



**THE USE OF NON-VERBAL REINFORCEMENT TO IMPROVE THE
EIGHTH GRADE STUDENTS' ACHIEVEMENT IN READING
COMPREHENSION OF RECOUNT TEXTS AT SMPN 11 JEMBER**

THESIS

BY

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ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2019



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**Composed to fulfill one of the requirements to obtain S1 Degree at the English Education
Program, Language and Arts Education Departments, The Faculty of Teacher Training and
Education**

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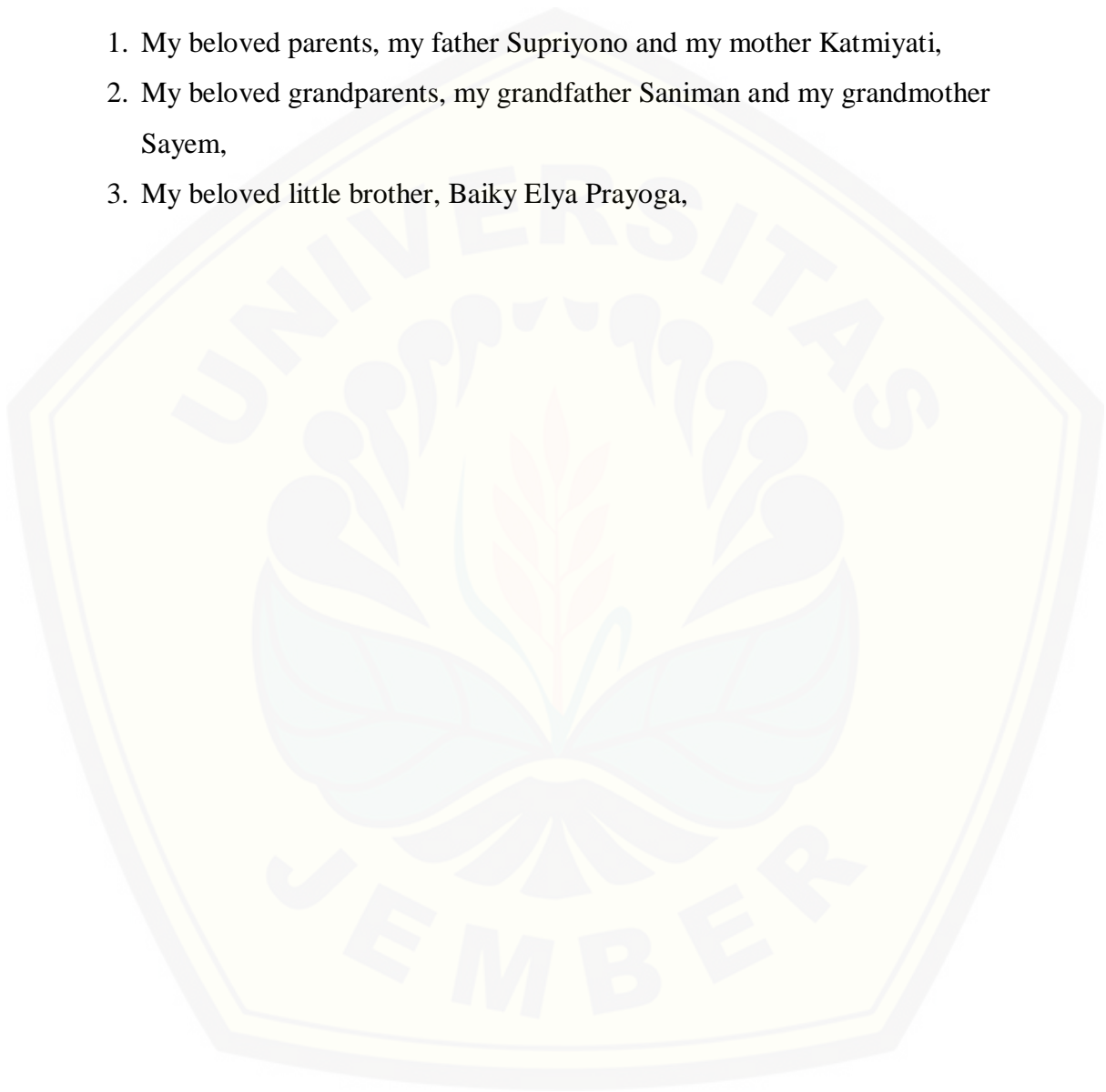
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DEDICATION

This thesis is honorably dedicated to the following people:

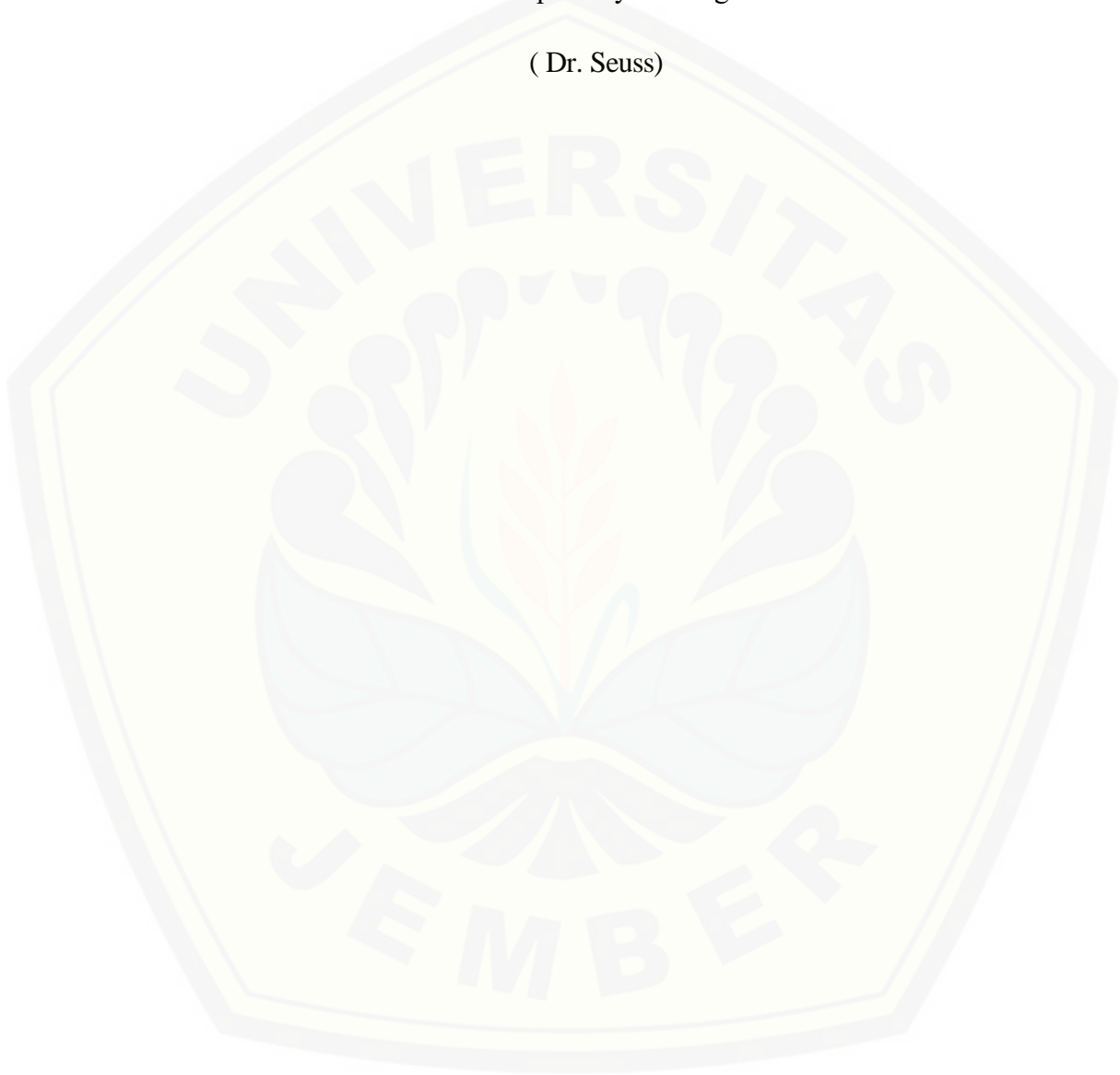
1. My beloved parents, my father Supriyono and my mother Katmiyati,
2. My beloved grandparents, my grandfather Saniman and my grandmother Sayem,
3. My beloved little brother, Baiky Elya Prayoga,



MOTTO

“ The more that you read, the more things you will know. The more that you learn,
the more places you will go.”

(Dr. Seuss)



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is a result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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The Writer

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CONSULTANTS' APPROVAL

**THE USE OF NON-VERBAL REINFORCEMENT TO IMPROVE THE
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COMPREHENSION OF RECOUNT TEXTS AT SMPN 11 JEMBER**

Thesis

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the English Education Program, Language and Arts Education Department,
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First of all, I would like to thank Allah S.W.T, the Almighty, who gives me His guidance and blessing so that I can finish this thesis entitled “The Use of Non-Verbal Reinforcement to Improve the Eighth Grade Students’ Achievement in Reading Comprehension of Recount Texts at SMPN 11 Jember”.

This thesis which would have never been finished without any support, suggestion, and guidance from other people. In the relation to the writing and finishing of this thesis, I would like to express my deepest and sincerest thanks to:

- 1.The Dean of the Faculty of Teacher Training and Education, Jember University;
- 2.The Chairperson of the Language and Arts Education Department;
- 3.The Chairperson of the English Education Program;
- 4.The first and the second consultants, Dra. Siti Sundari, M.A., and Drs. Made Adi Andayani T, M.Ed. for their guidance and suggestions for my thesis;
- 5.The first and second examiners of this thesis, Drs. Sugeng Ariyanto, M.A., and Drs. I Putu Sukmaantara, M.Ed for their valuable guidance and contribution forthe successful of this thesis improvement;
- 6.The school principle, the English teacher, and the students of SMPN 11 Jember for giving me opportunity, help and support to conduct this research.

I hope that this thesis will be useful for the readers. However, I realize that this thesis has some weaknesses and far for being perfect, therefore any suggestions and criticism will be fully appreciated.

Jember, 8 January 2018

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SUMMARY

THE USE OF NON-VERBAL REINFORCEMENT TO IMPROVE THE EIGHTH GRADE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION OF RECOUNT TEXTS AT SMPN 11 JEMBER; AdeUlvyRiyana; 110210401077; 40pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the eight grade students' reading comprehension achievement by giving non-verbal reinforcement. The subject of this research were class VIII C students of SMPN 11 Jember that were determined purposively. Based on the result of classroom observation in the preliminary study, it was found that many students of class VIII C experienced difficulties in doing reading. Besides, they did not participate actively during the teaching learning process. This finding was supported by the English teacher's admission and the result of reading test. The result of reading test from the English teacher's showed that only 19 students achieved the standard requirement score of English which was 75, while 17 students have score below 75. It can be concluded that only 47.2 % students achieved the standard requirement score of English.

This classroom action research was conducted collaboratively with class VIII English teacher of SMPN 11 Jember. There were four stages of activities in this research, namely; planning of the action, implementation of the action, observation and evaluation, and data analysis and reflection. The data collection methods that is used in this research were observation, reading test, interview, and documentation. This classroom action research was carried out in two cycles and each cycle was conducted in three meetings. The first and the second meetings were used to do the actions and the third meeting was used to conduct the reading achievement test.

In Cycle 1, there were 67.6% of the students who were active during the teaching of reading in the first meeting in Cycle 1 and there were 72.2% of the students who were active during the teaching of reading in the second meeting of Cycle 1. It can be said that the percentage of the students' active participation had not achieved the successful criteria of this research which was at least 75% of the students were active. Meanwhile, the percentage of the students who got ≥ 75 in reading test was 66.7%. It means that the minimum requirement percentage of the students who got ≥ 75 had not been achieved in Cycle 1. Dealing with this result, it was necessary to continue the action to the Cycle 2 by revising some necessary aspects in the Cycle 1.

In the second cycle, there were 75% of the students who were active during teaching of reading in the first meeting of Cycle 2 and there were 83.33% of the students who were active during the teaching reading in the second meeting of Cycle 2. It can be said that the percentage of students' active participation had achieved higher than 75% of the target. Meanwhile, the percentage of the students who got ≥ 75 in reading test was 80.55%. It means that the minimum requirement percentage of the students who got ≥ 75 had been achieved in Cycle 2. Since all research target had been successfully achieved in the second cycle, the action was stopped.

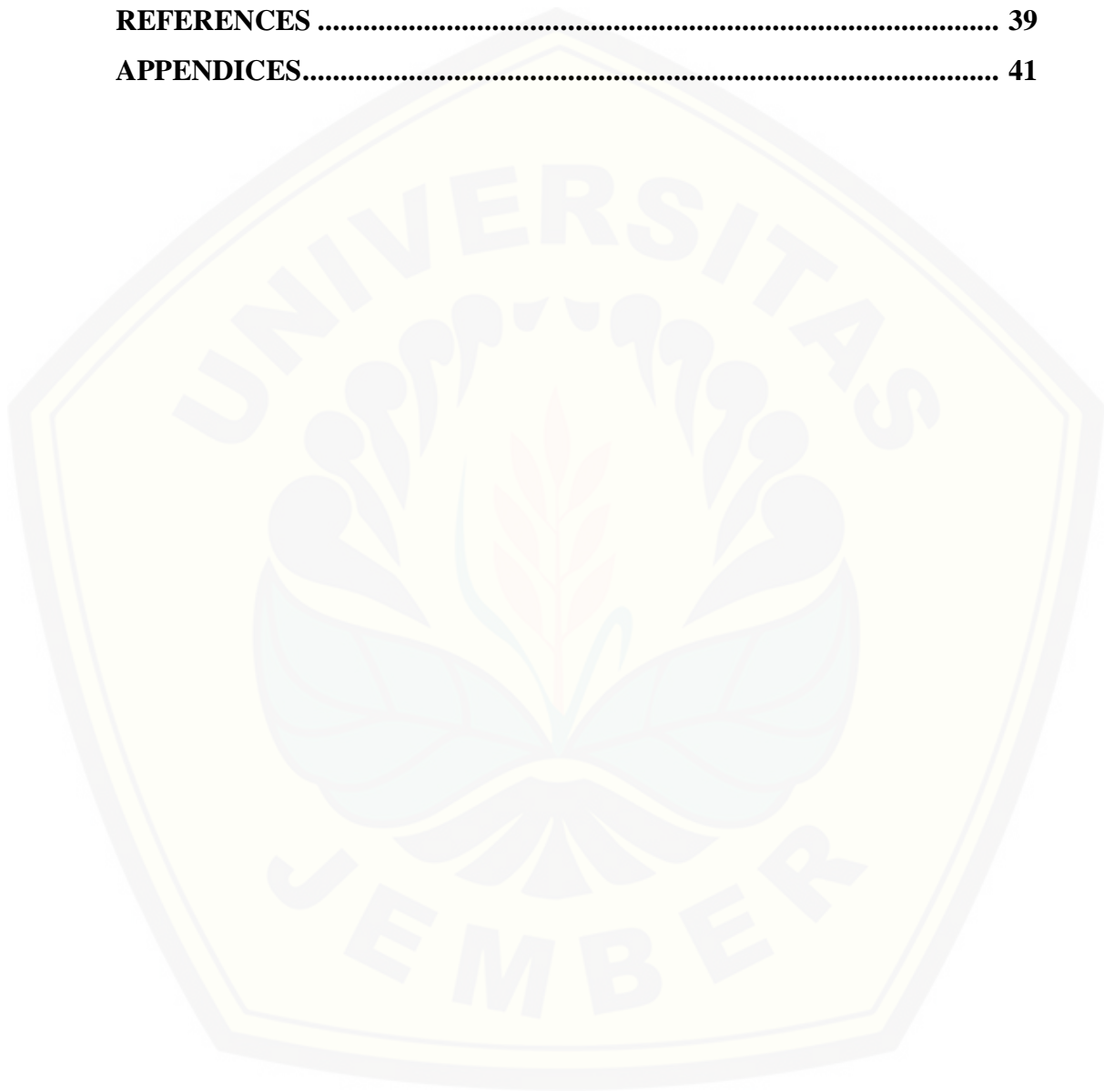
Based on the result from Cycle 1 to Cycle 2, it could be concluded that teaching reading by giving non-verbal reinforcement could improve the students' participation and reading achievement. Thus, the English teacher was suggested to give non-verbal reinforcement to the students to improve their academic performance like English reading since it could improve the students' reading achievement.

TABLE OF CONTENT

TITLE PAGE	i
DEDICATION	ii
MOTTO	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANT APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
SUMMARY	viii
TABLE OF CONTENT	x
THE LIST OF APPENDICES	xiv
THE LIST OF TABLES	xv
THE LIST OF FIGURES	xvi
CHAPTER 1. INTRODUCTION	1
1.1 Backgrund of the Research	1
1.2 Problem of the Research	3
1.3 The Objectives of the Research	3
1.4 The Contribution of the Research	3
1.4.1 Practical Contribution	3
1.4.2 Theoretical Contribution.....	4
1.4.3 Empirical Contribution	4
CHAPTER 2. REVIEW OF RELATED LITERATURE	5
2.1 Theoretical framework	5
2.1.1 The Definition of Reading comprehension.....	5
2.1.2 The Aspects of Reading Comprehension	6
2.1.3 The Definition of Recount Text	7
2.1.4 The Classification of Reinforcement.....	8
2.2 Conceptual Review	11
2.2.1 The Students' Reading Comprehension Achievement.....	11

2.2.2 The Procedure of Teaching Reading by Giving Non-Verbal Reinforcement	12
2.3 Previous Reserach	12
CHAPTER 3. THE STUDY.....	15
3.1 Research Design	15
3.2 Research Context	17
3.3 Research Participants	17
3.4 Research Procedures.....	18
3.4.1 The Planning of the Action.....	18
3.4.2 The Implementation of the Action.....	18
3.4.3 Observation and Evaluation of the Action.....	19
3.5 Data Collection Methods.....	19
3.5.1 Observation.....	19
3.5.2 Reading Test	20
3.5.3 Interview	21
3.5.4 Documentation	21
3.6 Data Analysis Methods	22
CHAPTER 4. RESEARCH RESULT AND DISCUSSION	23
3.1 The Result of the Action in Cycle 1	23
4.1.1 The Implementation of the Action in Cycle 1	23
4.1.2 The Result of the Obseravtion in Cycle 1.....	25
4.1.3 The Result of the Students' Reading Test in Cycle 1.....	27
4.1.4 The Result of the Reflection in Cycle 1	28
4.2 The Result of the Action in Cycle 2	29
4.1.1 The Implementation of the Action in Cycle 2	29
4.1.2 The Result of the Obseravtion in Cycle 2.....	30
4.1.3 The Result of the Students' Reading Test in Cycle 2.....	31
4.1.4 The Result of the Reflection in Cycle 2	32
4.3 Discussion	33
CHAPTER 5. CONCLUSION AND SUGGESTION.....	37
5.1 Conclusion	37

5.2 Suggestion	37
5.2.1 For the Students.....	37
5.2.1 For the Teacher	38
5.2.3 For the Future Researcher.....	38
REFERENCES	39
APPENDICES	41



APPENDICES

- Appendix A : The Research Matrix
- Appendix B : The Interview Result
- Appendix C : The Students' Previous Score
- Appendix D : The Lesson Plan 1 of Cycle 1
- Appendix E : The Lesson Plan 2 of Cycle 1
- Appendix F : The Students' Reading Comprehension Test of Cycle 1
- Appendix G : The Observation Checklist in Cycle 1
- Appendix H : The Students' Reading Comprehension Test Score in Cycle 1
- Appendix I : The Lesson Plan 1 of Cycle 2
- Appendix J : The Lesson Plan 2 of Cycle 2
- Appendix K : The Students' Reading Comprehension Test of Cycle 2
- Appendix L : The Observation Checklist in Cycle 2
- Appendix M : The Students' Reading Comprehension Test Score in Cycle 2
- Appendix N : The Statement Letter of Accomplishing the Research from the Principal of SMPN 11 Jember

THE LIST OF TABLES

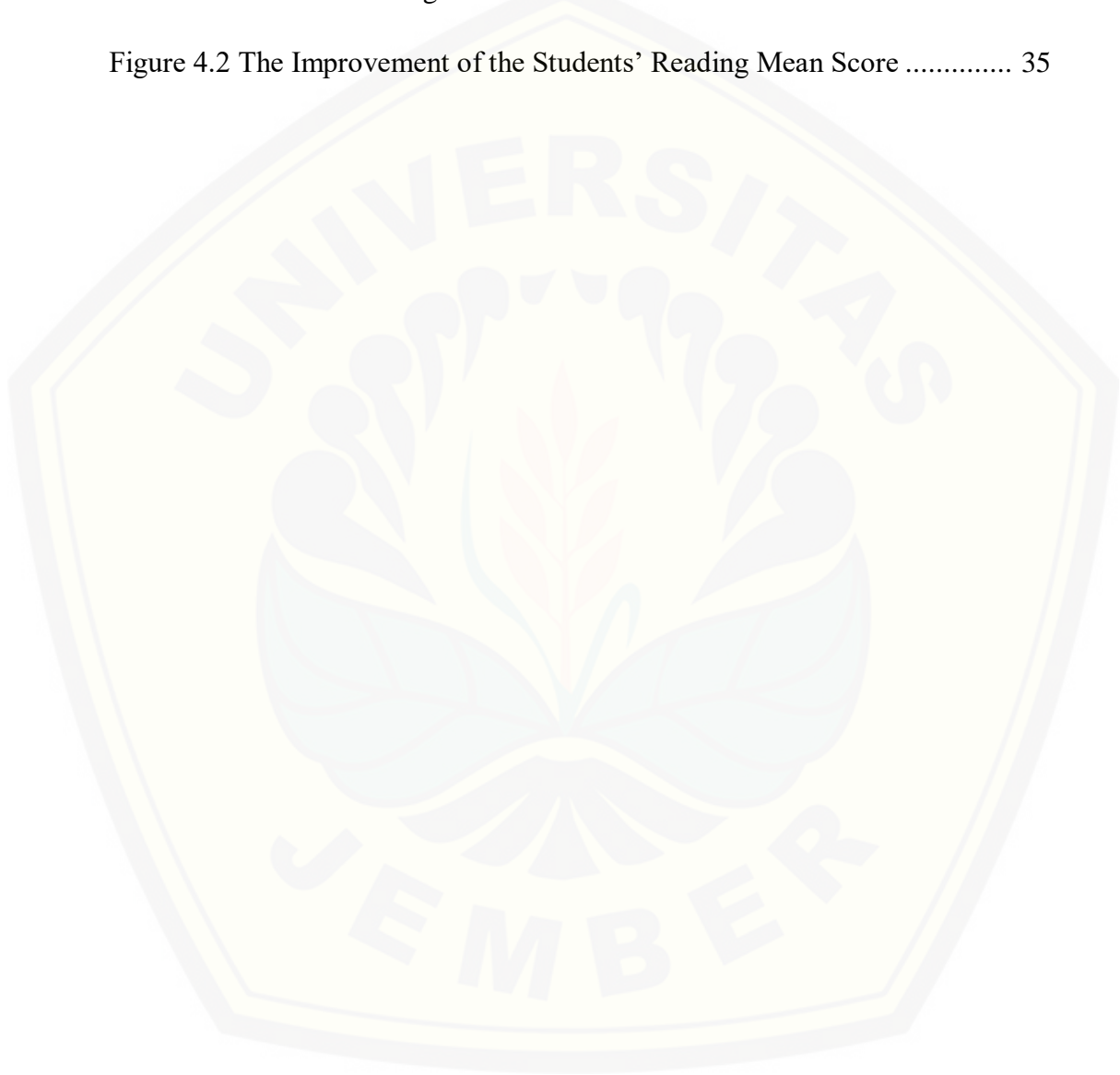
Table 3.1 The Observation Checklist of the Students Participation	20
Table 4.1 The Schedule of Action in Cycle 1	23
Table 4.2 The Result of Observation in Cycle 1	26
Table 4.3 The Mean Score and Percentage of Students Got Score ≥ 75 in the Reading Test in Cycle 1	27
Table 4.4 The Schedule of Action in Cycle 2	29
Table 4.5 The Result of Observation in Cycle 2	31
Table 4.6 The Mean Score and Percentage of Students Got Score ≥ 75 in the Reading Test in Cycle 2	32
Table 4.7 The Improvement of the Students' Active Participation	33
Table 4.8 The Improvement of the Students' Reading Comprehension Test ..	34

THE LIST OF DIAGRAMS

Figure 3.1 The Design of Classroom Action Research Model..... 16

Figure 4.1 The Improvement of the Students' Active Participation and the
Students Reading Achievement 35

Figure 4.2 The Improvement of the Students' Reading Mean Score 35



CHAPTER 1. INTRODUCTION

This chapter discusses the background, the problem, and the contribution of the research.

1.1 Background of the Research

Language is a means of communication and has an important role in the world. English is one of the popular languages which has to be learnt by many people in the world. It is a global language that has been used by people around the world since years ago.

Considering its importance, English is studied as a foreign language in Indonesia. To support Indonesian, its in order to be able to communicate with other people in foreign countries, the Indonesian government has corporated English into the educational curriculum as one of the compulsory subjects starting from PAUD to University level. Therefore, it is necessary for the students to learn English in order to make them able to speak English well. In order to master English, students should master the four English skills, namely listening, reading, speaking, and writing skill. They also should master the three English components thats include grammar, pronunciation, and vocabulary.

Talking about English skills, reading can be considered to be a very important skill among the other skills of English for students to be mastered. "Reading is the most important activity in any language class. It is not only the source of information and pleasurable activity but also a means of consolidating and extending one's knowledge of language." (Patel and Jain, 2008:113). Smith (2004: 178) argues that reading is never abstract, meaningless activity, and involves feeling as well as knowledge and experience.

To summarize, reading is not a passive activity but an interactive process that is consolidating the information made by the author with the background knowledge of the readers. Reading is one of the important skills that should be mastered well by the students. By reading, students can improve their knowledge. They will get the benefit of reading if they read the text much and comprehend it

well. By reading the text, students also have to comprehend the content of the whole text in order to get the main point of the text they have read.

In the reading activity, students are often confused with the reading text. There are some factors that can influence this situation. For example, the students have a difficulty in finding the main idea of the text, the general and specific information of the text, the meaning of the new words. Besides that, another factor that can influence the situation deals with the technique used with the teacher in teaching reading.

Based on the result of an interview with the English teacher of SMPN 11 Jember, it was known that she never used non-verbal reinforcement in teaching learning activity before. From six existing classes she taught, class VIII C was the class which had the most difficulties in reading English. The problem at VIII C was not only the students' reading achievement, but also the students' active participation during the teaching learning process as well. During the teaching and learning process of reading, only a few students participated actively to answer the researchers' questions while some others were less active and busy talking by themselves. An informal talk with some students was also done by the researcher. They said that English was a difficult subject since they could not understand the meaning of the words. The previous research done by Nirmala (2010:39) reported in her research at SMP Muhammadiyah 1 Jember that there was a significant effect of giving non-verbal reinforcement on the students' reading comprehension achievement. Salam (2013:40), he did the same research which was giving non-verbal reinforcement on reading comprehension achievement. He said that the students were enthusiastic since they had the opportunity to get praise in the form of symbols and rewards. And it could improve their reading comprehension achievement easier.

To overcome the students' problems by considering the explanation about reading comprehension achievement and non-verbal reinforcement, the researcher will conduct a classroom action research entitled:

“The use of non-verbal reinforcement to improve the eighth grade students' achievement in reading comprehension of recount texts at SMPN 11 Jember.”

1.2 Problem of the Research

Based on the background of the problems above, the problems are formed as follows:

1. How can the use of non-verbal reinforcement improve the eighth grade students' active participation in the reading teaching learning activity at SMPN 11 Jember?
2. How can the use of non-verbal reinforcement improve the eighth grade students' achievement in reading comprehension of recount texts at SMPN 11 Jember?

1.3 The Objectives of the Research

Based on the problem of the research, this classroom action research has the objectives as follows:

1. To improve the eighth grade students' active participation in the teaching learning process in reading comprehension of recount texts by using non-verbal reinforcement at SMP N 11 Jember.
2. To improve the eighth grade students' reading comprehension achievement of texts by using non-verbal reinforcement at SMPN 11 Jember.

1.4 The Contribution of the Research

The results of this research are expected to be significant to the following people :

1.4.1 Practicial Contribution

The results of the research are expected to give some benefits for the English teacher as an alternative technique to develop the reading teaching learning process by using non-verbal reinforcement to vary the teaching technique to increase the quality of the teaching and learning process of reading.

1.4.2 Theoretical Contribution

The action given to the students are useful for the them to give motivation on the learning reading comprehension. So that, they can improve their reading comprehension achievement by using non-verbal reinforcement technique.

1.4.3 Empirical Contribution

The results of this research are expected to give some benefits for the future researchers as a reference in conducting a further research in the same topic by using different design or different levels of students such as an example to know the effect of using non verbal reinforcement on the students' reading comprehension achievement.



CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter discusses the theoretical framework, conceptual review, and previous studies that related with improving the junior high school students' reading comprehension achievement by using non-verbal reinforcement.

2.1 Theoretical Framework

2.1.1 The Definition of Reading Comprehension

Reading is one of the basic skills of English. It is categorized as input skill. It means when people read something they will get information from it. There are some definitions of reading proposed by some experts. According to Nunan (2004: 68), reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning. In the reading, readers combine the information from the text and the information from their existing background knowledge. Reading is an activity with purpose. A person may read in order to gain information or read for enjoyment or to enhance knowledge of the language being read.

According to Grellet (1996:3), reading is a process of understanding written text. It means that when people were able to catch the information of the text, they had done reading. To comprehend the written text, there were so many skills that can be used by the students, and one of them is reading. Reading has an important role to help the learners to comprehend a text they read, and reading cannot be separated from comprehension. According to Fabrain and Winch (1996: 8) reading comprehension means gaining meaning from the text. People who want to be good and effective readers, they must master reading skill and its strategies and techniques. Each reading passage has its own strategies and techniques to read it. They need to select the appropriate strategies and techniques in reading according to their purpose.

2.1.2 The Aspects of Reading Comprehension

The main purpose of reading is to get comprehension. When the students read a passage, they decode written information and it is combined with the

students' background of knowledge in their brains to produce comprehension. Anderson, in McKay (2006: 224) stated that reading is both process and product. The product of reading is called reading comprehension, or an internal construction of meaning; that is, there has been understanding of what has been read. Smith and Robinson (1980:5) defined reading comprehension as the understanding, evaluating, and utilizing of information and ideas gained through an interaction between the reader and the author. Furthermore, Harris and Smith (1972:243) stated that reading is a process intimately linked to think, and there three factors influencing comprehension, i.e. background experience, ability to use language, and intelligence. The detail of each type of the aspects of reading comprehension will be explained in the following parts:

a. **Identifying General Information of the Text**

General information in the text is the main idea of a paragraph. According to McWorther (1989:104), the main idea is the most important statement the writer makes about the topic. He states that the most general sentence in the paragraph expresses the main idea. It can be concluded that the students can find the general information into two ways. The first way is by finding the most important statement of a paragraph and the second way is by getting the most general sentence that cover all the ideas of the paragraph. To know the general information of a paragraph, they are several positions of the topic sentence in the texts. In the first sentence of the paragraph, in the middle of the paragraph, in the last sentence of the paragraph, or in the first and last sentence of the paragraph. (McWorther, 1989, 107-109).

b. **Identifying the Specific Information of the Text**

Specific information in this study is the supporting details that explain or support the main idea of a paragraph. MacWorther (1989:13) states that supporting details are those facts and ideas that prove or explain the main idea of a paragraph. Supporting details are used by authors to make main ideas clear, interesting, and memorable. They also used to prove the idea. To summarize, specific information is the statements that support or prove the main idea of the paragraph.

2.1.3 The Definitions of Recount Text

A recount text is a text which tells us about experiences and includes a sequence of events. According to Goatly (2000:30), a recount involves sequences of events to construct past experience by retelling events and incidents in the order in which they occurred. The purpose of recount text is to inform past events to the reader. Based on its types, Derewianka (1990) divides a recount text into three types, they are personal recount, factual recount, and imaginative recount.

a. **Personal Recount**

The personal recount means the events in which the writer or the author involves or acts in those events, such as funny experiences, entries of a diary, etc. It uses the first person pronoun such as *I* and *we*.

Example :

b. **Factual Recount**

The factual recount is a note of an event, such as history explanation, a scientific experiment report, a newspaper report, etc. It uses the third person pronoun, such as *he*, *she*, and *it*.

c. **Imaginative Recount**

The imaginative recount is an unreal story, like literatures, for example, the story about a life of a slave. It is written in the first person.

In this research, the type of recount that will be used is a personal recount text. According to Mukarto et. al. (2006:62), a personal recount usually retells an experience in which the writer is personally involved. It lists and describes past experiences by retelling events. Further, it also presents the events chronologically (in the order in which they happened). To create a piece of a recount text, it is necessary to include three parts of its generic structure, such as:

a. **Orientation**

The orientation gives background information about who was involved, what happened, where this event took place and when it happened.

b. **Series of events**

Series of events are described chronologically or in the order in which they took place.

c. Reorientation

The last part of reorientation, which contains personal comment or summarizes the events. The reorientation is optional in writing recount text.

The language features in this kind of text:

- a. Using simple past tense to retell the events
- b. Using linking verbs : was, were, saw, heard, etc.
- c. Using action verbs : look, go change, etc.
- d. Using chronological connectors.

For the examples : first, next, then, after that, and finally.

- e. Introducing personal participants.

For the examples : I, my group, my mother, etc.

From the language features that are used in the recount text. The recount text uses chronological connectors because it might be there are some events in the text. It can make the reader be able to connect a paragraph to the next paragraph. It also uses the simple past tense because the story happened in the past.

2.1.4 The Classification of Reinforcement

There are two major classification of reinforcement. They are positive reinforcement and negative reinforcement (Skinner, 2005:73; Baron, 1975:121). In this paper the researcher needs to explain all types of reinforcement in order to enrich our knowledge.

Negative reinforcement involves the removal of something (called either a negative reinforcer or an aversive stimulus) from a situation when a response is made (Nye, 2000:58-59). Negative reinforcement is clearly related with punishment. The term “punishment” is used appropriately only if a known negative reinforcement is presented. But, the researcher did not focus on negative reinforcement in this research. The researcher will focus on positive reinforcement.

Positive reinforcement will facilitate children's behavior and the use of positive reinforcement can prepare children for formal school (Flora, 2004:135-236). The more teachers or parents use positive reinforcement, better children will be ready for facing educational world. Because, the children will get good experience when they were school. It make the children always have positive mind. Positive reinforcement is any some response, whether it is in verbal or non-verbal reinforcement. In this research, the researcher focuses only on the effect of giving positive reinforcement, especially non-verbal reinforcement on the students' reading comprehension. Microteaching Team (2015:11) claims that there are two types of posotive reinforcement. They are described as follows:

a. Verbal Reinforcement

Verbal reinforcement is usually expresseed by using words such as good, very good, right, clever, yes, wonderful, and 100 for you (Microteaching Team, 2015: 18). Skinner (2005:78) argue that behavior which result a smile or the verbal response thats right or good or any other praise should be strengthened. The use of reinforce is to establish and shape the behavior, especially in education.

b. Non – Verbal Reinforcement

Non-verbal reinforcement is reinforcement which is given to appreciate the students' achievement in teaching learning process which does not include spoken words. According to Microteaching Team (2015:11) there are five kinds of non-verbal reinforcement. They area as follows:

1. Reinforcement with Gesture

The examples are noding or a shaking of the head, smiling, knitting of someone's brow, pointing thumb upward (to indicate approval, agreement, good quality), gloomy face, bright face, and friendly look of eyes.

2. Reinforcement by Approaching

The teacher approaches the students give attention and pleasure about the lesson, behavior or performance. For example, the teacher stands beside the student, walks toward the student, or sits near the student or a group of

students who are doing the exercises. This reinforcement has function to strengthen verbal reinforcement.

3. Physical Contact Reinforcement

The teacher can express an agreement and application to the students' effort and performance by tapping the students' shoulder repeatedly, shaking the students' hand, and raising the students' hand who wins in competition. The use of this type of reinforcement must be considered carefully, so that it is appropriate with the student' age, sex, and cultural background.

4. Reinforcement by Giving Happy Activities

The teacher can give activities or assignment which can be enjoyed by the student as reinforcement. For example, a student who show the improvement in a music class is pointed as the leader of the school choir.

5. Reinforcement with Symbols or Things

The reinforcement is done by giving some kinds of symbol such as a picture card, a golden star, a badge, and even written comment on the students' workbook. Then, the teacher can also give reinforcement in the form of things such as candy, chocolates, snacks, books, etc. However, it is suggested not to use this reinforcement in very often to avoid the students' habit in expecting something as payment from the teacher.

In this research, non-verbal reinforcement was restricted by giving symbols or things and written comments in the teaching learning process of reading comprehension. From the explanation above, the researcher used non-verbal reinforcement with symbols or things given to the students in the teaching learning process, when the students could answer the questions or they could do the exercises correctly.

There are some advantages of giving non-verbal reinforcement for both sides, the students and the teacher. The advantages are to build up a good relation between the teacher and the students; to raise the students' attention in learning; to shape the students' desire to do better; to strengthen the students' responses; to encourage the students' motivation;

Then, non-verbal reinforcement has disadvantages. Here are some disadvantages of giving non-verbal reinforcement in the teaching and learning process (1) the students depend on extrinsic motivation, beside, the motivation given by the teacher, (2) the teacher has to spend much time attention to the students to make symbols or stars; (3) the teacher also spends much money to buy chocolates, candies, etc for their reinforcement, (4) sometimes the students respond only to get a praise or a reward from the teacher.

2.2 Conceptual Review

2.2.1 The Students' Reading Comprehension Achievement

As Grellet (1996:6) says that achievement is the successful result of students' comprehension in guessing, predicting, and understanding the written text by doing such an achievement test which is appropriate to the reading skill to the assessed. Achievement relates to how to do something successfully with skills, knowledge and efforts. It can be known after the students being taught reading comprehension.

In measuring the students' comprehension achievement, the researcher can define the basic elements of reading comprehension that covers gaining word meaning, identifying supporting details and main idea, etc. Those aspects were used to know the students' reading comprehension achievement.

Reading comprehension achievement in this research refers to the students reading' scores conducted in each cycle after the reading materials given to the participants. The materials of the test are found the general information and the specific information of the recount text.

2.2.2 The Procedures of Teaching Reading by Giving Non-Verbal Reinforcement

The procedures of teaching reading by giving non-verbal reinforcement in this research are as follows:

1. Giving the example of the simple recount text

2. Asking the students to read the text in pairs.
3. Explaining about the example of simple recount text and ask them to do the task
4. Checking the group's works with the class.
5. Giving symbols to the group' correct answer of the question given.
6. Giving non-verbal reinforcement in the form of erases, rules, and books to the group that got symbols from the teacher.

In this research, the researcher applied those steps to teach the students' reading comprehension achievement by giving non-verbal reinforcement. But, before doing those steps the teacher should prepare the material about recount text in order to male the teaching learning process run well and interesting.

Non-verbal reinforcement is reinforcement which is given to appreciate students' correct answers of the teacher's oral questions or the coreect answers of the exercises given. The kind of non-verbal reinforcement are reinforcement with gestures, reinforcement by approaching physical contact reinforcement, reinforcement by giving happy activities, reinforcement with symbols or things. In this case, the researcher choose the reinforcement with symbols or things by giving some kinds of symbols such as a golden stars. Then, the teacher will give reinforcement in the form of things such as candy, book, ruler, etc.

2.3 Previous Research

To support the idea about using non-verbal reinforcement in teaching reading, the researcher shows some previous research which also use non-verbal reinforcement in teaching reading. The first research is from Susanto (2012) entitled "The Effect of Giving Non-Verbal Reinforcement on Reading Comprehension Achievemeof the Eighth Grade Students nt at SMPN 1 Pakusari". who did the research at SMP N 1 Pakusari Jember. The researcher used quasi experimental ad the total number of the respondents was 68 students, consisted of 34 students of class VIII-C as the experimental group while the control group consisted of 34 students of class VIII-A. It was confirmed that giving non-verbal reinforcement could help the students, whether in elemantary school or junior

high school, to better understand the material easier especially on reading comprehension achievement. He also said that the students were enthusiastic since they had the opportunity to get praise in the form of symbol or reward.

Other research was conducted by Anita E. Woolfolk (1977) entitled, "The Impact of Teacher Non-verbal Behavior Upon Students Learning and Performance". The research subject of this study were 128 students randomly selected from the entire sixth grade class of a students middle school in New Jersey. The findings from this study indicated that differently in teacher non-verbal behaviors are perceived by students and influence students liking for the teacher. It can be concluded that the use of non-verbal reinforcement could improved their motivation in the class.

The next is previous research focused on giving positive reinforcement in the form of non-verbal reinforcement on the teaching reading. Non-verbal reinforcement is needed by the students in the learning process because it is useful to enhance response, promote appropriate behavior or positive value, encourage students' motivation, and build up a good relationship between the teacher and the students (Ester, 2010:48).

Other research is supported by Moore (2009:181) who states that reinforcement is a long recognized and essential skill for classroom teacher. It means that reinforcement is one of the important aspects to support learning process run well, and it should be known by teacher. Teacher's reinforcement is needed to manage and maintain students' positive behavior and reduce students' negative behavior during teaching and learning process. It also means that reinforcement that teachers give to student should be appropriate and meaningful.

The last previous research is supported by Gretchen Geng (2011), entitled "Investigation of Teachers' Verbal and Non-Verbal Strategies for managing ADHP Students' Behaviors within a Classroom Environment". This study investigated teachers' verbal and non-verbal strategies for managing ADHD students' in a Classroom. It has been found that teachers' talk is instrumental in gaining the students' attention and that strategic teachers' talk can result in students calming down or communicate better with the students.

Based on the previous studies above, it can be shown that Non-Verbal Reinforcement in teaching reading comprehension gives positive effect on students' reading achievement. Because, all the results show the great significance dealing with implementing of this technique. Thus, Non-Verbal Reinforcement can be said as a technique that is able to be used to improve students' reading comprehension achievement.

There are some differences between the previous study above and the reserach conducted by the researcher. The first is about the research context and the reserach participant. The previous reserach reserach involved the ADHD students. Meanwhile, this reserach involved the eighth grade students of SMPN 11 Jember as the reserach participant.

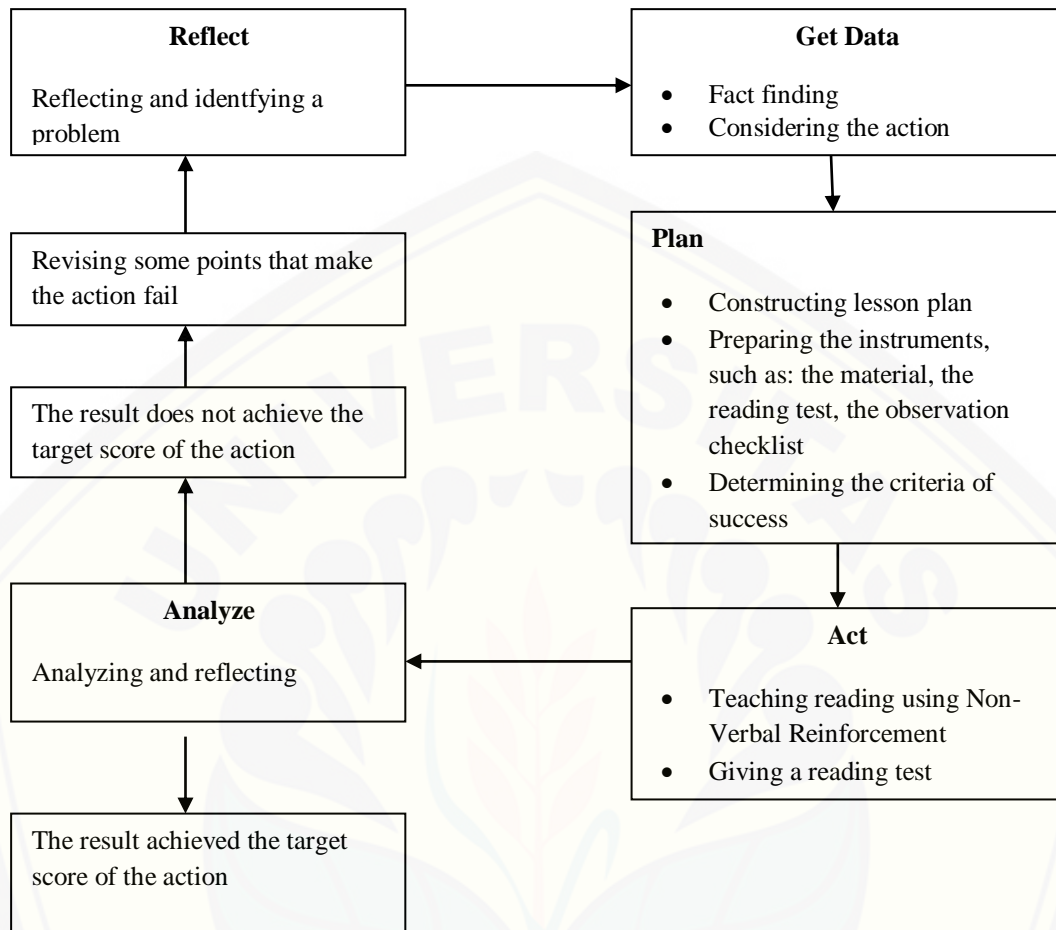
CHAPTER III. THE STUDY

This chapter discusses the research methods applied in this classroom action research. It covers research design, research context, research participants, data collection methods. Each part will be discussed in the following parts.

3.1 Research Design

This research applied a classroom action research design, because it was intended to improve the eight grade students' achievement in reading recount texts by giving non-verbal reinforcement. The giving of non-verbal reinforcement in the classroom can arouse academic performance and active participation of the eight grade students' during the teaching learning process of reading. According to Creswell (2012:577), the action classroom research is to improve in practice of education from the students' difficulties, to solve those problems by collecting, analyzing data, and implementing changes based on their finding. The classroom action research is systematic procedure done by the teachers to collect information about how the particular educational setting operates, the teacher teaches and the students learn Millis (2011) in Creswell (2012:677). Then, the classroom action reserach is how the teacher finds the problem that is faced in the class and solves the problem.

In conducting the classroom action research, the researcher will collaborate with the English teacher of the eight grade students' at SMPN 11 Jember. The reseracher conducted a pleminary study to get some information about the problems faced by the English teacher and the students in the teaching reading. After identfyng the research problem, the researcher and the English teacher choose the design of the classroom action research. This classroom action research consist of reflecting, getting data, planning, acting, and analyzing the result of the action (Lodico et al, 2010:322). The design of this classroom action research can be seen in the follwong figure.

Figure 3.1 The Design of Classroom Action Research Model

(Adapted from Ladico et al, 2010:322)

The procedures of each cycle of this classroom action research covered; the planning of the action, the implementation of the action, observation and evaluation of the action, and reflection of the action. Each strategy will be explained in the following parts.

1. Interviewing the English teacher of SMPN 11 Jember to know the problem that the students face in reading class.
2. Getting the supporting data of the research such as the name of the students and the students' reading score.
3. Determining the action.

4. Planning the action by constructed lesson plans, teaching materials, and observation checklist, a reading test and the criteria of success.
5. Implementing the action by using Non-Verbal Reinforcement in reading class.
6. Observing the students' activity during the implementation of the action in the class.
7. Giving a reading comprehension test.
8. Analyzing the students' score of reading comprehension test.
9. Reflecting the result of the students' score collaboratively with the English teacher.
10. If the research did not achieve the target, the researcher needed repeating the action with some correction in the action.

3.2 Research Context

The area of this research was determined by using the purposive method. The purposive method is the method in choosing a research area based on certain purposes or reasons (Frankel and Wallen, 2006:100). In this research, SMPN 11 Jember was chosen as the research area because of several reasons as follows :

1. The eighth grade students at SMP N 11 Jember still had difficulties in reading comprehension because English is not their daily language.
2. The students were less enthusiastic while joining the reading comprehension class.

3.3 Research Participants

The participants of this research were determined purposively. The researcher chose the eighth grade students at SMPN 11 Jember in the 2017/2018 academic year as the participants because they still had difficulties in reading comprehension. Besides, based on the result of the interview with the English teacher, the students' participation in joining the reading class activities was still

passive. Therefore, the eight grade students were chosen as the participants in this research.

3.4 Research Procedures

This classroom action research was conducted to improve the students' reading comprehension. It was done in the first cycle, each cycle consisted of the planning of the action, the implementation of the action, the observation and evaluation of the action. Each part of the research procedures will be explained as follows:

3.4.1 The Planning of the Action

The planning of the action is some activities done as the preparation. They are as follows:

1. Choosing the themes and sub-themes of the reading materials based on the Institutional Level Curriculum for Junior High School.
2. Constructing the lesson plans for the first cycle (Lesson Plan 1 and 2).
3. Preparing the observation guide to observe the students' active participation.
4. Constructing the reading test for the first cycle.
5. Setting the succes criteria of the action.

3.4.2 The Implementation of the Action

The action was done after planning of the action. It was done during the schedule of the English lesson. The action in the first cycle was done in two meetings. It was done on the Lesson plan 1 and Lesson plan 2. In the third meeting, the students were given the reading comprehension test after they were taught reading by using non-verbal reinforcement.

3.4.3 Observation and Evaluation of the Action

According to Arikunto (2006:156), observation refers to an activity of observing an object by using all sensory. In this classroom action research, observation was done to get the data about the observation guide on the form of checklist. Checklist was used to record the students' active participation in reading teaching learning process by using non-verbal reinforcement technique.

The evaluation was conducted to know whether the use of non-verbal reinforcement can improve the students' reading comprehension achievement. The reading comprehension achievement included two aspects of reading namely finding the general and specific information of the text. The criteria use for evaluating the succes of the action were as follows:

1. The action was considered as successfull if at least 75% of 36 students were active in the teaching learning process.
2. The action was be considered as successfull if at least 75% of 36 students got score ≥ 75 .

3.5 Data Collection Methods

The data collection method is needed in this research to collect primary data and supporting data for this research. The data collection methods that were used were interview and documentation, reading test, and observation. These methods were explained in the following parts:

3.5.1 Observation

Observation was another primary data collection method that was used in this research. It was needed to get the data about the students' active participation in the teaching learning process of reading comprehension class by using non-verbal reinforcement achievement. McMillan (1992:128) states that observation in the classroom action research is used to describe the activities, responses, and involvement of the students in the teaching learning process. According Arikunto (2006:159), a checklist is a list of variables from which the data will be collected. The students were identified as the active participants if the students did at least 3 or 4 indicators of the participation. The indicators that will be observed are presented in the table below :

Table 3.1 The observation Checklist of the Students' Participation

No.	Name	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								
4								
5								

The indicators of participations to be observed as follows:

1. Reading the text individually
2. Finding the meaning of the unfamiliar words
3. Answering the teacher's oral questions
4. Paying attention to the explanation
5. Doing the reading comprehension exercises

3.5.2 Reading Test

A test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task (McMillan, 1992:114). According Brown (2003:3) notes that test is a method of measuring a person's ability, knowledge, or performance in a given domain. Hughes (2003:11) defines that there are four types of tests covering proficiency test, achievement test, diagnostic test, and placement test. In this research, for gaining the primary data about the students' reading comprehension achievement, the researcher will use reading test. An achievement test is commercially prepared, with the characteristics previously indicated, and measures present knowledge and skills of a sample of relevant content (McMillan (1992:117).

Hughes (2003:26) states that a test is said to be valid if it measures accurately what it is intended to measure. A good test must have validity and reliability, validity has been defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers

make based on the data they collect (Fraenkel and Wallen, 2012:148). In other words, a test is said to be valid if it measures what should be measured. A test is considered reliable if the results of the test is always consistent at different time. The reading comprehension test in this reserach was chose based on the validity. It means the reading comprehension test was conducted based on the indicators of reading comprehension to be measured, and based on the reading skill that have been taught to the students.

In this research, for measuring the students' reading comprehension achievement, the objective test in the form of multiple choices was used. The students just needed to choose the correct answer. There was only one correct answer in each test items. The test consisted of 25 items of questions. There were two recount texts in the reading test. Each correct answers were scored 4 points. So, if the students could answer all of the test items correctly, they would get score 100 points.

3.5.3 Interview

The interview was done with the English teacher to know about the students' problems with reading comprehension achievement, the students' active participations in the teaching learning process, the technique used by the English teacher in teaching reading, the books used in teaching learning process, and the teaching frequency in a week. A list of questions was used as the guide during the process of research.

3.5.4 Documentation

The researcher used the documentation to get the supporting data about the number of the students and their names list of the eight grade students, the research subjects, and the students' scores of the reading test from the English teacher.

CHAPTER V. CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of the classroom action research and some suggestions to the English teacher, the students, and the future researcher dealing with the use of non-verbal reinforcement to improve the students' reading comprehension achievement.

5.1 Conclusion

Based on the result of data and discussion of the research, the conclusion was the use of non-verbal reinforcement could improve the students' reading comprehension achievement. The improvement showed in the mean score of the reading comprehension test in Cycle 1 was 73,11 and the percentage was 24 of 36 students or 66.67% who got ≥ 75 . In the Cycle 2 showed was 83.44% and the percentage was 29 of 36 students or 80.55% who got ≥ 75 . Moreover, the researcher also found some positive behaviours during the teaching learning process. First, the students were more confident in asking and giving questions to the teacher. And they could do the exercises individually because they understood the text. Second, they would give good behaviour in the classroom because they knew that the teacher would appreciate it.

5.2 Suggestion

Considering the result of the research, some suggestions are given in order that they are expected to be useful and give some contribution to these following people:

5.2.1 The English teacher

Based on the research result, it has been revealed that teaching reading by giving non-verbal reinforcement can make the students more interesting and more active in the teaching learning process. It is suggested to the English teacher to use non-verbal reinforcement as the technique to give stimulus to the students. It can be applied to improve students' active participation and their reading comprehension achievement.

5.2.2 The students

The students are suggested to be quiet and pay attention to the teacher during the teaching learning process, and make some notes when the teacher was explaining about the materials. It will be meaning less if the students do not pay attention to the teacher. They will miss the information given.

5.2.3 The Future Researcher

The future researcher are suggested to conduct further research by giving non-verbal reinforcement based on the recent study. It can be done by conducting the research with the same topic to establish the result consistency of the reaing comprehension achievement. The future reseracher can use another skill such as writing, listening, and speaking; or three components such as vocabulary, grammar, and pronunciation.in addition, it is suggested to the future researcher to conduct the reserach in different school because each school has different problems.

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APPENDIX A

RESEARCH MATRIX

Title	Problem	Variable	Indicators	Data Recourses	Research Method
<p>The use of non-verbal reinforcement to improve the eighth grade students' achievement in reading comprehension of recount texts at SMPN 11 Jember</p>	<ol style="list-style-type: none"> 1. How can the use of non-verbal reinforcement improve the VIII grade students' achievement in reading recount texts at SMPN 11 Jember? 2. How can the use of non-verbal reinforcement improve the VIII grade students' active participation in the teaching learning process of reading recount texts at SMPN 11 Negeri Jember? 	<ol style="list-style-type: none"> 1. Independent Variable: The use of non-verbal reinforcement in teaching reading 2. Dependent Variable: <ol style="list-style-type: none"> a. The students' recount text reading comprehension achievement in the form of test score b. The students participation 	<ol style="list-style-type: none"> 1. The students' score of the reading test with the indicators: <ol style="list-style-type: none"> a. Comprehending the word meaning of the reading test b. Comprehending the sentence meaning of the reading test c. Comprehending the paragraph meaning of the reading test d. Comprehending the whole text meaning of the reading test 2. The students' active participation: <ol style="list-style-type: none"> a. Making notes while class presentation b. Discussing the exercise within 	<ol style="list-style-type: none"> 1. Research Participants: The eighth grade students of class C at SMPN 11 Jember in the 2017/2018 academic year 2. Research Informant: The English teacher of SMPN 11 Jember 3. Documents: The names of the research subjects The students; scores in the last English daily test English curriculum and syllabus 	<ol style="list-style-type: none"> 1. Research Design: Classroom Action Research with the cycle model: <ol style="list-style-type: none"> a. The planning of the action b. The implementation of the action c. Class observation and evaluation d. Data analysis and reflection of the action (<i>Adapted from Lewin, 1980 in Elliot 1993:70</i>) 2. Area Determination Method: Purposive method 3. Participant Determination Method: Purposive method 4. Data Collection Method: <ol style="list-style-type: none"> a. Primary data: <ul style="list-style-type: none"> - Reading test - Observation checklist b. Supporting data: <ul style="list-style-type: none"> - Interviewing guide - Documentation 5. Data Analysis Method <ol style="list-style-type: none"> a. The data collected from the reading test on each cycle will be analyzed by using the following

			<p>their teams</p>		<p>formula:</p> $E = \left(\frac{n}{N}\right) \times 100$ <p>Note: E = the percentage of the students' who get reading test score 75 or higher n = the number of the students who get reading test score 75 or higher N = the total number of the students <i>(Adapted from Ali, 1993:186)</i></p> <p>b. The data collected from observation will be analyzed by using this formula:</p> $E = \left(\frac{n}{N}\right) \times 100$ <p>Note: E = the percentage of the students' who participated actively in the reading teaching learning process n = the number of the students who are active N = the total number of research participation <i>(Adapted from Ali, 1993:186)</i></p> <p>c. The supporting data will be analyzed nonstatistically to support the primary data.</p>
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APPENDIX B

THE RESULT OF INTERVIEW

I. The Result of Interview

No	Interview Question	Interview (The English Teacher)
1.	What curriculum does this school apply?	Our school has used the Instutional Level Curriculum (KTSP 2006) for grade 8 and grade 9, and Curriculum 2013 for grade 7
2.	How often do you teach English in a week?	I teach English 5 days a week
3.	What book do you use in teaching English?	Buku Pendamping Materi from Library
4.	Do you teach reading integratedly with other language skills?	Yes, I do
5.	What problems do the students face in learning reading?	Knowing the meaning of the words, finding the specific and general information of the text, and pronounce the word are mostly the difficulties of class VIII C
6.	Have you ever given the reading test to the students?	Yes, of course.
7.	How about the students' scores in the reading test?	The score is not good enough. Because the students' participation is low. So, they don't pay attention when the teacher trying to explain.
8.	What strategy do you usually apply to overcome the students' problems in reading?	I usually guide the students to solve their problem by explaining the meaning of the text.
9.	Have you ever given a reward for the student who achieved the good score in the reading class?	No, I don't.
10.	What is the minimum requirement standard score of reading skill in this school?	75

II. The Documentation

No.	The Data Taken	Data Resources
1.	The names of the research target	Docoments
2.	The eight grade students' previous scores of reading achievement obtained from the English Teacher	

APPENDIX C

The Previous Reading Score of Class VIII

No.	Class A	Class B	Class C	Class D	Class E	Class F
1	74	64	80	71	77	70
2	70	72	58	69	69	77
3	79	68	78	67	76	83
4	71	60	60	72	70	60
5	75	72	80	70	80	63
6	80	76	61	68	67	77
7	72	72	60	71	68	73
8	76	60	76	69	74	63
9	81	68	76	73	70	87
10	70	72	52	76	68	73
11	72	64	65	68	75	57
12	76	76	78	66	70	70
13	80	60	58	72	76	83
14	77	60	76	76	76	60
15	72	68	76	69	74	63
16	76	76	78	65	67	87
17	70	60	50	73	70	73
18	73	64	78	67	74	57
19	72	76	55	62	72	60
20	71	68	77	68	66	63
21	74	72	62	76	65	77
22	70	76	76	61	80	78
23	72	68	63	74	75	80
24	70	64	76	67	77	83
25	73	72	58	69	74	77
26	71	60	78	65	72	53
27	74	68	60	72	75	57
28	75	72	56	75	65	68
29	70	64	75	67	77	77
30	80	72	76	72	80	83
31	71	72	55	62	75	77
32	72	64	76	68	75	75
33	70	68	57	64	68	72
34	80	76	76	71	78	74
35	70	76	54	67	70	75
36	73	60	79	63	74	77
Mean	73	70,6	68	69	71,7	72,6

Jember, September 13, 2017
The English Teacher,

Emy Sulistyowati, S.Pd
NIP. 19670409 198901 2 002

APPENDIX D

LESSON PLAN

(Meeting 1, Cycle 1)

School	: SMP N 11 Jember
Subject	: English
Class / Semester	: VIII / II
Skill	: Reading
Genre	: Recount Text
Time	: 2 x 40 minutes

I. STANDARD COMPETENCE

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

II. BASIC COMPETENCE

11.1 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

11.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

III. INDICATORS

Cognitive

a. Product

3.1 Identifying the general information of recount text.

3.2 Identifying the specific information of recount text.

b. Process

3.3 Making notes of the materials of recount text explained by the teacher while class presentation.

3.4 Answering the questions from the teacher about the materials of recount text.

3.5 Doing the exercises give in pairs.

3.6 Discussing the exercises given with all of the students.

IV. LEARNING OBJECTIVES

a. Product

Cognitive

4.1 The students are able to identify the general information of recount text

4.2 The students are able to identify the specific information of recount text

b. Process

4.3 The students are able to make notes of the materials of recount text explained by the teacher while class presentation.

4.4 The students are able to answer the questions from the teacher about the materials of recount text.

4.5 The students are able to do the exercises given in pairs.

4.6 The students are able to discuss the exercises given with all of the students.

V. MATERIALS

The materials are enclosed.

VI. TEACHING LEARNING STRATEGY

Approaches : Cooperative Learning

VII. TEACHING LEARNING ACTIVITIES

No	Learning Activities		Time allocation
	Teacher's Activities	Students' Activities	
1	Set Induction		
	1. Greeting the students	1. Answering the teacher	1'
	2. Praying	2. Praying	1'
	3. Checking the students' attendance list.	3. Paying attention	2'
	4. Showing pictures and giving some leading questions	4. Answering the questions	5'
	5. Stating the learning objectives	5. Paying attention	1'
2	Main Activities		
	1. Giving explanation about recount text	1. Paying attention	5'
	2. Distributing the students an example of a recount text	2. Paying attention	1'
	3. Asking the students to read the text in pairs	3. Reading the recount text	10'
	4. Distributing the reading exercise to the students	4. Paying attention	2'
	5. Asking the students to do the exercises in pairs	5. Doing the exercises	20'
	6. Discussing the exercises	6. Discussing the answers	25'
7. Giving a reward to the student who got the best score	7. Giving a reward	5'	
3	Closure		
	1. Guiding the students to make a conclusion	1. Making conclusion	5'
	2. Giving suggestion by giving oral questions	2. Paying attention	1'
	3. Parting the students	3. Answering parting	1'

VIII. SOURCES

8.1 Student's work book

IX. MEDIA

9.1 Worksheet

9.2 Pictures

- 9.3 White board
- 9.4 Reaccount text

X. EVALUATION

A. Process Evaluation

Process evaluation will be conducted during teaching and learning process of reading by using indicators evaluated below:

- 3. The students' activities in reading the text individually
- 4. The students' activity in finding the meaning of the unfamiliar words
- 5. The students' activities in answering the teacher's oral questions
- 6. The students' activities in paying attention to the explanation
- 7. The students' activities in doing the exercises

No.	Name	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								

Jember, 12th January 2018

English Teacher,

Researcher,

Emy Sulistyowati, S.Pd
NIP. 19670409 198901 2 002

Ade Ulvy Riyana
110210401077

Learning Materials

I. Showing picture



II. Give some leading questions

- a. Do you know what happened to the person in that picture?
- b. Have you ever had an experience something like that?
- c. Then, when you want to tell to your friend about your experience, What kind of text that you use to tell some events you experienced in the past?

III. Stating the objectives learning

a. Give the idea of recount text

A recount text is a text that tells the readers about one story, action or activity.

b. The social function of a recount text

The social function of recount text is to retell some events that happened in the past for certain purposes.

c. Give the example of a text about money

I LOST MONEY

Last week, my sister and I went shopping to a market near our house. The market was very crowded at that time.

When I walked through a miniatures store, suddenly, I felt that there was someone behind me. I looked at him. He wore a black jacket and a hat. My sister whispered to me to be careful with that man. I just thought that he also wanted to look at miniatures like me. However, he kept a space near me immediately. When my sister showed me a unique miniature, that man took my bag and ran away so quickly. I realized it when that man had been far away. I regretted to be not careful in a crowded situation.

My sister and I went home with a pale face. We did not get anything from supermarket. I lost my money so I could not buy anything.

d. The generic structures of a recount text are:

- a. Orientation : tell who was involved, what happened, where the events took place and when it happened
- b. Events : tell what happened in sequence
- c. Re-orientation: consists of optional – closure of events / ending

e. The language features of a recount text are:

- a. Focus on specific participants
- b. Use simple past tense
- c. Use conjunction and time connectives
- d. Use adverbs
- e. Use action verbs

The Exercises

Name :

Read the text carefully and find the meaning of unfamiliar words!

Line	
1	<p>It was nine in the evening. I was on my way to my bedroom after brushing my teeth. As I was passing the living room, I saw my brother, Aldo, lying on the floor watching TV. He always did that every night. He refused to go to the bedroom and chose to sleep in front of the television. I</p>
5	<p>decided not to say anything and directly went to bed.</p>
10	<p>I was half asleep when I heard a scream coming from the living room. It was about two in the morning. I jumped out of the bedroom and rushed to the voice. In the living room, I found Aldo crying. His right hand was on the right ear. He said, "Help, help, help! It hurts!" Then, he told me that an insect had entered into his ear. I was half sorry for the insect. I figured it out that was an ant. I imagine how poor the ant was.</p>
15	<p>Since Aldo couldn't stop crying, I decided to take him to the hospital. Soon after our arrival, a doctor in charge examined Aldo's ear. Then, he used a pair of pincers to take the insect out. I was so surprised to see the insect. It wasn't an ant, it was a young cockroach! Gosh! It was a big baby's little finger.</p>
	<p>From that night, Aldo never slept in front of the television anymore.</p>

I. Choose a, b, c, or d as the best answer for the following questions based on the text.

1. What happened to Aldo?
 - a. He felt pity to the insect
 - b. An insect bite him
 - c. He was imagining an insect
 - d. An insect entered his ear

2. Where did usually Aldo sleep?
 - a. In the bathroom
 - b. In the cottage
 - c. In the bedroom
 - d. In front of TV

3. Which statement is TRUE based on the paragraph 1?
 - a. The writer decided to take Aldo to the hospital
 - b. Aldo was crying in the living room

- c. The writer slept on the bed
 - d. Aldo told the writer that an insect had entered his ear
4. How many person were there in text?
 - a. One person
 - b. Two persons
 - c. Three persons
 - d. Four persons
 5. What is the main idea of paragraph 2?
 - a. Aldo felt sorry to the ant
 - b. An ant entered Aldo's ear
 - c. The writer scream at 2 a.m
 - d. The writer heard someone scream in the living room
 6. "His right hand was on his right ear." (line 10)
The underlined word refers to.....
 - a. The doctor
 - b. Aldo
 - c. The writer
 - d. Aldo's mother
 7. What did Aldo do when the writer passed the living room?
 - a. He laid on the floor
 - b. He brushed his teeth
 - c. He ate something
 - d. He slept on the bed
 8. How did the doctor help Aldo?
 - a. He took the insect out using a pincers
 - b. He used pincers to kill the insect
 - c. He put the pincers to his ear
 - d. He examined the writer's ear
 9. What is the main idea of paragraph 3?
 - a. The insect was an ant
 - b. Aldo was suprised to see the insect
 - c. Aldo was taken to the hospital
 - d. The cockroach was big
 10. What is the similar meaning of the word "Refused" in the line 4?
 - a. Rejected
 - b. Receive
 - c. Admit
 - d. Accept
 11. Which paragraph tells us about Aldo cried because of his pain?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
 12. Whom did aldo go to the hospital with?
 - a. His mother
 - b. His father

- c. The writer
d. His aunt
13. Which statement is FALSE according to the text above?
a. Aldo heard a scream coming from the living room
b. The writer took Aldo to the drug store
c. Aldo chose to sleep in front of the television
d. The doctor used a pair of pincers to take the insect out
14. “..... and rushed to the voice.” (Line 9)
What is the meaning of the underlined word?
a. Run very fast
b. Run very slow
c. Run carefully
d. Run normally
15. “I was so surprised to see the insect.” (line 17)
What is the similar meaning of the underlined word?
a. Shocked
b. Scared
c. Embarrassed
d. Ashamed
16. What is the main idea of paragraph 4?
a. Aldo slept beside the TV
b. Aldo came back to sleep in front of the TV
c. Aldo didn't want to sleep in front of TV
d. Aldo was happy to sleep in front of TV again
17. “It was a big as a baby's finger.” (line 18)
The underlined word refers to
a. Aldo's ear
b. The ant
c. The young cockroach
d. The baby's little finger
18. What is the purpose of the text above?
a. To tell about Aldo's bad experience of having pain in his ear
b. To explain about the writer's brother
c. To description the writer's brother
d. To entertain the reader
19. Which one of the following sentences best expresses the main idea of the whole text?
a. Aldo like to sleep in front of the TV
b. Aldo was affraid wirth the cockroach
c. Aldo was in a pain because the young cockroach entered his ear
d. Also didn't want to sleep in front of TV again
20. What is the suitable title of the text above?
a. Aldo's pain
b. A pair of pincers
c. The coackroach
d. The writer's pain

Asnwer Key :

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

The distribution of the test items :

	Number of the test item
Specific nformstion	1,2,4,7,8
General Information	3,5,6,9,10,11,12,13,14,15

APPENDIX E

LESSON PLAN

(Meeting 2, Cycle 1)

School	: SMP N 11 Jember
Subject	: English
Class / Semester	: VIII / II
Skill	: Reading
Genre	: Recount Text
Time	: 2 x 40 minutes

XI. STANDARD COMPETENCE

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

XII. BASIC COMPETENCE

11.3 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

11.4 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

XIII. INDICATORS

Cognitive

c. Product

3.7 Identifying the general information of recount text.

3.8 Identifying the specific information of recount text.

d. Process

3.9 Making notes of the materials of recount text explained by the teacher while class presentation.

3.10 Answering the questions from the teacher about the materials of recount text.

3.11 Doing the exercises give in pairs.

3.12 Discussing the exercises given with all of the students.

XIV. LEARNING OBJECTIVES

c. Product

Cognitive

4.7 The students are able to identify the general information of recount text

4.8 The students are able to identify the specific information of recount text

d. Process

4.9 The students are able to make notes of the materials of recount text explained by the teacher while class presentation.

4.10 The students are able to answer the questions from the teacher about the materials of recount text.

4.11 The students are able to do the exercises given in pairs.

4.12 The students are able to discuss the exercises given with all of the students.

XV. MATERIALS

The materials are enclosed.

XVI. TEACHING LEARNING STRATEGY

Approaches : Cooperative Learning

XVII. TEACHING LEARNING ACTIVITIES

No	Learning Activities		Time allocation
	Teacher's Activities	Students' Activities	
1	Set Induction		
	1. Greeting the students	Answering the teacher	1'
	2. Praying	Praying	1'
	3. Checking the students' attendance list.	Paying attention	2'
	4. Showing pictures and giving some leading questions	Answering the questions	5'
2	5. Stating the learning objectives	Paying attention	1'
	Main Activities		
	1. Giving explanation about recount text	Paying attention	5'
	2. Distributing the students an example of a recount text	Paying attention	1'
	3. Asking the students to read the text in pairs	Reading the recount text	10'
	4. Distributing the reading exercise to the students	Paying attention	2'
	5. Asking the students to do the exercises in pairs	Doing the exercises	20'
6. Discussing the exercises	Discussing the answers	25'	
3	7. Giving a reward to the student who got the best score	Giving a reward	5'
	Closure		
	1. Guiding the students to make a conclusion	Making conclusion	5'
	2. Giving suggestion by giving oral questions	Paying attention	1'
	3. Parting the students	Answering parting	1'

XVIII. SOURCES

8.2 Student's work book

XIX. MEDIA

9.5 Worksheet

9.6 Pictures

9.7 White board

9.8 Reaccount text

XX. EVALUATION

B. Process Evaluation

Process evaluation will be conducted during teaching and learning process of reading by using indicators evaluated below:

8. The students' activities in reading the text individually
9. The students' activity in finding the meaning of the unfamiliar words
10. The students' activities in answering the teacher's oral questions
11. The students' activities in paying attention to the explanation
12. The students' activities in doing the exercises

No.	Name	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								

Jember, 18th January 2017

English Teacher,

Researcher,

Emy Sulistyowati, S.Pd
NIP. 19670409 198901 2 002

Ade Ulvy Riyana
110210401077

LEARNING MATERIALS

I. Showing Picture



II. Give the Leading Questions

- a. Where do you see in the picture?
- b. When do you usually find this cake?
- c. Have you ever attended a birthday party?
- d. Then, when you want to tell to your friend about your experience, What kind of text that we use to tell some events we experienced in the past?

III. Stating the Object Learning

- a. Reviewing the materials about the recount text
- b. Give the example of a text about money in the genre of recount

My Surprise Birthday Last Year

On 17th january last year in my birthday, I got surprise from my friends Titin and Dea. It was my 18 birthday.

I thought titin did not remember my birthday. Only dea asked what the gifts which I want several days before my birthday. And I thought I would not got surprise, because 2 days before my birthday I went to my home in Talaga.

But when I went back to my boarding house, I didn't see Titin and Dea. I entered my room and I clear up it. And suddenly dea and titin came. They carried a big box gift, it was surprising me . they said happy birthday to me and gave the gift to me. It was a memorable moment fot me.

THE EXERCISES

Name :

I. Read the text carefully and find the meaning of unfamiliar words !

Line	
1	On Saturday 6 th May, I went to Sarah’s birthday party. I was very excited. I went there with George and Tina. We wore fancy dress because it was a fancy dress party. I wore a ghost costume, Tina became Xena, the warrior princess, and George was a vampire.
5	The party started at 7 p.m. First, we sang “Happy Birthday”. Then, sarah blew the candles. After that, we ate some food and drank coke.
10	Later on, we did some games. Everybody enjoyed them. I cheered so hard that I nearly lost my voice. While we were playing “Hide and Seek”, the light suddenly went out. Some girls screamed because they were afraid of the dark. Fortunately, it didn’t take a long. In the minutes, the light went on again, and we contionued the games.
14	Before the party was over, the MC announced the best costume of the party, george got the first prize. He looked so happy. Finally, my dad arrived to take me home. I was so tired, but happy.

Choose a, b, c, or d as the best answer based on the text above!

- Whom did the writer go to the party with?
 - His parents
 - George and Tina
 - Sarah and her friends
 - Xena and the vampire
- When did the guest enjoy the games?
 - After having meals
 - Soon after they arrived
 - After the announcement of the best costume
 - After the beginning of the party
- What happened with the light when the guest were playing “Hide and Seek”?
 - It worked so well
 - It shone brightly
 - It went out
 - It dimmed
- From the text we know that a fancy dress party is
 - A party for rich people
 - A party in which the place is very fancy
 - A party in which the host looks very nice
 - A party in which the guests are wearing special costume
- “George got the first prize.” (paragraph 4)
The underlined word means ...
 - award
 - price
 - place
 - fund
- What is the main idea of paragraph 3?
 - Some girls screamed because they were afraid
 - Everybody enjoyed some games
 - The MC announced the best costume

- d. The party started at 7 a.m
7. “..... they were afraid of the dark.” (line 9)
The underlined word refers to
- Sarah and George
 - Some girls
 - Some boys
 - George and Tina
8. Which statement is FALSE according to the paragraph 4?
- The MC announced the best costume of the party
 - The writer was so tired after the party
 - The writer went to Sarah’s birthday party with George and Tina
 - George got the first prize
9. What does the text tell us about?
- It tells about the writer’s amazing experience
 - It tells about the writer’s bad experience
 - It tells about the writer’s birthday party
 - It tells about George’s birthday party
10. What dose the suitable title of the text?
- Sarah’s birthday party
 - A fancy dress party
 - Happy birthday
 - George and Tina’s birthday party

II. Read the text carefully and find the meaning of some unfamiliar words!

My Beautiful Presents at My Birthday

It was my birthday two week ago and my family celebrated it in a small party. I invited my best friends to attend the party. There were about 18 people in the party, including my parents and my sister, Andin. In was a great surprise that my uncle Andra could come too. He was a very busy man because works in a big firm in Jakarta.

There were some presents for me. My parents gave me a new notebook. They knew that my old one was out of date. My sister gave me a new novel, she knew my hobby well. My uncle did not stop surprising me again, he brought the latest “the Amazing Spiderman” CD game. My uncle knew that Spiderman was my favorite superhero. Husna, my best friend, gave me a CD collection of my favorite singers, Amy Lee. I’d love to listen to her singing all days. When the party was running over, suddenly, I got a very big surprise again, my brother Indra came home from America. I was crying happily to realize that he was home. It was about 2 years that he went abroad for work. He apologized not to bring a present for me. But I did not mind about it. I was happy to know him home. It was the best present I ever got.

We spent the whole day in the small party but it meant the greatest party I ever had. I really enjoyed it.

Choose a, b, c, or d as the best answer for the following questions based on the text above!

11. How many people were there in the writer’s birthday party?
- 3 people
 - 10 people
 - 15 people
 - 18 people

12. What is the writer's parent give to her?
 - a. A notebook
 - b. A novel
 - c. A CD
 - d. A spiderman book
13. What made the writer's cry?
 - a. A present from her friend
 - b. Her brother came home from America
 - c. Her uncle gave her a novel
 - d. A notebook from her parents
14. "They knew that my old one was out of date." (paragraph 2)
The underlined word refers to
 - a. Husna and Andra
 - b. The writer's parent
 - c. Indra and Andra
 - d. The writer's sibling
15. What is the main idea of paragraph 1?
 - a. The writer's family celebrated her birthday
 - b. Indra came home from America
 - c. Her uncle was very busy
 - d. Her friend gave her a CD
16. What is the similar meaning of the word "Surprise" in paragraph 2?
 - a. Shocked
 - b. Scared
 - c. Embarrassed
 - d. Ashamed
17. What is the purpose of the text?
 - a. To entertain the reader
 - b. To description the writer's birthday party
 - c. To tell the writer's birthday party
 - d. To explain the writer's birthday party
18. Which paragraph tells us that the writer's fell very enjoyed?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragrap 2 and 3
19. What is the best present that the writer's ever had?
 - a. A notebook
 - b. A novel
 - c. A CD
 - d. Her brother came from America
20. Which of the following statements best expresses the main idea of the whole text?
 - a. The writer's was very enjoyed in her birthday party
 - b. The writer's family gave her many beautiful presents for her
 - c. Her brother came from America to celebrated her birthday
 - d. Her brother was the most beautiful present for her

Key Answer

Exercise I

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

Exercise II

11. D
12. A
13. B
14. B
15. A
16. A
17. C
18. C
19. D
20. B

The distribution of the test items :

	Number of the test item
Word Comprehension	1,2,3,11,12,13
Sentence Comprehension	4,5,6,7,8,9,10,14,15,16,17,18,19,20

APPENDIX F

READING COMPREHENSION TEST

Subject : English

Grade/Semester : VIII/1

Language Skill : Reading

Text Type : Recount Text

Time : 75 minutes

Name :

Student's Number :

Read the text carefully!

Every year, I spend my Eid al-Fitr holiday in Solo, Central Java. I visit my grandmother every year. Last year, as usual, I went to Solo with my family. The second day of Eid al-Fitr, I went to Jogja. I visit my cousin's house. I had not travelled there for a long time. The last time I visited Jogja was 2 years ago. Everytime I go to Jogja, I will always remember my childhood. I spend my childhood in Jogja.

I went to Jogja with my family and I asked my grandmother to join. We tried to feel another atmosphere of Eid al-Fitr in other city. My cousin had prepared many foods for us. When we arrived at my cousin's house, we were welcomed cheerfully. My niece has been taller and more beautiful now than two years ago when I visited them. The house was very antique and made me comfortable. It was decorated with many ethnic Javanese ornaments. That was a beautiful house. I was so happy that I could gather with my family.

We ate together in the living room. My cousin cooked rendang, spicy potato, fruit salad, and the other delicious cookies. We enjoyed the foods. It tasted more delicious when I ate it with people that I love. Then, I remember a quotation which says that the taste of the food depends on who eats together with us. After eating, we talked together. My aunts and uncles were busy asking about my future plan. We were busy asking each other about our life since we had not seen each other for a year. After that, we took a picture together. In the evening, we decided to go back to my grandmother house in Solo. I felt so tired, and then I immediately went to bed.

The third day of Eid al-Fitr, I stayed at my grandmother house. We waited for the guests who wanted to meet us. That day, my mother cooked different foods from what are always served in Eid al-Fitr. My mother cooked shrimp sambal with fermented durian, that is called tempoyak, fried carp, boiled vegetables, and sayur asem. My mother cooked foods that Lampungese call it as Seruit. Everyone who came, really enjoyed seruit. They said that seruit was delicious but very spicy. They liked seruit very much. They said that the boiled vegetables were very fresh and the fried carp was very crunchy.

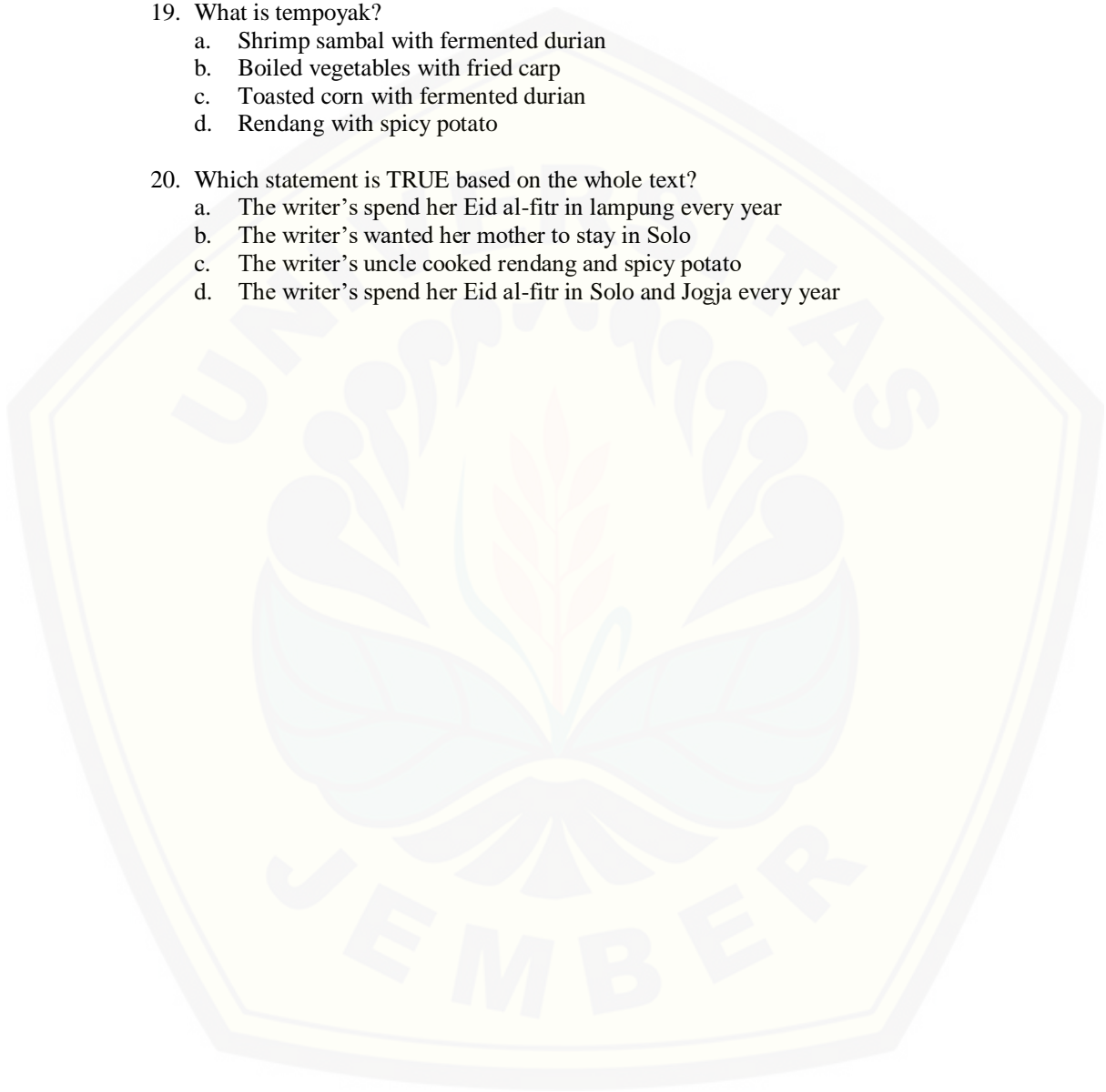
In the evening, my uncle came and brought fireworks. We played fireworks on the yard. We saw the beauty of the fireworks sparkling on the dark sky. My little niece, nephew and cousins got excited. I was excited, too. After playing fireworks, we ate roasted corns. The next morning, we prepared for going home. After dzuhur, we went home to Lampung by bus. It was a moment which is full of emotion. My mother felt sad because she had to leave her mother. I was also sad to separate from my family in Solo. But, we promise that the next year we would visit them again.

Choose a, b, c, or d as the best answer for the following questions based on the text above!

1. Where does the writer spend her Eid al-fitr every year?
 - a. In Jakarta
 - b. In Solo
 - c. In Surabaya
 - d. In Jogjakarta
2. Where is the writer's cousin's house?
 - a. Jogjakarta
 - b. Solo
 - c. Jakarta
 - d. Surabaya
3. What kind of foods that the writer's cousin cooked for her?
 - a. Pizza, hamburger, hot dog, and cookies
 - b. Salad, many cookies, hamburger, and rendang
 - c. Rendang, spicy potato, fruit salad, and cookies
 - d. Spicy potato, fruit salad, pizza, and cookies
4. What is the main idea of paragraph 1?
 - a. The writer spend her childhood in Jogja
 - b. The writer spend her Eid al-fitr holiday in Solo and Jogja
 - c. The writer always remember her childhood
 - d. Her grandmother live in Solo
5. "It was decorated with many ethnic Javanese ornaments." (paragraph 2)
The underline word refers to
 - a. The writer's cousin house
 - b. The writer's grandmother house
 - c. The house
 - d. The hotel
6. Which statement is TRUE based on the paragraph 2?
 - a. The last time the writer visited Jogja was 2 years ago
 - b. The house was very antique and made me comfortable
 - c. The writer's cousin cooked rendang, spicy potato, fruit salad
 - d. The writer's uncle came and brought fireworks
7. Where the writer and her family stayed in the third day of Eid al-fitr?
 - a. In the hotel
 - b. In the her cousin's house
 - c. In the grandmother's house
 - d. In the villa
8. What is the opposite meaning of the word "Childhood"?
 - a. Kid
 - b. Teenage
 - c. Adult
 - d. Old

9. What is the main idea of paragraph 3?
 - a. The writer stayed at her cousin's house
 - b. The writer's cousin cooked some delicious foods
 - c. The writer wanted to stay at her cousin's house
 - d. The writer's talked about her mother foods
10. Why everyone who come really enjoyed seruit? Because
 - a. Seruit was made from fresh meat
 - b. Seruit was made from the best fruit
 - c. Seruit was made from the boiled vegetables and the fried carp
 - d. Seruit was so spicy
11. What did the writer and her family do after playing fireworks?
 - a. Played hide and seek
 - b. Watched movie
 - c. Cooked some food
 - d. Toasted corn
12. What is the suitable title for the text?
 - a. My holiday
 - b. Family and I
 - c. Eid al-fitr with family
 - d. Visited Solo
13. Why the writer's mother felt so sad?
 - a. Because she left her mother
 - b. Because she like to leaved in Solo
 - c. Because she didn't want to back to Lampung
 - d. Because she left the writer
14. "We saw the beauty of the fireworks sparkling on the dark sky."
What is the synonym of the underline word?
 - a. Gloomy
 - b. Dark
 - c. Glowing
 - d. Matte
15. What is the text tell us about?
 - a. The writer holiday in Solo
 - b. Eid al-fitr in Solo and Jogja
 - c. Holiday in Jogja
 - d. The writer's Eid al-fitr holiday
16. Which statement is FALSE based on the last paragraph?
 - a. The writer's mother cooked Lampungnese foods
 - b. The writer's uncle came and brought some fireworks
 - c. The writer's little niece, nephew and cousins got excited
 - d. The writer's mother felt so sad because she had to leave her mother
17. What is the purpose of the recount text?
 - a. To entertain the reader
 - b. To explain about Eid al-fitr
 - c. To description about something
 - d. To retell the past event

18. “..... because she had to leave her mother” (paragraph 5)
The underlined word refers to
- The writer’s cousin
 - Grandmother
 - The writer’s mother
 - The writer’s aunt
19. What is tempoyak?
- Shrimp sambal with fermented durian
 - Boiled vegetables with fried carp
 - Toasted corn with fermented durian
 - Rendang with spicy potato
20. Which statement is TRUE based on the whole text?
- The writer’s spend her Eid al-fitr in lampung every year
 - The writer’s wanted her mother to stay in Solo
 - The writer’s uncle cooked rendang and spicy potato
 - The writer’s spend her Eid al-fitr in Solo and Jogja every year



APPENDIX G

The Result of Observation in Cycle 1

NO.	The Students' Initials	Meeting 1					Category		Meeting 2					Category	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1	ASW	√				√		√	√	√		√	√	√	
2	ADPR	√		√	√	√	√		√		√	√	√	√	
3	AGK	√			√			√			√		√		√
4	AA	√		√	√	√	√		√		√	√	√	√	
5	AS	√	√		√	√	√		√	√		√	√	√	
6	AHS	√				√		√				√	√		√
7	ADPA	√	√					√	√				√		√
8	ANM	√	√	√	√	√	√		√	√	√	√	√	√	
9	BFR	√	√					√	√				√		√
10	DDP	√		√	√	√	√		√	√	√	√	√	√	
11	DPS	√		√				√			√		√		√
12	FPES	√		√	√	√	√		√	√	√	√	√	√	
13	FM	√		√	√		√		√	√	√	√		√	
14	JFPF	√	√	√	√	√	√		√	√	√	√	√	√	
15	LM	√		√	√		√		√		√	√		√	
16	LBS	√	√		√	√	√		√	√		√	√	√	
17	MAN	√	√		√	√	√		√	√		√	√	√	
18	MEF	√	√			√		√	√	√		√	√	√	
19	MIHW	√	√			√		√				√	√		√
20	MRH	√	√			√		√		√		√			√
21	OM	√	√		√	√	√			√			√		√
22	PM	√		√	√	√	√		√		√	√	√	√	
23	PS	√		√		√	√		√		√		√	√	
24	RAY	√		√	√	√	√		√		√	√	√	√	
25	RHP	√		√			√		√		√			√	
26	RFZ	√				√		√			√	√	√	√	
27	SACP	√		√	√		√				√	√			√
28	SYR	√		√	√	√	√		√		√	√	√	√	
29	SMR		√		√			√	√	√		√		√	
30	SDP				√	√		√		√			√		√
31	TIR	√	√				√		√	√	√			√	
32	VBP	√	√	√	√	√	√		√	√		√	√	√	
33	VOID	√	√	√	√		√		√	√	√	√	√	√	
34	WW	√	√	√	√	√	√		√	√	√	√	√	√	
35	YPA				√	√		√	√			√	√	√	
36	YBR	√	√		√	√	√		√	√		√	√	√	
Total		Meeting 1							Meeting 2						

Notes : A = active

P = passive

APPENDIX H

The Students' Reading Comprehension Achievement in Cycle 1

No.	The Students' Initials	Score	Achieved	Not Achieved
1	A S W	84	√	
2	A D P R	63		√
3	A G K	78	√	
4	A A	80	√	
5	A S	69		√
6	A H S	76	√	
7	A D P A A	69		√
8	A N M	70		√
9	B F R	80	√	
10	D D P	85	√	
11	D P S	86	√	
12	F P E S	87	√	
13	F M	90	√	
14	J F P F	63		√
15	L M	61		√
16	L B S	60		√
17	M A N	59		√
18	M E F	77	√	
19	M I H W	80	√	
20	M R H	80	√	
21	O M	84	√	
22	P M	88	√	
23	P S	86	√	
24	R A Y	90	√	
25	R H P	63		√
26	R F Z	81	√	
27	S A C P	71		√
28	S Y R	80	√	
29	S M R	79	√	
30	S D P	80	√	
31	T I R	79	√	
32	V B P	76	√	
33	V O I D	80	√	
34	W W	82	√	
35	Y P A	61		√
36	Y B R	62		√
MEAN				

APPENDIX I

LESSON PLAN

(Meeting 1, Cycle 2)

School	: SMP N 11 Jember
Subject	: English
Class / Semester	: VIII / II
Skill	: Reading
Genre	: Recount Text
Time	: 2 x 40 minutes

I. STANDARD COMPETENCE

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

II. BASIC COMPETENCE

11.5 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

11.6 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

III. INDICATORS

Cognitive

e. Product

3.13 Identifying the general information of recount text.

3.14 Identifying the specific information of recount text.

f. Process

3.15 Making notes of the materials of recount text explained by the teacher while class presentation.

3.16 Answering the questions from the teacher about the materials of recount text.

3.17 Doing the exercises give in pairs.

3.18 Discussing the exercises given with all of the students.

IV. LEARNING OBJECTIVES

e. Product

Cognitive

4.13 The students are able to identify the general information of recount text

4.14 The students are able to identify the specific information of recount text

f. Process

4.15 The students are able to make notes of the materials of recount text explained by the teacher while class presentation.

4.16 The students are able to answer the questions from the teacher about the materials of recount text.

4.17 The students are able to do the exercises given in pairs.

4.18 The students are able to discuss the exercises given with all of the students.

V. MATERIALS

The materials are enclosed.

VI. TEACHING LEARNING STRATEGY

Approaches : Cooperative Learning

VII. TEACHING LEARNING ACTIVITIES

No	Learning Activities		Time allocation
	Teacher's Activities	Students' Activities	
1	Set Induction		
	1. Greeting the students	Answering the teacher	1'
	2. Praying	Praying	1'
	3. Checking the students' attendance list.	Paying attention	2'
	4. Showing pictures and giving some leading questions	Answering the questions	5'
	5. Stating the learning objectives	Paying attention	1'
2	Main Activities		
	1. Giving explanation about recount text	Paying attention	5'
	2. Distributing the students an example of a recount text	Paying attention	1'
	3. Asking the students to read the text in pairs	Reading the recount text	10'
	4. Distributing the reading exercise to the students	Paying attention	2'
	5. Asking the students to do the exercises in pairs	Doing the exercises	20'
	6. Discussing the exercises		25'
7. Giving a reward to the student who got the best score	Discussing the answers Giving a reward	5'	
3	Closure		
	1. Guiding the students to make a conclusion	Making conclusion	5'
	2. Giving suggestion by giving oral questions	Paying attention	1'
	3. Parting the students	Answering parting	1'

VIII. SOURCES

8.3 Student's work book

IX. MEDIA

9.9 Worksheet

9.10 Pictures

9.11 White board

9.12 Recount text

X. EVALUATION

C. Process Evaluation

Process evaluation will be conducted during teaching and learning process of reading by using indicators evaluated below:

13. The students' activities in reading the text individually
14. The students' activity in finding the meaning of the unfamiliar words
15. The students' activities in answering the teacher's oral questions
16. The students' activities in paying attention to the explanation
17. The students' activities in doing the exercises

No.	Name	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								

Jember, 12th August 2017

English Teacher,

Researcher,

Emy Sulistyowati, S.Pd
NIP. 19670409 198901 2 002

Ade Ulvy Riyana
110210401077

Learning Materials

J. Showing picture



IV. Give some leading questions

- d. Do you know what happened to the person in that picture?
- e. Have you ever had an experience something like that?
- f. Then, when you want to tell to your friend about your experience, What kind of text that you use to tell some events you experienced in the past?

V. Stating the objectives learning

a. Give the idea of recount text

A recount text is a text that tells the readers about one story, action or activity.

b. The social function of a recount text

The social function of recount text is to retell some events that happened in the past for certain purposes.

c. Give the example of a text about money

Holiday to Pindul Cave

Last holiday, my friends and I went to Pindul Cave. We went there by car. We leaved home at 7.00 a.m. And, it took around 2 hours to get there.

First, we took a picture in front of the gate of Pindul Cave. Because, we were not allowed to bring cell phone or camera when we entered the cave. We had to used a float. Then, we wore a float and sat on top of the tire that has been provided.

We were holding hands with each other, so that we did not split up in the cave. We would travel less than 30 minutes. When we arrived at Pindul cave, it turned very dark. We had to brought a flashlight to see the way and the rocks in the Pindul cave. We could see a lot of bats there.

After around 30 minutes, the trip down the cave completed. That was the funniest holiday for me. I felt very happy to go there with my friends.

d. The generic structures of a recount text are:

- d. Orientation : tell who was involved, what happened, where the events took place and when it happened
- e. Events : tell what happened in sequence
- f. Re-orientation: consists of optional – closure of events / ending

e. The language features of a recount text are:

- f. Focus on specific participants
- g. Use simple past tense
- h. Use conjunction and time connectives
- i. Use adverbs
- j. Use action verbs

The Exercises

Name :

.....

Read the text carefully and find the meaning of unfamiliar words!

1	<p>On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang leang. We went there by car. It was my first time to visit the cave. Even, in that first time, my best friend came to visit with me.</p>
5	<p>The cave was famous for its primitive cave wall paintings with some hand prints and wild boar paintings. The cave became a national park of the town. My parents took a rest in small hut, while Novi and I took a walk around the cave with the guide. We had to climb some metal stairs to get into the cave, and it was interesting.</p>
10	<p>Next, we stopped at a place where some sea shells littered in the ground. The guide said that those piles of sea shells were called as kitchen trash. It was because the people who lived there usually ate the shells.</p>
15	<p>The place we visited was a small museum where there were skeletons of the humans who lived in the cave. Novi and I were afraid of looking at the skeletons. The wall of the museum was full with photograph of the excavation of the cave.</p> <p>After taking a walk, Novi and I went back to the small hut. We had lunch together there. I told my parents about our adventure and took photos together. We did not realize, it was time to go home. We really had an adventure. We really enjoyed it.</p> <p style="text-align: right;">(adopted : http://jogoyitnan-free.blogspot.com/2011/05/)</p>

I. Choose a,b,c, or d for the best answer of the questions below!

1. How did they go to the Leang-leang cave?
 - a. They went by bus
 - b. They went by train
 - c. They went by car
 - d. They went by bike
2. Who was novi ?
 - a. The writer's mother
 - b. The writer's sister
 - c. The writer's teacher
 - d. The writer's friend
3. When did the writer visit Leang-leang cave ?
 - a. On Sunday
 - b. On Friday
 - c. On Monday
 - d. On Wednesday
4. How did the writer get into the cave ?
 - a. The writer climbed the wood stairs
 - b. The writer climbed the metal stairs
 - c. The writer run around the wild
 - d. The writer walked around the park
5. Who said that the piles of the sea shells were a kitchen trash ?
 - a. The people
 - b. The guide
 - c. Novi
 - d. The parents
6. What did the writer's parents do in a small hut ?
 - a. They bought meals
 - b. They took a walk
 - c. They took a rest
 - d. They watched a film

7. Where did the last place the writer and Novi visit ?
 - a. Small hut
 - b. Museum
 - c. Kitchen
 - d. Cave
8. What did they see in the museum ?
 - a. Rocks
 - b. Sea shells
 - c. The people
 - d. Skeletons
9. How was the wall of the museum ?
 - a. It was full of photographs
 - b. It was full of metal stairs
 - c. It was full of rocks
 - d. It was full of skeletons
10. "My parents took a walk in a small hut." (line 7)
The underlined word has the same meaning as the word
 - a. House
 - b. Building
 - c. Cottage
 - d. Store
11. What is the main purpose of the text above ?
 - a. It describes about Leang cave
 - b. It retells about the writer's trip in the museum
 - c. It informs the readers about the museum in Leang cave
 - d. It retells the writer's adventure at Leang cave
12. What did they do after taking a walk ?
 - a. They had lunch
 - b. They had brunch
 - c. They had dinner
 - d. they had breakfast
13. "We really enjoyed it." (line 20)
The underlined word refers to
 - a. The museum
 - b. The adventure
 - c. The skeletons
 - d. The paintings
14. Which statements is TRUE about the text ?
 - a. The Leang cave became a national park
 - b. The people who lived there did not like sea shells
 - c. The museum walls were full of the photos of skeletons
 - d. The cave was famous for its modern cave wall paintings
15. What is the best title of the text ?
 - a. My holiday to the cave
 - b. My story of Leang cave
 - c. My adventure at Leang cave
 - d. My trip to the museum at Leang Cave

Answer Key :

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

The distributions of the test items :

	Number of the test item
Specific Information	1,2,3,4,5,6,7
General Information	8,9,10,11,12,13,14,15

APPENDIX J

LESSON PLAN

(Meeting 2, Cycle 2)

School	: SMP N 11 Jember
Subject	: English
Class / Semester	: VIII / II
Skill	: Reading
Genre	: Recount Text
Time	: 2 x 40 minutes

I. STANDARD COMPETENCE

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

II. BASIC COMPETENCE

11.7 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

11.8 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

III. INDICATORS

Cognitive

g. Product

3.19 Identifying the general information of recount text.

3.20 Identifying the specific information of recount text.

h. Process

3.21 Making notes of the materials of recount text explained by the teacher while class presentation.

3.22 Answering the questions from the teacher about the materials of recount text.

3.23 Doing the exercises give in pairs.

3.24 Discussing the exercises given with all of the students.

IV. LEARNING OBJECTIVES

g. Product

Cognitive

4.19 The students are able to identify the general information of recount text

4.20 The students are able to identify the specific information of recount text

h. Process

4.21 The students are able to make notes of the materials of recount text explained by the teacher while class presentation.

4.22 The students are able to answer the questions from the teacher about the materials of recount text.

4.23 The students are able to do the exercises given in pairs.

4.24 The students are able to discuss the exercises given with all of the students.

V. MATERIALS

The materials are enclosed.

VI. TEACHING LEARNING STRATEGY

Approaches : Cooperative Learning

VII. TEACHING LEARNING ACTIVITIES

No	Learning Activities		Time allocation
	Teacher's Activities	Students' Activities	
1	Set Induction		
	1. Greeting the students	Answering the teacher	1'
	2. Praying	Praying	1'
	3. Checking the students' attendance list.	Paying attention	2'
	4. Showing pictures and giving some leading questions	Answering the questions	5'
	5. Stating the learning objectives	Paying attention	1'
2	Main Activities		
	1. Giving explanation about recount text	Paying attention	5'
	2. Distributing the students an example of a recount text	Paying attention	1'
	3. Asking the students to read the text in pairs	Reading the recount text	10'
	4. Distributing the reading exercise to the students	Paying attention	2'
	5. Asking the students to do the exercises in pairs	Doing the exercises	20'
	6. Discussing the exercises	Discussing the answers	25'
7. Giving a reward to the student who got the best score	Giving a reward	5'	
3	Closure		
	1. Guiding the students to make a conclusion	Making conclusion	5'
	2. Giving suggestion by giving oral questions	Paying attention	1'
	3. Parting the students	Answering parting	1'

VIII. SOURCES

8.4 Student's work book

IX. MEDIA

9.13 Worksheet

9.14 Pictures

- 9.15 White board
- 9.16 Reaccount text

X. EVALUATION

D. Process Evaluation

Process evaluation will be conducted during teaching and learning process of reading by using indicators evaluated below:

- 18. The students' activities in reading the text individually
- 19. The students' activity in finding the meaning of the unfamiliar words
- 20. The students' activities in answering the teacher's oral questions
- 21. The students' activities in paying attention to the explanation
- 22. The students' activities in doing the exercises

No.	Name	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								

Jember, 19th february 2018

English Teacher,

Researcher,

Emy Sulistyowati, S.Pd
NIP. 19670409 198901 2 002

Ade Ulvy Riyana
110210401077

Learning Materials

a. Showing picture



b. Give some leading questions

Do you know what happened to the person in that picture?

Have you ever had an experience something like that?

Then, when you want to tell to your friend about your experience, What kind of text that you use to tell some events you experienced in the past?

c. Stating the objectives learning

Give the idea of recount text

A recount text is a text that tells the readers about one story, action or activity.

The social function of a recount text

The social function of recount text is to retell some events that happened in the past for certain purposes.

d. Give the example of a text about money

Mr. Hartono and his family went to Carita beach last weekend. First, they took a minibus to the bus station. They had to wait fifty minutes for the Carita bus. It was very crowded. Their journey took two hours and twenty minutes. Finally, they arrived at the beach.

Mr. Hartono's children, Sintia and Adi ran quickly to the beach and jumped in. They swam near the beach, because Mr. Hartono told them to be careful. Mr. Hartono and his wife sat on the sand. He read the newspaper. Mrs. Hartono was very happy that she sang a number of popular songs. Mr. Hartono said, "Would you like some ice cream, dear?" Mrs. Hartono, "Yes, dear." Mr. Hartono bought her some ice cream and she would stop singing. It was a great day. They ate their picnic lunch and were very happy.

(Setiaji, 2011:27)

e. The generic structures of a recount text are:

- g. Orientation : tell who was involved, what happened, where the events took place and when it happened
- h. Events : tell what happened in sequence
- i. Re-orientation: consists of optional – closure of events / ending

f. The language features of a recount text are:

- k. Focus on specific participants
- l. Use simple past tense
- m. Use conjunction and time connectives
- n. Use adverbs
- o. Use action verbs

The Exercises

Name :

.....

Read the text carefully and find the meaning of unfamiliar words!

1	The tour to Pangandaran beach started on holiday last semester. I went there with my friends, Bobby and Joseph. We decided to go to Pangandaran beach by riding our motorcycle. That was very interesting tour. Rodong motorcycle from Cirebon to Pangandaran beach with my friends made me felt excited.
5	We departed at 9 in the morning and it took 5 hours to get to Pangandaran beach. There were so many stories that we got when we were on the way there, such as, one of my frineds who got lost, my motorcycle ran out of gas in the middle of jungle and so on. But, it was interesting, because it was the first moment that I ever had touring.
10	We arrived at Pangandaran beach at 2 in the afternoon. At the beach, we just lied down to sterch our muscles because of riding motorcycle in 5 hours. We also had lunch there by eating some food that we bought from Cirebon. That was very nice moment when we shared our own food to others.
15	After we had enogh rest, we began to walk around the beach. We used a resnted boat to explore the sea. Then, we did diving together and saw beautiful creatures there. we just had 2 hours to enjoy Pangandaran beach because we had to go back to Cirebon.
18	We went back to Cirebon at 4. It was impossible for us to ride in the night, so we decide to stay in our friend's house in Ciamis. We went home at 7 in the morning. We enjoyed the fresh air there. That was a nice experience.

Adopted: (<http://makalahtugasku.b;ogspot.com/2013/08/18>)

I. Choose a,b,c, or d for the best answer of the questions below!

- Where did the writer go for holiday ?
 - Ciamis
 - Cirebon
 - Pangandaran beach
 - Semarang
- Who went to Pangandaran beach ?
 - The writer and parents
 - The writer
 - The writer and friends
 - Bobby and Josphe
- When did the writer go to Pangandaran beach ?
 - Last week
 - Last semester
 - Next week
 - Next holiday
- What did they do first at Pangandaran beach ?
 - They had lunch
 - They lied down
 - They enjoyed the scenery
 - They walked around the beach
- How did they go to Pangandaran beach ?
 - They went by car
 - They went by bus
 - They went by train
 - They went ther by motorcycle

6. What time they arrived at the beach? They arrived at
 - a. 1 a.m
 - b. 2 p.m
 - c. 1 p.m
 - d. 2 a.m
7. How long did they have to ride the motorcycle to Pangandaran ?
 - a. 3 hours
 - b. 4 hours
 - c. 5 hours
 - d. 6 hours
8. “..... Pangandaran beach with my frineds made **me** felt excited.” (line 4)
The word “me” refers to
 - a. Bobby
 - b. The writer
 - c. Joseph
 - d. Bobby and Joseph
9. What happened in the middle of the jungle ?
 - a. The writer’s frined got lost
 - b. The writer’s friend was sick
 - c. The writer’s motorcycle got a flat fire
 - d. The writer’s motorcycle ran ot of gas
10. Which statement is not TRUE based on the text above ?
 - a. The writer did diving at Pangandaran beach
 - b. They shared their food for lunch each other
 - c. They stayed at their friend’s house in Ciamis
 - d. They only had an hour to enjoy Pangandaran beach
11. How did they feel about the trip ?
 - a. Bad
 - b. Nice
 - c. Tired
 - d. Annoyed
12. Why did they stay at their friend’s house ? Because
 - a. They wanted to see their friend
 - b. They had promise to their friend
 - c. It was impossible to go back at night
 - d. It was the first time for them to Pangandaran beach
13. What is the main purpose of the text above ?
 - a. It retells about the writer’s experience in the beach
 - b. It retells the writer’s holiday at Pangandaran beach
 - c. It retells about the writer’s stories in riding motorcycle
 - d. It describes the reader about Pangandaran beach
14. Where could they enjoy the fresh air ?
 - a. Ciamis
 - b. Cirebon
 - c. The beach
 - d. Jungle
15. What is the best title of the text above ?
 - a. Pangandaran beach
 - b. My trip in the Jungle
 - c. My trip my adventure
 - d. My experience

Answer Key :

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

The distribution of the test items :

	Number of the test item
Specific Information	1,2,3,4,5,6,7
General Information	8,9,10,11,12,13,14,15

APPENDIX K

READING COMPREHENSION TEST

Subject : English
Grade/Semester : VIII/2
Language Skill : Reading
Text Type : Recount Text
Time : 75 minutes

Name :

Student's Number :

Text 1

Read the text carefully! This text is for number 1 – 12.

1	Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali.
5	Suddenly, my car launched to one side, to the left. I thought got flat fire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles down to the ground, like matchsticks.
10	Then, I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town. I left it not faraway from my house. When I reached my town, I was so suprised that there was almost nothing left. The earthquake made a lot damage to my town. Although nothing was left, I thanked to God that nobody was seriously injured.

(adopted : goodmorningstudents.wordpress.com)

Choose a, b, c, or d for the best answer of the questions below !

1. What happened at that time ?
 - a. Flood
 - b. Accident
 - c. Flat fire
 - d. Earthquake

2. Where was the writer when the earthquake happened ?
 - a. In the car
 - b. In the bus
 - c. On the road
 - d. At home

3. How did the writer know it was an earthquake ?
 - a. There was someone shouting
 - b. He saw many birds flied on the sky
 - c. There were rocks on the road
 - d. He saw the electricity poles falling down

4. What did the writer do?
 - a. The writer stayed in the car

- b. The writer called his friend
 - c. The writer left the car and walked
 - d. The writer went away from the place?
5. What is the first paragraph called?
 - a. Orientation
 - b. Event
 - c. Resolution
 - d. Complication
 6. What happened to the car?
 - a. The car had flat tire
 - b. The car did not work well
 - c. The car was seriously damaged
 - d. The car lunched to one side to the left
 7. What is the purpose of the text above?
 - a. To describe about the earthquake
 - b. To amuse the readers about the earthquake
 - c. To retell the readers about the writers' horrible experience
 - d. To inform the readers how to avoid the earthquake
 8. "I left it not far away from my house."
The word "it" refers to
 - a. Car
 - b. Rock
 - c. Bus
 - d. House
 9. What does the last paragraph tell us about?
 - a. The earthquake happened when the writer was on the car
 - b. The writer thank to God because nobody injured
 - c. There were so many rock stumbling on the road
 - d. The writer left the car and walked to the town
 10. What did the writer feel?
 - a. Sad
 - b. Tired
 - c. Happy
 - d. Surprised
 11. What happened to the writers' hometown?
 - a. It was damaged
 - b. It was strange
 - c. It was beautiful
 - d. Nothing happened
 12. "The earthquake made a lot of damage to my town."
The word "damage" have the same meaning as the word
 - a. Sick
 - b. Harm
 - c. Repair
 - d. Improve

Text II

Grandpa's Birthday	
1	It was my grandpas' birthday last Sunday. On Friday, my sister and I went shopping. We found a nice shirt. We bought it and wrapped it in a blue wrapped paper. Blue is my grndpa's favourite colour.
5	On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was big and beautiful. I wrote "Happr Birthday" on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cakes and flowers for my granpda. We sat together in our living room. Then, we sang "Happy Birthday" song and my granpa blew up the candles. He sliced the cake and gave it to everybody in that

10	<p>room.he opened his present and he was very happy with the shirt. Finally, my grandpa told us some stories about my grandpa.</p> <p style="text-align: right;">(Adopted; http://www.bukuinggris.co.id)</p>
----	---

13. What is the topic of the text?
 - a. Party
 - b. Nice shopping
 - c. Grandpa's birthday
 - d. Weekend in Grandpas' house
14. What did the writer do in the kitchen?
 - a. Cooked meal
 - b. Made a cake
 - c. Prepared for lunch
 - d. Wrapped the shiert
15. "It was a big and beautiful".
The underlined word refers to ...
 - a. Shirt
 - b. Flower
 - c. Chocolate
 - d. Cake
16. According to the text above how many siblings that the writer has?
 - a.one
 - b. Two
 - c. Three
 - d. Four
17. What did granpa feel after he opened his present?
 - a. Very happy
 - b. Satisfied
 - c. Very sad
 - d. Disappointed
18. What did the writers' uncle and aunt bring for granpas' birthday?
 - a. Cake and candles
 - b. Flowers
 - c. Cake and flowers
 - d. Cake
19. what was the gift from the writer for grandpa?
 - a. shirt
 - b. cake
 - c. Flower
 - d. chocolate

Text III

Read the text carefully! This text is for number 20 – 25.

1	<p>Last weekend, I visited my frined's house. Her name is sasya. There were many activities I did there. in the morning, Sasyaand I had breakfast. We had traditional food. I like it very much. After breakfast, she took me to the garden behind her house. The garden is very big and beautiful. There is a big cage in the garden. There were many kinds of bird in that cage. I spent a long time to feed the birds. I also took pictures of those bautiful birds. After visited the bird cage, sasya and I went to the flower garden not far from her house. We took a rest and had lunch under a big tree and saw butterflies flied above the colorful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with sasya.</p> <p style="text-align: right;">(Adopted: http://www.pintarsekolah.com/2017/10/html)</p>
5	
9	

20. The text above tells us about ...
- The beautiful garden
 - A big bird cage
 - Visiting friend's house
 - Swimming in friend's house
21. Where did the writer spend her afternoon?
- Under the tree
 - Inside the bird cage
 - In the flowers garden
 - In the swimming pool
22. From the text, we know the writer....
- Visited many places during the holiday
 - Lived in the same village as he friend
 - Likes butterflies and swimming very much
 - Spent her holiday at his friend's house
23. "... It was so fun."
The word "it" refers to ...
- Swimming
 - Pool
 - Backyard
 - The flower garden
24. The following were the activities that the writer did in her friend's house, except ...
- Had breakfast
 - Feed the birds
 - Picked some colorful flowers
 - Swam in the pool
25. The best title for the text is
- My Holiday
 - Visited My Friend's House
 - Swimming
 - Sasya's House

Answer Key :

1.D	11.A	21.D
2.A	12.B	22.D
3.D	13.C	23.A
4.C	14.B	24.C
5.A	15.A	25.B
6.D	16.B	
7.C	17.A	
8.A	18.C	
9.B	19.A	
10.D	20.C	

The distribution of the test items :

	Number of the test item
Specific Information	1,2,3,4,6,11,12,14,15,16,20,21
General Information	5,7,8,9,10,13,17,18,19,22,23,24,25

APPENDIX L

The Result of Observation in Cycle 2

NO.	The Students' Initials	Meeting 1					Category		Meeting 2					Category	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1	ASW	√	√		√	√	√		√	√		√	√	√	
2	ADPR	√		√	√	√	√		√	√		√	√	√	
3	AGK			√		√		√	√		√	√	√	√	
4	AA	√		√	√	√	√		√		√		√	√	
5	AS	√	√		√	√	√		√		√	√	√	√	
6	AHS	√	√		√	√	√		√	√		√		√	
7	ADPA		√			√		√		√		√			√
8	AM	√	√		√	√	√		√	√		√	√	√	
9	BFR		√			√		√	√	√		√	√	√	
10	DDP	√		√	√	√	√		√		√	√	√	√	
11	DPS			√				√	√		√	√	√	√	
12	FPES	√		√	√	√	√		√		√	√	√	√	
13	FM	√		√	√		√		√		√	√	√	√	
14	JFPF	√		√	√	√	√		√		√		√	√	
15	LM	√		√	√		√		√		√		√	√	
16	LBS	√	√		√	√	√		√	√		√	√	√	
17	MAN		√		√			√	√	√		√	√	√	
18	MEF	√	√		√	√	√			√		√			√
19	MIHW		√			√		√		√			√		√
20	MRH	√	√		√	√	√				√		√		√
21	OM	√	√		√	√	√		√		√	√	√	√	
22	PM	√		√	√	√	√		√		√	√	√	√	
23	PS	√		√		√	√		√		√	√	√	√	
24	RAY	√		√	√	√	√		√		√	√	√	√	
25	RHP	√		√			√		√		√		√	√	
26	RFZ			√		√		√	√			√	√		
27	SACP	√		√	√		√		√	√		√		√	
28	SYR	√		√	√	√	√		√	√		√	√	√	
29	SMR		√		√			√			√	√	√		√
30	SDP		√			√		√			√		√		√
31	TIR	√	√				√		√		√		√	√	
32	VBP	√	√		√	√	√		√		√	√		√	
33	VOID	√	√		√		√		√	√		√	√	√	
34	WW	√	√		√	√	√		√	√		√	√	√	
35	YPA	√	√		√	√	√		√	√		√	√	√	
36	YBR	√	√		√	√	√		√	√		√	√	√	
Total		Meeting 1							Meeting 2						

Notes : A = active

P = passive


APPENDIX M

The Students' Reading Comprehension Achievement in Cycle 2

No.	The Students' Initials	Score	Achieved	Not Achieved
1	A S W	84	√	
2	A D P R	68		√
3	A G K	76	√	
4	A A	88	√	
5	A S	72		√
6	A H S	76	√	
7	A D P A A	76	√	
8	A N M	76	√	
9	B F R	88	√	
10	D D P	84	√	
11	D P S	84	√	
12	F P E S	88	√	
13	F M	92	√	
14	J F P F	68		√
15	L M	68		√
16	L B S	72		√
17	M A N	76	√	
18	M E F	76	√	
19	M I H W	84	√	
20	M R H	84	√	
21	O M	84	√	
22	P M	88	√	
23	P S	84	√	
24	R A Y	92	√	
25	R H P	68		√
26	R F Z	80	√	
27	S A C P	76	√	
28	S Y R	80	√	
29	S M R	76	√	
30	S D P	84	√	
31	T I R	80	√	
32	V B P	76	√	
33	V O I D	84	√	
34	W W	68		√
35	Y P A	76	√	
36	Y B R	80	√	
MEAN				

APPENDIX N

The Statement Letter of Accomplishing the Research from
the Principal of SMPN 11 Jember

 **PEMERINTAH KABUPATEN JEMBER**
DINAS PENDIDIKAN
SMP NEGERI 11 JEMBER
JL. LETJEND. SUPRAPTO 110 TELP. 336992 JEMBER
Email : smpn11jbr@yahoo.co.id 

SURAT - KETERANGAN
No : 422/073/413.03.20523884/2018

Yang bertanda tangan dibawah ini :

1. N a m a : Drs. Joko Wahyudiyono,S.Pd,M.Pd
2. N I P : 19631009 198601 1 003
3. Pangkat / Golongan : Guru Pembina Tk I / IV b
4. J a b a t a n : Kepala SMP Negeri 11 Jember

Menerangkan dengan sebenarnya bahwa nama mahasiswa yang tersebut dibawah ini telah melakukan penelitian di SMP Negeri 11 Jember :

1. Nama : Ade Ulvy Riyana
2. NIM : 110210401077
3. Jurusan / Program studi : Pendidikan Bahasa Inggris
4. Universitas : FKIP Jember
5. Judul observasi penelitian : *"The Use of Non Verbal Reinforcement to Improve The Eight Grade Students' Achievement of Reading Recount Texts at SMPN 11 Jember in the 2017/2018 Academic Year.*
6. Tanggal Penelitian : 17 Januari s/d 28 Februari 2018

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

1 Mei 2018
Kepala Sekolah,

Drs. Joko Wahyudiyono,S.Pd,M.Pd
NIP. 19631009 198601 1 003