ENHANCING STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING THINK-PAIR-SHARE (TPS) TECHNIQUE AT SMA NURUL ISLAM JEMBER

THESIS

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ENGLISH EDUCATION STUDY PROGRAM
THE LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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Composed to Fulfill One of The Requirements to Obtain the Degree of S1 at the English Education Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University

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2019

DEDICATION

This thesis is proudly dedicated to:

1. My beloved father (Abdullah Mama) and my dearest mother (Siti-a-e-soh Yehmureng).

2. My beloved brothers (Usman, Baihakee, and Afnan).

3. My cherished HMPI organization.
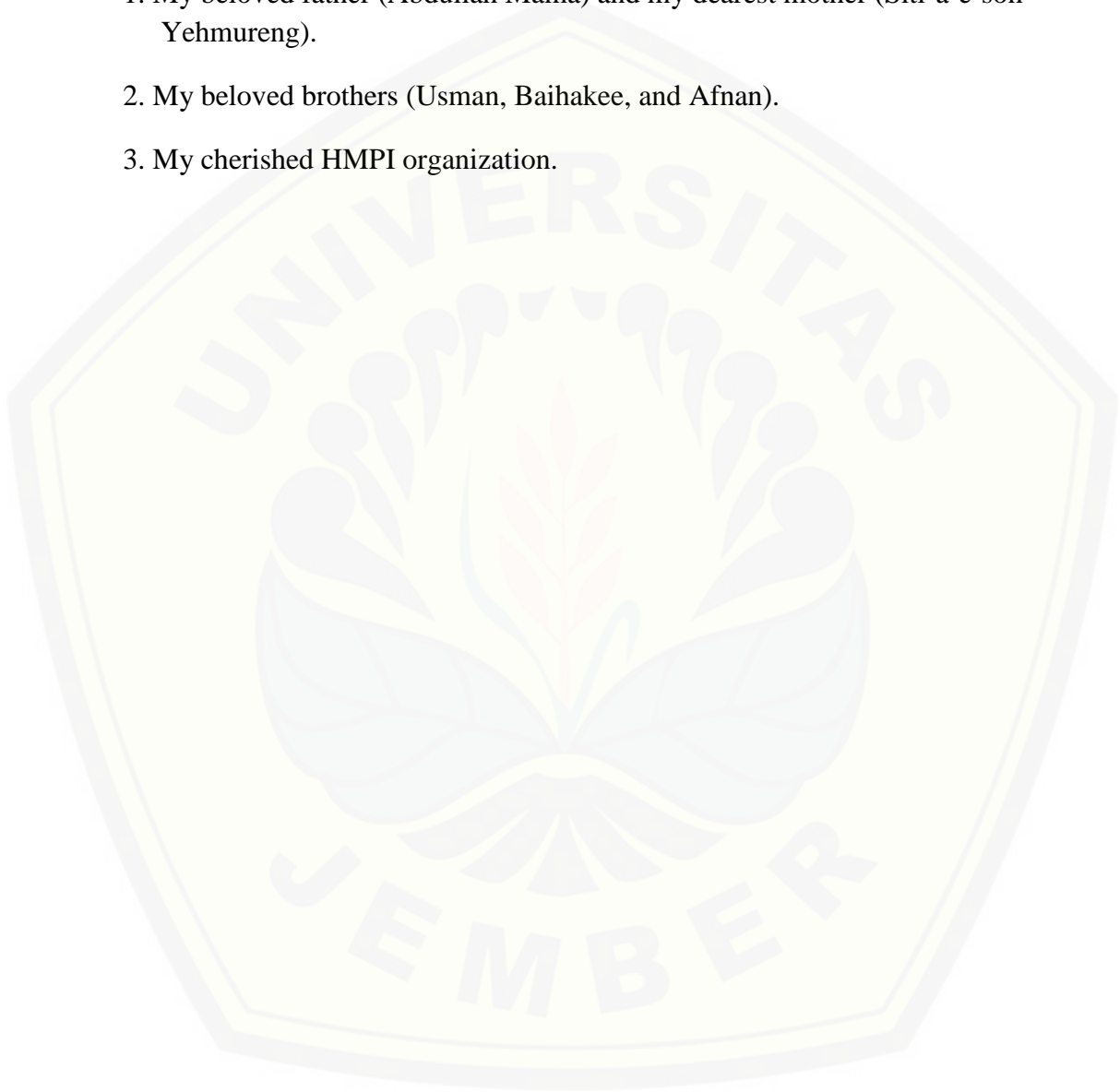
MOTTO

"Difficult doesn't mean impossible.

It simply means that you have to work hard"

- ยาก ไม่ได้หมายความว่า เป็นไปไม่ได้

แต่มันหมายความว่าคุณจะต้องพยายามให้หนักขึ้น -

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of 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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Jember, May 24th 2019
The writer,

Suhaifah Mama
120210401083

CONSULTANTS' APPROVAL

ENHANCING STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING THINK-PAIR-SHARE (TPS) TECHNIQUE AT SMA NURUL ISLAM JEMBER

THESIS

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APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled "Enhancing Students' Reading Comprehension Achievement by Using Think-Pair-Share (TPS) Technique at SMA Nurul Islam Jember" is approved and received by Examination committee of the Faculty of Teacher Training and Education of Jember University on:

Day   : Wednesday

Date   : 22 May 2019

Place : Faculty of Teacher Training and Education

<div align="center">

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Firstly, I would like to express my deepest gratitude to Allah SWT who always gives me His blessing and guidance. Therefore, I could finish my thesis entitled "Enhancing Students' Reading Comprehension Achievement by Using Think-Pair-Share (TPS) technique at SMA Nurul Islam Jember".

Secondly, I would like to express my deepest appreciation and sincere thanks to the following people:

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 Consultants, Dra. Zakiyah Tasnim, M.A. and Drs. Bambang Arya Wija Putra, Dip., Ed, Ph.D. for the time, willingness, knowledge, guidance, suggestions, and motivation in accomplishing this thesis;
5. The Lectures of the English Education Program who have given me knowledge, advise, and supporting during the progress in completing this thesis.
6. The Principal of SMA Nurul Islam Jember, the English Teacher, the Administration Staff, and the Students of X MIA 1 who were involved in this research for giving me opportunities and support to conduct this research.

Finally, I hope this thesis is useful for the readers. Any constructive suggestions and criticism would be appreciated and respectfully welcomed to make this thesis better.

Jember, May 24th 2019

The writer

SUMMARY

Enhancing Students' Reading Comprehension Achievement by Using Think-Pair-Share (TPS) Technique at SMA Nurul Islam Jember, Suhaifah Mama, 120210401083, 2019, English Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to enhance the tenth grade (X MIA 1) students' reading comprehension achievement of recount text and their participation at SMA Nurul Islam Jember. Based on the result of preliminary study at SMA Nurul Islam Jember, it was known that the students of X MIA 1 had difficulties in reading comprehension. The students of X MIA 1 had difficulties in comprehending a text, less motivation to read the text, less motivation to look for the meaning of difficult words in dictionary, lack of vocabularies, passive in reading activity, and they do not show positive attitude during reading activity. They also got low score in the reading comprehension achievement. Based on the result of documentation from SMA Nurul Islam Jember, there were only 4 students who achieved the standard score that was 75, while 27 students got scores below 75. Thus the research tried to overcome the students' problem in reading by using Think-Pair-Share (TPS) technique as a technique in teaching reading. In this research, the researcher collected the data using observation checklist and the reading comprehension test. The data were analyzed quantitatively to know the result of the students' reading comprehension achievement and their participation after conducting the research. The action was implemented in two cycles in order to achieve the criteria of success. In each cycle, there were 2 meeting and a test.

The result of the students' participation in each meeting in cycle 1 showed improvement. In the first meeting of cycle 1, there were 64.52% or 20 students of 31 students who participated actively in teaching and learning process. In the second meeting of cycle 1, there were 77.42% or 24 students of 31 students who actively participated during teaching and learning process of reading. The average results of the students' participation in meeting 1 and meeting 2 of cycle 1 was

70.97%. Thus, it could be concluded that the results of students' active participation in cycle 1 did not fulfill the target percentage of the research, that was 75% of the students involved actively in the class. In addition, the results of the reading comprehension test in cycle 1 showed that there were 41.94% or 13 students of 31 students achieved the target scores ≥ 75. It means that the results of the reading comprehension test in cycle 1 had not achieved the target percentage of the research, that was 75% of the students got score ≥ 75 in reading comprehension test.

Based on the results in cycle 1, the research did the reflection to revise some problems found in cycle1; therefore, cycle 2 was needed to be conducted. The data showed that there was better improvement in the students' participation and also the use of TPS technique proved that it consistently improved the students' comprehension in the reading test of cycle 2. The average percentage of the students' participation in the first meeting and the second meeting of cycle 2 increased from 70.97% in cycle 1 to 88.71% in cycle 2. Thus, it can be said that the results of the students' participation had achieved the target percentage of the research. Furthermore, the results of the students' reading comprehension test in cycle 2 also showed the consistency of improvement. There were 80.65% or 25 students of 31 students achieved the target score ≥ 75 and 19.35% or 6 students of 31 students got score ≤ 75. The results of the students reading comprehension test increased from 41.94% in cycle 1 to 80.65% in cycle 2. It can be concluded that the results of the students' participation and reading comprehension test in cycle 2 had achieved the research objectives, so the research was successful.

Based on the results of the research, it can be said that Think-Pair-Share (TPS) technique could improve the X MIA 1 students' of SMA Nurul Islam Jember to enhance their participation and their reading comprehension achievement. By considering the results of the research, it is suggested for the English teacher to use Think-Pair-Share technique to enhance the students' reading comprehension achievement and their active participation. The results of this research could also be as a source of informations for the future researchers who want to conduct a further research by applying the same research design to

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increase the students' reading skill or the other language skills with different participants and different schools.

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CHAPTER I INTRODUCTION

This chapter discusses some points related to the topic of the research. It covers research background, research problem and research contribution.

1.1 Research Background

Think – Pair – Share (TPS) is one type of cooperative learning that was first proposed by Prof. Frank Lyman in 1981, and developed by many scientists in recent years. TPS is very useful to be applied in many teaching learning process including in reading class. This is because TPS is a simple technique with great advantages. TPS can improve students' ability to remember information and a student can also learn from other students as well as share their ideas for discussion before being delivered in front of the class. There are 3 stages of Think Pair Share, namely thinking, pairing, and sharing.

Some researchers conducted the research in the same topic in different school level and different countries. For example, Martha et. al (2015) from Nigeria investigated TPS technique on Junior high school for teaching mathematics. Nwaubani et. al (2016) from Australia conducted their research about TPS technique on undergraduate students for teaching mathematics. They used quasi- experimental research design. Those research results showed that there was a significant effect of using TPS technique on the students' mathematic achievement.

In addition Apriani (2016) from Indonesia, in her research found that TPS strategy was effective for teaching reading comprehension. Amelia (2016), also found that there was a significant effect of implementing TPS on the students' vocabulary and reading comprehension achievements.

Next Khaghaninejad et. al (2015) from Iran conducted an experimental research by using TPS technique for undergraduate students on reading comprehension achievement. The finding showed that TPS technique could make the learner active, enthusiastic and feel comfortable in joining the teaching learning process of reading comprehension. In addition, TPS was effective for teaching learning process.

Furthermore, Siburian (2013), Sugiarto and Sumarsono (2014) used classroom action research design to conduct their research in different language skills. Siburian (2013) had investigated the use of TPS technique to improve the students' writing achievement for junior high school students. The result showed that there was a significant improvement on the students' writing achievement by applying TPS technique. TPS technique did not only help the students to improve their attitude and responses during the teaching and learning process but TPS technique also helped them to enhance their writing achievement. Sugiarto and Sumarsono (2014) had conducted a classroom action research by implementing TPS for junior high school students in their reading class. The finding of the research showed that the application of TPS can improve the students' reading comprehension achievement.

Based on the previous researches above, it can be known that most of the researchers used experimental research design and classroom action research for junior high school and undergraduate level. In other words, similar research in the topic of applying TPS for senior high school was rarely conducted. Furthermore, by interviewing the English teacher of SMA Nurul Islam Jember, it was known that the students had difficulties in comprehending a text, less motivated to read the text, less motivated to look for the meaning of difficult words in dictionary, lacked of vocabularies, passive in reading activity, and they did not show positive attitude during reading activity. They also got low score in the reading comprehension achievement based on the schools' document. Therefore, the English teacher and the researcher agreed to solve the problem by using TPS technique.

Dealing with the previous research results and the result of the interview, this research entitled "Enhancing students' reading comprehension achievement by using Think – Pair – Share (TPS) technique at SMA Nurul Islam Jember" was conducted.

1.2 Research Problems

Based on the background of the research above, the research problems are formulated as follows.

1. How can the implementation of the Think Pair Share Technique enhance the students' active participation in the teaching learning process of reading comprehension at SMA Nurul Islam Jember?

2. How can the implementation of Think Pair Share Technique enhance the tenth grade students' reading comprehension achievement?

1.3 Research Objectives

Based on the research problems above, the research objectives were as follows:

1. The implementation of the Think Pair Share Technique can enhance the students' active participation in the teaching learning process of reading comprehension at SMA Nurul Islam Jember.

2. The implementation of Think Pair Share Technique can enhance the tenth grade students' reading comprehension achievement.

1.4 Research Contribution

The results of this research are expected to give contribution in teaching learning process as the following:

1.4.1   Empirical Contribution

This research is expected to be useful for those who want to conduct a research in English teaching-learning process by focusing on the use of TPS to enhance students' achievement in different language skills and language component by using different research design. For example: Using Think Pair Share technique to improve vocabulary achievement of senior high school students.

1.4.2 Practical Contribution

This research is expected to be helpful to improve students' reading comprehension achievement and their participation during reading activity. Hopefully, this technique can be considered as valuable used in teaching reading.

1.4.3 Theoretical contribution

The research result is also expected to be useful for the English teacher of the tenth grade at SMA Nurul Islam Jember as information or input to cope with the students' reading comprehension problem by using TPS technique.

CHAPTER II RELATED LITERATURE REVIEW

In This chapter, the writer presented literatures to support the study. There are some topics which will be discussed in this chapter. They are theoretical framework, conceptual review, and previous research review. All points of this issue are discussed in the following sub chapters respectively.

2.1 Theoretical Framework

Think-Pair-Share was at the first proposed by Prof. Frank Lyman in 1981, and developed by many scientists in recent years. The basic foundation of this technique is to make the students more active, feel fun and enjoy in the teaching learning process by discussing with their classmates (Sugiarto and Sumarsono, 2014). So, it will give positive influence to students in understanding the material given by the teacher. Think Pair Share is a technique designed to provide students with "food for thought" one a given topic enabling them to formulate individual ideas share their ideas with other students (Gultom, 2013). Baumeister (1992) stated that TPS gives a way for active participation by giving opportunities for the students to contribute their ideas and fine-tune their thinking. In this technique learners are encouraged to think about a reading passage or question and then refine it through discussion with a partner (Davis, 2010). Learners should think individually on a text then share their ideas with their partner and finally share her or his discussion and understanding with another pair of students or in the whole class (Khaghaninejad et. al 2015: 98). Think-Pair-Share is a much focused activity which learners' active engagement in the class and helped them to share opinions and polish their thinking. In Lyman (1987) TPS is a "classroom learning activity that provides students with an opportunity to think about a key question, idea, issue, or notion and share their thoughts with a partner.

2.2 Conceptual Review: TPS for teaching reading comprehension

2.2.1 Think-Pare-Share in Reading

The main focus in this research was to enhance the students' reading comprehension achievement by using TPS technique. In the teaching of English

as a foreign language in Indonesia, reading has an important role which gives a big impact to the students' ability in the language skill. Reading is the basic language skill of language teaching and learning. It is in line with this, Iranmehr (2011) clams that reading comprehension is the central means for learning information and it is one of the important skills needed for the student's success. According to Heilman (1981:256) in Sinambella and Pangaribuan (2015) Reading is a thinking process, Reading is a process of making sense of written ideas through meaningful interpretation interaction with language. A good reader is one who understands what he reads, and the faster he is able to get the meaning from his reading the more efficient he is. So, it is clearly stated that comprehension or understanding every part of the reading text is an important part of learning skill. The students must be able to read the text consisting of many sentences and select the main idea to which all the sentences refer to. They need to be able to identify the details that support the main idea. They must think about what they read in order to interpret meaning as well as to get the factual information of the text given.

2.2.2 Aspect of Reading Comprehension

In reading comprehension there are four components that have to be mastered, they are word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. These four comprehensions are explained in the following sections.

2.2.2.1 Word Comprehension

In reading a text, the important point is word. Word is the smallest unit in the text that has meaning. According to Pang et. al (2002:12), in order to understand a text, readers need to know the meanings of individual words. It means that words are the key how the reader understand the text. Pang et. al (2002:6) state that word comprehension is the process of making sense of words. It means that word comprehension is the basic part in reading because words give the information in the text.

The example of word comprehension:

My favorite trip

Krui is a small town on the coast of the Indian Ocean. It's the capital city of Pesisir Barat District of Lampung Province, Indonesia. It's difficult to put into words what Krui means to me. I used to go to Krui every year as a child with my family. As kids, my brother and I loved the journey, it was such an exciting adventure for us. Most of our happiest family memories are hidden in this place. After nearly ten years since our last family holiday, we decided to head back to the place last month.

"it was such an **exciting** adventure for us" (paragraph 1 line 4). The word **exciting** has similar meaning with…

    a. inspiring   c. unexciting
    b. boring   d. unenthusiastic

The best answer from this question is *a. inspiring*.

2.2.2.2 Sentence Comprehension

       Sentence is makes from many words which string up together to makes a new meaning. Mc Worther (1989:99) states that a sentence expresses at least one key idea, which consists of a simple subject and a verb relating something or someone. From the idea above, sentence refers to group of words which express the idea. Grellet (1996:15) suggests that it is better to understand the meaning of some words constructing sentences than to understand the meaning word by word.

The example of sentence comprehension:

What did they do after arrived in Krui?

    a. Checking in the cottages in Krui   c. Went to the beach bar
    b. Went into their favorite café   d. Both b and c are correct

The best answer from this question is *a. Checking in the cottages in Krui*

2.2.2.3 Paragraph Comprehension

       Paragraph comes from sentence which string up together. According to Wood (1991:151), a paragraph usually contains several sentences. Another point of view comes from Lunsford (2011:75) who defines a paragraph as a series of

sentences that must have one focus as controlling idea. Thus, the information of each sentence must be connected to the idea. Furthermore, paragraph comprehension belongs to part of reading comprehension achievement. In other words, the students must be able to comprehend the paragraph well.

The example of paragraph comprehension:

What is the main idea of the first paragraph?

    a. Krui is a small town on the coast of the Indian Ocean.

    b. The writer went to Krui every year as a child.

    c. Exciting adventure for the writer and his brother.

    d. Krui is their happiest memories's family.

The best answer from this question is *a. Krui is a small town on the coast of the Indian Ocean.*

2.2.2.4 Text Comprehension

       Text comprehension is the last step after the students understanding words, sentences, and paragraph. The purpose of reading is to get idea from the text. Grellet (1996:4) states that one of the main reasons for reading is reading for information. Text contains information which is needed by the reader. When the reader comprehends the text, it means that the reader should understand what the text tells about.

The example of text comprehension:

What did the text tells us about?

    a. Tell us about Krui.
    b. Tell us about best experience of the writer.
    c. Tell us about the writer's family holiday
    d. Tell us about wonderful trip of the writer.

The best answer from this question is *d. Tell us about wonderful trip of the writer.*

2.2.3 Think-Pair-Share technique in recount text

The teaching of reading is focusing on several types of genres. In 2013 Curriculum, there are several types of genres stated which are given according to its level and semester. In this research, a recount text was chosen as one of the genres. This type of text was taught in senior high school at the tenth grade level.

Universally, recount text is a familiar text for students in senior high school. Based on Webster's Online Dictionary, recount text is defined as a narration or an explanation of it. It means that recount is a text which retells to the reader about the past experience. Recount text can be an interesting text for students because the students can learn many vocabularies from the text. It is supported by Gerot and Wignel (1994:194) the social function of recount is to retell events for the purpose of informing and entertaining. In conclusion, recount text is a text which retells events or experiences in the past in order to inform or to entertain the reader.

Recount text has three generic structures, there are: orientation, events, and the last is reorientation. The first, orientation is introducing the participants or who is involved, where the events take place and when it happened. The second, events are describing series of events that happens in the past. The last, reorientation is stating personal comments of the writer. Recount text also has language features, such as using simple past tense, using action verb, using chronological order, using conjunction and using adverb.

2.2.4 Procedure of Think-Pair-Share technique in teaching Reading

The following are the procedures how to use the Think-Pair-Share Technique in teaching reading:

STEP 1: THINK

1. Posing the topic and the guiding question: the researcher posed a topic and the guiding questions related to the topic to make the students' reading keep in line based on the recount text.
2. Giving time to the students to think: the researcher gave time to the students to THINK of the topic and the answer of the guiding questions

given before. During this think time, the students have to write down their answer of a recount text individually on their own worksheet and prohibited to talk to their friends.

STEP 2: PAIR

1. Organizing students into pairs: the researcher was divided the students into pairs.

2. Asking the students to discuss their work with their partner: the researcher asked the students to PAIR up with the chosen partner to share their thinking and ideas, and might wish to revise or alter their original ideas. The students had to discuss and revise their worksheet about 20 questions.

3. Answer the questions: each student answered the question about 20 questions about recount text on their worksheet.

STEP 3: SHARE

1. Calling a few students randomly: the researcher asked the students randomly to come in front of the class to SHARE their work with the rest of the class. This step expanded the sharing into the whole class discussion. During this sharing time, the other students had to give comment or suggestion.

2. Giving feedback: the researcher gave the feedback on the students' works and concludes the lesson with the students.

2.2.5 The advantages of Think Pair Share technique in teaching Reading

Think Pair Share have some advantages. The first step of think Pair Share is thinking. Sugiarto and Sumarsono (2014) mention some advantages are; students are actively engaged in thinking: thinking becomes more focused when it is discussed with a partner; more critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic; many students find it easier or safer to have a discussion with another classmate, rather than with a large group; and when students have appropriate "thinking time", the quality of their responses improves.

The quality of appropriate "think time" can improve responses in learning. So, when the students have "think time" the next step is "time consuming". Time consuming can makes the classroom more productive. Mutakinati et. al (2015) include the positive changes in students when using Think Pair Share, communication skill that occur when they listen to one another and respect others' ideas. Students have the opportunity to learn problem solving skills from their peers, gain the extra time or prompting they may need, and gain confidence when reporting ideas to the whole class.

According to Salehi (2013), lyman's strategy provides learners with many advantages. In the first place, it motivates individual communication and involves the whole class. It stimulates silent learners to answer questions or complete the practice with a pair in place of standing in front of the students. Group discussion in doing the task and gathering their replies at the end, teachers and instructors can evaluate learners' comprehension.

2.2.6 The disadvantage of Think Pair Share technique in teaching Reading

The Think-Pair-Share technique also has some disadvantages in the application during the teaching and learning process. The students have some problem while using Think-Pair-Share technique. In this research, they are as follows: 1) Not all students focus on the topic (questions) given because they can share everything with their partner out of the topic (questions) given. 2) There is a possibility that the students who have low understanding about the topic (the questions) given likely cheat to the other pairs.

2.3 Previous Research Review

Some finding of previous researcher are important to support this actions. The previous research, first was conducted by Sugiarto and Sumarsono (2014) entitled *" The implementation of Think Pair Share model to improve students' ability in reading narrative text".* In his research it was found that there was significant improvement in term of students' ability in reading English narrative text after they were treated using Think Pair Share. In his result, Think Pair Share Technique had been positive score which was increased from 71 to 80. However,

this technique requires a patient teacher who cares to the students who had needed more attention.

The second was conducted by Gultom (2013) entitled *"The effect of think pair share on the students in reading comprehension"*. The finding shows after applying the Think Pair Share in teaching reading the scores of the students was higher than those who are taught without applying Think Pair Share. The students who were taught by applying Think Pair Share had better reading comprehension and help students to get the main idea easily. The analysis of the research was found that there was improvement on the students' reading comprehension achievement by applying Think Pair Share.

The third was conducted by Siburian (2013) entitled *"improving students' achievement on writing descriptive text through think pair share"*. The finding showed that after applying Think Pare Share there was significant improvement on the students' achievement in writing descriptive text. His result shows that the students give their good attitudes and responses during teaching and learning process by applying of Think Pair Share method

The forth was conducted by Gusdin (2014) entitled *"improving reading comprehension through Think Pare Share technique at the tenth grade students' of SMAK Santo Yoseph Denpasar in academic year 2013/2014*. The finding shows that the students were enjoyable and interesting when the research applying Think Pair Share in teaching learning process. In his result, this activity increased students' motivation and the students were more confident to study reading skill. The analysis of the post test result found that there was a significant improvement of using Think Pair Share Technique in teaching reading comprehension achievement.

Dealing with the previous researches, Think Pair Share technique can be an improvement technique that can be used by the teacher in teaching reading. It can be concluded that teaching English skill by using Think Pair Share technique can help the students in reading comprehension. The students can get the idea, easier to understand the text, get new experience, easy to read, enjoy, interest, confident and also can give a good attitude to the students. It is useful for the

students in increasing their motivation in reading and they will be successful in achieve their reading.

Further, from the explanation above and the information based on the interview done in the preliminary study conducted with the English teacher on October 15th 2018, Think pair share technique had never been applied in teaching reading at SMA Nurul Islam Jember. Thus, it was necessary to conduct this classroom action research entitled " Enhancing Students' Reading Comprehension Achievement by Using Think – Pair – Share (TPS) Technique at SMA Nurul Islam Jember "
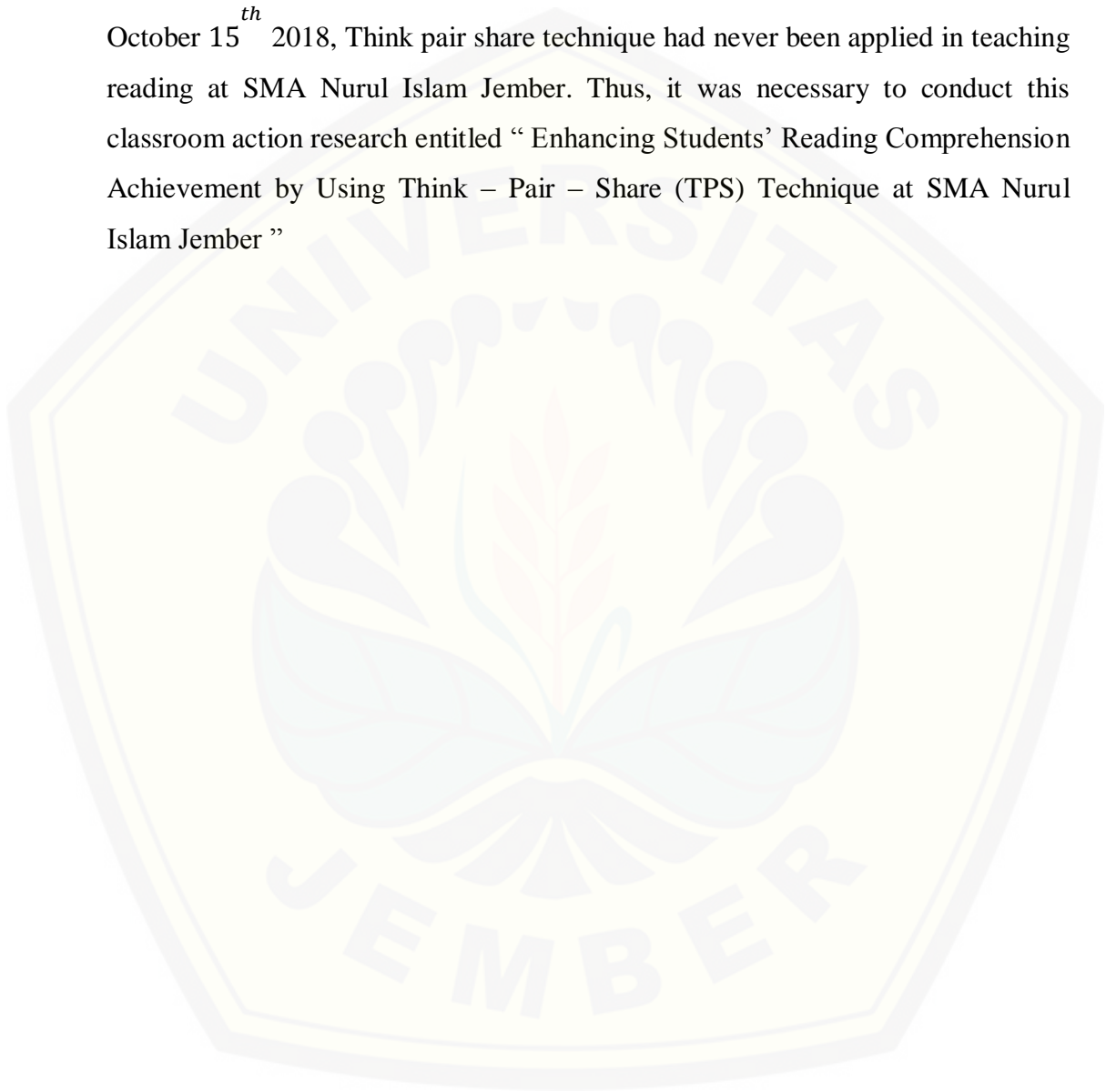
CHAPTER III RESEARCH METHOD

This chapter discusses the research design (it is arguments and procedures), the research context (where and when to conduct the study), and the research participants (who are involved in the study and why).

3.1 Research Design

The design of this research was a classroom action research. This research aims to solved the problem of students' active participation and reading comprehension achievement at SMA Nurul Islam Jember. According to Fraenkel and Wallen (2006:567), action research can be conducted by one or more individuals or group for the purpose of solving a problem or obtaining information in order to inform local practice. This research was intended to solved the problem by applied a technique in teaching learning process. The researcher was conducted collaboratively with the English teacher of tenth grade students of SMA Nurul Islam Jember.

This research follows the design suggested by Kemmis and Mc Taggard's model (1988) which has four steps: planning, acting, observing and reflecting.

The chart below illustrates the steps of the action research (Suggested by Kemmis and Mc Taggard, in Mc Niff 2002:50)

| Planning | Explaining any failure to implement and effect |

| Acting |

| Observing |

| Reflecting |

| The result fulfill the target score | The result failed to fulfill the target score |

| 1. The cycle stops |
| 2. Reporting the result |

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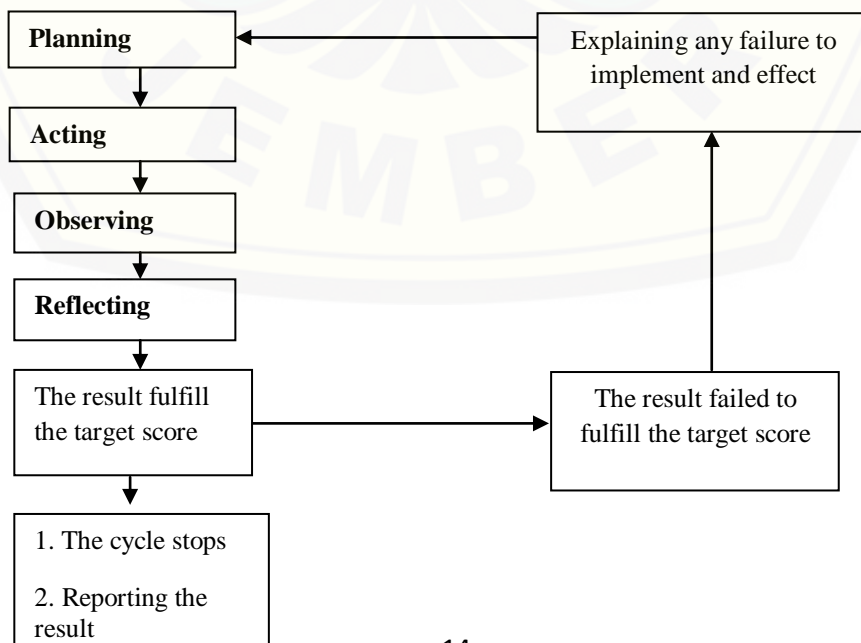
Based on the research design above, the procedure of this research as follows:

1. Conducting a preliminary study by interviewing the English teacher to know the student's problem in reading comprehension.

2. Determining the research problems.

3. Getting the supporting data from the English teacher such as the score and the name of the research participants.

4. Planning the action by designing and preparing the lesson plan, the material and the reading comprehension test.

5. Implementing the action by using TPS technique.

6. Observing the teaching and learning process of recount text reading in the classroom. The English teacher observed the students' participation while the researcher was implemented the action in cycle 1.

7. Giving a reading comprehension test to the participants in the third meeting.

8. Analyzing the results of the observation and the reading comprehension test.

9. Reflecting the results of the observation and the reading comprehension test collaboratively with the English teacher.

10. If the results have not achieved the target, the researcher will repeat the action with some corrections in the action.

3.2 Research Procedures

This classroom action research was conducted to enhance the students' reading comprehension achievement. There were four stages namely planning, acting, observing and reflecting the action. The further descriptions are show below:

3.2.1 Planning

The first stage was plan. In this stage the researcher plan the action before implementing the actions. There were several activities of this stage, they were as follows:

1. Choosing the appropriate material for teaching based on the curriculum (K13) in the second semester for the tenth grade at SMA Nurul Islam Jember.

2. Constructing the lesson plan for Cycle 1.

3. Constructing the observation checklist.

4. Constructing the reading comprehension test for Cycle 1.

5. Setting the criteria of success.

3.2.2 Acting

After preparing the planning the action, the researcher did the next stage that was implementing the action. In this action, the researcher taught reading comprehension of recount text by using TPS technique for X MIA 1 class at NURIS Jember. Cycle 1 was done in three meeting. The first and the second meeting were used to do the action and the third meeting was used to do the reading comprehension test. Since the results in cycle 1 had not achieved the research success criteria, the researcher did the cycle 2 by revising the actions. In cycle 2, the action was done in the fourth and fifth meeting based on the lesson plan 3 and 4 and the reading comprehension test for cycle 2 was given in the sixth meeting. The action was stopped in cycle 2 because the results of the research had achieved the researcher success criteria.

3.2.3 Observing

The observation was done during the teaching and learning process in each cycle with the help of the English teacher to observe the students' participation in the recount text in reading process by using TPS technique. The observer used the observation checklist as the instrument to gather the data about the indicators to be observed.

In cycle 1, the English teacher observed the students' active participation, while the researcher was implementing the action. At the end of cycle 1, both the researcher and the English teacher evaluated the observation results. Since the result of the observation in cycle 1 had not achieved the success criteria, both the researcher and the English teacher decided to do the cycle 2 by revising some

action. In cycle 2, the English teacher still became the observer and the researcher became the doer. The results of observation in cycle 2 had achieved the target of the research, so the research was stopped in cycle 2.

3.2.4 Reflecting

The reflection was conducted to reflect the results of the action in cycle 1, that was the results of the observation and the results of reading comprehension test. This was intended to know whether the actions given could achieve the success of criteria and to know whether there were problems in cycle 1. If the results of the action in cycle 1 had not achieved the success criteria, the action would be continued to cycle 2. The result of the reflection was used as a guide to plan the action for cycle 2 by revising the teaching technique in cycle 1.

3.3 Research Context

The area of this research was determined by using purposive method. Purposive method is a method employed in choosing a research area based on certain purpose or reasons (Arikunto, 2006:16). This research was conducted at SMA Nurul Islam Jember. There were two reasons of choosing SMA Nurul Islam Jember as the research area. First, based on the result of the interview, it was revealed that the English teacher never used TPS technique in teaching learning process, in which he taught the materials conventionally, instructed the students did the reading exercise individually. Second, the school principal and the English teacher gave permission to the researcher to get the data. The teaching of English in this school is guided by curriculum 2013.

3.4 Research Participants

The research participants were students from X MIA 1 class of SMA Nurul Islam Jember. The research chose this class based on the suggestion from the English teacher because most of the students of class X MIA 1 got difficulties in reading and teaching reading by using Think Pair Share technique did not apply yet in this school. Besides, this class had the low average score of the daily test based on the school's document. Therefore, the students' reading comprehension achievement in this classroom needs to be improved.

3.5 Data Collection Method

The methods of collecting the research data were a reading comprehension test, observation, interview, and documentation. The data from the test were used to measure the students' reading comprehension achievement, while those from observation were used to measure the process of the students' participation. Interview and documentation were used to collect the supporting data.

3.5.1 Reading Comprehension Test

According to Huges (2003) there are four kinds of test: proficiency test, achievement test, diagnostic test, and placement test. In this research, the researcher administered an achievement test. Achievement test was chosen because the researcher wants to measure the students' reading comprehension achievement after Think-Pare-Share technique had been implemented.

The researcher conducted the reading comprehension test at the end of each cycle after the actions were given. There were 25 questions on the reading comprehension test, the material was recount text that covers word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The test items were in the form of multiple choice. The allocation time for the students to do the reading comprehension test was 80 minutes.

3.5.2 Observation

The observation was done collaboratively with the English teacher of X MIA 1 NURIS Jember. The observation guide was in the form of a checklist containing some indicators that were used to observe the students' participation. The indicators to be observed were as follows:

Table 3.1 Observation Checklist of the Students' Participation

No.	Name	Students' participation					Active	Passive
		1	2	3	4	5		

The indicators observed were:

1. The students read the text.

2. The students do the exercise individually.

3. The students discuss the materials in pairs.

4. The students answer some questions related to the topic.

5. The students pay attention to the lesson.

Note:

1. The students are categorized as active students if they fulfill at least 3 indicators.

2. The students are categorized as passive students if they do not fulfill at least 3 indicators.

3.5.3 Interview

The interview was used to get the information about the teaching learning process especially in teaching reading comprehension. From the interviewing with the English teacher, it was known that X MIA 1 had the lowest mean score. The English teacher also asked the data about X MIA 1, such as the students' English scores and the technique used by the English teacher in the teaching learning process.

3.5.4 Documentation

According to Hopkins (2008:122), documentation is a written document, such as memos, letters, examination papers, newspaper clipping and etc, that is useful for providing background information and understanding of issues. Documents in this research were the names of the research participants and the students' previous scores of the tenth grade students from the English teacher at SMA 1 Nurul Islam Jember.

3.6 Data Analysis Method

In analyzing the data, there were two parts that was analyzed. The first was the students' comprehension achievement and the second was the students participation. To know the mean score of the students' reading comprehension test, the data was analyzed by the following formula:

$$M = \frac{\sum x}{n}$$

Notes:

M = the mean score of the students' reading comprehension

$\sum x$ = the total score of the students' reading comprehension

n = the total number of the students

(Gay et al, 2012:323)

After that to find the percentage of the students who achieve the target score (75), the data was analyzed by the following formula:

$$\sum = \frac{A}{N} \text{ x } 100\%$$

Notes:

$\sum$ = the percentage of the students who got score ≥ 75

A = the number of the students who got score ≥ 75

N = the number of the students doing the test

(Cohen et al, 2007:442)

To find the percentage of the students' active participation, the target percentage was 75%, the data was analyzed by the following formula:

$$\sum = \frac{A}{N} \text{ x } 100\%$$

Notes:

$\sum$ = the percentage of the students active participation

A = the total number of the students who are active

N = the total number of the students

(Cohen, 2000:326)

CHAPTER V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the research and some suggestions for the English teacher, the students, and the future researcher.

5.1 Conclusions

Based on the results of the data analysis and discussion, it could be concluded as follows.

1. The implementation of the Think Pair Share Technique could enhance the students' active participation in the teaching learning process of reading comprehension at SMA Nurul Islam Jember. This could be seen from the improvement of the percentage of the students' active participation, from 70.97% in Cycle 1 to 88.71% in Cycle 2.

2. The implementation of Think Pair Share Technique could enhance the tenth grade students' reading comprehension achievement. This could be seen from the improvement of the percentage of the students who achieved the target score in reading tests, from 41.94% in Cycle 1 to 80.65% in Cycle 2.

5.2 Suggestions

Based on the results of the action research, some suggestions are proposed to the English Teacher, the students, and the future researcher.

1. The English Teacher: the English teacher is suggested to use TPS technique as the alternative way in teaching reading comprehension achievement.

2. The Students: the students as the research participants are expected to use TPS technique as a technique in reading the text since this technique can help them to comprehend the text better.

3. The Future Researchers: the result of this research can be used as a reference for the future researchers who want to conduct the research by using the same technique. The future researchers are also suggested to

conduct other type of research design by using TPS technique for example by using experimental research to know the effect of TPS technique on the students' reading comprehension achievement or any other language skills.

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Appendix A

RESEARCH MATRIX

Title	Research Problem	Research Variable	Indicators	Data Resources	Research Method	Hypothesis
Enhancing students' reading comprehension achievement by using Think – Pair – Share (TPS) technique at SMA Nurul Islam Jember	1. Can the implementing of Think Pair Share Technique enhance the tenth grade students' reading comprehension achievement? 2. Can the use of the Think Pair Share Technique enhance the students' active participation in teaching learning process on reading comprehension achievement at	1. Independent variable: Teaching reading by using Think-Pair-Share technique. 2. Dependent variable: 1) Reading comprehension achievement of tenth grade students at SMA Nurul Islam Jember 2) Students active participantion in reading comprehension	1. the procedure of Think Pair Share (TPS) technique are: a. Think: Students think independently about the question that has been posed, forming ideas of their own b. Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others	1. Research respondents: The X MIA 1 students of SMA Nurul Islam Jember 2. Informant: The English teacher of the X MIA 1 grade of SMA Nurul Islam Jember 3. Documents: 1) The name list of the X MIA 1 students 2) The previous reading scores of X MIA 1 students	1. Research design: Classroom Action Research (CAR) with the cycle model. The stages of the cycle are: 1) Planning 2) Acting 3) Observing 4) Reflecting *(Adopted from Kemmis and Mc Taggard, in Mc Niff, 2002:5)* 2. Research area: Purposive method 3. Research subject determination method: Purposive method	1. The use of Think Pair Share technique can enhance the tenth grade students' reading comprehension achievement at SMA Nurul Islam Jember 2. The use of the Think Pair Share Technique can enhance the students' achieve participation in teaching learning process on reading comprehension achievement at SMA Nurul Islam Jember

| | SMA Nurul Islam Jember? | | c. Share: Students pairs Share their ideas with a large group, such as the whole class

2. The students' score of Reading comprehension components include:

a. Word comprehension

b. Sentence comprehension

c. Paragraph comprehension

d. Text comprehension | | 4. Data collection method:
1) Reading comprehension test
2) Observation
3) Interview
4) Documentation

5. Data analysis method:
The data analysis method will be used to analyze the obtained data. The collected data about the students' reading comprehension achievement will be analyzed by using percentage and mean score formula as follows:

$\sum = \frac{A}{N}$ x 100%

Notes:
$\sum$= the percentage of the students who got score $\geq$ | |

					75	
					A = the number of the students who got score ≥ 75	
					N = the number of the students doing the test	
					(cohen et al, 2007:442)	
					$M = \frac{\sum x}{n}$	
					Notes:	
					M = the mean score of the students' reading comprehension	
					$\sum x$ = the total score of the students' reading comprehension	
					n = the total number of the students	
					(Gay et al, 2012:323)	
					To find the percentage of the students' active participation, the following	

					formula is used:	
					$$\sum = \frac{A}{N} \times 100\%$$	
					Notes:	
					$\sum$ = the percentage of the students active participation A = the total number of the students who are active N = the total number of the students *(Cohen, 2000:326)*	
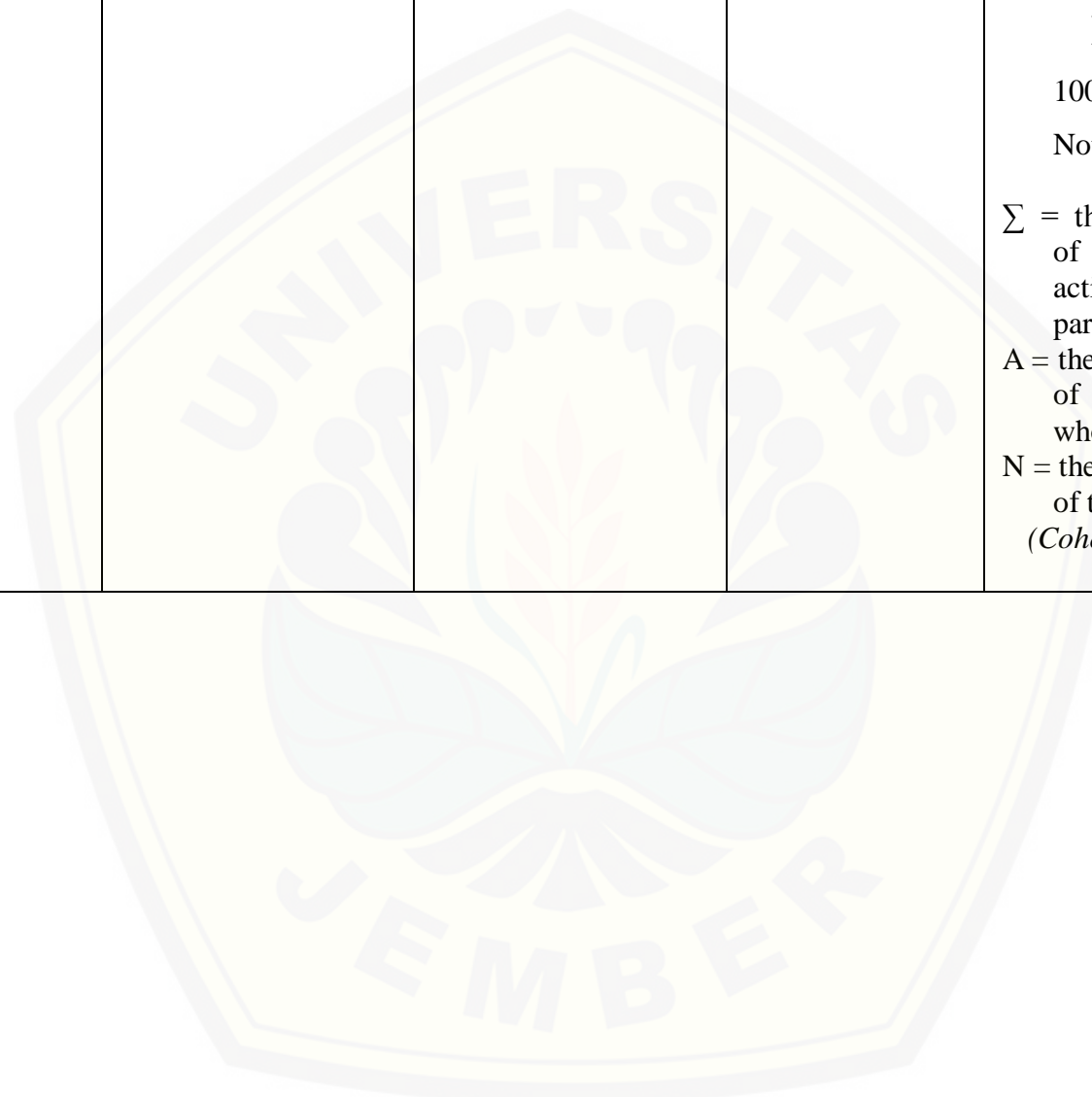
Appendix B

Data instruments

I. Interview Guide

No.	Questions	Answers
1.	What curriculum do you use in teaching English at NURIS?	Curriculum 2013
2.	How many classes in the tenth grade in this school?	There are 5 classes
3.	In reading skill, among the 5 classes, which class has the most difficult?	X MIA 1
4.	What problem do the students face the most?	I think they have difficulties in reading, especially comprehending the text. They show less motivated to read the text and look for the meaning of difficult words in dictionary and less of vocabularies. Moreover, they are also passive and do not show positive attitude during reading activity.
5.	How do you solve the problem?	I give several questions randomly to make then active.
6.	Where do you get the materials for teaching English?	I use the same book which the students have as well, it is "Bahasa Inggris Mata Pelajaran wajib SMA/MA kelas X"and also I get another material from the internet.
7.	How do you usually teach reading?	I always explain the material, then I give the model of the text and ask one of the students to read loudly. After that, I ask them to find the meaning of some difficult words in dictionary and I give them exercise to be done individually.
9.	What kind of technique do you use in teaching reading?	It's depends on the text and the chapter.
10.	Have you ever use TPS for teaching reading in the class?	Not yet
11.	How many students in this class?	31 students.
12.	How many times do you teach English in each class in a week?	3 times a week
13.	How long does each meeting last?	2 x 40 minutes

II. Documentation

1.	The name of the research subjects
2.	The previous scores of reading comprehension test from the English teacher

Appendix C

The X MIA 1 Grade students' previous reading score

No.	Name	Score
1.	ALFIAN NURUL HAKIM	74
2.	AMINATUZ ZUHRIYAH	57
3.	ANIQ ISTIADATUL M.	60
4.	ARIKAH QUDSIAH	58
5.	DELI ANISA VIRCA	66
6.	FADYA RAHMAN NURDIN	77
7.	FIRANTI NUR SAHARANI	60
8.	HANDINI FATIHATUN N	68
9.	HASANAH	43
10.	HOSNATUL MUSYARROFAH	73
11.	INTAN CHOIRUL ULIYAH	63
12.	ISMI AZIZAH PUTRI	58
13.	LAILATUL SAFITRI N.	74
14.	LEONANDA YULIA CAHYA P.	60
15.	MERISA ALISYA PRATIWI	66
16.	NAFA LIYRA MAYYAZANTOSO	69
17.	NALUL AMALIA	63
18.	NANDA AYUDIYAH ANDRIANI	74
19.	NURDINA CAMELIA	63
20.	PRAMUDITA ROMADONI	80
21.	RANI DWI SHERLINA FIATUL	80
22.	SINTA NURIYAH	63
23.	SITI FAYRUZZAHRA	57
24.	SOFIAH	60
25.	SRI AGUSTININGSIH	60
26.	SYUKRA AISAH HUMAIROH	87
27.	TEGAR RAMADANI	71
28.	YOFI OKTAVIO	46
29.	YUNI LUTFIAN SARI	60
30.	ZAHROH SYARIFATUL AINI	67
31.	M. IKROM FIRDAUSI	68

Appendix D

Lesson plan

(Meeting 1, Cycle I)

School	: SMA Nurul Islam Jember
Subject	: English
Grade/Semester	: X/2
Language skill	: Reading
Text Type	: Recount Text
Time Allocation	: 2 x 40 minutes

A.   BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
1.1 menyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi international yang diwijudkan dalam semangat belajar	1.1.1. Showing gratefulness by praying before and after the lesson 1.1.2. Showing seriousness and enthusiasm in the teaching and learning process.
2.1 menunjukan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.1.1. Being honest in doing individual work 2.1.2. Being disciplined in doing task 2.1.3. Being responsible in accomplishing either group or individuals tasks
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	3.9.1. Finding the social function, generic structure and the language feature of the recount text.
4.13 Menangkap makna dalam teks recount lisan dan tulis sederhana.	4.13.1. finding the synonym of some words in the form of multiple choice 4.13.2. finding the meaning of references in the text. 4.13.3. finding the main idea of paragraph of recount text in the form of multiple choice 4.13.4. finding the theme of the text.

B. **Learning Objectives**

1. Students are able to find the social function, generic structure and the language feature of the recount text.

2. Students are able to find the synonym of some words in the form of multiple choices.

3. Students are able to find the meaning of references in the text.

4. Students are able to find the main idea of paragraph of recount text in the form of multiple choices.

5. Students are able to find the theme of the text

C. **Learning material**

- Recount text *(the material is attached)*
- Students' worksheets *(the material is attached)*1

D. **Learning Method**

- Cooperative learning: Think – Pair – Share technique

E. **Media and Resources**

Media: pictures, students' worksheet, and whiteboard

Resources: - English book for tenth grade

- https://www.contohtext.com/2018/06/recount-text-tentang-liburan-ke-pantai-terjemahan.html

- https://www.englishiana.com/2017/09/17-contoh-recount-text-terbaru-dan-artinya.html

- https://dontstopreading.wordpress.com/tag/recount-text/

F.   Teaching Learning Activities

No	Teachers' activity	Students' activity	Time
I	**Set induction:** ➢ greeting the students ➢ checking students' attendance list ➢ starting the lesson with praying together ➢ showing a single picture relates on the topic ➢ giving some leading questions related to the picture given ➢ stating the learning objectives	➢ Responding greeting ➢ Responding ➢ Praying together ➢ Paying attention ➢ Answer the teacher's questions ➢ Making notes	5'

III	**Main activities**
	Observing
	➢ giving the example of a recount text about "A Trip to Tanjung Setia Beach with My Family" to the students
	Questioning
	➢ guiding the students to ask questions about social function, generic structure and language features of recount text given
	Exploring
	    Thinking
	➢ Distributing worksheet to each students
	➢ Asking the students to read the recount text and do the exercise and giving time to think their own answer individually.
	Associating
	    Pairing
	➢ Dividing the students in to pairs.
	➢ Asking the students to work in pair to do the exercises.
		➢ Receiving the example of a recount text and read the text.
		
		➢ Asking the questions
		
		➢ Receiving worksheet
		
		➢ Reading the recount texts and think of their own answer individually.
		
		➢ Finding their partner.
		
		➢ Work and discussion the exercises with their pairs.
			70'

	Communicating **Sharing** ➤ Asking the chosen pair randomly to share their answer with the class. ➤ Asking the other pairs to pay attention to the chosen pair's presentation and to give suggestion/comments about their friend's answer.	➤ Sharing their answer to the class. ➤ Paying attention to their friend's presentation and giving suggestion/comment about their friend's answer.	
III	**Closing activities** ➤ giving feedback about the materials to the students. ➤ guiding the students to make conclusion ➤ leave taking	➤ paying attention ➤ Mentioning what they have learn today ➤ Responding	5'

G. Assessment

Affective

No	Name	Indicators					Active	Passive
		1	2	3	4	5		

The indicators observe are as follows:

1. The students read the text.

2. The students do the exercise individually.

3. The students discuss the materials in pairs.

4. The students answer some questions related to the topic.

5. The students pay attention to the lesson.

                                            Jember,
                                            The researcher,

                                            Suhaifah Mama
                                            NIM. 120210401083

LEARNING MATERIALS

Set introduction

Leading Questions:

1. What picture is it?
2. Who can guess what is the name of this beach?
3. Have you ever gone to "Tanjung setia Beach"?
4. Where is it located?

Main Activities
Recount Text

A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener

Recount text can be factual information, such as a news story or procedural information, such as telling someone how you built something or personal information, such as a family holiday or your opinion on a subject.

Social function of Recount text

to retell events for the purpose of informing or entertaining

Generis Structure of Recount Text

- **Orientation** : It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.

- **Events** : Describing series of event that happened in the past. Telling what happened and in what sequence.

- **Reorientation** : It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story

Language Features of Recount Text

1. Introducing personal participant; I, we, my group, etc.
2. Using chronological connection; then, first, after that, etc.
3. Using linking verb; was, were, saw, heard, etc.
4. Using action verb; buy, go, speak, etc.
5. Using simple past tense

The Example of Recount Text

A Trip to Tanjung Setia Beach with My Family

Orientation:
A few months ago, I and my family went to Tanjung Setia Beach to spend our holiday. It is located about 230 kilometers from capital city of Lampung, Bandar Lampung.

Events:
When we arrived there, we were amazed by the great view of Tanjung Setia Beach. The wave here is quite safe for swimming. We swam for just a few moments because it was freezing and windy. We have enjoyed the beach and noticed that there were just a few people that spent their holiday here. I just realized that it was a Christmas holiday, so most foreign tourists were spending their Christmas in their country.

After spending a few hours in the beach, we need to get something to eat. We went to a nearby store and ordered some hot chips. It was quite tasty and great.Then, we rented bikes from nearby rentals because we would like to ride a bike down the beach. We rode the bike slowly on the hard and damp part of the sand to enjoy the panorama around.

The following day, our destination was Labuan Jakung Beach. The beach was also amazing but the waves there were so high that time, that's why one was brave enough to surf. So, we just enjoyed the beach view by walking around.

Reorientation:
Finally, we went home on the third day. We were delighted to have a holiday experience there. The trip back home was quite tiring. We were very happy to spend our holiday in such a wonderful beach.

(Adopted from: https://www.contohtext.com/2018/06/recount-text-tentang-liburan-ke-pantai-terjemahan.html)

THE STUDENTS' EXERCISE: (Think – Pair – Share)

Read the text carefully! *(no 1-10)*
My favorite trip

Krui is a small town on the coast of the Indian Ocean. It's the capital city of Pesisir Barat District of Lampung Province, Indonesia. It's difficult to put into words what Krui means to me. I used to go to Krui every year as a child with my family. As kids, my brother and I loved the journey, it was such an exciting adventure for us. Most of our happiest family memories are hidden in this place. After nearly ten years since our last family holiday, we decided to head back to the place last month.

The first thing we did after arriving there was checking in the cottages we are used to staying every time we visit there. Of all the cottages in which we have stayed, I don't think I have found such a stunning and peaceful view as these cottages have. The cottages offer a breathtaking view of the whole of Krui, including the long coastline and the vast ocean. The view we have seen from the cottage really summed up the beauty of this charming town.

In the evening, we went into our favorite cafes and restaurants. As we have been to Krui so many times, we know the locals pretty well and they also recognized us very well. It was pretty emotional to meet our local friends after quite long time we haven't met each other. That night, we ended up sitting out at the beach bar reminiscing about old times and sharing stories about our past experiences, which was lovely.

As we went towards the end of September this year, the weather was a bit unpredictable. The seas were a little rough on some days, which was actually a bonus. My brother and I are both strong swimmers and always loved to play in the waves there when we were younger. We repeated the history this year and tackled the huge waves together, it was great fun. On a few cloudy mornings, we went for a run barefoot along the soft, sandy shoreline. It was so refreshing and relaxing running alongside the clear blue waters.

Overall, it was a wonderful trip. I knew reeturning to Krui wasn't going to be easy, but it was something we needed to do as an annual family holiday. I may love travelling all around the world to some truly spectacular places, but Krui will forever hold a place in my heart.

(Adopted from: https://www.englishiana.com/2017/09/17-contoh-recount-text-terbaru-dan-artinya.html)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

1. What is the main idea of the first paragraph?
    e. Krui is a small town on the coast of the Indian Ocean.
    f. The writer went to Krui every year as a child.
    g. Exciting adventure for the writer and his brother.
    h. Krui is their happiest memories's family.

2. "it was such an **exciting** adventure for us" (paragraph 1 line 4). The word **exciting** has similar meaning with…
    c. inspiring   c. unexciting
    d. boring   d. unenthusiastic

3. What did they do after arrived in Krui?
    c. They checkin in the cottages in Krui c. They went to the beach bar
    d. They went into their favorite café   d. Both b and c are correct

4. What is the generic structure of the first paragraph?
    a. orientation   c. resolution
    b. reorientation   d. events

5. The following statement is correct based on the text, except…
    a. Krui is a small town on the coast of the Indian Ocean.
    b. The writer went to Krui every year.
    c. The writer and his brother didn't like travelling.
    d. The writer and his brother are strong swimmers and love to play in the wave.

6. "the cottage really summed up the beauty of this **charming** town" (paragraph 2 line 13). The word **charming** has opposite meaning with…
    a. beauty   c. captivating
    b. lovely   d. bad

7. What did they do at the beach bar?
    a. having a dinner
    b. repeating the history of them.
    c. sharing stories about their past experiences.
    d. sharing stories about Krui.

8. "I have found such a stunning and **peaceful** view…" (Paragraph 2, line 10). The word **peaceful** has opposite meaning with…
    a. calm   c. quiet
    b. noisy   d. composed

9. What did the text tells us about?
- e. Tell us about Krui.
- f. Tell us about the best experience of the writer.
- g. Tell us about the writer's family holiday
- h. Tell us about wonderful trip of the writer.

10. What is the main idea of the last paragraph?
- a. Krui will forever hold a place in the writer's heart.
- b. Krui was a wonderful trip for the writer.
- c. The writer love travelling around the world.
- d. The best travelling for the writer is Krui.

Read the text carefully!!! *(no 11-20)*

The Island of Gods

Last August, I went to Bali Island with my family. I was so excited because it was my first time to visit Bali Island. We spent five days there. The first thing which came to my mind at the first time I arrived at Ngurah Rai Airport was beach. When I stepped out from the plane and breathed, I sniffed the smell of sea water. It made me more excited to start our trip in Bali.

My family and I visited many interesting places in Bali. We went to Tanah Lot, Uluwatu, Kuta Beach, and Tanjung Benoa. Even though there are so many beaches in Bali, I was not bored with them because each beach was unique. Tanah Lot is a rocky beach with wild waves. It has big caves and rocks surround the beach. Uluwatu lies on the top of cliff. From that place we could see the sea view which was the most gorgeous scenery I have ever seen. Kuta Beach is maybe the most famous beach in Bali. There were both local and foreign tourists surfing or just sun bathing. The best time to come to Kuta Beach is in the evening to see the sun set. It was so romantic. Tanjung Benoa is a very nice beach. The wind and waves were just right to do water sport. I did not want to miss this chance and tried to do parasailing. At first, I was so afraid because I would be flying high. It turned out that when I was 'flying', I enjoyed it very much. I could see the view of the city from the sky.

Beside the beaches, Bali Island is also famous for its culture. I could see it from the Balinese's life. Along the road I saw that almost all buildings have small *pura* at the front side. Every morning, they always pray and put *sajen*, or offerings, at their *pura*, house, shop, or even in their car. I also saw the abundance of Balinese culture through the well known dances of Bali, Barong and Kecak. Barong Dance tells about a fight between good and evil, between Barong and Rangda. At the end, Barong won, and Rangda ran away. I was amazed by the female dancers. They were so beautiful and their movements were supple, yet energetic at the same time. In the evening, I watched Kecak

Dance. The story in Kecak Dance is taken from Ramayana. I had the impression that Kecak Dance was mystical but also astonishing at the same time.

At the end of the trip, we went to Sukawati Market to buy souvenirs for ourselves and friends. You could find almost anything about Bali in Sukawati Market. I found a cute dress for myself, wooden craft statue, sandals, hair accessories, and paintings. What make this market special are the friendly sellers and friendly price. The goods are so cheap if you know how to bargain.

Finally, we have come to the end of my trip in Bali. I felt that time run so fast. I was so sad because I had to leave that beautiful place. In Bali, I did not only visit beautiful places but I also learned about its culture. I would always remember my beautiful trip in Bali and promised myself to go back there again another time.
(Adopted from https://dontstopreading.wordpress.com/tag/recount-text/)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

11. What is the main idea of the second paragraph?
    a. The writer felt so excited.
    b. The writer and her family visited many interesting places in Bali.
    c. The writer tried to do parasailing.
    d. The writer visited some places in Bali.
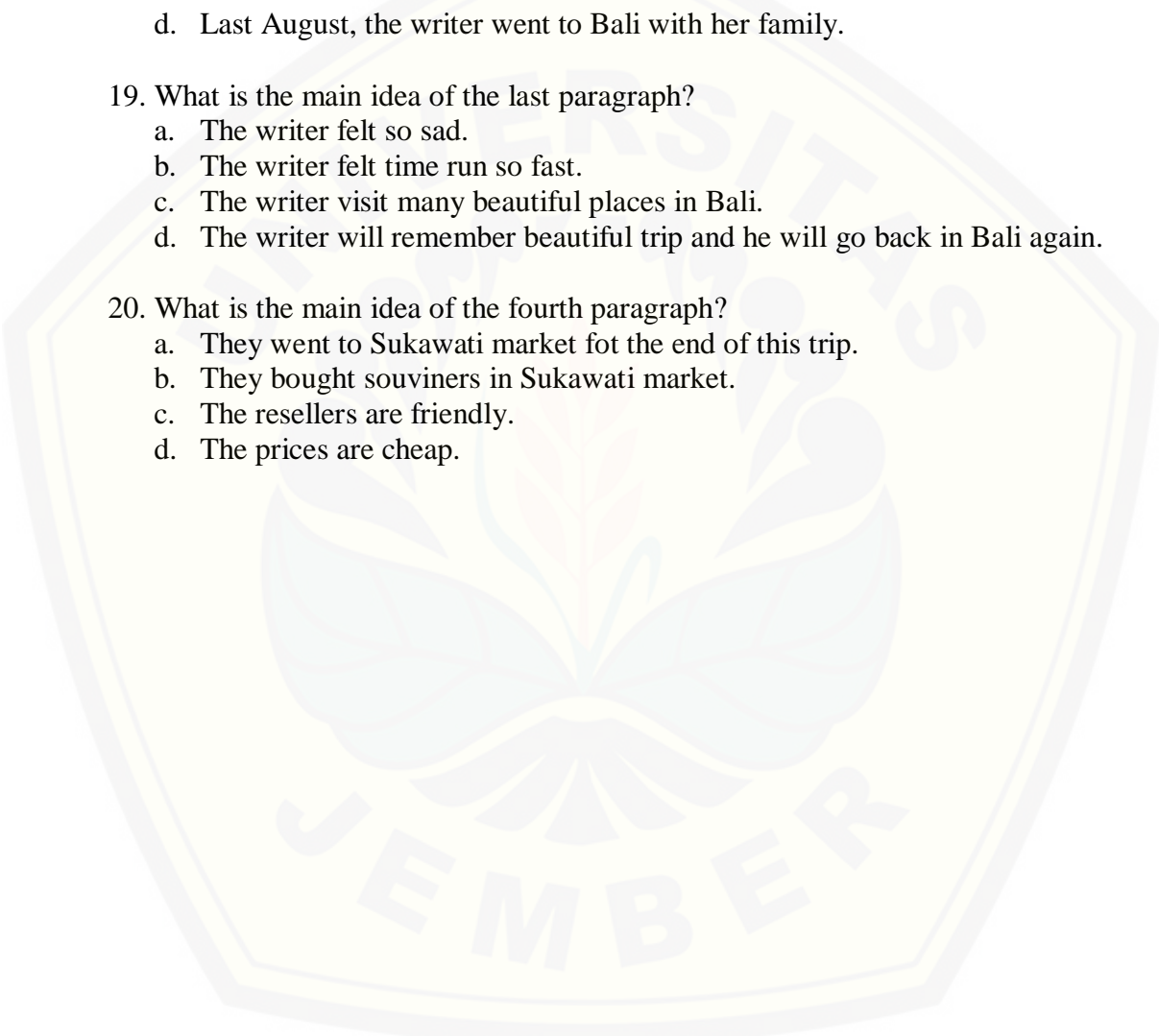
12. "the sea view which was the most **gorgeous** scenery" (paragraph 2 line 11). The word **gorgeous** has similar meaning with…
    a. awful   c. dark
    b. beautiful   d. kind

13. What kind of dance Balinese culture that the writer watched?
    a. Barong dance   c. Barong and Rangda dance
    b. Kacak dance   d. Barong and Kacak dance

14. "Barong dance tells about a fight between good and **evil**" (paragraph 3 line 24). The word evil has similar meaning with…
    a. good   c. nice
    b. bad   d. goodness

15. Which kind of the most famous beach in Bali?
    a. Kuta Beach   c. Pandawa Beach
    b. Tanah lot   d. Tanjung Benoa

16. How long did the writer stay in Bali?
    a. a week   c. four days
    b. three days   d. five days

17. What is the second paragraph called?
    a. reorientation   c. events
    b. resolution   d. orientation

18. The following statement is correct based on the text, except…
    a. The writer visited some interesting places in Bali.
    b. The writer visited many interesting places in Bali.
    c. The writer and her family did not only visit beautiful places but also learned about Bali's culture.
    d. Last August, the writer went to Bali with her family.

19. What is the main idea of the last paragraph?
    a. The writer felt so sad.
    b. The writer felt time run so fast.
    c. The writer visit many beautiful places in Bali.
    d. The writer will remember beautiful trip and he will go back in Bali again.

20. What is the main idea of the fourth paragraph?
    a. They went to Sukawati market fot the end of this trip.
    b. They bought souviners in Sukawati market.
    c. The resellers are friendly.
    d. The prices are cheap.

Answer key

1. a	11. a
2. a	12. b
3. a	13. d
4. a	14. b
5. c	15. a
6. d	16. d
7. c	17. c
8. b	18. a
9. d	19. d
10. b	20. a

No	Kind of Comprehension	Number of items	Total items	Score each item	Total score
1	Word Comprehension	2, 6, 8, 12, 14	5	5	25
2	Sentence Comprehension	3, 7, 13, 15, 16	5	5	25
3	Paragraph Comprehension	1, 10, 11, 19, 20	5	5	25
4	Text Comprehension	4, 5, 9, 17, 18	5	5	25

Appendix E

Lesson plan

(Meeting 2,   Cycle I)

School	: SMA Nurul Islam Jember
Subject	: English
Grade/Semester	: X/2
Language skill	: Reading
Text Type	: Recount Text
Time Allocation	: 2 x 40 minutes

A.   BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
1.1 menyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi international yang diwijudkan dalam semangat belajar	1.1.1. Showing gratefulness by praying before and after the lesson 1.1.2. Showing seriousness and enthusiasm in the teaching and learning process.
2.1 menunjukan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.1.1. Being honest in doing individual work 2.1.2. Being disciplined in doing task 2.1.3. Being responsible in accomplishing either group or individuals tasks
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	3.9.1. Finding the social function, generic structure and the language feature of the recount text.
4.13 Menangkap makna dalam teks recount lisan dan tulis sederhana.	4.13.1. finding the synonym of some words in the form of multiple choice 4.13.2. finding the meaning of references in the text. 4.13.3. finding the main idea of paragraph of recount text in the form of multiple choice 4.13.4. finding the theme of the text.

B.   Learning Objectives

1. Students are able to find the social function, generic structure and the language feature of the recount text.
2. Students are able to find the synonym of some words in the form of multiple choices.
3. Students are able to find the meaning of references in the text.
4. Students are able to find the main idea of paragraph of recount text   in the form of multiple choices.
5. Students are able to find the theme of the text

C.   Learning material

- Recount text *(the material is attached)*
- Students' worksheets *(the material is attached)1*

D.   Learning Method

- Cooperative learning: Think – Pair - Share

E.   Media and Resources

Media: pictures, students' worksheet, and whiteboard

Resources: - English book for tenth grade

   - https://www.nurdiono.com/definition-of-recount-text.html

   - http://funenglishcorner.blogspot.com/2013/01/example-of-recount-text.html

   - https://www.berbahasainggris.com/2017/01/17-contoh-recount-text-pengalaman-pribadi.html

F.   Teaching Learning Activities

No	Teachers' activity	Students' activity	Time
I	**Set induction:** ➢ greeting the students ➢ checking students' attendance list ➢ starting the lesson with praying together ➢ showing a single picture relates on the topic ➢ giving some leading questions related to the picture given ➢ stating the learning objectives	➢ Responding greeting ➢ Responding ➢ Praying together ➢ Paying attention ➢ Answer the teacher's questions ➢ Making notes	5'

III	**Main activities**
	Observing
	➢ giving the example of a recount text about "My Holiday in Bali" to the students
	Questioning
	➢ guiding the students to ask questions about social function, generic structure and language features of recount text given
	Exploring
	    <u>Thinking</u>
	➢ Distributing worksheet to each students
	➢ Asking the students to read the recount text and do the exercise and giving time to think their own answer individually.
	Associating
	    <u>Pairing</u>
	➢ Dividing the students in to pairs.
	➢ Asking the students to work in pair to do the exercises.
	Communicating
		➢ Receiving the example of a recount text and read the text.
		
		➢ Asking the questions
		
		➢ Receiving worksheet
		
		➢ Reading the recount texts and think of their own answer individually.
		
		➢ Finding their partner.
		
		➢ Work and discussion the exercises with their pairs.
			70'

| | | Sharing
➢ Asking the chosen pair randomly to share their answer with the class.
➢ Asking the other pairs to pay attention to the chosen pair's presentation and to give suggestion/comments about their friend's answer. | ➢ Sharing their answer to the class.

➢ Paying attention to their friend's presentation and giving suggestion/comment about their friend's answer. | |
| III | | Closing activities
➢ giving feedback about the materials to the students.
➢ guiding the students to make conclusion
➢ leave taking | ➢ paying attention

➢ Mentioning what they have learn today
➢ Responding | 5' |

G. Assessment

Affective

No	Name	Indicators					Active	Passive
		1	2	3	4	5		

The indicators observe are as follows:

1. The students read the text.

2. The students do the exercise individually.

3. The students discuss the materials in pairs.

4. The students answer some questions related to the topic.

5. The students pay attention to the lesson.

Jember,
The researcher,

Suhaifah Mama

NIM. 12021040108

LEARNING MATERIALS

Set introduction

Leading Questions:

1. Who can guess what the name of this pictures?
2. Where is it located?
3. Have you ever gone to "Bali"?

Main Activities
Recount Text

A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener

Recount text can be factual information, such as a news story or procedural information, such as telling someone how you built something or personal information, such as a family holiday or your opinion on a subject.

Social function of Recount text

to retell events for the purpose of informing or entertaining

Generis Structure of Recount Text

- **Orientation** : It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.

- **Events** : Describing series of event that happened in the past. Telling what happened and in what sequence.

▪ **Reorientation** : It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story

Language Features of Recount Text

1. Introducing personal participant; I, we, my group, etc.
2. Using chronological connection; then, first, after that, etc.
3. Using linking verb; was, were, saw, heard, etc.
4. Using action verb; buy, go, speak, etc.
5. Using simple past tense

The Example of Recount Text

My Holiday in Bali

Orientation:

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

Events:

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

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

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

Reorientation:

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.
(Adopted from: https://www.nurdiono.com/definition-of-recount-text.html)

THE STUDENTS' EXERCISE (THINK-PAIR-SHARE)

Read the text carefully! *(no 1-10)*

My Holiday in Jepara

On my last holiday, I went to Bandengan and Kartini beach in Jepara with my family for having vacation. They are my father, mother, elder sister, brother in-law and also my two little nephews. This vacation was suggested by my elder sister. She thought that it was the right time to take vacation together because at that time, her sons also had long holiday like me.

At 6 a.m we left for the first destination, Bandengan beach. It was chosen as the first destination because we wanted to enjoy the nuance in the morning and play in the water like swimming. As you know, beach at noon is really hot, so we were afraid that we could not enjoy the moment if we were there at noon. We arrived in Bandengan beach at 8 a.m. My elder nephew and his father directly went to the water to swim together, but my little nephew was afraid to join them because he could not swim. Once his father forced and guided him to swim, but he cried loudly. Thus, my elder sister and I accompanied him to play white sand while my father and mother enjoyed the nuance by walking and looking around the beach. After we felt that the weather was getting hot, we decided to end our activities and prepared to leave there. At 11 o'clock we left from Bandengan beach and went to have a lunch.

After having a lunch, we got to take a pray and then directly went to the next destination, Kartini beach. We arrived there at about 1 p.m. We chose Kartini beach because a giant turtle statue is located there and my parents really wanted to see it. While looking at the statue, they wondered how big it is. Actually, it is a building which was shaped like a giant turtle statue, so it is called as a statue not a building. In this building, there is a big aquarium, but unluckily, it was closed at that time. Therefore, we just took some pictures there. Then, the ladies likely look for some souvenirs while the men were accompanying my two nephews to take a walk there.

At 2.30 p.m. we decided to leave Kartini beach because we felt tired. After two hours on the trip, finally we arrived at home. Although I felt tired after the vacation, I was really happy because I could go for a vacation with my family.

(*adopted from*: http://funenglishcorner.blogspot.com/2013/01/example-of-recount-text.html)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

1. What is the main idea of the first paragraph?
   a. The writer went to Jepara on his last holiday.
   b. This vacation was suggested by the writer's elder sister.
   c. The writer and his family went to Bandengan and Kartini beach in Jepara on his last holiday.
   d. They took vacation together because two little nephews had long holiday like the writer.

2. With whom the writer went to Jepara?
   a. his father, his mother, his elder sister, his brother in-law, and his little nephew.
   b. his mother, his father, his younger sister, his brother in-law, and his little nephew.
   c. his father, his mother, his younger sister, his brother in-law, and his two little nephews.
   d. his brother in-law, his elder sister, his father, two little nephews, and his mother.

3. "it was chosen as the first **destination**" (paragraph 2 line 7). The word **destination** has opposite meaning with…
   a. start
   b. goal
   c. purpose
   d. final intention

4. What is the generic structure of the third paragraph?
   a. orientation
   b. events
   c. reorientation
   d. resolution

5. What did the little nephew do after his father forced him to swim?
   a. He went to swim
   b. He smiles
   c. He cried
   d. He laughed

6. "my elder sister and I accompanied him to play white sand…" (paragraph2, line 12). The word accompanied has similar meaning with…
   a. leave
   b. attend
   c. abandon
   d. force

7. The following statement is correct based on the text, except…
   a. The writer went to Jepara on holiday with his family.
   b. A elder nephew cried so loudly because he didn't want to swim.
   c. The writer really happy in this trip because he can go with his family.
   d. They went to Kartini beach in the afternoon.

8. Why did the writer choose Bandengan beach as the first destination?
   a. Because Bandengan beach more beautiful than Kartini beach in the morning
   b. Because they went to enjoy the nuance in the morning.
   c. Because the weather is nice.
   d. Because the writer's father and the writer's mother want to see the view in the morning.

9. What is the main idea of the third paragraph?
   a. The writer and his family got to take a pray and then went to Kartini beach after having lunch.
   b. The writer and his family arrived at Kartini beach at about 1 p.m.
   c. They chose Kartini beach because his parents wanted to see a giant turtle statue.
   d. Because of a big aquarium was closed, so they just took some pictures there.

10. What did the text tells us about?
    a. The best trip in Jepara
    b. Funny trip on holiday with his family.
    c. Nice trip of the writer on holiday.
    d. Happy trip in Jepara on holiday with the writer's family.

Read the text carefully!!! *(no 11-20)*

The First Day of Holiday at Grandparents' Home in the Village

I was so happy because last semester, I got good scores. My pleasure increased because during a week, I spent the holiday at grandparents' home in Wlingi.

I arrived at their home Sunday morning at around 10.00. My grandmother is the best; she had finished preparing my favorite food when I just arrived at her home. Noticing my favorite food which was already on the table, of course I was immediately fascinated. Yes, my grandmother usually cooks my favorite food (chicken rendang) when I take a visit to her home, there is a large family reunion and lebaran. Perhaps, my grandmother cooked the chicken rendang for se felt so pleased knowing my plan to spend the holiday here, because we had not seen nearly 8 months at that time.

Having finished eating, I told him my experiences at school. They were very happy to know that my semester report's scores were good. Next, I decided to move towards my favorite place in the grandmother's house which was in the porch. In front of grandma's house there are a wide football field and a tall banyan tree. Around this field, there are still so many paddy fields, which looked so green at that time. It was in contrast to the area in which I live where its field is getting narrower from year to year because it is closed to build housing.

The beautiful scenery accompanied by the breezes that blow caused me sleepy. I didn't know since what time I had fallen asleep in the porch until Ashar praying time was coming. After praying Ashar, I went to my family's rice field with my grandparents

Days seemed to run very fast there. I didn't feel that it had already been night. We just stayed at home because of the heavy rain outside. The ambiance was so warm when my grandmother prepared us STMJ (Susu = Milk, Telur= Egg, Madu= Honey, Jahe= Ginger) which is my and my grandfather's favorite beverage.
We ended the funny day with drowsiness coming suddenly and then sleep.
(*Adapted from*: https://www.berbahasainggris.com/2017/01/17-contoh-recount-text-pengalaman-pribadi.html)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

11. "my **pleasure** increased because during a week…" (paragraph 1, line 1). The word **pleasure** has similar meaning with…
    a. happy
    b. sadness
    c. displeasure
    d. unhappiness

12. What did the writer do after arrived at grandparents' home?
    a. He hugs his grandparents
    b. He having breakfast
    c. He having lunch
    d. Both a, b and d are wrong

13. What is the main idea of the second paragraph?
    a. The writer arrived at his grandparent's home on Sunday morning at around 10.00.
    b. The writer's grandmother was cooks chicken rending for the writer.
    c. The writer felt so pleased because grandmother cooks his favorite food.
    d. The writer's grandparents felt so happy because the writer spend his holiday in their home.

14. Does around grandparent's home full of paddy fields?
    a. Yes, it does
    b. Yes, it do
    c. No, it doesn't
    d. No, it don't

15. "In front of grandma's house there are a **wide** football field…" (paragraph 3 line 13). The word **wide** has opposite meaning with…
    a. broad
    b. extensive
    c. narrow
    d. large

16. What is the main idea of the third paragraph?
    a. The writer told his experiences at school to his grandparents.
    b. His grandparents were very happy to know the writer's semester reports' score were good.

c. In front of his grandmother's house there are a wide football field and a tall banyan tree.

d. After finished eating, the writer move to his favorite place which was in the porch.

17. "We ended the **funny** day…" (last paragraph, line 26). The word **funny** has opposite meaning with…
a. boring
c. unhappy
b. sad
d. cute

18. What is the main idea of the last paragraph?
a. The writer just stayed at home because of the heavy rain outside.
b. His grandmother prepared STMJ for the writer and his grandfather.
c. STMJ is the favorite beverage of the writer and his grandfather.
d. The writer and his grandparents ended the funny day with drowsiness and then sleep.

19. What is the generic structure of the last paragraph?
a. reorientation
c. orientation
b. events
d. description

20. What did the text tells us about?
a. The writers' holiday at grandparent's home.
b. The writer's experiences on the first day of holiday at his grandparents' home in the village.
c. The funny day of the writer at grandparent's home on holiday.
d. The bad day of the writer at grandparent's home on holiday.

Answer key

1. c	11. a
2. d	12. c
3. a	13. a
4. b	14. c
5. c	15. c
6. b	16. a
7. b	17. d
8. b	18. d
9. a	19. a
10. d	20. b

No	Indicators	Number of items	Total items	Score each item	Total score
1	Word Comprehension	3, 6, 11, 15, 17	5	5	25
2	Sentence Comprehension	2, 5, 8, 12, 14	5	5	25
3	Paragraph Comprehension	1, 9, 13, 16, 18	5	5	25
4	Text Comprehension	4, 7, 10, 19, 20	5	5	25

Appendix F

READING TEST
Name: ……………………………..
Class: …………………………..

Read the text carefully!!! *(no 1-13)*

A Trip to Prigi Beach on Holiday

Last week, I and my friends went for a trip to Prigi Beach. We went there to refresh our mind after the final examination of the second semester.

I woke up early in the morning to get myself prepared. First, I took a bath and then I prepared the food that I would have for breakfast there and also some changing clothes.

Before we went, we were all gathered at the market near my house .We went there by a car that we had rented. On the way there, some of my friends began to vomit and felt so dizzy because the route to the Prigi beach was quite sinuous. On the other hand, I really enjoyed this trip because the view was greatly amazing along the way.

Along the way there, it was so quiet because my friends were sleeping. I was so bored and tried to play game on my phone. It was so much fun that I had been spent over 30 minutes for playing. I just remembered that I had to text my mom if I almost there. I closed the game and text my mom that I almost got there.

Finally, we arrived in Prigi beach after that quite long trip. This beach is located in Trenggalek regency, East Java. As we arrived there, I went to one of small gazebos that were provided in some spots there. We ate our meal for breakfast. My meal was fried chicken and some grilled sausages. My mother cooked it for me and it was delicious. I ate all my meal till there was nothing left.

After we had finished our lunch, I and my friends went to rest room to change our clothes for swimming. We swam and played for a couple of hours. After that, we played on the sand. We wrote some words "best friend forever" on the sand. We're happy to see it, although the waves swept it away a moment later.

We decided to stop playing around the beach when the sun was shining right upon our head, at about 12.15 pm. It was a hot sunny day. We had got ourselves cleaned first by taking a bath at the rest room and then went to musholla nearby for dzuhur pray. After we prayed, we continued to spend our time here by hunting some yummy food. We chose to eat spicy grilled fish and drank iced tea in a food stall nearby. It was a great lunch, having chicken noodle while enjoying the great view of the beach.

Along the way home, we were all tired and fell asleep until we got our home. Our trip was great and fun. I was so eagerly to have a trip with my friends next time.

(Adapted from: https://www.contohtext.com/2018/06/recount-text-tentang-liburan-ke-pantai-terjemahan.html)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

1. What is the main idea of the first paragraph?
    a. The writer went to Prigi beach last week
    b. The writer went to Prigi beach with his friends.
    c. The witer went to Progi beach on holiday.
    d. The writer went to Prigi beach to refresh his mind after finished his exam.

2. "**we** were all gathered at the market" (paragraph 3 line 6). The underline word refers to…
    a. The writer and his family   c. The writer and his friends
    b. The writer and his parents   d. The writer and his friend

3. "we were all gathered at the market **near** my house" (paragraph 3, line 6). The word **near** has opposite meaning with…
    a. close   c. come closer
    b. between   d. far

4. Why did they go to Prigi beach?
    a. Because they want to refresh their mind after final exam.
    b. Because they want to relaxing on holiday.
    c. Because they want to played in the sea.
    d. Both b and c are correct.

5. What is the main idea of the fifth paragraph?
    a. They arrived at Prigi Beach.
    b. Prigi Beach located in Trenggalek regency, east Java.
    c. The writer went to small gazebos.
    d. They have breakfast.

6. How long did they swam in the sea?
    a. They were swam about 1 hour   c. They were swam about 3 hours
    b. They were swam about 2 hours   d. Both b and c are correct

7. What is the main idea of the seventh paragraph?
    a. They stop playing around the beach.
    b. They take a bath.
    c. They have lunch.
    d. They enjoying the great view of the beach.

8. What is the generic structure of the sixth paragraph?
   a. reorientation
   b. description
   c. orientation
   d. events

9. "we're happy to see **it**" (paragraph 6 line 23). The underline word refers to…
   a. Sand
   b. Wave
   c. The word on the sand
   d. Sea

10. What is the main idea of the last paragraph?
    a. They are tired
    b. This trip made them great and fun
    c. they are sleep
    d. the writer back home

11. What did the text tells us about?
    a. The writer's trip in Prigi beach with his friends
    b. Great and fun trip in Prigi beach.
    c. Trip after finished their final exam.
    d. Both a, b and c are correct.

12. How many days the writer went to Prigi beach?
    a. 1 day
    b. 2 days
    c. 3 days
    d. 1 week

13. What is the generic structure of the first paragraph?
    a. reorientation
    b. events
    c. identification
    d. orientation

Read the text carefully!!! *(no 14-25)*
My Best Holiday Ever

Last holiday was the most memorable holiday in my life. 17th January, 2014, my friends and I went to the place that is famous even in other countries named Bali Island which also known as the island of the gods. We went to Bali Island by bus from Lampung. In spite of the travels was far enough, we really enjoyed our trip.

After 5 days spent our time on the road, finally we arrived in Bali Island. We visited some interesting places that we could only see in the television before. We visited Bali Island for 4 days and stayed in a hotel that is quite cheap for us in Denpasar.

Our first day in Bali Island, we visited a place named Tanah lot. Tanah lot is a beautiful place. We could see a temple for local people pray to the god which is located in the Middle of sea. That day the weather was very bright. We really enjoyed the beautiful scenery and took a lot of picture there. We were also impressed by the beauty of waves which crushed the temple cliffs from the distance.

The second day we were in Bali Island, we visited jogger. Jogger is a place for shopping that offers unique items such as local handicrafts, t-shirts, shoes and

another. All the stuff there was pretty expensive but it was suitable with its quality. Finally, I just bought a pant and a unique Balinese t-shirt while my friend buy a lot of stuff as presents for his family. After went for shopping, we continued our trip to Bukit Peninsula, south Denpasar to see GWK. Garuda Wisnu Kencana (GWK) monument is the largest Southeast Asia which ever built by human.

Our third day in Bali Island, we went to the beach known for its beauty and the waves that are great. It was Kuta beach. Kuta beach is a great place for surfing and seeing the sunset. There we found a lot of tourists from various countries coming. I tried to make a conversation with one of them to test my English skills. He was john and his wife was Caroline. They were from England that was having honeymoon there. Unfortunately, that time the wind was very strong and dangerous. We were not allowed to swim and surf. We ended up just sitting on the seashore and had a conversation with foreign tourists there.

The next day we went to Sukowati market. It was a traditional Market that sells Balinese items. In contrast to Jogger, Sukowati Market was cheaper. Afterwards, we went back to the hotel to prepared for went back to Lampung.

It was time for us to go home. We were sad to leave Bali Island. We really enjoyed the beautiful nature there and the hospitality of its people. It seemed time went so fast there. We should continue our way home. We will not forget our valuable experience there and hope we can come back again soon.

(Adapted from: http://www.belajarbahasainggrisku.com/2014/11/contoh-cerita-liburan-dalam-bahasa-inggris-terbaru.html)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

14. "Tanah lot is a **beautiful** place" (paragraph 3, line 10). The word **beautiful** has opposite meaning with…
    a. bad   c. good
    b. nicely   d. cute

15. What is the main idea of the second paragraph?
    a. They arrived in Bali Island.
    b. They visited some interesting places.
    c. They stayed in a hotel at Denpasar.
    d. They visited Bali Island for 4 days.

16. How many days they spent their time in Bali?
    a. three days   c. five days
    b. four days   d. six days

17. What did they do after they couldn't swim in Kuta beach?
    a. They back to the hotel.
    b. They find a café to have a dinner.

    c. They walk around Kuta beach.

    d. They had conversation with foreign tourist.

18. The following statement in correct based on the text, except…

    a. The writer went to Bali Island in Holiday.

    b. The writer lives in expensive hotel in Denpasar.

    c. The writer went to Tanah lot on the first day.

    d. The writer felt so sad to leave in Bali Island.

19. "We found a lot of tourist from **various** countries" (paragraph 5 line 24). The word **various** has similar meaning with…

    a. same   c. different

    b. like   d. similar

20. What is the generic structure of the last paragraph?

    a. resolution   c. events

    b. reorientation   d. orientation

21. Why didn't they swim in Kuta beach?

    a. Because they didn't have enough time.

    b. Because they want to talk with tourist.

    c. Because the wind so dangerous.

    d. Because they didn't like to swim in the evening.

22. What is the main idea of the last paragraph?

    a. They back home.

    b. They were sad to leave Bali Island.

    c. They really enjoyed stayed in Bali Island.

    d. They will not forget this valuable experience.

23. What did the text tells us about?

    a. The best trip for the writer.

    b. The long trip for the writer.

    c. Variable experience of the writer in Bali.

    d. The best holiday in Bali with his friends.

24. "Monument is the largest Southeast Asia which is ever **built** by human" (paragraph 3 line 21). The word **built** has opposite meaning with…

    a. make   c. construct

    b. constructive   d. break

25. The following statement is correct based on the text, except…

    a. The writer from Lampung.

    b. The writer's home far from Bali.

    c. The writer went to Bali with his family.

    d. The writer went to Bali by bus.

Answer key

1. a	11. d	21. b
2. c	12. a	22. b
3. d	13. d	23. d
4. a	14. a	24. d
5. a	15. a	25. c
6. d	16. b	
7. a	17. d	
8. d	18. b	
9. c	19. c	
10. c	20. b	

No.	Indicators	Number of items	Total items	Score each item	Total score
1	Word comprehension	2, 3, 14, 19, 24	5	4	20
2	Sentence comprehension	4, 5, 9, 12, 16, 17, 21	7	4	28
3	Paragraph comprehension	1, 5, 7, 10, 15, 22	6	4	24
4	Text comprehension	8, 11, 13, 18, 20, 23, 25	7	4	28

Appendix G

Lesson plan

(Meeting 1, Cycle 2)

School	: SMA Nurul Islam Jember
Subject	: English
Grade/Semester	: X/2
Language skill	: Reading
Text Type	: Recount Text
Time Allocation	: 2 x 40 minutes

A.   BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
1.1 menyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi international yang diwijudkan dalam semangat belajar	1.1.1. Showing gratefulness by praying before and after the lesson 1.1.2. Showing seriousness and enthusiasm in the teaching and learning process.
2.1 menunjukan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.1.1. Being honest in doing individual work 2.1.2. Being disciplined in doing task 2.1.3. Being responsible in accomplishing either group or individuals tasks
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	3.9.1. Finding the social function, generic structure and the language feature of the recount text.
4.13 Menangkap makna dalam teks recount lisan dan tulis sederhana.	4.13.1. finding the synonym of some words in the form of multiple choice 4.13.2. finding the meaning of references in the text. 4.13.3. finding the main idea of paragraph of recount text in the form of multiple choice 4.13.4. finding the theme of the text.

B.   **Learning Objectives**

1. Students are able to find the social function, generic structure and the language feature of the recount text.
2. Students are able to find the synonym of some words in the form of multiple choices.
3. Students are able to find the meaning of references in the text.
4. Students are able to find the main idea of paragraph of recount text   in the form of multiple choices.
5. Students are able to find the theme of the text

C.   **Learning material**

- Recount text *(the material is attached)*
- Students' worksheets *(the material is attached)1*

D.   **Learning Method**

- Cooperative learning: Think – Pair – Share technique

E.   **Media and Resources**

Media: pictures, students' worksheet, and whiteboard

Resources: **-** English book for tenth grade

- http://contohcontohteks.blogspot.com/2016/04/recount-text-holiday-6-contoh-recount.html

- https://gudangpelajaran.com/contoh-recount-text/

- https://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html

F. **Teaching Learning Activities**

No	Teachers' activity	Students' activity	Time
I	**Set induction:** ➢ greeting the students ➢ checking students' attendance list ➢ starting the lesson with praying together ➢ showing a single picture relates on the topic ➢ giving some leading questions related to the picture given ➢ stating the learning objectives	➢ Responding greeting ➢ Responding ➢ Praying together ➢ Paying attention ➢ Answer the teacher's questions ➢ Making notes	5'
III	**Main activities** **Observing** ➢ giving the example of a recount text about "went camping" to the students Questioning ➢ guiding the students to ask questions about social function, generic structure and language features of recount text given **Exploring** <u>**Thinking**</u> ➢ Distributing worksheet to each students ➢ Asking the students to read the recount text and do the exercise and giving time to think their own answer individually. **Associating** <u>**Pairing**</u> ➢ Dividing the students in to pairs. ➢ Asking the students to work in pair to do the exercises.	➢ Receiving the example of a recount text and read the text. ➢ Asking the questions ➢ Receiving worksheet ➢ Reading the recount texts and think of their own answer individually. ➢ Finding their partner. ➢ Work and discussion the exercises with their pairs.	70'

	Communicating **Sharing** ➤ Asking the chosen pair randomly to share their answer with the class. ➤ Asking the other pairs to pay attention to the chosen pair's presentation and to give suggestion/comments about their friend's answer.	➤ Sharing their answer to the class. ➤ Paying attention to their friend's presentation and giving suggestion/comment about their friend's answer.	
III	**Closing activities** ➤ giving feedback about the materials to the students. ➤ guiding the students to make conclusion ➤ leave taking	➤ paying attention ➤ Mentioning what they have learn today ➤ Responding	5'

G. Assessment

Affective

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

The indicators observe are as follows:

1. The students read the text.

2. The students do the exercise individually.

3. The students discuss the materials in pairs.

4. The students answer some questions related to the topic.

5. The students pay attention to the lesson.

Jember,
The researcher,

Suhaifah Mama

NIM. 120210401083

LEARNING MATERIALS

Set introduction

Leading Questions:

1. What picture is it?
2. Who can guess what the name of this pleace?
3. Have you ever gone to "Palutungan, Kuningan"?

Main Activities
Recount Text

A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener

Recount text can be factual information, such as a news story or procedural information, such as telling someone how you built something or personal information, such as a family holiday or your opinion on a subject.

Social function of Recount text

to retell events for the purpose of informing or entertaining

Generis Structure of Recount Text

- **Orientation** : It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.

- **Events** : Describing series of event that happened in the past. Telling what happened and in what sequence.

- **Reorientation** : It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story

Language Features of Recount Text

6. Introducing personal participant; I, we, my group, etc.

7. Using chronological connection; then, first, after that, etc.

8. Using linking verb; was, were, saw, heard, etc.

9. Using action verb; buy, go, speak, etc.

10. Using simple past tense

The Example of Recount Text

Went Camping

Orientation:

Last sunday, my friends and I went camping on the mountain. We went to Palutungan, Kuningan. The spot was near from our town. It was about one hour to get there. We choose Palutungan because it was not too far from our home.

We prepared everything before went to Palutungan. We brought cooking utensils and the food from home, clothes, camera, guitar, etc. We went there by motorcycles.

Events:

On the first day, we sat up the tent on the camping area. The air was so fresh there. We took a bath on the waterfall. The waterfall was called curug Putri. After played at waterfall, we felt hungry. Then, we cooked the food for the lunch and had lunch together. The first night of our camping, the air was so cold, we made a campfire, sang songs together and after we slept. We used sleeping bag when we slept to make our body still in warm condition.

On the second day, we had some activities. We, tried to go fishing in the river near the waterfall but we got a shoe. After that, we packed everything we bought. we cleaned the area

Reorientation:

We made a memory by taking photos together in front of a waterfall and then went home happily.

(Adapted from: http://contohcontohteks.blogspot.com/2016/04/recount-text-holiday-6-contoh-recount.html)

THE STUDENTS' EXERCISE: (Think – Pair – Share)

Read the text carefully! *(no 1-10)*

YOGYAKARTA

That day was August 23, 2016. A week before that day I had been preparing everything. Then, at that day i was ready for my holiday.

At 9 in the morning, I went to the station. The train would arrive at 10 a.m. It took 30 minutes walking from my home to the station. At that station, I bought the ticket to go to Yogyakarta. It took around 5 hour to go to Yogyakarta from Tulungagung by train.

I arrived in Tugu Station Yogyakarta at 3.15 pm. I had no fix idea about the places at which I would visit. So, I was free to do anything in this city.

At first, I went walking around at Malioboro Street. I saw so many people in this street. Perhaps, they did the same thing as I did, just walking and sometimes stopped at some street marchandise sellers a long that road.

At 6 p.m, i was tired and hungry. I was at Alun-Alun Kidul, the south side of Yogyakarta Palace. I looked around and find Angkringan, at that place I ordered for a glass of ice tea and ate some Sego Kucing with Sate and also Gorengan.

After eating, I began to think of where I would get the cheap hotel to stay for several days in Yogyakarta.

That was my story which I always remember about my holiday at Yogyakarta.

(Adapted from: https://gudangpelajaran.com/contoh-recount-text/)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

1. What is the main idea of the second paragraph?
   i.   The writer bought ticket to go to Yogyakarta.
   j.   It was 5 hours to go to Yogyakarta from Tulungagung.
   k.   The writer went to station at 9 in the morning.
   l.   It took 30 minutes walking from the writers' home to the station.

2. Where was the writer from?
   e. Yogyakarta   c. Tulungagung
   f. Jakarta   d. Kediri

3. What time the train arrived at the Tugu station?
  e. 09.00 a.m.   c. 03.15 a.m.
  f. 10.00 a.m.   d. 03.15 p.m.

4. Which paragraph tells that the writer went to Malioboro?
  c. paragraph 4   c. paragraph 6
  d. paragraph 5   d. paragraph 7

5. "…**they** did the same thing as I did" (paragraph 4 line 9). The underline word refers to…
  e. The writer and his friends.   c. The people at Malioboro street.
  f. The writers' friends.   d. The people and the writer.

6. "… I was **tired** and hungry" (paragraph 5 line 11). The word **tired** has similar meaning with?
  c. happy   c. find
  d. fresh   d. weary

7. Where did the writer have his dinner?
  e. Malioboro street   c. Hotel
  f. Tugu station   d. Alun-Alun Kidul

8. What is the generic structure of the forth paragraph?
  c. orientation   c. events
  d. reorientation   d. conclusion

9. The following statement is correct based on the text, except…
  i.   The writer arrived in Yogyakarta in the morning.
  j.   The writer went to Yogyakarta by train.
  k.   The writer went to Malioboro street as the first place.
  l.   Alun-Alun Kidul was located in the south side of Yogyakarta.

10. " after eating, I **began** to think of where I would get the cheap hotel…" (paragraph 6 line 14). The word **began** has opposite meaning with…
  e. start   c. firstly
  f. stop   d. second

Read the text carefully!!! *(no 11-20)*

Camping on holiday

Last holiday, my friends and I went camping on the mountain. We went to Guci, Tegal. The spot is near from our town. I is about 2 hours to get there. We choose Guci because it is not too far from settlement.

We prepared everything before going on camping. The boys prepared the tents, the girls prepared the food, and I checked the accommodations. We brought

cooking utensils and the food from home, clothes, camera, guitar, etc. We went there by a car and a motorcycle for unwanted condition. We went there in the sunny morning and hoped no rain during camping.

On the first day, we sat up the tent on the spot near waterfall. The girls made the fence of the area but the boys took a bath on the river. Then, we cooked the food for the lunch, had lunch together, tried to fish in the river but we got a sandal.

On the second day, we had some activities. We went on hiking up the mountain, took some pictures in tea garden, and picked strawberry. The last night of our camping was so cold, we made a campfire, sang song together and told spooky stories which made us fear.

We had camping for about three days. On the last day, we packed everything we bought. we cleaned the area and made sure there was nothing left except our footprint. We didn't took anything except took photos, we remembered that we must keep the nature, friendly with them and they will be friendly with us. We made a memory by taking photos together in front of a waterfall and then went home happily. We felt very tired.

(Adapted from: https://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

11. What is the main idea of the fourth paragraph?
    e. Last holiday, the writer and his friend went camping on the mountain name was Guci, Tegal..
    f. The mountain not too far from their settlement.
    g. The writer and his friends went to camping on the mountain on their last holiday.
    h. Guci, Tegal was the mountain that the writer and his friends went to camping.

12. Which paragraph tells that the writer and his friends cooked the food for lunch?
    c. paragraph 1   c. paragraph 3
    d. paragraph 2   d. paragraph 4

13. "we choose Guci because it is not too far from **settlement**" (paragraph 1 line 3). The word **settlement** has similar meaning with…
    c. village   c. dormitory
    d. school   d. boarding house

14. What did the writer do before going to camping?
    c. The writer prepared the tents.
    d. The writer prepared the food.
    e. The writer checked the accommodations.
    f. Both a, b and c are correct.

15. How many day they went to camping?
    c. 1 day   c. 3 days
    d. 2 days   d. 4 days

16. What is the generic structure of the last paragraph?
    c. orientation   c. description
    d. reorientation   d. events

17. The following statement is correct based on the text, except…
    c. The writer and his friends went camping on the mountain.
    d. The writer went to camping on mountain in his last holiday.
    e. The writer and his friends felt very tired in this trip
    f. They took a photo in front of waterfall.

18. What is the main idea of the fourth paragraph?
    e. They had some activities on the second day.
    f. They went on hiking up the mountain.
    g. They were sang song last night.
    h. They told spooky stories last night.

19. "…told **spooky** stories which made us fear" (paragraph 4 line 14). The word
    spooky has opposite meaning with…
    e. scary   c. homogeneous
    f. weird   d. funny

20. What did the text tells us about?
    e. The writer went to camping with his friends.
    f. The writer went to camping on mountain in his last holiday.
    g. The writer and his friends felt very tired in this trip.
    h. The best holiday of the writer and his friends.

Answer key

11. c	11. c
12. c	12. c
13. d	13. a
14. a	14. c
15. c	15. c
16. d	16. b
17. d	17. b
18. c	18. a
19. a	19. d
20. b	20. b

No	Kind of Comprehension	Number of items	Total items	Score each item	Total score
1	Word Comprehension	5, 6, 10, 13, 19	5	5	25
2	Sentence Comprehension	2, 3, 7, 14, 15	5	5	25
3	Paragraph Comprehension	1, 4, 11, 12, 18	5	5	25
4	Text Comprehension	8, 9, 16, 17, 20	5	5	25

Appendix H

Lesson plan

(Meeting 2,   Cycle 2)

School	: SMA Nurul Islam Jember
Subject	: English
Grade/Semester	: X/2
Language skill	: Reading
Text Type	: Recount Text
Time Allocation	: 2 x 40 minutes

A.   BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
1.1 menyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi international yang diwijudkan dalam semangat belajar	1.1.1. Showing gratefulness by praying before and after the lesson 1.1.2. Showing seriousness and enthusiasm in the teaching and learning process.
2.1 menunjukan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.1.1. Being honest in doing individual work 2.1.2. Being disciplined in doing task 2.1.3. Being responsible in accomplishing either group or individuals tasks
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	3.9.1. Finding the social function, generic structure and the language feature of the recount text.
4.13 Menangkap makna dalam teks recount lisan dan tulis sederhana.	4.13.1. finding the synonym of some words in the form of multiple choice 4.13.2. finding the meaning of references in the text. 4.13.3. finding the main idea of paragraph of recount text in the form of multiple choice 4.13.4. finding the theme of the text.

B. Learning Objectives

1. Students are able to find the social function, generic structure and the language feature of the recount text.
2. Students are able to find the synonym of some words in the form of multiple choices.
3. Students are able to find the meaning of references in the text.
4. Students are able to find the main idea of paragraph of recount text in the form of multiple choices.
5. Students are able to find the theme of the text

C. Learning material

- Recount text *(the material is attached)*
- Students' worksheets *(the material is attached)1*

D. Learning Method

- Cooperative learning: Think – Pair - Share

E. Media and Resources

Media: pictures, students' worksheet, and whiteboard

Resources: - English book for tenth grade

- *http://britishcourse.com/contoh-recount-text-my-holiday-beserta-terjemahannya.php*

- *http://contohcontohteks.blogspot.com/2016/04/11-contoh-recount-text-pilihan-recount.html*

- *http://contohcontohteks.blogspot.com/2016/04/recount-text-holiday-6-contoh-recount.html*

F. **Teaching Learning Activities**

No	Teachers' activity	Students' activity	Time
I	**Set induction:** ➢ greeting the students ➢ checking students' attendance list ➢ starting the lesson with praying together ➢ showing a single picture relates on the topic ➢ giving some leading questions related to the picture given ➢ stating the learning objectives	➢ Responding greeting ➢ Responding ➢ Praying together ➢ Paying attention ➢ Answer the teacher's questions ➢ Making notes	5'
III	**Main activities** **Observing** ➢ giving the example of a recount text about "My holiday" to the students Questioning ➢ guiding the students to ask questions about social function, generic structure and language features of recount text given **Exploring** <u>**Thinking**</u> ➢ Distributing worksheet to each students ➢ Asking the students to read the recount text and do the exercise and giving time to think their own answer individually. **Associating** <u>**Pairing**</u> ➢ Dividing the students in to pairs. ➢ Asking the students to work in pair to do the exercises.	➢ Receiving the example of a recount text and read the text. ➢ Asking the questions ➢ Receiving worksheet ➢ Reading the recount texts and think of their own answer individually. ➢ Finding their partner. ➢ Work and discussion the exercises with their pairs.	70'

	Communicating **Sharing**		
	➢ Asking the chosen pair randomly to share their answer with the class. ➢ Asking the other pairs to pay attention to the chosen pair's presentation and to give suggestion/comments about their friend's answer.	➢ Sharing their answer to the class. ➢ Paying attention to their friend's presentation and giving suggestion/comment about their friend's answer.	
III	**Closing activities** ➢ giving feedback about the materials to the students. ➢ guiding the students to make conclusion ➢ leave taking	➢ paying attention ➢ Mentioning what they have learn today ➢ Responding	5'

G. Assessment

Affective

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

The indicators observe are as follows:

1. The students read the text.

2. The students discuss the material in pairs.

3. The students answer some questions related to the topic.

4. The students pay attention to the lesson.

5. The students do the tasks given by the teacher in pairs.

Jember,
The researcher,

Suhaifah Mama

NIM. 12021040108

<div align="center">

LEARNING MATERIALS

</div>

Set introduction

Leading Questions:

1. What picture is it?
2. Who can guess what is the name of this pleace?
3. Have you ever go to "Bromo"?
4. Where is it located?

Main Activities
Recount Text

A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener

Recount text can be factual information, such as a news story or procedural information, such as telling someone how you built something or personal information, such as a family holiday or your opinion on a subject.

Social function of Recount text

to retell events for the purpose of informing or entertaining

Generis Structure of Recount Text

- **Orientation** : It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.

- **Events** : Describing series of event that happened in the past. Telling what happened and in what sequence.

- **Reorientation** : It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story

Language Features of Recount Text

11. Introducing personal participant; I, we, my group, etc.

12. Using chronological connection; then, first, after that, etc.

13. Using linking verb; was, were, saw, heard, etc.

14. Using action verb; buy, go, speak, etc.

15. Using simple past tense

The Example of Recount Text

My Holiday

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

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

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

(Adapted from: http://britishcourse.com/contoh-recount-text-my-holiday-beserta-terjemahannya.php)

THE STUDENTS' EXERCISE (THINK-PAIR-SHARE)

Read the text carefully! *(no 1-10)*

Holiday In Malaysia

Last holiday, My family was on vacation. we went to Malaysia. We used travel agent to manage our holiday . We had booked two days tour in Malaysia.

We went malaysia by plane. The travel agent had booked ticket for us. The flight was only one hour from Jakarta. On the plane the cabin crews were very friendly and they were very handsome and beautiful. They gave us some directions before the flight.

Our plane, garuda Indonesia had very complete fasilities to accompany passanger during the journey, such as movies player, music player, newspaper, magazine, etc. We had a very pleasant flight.

On arrival at Kuala Lumpur, we had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. After that, the travel agent brought us to Petronas Tower and took some photos there.In the afternoon, we went to hotel to take a rest.

The hotel was a well-known five-star hotel. The room had perfect view of city. On the third floor, there was a restaurant serving American, african, Asian European food. They had variety of food.

In the next day, we went to Sepang circuit to watch MotoGp race. I wanted to watch directly my idol Valentino Rossi and took photos with him. During the race, I was surprised because that was my first time I saw motorcycles ran fast up to 300 km/hour in front of my eyes.

In the ending of the race, Rossi was the first rider who touched the finish line. I was so happy because he won.The two days in Malaysia went by fast. At the end of the second day, we were quite tired but we felt very happy.

(Adapted from: http://contohcontohteks.blogspot.com/2016/04/11-contoh-recount-text-pilihan-recount.html)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

1. What is the main idea of the first paragraph?
    e. Last holiday, the writer and his family have vacation in Malaysia.
    f. Last holiday, they went to Malaysia.
    g. They used travel agent to manage their holiday.
    h. They went to Malaysia 2 days.

2. "We had a very **pleasant** flight" (paragraph 2 line 8). The word **pleasant** has similar meaning with…
   - e.   satisfying
   - f.   angry
   - c. bad
   - d. boring

3. "they gave us some directions before the flight" (paragraph 2 line 5). The underline word refers to…
   - c.   the writer and his family
   - d.   the people
   - c. the cabin crews
   - d. the passengers

4. Who is Valentino Rossi?
   - c.   the cabin crew
   - d.   the travel agent
   - c. the officer
   - d. the writer's idol

5. Which paragraph tells that the hotel was a well-know five stars' hotel?
   - e.   paragraph 1
   - f.   paragraph 2
   - c. paragraph 3
   - d. paragraph 4

6. "they checked the document carefully but their manner were very **polite**" (paragraph 3 line 10). The word **polite** has opposite meaning with…
   - c.   impolite
   - d.   respecful
   - c. mannerly
   - d. friendly

7. What is the generic structure of the second paragraph?
   - e.   reorientation
   - f.   orientation
   - c. conclusion
   - d. events

8. The following statement is correct based on the text, except…
   - e.   The writer went to Malaysia by plan.
   - f.   They had booked two days four in Malaysia.
   - g.   They had a very pleasant flight.
   - h.   They went to the hotel in the morning of the first day.

9. Was Rossi win MotoGp race?
   - e.   yes, he is
   - f.   no, he is not
   - c. yes, he was
   - d. no, he was not

10. Which paragraph tells that Rossi was the winner?
   - e.   paragraph 1
   - f.   paragraph 2
   - c. paragraph 4
   - d. paragraph 6

Read the text carefully!!! *(no 11-20)*

My Holiday Experience in Jogjakarta

Last week, my familIy went to Yogyakarta. We visited many places there.

First, we visited Prambanan Temple. Prambanan temple was a beautiful temple. We took some photos there. After that, we went to Gembira Loka zoo. We saw many kinds of animals there such as tiger, snakes collection, butterfly collections, etc. We looked around in that Zoo, and also took pictures of those animals. After from gembira loka zoo we went to Sahid raya hotel to take a rest. Sahid raya was a famous hotel in jogjakarta, the facilities made me comfortable during i stayed there.

In the next day, we went to Siung beach. Siung beach was very beautiful. I played the white sands, I swam there and i saw some people practiced rock climbing there. Siung beach was in Gunung Kidul, about 2 hours from the center of Jogjakarta. I played for some hours until i felt tired and decided to go back to our car. After that, we went to malioboro to buy some souvenirs. Malioboro was about 30 minutes from Sahid Raya hotel. Malioboro is a busy street, there were many sellers who sold many kinds of souvenirs. Then, we felt hungry, so we went to a Chinese restaurant. After we finished our dinner, we decided to go home.

For me, that was a good moment because I could spend my time with my family. We really enjoyed it.

(Adapted from: http://contohcontohteks.blogspot.com/2016/04/recount-text-holiday-6-contoh-recount.html)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

11. What is the generic structure of the first paragraph?
    c. reorientation   c. description
    d. events   d. orientation

12. The following statement is correct based on the text, except…
    c. Prambanan was the first place that they visited.
    d. Suing beach was located in gunung Kidul.
    e. Malioboro was near Sahid Raya hotel.
    f. Malioboro was a quiet street.

13. Which paragraph tells that Sahid raya was a famous hotel in Jogjakarta?
    e. paragraph 1   c. paragraph 3
    f. paragraph 2   d. paragraph

14. "Sahid raya was a **famous** hotel in Jogjakarta" (paragraph 2 line 6). The word **famous** has opposite meaning with…
    c. renowned   c. popular
    d. famed   d. infamous

15. "for me, that was a good moment.." (paragraph 4 line 16). The underline word refers to…
    c. family
    d. the writer
    c. the people
    d. the seller

16. Why did the writer enjoyed in this holiday?
    e. Because he can go many places in Jogjakarta
    f. Because he can take a picture with his family.
    g. Because he never go to Jogjakarta.
    h. Because he can spend his time with his family.

17. Which place that the writer saw some people practiced rock climbing?
    c. Prambanan temple
    d. Gembira Loka Zoo
    c. Siung Beach
    d. Malioboro

18. What did the text tells us about?
    e. Holiday in Jogjakarta.
    f. Good moment in Jogjakarta.
    g. Sad moment in Jogjakarta.
    h. Holiday's experience in Jogjakarta of the writer.

19. Why did the writer went to go to Malioboro?
    c. He went to buy some souvenies.
    d. He went to buy many kind of cloth.
    e. He went to know how Malioboro is.
    f. He went to see the people practiced rock climbing.

20. What is the main idea of the last paragraph?
    e. The writer really enjoyed.
    f. Last week was a good moment for the writer.
    g. The writer could spend his time with his family.
    h. A good moment for the writer because he could spend his time with his family.

Answer key

1. b	11. d
2. a	12. d
3. c	13. b
4. d	14. d
5. d	15. b
6. a	16. d
7. d	17. c
8. d	18. d
9. c	19. a
10. d	20. d

No	Indicators	Number of items	Total items	Score each item	Total score
1	Word Comprehension	2, 3, 6, 14, 15	5	5	25
2	Sentence Comprehension	4, 7, 9, 16, 19	5	5	25
3	Paragraph Comprehension	1, 5, 10, 13, 20	5	5	25
4	Text Comprehension	7, 8, 11, 12, 18	5	5	25

Appendix I

> **READING TEST**
> **Name: ……………………………..**
> **Class: …………………………..**
>
> **Read the text carefully!!!** *(no 1-12)*

A trip to Mount Fuji

July 2016, I went to West Tokyo by plane. It was my first journey to Japan. I took a trip to Mount Fuji. I stayed at Sakura's house. She is my friend in Japan. We were a classmate at Senior High School. Sakura's house has a big garden with lots of green flowers and beautiful sand. It was so perfect element of a traditional wooden house.

On Sunday morning, I started a journey to the Mountain. At Shizuoka Prefecture, I met Yamato. He was my guiding to Mount Fuji via Yoshida Trail. We took sushi for our breakfast. Oh my God, It was delicious. At 9:00 am. local time, we prepared and checked our stuff to continue this journey. I couldn't say anything when I looked at the beautiful scenery from the foot of the mountain. Yamato looked and smiled at me. He said in Japan language "Kore Wa subarashīdesu." It means that it was amazing. Then, I replayed "Hai,-sōdesu." It means that yes, it was.

We reached the top of the mountain after a long and tiring trip. I screamed to blow up my emotion and said thanks to God for this beautiful life. We enjoyed the view from the peak and waiting for the next day. The day that I couldn't forget. It was called "Hatsu Hinode" It means that it was my first time to see the sun rises in Mount Fuji.

Finally, I, Yamato and the other traveler went home by the blessing of Mount Fuji. That was a very pleasant moment that I ever got.

(Adapted: https://www.pustakabahasainggris.com/penjelasan-recount-text-lengkap-dengan-contoh-tentang-liburan-trip-to-mount-fuji/)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

1. Where did the writer stay in Tokyo?
   a. The writer stayed at friend's house.
   b. The writer stayed at the hotel.
   c. The writer stayed at Sakura's house.
   d. The writer stayed at brother's house.

2. When did the writer go to Mount Fuji?
   a. The writer went to Mount Fuji on Sunday.
   b. The writer went to Mount Fuji on Sunday morning.
   c. The writer went to Mount Fuji in the morning.
   d. The writer went to Mount Fuji on Monday morning.

3. "**it** was so perfect element of a traditional wooden house" (paragraph 1, Line 4). The underline word refers to…
   a. The writer's house   c. The house
   b. Sakura's house   d. Yamato's house

4. What is the main idea of the third paragraph?
   a. They were reached the top of the mountain after a long and tiring trip.
   b. The writer screamed to blow up his emotional.
   c. They were enjoyed the view from the peak.
   d. The writers' first time to see the sunrise in Mount Fuji.

5. Where did the writer meet Yamato?
   a. The writer met Yamato in Shizuoka Prefecture.
   b. The writer met Yamato in Mount Fuji.
   c. The writer met Yamato in Shinzu Suchi.
   d. The writer met Yamato in Sakura's house.

6. Who was Yamato?
   a. Yamato was the writer guiding to Mount Fuji.
   b. Yamato was the writer's friend.
   c. Yamato was the uncle's Sakura.
   d. Yamato was the father's Sakura.

7. "…, it was **delicious** (paragraph 2, line 8). The word **delicious** has similar meaning with?
   a. yummy   c. bad
   b. bitter   d. dull

8. What did they take for their breakfast?
   a. They took Kimchi for their breakfast
   b. They took Bread for their breakfast.
   c. They took Suchi for their breakfast.
   d. They took Suchi and Kimchi for their breakfast.

9. What is the generic structure of the third paragraph?
   a. reorientation   c. events
   b. identification   d. orientation

10. The following statement is correct based on the text, except...
    a. The writer went to Mount Fuji on July 2016
    b. The writer cried to blow up his emotion.
    c. The writer brought the blessing of Mount Fuji.
    d. It was a very pleasant moment that the writer ever got.

11. What is the main idea of the last paragraph?
    a. They were gone home.
    b. They were gone home by blessing of Mount Fuji.
    c. The writer, Yamato and the other traveler went home by the blessing of Mount Fuji and that was a very pleasant moment that the writer ever got.
    d. It was a very pleasant moment that the writer ever got.

12. What did the text tells us about?
    a. The writers' trip to Mount Fuji.
    b. The writers' trip in Japan.
    c. The writers' trip in west Tokyo.
    d. A very pleasant moment in west Java.

Read the text carefully!!! *(no 13-25)*

Visiting My Village

Last month, I and my family went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We were fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept on the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed with happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called "Baturaden". That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians.

My brother, my cousin and my nephew enjoy the view with other visitors. They took a photo with their style as I did. In the evening, we were back home. And did other private activities, such as made a conversation, told the story and made a joke.

The third day, my cousin had a ceremony to say thanks to God for blessing their son. It was called "Nazar". When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photograph.

For the last show, we were entertained by "Ebeg". It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertaining.

Time run so fast because the next day was our last day in the village. So I took the last photo to bring it home. They were my family and still family until the last breath in this world.

Finally, we had to go home and brought a love experience from family. Yaps… that was the hardest part.

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

13. What is the main idea of the first paragraph?
    a. Last month, the writer and his family went to Banyumas by car.
    b. The writer and his family went to Banyumas whish was located in Central Java, Indonesia.
    c. The writer enjoyed the journey all day long although it took 2 days to get there.
    d. His mother slept on the back seat.

14. Was the writer sad on the way?
    a. Yes, he was.   c. Yes, he is.
    b. No, he was not.   d. No, he is.

15. What did the writer do on the first day?
    a. The writer visited his friends.
    b. The writer visited his neighbor.
    c. The writer visited his siblings.
    d. The writer visited his siblings and his friends.

16. What is the generis structure of the first paragraph?
    a. reorientation   c. orientation
    b. events   d. description

17. What was the popular place in Purwokerto?
    a. The popular place in Purwokerto was called Mount Slamet.
    b. The popular place in Purwokerto was called Batu Raden.
    c. The popular place in Purwokerto was called Balai Kemambang Park.
    d. The popular place in Purwokerto was called the Forest Island.

18. "**They** took a photo with their style as I do" (paragraph 3, line 11). The underline word refers to…
    a. The writer, the writer's brother and the writer's cousin
    b. The writer's brother, the writer's cousin, and the writer's nephew.
    c. The writer's family, The writer's brother, and the writer's nephew.
    d. The writer, the writer's family and the writer's cousin.

19. "I was **satisfied** and so were they" (paragraph 2, line 10). The word **satisfied** has opposite meaning with…
    a. happy   c. gratified
    b. contented   d. dissatisfied

20. Why was the writer scare with "Ebeg"?
    a. Because Ebeg was a traditional music which was handled by the spirit.
    b. Because Ebeg was a traditional art which was handled by the spirit.
    c. Because Ebeg was a traditional art danced which was handled by the spirit.
    d. Because Ebeg was very dangerous art dance.

21. What is the main idea of the fourth paragraph?
    a. The third day, the writer's cousin had ceremony it was called "Nazar".
    b. Nazar was the ceremony to say thanks to God for blessing their son.
    c. The writer watched the traditional ceremony and took their photo.
    d. Both a and b are correct.

22. When did the writer take the last photo?
    a. The writer took the last photo on the last day.
    b. The writer took the last photo on the second day.
    c. The writer took the last photo one day before he left the village.
    d. The writer didn't take a photo.

23. What is the main idea of the sixth paragraph?
    a. Today was the last day of the writer in the village.
    b. The writer took the last photo to bring it home.
    c. Because tomorrow was the last day of them, so the writer took the last photo to bring it home.
    d. Both a, b and c are correct.

24. "it was **scary**" (paragraph 5, line 21). The word **scary** has similar meaning with…
    a. normal   c. funny
    b. horrible   d. happy

25. What did the text tells us about?
    a. A trip to Banyumas in Central Java, Indonesia.
    b. The writer visited his village last month.
    c. A great and funny trip in the village.
    d. A trip in the village.

Answer key

11. c	11. c	21. d
12. b	12. a	22. c
13. b	13. a	23. c
14. a	14. a	24. b
15. a	15. d	25. b
16. a	16. c	
17. b	17. b	
18. c	18. b	
19. c	19. d	
20. b	20. c	

No.	Indicators	Number of items	Total items	Score each item	Total score
1	Word comprehension	3, 7, 18, 19, 24	5	4	20
2	Sentence comprehension	1, 2, 5, 6, 8, 14, 15, 17, 20, 22	10	4	40
3	Paragraph comprehension	4, 11, 13, 21, 23	5	4	20
4	Text comprehension	9, 10, 12, 16, 25	5	4	20

Appendix J

THE RESULTS OF THE OBSERVATION (MEETING 1 OF CYCLE 1)

No	Initial Names	Indicators					Total	Criteria of success	
		1	**2**	**3**	**4**	**5**		**Active**	**Passive**
1	ANH	√	√	√	-	-	3	Active	
2	AZ	√	√	√	-	-	3	Active	
3	AIM	√	-	-	√	√	3	Active	
4	AQ	√	-	-	-	√	2		Passive
5	DAV	√	-	-	-	√	2		Passive
6	FRN	√	√	-	-	-	2		Passive
7	FNS	√	√	√	-	-	3	Active	
8	HFN	√	√	√	√	-	4	Active	
9	H	√	√	-	√	√	4	Active	
10	HM	√	√	√	√	-	4	Active	
11	ICU	-	√	√	-	-	2		Passive
12	IAP	√	√	√	-	-	3	Active	
13	LSN	√	√	√	-	-	3	Active	
14	LYP	√	-	√	-	-	2		Passive
15	MAP	√	√	-	√	√	4	Active	
16	NLM	√	-	-	-	√	2		Passive
17	NA	√	√	√	-	-	3	Active	
18	NAA	-	√	-	√	-	2		Passive
19	NC	√	√	-	√	-	3	Active	
20	PR	√	√	-	-	√	3	Active	
21	RDS	√	√	√	-	√	4	Active	
22	SN	√	√	√	-	-	3	Active	
23	SF	√	√	-	√	-	3	Active	
24	S	√	√	√	√	-	4	Active	
25	SA	√	-	-	-	√	2		Passive
26	SAH	√	√	√	-	√	4	Active	
27	TR	-	√	√	-	-	2		Passive
28	YO	√	√	-	-	-	2		Passive
29	YLS	√	√	√	√	√	5	Active	
30	ZSA	√	√	√	√	-	4	Active	
31	MIR	√	-	-	-	√	2		Passive
Total		28	24	17	11	12		20	11
Percentages		90.32%	77.42%	54.84%	35.48%	38.71%		64.52%	35.48%

THE RESULTS OF THE OBSERVATION (MEETING 2 OF CYCLE 1)

No	Initial Names	Indicators					Total	Criteria of success	
		1	2	3	4	5		Active	Passive
1	ANH	√	√	√	√	-	4	Active	
2	AZ	√	√	√	-	√	4	Active	
3	AIM	√	√	-	√	√	4	Active	
4	AQ	√	√	-	√	√	4	Active	
5	DAV	-	√	-	√	-	2		Passive
6	FRN	√	√	-	-	-	2		Passive
7	FNS	√	√	√	√	√	5	Active	
8	HFN	√	√	√	-	√	4	Active	
9	H	√	√	-	√	-	3	Active	
10	HM	√	√	-	√	√	4	Active	
11	ICU	√	√	-	√	√	4	Active	
12	IAP	√	√	√	√	√	3	Active	
13	LSN	√	√	√	-	-	3	Active	
14	LYP	√	√	-	√	√	4	Active	
15	MAP	√	√	-	√	√	4	Active	
16	NLM	√	√	-	√	-	3	Active	
17	NA	√	√	√	√	-	4	Active	
18	NAA	√	√	√	√	√	5	Active	
19	NC	√	√	√	√	-	4	Active	
20	PR	√	√	√	-	-	3	Active	
21	RDS	√	√	√	√	√	5	Active	
22	SN	√	√	√	√	√	5	Active	
23	SF	√	√	-	-	-	2		Passive
24	S	√	√	-	-	-	2		Passive
25	SA	√	√	√	-	√	4	Active	
26	SAH	√	√	√	√	√	5	Active	
27	TR	√	√	-	-	-	2		Passive
28	YO	√	√	-	-	-	2		Passive
29	YLS	√	√	√	-	√	4	Active	
30	ZSA	-	√	-	-	√	2		Passive
31	MIR	√	√	√	-	-	3	Active	
Total		29	31	16	18	17		24	7
percentages		93.55%	100%	51.61%	58.06%	54.84%		77.42%	22.58%

THE RESULTS OF THE OBSERVATION (MEETING 1 OF CYCLE 2)

No	Initial Names	Indicators					Total	Criteria of success	
		1	2	3	4	5		Active	Passive
1	ANH	√	√	√	√	√	5	Active	
2	AZ	√	√	√	√	√	5	Active	
3	AIM	√	√	√	√	√	5	Active	
4	AQ	√	√	√	√	√	5	Active	
5	DAV	√	√	-	-	-	2		Passive
6	FRN	√	√	√	√	√	5	Active	
7	FNS	√	√	√	√	√	5	Active	
8	HFN	√	√	√	√	√	5	Active	
9	H	√	√	-	-	-	2		Passive
10	HM	√	√	√	√	√	5	Active	
11	ICU	√	√	√	√	√	5	Active	
12	IAP	√	√	√	√	√	5	Active	
13	LSN	√	√	√	√	√	5	Active	
14	LYP	√	√	√	-	-	3	Active	
15	MAP	√	√	-	√	√	4	Active	
16	NLM	√	√	√	√	-	4	Active	
17	NA	√	√	√	-	√	4	Active	
18	NAA	√	√	√	√	√	5	Active	
19	NC	√	√	√	√	√	5	Active	
20	PR	√	√	-	-	-	2		Passive
21	RDS	√	√	√	√	√	5	Active	
22	SN	√	√	√	√	-	4	Active	
23	SF	√	√	√	√	√	5	Active	
24	S	√	√	√	√	-	4	Active	
25	SA	√	√	-	√	√	4	Active	
26	SAH	√	√	√	√	√	5	Active	
27	TR	√	√	√	-	-	3	Active	
28	YO	√	√	-	-	-	2		Passive
29	YLS	√	√	-	√	√	4	Active	
30	ZSA	√	√	√	√	√	5	Active	
31	MIR	√	√	-	√	-	3	Active	
Total		31	31	23	24	21		27	4
percentages		100%	100%	74.19%	77.42%	67.74%		87.10%	12.10%

THE RESULTS OF THE OBSERVATION (MEETING 2 OF CYCLE 2)

No	Initial Names	Indicators					Total	Criteria of success	
		1	2	3	4	5		Active	Passive
1	ANH	√	√	-	√	√	4	Active	
2	AZ	√	√	√	√	√	5	Active	
3	AIM	√	√	√	√	√	5	Active	
4	AQ	√	√	-	-	√	3	Active	
5	DAV	√	√	√	-	√	4	Active	
6	FRN	√	√	√	-	-	3	Active	
7	FNS	√	√	√	√	√	5	Active	
8	HFN	√	√	-	-	-	2		Passive
9	H	√	√	√	√	-	4	Active	
10	HM	√	√	√	-	√	4	Active	
11	ICU	√	√	√	√	√	5	Active	
12	IAP	√	√	√	√	√	5	Active	
13	LSN	√	√	√	-	√	4	Active	
14	LYP	√	√	-	√	√	4	Active	
15	MAP	√	√	√	-	√	4	Active	
16	NLM	√	√	√	√	√	5	Active	
17	NA	√	√	√	√	-	4	Active	
18	NAA	√	√	√	√	√	5	Active	
19	NC	√	√	√	-	√	4	Active	
20	PR	√	√	√	-	√	4	Active	
21	RDS	√	√	√	√	√	5	Active	
22	SN	√	√	√	√	√	5	Active	
23	SF	√	√	√	√	√	5	Active	
24	S	√	√	-	-	√	3	Active	
25	SA	√	√	√	√	√	5	Active	
26	SAH	√	√	√	√	√	5	Active	
27	TR	√	-	-	√	-	2		Passive
28	YO	√	-	-	√	-	2		Passive
29	YLS	√	√	-	√	√	4	Active	
30	ZSA	√	√	√	-	√	4	Active	
31	MIR	√	√	-	√	√	4	Active	
Total		31	29	22	20	25		28	3
percentages		100%	93.55%	70.97%	64.52%	80.65%		90.32%	9.68%

Appendix K

THE RESULT OF READING COMPREHENSION TEST OF CYCLE 1

No.	Students' name	KKM	Score	Achieved	Not Achieved
1	ANH	75	76	√	
2	AZ	75	76	√	
3	AIM	75	64		√
4	AQ	75	56		√
5	DAV	75	60		√
6	FRN	75	64		√
7	FNS	75	72		√
8	HFN	75	92	√	
9	H	75	56		√
10	HM	75	88	√	
11	ICU	75	72		√
12	IAP	75	84	√	
13	LSN	75	84	√	
14	LYCP	75	80	√	
15	MAP	75	56		√
16	NLM	75	68		√
17	NA	75	80	√	
18	NAA	75	72		√
19	NC	75	52		√
20	PR	75	72		√
21	RDS	75	92	√	
22	SN	75	76	√	
23	SF	75	72		√
24	S	75	80	√	
25	SA	75	56		√
26	SAH	75	92	√	
27	TR	75	72		√
28	YO	75	44		√
29	YLS	75	64		√
30	ZSA	75	76	√	
31	MIR	75	64		√
Total			**2,212**	**13**	**18**
Mean Score		$M=\frac{\sum x}{n}$	**71.35**		
Percentage		$\sum=\frac{A}{N}$ x 100		**41.94%**	**58.06%**

THE RESULT OF READING COMPREHENSION TEST OF CYCLE 2

No.	Students' name	KKM	Score	Achieved	Not Achieved
1	ANH	75	80	√	
2	AZ	75	88	√	
3	AIM	75	80	√	
4	AQ	75	80	√	
5	DAV	75	88	√	
6	FRN	75	84	√	
7	FNS	75	84	√	
8	HFN	75	88	√	
9	H	75	76	√	
10	HM	75	84	√	
11	ICU	75	80	√	
12	IAP	75	88	√	
13	LSN	75	84	√	
14	LYCP	75	84	√	
15	MAP	75	72		√
16	NLM	75	72		√
17	NA	75	84	√	
18	NAA	75	84	√	
19	NC	75	72		√
20	PR	75	84	√	
21	RDS	75	92	√	
22	SN	75	84	√	
23	SF	75	80	√	
24	S	75	84	√	
25	SA	75	72		√
26	SAH	75	92	√	
27	TR	75	68		√
28	YO	75	52		√
29	YLS	75	76	√	
30	ZSA	75	84	√	
31	MIR	75	76	√	
Total			**2,492**	**25**	**6**
Mean Score		$M=\frac{\sum x}{n}$	80.39		
Percentage		$\sum=\frac{A}{N}$ x 100		80.65%	19.35%

APPENDIX L

The samples of the Students' reading comprehension test in Cycle 1

(The student who got higher score)

READING TEST

Name: Rani Dwi Sherlinafianti, Nur ainiah

Class: X IPA 1

Read the text carefully!!! *(no 1-13)*

A Trip to Prigi Beach on Holiday

Last week, I and my friends went for a trip to Prigi Beach. We went there to refresh our mind after the final examination of the second semester.

I woke up early in the morning to get myself prepared. First, I took a bath and then I prepared the food that I would have for breakfast there and also some changing clothes.

Before we went, we were all gathered at the market near my house. We went there by a car that we had rented. On the way there, some of my friends began to vomit and felt so dizzy because the route to the Prigi beach was quite sinuous. On the other hand, I really enjoyed this trip because the view was greatly amazing along the way.

Along the way there, it was so quiet because my friends were sleeping. I was so bored and tried to play game on my phone. It was so much fun that I had been spent over 30 minutes for playing. I just remembered that I had to text my mom if I almost there. I closed the game and text my mom that I almost got there.

Finally, we arrived in Prigi beach after that quite long trip. This beach is located in Trenggalek regency, East Java. As we arrived there, I went to one of small gazebos that were provided in some spots there. We ate our meal for breakfast. My meal was fried chicken and some grilled sausages. My mother cooked it for me and it was delicious. I ate all my meal till there was nothing left.

After we had finished our lunch, I and my friends went to rest room to change our clothes for swimming. We swam and played for a couple of hours. After that, we played on the sand. We wrote some words "best friend forever" on the sand. We're happy to see it, although the waves swept it away a moment later.

We decided to stop playing around the beach when the sun was shining right upon our head, at about 12.15 pm. It was a hot sunny day. We had got ourselves cleaned first by taking a bath at the rest room and then went to musholla nearby for dzuhur pray. After we prayed, we continued to spend our time here by hunting some yummy food. We chose to eat spicy grilled fish and drank iced tea in a food stall nearby. It was a great lunch, having chicken noodle while enjoying the great view of the beach.

(92)

Along the way home, we were all tired and fell asleep until we got our home. Our trip was great and fun. I was so eagerly to have a trip with my friends next time.

(Adapted from: https://www.contohtext.com/2018/06/recount-text-tentang-liburan-ke-pantai-terjemahan.html)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

1. What is the main idea of the first paragraph?
   a. The writer went to Prigi beach last week
   b. The writer went to Prigi beach with his friends.
   c. The writer went to Progi beach on holiday.
   d. The writer went to Prigi beach to refresh his mind after finished his exam.

2. "**we** were all gathered at the market" (paragraph 3 line 6). The underline word refers to...
   a. The writer and his family
   b. The writer and his parents
   c. The writer and his friends
   d. The writer and his friend

3. "we were all gathered at the market **near** my house" (paragraph 3, line 6). The word **near** has opposite meaning with...
   a. close
   b. between
   c. come closer
   d. far

4. Why did they go to Prigi beach?
   a. Because they want to refresh their mind after final exam.
   b. Because they want to relaxing on holiday.
   c. Because they want to played in the sea.
   d. Both b and c are correct.

5. What is the main idea of the fifth paragraph?
   a. They arrived at Prigi Beach.
   b. Prigi Beach located in Trenggalek regency, east Java.
   c. The writer went to small gazebos.
   d. They have breakfast.

6. How long did they swam in the sea?
   a. They were swam about 1 hour
   b. They were swam about 2 hours
   c. They were swam about 3 hours
   d. Both b and c are correct

7. What is the main idea of the seventh paragraph?
   a. They stop playing around the beach.
   b. They take a bath.
   c. They have lunch.
   d. They enjoying the great view of the beach.

8. What is the generic structure of the sixth paragraph?
   a. reorientation
   b. description
   c. orientation
   d. events

9. "we're happy to see **it**" (paragraph 6 line 23). The underline word refers to...
   a. Sand
   b. Wave
   c. The word on the sand
   d. Sea

10. What is the main idea of the last paragraph?
    a. They are tired
    b. This trip made them great and fun
    c. they are sleep
    d. the writer back home

11. What did the text tells us about?
    a. The writer's trip in Prigi beach with his friends
    b. Great and fun trip in Prigi beach.
    c. Trip after finished their final exam.
    d. Both a, b and c are correct.

12. How many days the writer went to Prigi beach?
    a. 1 day
    b. 2 days
    c. 3 days
    d. 1 week

13. What is the generic structure of the first paragraph?
    a. reorientation
    b. events
    c. identification
    d. orientation

Read the text carefully!!! *(no 14-25)*

My Best Holiday Ever

Last holiday was the most memorable holiday in my life. 17th January, 2014, my friends and I went to the place that is famous even in other countries named Bali Island which also known as the island of the gods. We went to Bali Island by bus from Lampung. In spite of the travels was far enough, we really enjoyed our trip.

After 5 days spent our time on the road, finally we arrived in Bali Island. We visited some interesting places that we could only see in the television before. We visited Bali Island for 4 days and stayed in a hotel that is quite cheap for us in Denpasar.

Our first day in Bali Island, we visited a place named Tanah lot. Tanah lot is a beautiful place. We could see a temple for local people pray to the god which is located in the Middle of sea. That day the weather was very bright. We really enjoyed the beautiful scenery and took a lot of picture there. We were also impressed by the beauty of waves which crushed the temple cliffs from the distance.

The second day we were in Bali Island, we visited jogger. Jogger is a place for shopping that offers unique items such as local handicrafts, t-shirts, shoes and another. All the stuff there was pretty expensive but it was suitable with its quality. Finally, I just bought a pant and a unique Balinese t-shirt while my friend buy a lot of stuff as presents for his family. After went for shopping, we continued our trip to Bukit Peninsula, south Denpasar to see GWK. Garuda Wisnu Kencana (GWK) monument is the largest Southeast Asia which ever built by human.

Our third day in Bali Island, we went to the beach known for its beauty and the waves that are great. It was Kuta beach. Kuta beach is a great place for surfing and seeing the sunset. There we found a lot of tourists from various countries coming. I tried to make a conversation with one of them to test my English skills. He was john and his wife was Caroline. They were from England that was having honeymoon there. Unfortunately, that time the wind was very strong and dangerous. We were not allowed to swim and surf. We ended up just sitting on the seashore and had a conversation with foreign tourists there.

The next day we went to Sukowati market. It was a traditional Market that sells Balinese items. In contrast to Jogger, Sukowati Market was cheaper. Afterwards, we went back to the hotel to prepared for went back to Lampung.

It was time for us to go home. We were sad to leave Bali Island. We really enjoyed the beautiful nature there and the hospitality of its people. It seemed time went so fast there. We should continue our way home. We will not forget our valuable experience there and hope we can come back again soon.

(Adapted from: http://www.belajarbahasainggrisku.com/2014/11/contoh-cerita-liburan-dalam-bahasa-inggris-terbaru.html)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

14. "Tanah lot is a **beautiful** place" (paragraph 3, line 10). The word **beautiful** has opposite meaning with…
    a. bad ✗
    b. nicely
    c. good
    d. cute

15. What is the main idea of the second paragraph?
    a. They arrived in Bali Island. ✗
    b. They visited some interesting places.
    c. They stayed in a hotel at Denpasar.
    d. They visited Bali Island for 4 days.

16. How many days they spent their time in Bali?
    a. three days
    b. four days ✗
    c. five days
    d. six days

17. What did they do after they couldn't swim in Kuta beach?
    a. They back to the hotel.
    b. They find a café to have a dinner.
    c. They walk around Kuta beach.
    d. They had conversation with foreign tourist. ✗

18. The following statement in correct based on the text, except…
    a. The writer went to Bali Island in Holiday.
    b. The writer lives in expensive hotel in Denpasar. ✗
    c. The writer went to Tanah lot on the first day.
    d. The writer felt so sad to leave in Bali Island.

19. "We found a lot of tourist from **various** countries" (paragraph 5 line 24). The word **various** has similar meaning with…
    a. same
    b. like
    c. different ✗
    d. similar

20. What is the generic structure of the last paragraph?
    a. resolution
    b. reorientation ✗
    c. events
    d. orientation

21. Why didn't they swim in Kuta beach?
    a. Because they didn't have enough time.
    b. Because they want to talk with tourist.
    c. Because the wind so dangerous. ✗
    d. Because they didn't like to swim in the evening.

22. What is the main idea of the last paragraph?
    a. They back home.
    b. They were sad to leave Bali Island. ✗
    c. They really enjoyed stayed in Bali Island.
    d. They will not forget this valuable experience.

23. What did the text tells us about?
    a. The best trip for the writer.
    b. The long trip for the writer.
    c. Variable experience of the writer in Bali.
    d. The best holiday in Bali with his friends. ✗

24. "Monument is the largest Southeast Asia which is ever **built** by human" (paragraph 3 line 21). The word **built** has opposite meaning with…
    a. make
    b. constructive
    c. construct
    d. break ✗

25. The following statement is correct based on the text, except…
    a. The writer from Lampung.
    b. The writer's home far from Bali.
    c. The writer went to Bali with his family. ✗
    d. The writer went to Bali by bus.

23 x 4 = 92

(The student who got lowest score)

READING TEST

Name: .....X MIA Yoti Oktavio...........

Class: ......X MIA 1..............

Read the text carefully!!! *(no 1-13)*

A Trip to Prigi Beach on Holiday

Last week, I and my friends went for a trip to Prigi Beach. We went there to refresh our mind after the final examination of the second semester.

I woke up early in the morning to get myself prepared. First, I took a bath and then I prepared the food that I would have for breakfast there and also some changing clothes.

Before we went, we were all gathered at the market near my house .We went there by a car that we had rented. On the way there, some of my friends began to vomit and felt so dizzy because the route to the Prigi beach was quite sinuous. On the other hand, I really enjoyed this trip because the view was greatly amazing along the way.

Along the way there, it was so quiet because my friends were sleeping. I was so bored and tried to play game on my phone. It was so much fun that I had been spent over 30 minutes for playing. I just remembered that I had to text my mom if I almost there. I closed the game and text my mom that I almost got there.

Finally, we arrived in Prigi beach after that quite long trip. This beach is located in Trenggalek regency, East Java. As we arrived there, I went to one of small gazebos that were provided in some spots there. We ate our meal for breakfast. My meal was fried chicken and some grilled sausages. My mother cooked it for me and it was delicious. I ate all my meal till there was nothing left.

After we had finished our lunch, I and my friends went to rest room to change our clothes for swimming. We swam and played for a couple of hours. After that, we played on the sand. We wrote some words "best friend forever" on the sand. We're happy to see it, although the waves swept it away a moment later.

We decided to stop playing around the beach when the sun was shining right upon our head, at about 12.15 pm. It was a hot sunny day. We had got ourselves cleaned first by taking a bath at the rest room and then went to musholla nearby for dzuhur pray. After we prayed, we continued to spend our time here by hunting some yummy food. We chose to eat spicy grilled fish and drank iced tea in a food stall nearby. It was a great lunch, having chicken noodle while enjoying the great view of the beach.

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   b. description
   c. orientation
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13. What is the generic structure of the first paragraph?
    a. reorientation
    b. events
    c. identification
    d. orientation

Read the text carefully!!! *(no 14-25)*

My Best Holiday Ever

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After 5 days spent our time on the road, finally we arrived in Bali Island. We visited some interesting places that we could only see in the television before. We visited Bali Island for 4 days and stayed in a hotel that is quite cheap for us in Denpasar.

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11 x 4 = 44

The second day we were in Bali Island, we visited jogger. Jogger is a piace for shopping that offers unique items such as local handicrafts, t-shirts, shoes and another. All the stuff there was pretty expensive but it was suitable with its quality. Finally, I just bought a pant and a unique Balinese t-shirt while my friend buy a lot of stuff as presents for his family. After went for shopping, we continued our trip to Bukit Peninsula, south Denpasar to see GWK. Garuda Wisnu Kencana (GWK) monument is the largest Southeast Asia which ever built by human.

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It was time for us to go home. We were sad to leave Bali Island. We really enjoyed the beautiful nature there and the hospitality of its people. It seemed time went so fast there. We should continue our way home. We will not forget our valuable experience there and hope we can come back again soon.

(Adapted from: http://www.belajarbahasainggrisku.com/2014/11/contoh-cerita-liburan-dalam-bahasa-inggris-terbaru.html)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

14. "Tanah lot is a **beautiful** place" (paragraph 3, line 10). The word **beautiful** has opposite meaning with…
    a. bad
    b. nicely
    c. good ✓
    d. cute ✓

15. What is the main idea of the second paragraph?
    a. They arrived in Bali Island.
    b. They visited some interesting places.
    c. They stayed in a hotel at Denpasar.
    d. They visited Bali Island for 4 days.

16. How many days they spent their time in Bali?
    a. three days
    b. four days
    c. five days
    d. six days

17. What did they do after they couldn't swim in Kuta beach?
    a. They back to the hotel.
    b. They find a café to have a dinner.
    c. They walk around Kuta beach.
    d. They had conversation with foreign tourist.

18. The following statement in correct based on the text, except…
    a. The writer went to Bali Island in Holiday.
    b. The writer lives in expensive hotel in Denpasar.
    c. The writer went to Tanah lot on the first day.
    d. The writer felt so sad to leave in Bali Island.

19. "We found a lot of tourist from **various** countries" (paragraph 5 line 24). The word **various** has similar meaning with…
    a. same
    b. like
    c. different
    d. similar

20. What is the generic structure of the last paragraph?
    a. resolution
    b. reorientation
    c. events
    d. orientation

21. Why didn't they swim in Kuta beach?
    a. Because they didn't have enough time.
    b. Because they want to talk with tourist.
    c. Because the wind so dangerous.
    d. Because they didn't like to swim in the evening.

22. What is the main idea of the last paragraph?
    a. They back home.
    b. They were sad to leave Bali Island.
    c. They really enjoyed stayed in Bali Island.
    d. They will not forget this valuable experience.

23. What did the text tells us about?
    a. The best trip for the writer.
    b. The long trip for the writer.
    c. Variable experience of the writer in Bali.
    d. The best holiday in Bali with his friends.

24. "Monument is the largest Southeast Asia which is ever **built** by human" (paragraph 3 line 21). The word **built** has opposite meaning with…
    a. make
    b. constructive
    c. construct
    d. break

25. The following statement is correct based on the text, except…
    a. The writer from Lampung.
    b. The writer's home far from Bali.
    c. The writer went to Bali with his family.
    d. The writer went to Bali by bus.

APPENDIX M

The samples of the Students' reading comprehension test in Cycle 1

(The student who got higher score)

READING TEST

Name: Syukra Aisah H.

Class: X IPA 1

Read the text carefully!!! *(no 1-12)*

A trip to Mount Fuji

July 2016, I went to West Tokyo by plane. It was my first journey to Japan. I took a trip to Mount Fuji. I stayed at Sakura's house. She is my friend in Japan. We were a classmate at Senior High School. Sakura's house has a big garden with lots of green flowers and beautiful sand. It was so perfect element of a traditional wooden house.

On Sunday morning, I started a journey to the Mountain. At Shizuoka Prefecture, I met Yamato. He was my guiding to Mount Fuji via Yoshida Trail. We took sushi for our breakfast. Oh my God, It was delicious. At 9:00 am. local time, we prepared and checked our stuff to continue this journey. I couldn't say anything when I looked at the beautiful scenery from the foot of the mountain. Yamato looked and smiled at me. He said in Japan language "Kore Wa subarashīdesu." It means that it was amazing. Then, I replayed "Hai,-sōdesu." It means that yes, it was.

We reached the top of the mountain after a long and tiring trip. I screamed to blow up my emotion and said thanks to God for this beautiful life. We enjoyed the view from the peak and waiting for the next day. The day that I couldn't forget. It was called "Hatsu Hinode" It means that it was my first time to see the sun rises in Mount Fuji.

Finally, I, Yamato and the other traveler went home by the blessing of Mount Fuji. That was a very pleasant moment that I ever got.

(Adapted: https://www.pustakabahasainggris.com/penjelasan-recount-text-lengkap-dengan-contoh-tentang-liburan-trip-to-mount-fuji/)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

1. Where did the writer stay in Tokyo?
   a. The writer stayed at friend's house.
   b. The writer stayed at the hotel.
   c. The writer stayed at Sakura's house.
   d. The writer stayed at brother's house.

2. When did the writer go to Mount Fuji?
   a. The writer went to Mount Fuji on Sunday.
   b. The writer went to Mount Fuji on Sunday morning.
   c. The writer went to Mount Fuji in the morning.
   d. The writer went to Mount Fuji on Monday morning.

3. "it was so perfect element of a traditional wooden house" (paragraph 1, Line 4). The underline word refers to...
   a. The writer's house
   b. Sakura's house
   c. The house
   d. Yamato's house

4. What is the main idea of the third paragraph?
   a. They were reached the top of the mountain after a long and tiring trip.
   b. The writer screamed to blow up his emotional.
   c. They were enjoyed the view from the peak.
   d. The writers' first time to see the sunrise in Mount Fuji.

5. Where did the writer meet Yamato?
   a. The writer met Yamato in Shizuoka Prefecture.
   b. The writer met Yamato in Mount Fuji.
   c. The writer met Yamato in Shinzu Suchi.
   d. The writer met Yamato in Sakura's house.

6. Who was Yamato?
   a. Yamato was the writer guiding to Mount Fuji.
   b. Yamato was the writer's friend.
   c. Yamato was the uncle's Sakura.
   d. Yamato was the father's Sakura.

7. "…, it was **delicious** (paragraph 2, line 8). The word **delicious** has similar meaning with?
   a. yummy
   b. bitter
   c. bad
   d. dull

8. What did they take for their breakfast?
   a. They took Kimchi for their breakfast
   b. They took Bread for their breakfast.
   c. They took Suchi for their breakfast.
   d. They took Suchi and Kimchi for their breakfast.

9. What is the generic structure of the third paragraph?
   a. reorientation
   b. identification
   c. events
   d. orientation

10. The following statement is correct based on the text, except...
    a. The writer went to Mount Fuji on July 2016
    b. The writer cried to blow up his emotion.
    c. The writer brought the blessing of Mount Fuji.
    d. It was a very pleasant moment that the writer ever got.

11. What is the main idea of the last paragraph?
    a. They were gone home.
    b. They were gone home by blessing of Mount Fuji.
    c. The writer, Yamato and the other traveler went home by the blessing of Mount Fuji and that was a very pleasant moment that the writer ever got.
    d. It was a very pleasant moment that the writer ever got.

12. What did the text tells us about?
    a. The writers' trip to Mount Fuji.
    b. The writers' trip in Japan.
    c. The writers' trip in west Tokyo.
    d. A very pleasant moment in west Java.

Read the text carefully!!! *(no 13-25)*

Visiting My Village

Last month, I and my family went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We were fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept on the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed with happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called "Baturaden". That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians.

My brother, my cousin and my nephew enjoy the view with other visitors. They took a photo with their style as I did. In the evening, we were back home. And did other private activities, such as made a conversation, told the story and made a joke.

The third day, my cousin had a ceremony to say thanks to God for blessing their son. It was called "Nazar". When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photograph.

For the last show, we were entertained by "Ebeg". It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertaining.

Time run so fast because the next day was our last day in the village. So I took the last photo to bring it home. They were my family and still family until the last breath in this world.

Finally, we had to go home and brought a love experience from family. Yaps… that was the hardest part.
(adapted from: https://www.pustakabahasainggris.com/contoh-recount-text-tentang-liburan-visiting-my-village/)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

13. What is the main idea of the first paragraph?
   a. Last month, the writer and his family went to Banyumas by car.
   b. The writer and his family went to Banyumas whish was located in Central Java, Indonesia.
   c. The writer enjoyed the journey all day long although it took 2 days to get there.
   d. His mother slept on the back seat.

14. Was the writer sad on the way?
   a. Yes, he was.   c. Yes, he is.
   b. No, he was not.   d. No, he is.

15. What did the writer do on the first day?
   a. The writer visited his friends.
   b. The writer visited his neighbor.
   c. The writer visited his siblings.
   d. The writer visited his siblings and his friends.

16. What is the generis structure of the first paragraph?
   a. reorientation   c. orientation
   b. events   d. description

17. What was the popular place in Purwokerto?
   a. The popular place in Purwokerto was called Mount Slamet.
   b. The popular place in Purwokerto was called Batu Raden.
   c. The popular place in Purwokerto was called Balai Kemambang Park.
   d. The popular place in Purwokerto was called the Forest Island.

18. "**They** took a photo with their style as I do" (paragraph 3, line 11). The underline word refers to…
   a. The writer, the writer's brother and the writer's cousin
   b. The writer's brother, the writer's cousin, and the writer's nephew.
   c. The writer's family, The writer's brother, and the writer's nephew.
   d. The writer, the writer's family and the writer's cousin.

19. "I was **satisfied** and so were they" (paragraph 2, line 10). The word **satisfied** has opposite meaning with…
   a. happy   c. gratified
   b. contented   d. dissatisfied

20. Why was the writer scare with "Ebeg"?
   a. Because Ebeg was a traditional music which was handled by the spirit.
   b. Because Ebeg was a traditional art which was handled by the spirit.
   c. Because Ebeg was a traditional art danced which was handled by the spirit.
   d. Because Ebeg was very dangerous art dance.

21. What is the main idea of the fourth paragraph?
   a. The third day, the writer's cousin had ceremony it was called "Nazar".
   b. Nazar was the ceremony to say thanks to God for blessing their son.
   c. The writer watched the traditional ceremony and took their photo.
   d. Both a and b are correct.

22. When did the writer take the last photo?
   a. The writer took the last photo on the last day.
   b. The writer took the last photo on the second day.
   c. The writer took the last photo one day before he left the village.
   d. The writer didn't take a photo.

23. What is the main idea of the sixth paragraph?
   a. Today was the last day of the writer in the village.
   b. The writer took the last photo to bring it home.
   c. Because tomorrow was the last day of them, so the writer took the last photo to bring it home.
   d. Both a, b and c are correct.

24. "it was **scary**" (paragraph 5, line 21). The word **scary** has similar meaning with…
   a. normal   c. funny
   b. horrible   d. happy

25. What did the text tells us about?
   a. A trip to Banyumas in Central Java, Indonesia.
   b. The writer visited his village last month.
   c. A great and funny trip in the village.
   d. A trip in the village.

(The students who got lowest score)

READING TEST

Name: Yofi Oktavio ....

Class: X MIA 01 ....

Read the text carefully!!! *(no 1-12)*

A trip to Mount Fuji

July 2016, I went to West Tokyo by plane. It was my first journey to Japan. I took a trip to Mount Fuji. I stayed at Sakura's house. She is my friend in Japan. We were a classmate at Senior High School. Sakura's house has a big garden with lots of green flowers and beautiful sand. It was so perfect element of a traditional wooden house.

On Sunday morning, I started a journey to the Mountain. At Shizuoka Prefecture, I met Yamato. He was my guiding to Mount Fuji via Yoshida Trail. We took sushi for our breakfast. Oh my God, It was delicious. At 9:00 am. local time, we prepared and checked our stuff to continue this journey. I couldn't say anything when I looked at the beautiful scenery from the foot of the mountain. Yamato looked and smiled at me. He said in Japan language "Kore Wa subarashīdesu." It means that it was amazing. Then, I replayed "Hai,-sōdesu." It means that yes, it was.

We reached the top of the mountain after a long and tiring trip. I screamed to blow up my emotion and said thanks to God for this beautiful life. We enjoyed the view from the peak and waiting for the next day. The day that I couldn't forget. It was called "Hatsu Hinode" It means that it was my first time to see the sun rises in Mount Fuji.

Finally, I, Yamato and the other traveler went home by the blessing of Mount Fuji. That was a very pleasant moment that I ever got.

(Adapted: https://www.pustakabahasainggris.com/penjelasan-recount-text-lengkap-dengan-contoh-tentang-liburan-trip-to-mount-fuji/)

Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

1. Where did the writer stay in Tokyo?
   a. The writer stayed at friend's house.
   b. The writer stayed at the hotel.
   c. The writer stayed at Sakura's house.
   d. The writer stayed at brother's house.

2. When did the writer go to Mount Fuji?
   a. The writer went to Mount Fuji on Sunday.
   b. The writer went to Mount Fuji on Sunday morning.
   c. The writer went to Mount Fuji in the morning.
   d. The writer went to Mount Fuji on Monday morning.

3. "it was so perfect element of a traditional wooden house" (paragraph 1, Line 4). The underline word refers to…
   a. The writer's house   c. The house
   b. Sakura's house   d. Yamato's house

4. What is the main idea of the third paragraph?
   a. They were reached the top of the mountain after a long and tiring trip.
   b. The writer screamed to blow up his emotional.
   c. They were enjoyed the view from the peak.
   d. The writers' first time to see the sunrise in Mount Fuji.

5. Where did the writer meet Yamato?
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   a. Yamato was the writer guiding to Mount Fuji.
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7. "…, it was **delicious** (paragraph 2, line 8). The word **delicious** has similar meaning with?
   a. yummy   c. bad
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8. What did they take for their breakfast?
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   c. They took Suchi for their breakfast.
   d. They took Suchi and Kimchi for their breakfast.

9. What is the generic structure of the third paragraph?
   a. reorientation   c. events
   b. identification   d. orientation

10. The following statement is correct based on the text, except…
   a. The writer went to Mount Fuji on July 2016
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   a. The writers' trip to Mount Fuji.
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   d. A very pleasant moment in west Java.

Read the text carefully!!! *(no 13-25)*

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My first day in my village, I visited my siblings and friends. We are welcomed with happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called "Baturaden". That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians.

My brother, my cousin and my nephew enjoy the view with other visitors. They took a photo with their style as I did. In the evening, we were back home. And did other private activities, such as made a conversation, told the story and made a joke.

The third day, my cousin had a ceremony to say thanks to God for blessing their son. It was called "Nazar". When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photograph.

For the last show, we were entertained by "Ebeg". It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertaining.

Time run so fast because the next day was our last day in the village. So I took the last photo to bring it home. They were my family and still family until the last breath in this world.

Finally, we had to go home and brought a love experience from family. Yaps… that was the hardest part.
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Choose the best answer by crossing a, b, c, or d on your answer sheet based on the text given!

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    d. The popular place in Purwokerto was called the Forest Island.

18. "**They** took a photo with their style as I do" (paragraph 3, line 11). The underline word refers to…
    a. The writer, the writer's brother and the writer's cousin
    b. The writer's brother, the writer's cousin, and the writer's nephew.
    c. The writer's family, The writer's brother, and the writer's nephew.
    d. The writer, the writer's family and the writer's cousin.

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    a. happy
    b. contented
    c. gratified
    d. dissatisfied

20. Why was the writer scare with "Ebeg"?
    a. Because Ebeg was a traditional music which was handled by the spirit.
    b. Because Ebeg was a traditional art which was handled by the spirit.
    c. Because Ebeg was a traditional art danced which was handled by the spirit.
    d. Because Ebeg was very dangerous art dance.

21. What is the main idea of the fourth paragraph?
    a. The third day, the writer's cousin had ceremony it was called "Nazar".
    b. Nazar was the ceremony to say thanks to God for blessing their son.
    c. The writer watched the traditional ceremony and took their photo.
    d. Both a and b are correct.

22. When did the writer take the last photo?
    a. The writer took the last photo on the last day.
    b. The writer took the last photo on the second day.
    c. The writer took the last photo one day before he left the village.
    d. The writer didn't take a photo.

23. What is the main idea of the sixth paragraph?
    a. Today was the last day of the writer in the village.
    b. The writer took the last photo to bring it home.
    c. Because tomorrow was the last day of them, so the writer took the last photo to bring it home.
    d. Both a, b and c are correct.

24. "it was **scary**" (paragraph 5, line 21). The word **scary** has similar meaning with…
    a. normal
    b. horrible
    c. funny
    d. happy

25. What did the text tells us about?
    a. A trip to Banyumas in Central Java, Indonesia.
    b. The writer visited his village last month.
    c. A great and funny trip in the village.
    d. A trip in the village.

APPENDIX N

The letter of research permission

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 KampusTegalbotoKotakPos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

16 JAN 2019

Nomor   : **0463** / UN25.1.5 / LT / 2019
Lampiran   : -
Perihal   : Permohonan Izin Penelitian

Yth. Kepala SMA Nurul Islam Jember
      di Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama   : Suhaifah Mama
NIM   : 120210401083
Jurusan   : Pendidikan Bahasa dan Seni
Program Studi   : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Bapak/Ibu pimpin dengan judul: Enhancing Students' Reading Comprehension Achievement by Using Think Pair Share (TPS) Technique at SMA Nurul Islam Jember.

Sehubungan dengan hal tersebut, mohon Bapak/Ibu berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.

Wakil Dekan I,

Prof. Dr. Suratno, M.Si
NIP. 19670625 199203 1 001

APPENDIX O

The Statement Letter of Accomplishing the Research from the Principal of SMA Nurul Islam Jember

SEKOLAH MENENGAH ATAS
SMA NURIS JEMBER
(Terakreditasi " A ")
NSS : 304 052 402 091   NDS : E. 38024004
Jl. Pangandaran 48 Antirogo – Jember 68125 Telp. (0331) 339544 Jember
E-mail : smanuris_jember@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor : 0294 / SMA.Ni-Jbr / O/ II / 2019

Yang bertanda tangan dibawah ini:

Nama	:	ROBITH QOSHIDI, Lc.
NIP	:	-
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMA NURIS Jember

Menerangkan bahwa:

Nama	:	SUHAIFAH MAMA
NIM	:	120210401083
Tempat Tanggal Lahir	:	Thailand, 17 Mei 1994
Alamat	:	Jl. Jawa Gg. 8 No.7 Jember
Fakultas/Prodi	:	FKIP
Jurusan	:	Bahasa Inggris

Telah melakukan penelitian di SMA NURIS Jember pada tanggal 11 Februari 2019 s/d 22 Februari 2019 dengan judul "Enhancing Students' Reading Comprehension Achievement by Using Think Pair Share (TPS) Technique at SMA Nuris Jember."

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Jember, 25 Februari 2019
Kepala Sekolah

ROBITH QOSHIDI, Lc.