only 19 students or 58 % for the score between the intervals of 66 – 86 passed the minimum mastery criteria  $\geq 69$ . Then, 14 students or 42 % for the score between the intervals of 45 – 65 did not achieve the minimum mastery criteria for the score  $\leq 70$ . Furthermore, the lowest score of post test I was 45 and the highest score was 80 by the average score was 67. By comparing the result of pre test and post test I, it had been obtained that the average score was higher than previous test but the indicator of success did not be fulfilled.

## **2. The Result of Student's Score at Cycle II**

The researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet. In this cycle the researcher conducted the treatment to strengthen their reading comprehension ability. Then to measure the student's achievement, the researcher held post test II. It could be obtained data

that 31 students or 94% for the score between the interval of 67 – 90 had fulfilled the minimum mastery criteria that was  $\geq 69$  and 2 students or 6 % for the score between the interval of 60 – 66 did not achieve the minimum mastery criteria. Moreover, it had been obtained the lowest score was 60 and the highest score was 90. By comparing the result with the previous test in cycle I, it had been gained the average improvement score of post-test II was higher than previous test. Those overall data indicated that the improvement score by the percentage of 94 % achieved the indicator of success that was  $\geq 69\%$  of the total students. It means that it passed the minimum mastery criteria at least 70. Therefore, the research was successful. The following table was the comparison result of pre-test, post-test I and post-test II score:

Table 25  
The Result of Pre-test, Post-Test I and Post-Test II Score

No	Student's Code	Pre-test	Post-test I	Post-test II	Gained Score
1	AP	25	45	65	20
2	AS	70	70	85	15
3	AL	65	55	85	30
4	ANR	70	75	85	10
5	AM	70	60	90	30
6	CMV	50	75	90	15
7	CPP	65	70	85	15
8	DP	45	65	90	25
9	DI	65	75	80	5
10	DS	70	75	90	15
11	ETH	60	80	85	5
12	FA	75	75	90	15
13	IK	40	65	85	20

14	IS	30	65	70	5
15	I	60	70	90	20
16	IMJ	35	60	80	20
17	IJ	70	70	90	20
18	JOP	70	80	85	5
19	LA	55	60	75	15
20	MS	40	50	70	20
21	NA	55	60	75	15
22	OS	30	45	60	15
23	PNS	65	70	85	15
24	RNA	70	75	80	5
25	RP	75	80	85	5
26	RS	45	70	80	10
27	SJ	75	65	80	15
28	SA	65	75	85	10
29	SW	25	50	75	25
30	SAR	50	65	80	15
31	WK	65	75	80	5
32	YS	45	75	85	10
33	ZIMS	70	70	90	20
<b>Total</b>		<b>1865</b>	<b>2215</b>	<b>2725</b>	490
<b>Average</b>		<b>57</b>	<b>67</b>	<b>82</b>	<b>15</b>
<b>Highest Score</b>		<b>75</b>	<b>80</b>	<b>90</b>	
<b>Lowest Score</b>		<b>25</b>	<b>45</b>	<b>60</b>	
<b>Percentage of successfulness (=70%)</b>		<b>33 %</b>	<b>58 %</b>	<b>94 %</b>	

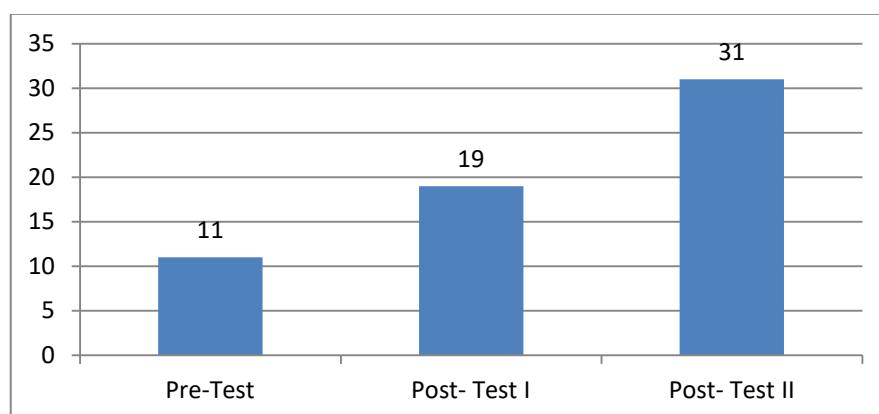
**Table 26**  
**Frequency complete of the students' score on Pre-Test,**  
**Post-Test I, Post- Test II .**

<b>Name</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>
Pre-Test	11	33%	Complete
Post Test I	19	58%	Complete
Post Test II	31	94%	Complete

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. It could be seen from the students get score  $\geq 70$ , 11 to 19 became 31. Therefore, the researcher conclude that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

**Figure 9**  
**The Complete of the Students' Score on Pre-Test,**  
**Post-Test I and Post test II**

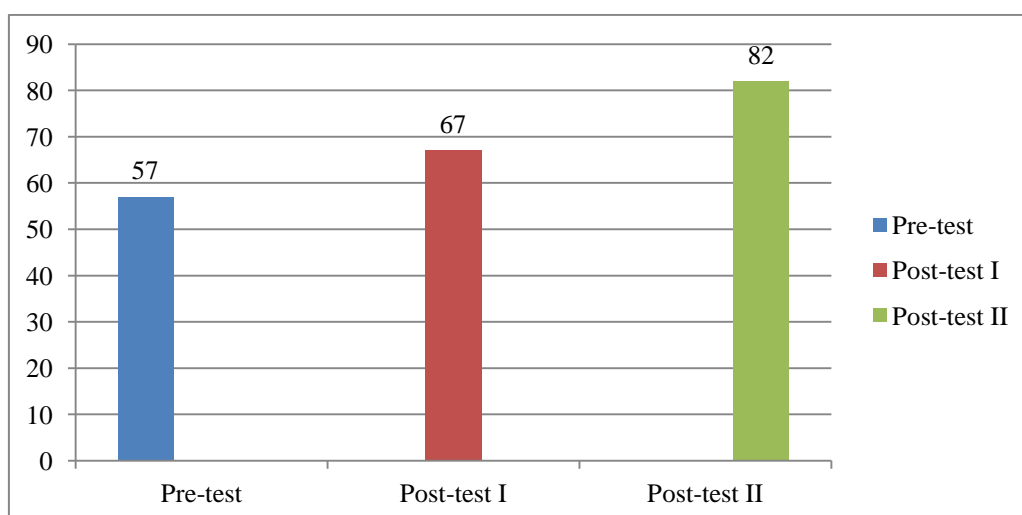


Based on the result of pre-test, post-test I and post-test II score from cycle I to cycle II, it was found out that there was a significant improvement of the students' score by teaching reading comprehension ability using QAR strategy. It could be shown by the averagescore of these three tests which consecutively preceded from 57 in pre-test to 67 in post-test I became 82 in post-test II by the percentage of improvement.

Therefore, the researcher concluded that this research was successful because the result of post test II at the second cycle had been significantly fulfilled the minimum mastery criteria (MMC) that was 94 %.

The result of students pre-test, post-test I and post-test II score at the first cycle and the second cycle in detail described on the following graph:

Graph 5  
Average Score of Pre-test, Post-test I, and Post-test II



The graph above could be highlighted that QAR strategy could improve student's reading comprehension ability. It could be proved by the improvement score consecutively from pre-test to post-test II in which the average score of these three tests improved significantly from 57 in pre-test to 67 in post-test I of the first cycle and to 82 in post-test II of the second cycle by the percentage of final successfulness was 94 %. It means that the result of post-test II was

higher than previous test so the research was successful viewed from the indicator of success.

### 3. The Result of Student's Learning Activity At Cycle I and Cycle II

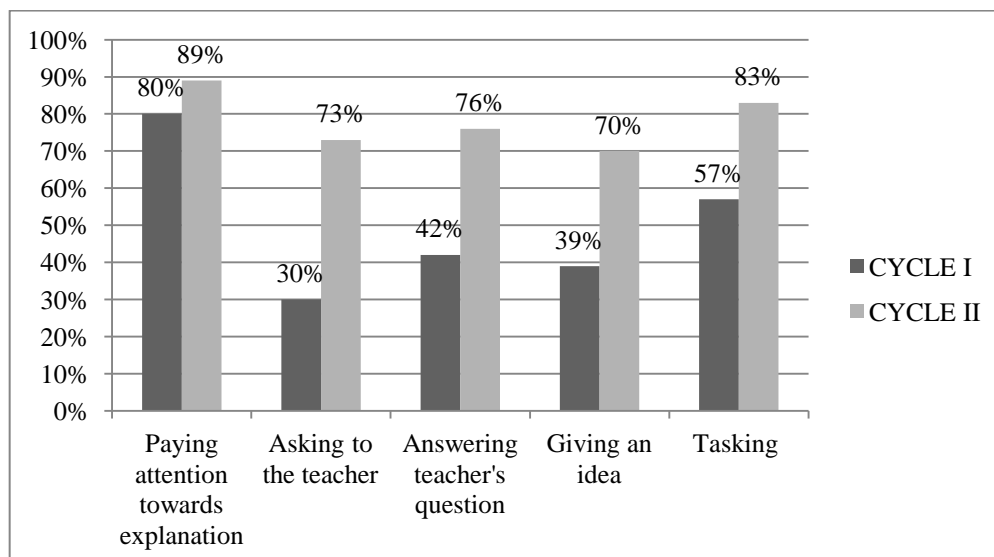
The students' learning activities data obtained from the overall result of students' learning activities in the form of observation sheet from cycle I to cycle II. Each cycle consisted of two observation results of students' learning activity. These results could be detailed on the following accumulation table:

Table 27  
The Accumulation of Students' Observation between Cycle I and Cycle II

No	Students Activities	Cycle I		Cycle II		Improvement (%)
		$\Sigma$ Students	Average (%)	$\Sigma$ Students	Average (%)	
1	1. Paying Attention	53	80,5 %	59	89,35 %	8,85%
	Active in Small-Group Discussion					
2	2. Asking to the teacher	20	30,15 %	48	72,65 %	42,5%
3	3. Answering teacher's question	28	42,4 %	50	75,7 %	33,3 %
4	4. Giving an idea	26	39,35 %	46	69,65 %	30,3 %
5	5. Tasking	38	57,5 %	55	83,3 %	25,8 %
	<b>Total</b>	<b>165</b>	<b>249,9 %</b>	<b>258</b>	<b>390,65%</b>	<b>140,75 %</b>
	<b>Average</b>		<b>49,98 %</b>		<b>78,13 %</b>	<b>28,25 %</b>

Then, the graph percentage of those five indicators of students' learning activity during the learning process in the classroom was specifically described on the following further graph:

**Graph 6**  
**Result of Students' Learning Activities at Cycle I and Cycle II**



Referring to the data table and graphic of students' learning activity above, it could be analyzed by indicators on the following explanation:

a. Student paid attention on teacher's explanation.

The students' activity to pay their attention on teacher's explanation from cycle I to cycle II improved significantly. The students became more focused on the material and teacher's explanation than previous cycle. The percentage of this indicator at least 80,5 % in cycle I to 89,35 % in cycle II and the improvement percentage was 8,85 %.

b. Active in small-group discussion.

1) Asked to the teacher.

The students' participation to ask the teacher improved from the cycle I until cycle II. It was supported



that they were brave and curious to ask when the teacher opened the opportunities to the students to ask about something that they did not know related to the learning material had been learnt. The percentage of this activity at cycle I was 30,15 % and at cycle II 72,65 % by the improvement percentage was 42,5 %.

2) Answered to the teacher question.

The students' participation to respond teacher's question was also improved from cycle I to cycle II. It was proved by the braveness of the students to answer the question although not all of the questions could be answered accurately and even sometimes it was got out from the topic. The percentage of this activity in cycle I was 42,4 % and in cycle II was 75,7 % by the improvement percentage was 33,3 %.

3) Gave an idea.

The student's participation to give their idea during the discussion improved significantly. They did not feel ashamed to express their thought although not all of their ideas could not be properly accepted yet related to the topic. The percentage of this activity in cycle I was 39,35 % and in cycle II was 69,65% by the improvement percentage was 30,3%.

4) Finished the assignment timely.

The students' participation to finish the assignment timely improved so much. They could maximize the time allocation properly so they did not be hurried to complete the assignment. It could be seen at cycle I in which the percentage of this activity was 57,5% and at cycle II was 83,3% by the improvement percentage was 25,8%.

Regarding to the overall students' learning activity data, the students' activeness and enthusiasm to follow teaching and learning process showed significant improvement by applying QAR strategy to teach reading comprehension ability from cycle I to cycle II by the average percentage consecutively from 49,98 % to 78,13% in which the average percentage was 28,25 %. So, it could be inferred that the learning process was aggregately called successful by applying QAR strategy to improve students' reading comprehension ability.

### C. DISCUSSION

Based on the pre survey in teaching reading to the SMP PGRI 2 Sekampung especially students in the eight grader, there are some problems like some students' difficulties to express their idea. In this research, the researcher chose recount text as media and used QAR strategy to improve students reading comprehension ability.

The researcher used this strategy to organize idea students and made students more active in reading especially recount text in learning English. There was increasing about students learning activities using QAR strategy. Therefore QAR strategy hopefully is useful in the learning activities.

Based on the research, the result of pre-test to post-test I there was an increasing on students' complete score, but the test had not been success. It was because the total of student who passed the test did not reach 70%.

Then, on the post-test II, the students' complete score continued to increase, the test was success. It because the total of complete score could reach the indicator of success 70%. From the explanation above, it meant that by using QAR strategy the students reading comprehension ability especially in recount text could increase significantly.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **D. Conclusion**

Regarding to the research finding, the researcher would like to point out the conclusions as follow:

1. Question Answer Relationship ( QAR) Strategy could be an effective and alternative way to improve students' reading comprehension ability both the student's learning activity and the learning outcome.
2. There was a significant improvement by implementing question answer relationship strategy to improve students' reading comprehension ability. It could be seen from the result of student's learning outcome from pre-test to post-test II. It could be consecutively improved significantly which preceded by pre-test result in which the average score was 57 by the percentage of successfulness was 33%, then in post-test I the average score was 67 by the percentage of successfulness was 58% and in post-test II the average score was 82 by the percentage of successfulness was 94%. Furthermore, the result of student's learning activities was also improved significantly. It could be seen in cycle I in which the average percentage of students learning activity was 49,98% became 78,13% in cycle II.
3. The implementation of classroom action research (CAR) was successful viewed from indicator of success because of 94% or 31 of the total students already passed the minimum mastery criteria (MMC) score at least

70 and indicator of success more than 70%. As a result the cycle II could not be conducted to the next cycle.

### **E. Suggestion**

Based on the research finding, the researcher would like to deliver some suggestions as follows:

1. For student

The students are suggested more active in learning recount text by using QAR strategy.

2. For English teacher

It is suggested for English teacher to apply QAR Strategy as an alternative strategy in teaching English especially to improve student's reading comprehension ability.

3. For Headmaster

It is suggested for headmaster to take positive side of this teaching as the alternative strategy in teaching English especially for teaching reading comprehension ability by facilitating the students with other supporting proper education media.

4. For other researcher

It is suggested for the other researcher to develop this research with new innovation and hopefully the result of this research could be a reference.

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# APPENDICES

## SILABUS SMP/MTs

**Mata Pelajaran : Bahasa Inggris**

**Kelas : VIII**

**Kompetensi Inti :**

KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.

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

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

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

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek	<p><b>Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa</b></p> <p><b>Fungsi sosial</b> Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.</p> <p><b>Struktur text (gagasan utama dan informasi rinci)</b></p> <p>a. Memberikan pendahuluan (orientasi)</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</li> <li>Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>Dengan bimbingan guru, siswa</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial teks teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan,</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat</li> </ul>

<p>dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.15 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan</p> <p>b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.</p> <p>c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional).</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p><b>Unsur kebahasaan</b></p> <ol style="list-style-type: none"> <li>(1) Kata kerja dalam Simple Past tense, Past Continuous Tense</li> <li>(2) Kosa kata: kata kerja yang menunjuk tindakan atau kegiatan</li> <li>(3) Adverbial penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</li> <li>(4) Adverbial dan frasa preposisional penunjuk waktu: <i>yesterday, last month, on Monday, an hour ago, immediately</i>, dsb.</li> <li>(5) Penggunaan nominal singular dan plural secara tepat, dengan</li> </ol>	<p>mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut.</p> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</li> <li>• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.</li> <li>• Siswa membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> <li>- fungsi sosial setiap teks</li> <li>- orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan</li> <li>- urutan kejadian secara kronologis, urut dan runtut</li> </ul> </li> </ul>	<p>kejadian, dan peristiwa dalam teks <i>recount</i>.</p> <ul style="list-style-type: none"> <li>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapian tulisan tangan.</li> <li>• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>• Contoh teks dari sumber otentik</li> <li>• Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li>- <a href="https://www.google.com/">https://www.google.com/</a></li> </ul> </li> </ul>
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	<p>atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p><b>Topik</b> Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<ul style="list-style-type: none"> <li>- komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada)</li> <li>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> </ul> <ul style="list-style-type: none"> <li>• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan</li> </ul>	<p>untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b> Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b> Membaca dan menulis teks yang menuntut pemahaman dan kemampuan teks</p>		
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		<p>fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb).</p> <ul style="list-style-type: none"> <li>• Siswaberupaya berbicara secara lancardengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>• Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p><i>recount</i> tentang kegiatan, kejadian, dan peristiwa.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan karya teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat.</li> <li>• Kumpulan hasil analisis tentang beberapa teks <i>recount</i>.</li> <li>• Lembar soal dan hasil tes</li> </ul>		
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Mengetahui,  
Kepala SMP PGRI 2  
Sekampung

BAMBANG IRIANTO S.Ag

Sekampung, .....,2018  
Guru Mapel Bahasa inggris

SETIADI HEKA JIWA S.Pd

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**( R P P )**  
**KURIKULUM 2013**

Sekolah	: SMP PGRI 2 Sekampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Genap
Topik Pembelajaran	: Recount text
Waktu	: 4 x40 menit
Pertemuan	: 1 dan 2

**A. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
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.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyajikan 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**

- 3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kejadian dan peristiwa, pendek dan sederhana sesuai dengan konteks penggunaannya.

- 4.14 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kejadian dan peristiwa dimasa lampau.

### C. Indikator Pencapaian Kompetensi:

Peserta didik mampu:

1. Menyebutkan pengertian dan tujuan dari teks recount. (*Definition and Purpose*).
2. Menganalisis struktur teks dan unsur kebahasaan pada teks berbentuk Recount text. (*Generic Structure*)
3. Menangkap ide pokok (*Main idea*) dalam teks recount.
4. Menangkap gambaran umum(*General Description*) dalam teks recount.
5. Menangkap informasi spesifik (*Specific Information*) dalam teks recount.
6. Menangkap makna tersirat (*Implied Information*) dalam teks recount.
7. Mengidentifikasi kata ganti (*Detail Word: Pronoun*)
8. Mengidentifikasi antonym dan sinonim (*Antonym and Synonym*)

### D. Tujuan Pembelajaran

Pada akhir pembelajaran peserta didik diharapkan mampu dalam menanggapi teks recountpendek sederhana tentang kegiatan, kejadian, dan peristiwa seperti menganalisis teks sekaligus mengidentifikasi ide pokok,

### E. Materi Pembelajaran

(Materi pertemuan ke-1 dan Pertemuan ke-2)

#### 1. Pengertian.

*Recount text* adalah salah satu jenis text dalam bahasa inggris yang menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau.

#### 2. Tujuan

Tujuan dari recount text adalah untuk memberikan informasi atau untuk menghibur pembaca sehingga tidak terdapat konflik.

### 3. **Macam-macam Recount Text**

- a. Personal Recount: Yaitu menceritakan tentang pengalaman pribadi penulis.
- b. Factual Recount: Yaitu laporan peristiwa yang benar-benar terjadi, seperti laporan percobaan ilmu pengetahuan, laporan kepolisian.
- c. Imaginative: Yaitu membuat cerita imaginative lalu menuliskan peristiwa atau kejadian yang telah terjadi.

### 4. **Struktur Recount Text**

- a. Orientation

Yaitu pengenalan berupa memberikan informasi tentang siapa, dimana, dan kapan peristiwa atau kejadian itu terjadi di masa lampau.

- b. Events

Yaitu merupakan rekaman peristiwa yang terjadi, biasanya disampaikan dalam urutan kronologis seperti: “*in the first day.... and the next day... and in the last day...*” pada bagian ini terdapat juga komentar pribadi tentang peristiwa atau kejadian yang diceritakan.

- c. Reorientation

Yaitu pengulangan pengenalan yang ada di orientation, pengulangan tentang rangkuman peristiwa atau kejadian yang diceritakan.

### 5. **Ciri Kebahasaan Recount Text**

Pada saat membaca recount text akan ditemukan ciri-ciri kebahasaan sebagai berikut:

- a. Menggunakan kalimat dalam bentuk *simplepast tense*.

Simple past tense digunakan untuk menunjukkan bahwa sesuatu kejadian yang terjadi di masa lampau.

Contoh: We went to Bandung last year, I was very happy.



b. Menggunakan *Action verbs*.

Yaitu kata kerja untuk menyatakan bahwa subject sedang melakukan suatu aksi atau untuk menyatakan bahwa sesuatu terjadi. Contoh: went, bought, wrote, slept, dan lain-lain.

c. Menggunakan *edverbs* and *edverbial phrase* untuk mengungkapkan waktu, tempat dan cara.

d. Menggunakan *conjunction* dan *time connectives* untuk mengurutkan peristiwa atau kejadian. Contoh: but, and, after that, next, before, first dan lain-lain.

### 1. Contoh Recount Text materi pertemuan ke-1

#### My Holiday

I spent my holiday in Jogjakarta last year. I went to Prambanan Temple with my family early in the morning.

We went to Prambanan Temple by bus and arrived at 01.00 in the afternoon. I saw many foreign tourists there. I spoke English with them. Their name are Andrew and Peter. They were very friendly. They come from New York. Prambanan Temple was crowded in holiday. we went back at 07.00 in the evening.

It was a very interesting holiday.

### 2. Contoh Recount Text materi pertemuan ke-2

#### My Busy Day

Last Monday was a busy day for me. I spent my time to do a lot of activities from college to my home.

First, at the morning, I did my presentation's assignement with my partner, she was Nur hidayah. It took three hours. Then we went to the campus for joining lecture. But the lecture said that our presentation would be started next week. It made us dissapointed. The class was finished at 12.30.

After that, I had to go home because my grandmother was in a bad condition. She was hospitalized. So it was a must for me to back home at that time. When I got there, there were so many members of my family. There were about 10 people, my aunt, my niece, my uncle and some of my cousins. We all hoped that our grandmother would get better soon. Those activities made my day busy.

#### F. Metode Pembelajaran

1. Metode : Question Answer Relationship Strategy

#### G. Media, Alat dan Sumber Belajar

1. Buku teks wajib (LKS)
2. Media : Text
3. Alat dan bahan: Marker, White board

#### H. Langkah-langkah Pembelajaran

##### 1. Pertemuan Ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p><u><b>orienting (Orientasi)</b></u></p> <ul style="list-style-type: none"> <li>• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>)</li> <li>• Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>)</li> <li>• Siswa bersama dengan guru melakukan ice breaking.</li> </ul> <p><u><b>Motivating (Motivasi)</b></u></p> <ul style="list-style-type: none"> <li>• Guru memberikan motivasi kepada siswa.</li> </ul> <p><u><b>Pemberian acuan</b></u></p>	10 menit

	<ul style="list-style-type: none"> <li>• Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD.</li> <li>• Guru menggunakan metode reciprocal teaching dan memberikan langkah-langkah belajar kepada siswa.</li> </ul>	
Inti	<p><b><u>Observing (mengamati)</u></b></p> <ul style="list-style-type: none"> <li>• Guru membagi siswa dalam beberapa kelompok belajar dan memilih ketua diskusi pada masing-masing kelompok belajar untuk mewakili kelompoknya pada kegiatan akhir.</li> <li>• Setelah semua kelompok siap, guru memulai mengimplementasikan reciprocal teaching dalam proses pembelajaran dan membimbing siswa dalam memahami teks berbentuk recount dengan menggunakan strategi yang terdapat dalam reciprocal teaching seperti Questioning, prediction, clarification summarization. Tahapan-tahapan dalam pengimplementasian Reciprocal Teaching adalah sebagai berikut:</li> </ul> <p><b>Langkah 1 Prediction:</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan teks kepada masing-masing kelompok. Kemudian memberikan kesempatan kepada siswa memprediksi teks apa yang sedang mereka diskusikan.</li> </ul> <p><b>Langkah 2 Question:</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa menanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. Guru menginstruksikan tiap grup untuk saling aktif bertanya tentang isi bacaan yang tidak dimengerti</li> </ul> <p><b>Langkah 3 Clarification:</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang hal-hal yang tidak dapat dipahami oleh siswa.</li> </ul> <p><b>Langkah 4 Summarization:</b></p> <ul style="list-style-type: none"> <li>• Setelah semua kesulitan dapat teratasi, dan siswa paham dengan teks tersebut, guru dan siswa menyimpulkan tentang teks yang mereka diskusikan dengan menggunakan bahasa mereka sendiri.</li> </ul>	60 menit

	<ul style="list-style-type: none"> <li>Setelah itu untuk memastikan pemahaman mereka, guru bertanya kepada siswa tentang bacaan yang mereka diskusikan.</li> </ul> <p><i>Experimenting (Mencoba)</i></p> <ul style="list-style-type: none"> <li>Siswa mengerjakan latihan dan mendiskusikannya dengan teman kelompoknya terhadap contoh-contoh yang ada untuk dipahami teksnya tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.</li> </ul> <p><u><i>Mengkomunikasikan (Networking)</i></u></p> <ul style="list-style-type: none"> <li>Perwakilan siswa atau ketua diskusi pada masing-masing kelompok menyimpulkan hasil diskusi kedepan kelas.</li> <li>Siswa berupaya mempresentasikan hasil diskusinya dengan lancar.</li> <li>Kelompok lain mendengarkan dengan seksama presentasi dari kelompok yang ditunjuk.</li> <li>Presentasi dilakukan secara bergiliran berdasarkan undian dan disesuaikan dengan alokasi pembelajaran yang telah ditentukan.</li> </ul>	
<b>Penutup</b>	<p><i>Refleksi</i></p> <ul style="list-style-type: none"> <li>Guru mengarahkan kelompok lain untuk memberikan umpan balik dan tanggapan terhadap presentasi yang telah dilakukan.</li> <li>Setelah mengikuti kegiatan pembelajaran siswa bersama – sama dengan guru melakukan refleksi tentang materi yang telah diajarkan.</li> <li>Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “teks recount” atau belum.</li> </ul> <p><i>Menyimpulkan</i></p> <ul style="list-style-type: none"> <li>Siswa bersama-sama guru membuat kesimpulan pembelajaran pada pertemuan ini.</li> </ul> <p><i>Pemberian tugas.</i></p> <ul style="list-style-type: none"> <li>Siswa diberi tugas untuk pembelajaran minggu depan untuk penilaian.</li> <li>Guru mengucapkan salam penutup kepada siswa.</li> </ul>	10 menit

## 2. Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p><u><b>orienting (Orientasi)</b></u></p> <ul style="list-style-type: none"> <li>• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>)</li> <li>• Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>)</li> <li>• Siswa bersama dengan guru melakukan ice breaking.</li> </ul> <p><u><b>Motivating (Motivasi)</b></u></p> <ul style="list-style-type: none"> <li>• Guru memberikan motivasi kepada siswa.</li> </ul> <p><u><b>memberian acuan</b></u></p> <ul style="list-style-type: none"> <li>• Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD.</li> <li>• Guru menggunakan metode question answer relationship dan memberikan langkah-langkah belajar kepada siswa.</li> </ul>	10 menit
Inti	<p><u><b>Observing (mengamati)</b></u></p> <ul style="list-style-type: none"> <li>• Guru membagi siswa dalam beberapa kelompok belajar dan memilih ketua diskusi pada masing-masing kelompok belajar untuk mewakili kelompoknya pada kegiatan akhir.</li> <li>• Setelah semua kelompok siap, guru memulai mengimplementasikan question answer relationship strategy dalam proses pembelajaran dan membimbing siswa dalam memahami teks berbentuk recount dengan menggunakan strategi yang terdapat dalam question answer relationship strategy seperti questioning, prediction, clarification summarization. Tahapan-tahapan dalam pengimplementasian Reciprocal Teaching adalah sebagai berikut:</li> </ul>	

	<p><b>Langkah 1 Prediction:</b></p> <ul style="list-style-type: none"> <li>Guru memberikan teks kepada masing-masing kelompok. Kemudian memberikan kesempatan kepada siswa memprediksi teks apa yang sedang mereka diskusikan.</li> </ul> <p><b>Langkah 2 Question:</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa menanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. Guru menginstruksikan tiap grup untuk saling aktif bertanya tentang isi bacaan yang tidak dimengerti</li> </ul> <p><b>Langkah 3 Clarification:</b></p> <ul style="list-style-type: none"> <li>Guru menjelaskan tentang hal-hal yang tidak dapat dipahami oleh siswa.</li> </ul> <p><b>Langkah 4 Summarization:</b></p> <ul style="list-style-type: none"> <li>Setelah semua kesulitan dapat teratasi, dan siswa paham dengan teks tersebut, guru dan siswa menyimpulkan tentang teks yang mereka diskusikan dengan menggunakan bahasa mereka sendiri.</li> <li>Setelah itu untuk memastikan pemahaman mereka, guru bertanya kepada siswa tentang bacaan yang mereka diskusikan.</li> </ul> <p><i>Experimenting (Mencoba)</i></p> <ul style="list-style-type: none"> <li>Siswa mengerjakan latihan dan mendiskusikanya dengan teman kelompoknya terhadap contoh-contoh yang ada untuk dipahami teksnyatentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.</li> </ul> <p><b><u>Mengkomunikasikan (Networking)</u></b></p> <ul style="list-style-type: none"> <li>Perwakilan siswa atau ketua diskusi pada masing-masing kelompok menyimpulkan hasil diskusi kedepan kelas.</li> <li>Siswa berupaya mempresentasikan hasil diskusinya dengan lancar.</li> <li>Kelompok lain mendengarkan dengan seksama</li> </ul>	60 menit
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	<p>presentasi dari kelompok yang ditunjuk.</p> <ul style="list-style-type: none"> <li>• Presentasi dilakukan secara bergiliran berdasarkan undian dan disesuaikan dengan alokasi pembelajaran yang telah ditentukan.</li> </ul>	
<b>Penutup</b>	<p><i>refleksi</i></p> <ul style="list-style-type: none"> <li>• Guru mengarahkan kelompok lain untuk memberikan umpan balik dan tanggapan terhadap presentasi yang telah dilakukan.</li> <li>• Setelah mengikuti kegiatan pembelajaran siswa bersama – sama dengan guru melakukan refleksi tentang materi yang telah diajarkan.</li> <li>• Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “teks recount” atau belum.</li> </ul> <p><i>menyimpulkan</i></p> <ul style="list-style-type: none"> <li>• Siswa bersama-sama guru membuat kesimpulan pembelajaran pada pertemuan ini.</li> </ul> <p><i>memberian tugas.</i></p> <ul style="list-style-type: none"> <li>• Siswa diberi tugas untuk pembelajaran minggu depan untuk penilaian.</li> <li>• Guru mengucapkan salam penutup kepada siswa.</li> </ul>	10 menit

## I. Teknik penilaian (scoring rubrics)

### 1. Penilaian Pengetahuan (Reading Comprehension)

#### Essay

Aspek dan Kriteria	Skor
a. Jawaban pertanyaan tepat, lengkap	2
b. Jawaban pertanyaan kurang tepat, kurang lengkap	1

Tiap jawaban benar skor 2; skor maksimal =  $10 \times 2 = 20$

**Nilai siswa** =  $\frac{\text{Skor diperoleh}}{\text{Skor maksimal}} \times 100$

Skor maksimal

## **J. Bentuk Instrument**

### **1. Pertemuan 1**

#### **Travel on the Plane for the first time**

When I was young, I did not really like traveling. I preferred playing games on the computer. I never travelled aboard by plane until 1998. At that time, I was 21 years old.

My first trip was a 4-day trip to Taipei. Before I came to the airport, I didn't know how to check in. All the procedures were so new to me. I remembered I was so excited when the plane took off. I really enjoyed my trip at that time.

After that trip, I like traveling. I also travelled to the other countries like Korea, France, Germany, Switzerland, Italy, and Austria.

#### **Question:**

1. Identify the generic structure of the text above!
2. Why the writer didn't really like travelling?
3. When did the writer first trip on the plane?
4. What was the writer's first destination in his first trip?
5. How many days did the writer spend in his first trip?
6. How did the writer feel when the plane took off?
7. What happened to the writer after his first trip?
8. Where did the writer travel after his first trip?
9. "...when the plane took off...". The underlined word is opposite in meaning to?
10. "...the procedures were so new...". The underlined word is similar in meaning to?



## 2. Pertemuan 2

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

### Question:

1. Identify the generic structure of the text above!
2. When did the clock stopped?
3. Why did the people gather under the Town Hall clock?
4. Based on the text, where was the writer?
5. When did the event happen?
6. What probably happened when someone shouted that the clock stopped?
7. What does the first sentence tell you?
8. "It would strike twelve in twenty minutes' time." The underlined word refers to ...
9. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. What is the closest meaning of the underlined word?

10. “The big clock refused to welcome the New Year” What is the synonym of the word ....

### **K. Key answer**

#### **Pertemuan 1**

1. Orientation: Paragraph 1, Events: paragraph 2, Re-orientation: Paragraph 3
2. Because the writer preferred playing games on the computer.
3. When he was young.
4. The first destination of his trip was Taipei.
5. He spent his trip for four days.
6. He felt so excited.
7. He likes to travel some countries.
8. Korea, France, Germany, Switzerland, Italy, and Austria
9. Landing.
10. Recent.

#### **Pertemuan 2**

1. Jawaban: Paragraph 1: Orientation: Paragraph 1 at the first sentence, Events: Paragraph 1 at the second sentence until the fourth sentence, Re-orientation: Paragraph 2.
2. Jawaban: At 12.00
3. Jawaban: To welcome the New Year
4. Jawaban: At the center of the town
5. Jawaban: At the end of the year.
6. Jawaban: Everybody looked for a watch.
7. Jawaban: The opening of the story
8. Jawaban: The clock
9. Jawaban: Mass
10. Jawaban: Reject

Sekampung, ..... 2018

**Kolaborator**



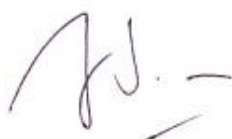
SETIADI HEKA JIWA, S.Pd

**Peneliti**



RATNA NOVITASARI  
NPM. 1293147

**Mengetahui,  
Kepala SMP PGRI 2 Sekampung**



BAMBANG IRIANTO, S.Ag

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**( R P P )**  
**KURIKULUM 2013**

Sekolah	: SMP PGRI 2 Sekampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Genap
Topik Pembelajaran	: Recount text
Waktu	: 4 x40 menit
Pertemuan	: 3 dan 4

**A. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
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.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyajikan 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**

- 3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kejadian dan peristiwa, pendek dan sederhana sesuai dengan konteks penggunaannya.

- 4.15 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kejadian dan peristiwa dimasa lampau.

### C. Indikator Pencapaian Kompetensi:

Peserta didik mampu:

1. Menyebutkan pengertian dan tujuan dari teks recount. (*Definition and Purpose*).
2. Menganalisis struktur teks dan unsur kebahasaan pada teks berbentuk Recount text. (*Generic Structure*)
3. Menangkap ide pokok (*Main idea*) dalam teks recount.
4. Menangkap gambaran umum(*General Description*) dalam teks recount.
5. Menangkap informasi spesifik (*Specific Information*) dalam teks recount.
6. Menangkap makna tersirat (*Implied Information*) dalam teks recount.
7. Mengidentifikasi kata ganti (*Detail Word: Pronoun*)
8. Mengidentifikasi antonym dan sinonim (*Antonym and Synonym*)

### D. Tujuan Pembelajaran

Pada akhir pembelajaran peserta didik diharapkan mampu dalam menanggapi teks recountpendek sederhana tentang kegiatan, kejadian, dan peristiwa seperti menganalisis teks sekaligus mengidentifikasi ide pokok,

### E. Materi Pembelajaran

(Materi pertemuan ke-1 dan Pertemuan ke-2)

#### 1. Pengertian.

*Recount text* adalah salah satu jenis text dalam bahasa inggris yang menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau.

#### 2. Tujuan

Tujuan dari recount text adalah untuk memberikan informasi atau untuk menghibur pembaca sehingga tidak terdapat konflik.

### 3. **Macam-macam Recount Text**

- a. Personal Recount: Yaitu menceritakan tentang pengalaman pribadi penulis.
- b. Factual Recount: Yaitu laporan peristiwa yang benar-benar terjadi, seperti laporan percobaan ilmu pengetahuan, laporan kepolisian.
- c. Imaginative: Yaitu membuat cerita imaginative lalu menuliskan peristiwa atau kejadian yang telah terjadi.

### 4. **Struktur Recount Text**

- a. Orientation

Yaitu pengenalan berupa memberikan informasi tentang siapa, dimana, dan kapan peristiwa atau kejadian itu terjadi di masa lampau.

- b. Events

Yaitu merupakan rekaman peristiwa yang terjadi, biasanya disampaikan dalam urutan kronologis seperti: “*in the first day.... and the next day... and in the last day...*” pada bagian ini terdapat juga komentar pribadi tentang peristiwa atau kejadian yang diceritakan.

- c. Reorientation

Yaitu pengulangan pengenalan yang ada di orientation, pengulangan tentang rangkuman peristiwa atau kejadian yang diceritakan.

### 5. **Ciri Kebahasaan Recount Text**

Pada saat membaca recount text akan ditemukan ciri-ciri kebahasaan sebagai berikut:

- a. Menggunakan kalimat dalam bentuk *simplepast tense*.

Simple past tense digunakan untuk menunjukkan bahwa sesuatu kejadian yang terjadi di masa lampau.

Contoh: We went to Bandung last year, I was very happy.

b. Menggunakan *Action verbs*.

Yaitu kata kerja untuk menyatakan bahwa subject sedang melakukan suatu aksi atau untuk menyatakan bahwa sesuatu terjadi. Contoh: went, bought, wrote, slept, dan lain-lain.

c. Menggunakan *edverbs* and *edverbial phrase* untuk mengungkapkan waktu, tempat dan cara.

d. Menggunakan *conjunction* dan *time connectives* untuk mengurutkan peristiwa atau kejadian. Contoh: but, and, after that, next, before, first dan lain-lain.

### 3. Contoh Recount Text materi pertemuan ke-3

#### A Beautiful Day at Jogjakarta

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

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

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

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

#### **4. Contoh Recount Text materi pertemuan ke-4**

##### **My Holiday to United States**

Last summer I got a fantastic holiday. I visited some great places. I went to an airport and was going to fly to cleveland. I was spending there for two days. I liked to see some cleveland cavaleries basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los angeles, California, United states. It had become world-famous as the center of the film industry. Four major film companies such as warner bross, paramount, RKO, and columbia had studios in Hollywood. I did not want to leave but I had to.

After that, I went to New York city. I visited the statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.

The places made me feel at home but I have to go home. Next time I would return to them.

#### **F. Metode Pembelajaran**

2. Metode :Question Answer Relationship Strategy

#### **G. Media, Alat dan Sumber Belajar**

4. Buku teks wajib (LKS)
5. Media : Text
6. Alat dan bahan: Marker, White board



## H. Langkah-langkah Pembelajaran

### 1. Pertemuan Ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p><u><b>orienting (Orientasi)</b></u></p> <ul style="list-style-type: none"> <li>• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>)</li> <li>• Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>)</li> <li>• Siswa bersama dengan guru melakukan ice breaking.</li> </ul> <p><u><b>Motivating (Motivasi)</b></u></p> <ul style="list-style-type: none"> <li>• Guru memberikan motivasi kepada siswa.</li> </ul> <p><u><b>memberian acuan</b></u></p> <ul style="list-style-type: none"> <li>• Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD.</li> <li>• Guru menggunakan metode question answer relationship dan memberikan langkah-langkah belajar kepada siswa.</li> </ul>	10 menit
	<p><u><b>Observing (mengamati)</b></u></p> <ul style="list-style-type: none"> <li>• Guru membagi siswa dalam beberapa kelompok belajar dan memilih ketua diskusi pada masing-masing kelompok belajar untuk mewakili kelompoknya pada kegiatan akhir.</li> <li>• Setelah semua kelompok siap, guru memulai mengimplementasikan question answer relationship dalam proses pembelajaran dan membimbing siswa dalam memahami teks berbentuk recount dengan menggunakan strategi yang terdapat dalam question answer relationship seperti questioning, prediction, clarification summarization. Tahapan-tahapan dalam pengimplementasian question answer</li> </ul>	

<p><b>Inti</b></p>	<p>relationship adalah sebagai berikut:</p> <p><b>Langkah 1 Prediction:</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan teks kepada masing-masing kelompok. Kemudian memberikan kesempatan kepada siswa memprediksi teks apa yang sedang mereka diskusikan.</li> </ul> <p><b>Langkah 2 Question:</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa menanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. Guru menginstruksikan tiap grup untuk saling aktif bertanya tentang isi bacaan yang tidak dimengerti</li> </ul> <p><b>Langkah 3 Clarification:</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang hal-hal yang tidak dapat dipahami oleh siswa.</li> </ul> <p><b>Langkah 4 Summarization:</b></p> <ul style="list-style-type: none"> <li>• Setelah semua kesulitan dapat teratasi, dan siswa paham dengan teks tersebut, guru dan siswa menyimpulkan tentang teks yang mereka diskusikan dengan menggunakan bahasa mereka sendiri.</li> <li>• Setelah itu untuk memastikan pemahaman mereka, guru bertanya kepada siswa tentang bacaan yang mereka diskusikan.</li> </ul> <p><i><b>Experimenting (Mencoba)</b></i></p> <ul style="list-style-type: none"> <li>• Siswa mengerjakan latihan dan mendiskusikanya dengan teman kelompoknya terhadap contoh-contoh yang ada untuk dipahami teksnyatentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.</li> </ul> <p><u><b>Mengkomunikasikan (Networking)</b></u></p>	<p>60 menit</p>
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	<ul style="list-style-type: none"> <li>• Perwakilan siswa atau ketua diskusi pada masing-masing kelompok menyimpulkan hasil diskusi kedepan kelas.</li> <li>• Siswa berupaya mempresentasikan hasil diskusinya dengan lancar.</li> <li>• Kelompok lain mendengarkan dengan seksama presentasi dari kelompok yang ditunjuk.</li> <li>• Presentasi dilakukan secara bergiliran berdasarkan undian dan disesuaikan dengan alokasi pembelajaran yang telah ditentukan.</li> </ul>	
<b>Penutup</b>	<p><i>refleksi</i></p> <ul style="list-style-type: none"> <li>• Guru mengarahkan kelompok lain untuk memberikan umpan balik dan tanggapan terhadap presentasi yang telah dilakukan.</li> <li>• Setelah mengikuti kegiatan pembelajaran siswa bersama – sama dengan guru melakukan refleksi tentang materi yang telah diajarkan.</li> <li>• Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “teks recount” atau belum.</li> </ul> <p><i>menyimpulkan</i></p> <ul style="list-style-type: none"> <li>• Siswa bersama-sama guru membuat kesimpulan pembelajaran pada pertemuan ini.</li> </ul> <p><i>memberian tugas.</i></p> <ul style="list-style-type: none"> <li>• Siswa diberi tugas untuk pembelajaran minggu depan untuk penilaian.</li> <li>• Guru mengucapkan salam penutup kepada siswa.</li> </ul>	10 menit

## 2. Pertemuan ke-4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<p><u><i>orienting (Orientasi)</i></u></p> <ul style="list-style-type: none"> <li>• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>)</li> <li>• Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>)</li> </ul>	

<p><b>Pendahuluan</b></p>	<ul style="list-style-type: none"> <li>• Siswa bersama dengan guru melakukan ice breaking.</li> </ul> <p><b><u>Motivating (Motivasi)</u></b></p> <ul style="list-style-type: none"> <li>• Guru memberikan motivasi kepada siswa.</li> </ul> <p><b><u>Memberian acuan</u></b></p> <ul style="list-style-type: none"> <li>• Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD.</li> <li>• Guru menggunakan metode question answer relationship dan memberikan langkah-langkah belajar kepada siswa.</li> </ul>	<p>10 menit</p>
<p><b>Inti</b></p>	<p><b><u>Observing (mengamati)</u></b></p> <ul style="list-style-type: none"> <li>• Guru membagi siswa dalam beberapa kelompok belajar dan memilih ketua diskusi pada masing-masing kelompok belajar untuk mewakili kelompoknya pada kegiatan akhir.</li> <li>• Setelah semua kelompok siap, guru memulai mengimplementasikan question answer relationship dalam proses pembelajaran dan membimbing siswa dalam memahami teks berbentuk recount dengan menggunakan strategi yang terdapat dalam question answer relationship seperti questioning, prediction, clarification summarization. Tahapan-tahapan dalam pengimplementasian question answer relationship adalah sebagai berikut:</li> </ul> <p><b>Langkah 1 Prediction:</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan teks kepada masing-masing kelompok. Kemudian memberikan kesempatan kepada siswa memprediksi teks apa yang sedang mereka diskusikan.</li> </ul> <p><b>Langkah 2 Question:</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa menanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. Guru menginstruksikan tiap grup untuk saling aktif bertanya tentang isi bacaan</li> </ul>	<p>60 menit</p>

	<p>yang tidak dimengerti</p> <p><b>Langkah 3 Clarification:</b></p> <ul style="list-style-type: none"> <li>Guru menjelaskan tentang hal-hal yang tidak dapat dipahami oleh siswa.</li> </ul> <p><b>Langkah 4 Summarization:</b></p> <ul style="list-style-type: none"> <li>Setelah semua kesulitan dapat teratasi, dan siswa paham dengan teks tersebut, guru dan siswa menyimpulkan tentang teks yang mereka diskusikan dengan menggunakan bahasa mereka sendiri.</li> <li>Setelah itu untuk memastikan pemahaman mereka, guru bertanya kepada siswa tentang bacaan yang mereka diskusikan.</li> </ul> <p><i>Experimenting (Mencoba)</i></p> <ul style="list-style-type: none"> <li>Siswa mengerjakan latihan dan mendiskusikannya dengan teman kelompoknya terhadap contoh-contoh yang ada untuk dipahami teksnyatentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.</li> </ul> <p><u><b>Mengkomunikasikan (Networking)</b></u></p> <ul style="list-style-type: none"> <li>Perwakilan siswa atau ketua diskusi pada masing-masing kelompok menyimpulkan hasil diskusi kedepan kelas.</li> <li>Siswa berupaya mempresentasikan hasil diskusinya dengan lancar.</li> <li>Kelompok lain mendengarkan dengan seksama presentasi dari kelompok yang ditunjuk.</li> <li>Presentasi dilakukan secara bergiliran berdasarkan undian dan disesuaikan dengan alokasipembelajaran yang telah ditentukan.</li> </ul>	
	<p><i>refleksi</i></p> <ul style="list-style-type: none"> <li>Guru mengarahkan kelompok lain untuk memberikan umpan balik dan tanggapan terhadap</li> </ul>	

<b>Penutup</b>	<p>presentasi yang telah dilakukan.</p> <ul style="list-style-type: none"> <li>• Setelah mengikuti kegiatan pembelajaran siswa bersama – sama dengan guru melakukan refleksi tentang materi yang telah diajarkan.</li> <li>• Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “teks recount” atau belum.</li> </ul> <p><i>Penyimpulan</i></p> <ul style="list-style-type: none"> <li>• Siswa bersama-sama guru membuat kesimpulan pembelajaran pada pertemuan ini.</li> </ul> <p><i>Pemberian tugas.</i></p> <ul style="list-style-type: none"> <li>• Siswa diberi tugas untuk pembelajaran minggu depan untuk penilaian.</li> <li>• Guru mengucapkan salam penutup kepada siswa.</li> </ul>	10 menit
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### I. Teknik penilaian (scoring rubrics)

#### 2. Penilaian Pengetahuan (Reading Comprehension)

##### Essay

Aspek dan Kriteria	Skor
c. Jawaban pertanyaan tepat, lengkap	2
d. Jawaban pertanyaan kurang tepat, kurang lengkap	1

Tiap jawaban benar skor 2; skor maksimal = 10 x 2 = 20

**Nilai siswa** =  $\frac{\text{Skor diperoleh}}{\text{Skor maksimal}} \times 100$

Skor maksimal

## J. Bentuk Instrument

### 1. Pertemuan 3

#### A beautiful Day at Jogjakarta

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

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

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

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

#### Question:

- a. Identify the generic structure of the paragraph above!
- b. When did they go to jogja?
- c. What did they visit in the first day?
- d. How about the scenery at Parangtritis beach?
- e. What did they visit in the second day?
- f. What did they see in Gembira Loka Zoo?
- g. Where did they go to have lunch?
- h. How did the writer feel towards his/her holiday?
- i. "Then, we felt hungry..." The underlined word is opposite in meaning to?
- j. "was very beautiful there..." The underlined word is similar in meaning to?

### 2. Pertemuan 4

#### My Holiday to United States

Last summer I got a fantastic holiday. I visited some great places.

I went to an airport and was going to fly to Cleveland. I was spending there for two days. I liked to see some Cleveland cavaleries basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los angeles, California, United states. It had become world-famous as the center of the film industry. Four major film companies such as warner

bross, paramount, RKO, and columbia had studios in Hollywood. I did not want to leave but I had to.

After that, I went to New York city. I visited the statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.

The places made me feel at home but I have to go home. Next time I would return to them.

Question:

1. Identify the generic structure of the text above!
2. When did the go to holiday?
3. How many day they spend in Cleveland?
4. What did they see in Cleveland?
5. What was the place they visit in Los Angles?
6. What did they do in New York city?
7. How did the writer feel about his holiday?
8. How many places did the writer visit on his holiday? Mention!
9. "Hollywood is a famous district..." The underlined word is similar in meaning to?
10. What are the major film companies in Hollywood?

### **K. Key answer**

#### **Pertemuan 1**

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. Orientation: Paragraph 1, Events: Paragraph 2, 3, Reorientation: Paragraph 4.</li> <li>2. Last week.</li> <li>3. Parangtritis beach</li> <li>4. Very beautiful</li> <li>5. Gembira Loka zoo</li> <li>6. They saw many kinds of animals like monkeys, tigers, crocodiles, snakes, etc.</li> <li>7. They want to a restaurant.</li> <li>8. Happy.</li> <li>9. Full.</li> <li>10. Bad.</li> </ol> |
|--|



**Pertemuan 2**

1. Orientation: paragraph 1, Events: 2,3,4, Reorientation: 5.
2. Last summer.
3. Two days
4. Basketball Matches.
5. Hollywood
6. They visited the statue of Liberty.
7. He felt so awesome.
8. The visited three places such as Cleveland, California, and New York.
9. Well-known.
10. Warner Bross, Paramount, RKO, and Columbia.

Sekampung, .....  
2018

**Kolaborator**



SETIADI HEKA JIWA. S.Pd

**Peneliti**



RATNA NOVITASARI  
NPM. 1293147

**Mengetahui,**  
**Kepala SMP PGRI 2 Sekampung**



BAMBANG IRIANTO, S. Ag

**INSTRUMENT BLUEPRINT**  
**(PRE-TEST, POST-TEST I, POST-TEST II)**

**School** : SMP PGRI 2 Sekampung, Lampung Timur  
**Grade/Semester** : VIII/II  
**Competency** : Reading Comprehension  
**The number of Item** : 30 Items  
**Time Allocation** : 60 Minutes  
**Type of Item** : Multiple Choice

Basic Competency	Indicator	Item Number	Total
3.12 Applying the generic structures and language features to carry out the social function of recount text by stating and asking about the activities and events based on the context.	There are six indicators in each item which should be achieved by the students.		30 Items
4.14 Responding to the meaning of written recount text about the past activities and events.			
	1. The students can find the main idea of the text/passage.	1, 13, 22	3
	2. The students can find the general description of the text/passage	2, 10, 14, 22	4
	3. The students can find specific information of the text/passage.	3, 4, 5, 6, 12, 15, 16, 17, 18, 24, 25, 26, 27	13
	4. The students can find the detail word (pronoun)	7, 19, 28	3
	5. The students can find the implied information of the passage/text.	8, 11, 20, 29	4
	6. The students can find the antonym and synonym.	9, 21, 30	3

## MEETING 1

### **Travel on the Plane for the first time**

When I was young, I did not really like traveling. I preferred playing games on the computer. I never travelled aboard by plane until 1998. At that time, I was 21 years old.

My first trip was a 4-day trip to Taipei. Before I came to the airport, I didn't know how to check in. All the procedures were so new to me. I remembered I was so excited when the plane took off. I really enjoyed my trip at that time.

After that trip, I like traveling. I also travelled to the other countries like Korea, France, Germany, Switzerland, Italy, and Austria.

#### **Question:**

1. Identify the generic structure of the text above!
2. When did the writer first travel on the plane?
3. What was the writer's first destination in his first trip?
4. How many days did the writer spend in his first trip?
5. How did the writer feel when the plane took off?
6. What happened to the writer after his first trip?
7. "...when the plane took off...". The underlined word is opposite in meaning to?
8. "...the procedures were so new...". The underlined word is similar in meaning to?

## MEETING 2

### **New Year**

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

#### **Question:**

1. Identify the generic structure of the text above!
2. When did the clock stopped?
3. Why did the people gather under the Town Hall clock?
4. Based on the text, where was the writer?
5. When did the event happen?
6. What probably happened when someone shouted that the clock stopped?
7. What does the first sentence tell you?
8. "It would strike twelve in twenty minutes' time." The underlined word refers to?
9. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. What is the closest meaning of the underlined word?
10. "The big clock refused to welcome the New Year" What is the synonym of the word?

### **MEETING 3**

#### **A beautiful Day at Jogjakarta**

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

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

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

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

#### **Question:**

1. Identify the generic structure of the paragraph above!
2. When did they go to Jogja?
3. What did they see in Gembira Loka Zoo?
4. Where did they visit in the first day?
5. Where did they go to have lunch?
6. How did the writer feel towards his/her holiday?
7. "Then, we felt hungry..." The underlined word is opposite in meaning to?
8. "was very beautiful there..." The underlined word is similar in meaning to?

### **MEETING 4**

#### **My Holiday to United States**

Last summer I got a fantastic holiday. I visited some great places.

I went to an airport and was going to fly to cleveland. I was spending there for two days. I liked to see some cleveland cavaleries basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los angeles, California, United states. It had become world-famous as the center of the film industry. Four major film companies such as warner bross, paramount, RKO, and columbia had studios in Hollywood. I did not want to leave but I had to.

After that, I went to New York city. I visited the statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.

The places made me feel at home but I have to go home. Next time I would return to them.

#### **Question:**

1. Identify the generic structure of the text above!
2. When did the go to holiday?
3. What did they do in New york city?
4. How did the writer feel about his holiday?
5. How many places did the writer visit on his holiday? Mention!
6. What did they see in Cleveland?
7. "Hollywood is a famous district..." The underlined word is similar in meaning to?
8. What are the major film companies in Hollywood?

## READING COMPREHENSION TEST (PRE-TEST I)

Name : \_\_\_\_\_  
Class : \_\_\_\_\_

Read the following direction!

1. Read the text carefully then answer the question !
2. You may not open your dictionary.
3. You may not cheat with your friends.
4. You have 40 Minutes to finish your task.

### Travel on the Plane for the First Time

When I was young, I did not really like traveling. I preferred playing games on the computer. I never travelled aboard by plane until 1998. At that time, I was 21 years old.

My first trip was a 4-day trip to Taipei. Before I came to the airport, I didn't know how to check in. All the procedures were so new to me. I remembered I was so excited when the plane took off. I really enjoyed my trip at that time.

After that trip, I like traveling. I also travelled to the other countries like Korea, France, Germany, Switzerland, Italy, and Austria.

#### Question:

11. Identify the generic structure of the text above!
12. Why the writer didn't really like travelling?
13. When did the writer first trip on the plane?
14. What was the writer's first destination in his first trip?
15. How many days did the writer spend in his first trip?
16. How did the writer feel when the plane took off?
17. What happened to the writer after his first trip?
18. Where did the writer travel after his first trip?
19. "...when the plane took off...". The underlined word is opposite in meaning to?
20. "...the procedures were so new...". The underlined word is similar in meaning to?

## READING COMPREHENSION TEST (POST-TEST II)

Name : \_\_\_\_\_  
Class : \_\_\_\_\_

Direction:

5. Read the text carefully then answer the question !
6. You may not open your dictionary.
7. You may not cheat with your friends.
8. You have 40 Minutes to finish your task.

### My Holiday to United States

Last summer I got a fantastic holiday. I visited some great places. I went to an airport and was going to fly to Cleveland. I was spending there for two days. I liked to see some Cleveland cavaleries basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los angeles, California, United states. It had become world-famous as the center of the film industry. Four major film companies such as warner bross, paramount, RKO, and columbia had studios in Hollywood. I did not want to leave but I had to.

After that, I went to New York city. I visited the statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.

The places made me feel at home but I have to go home. Next time I would return to them.

Question:

11. Identify the generic structure of the text above!
12. When did the go to holiday?
13. How many day they spend in Cleveland?
14. What did they see in Cleveland?
15. What was the place they visit in Los Angles?
16. What did they do in New York city?
17. How did the writer feel about his holiday?
18. How many places did the writer visit on his holiday? Mention!
19. "Hollywood is a famous district..." The underlined word is similar in meaning to?
20. What are the major film companies in Hollywood?

## READING COMPREHENSION TEST (POST-TEST I)

Name : \_\_\_\_\_  
Class : \_\_\_\_\_

### Direction:

9. Read the text carefully then answer the question!
10. You may not open your dictionary.
11. You may not cheat with your friends.
12. You have 60 Minutes to finish your task.

### New Year

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

### Question:

11. Identify the generic structure of the text above!
12. When did the clock stopped?
13. Why did the people gather under the Town Hall clock?
14. Based on the text, where was the writer?
15. When did the event happen?
16. What probably happened when someone shouted that the clock stopped?
17. What does the first sentence tell you?
18. "It would strike twelve in twenty minutes' time." The underlined word refers to ...
19. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. What is the closest meaning of the underlined word?
20. "The big clock refused to welcome the New Year" What is the synonym of the word ....

**OBSERVATION SHEET OF STUDENTS' ACTIVITIES**

**School** : SMP PGRI 2 Sekampung, Lampung Timur

**Grade/Semester** : VIII/II

**Day/Date/Cycle** : \_\_\_\_\_

No.	Name	Active in Reading Comprehension Ability Learning Process					Total Score
		Attention	Asking	Answering	Giving Idea	Tasking	
1	Anang Prasetya						
2	Andre Setiawan						
3	Ayu Lestari						
4	Alim Nur Rohman						
5	Annisatul Ma'rifah						
6	Cindy Mela Veronika						
7	Cindy Priyani Putri						
8	Dimas Prasetyo						
9	Diki Ismanto						
10	Daludin Setiawan						
11	Endang Tri Handayani						
12	Fina Anggraeni						
13	Iis Kristiantis						
14	Iwan Sahrul						
15	Indra						
16	Ivan Mersian Jaya						
17	Irhan Julianto						
18	Jenifer Olivia Putri						
19	Linda Astuti						
20	Ma'ratus Solikhah						
21	Nova Andriani						
22	Oki Seliana						
23	Putri Nurmala Sari						
24	Resti Nur Alifah						
25	Reza Prayogi						
26	Riko Saputra						
27	Siti Juleha						
28	Serly Anggraeni						



29	Septiana Wati						
30	Sepgi Ana Rahayu						
31	Wahit Kurniawan						
32	Yazid Saputra						
33	Zuyinurois It Mamu Saban						
<b>Total</b>							
<b>Percentage</b>							

Note:

Percentage of students' activities:

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

**P** = Percentage

**I** = Indicator

**N** = Total of students

Sekampung, ..... 2018

**Kolaborator**

**Peneliti**

**SETIADI HEKA JIWA, S.Pd**

**RATNA NOVITASARI**  
**NPM. 1293147**

**OBSERVATION SHEET OF STUDENTS' ACTIVITIES**

**School** : SMP PGRI 2 Sekampung, Lampung Timur

**Grade/Semester** : VIII/II

**Day/Date/Cycle** : \_\_\_\_\_

No.	Name	Active in Reading Comprehension Ability Learning Process					Total Score
		Attention	Asking	Answering	Giving Idea	Tasking	
1	Anang Prasetya						
2	Andre Setiawan						
3	Ayu Lestari						
4	Alim Nur Rohman						
5	Annisatul Ma'rifah						
6	Cindy Mela Veronika						
7	Cindy Priyani Putri						
8	Dimas Prasetyo						
9	Diki Ismanto						
10	Daludin Setiawan						
11	Endang Tri Handayani						
12	Fina Anggraeni						
13	Iis Kristiantis						
14	Iwan Sahrul						
15	Indra						
16	Ivan Mersian Jaya						
17	Irhan Julianto						
18	Jenifer Olivia Putri						
19	Linda Astuti						
20	Ma'ratus Solikhah						
21	Nova Andriani						
22	Oki Seliana						
23	Putri Nurmala Sari						
24	Resti Nur Alifah						
25	Reza Prayogi						
26	Riko Saputra						
27	Siti Juleha						
28	Serly Anggraeni						

29	Septiana Wati						
30	Sepgi Ana Rahayu						
31	Wahit Kurniawan						
32	Yazid Saputra						
33	Zuyinurois It Mamu Saban						
<b>Total</b>							
<b>Percentage</b>							

Note:

Percentage of students' activities:

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

**P** = Percentage

**I** = Indicator

**N** = Total of students

Name : IRhan Julianto  
class : VIII

1. > I Like traveling
2. > Korea, France, Germany, Switzerland, Italy, and Australia
3. > 1998
4. > to Taipei
5. > Was
6. > Was a 4-day trip to Taipei
7. > At that time I was 21 years old.
8. > travel on the plane for the first time
9. > exited when the plane took off
10. > felt the procedures were so new to me

Name : ~~Aditya Prasetya~~ Septiana wati  
 class : VIII

### Jawaban

- 1) After that trip, I ~~te~~ like traveling. I also traveled ~~to~~ to the ~~the~~ other countries Korea, France, Germany ~~Swiss~~ Switzerland Italy, and Australia
- 2) I preferred playing games on the computer
- 3) 4 - day
- 4) 21. years old
- 5) Before I came to the airport.
- 6) I remembered I was so excited when the plane took off
- 7) At that time, I was 21 years old
- 8) Server on the plane for the virus time
- 9) Escaped when the plane took off
- 10) All the products were so now time

Name: ~~Raza~~ Prady Anang Prasetyo  
class: VIII

No.  
Date

150

1. orientation Paragraph I Re - orientation Paragraph 2
2. at 12.00.
3. New Year
4. at Town Hall
5. The clock has stopped
6. because someone Shuted.
7. opening the story
8. It would Strike twelve Intwenty Minuts
9. It was Five
10. Rocket

Name : ~~Setra~~ Setra Permana Prayogi

No.  
Date

151

- 1) Orientation → Paragraf 1
- event → Paragraf 1
- Re-orientation → Paragraf 2

2) at 12.00

3) two welcome the New Year

go

4) at the Town Hall

6) everybody looked for a watch

5) at end of story

7) The opening of the story

8) the clock

9) mass

10) reject

No  
Date

- 1) paragraph I : orientation
- paragraph 2,3 : events
- paragraph 4 : Re-orientation

2) last ~~summer~~ summer

3) two days

4) Baseball

5) hollywood

6) california

7) He felt awesome

8) cleveland, california, New York

9) well-known

10) warner bross, paramount, RKO and Columbia

90



1. Paragraph 1 = orientation,  
Paragraph 2,3 = events.  
Paragraph 4 = re-orientation.
2. last summer.
3. two days.
4. basket ball matches.
5. liberty.
6. los angeles.
7. he felt so awesome.
8. he visited these places such as cleveland.
9. well-known.
10. warner bross, paramount, RKO and columbia.

**OBSERVATION SHEET OF STUDENTS' ACTIVITIES**

**School** : SMP PGRI 2 Sekampung, Lampung Timur  
**Grade/Semester** : VIII/II  
**Day/Date/Cycle** : Rabu / 31 / 17

No.	Name	Active in Reading Comprehension Ability Learning Process					Total Score
		Attention	Asking	Answering	Giving Idea	Tasking	
1	Anang Prasetya						
2	Andre Setiawan						
3	Ayu Lestari						
4	Alim Nur Rohman						
5	Annisatul Ma'rifah						
6	Cindy Mela Veronika						
7	Cindy Priyani Putri						
8	Dimas Prasetyo						
9	Diki Ismanto						
10	Daludin Setiawan						
11	Endang Tri Handayani						
12	Fina Anggraeni						
13	Iis Kristiantis						
14	Iwan Sahrul						
15	Indra						
16	Ivan Mersian Jaya						
17	Irhan Julianto						
18	Jenifer Olivia Putri						
19	Linda Astuti						
20	Ma'ratus Solikhah						
21	Nova Andriani						
22	Oki Seliana						
23	Putri Nurmala Sari						
24	Resti Nur Alifah						
25	Reza Prayogi						
26	Riko Saputra						
27	Siti Juleha						
28	Serly Anggraeni						
29	Septiana Wati						
30	Sepgi Ana Rahayu						

31	Wahit Kurniawan						
32	Yazid Saputra						
33	Zuyinurois It Mamu Saban						
<b>Total</b>							
<b>Percentage</b>							

Note:

Percentage of students' activities:

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

**P** = Percentage

**I** = Indicator

**N** = Total of students

Sekampung, ..... 2018

**Kolaborator**



**SETIADI HEKA JIWA, S.Pd**

**Peneliti**



**RATNA NOVITASARI**  
**NPM. 1293147**

### OBSERVATION SHEET OF STUDENTS' ACTIVITIES

**School** : SMP PGRI 2 Sekampung, Lampung Timur  
**Grade/Semester** : VIII/II  
**Day/Date/Cycle** : Rabu / 7 / II

No.	Name	Active in Reading Comprehension Ability Learning Process					Total Score
		Attention	Asking	Answering	Giving Idea	Tasking	
1	Anang Prasetya						
2	Andre Setiawan						
3	Ayu Lestari						
4	Alim Nur Rohman						
5	Annisatul Ma'rifah						
6	Cindy Mela Veronika						
7	Cindy Priyani Putri						
8	Dimas Prasetyo						
9	Diki Ismanto						
10	Daludin Setiawan						
11	Endang Tri Handayani						
12	Fina Anggraeni						
13	Iis Kristiantis						
14	Iwan Sahrul						
15	Indra						
16	Ivan Mersian Jaya						
17	Irhan Julianto						
18	Jenifer Olivia Putri						
19	Linda Astuti						
20	Ma'ratus Solikhah						
21	Nova Andriani						
22	Oki Seliana						
23	Putri Nurmala Sari						
24	Resti Nur Alifah						
25	Reza Prayogi						
26	Riko Saputra						
27	Siti Juleha						
28	Serly Anggraeni						
29	Septiana Wati						
30	Sepgi Ana Rahayu						

31	Wahit Kurniawan						
32	Yazid Saputra						
33	Zuyinurois It Mamu Saban						
<b>Total</b>							
<b>Percentage</b>							

Note:

Percentage of students' activities:

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

**P** = Percentage

**I** = Indicator

**N** = Total of students

Sekampung, ..... 2018

**Kolaborator**



**SETIADI HEKA JIWA, S.Pd**

**Peneliti**



**RATNA NOVITASARI**  
**NPM. 1293147**



## ATTENDANCE LIST

Day/Date : Selasa / 30-1-2018

Class : VIII A

NO	NAME	SIGNATURE
1	CINDY MELA VERONIKA	1
2	JENNIFER OLIVIA PUTRI	2.
3	RESTI NUR ALIFAH	3
4	PUTRI NURMALA SARI	4
5	IIS KRISTANTIS	5
6	ERUDATUS TRI HARUDAYATU	6
7	Siti Juleha	7
8	GERLY ANGGRAENI	8
9	LINDA ASTUTI	9
10	SEPTIANA INATI	10
11	Sepgi ana Zahayu	11
12	FINA INGGERAENI	12
13	Annisatul Marifah	13
14	Cindy priyani putri.	14
15	Mariatus Solikhah	15
16	AYU LESTARI	16
17	Oki Seliana	17
18	Novi andriyani	18
19	Reza Pra Yogi	19
20	IWAN SAHRUL	20
21	ZULYINDA ISIT MAMU SABAN	21
22	Anang Prasetyo	22
23	INDRA	23
24	DIMAS PRASETYO	24
25	WAHIT KURNIAWAN	25
26	IVAN MERSIAN JAYA	26
27	IRHAN JULIANTO	27
28	DOLUDIN SETIAWAN	28
29	Aum Nur Rohmani	29
30	RIKO SADIKRA	30

31	ANDRE SETIAWAN	31	<i>And</i>
32	YAZID SAPUTRA	32	<i>Yazid</i>
33	DIKI ISMANTO	33	<i>Diki</i>
34		34	
35		35	
36		36	
37		37	
38		38	
39		39	
40		40	

## ATTENDANCE LIST

Day/Date : Rabu / 31 Januari 2018.  
 Class : VIII

NO	NAME	SIGNATURE
1	ENDANG TRI HARUDAYANI	1
2	Oki Seliana	2
3	FINA ANGORAENI	3
4	SEPQI AND RAHAYU	4
5	LINDA ASTUTI	5
6	SEPTI ANAWATI	6
7	NOVA ANDRIYANI	7
8	CINDY MELA YETANIKA	8
9	SITI JULEHA	9
10	JENNIFER OLIVIA PUTRI	10
11	CINDY PRIYANI PUTRI	11
12	PUTRI NURMALA SARI	12
13	SERI ANGGRAENI	13
14	ALIM NURROHMAN	14
15	ANDRE SETIAWAN	15
16	YAZID SAPUTRA	16
17	IVAN MERSIANZASA	17
18	ANANG PRASETIYO	18
19	ZULINUROIS ITAMAMU SABAN	19
20	DIMAS PRASETIYO	20
21	ANNISATUL MARIYAH	21
22	MAR'ATUS SALIKHAH	22
23	AYU LESTARI	23
24	RESTI NUR ALIFAH	24
25	IIS KRISTIANIS	25
26	DIKI ISMANTO	26
27	INDRA	27
28	WAHID KURNIAWAN	28
29	<del>WIDYANIS PRASETIYO</del> IWAN SAHRUL	29
30	RIKO SAPUTRA	30



31	Dalwin Setiawan	31 <i>Dalwin</i>
32	Dimas Prasetyo	32 <i>Dimas</i>
33	Reza Prayogi	33 <del>Reza</del> <i>Reza</i>
34		34
35		35
36		36
37		37
38		38
39		39
40		40

## ATTENDANCE LIST

Day/Date : Selasa 6 februari 2018.  
 Class : VIII

NO	NAME	SIGNATURE
1	JENNIFER OLIVIA PUTRI	1 Junt
2	CINDY MELA VERONIKA	2. Hmfn
3	RESTI NUR ALIFAH	3 Rmif
4	PUTRI NURMALA SARI	4 Jm
5	IIS KRISTIAN TIS	5 Hmfn
6	ENDANG TRI HENDAYENI	6 Emf
7	Siti Juleha	7 (Rmif)
8	Sorley Anggraeni	8 Hmfn
9	LINDA ASPUTI	9 Amf
10	SEPTI ANAWATI	10 A. Jm
11	SEPQI ANA RAHAYU	11 Emf
12	FINA ANGGRAENI	12 Emf
13	Annisatul Marifah	13 Emf
14	clady priyani puty	14 Hmfn
15	Mariatus Solikhah	15 Hmfn
16	AYU LESTARI	16 Jm
17	OKI SELIANA	17 Hmfn
18	NOVA ANDRIANI	18 Hmfn
19	Daludin Setiawan	19 Hmfn
20	Riko Saputra	20 Hmfn
21	WAHIT KURNIAWAN	21 Hmfn
22	ANDRE SETIAWAN	22 Hmfn
23	YAZID SAPUTRA	23 Hmfn
24	DIKI ISMANTO	24 Hmfn
25	ALIM NURROHMAN	25 Hmfn
26	DIMAS PRASETYO	26 Hmfn
27	Anang Prasetya	27 Hmfn
28	INDRA	28 Hmfn
29	IWAN SAHRUL	29 Hmfn
30	REZA PRZ YAGI	30 Hmfn

31	IRHAN JULIANTO	31 <i>hs.</i>
32	IVAN MENSIA NTAYA	32 <i>lip</i>
33	ZULINURON IMAMU SABAN	33 <i>hs.</i>
34		34
35		35
36		36
37		37
38		38
39		39
40		40

## ATTENDANCE LIST

Day/Date : Rabu, 7 Februari 2018  
 Class : VII

NO	NAME	SIGNATURE
1	JENNIFER OLIVIA PUTRI	1 <i>Jud.</i>
2	CINDY MELIA VERONIKA	2. <i>Jmml</i>
3	RESTI NUR ALIFAH	3 <i>Riii3</i>
4	PUTRI NURNIALA SARI	4 <i>HL</i>
5	IIS KRISTIANIS	5 <i>Amml</i>
6	Endang Tri Handayani	6 <i>Emml</i>
7	<i>Siti Juleha</i>	7 <i>Loee3A</i>
8	Serly Anggraeni	8 <i>Alloee3A</i>
9	LINDA ASUTTI	9 <i>Jmml</i>
10	Septi Anawati	10 <i>Jmml</i>
11	Sepgi ana Rahayu	11 <i>Suul</i>
12	FINA ANGGAENI	12 <i>Emml</i>
13	Annisatul Mu'rifah	13 <i>Gluoffi</i>
14	Cindy Priyanti Putri	14 <i>Amml</i>
15	Mas'atus Solikhah	15 <i>HL</i>
16	AYU LESTARI	16 <i>Amml</i>
17	OKI SELIANA	17 <i>Jmml</i>
18	<i>Nova andriyani</i>	18 <i>HL</i>
19	Doludin Setiawan	19 <i>Emml</i>
20	RIKO SAPUTRA	20 <i>Jmml</i>
21	WAHIF LURNIAWAN	21 <i>HL</i>
22	ANDRE SETIAWAN	22 <i>HL</i>
23	HAZID SAPUTRA	23 <i>Jmml</i>
24	DIKI ISMANTO	24 <i>HL</i>
25	ALIM NURROHMANN	25 <i>HL</i>
26	DINDAS PRASETYO	26 <i>Jmml</i>
27	Angang Prasetya	27 <i>HL</i>
28	INDRA	28 <i>Jmml</i>
29	WAN SAHRIL	29 <i>HL</i>
30	Reza Pra Yagi	30 <i>Jmml</i>




31	IRHAN JULIANTO	31	Shu.
32	IVAN MERSIAN JAYA	32	lif
33	ZULVIHROIS ITMAMU SABAN	33	Pub
34		34	
35		35	
36		36	
37		37	
38		38	
39		39	
40		40	

## ATTENDANCE LIST

Day/Date : Selasa 13 Februari 2018  
 Class : VIII

NO	NAME	SIGNATURE
1	PUTRI NURMALA SARI	1
2	RESTI NUR ALIFAH	2.
3	JENNIFER OLIVIA PUTRI	3
4	CINDY MEFA VERONIKA	4
5	IIS KRISTIANIS	5
6	ENDANG TRI HENDRAGATI	6
7	Gerly Anggraeni	7
8	Siti Juleha	8
9	LINDA ASTUTI	9
10	Septi Anawati	10
11	SEPPI ANAK RAHAYU	11
12	FINA ANGGERAENI	12
13	Annisatul marifah	13
14	Cindy priyani putri	14
15	Mariatus Solikhah	15
16	Ayu Iestari	16
17	Oki SeLPang	17
18	Nova andriyani	18
19	Daludin Setiawan	19
20	RIKO SAPUTRA	20
21	Angang Prasetya	21
22	IVAN MERIAN JAYA	22
23	<del>RIZKA</del> RIZKA NURBIS ITMAMU Saban	23
24	JAZID SARUTRA	24
25	DIKI ISMANTO	25
26	ALIM NURROHMANN	26
27	INDRA	27
28	WAHIT KURNIAWAN	28
29	Reza Pra yagi	29
30	DINDAS PRASETYO	30

31	IWAN SAHPUL	31 
32		32
33		33
34		34
35		35
36		36
37		37
38		38
39		39
40		40

## OBSERVATION SHEET OF TEACHER ACTIVITIES

Meeting : 2

Date : 31 - 01 - 2018

Teacher Activity	Good	Enough	Less
<b>1. Pre Teaching</b>			
a. The teacher greets the students	✓		✓
b. The teacher asks the student's condition	✓		
c. The teacher checks the student's attendance list	✓		
d. The teacher explains the goal of the teaching and learning.		✓	
<b>2. While Teaching</b>			
a. The teacher explains the material about recount text to know how identify the text.	✓		
b. The teacher explains the rules of QAR strategy briefly.		✓	
c. The teacher gives example how to identify the text briefly.		✓	
d. The teacher distributes the paper of recount text.			✓
e. The teacher asks the students who have the question about both materials.		✓	
f. The teacher tries to applying the strategy, she divides the students into five groups that consist of four members and applied the strategy procedure for understanding the text.		✓	
<b>3. Post Teaching</b>			
a. The teacher concludes the result of learning.		✓	
b. The teacher closes the learning activity.	✓		

Note :

- Tick (✓) for each positive activity.

Sekampung, ..... 2018

Kolaborator


SETIADI HEKA JIWA, S.Pd

Peneliti


RATNA NOVITASARI  
NPM. 1293147



## OBSERVATION SHEET OF TEACHER ACTIVITIES

Meeting : 4

Date : 7 - 2 - 2018

Teacher Activity	Good	Enough	Less
<b>1. Pre Teaching</b>			
a. The teacher greets the students		✓	
b. The teacher asks the student's condition			✓
c. The teacher checks the student's attendance list		✓	
d. The teacher explains the goal of the teaching and learning.		✓	
<b>2. While Teaching</b>			
a. The teacher explains the material about recount text to know how identify the text.	✓		
b. The teacher explains the rules of QAR strategy briefly.		✓	
c. The teacher gives example how to identify the text briefly.		✓	
d. The teacher distributes the paper of recount text.			✓
e. The teacher asks the students who have the question about both materials.		✓	
f. The teacher tries to applying the strategy, she divides the students into five groups that consist of four members and applied the strategy procedure for understanding the text.	✓		
<b>3. Post Teaching</b>			
a. The teacher concludes the result of learning.		✓	
b. The teacher closes the learning activity.		✓	

Note :

- Tick (✓) for each positive activity.

Sekampung, ..... 2018

Kolaborator


SETIADI HEKA JIWA, S.Pd

Peneliti


RATNA NOVITASARI  
 NPM. 1293147

### FIELD NOTE 1

1. In this meeting was attended by all the students which consisted of 33 students.
2. The student's participation to follow the learning process did not run enthusiastically, because most of the students did not pay attention towards the teacher's explanation.
3. Besides most of the students felt confused yet how to apply a set of QAR strategies.
4. Then, the students' participation in asking and answering the questions as well as in suggesting the idea were still low because they were ashamed to ask and to answer the question orally and thought the questions which given for them was difficult to be answered. So they would rather do other activities than answered it.
5. In addition, not many of the students gave their idea during the discussion. As a result of those problems, they did not accomplish the assignment because they could not maximize time allocation provided properly.

Sekampung, 30 January 2018  
**English Teacher**

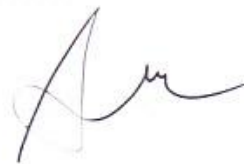


**Setiadi Heka Jiwa, S.Pd**

## FIELD NOTE 2

1. In this second meeting was attended by all the students which consisted of 33 students.
2. The student's participation to follow the learning process gradually run enthusiastically but there still found the students who did not pay attention towards the teacher's explanation like make a noise, chatting with their friends and etc.
3. Then, some of the students' began to be brave to participate in asking and answering the questions as well as in suggesting the idea but the other one were still ashamed to ask and to answer the question orally and thought the questions which given for them was still difficult to be answered. So they still rather do other activities than answered it.
4. In addition, some of the students began to be brave to give an idea during the discussion although it did not properly be accepted.

Sekampung, 31 January 2018  
**English Teacher**



**Setiadi Heka Jiwa, S.Pd**

**FIELD NOTE 3**

1. In this second meeting was attended by all the students which consisted of 33 students.
2. The students' activity to pay their attention towards teacher's explanation improved significantly.
3. Then, the students were brave and curious to ask when the teacher opened the opportunities to the students to ask about something that they did not know related to the learning material was being learnt.
4. Besides, the students were brave to answer the question although not all of the questions could be answered accurately.
5. The student's participation to give their idea during the discussion improved significantly. They did not feel ashamed to express their thought although not all of their ideas could not be properly accepted yet related to the topic.

Sekampung, 6 February 2018  
**English Teacher**



**Setiadi Heka Jiwa, S.Pd**

#### FIELD NOTE 4

1. The learning process at the second cycle entirely improved so much than previous cycle.
2. These improvements such as: the students' activity to pay their attention towards teacher's explanation improved significantly in line with their enthusiasm to follow the learning process.
3. Then, the students were brave and curious to ask when the teacher opened the opportunities to the students to ask about something that they did not know related to the learning material was being learnt.
4. Besides, the students were brave to answer the question although not all of the questions could be answered accurately.
5. The student's participation to give their idea during the discussion improved significantly. They did not feel ashamed to express their thought although not all of their ideas could not be properly accepted yet related to the topic.

Sekampung, 13 February 2018  
**English Teacher**



**Setiadi Heka Jiwa, S.Pd**

## **APPENDIX 16**

### **FIELD NOTE 1**

1. In this meeting was attended by all the students which consisted of 26 students.
2. The student's participation to follow the learning process did not run enthusiastically, because most of the students did not pay attention towards the teacher's explanation.
3. Besides most of the students felt confused yet how to apply a set of reciprocal teaching strategies.
4. Then, the students' participation in asking and answering the questions as well as in suggesting the idea were still low because they were ashamed to ask and to answer the question orally and thought the questions which given for them was difficult to be answered. So they would rather do other activities than answered it.
5. In addition, not many of the students gave their idea during the discussion. As a result of those problems, they did not accomplish the assignment because they could not maximize time allocation provided properly.

Raman Utara, 5 August 2016  
**English Teacher**



**SRI SUSILOWATI, S.Pd**  
**NIP. 19740529200501200**



## **APPENDIX 17**

### **FIELD NOTE 2**

1. In this second meeting was attended by all the students which consisted of 26 students.
2. The student's participation to follow the learning process gradually run enthusiastically but there still found the students who did not pay attention towards the teacher's explanation like make a noise, chatting with their friends and etc.
3. Then, some of the students' began to be brave to participate in asking and answering the questions as well as in suggesting the idea but the other one were still ashamed to ask and to answer the question orally and thought the questions which given for them was still difficult to be answered. So they still rather do other activities than answered it.
4. In addition, some of the students began to be brave to give an idea during the discussion although it did not properly be accepted.

Raman Utara, 6 August 2016  
**English Teacher**

A handwritten signature in black ink, appearing to read 'Sri Susi Lowati', with a stylized flourish at the end.

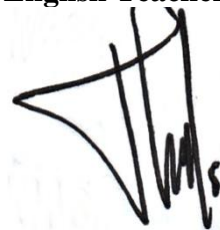
**SRI SUSILOWATI, S.Pd**  
**NIP. 197405292005012004**

## **APPENDIX 18**

### **FIELD NOTE 3**

1. In this second meeting was attended by all the students which consisted of 26 students.
2. The students' activity to pay their attention towards teacher's explanation improved significantly.
3. Then, the students were brave and curious to ask when the teacher opened the opportunities to the students to ask about something that they did not know related to the learning material was being learnt.
4. Besides, the students be brave to answer the question although not all of the questions could be answered accurately.
5. The student's participation to give their idea during the discussion improved significantly. They did not feel ashamed to express their thought although not all of their ideas could not be properly accepted yet related to the topic.

Raman Utara, 13 August 2016  
**English Teacher**



**SRI SUSILOWATI, S.Pd**  
**NIP. 197405292005012004**



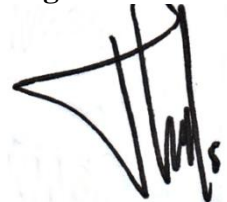
## **APPENDIX 19**

### **FIELD NOTE 4**

1. The learning process at the second cycle entirely improved so much than previous cycle.
2. These improvements such as: the students' activity to pay their attention towards teacher's explanation improved significantly in line with their enthusiasm to follow the learning process.
3. Then, the students were brave and curious to ask when the teacher opened the opportunities to the students to ask about something that they did not know related to the learning material was being learnt.
4. Besides, the students be brave to answer the question although not all of the questions could be answered accurately.
5. The student's participation to give their idea during the discussion improved significantly. They did not feel ashamed to express their thought although not all of their ideas could not be properly accepted yet related to the topic.

Raman Utara, 19 August 2016

**English Teacher**

A handwritten signature in black ink, appearing to read 'Sri Susi Lowati', with a stylized, looped design.

**SRI SUSILOWATI, S.Pd**  
**NIP. 197405292005012004**

**STUDENT'S SCORE  
(PRE-TEST I)**

**Day/Date/Cycle** : \_\_\_\_\_

<b>No</b>	<b>Name</b>	<b>Score</b>
1	Anang Prasetya	25
2	Andre Setiawan	70
3	Ayu Lestari	65
4	Alim Nur Rohman	70
5	Annisatul Ma'rifah	70
6	Cindy Mela Veronika	50
7	Cindy Priyani Putri	65
8	Dimas Prasetyo	45
9	Diki Ismanto	65
10	Daludin Setiawan	70
11	Endang Tri Handayani	60
12	Fina Anggraeni	75
13	Iis Kristiantis	40
14	Iwan Sahrul	30
15	Indra	60
16	Ivan Mersian Jaya	35
17	Irhan Julianto	70
18	Jenifer Olivia Putri	70
19	Linda Astuti	55
20	Ma'ratus Solikhah	40
21	Nova Andriani	55
22	Oki Seliana	30
23	Putri Nurmala Sari	65
24	Resti Nur Alifah	70
25	Reza Prayogi	75
26	Riko Saputra	45
27	Siti Juleha	75
28	Serly Anggraeni	65
29	Septiana Wati	25
30	Sepgi Ana Rahayu	50
31	Wahit Kurniawan	65
32	Yazid Saputra	45
33	Zuyinurois It Mamu Saban	70
	<b>TOTAL</b>	<b>1865</b>
	<b>AVERAGE</b>	<b>57</b>

**STUDENT'S SCORE  
(POST-TEST I)**

**Day/Date/Cycle** : \_\_\_\_\_

<b>No</b>	<b>Name</b>	<b>Score</b>
1	Anang Prasetya	45
2	Andre Setiawan	70
3	Ayu Lestari	55
4	Alim Nur Rohman	75
5	Annisatul Ma'rifah	60
6	Cindy Mela Veronika	75
7	Cindy Priyani Putri	70
8	Dimas Prasetyo	65
9	Diki Ismanto	75
10	Daludin Setiawan	75
11	Endang Tri Handayani	80
12	Fina Anggraeni	75
13	Iis Kristiantis	65
14	Iwan Sahrul	65
15	Indra	70
16	Ivan Mersian Jaya	60
17	Irhan Julianto	70
18	Jenifer Olivia Putri	80
19	Linda Astuti	60
20	Ma'ratus Solikhah	50
21	Nova Andriani	60
22	Oki Seliana	45
23	Putri Nurmala Sari	70
24	Resti Nur Alifah	75
25	Reza Prayogi	80
26	Riko Saputra	70
27	Siti Juleha	65
28	Serly Anggraeni	75
29	Septiana Wati	50
30	Sepgi Ana Rahayu	65
31	Wahit Kurniawan	75
32	Yazid Saputra	75
33	Zuyinurois It Mamu Saban	70
	<b>TOTAL</b>	<b>2215</b>
	<b>AVERAGE</b>	<b>67</b>

**STUDENT'S SCORE  
(POST-TEST II)**

**Day/Date/Cycle** : \_\_\_\_\_

<b>No</b>	<b>Name</b>	<b>Score</b>
1	Anang Prasetya	65
2	Andre Setiawan	85
3	Ayu Lestari	85
4	Alim Nur Rohman	85
5	Annisatul Ma'rifah	90
6	Cindy Mela Veronika	90
7	Cindy Priyani Putri	85
8	Dimas Prasetyo	90
9	Diki Ismanto	80
10	Daludin Setiawan	90
11	Endang Tri Handayani	85
12	Fina Anggraeni	90
13	Iis Kristiantis	85
14	Iwan Sahrul	70
15	Indra	90
16	Ivan Mersian Jaya	80
17	Irhan Julianto	90
18	Jenifer Olivia Putri	85
19	Linda Astuti	75
20	Ma'ratus Solikhah	70
21	Nova Andriani	75
22	Oki Seliana	60
23	Putri Nurmala Sari	85
24	Resti Nur Alifah	80
25	Reza Prayogi	85
26	Riko Saputra	80
27	Siti Juleha	80
28	Serly Anggraeni	85
29	Septiana Wati	75
30	Sepgi Ana Rahayu	80
31	Wahit Kurniawan	80
32	Yazid Saputra	85
33	Zuyinurois It Mamu Saban	90
	<b>TOTAL</b>	<b>2725</b>
	<b>AVERAGE</b>	<b>82</b>

### **1. Pengertian. (Definition)**

*Recount text* adalah salah satu jenis text dalam bahasa Inggris yang menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau.

### **2. Tujuan (Purpose)**

Tujuan dari *recount text* adalah untuk memberikan informasi atau untuk menghibur pembaca sehingga tidak terdapat konflik.

### **3. Macam-macam Recount Text (Kinds of Recount Text)**

- d. Personal Recount: Yaitu menceritakan tentang pengalaman pribadi penulis.
- e. Factual Recount: Yaitu laporan peristiwa yang benar-benar terjadi, seperti laporan percobaan ilmu pengetahuan, laporan kepolisian.
- f. Imaginative: Yaitu membuat cerita imajinatif lalu menuliskan peristiwa atau kejadian yang telah terjadi.

### **4. Struktur Recount Text (Generic Structure of Recount Text)**

#### **a. Orientation**

Yaitu pengenalan berupa informasi tentang siapa, dimana, dan kapan peristiwa atau kejadian itu terjadi di masa lampau. (*My name is Andy. Holiday Last year I went to Singapore with my family for a week*)

#### **b. Events**

Yaitu merupakan rekaman peristiwa yang terjadi, biasanya disampaikan dalam urutan kronologis seperti: "*in the first day.... and the next day... and in the last day...*" pada bagian ini terdapat juga komentar pribadi tentang peristiwa atau kejadian yang diceritakan.

#### **c. Reorientation (Optional)**

Yaitu pengulangan pengenalan yang ada di orientation, pengulangan tentang rangkuman peristiwa atau kejadian yang diceritakan. (*That was such an amazing holiday I ever had*)

### **5. Ciri Kebahasaan Recount Text (Language Features of Recount Text)**

Pada saat membaca *recount text* akan ditemukan ciri-ciri kebahasaan sebagai berikut:

- a) Menggunakan kalimat dalam bentuk *simple past tense*. (*Using Simple Past Tense*)

*Simple past tense* digunakan untuk menunjukkan bahwa sesuatu kejadian yang terjadi di masa lampau. Contoh: (1) *We went to Bandung last year, I was very happy.* (2) *The party started at 10.00 a.m*

Simple Past Tense: Telling Past Events	
(+)	S + V2
(-)	S + did not + V1
Telling Past Conditions	
(+)	S + was/were + noun/adjective
(-)	S + was/were not + noun/adjective

b) Menggunakan *Action verbs*. (*Using Action Verb*)

Yaitu kata kerja untuk menyatakan bahwa subject sedang melakukan suatu aksi atau untuk menyatakan bahwa sesuatu terjadi. Contoh: went, bought, wrote, slept, dan lain-lain. Contoh: *I bought some souvenirs in Traditional Market.*

c) Menggunakan *adverbs and edverbial phrase* (*Using Adverbs and adverbial phrases*) untuk mengungkapkan waktu, tempat dan cara. Contoh: yesterday, at my house, slowly, etc.

Contoh: *Yesterday, I went to Hawaii.*

d) Menggunakan *conjunction dan time connectives* (*Using conjunction and time connective*) untuk mengurutkan peristiwa atau kejadian. Contoh: but, and, after that, next, before, first dan lain-lain.

Contoh: *After that I visited Sanur beach to have dinner.*

6. **Contoh Recount Text (Look at the follwing example of recount text!)**

**My Holiday in Bali**

When I was 2<sup>nd</sup> grade of senior high school, my friends and I went to Bali. We were there for three days.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we went to Tanah Lot. We met so many tourists there.

Second day, we visited Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, and speedboat.

We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds.

ORIENTATION

EVENT

EVENT

EVENT

REORIENTATION

## ATTENDANCE LIST

Day/Date : \_\_\_\_\_

Class : \_\_\_\_\_

NO	NAME	SIGNATURE
1		1
2		2.
3		3
4		4
5		5
6		6
7		7
8		8
9		9
10		10
11		11
12		12
13		13
14		14
15		15
16		16
17		17
18		18
19		19
20		20
21		21
22		22
23		23
24		24
25		25
26		26
27		27
28		28
29		29

<b>30</b>		<b>30</b>
<b>31</b>		<b>31</b>
<b>32</b>		<b>32</b>
<b>33</b>		<b>33</b>
<b>34</b>		<b>34</b>
<b>35</b>		<b>35</b>
<b>36</b>		<b>36</b>
<b>37</b>		<b>37</b>
<b>38</b>		<b>38</b>
<b>39</b>		<b>39</b>
<b>40</b>		<b>40</b>



## Key Answers

### Pre-test

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Orientation: Paragraph 1, Events: paragraph 2, Re-orientation: Paragraph 3</li><li>2. Because the writer preferred playing games on the computer.</li><li>3. When he was young.</li><li>4. The first destination of his trip was Taipei.</li><li>5. He spent his trip for four days.</li><li>6. He felt so excited.</li><li>7. He likes to travel some countries.</li><li>8. Korea, France, Germany, Switzerland, Italy, and Austria</li><li>9. Landing.</li><li>10. Recent.</li></ol> |
|   |

## Key Answers

### Post-test I

11. Jawaban: Paragraph 1: Orientation: Paragraph 1 at the first sentence,  
Events: Paragraph 1 at the second sentence until the fourth sentence,  
Re-orientation: Paragraph 2.
12. Jawaban: At 12.00
13. Jawaban: To welcome the New Year
14. Jawaban: At the center of the town
15. Jawaban: At the end of the year.
16. Jawaban: Everybody looked for a watch.
17. Jawaban: The opening of the story
18. Jawaban: The clock
19. Jawaban: Mass
20. Jawaban: Reject

## Key Answers

### Post-test II

1. Orientation: paragraph 1, Events: 2,3,4, Reorientation: 5.
2. Last summer.
3. Two days
4. Basketball Matches.
5. Hollywood
6. They visited the statue of Liberty.
7. He felt so awesome.
8. The visited three places such as Cleveland, California, and New York.
9. Well-known.
10. Warner Bross, Paramount, RKO, and Columbia.

## OBSERVATION SHEET OF TEACHER ACTIVITIES

Meeting :

Date :

Teacher Activity	Good	Enough	Less
<b>1. Pre Teaching</b> a. The teacher greets the students b. The teacher asks the student's condition c. The teacher checks the student's attendance list d. The teacher explains the goal of the teaching and learning.			
<b>2. While Teaching</b> a. The teacher explains the material about recount text to know how identify the text. b. The teacher explains the rules of QAR strategy briefly. c. The teacher gives example how to identify the text briefly. d. The teacher distributes the paper of recount text. e. The teacher asks the students who have the question about both materials. f. The teacher tries to applying the strategy, she divides the students into five groups that consist of four members and applied the strategy procedure for understanding the text.			
<b>3. Post Teaching</b> a. The teacher concludes the result of learning. b. The teacher closes the learning activity.			

Note :

- Tick (√) for each positive activity.

Sekampung, ..... 2018

**Kolaborator**

**Peneliti**

**SETIADI HEKA JIWA, S.Pd**

**RATNA NOVITASARI**  
**NPM. 1293147**

**OBSERVATION SHEET OF TEACHER ACTIVITIES**

Meeting :

Date :

Teacher Activity	Good	Enough	Less
<b>1. Pre Teaching</b> a. The teacher greets the students b. The teacher asks the student's c. The teacher Ability in opening the learning process.			
<b>2. While Teaching</b> a. Inform the objective of learning b. Explain the material chronological. c. Guide the students to follow the lesson. d. Motivate the students to ask. e. Practice the students to answer the question about the material.			
<b>3. Post Teaching</b> a. Conclude the result learning. b. Close the learning activity.			

Note :

- Tick (√) for each positive activity.

Sekampung, ..... 2018

**Kolaborator**

**Peneliti**

**SETIADI HEKA JIWA, S.Pd**

**RATNA NOVITASARI**  
**NPM. 1293147**

## **DOCUMENTATION GUIDANCE**

1. Documentation about the profile of SMP PGRI 2 Sekampung
2. Documentation about the condition of the teachers and official employees in SMP PGRI 2 Sekampung
3. Documentation about the quantity the students of SMP PGRI 2 Sekampung
4. Documentation about the organization structure of SMP PGRI 2 Sekampung
5. Documentation about condition of infrastructures of SMP PGRI 2 Sekampung
6. Documentation about locations skates of SMP PGRI 2 Sekampung



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO  
JURUSAN TARBIYAH**

*Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507*

Nomor : Sti.06/JST/PP.00.9/326/2017  
Lamp : -  
Hal : **IZIN PRA SURVEY**

Metro, 06 Februari 2017

**Kepada Yth.,**  
Kepala Sekolah SMP PGRI 2 Sekampung  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Ratna Novitasari  
NPM : 1293147  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : Improving Students Reading Comprehension Ability By Using Question answer Relationship (QAR) Strategy at the Eight Grader of SMP PGRI 2 Sekampung in Academic Year 2016/2017

Untuk melakukan *PRA SURVEY* di SMP PGRI 2 Sekampung.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Ketua Jurusan

Dr. Akla, M.Pd  
NIP. 19691008 200003 2005



YAYASAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA (YPLP-PGRI) DAERAH LAMPUNG  
SEKOLAH MENENGAH PERTAMA

## SMP PGRI 2 SEKAMPUNG

STATUS : TERAKREDITASI (B)

NPSN : 10805861

Alamat : Jl. Raya Sidodadi 53 p Kec. Sekampung Kab. Lampung Timur Kode Pos 34182

Nomor: 023 / I.3.12/SMP PGRI 2/Mn/2017

Lamp. :

Hal : Keterangan izin Pra Survey

Kepada Yth,

Ketua jurusan Sekolah Tinggi Agama Islam Negeri Jurai Siwo Metro

Di-

Metro.

Dengan hormat,

Menindaklanjuti surat izin pra survey mahasiswa Sekolah Tinggi Agama Islam Negeri Jurai Siwo Metro nomor: Sti.06/JST/PP.00.9/326/2017, atas:

Nama : Ratna Novitasari

NPM : 1293147

Jurusan : Tarbiyah

Prodi : TBI

Judul : Improving Students Reading Comprehension Ability By Using Question answer Relationship (QAR) Strategy at the Eighth Grader of SMP PGRI 2 Sekampung in Academic Year 2016/2017.

Demikian surat keterangan ini disampaikan agar dapat dipergunakan sebagaimana mestinya.



Sekampung, 21 Februari 2017

Kepala Sekolah

BAMBANG IRIANTO, S.Ag





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : B-2829/In.28.1/J/TL.00/11/2017  
Lamp : -  
Hal : BIMBINGAN SKRIPSI

27 November 2017

Kepada Yth:

1. Drs. Kuryani Utih, M.Pd.
  2. Trisna Dinillah Harya, M.Pd.
- Dosen Pembimbing Skripsi  
Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Ratna Novitasari  
NPM : 1293147  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI  
  
Ahmad Subhan Roza, M.Pd.  
NIP. 197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-2870/In.28/D.1/TL.01/11/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : RATNA NOVITASARI  
NPM : 1293147  
Semester : 11 (Sebelas)  
Jurusan : Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMP PGRI 2 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION ABILITY BY USING QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY AMONG THE EIGHT GRADERS OF THE SMP PGRI 2 SEKAMPUNG IN ACADEMIC YEAR 2017/2018".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 28 November 2017

Mengetahui,  
Pejabat Setempat



Wakil Dekan I,

*[Signature]*  
Dra. Isti Fatonah MA

NIP. 19670531 199303 2 0081



YAYASAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA (YPLP-PGRI) DAERAH LAMPUNG  
SEKOLAH MENENGAH PERTAMA

## SMP PGRI 2 SEKAMPUNG

STATUS : TERAKREDITASI (B)

NPSN : 10805861

Alamat : Jl. Raya Sidodadi 53 p Kec. Sekampung Kab. Lampung Timur Kode Pos 34182

Nomor : 032/I.12.3/SMP PGRI 2/ Mn/ 2018  
Sifat : Resmi  
Hal : Izin Penelitian

Dengan Hormat, kami beritahukan bahwa merujuk surat dari Institut Agama Islam Negeri (IAIN) Metro nomor : B-2870/In.28/D. 1/TL.01/11/2017 perihal Surat Izin Penelitian.

Nama : Ratna Novitasari  
NPM : 1293147  
Jurusan : Tarbiyah  
Prodi : TBI  
Judul : Improving Reading Comprehension Ability by Using Question Answer Relationship (QAR) Strategy Among The Eight Graders of SMP PGRI 2 Sekampung in Academic Year 2017/2018.

Nama di atas telah di izinkan melakukan penelitian pada sekolah yang kami pimpin untuk melengkapi data skripsi pada judul di atas.

Demikian surat ini di sampaikan untuk dapat digunakan sebagaimana mestinya.



Sekampung, 29 Januari 2018  
Kepala Sekolah

ROHMING IRIANTO, S.Ag





YAYASAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA (YPLP-PGRI) DAERAH LAMPUNG  
SEKOLAH MENENGAH PERTAMA

## SMP PGRI 2 SEKAMPUNG

STATUS : TERAKREDITASI (B)

NPSN : 10805861

Alamat : Jl. Raya Sidodadi 53 p Kec. Sekampung Kab. Lampung Timur Kode Pos 34182

Nomor : 032/1.12.3/SMP PGRI 2/ Mn/ 2018  
Sifat : Resmi  
Hal : Penelitian Skripsi

Dengan Hormat, kami beritahukan bahwa merujuk surat dari Institut Agama Islam Negeri (IAIN) Metro nomor : B-2870/In.28/D. 1/Tl.01/11/2017 perihal Surat Izin Penelitian.

Nama : Ratna Novitasari  
NPM : 1293147  
Jurusan : Tarbiyah  
Prodi : TBI  
Judul : Improving Reading Comprehension Ability by Using Question Answer Relationship (QAR) Strategy Among The Eight Graders of SMP PGRI 2 Sekampung in Academic Year 2017/2018.

Nama di atas telah selesai melaksanakan penelitian pada sekolah yang kami pimpin untuk melengkapi data skripsi pada judul di atas.

Demikian surat ini di sampaikan untuk dapat digunakan sebagaimana mestinya.



Sekampung, 14 Februari 2018  
Kepala Sekolah

B. IRIANTO, S.Ag



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; E-mail: iainmetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO**

Nama : Ratna Novitasari  
NPM : 1293147

Fakultas/Jurusan : TBI  
Semester/TA : XII/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
3.	<del>Senin</del> Senin 12/18 3		✓	Revisi ch-ii	
4.	Rabu 21/18 3		✓	Acc Ch-ii Continue to 1st Advisor	

Diketahui:  
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Fakultas/Jurusan : TBI  
Semester/TA : XII/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 15-02-2018		✓	Revise ch. IV.	Alfina
			✓	Revise table 14.	
2.	Rabu 20/2-18		✓	write clear analyse about your research Finding.	Alfina

Diketahui:  
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Semester/TA : XII/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	7/5 2018	✓		Revise Chapter IV	
2	14/5 2018	✓		Revise Chapter <u>IV</u>	
3	21/5 2018	✓		Acc Mumpung	

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## **CURRICULUM VITAE**



The name of the researcher is RATNA NOVITASARI. She was born in Balekencono 48 p, East Lampung on April 20<sup>th</sup> 1994. She is the third child from Mr. Rais and Mrs. Sarinah.

She was enrolled her study Elementary School at SDN 01 Balekencono, East Lampung on 2000 until 2006. In line with her focus on the study, she continued her study in Junior High School at SMP PGRI 2 Sekampung, East Lampung on 2006 and graduated on 2009. She decided to continue her study in Senior High School at SMA Negeri 1 Batanghari, East Lampung on 2009 until 2012. Then, at the same year, she was registered as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2012 until now.