



**THE USE OF PICTURE IN SERIES TO IMPROVE THE EIGHTH  
GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT**

**THESIS**

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English  
Education Program of the Language and Arts Education Department  
Faculty of Teacher Training and Education  
Jember University

ARMILA PUTRI AGUSTINA  
130210401079

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2018**

## DEDICATION

I would like to dedicate my thesis to:

My Beloved Parents, Sulasi and Mujati. Thank you so much for a lot of love, pray, support, and effort. I love you so much.

My Lovely Sister, Yuana Putri Meirina. Thank you for your support.



**MOTTO**

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

(Dr. Seuss)



(Source: [www.brainyquote.com](http://www.brainyquote.com))

**STATEMENT OF THESIS AUTHENTICITY**

I certify that this research 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 part, to qualify for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedure and guidelines, e.g. cancelation of academic award.

I hereby grant to the University of Jember the right to archive and to produce and communicate to the public my thesis or my project in whole or in part in the University/Faculty libraries in all forms of media, now or here after known.

Jember, 1 Mei 2018

The Writer

Armila Putri Agustina  
NIM. 130210401079

**CONSULTANTS' APPROVAL**

**THE USE OF PICTURE IN SERIES TO IMPROVE THE EIGHTH  
GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT**

**THESIS**

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, University of Jember

**Name : Armila Putri Agustina**

**Identification Number : 130210401079**

**Level : 2013**

**Place, Date of Birth : Malang, August 23<sup>rd</sup>, 1995**

**Department : Language and Arts Education**

**Program : English Education**

Approved By :

Consultant I

Consultant II

Drs Bambang Arya Wija Putra, Dip. Ed, Ph.D  
NIP. 19601231 198802 1 002

Eka Wahjuningsih, S.Pd, M.Pd  
NIP. 19700612 199512 2 001

**APPROVAL OF THE EXAMINATION COMMITTEE**

**THESIS**

This thesis entitled “The Use of Picture in Series to Improve the Eighth Grade Students’ Reading Comprehension Achievement” is approved and received by the examination committee of the Faculty of Teacher Training and Education of Jember University.

**Day : Thursday**

**Date : May 3<sup>rd</sup>, 2018**

**Place : Faculty of Teacher Training and Education, Jember University**

**Examination Committee**

The Chairperson,

The Secretary

Dra. Siti Sundari, M.A.  
NIP.19581216 198802 2 001

Eka Wahjuningsih, S.Pd, M.Pd  
NIP. 19700612 199512 2 001

**Members,**

1. Drs. Bambang Arya W, Dip.Ed, Ph.D 1.  
NIP. 19601231 198802 1 002

2. Drs. Bambang Suharjito, M.Ed 2.  
NIP. 19611025 19820 1 004

**The Dean,  
The Faculty of Teacher Training and Education**

Prof. Drs. Dafik, M.Sc., Ph.D.  
NIP. 19680802 199303 1 00

## ACKNOWLEDGEMENT

Firstly and foremost, I would like to express my deepest gratitude to Allah SWT who always blessing me and giving me strength so that I can finish writing my thesis entitled “The Use of Picture in Series to Improve the Eighth Grade Students’ Reading Comprehension Achievement”.

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

1. The Dean of Faculty of Teacher Training and Education;
2. The chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. My first consultant, Drs. Bambang Arya Wijaputra, Dip.Ed, Ph.D., and my second consultant, Eka Wahjuningsih, S.Pd, M.Pd. Thank you for spending your time, knowledge, guidance, advice and motivation on accomplishing my thesis;
5. My Academic Supervisor, Dra. Zakiyah Tasnim, M.A;
6. The lecturers of English Education Program who have given me moral support to work harder in my attempt to complete my thesis;
7. The Principal and the English Teacher of SMP PGRI 03 Bantur, Malang thank you for giving me an opportunity, help and support to conduct the research. The eighth grade students of SMP PGRI 03 Bantur, Malang in the 2017/2018 academic year;

Lastly, I hope this thesis will be useful for the readers. Any constructive suggestions and criticism would be appreciated.



## SUMMARY

**The Use of Picture in Series to Improve the Eighth Grade Students' Reading Comprehension Achievement;** Armila Putri Agustina; English Language Education Study Program; Language and Arts Education Department; The Faculty of Teacher Training and Education; Jember University.

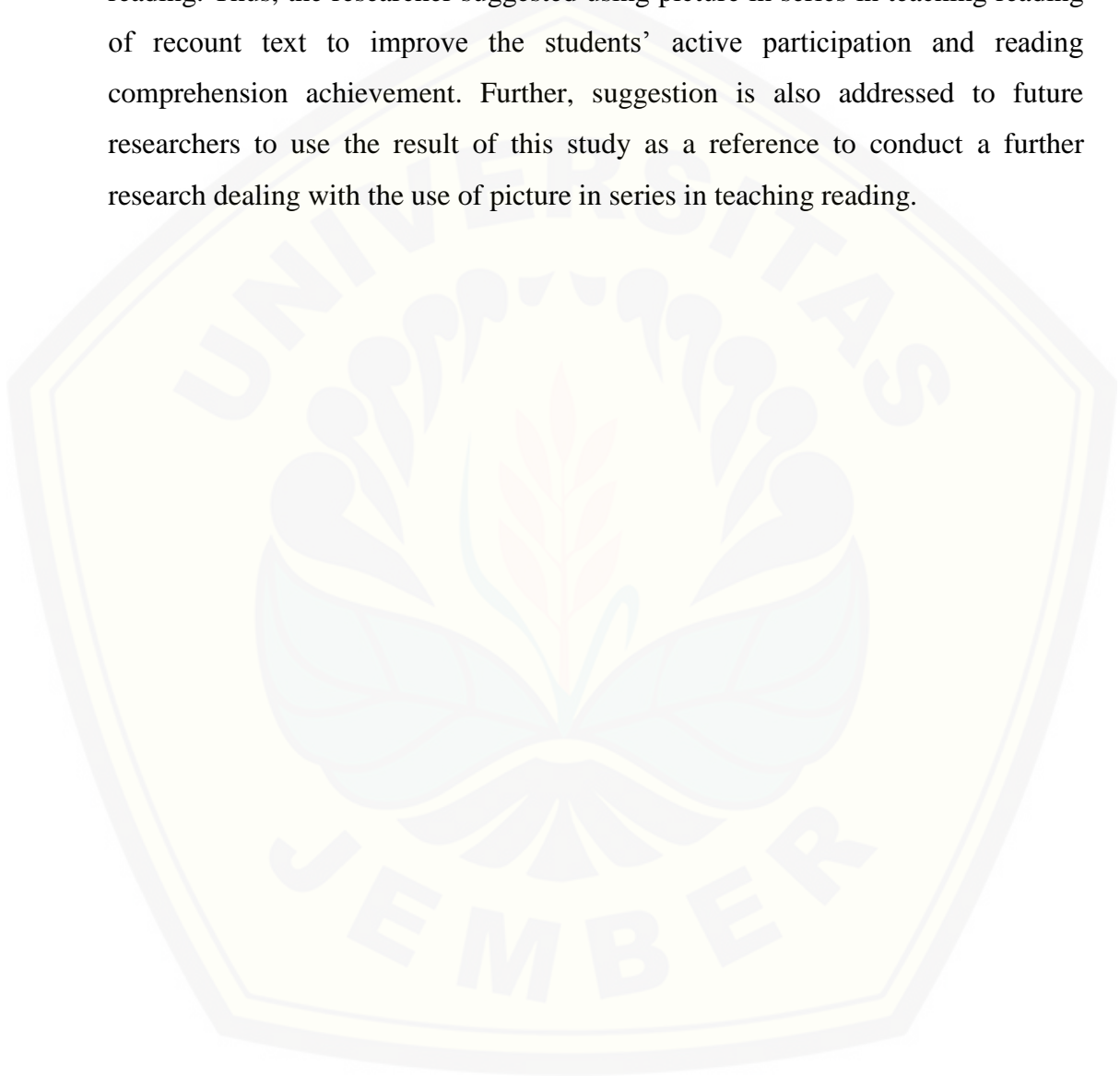
This classroom action research was conducted to improve the eighth grade students' reading comprehension at SMP PGRI 03 Bantur, Malang in the 2017/2018 academic year. The results of the interview and observation showed that many eighth grade students had problems with their reading comprehension. It was known from their scores which were below the minimum require score of that school and they were lack of vocabulary. Besides, they lacked of motivation to read text. These reasons lead the researcher to conduct this research to overcome the student's problems by using picture in series in teaching reading of recount text.

The data were collected by doing observation in each meeting of each cycle and reading comprehension test in each cycle. The research was conducted in two cycles to achieve the criteria of success of this classroom action research in each cycle was conducted in three meetings, two meeting for giving the materials and the third meeting for reading test. The result of observation showed that the percentage of the students in cycle 1 had improvement, but it had not fulfilled the target that was 70% of students actively involved in reading class.

The average score the students' participation in meeting 1 and meeting 2 of Cycle 1 was 46,66%. By conducting the reflection and revising some problems in Cycle 2, the percentage of the students' active participation showed improvement. It increased from 46,66% in cycle 1 to 71,66% in Cycle 2. In addition, the result of the students' reading comprehension test in Cycle 1 had not fulfilled the target, the percentage of the students who got 75 or higher in the reading test was 46,66%. After conducting the reflection and revising, there was an improvement in Cycle 2. It increased from 46,66% in Cycle 1 to 76,66% in Cycle 2. Thus, the entire research target had been achieved in Cycle 2.



Based on the results above, it could be concluded that the use of picture in series could improve the eighth grade students' reading comprehension achievement and improve their active participation at SMP PGRI 03 Bantur, Malang in the 2017/2018 academic year in the teaching and learning process of reading. Thus, the researcher suggested using picture in series in teaching reading of recount text to improve the students' active participation and reading comprehension achievement. Further, suggestion is also addressed to future researchers to use the result of this study as a reference to conduct a further research dealing with the use of picture in series in teaching reading.



**TABLE OF CONTENTS**

<b>TITLE .....</b>	<b>i</b>
<b>DEDICATION.....</b>	<b>ii</b>
<b>MOTTO .....</b>	<b>iii</b>
<b>STATEMENT OF THESIS AUTHENTICITY .....</b>	<b>iv</b>
<b>CONSULTANTS' APPROVAL .....</b>	<b>v</b>
<b>APPROVAL OF THE EXAMINATION COMMITTEE .....</b>	<b>.vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>SUMMARY .....</b>	<b>viii</b>
<b>TABLE OF CONTENTS.....</b>	<b>x</b>
<b>LIST OF APPENDICES .....</b>	<b>xii</b>
<b>CHAPTER 1 INTRODUCTION</b>	
1.1 Background of the Research .....	1
1.2 Problems of the Research.....	3
1.3 Objectives of the Research.....	4
1.4 Research Contribution.....	4
<b>CHAPTER 2 REVIEW OF RELATED LITERATURE</b>	
2.1 Picture as a Media in Teaching Learning Process .....	5
2.2 Reading Comprehension Aspects .....	8
2.2.1 Word Comprehension .....	9
2.2.2 Sentence Comprehension .....	9
2.2.3 Paragraph Comprehension .....	9
2.2.4 Text Comprehension .....	10
2.3 Types of Reading Text Used in ELT .....	10
2.4 Students' Active Participation.....	11
2.5 Picture in Series in Teaching Reading .....	11
2.6 Previous Research Review .....	13

**CHAPTER 3 RESEARCH METHOD**

3.1 Research Design .....	15
3.2 Research Context .....	17
3.3 Research Participants .....	17
3.4 The Data Collection Method .....	18
3.4.1 Reading Comprehension Test .....	18
3.4.2 Observation .....	19
3.4.3 Interview .....	20
3.4.4 Documentation .....	20
3.5 Data Analysis Method .....	20

**CHAPTER 4 RESEARCH RESULT AND DISCUSSION**

4.1 The Result of of the Action in Cycle 1 .....	21
4.1.1 The Planning of the Action in Cycle 1 .....	21
4.1.2 The Implementation of the Action in Cycle 1 .....	22
4.1.3 The Result of Observation in Cycle 1 .....	22
4.1.4 The Result of Reading Comprehension Test in Cycle 1 .....	26
4.1.5 The Reflection of Cycle 1 .....	27
4.2 The Result of of the Action in Cycle 2 .....	28
4.2.1 The Planning of the Action in Cycle 2 .....	28
4.2.2 The Implementation of the Action in Cycle 2 .....	29
4.2.3 The Result of Observation in Cycle 2 .....	30
4.2.4 The Result of Reading Comprehension Test in Cycle 2 .....	34
4.2.5 The Reflection of Cycle 2 .....	36
4.3 Discussion .....	37

**CHAPTER 5 CONCLUSION AND SUGGESTIONS**

5.1 Conclusion .....	39
5.2 Suggestion .....	39

REFERENCES .....	41
------------------	----

APPENDICES .....	45
------------------	----

**LIST OF APPENDICES**

Appendix A : Research Matrix .....45

Appendix B : The Interview Guide of Preliminary Study .....46

Appendix C : The Score of Previous Reading Test.....47

Appendix D : Lesson Plan (Meeting 1/Cycle 1) .....48

Appendix E : Lesson Plan (Meeting 2/Cycle 1) .....62

Appendix F : Reading Comprehension Test Cycle 1 .....76

Appendix G : Lesson Plan (Meeting 1/Cycle 2) .....85

Appendix H : Lesson Plan (Meeting 2/Cycle 2) .....100

Appendix I : Reading Comprehension Test 2 .....115

Appendix J : The Samples of the Students’ Worksheet in Reading Test 1 (The Highest Score) .....122

Appendix K : The Samples of the Students’ Worksheet in Reading Test 1 (The Lowest Score) .....128

Appendix L : The Sample of the Students’ Worksheet in Reading Test 2 (The Highest Sore) .....134

Appendix M : The Sample of the Students’ Worksheet in reading Test 2 (The Lowest Score) .....140

Appendix N : A Research Conducting Letter .....146

**LIST OF TABLES**

Table 3.1 Observation Checklist of Students’ Active Participation .....19

Table 4.1 The Students’ Active Participation in Meeting 1 of Cycle 1 .....23

Table 4.2 The Students’ Active Participation in Meeting 2 of Cycle 1 .....24

Table 4.3 The Average Percentage of the Students’ Participation in Cycle 1 .....25

Table 4.4 The Result of Students’ Reading Comprehension Test 1 .....26

Table 4.5 Revision of the Implementation of Action from Cycle 1 to Cycle 2 .....28

Table 4.6 The Students’ Active Participation in Meeting 1 of Cycle 2 .....31

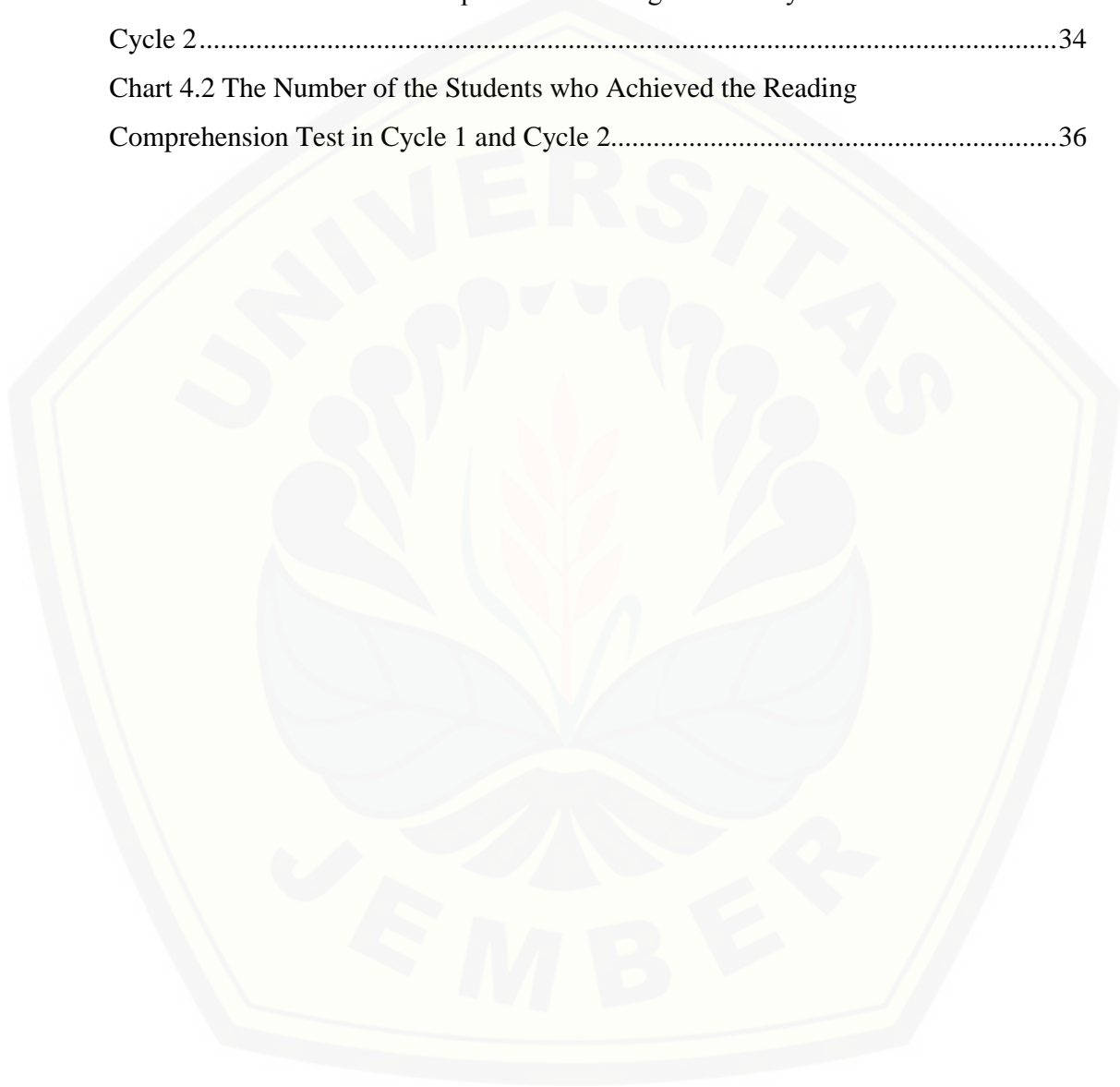
Table 4.7 The Students’ Active Participation in Meeting 2 of Cycle 2 .....32

Table 4.8 The Average Percentage of the Students’ Participation in

Cycle 1.....33  
Table 4.9 The Result of Students' Reading Comprehension Test 2.....35

**LIST OF CHARTS**

Chart 4.1 The Students' Participation in Reading Class in Cycle 1 and  
Cycle 2.....34  
Chart 4.2 The Number of the Students who Achieved the Reading  
Comprehension Test in Cycle 1 and Cycle 2.....36



## CHAPTER 1. INTRODUCTION

This chapter presents some aspects related to the research. It includes background of the research, problems of the research, objectives of the research, limitation of the research and significance of the research.

### 1.1 Background of the Research

In Indonesian context, English is considered as one of the compulsory subjects taught from junior high school until university level. Based on the 2006 Institutional-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP), the general purpose of English learning is to develop the four skills namely listening, speaking, reading and writing, and the language components; grammar, pronunciation, and vocabulary (KTSP, 2006:277). Among the four skills, reading is one of the skills that plays an important role in learning English. It is a basic skill in learning English because every teaching learning activity in an English class involves reading (Grellet, 1996:8).

The preliminary study was conducted on August 4<sup>th</sup> 2017 at SMP PGRI 03 Bantur, Malang by doing an interview with the eighth grade English teacher. It was intended to get information about teaching learning process and the students' problems, especially in reading comprehension. The result of the interview showed that the English teacher used LKS (students' worksheet) and he used question and answer strategy for teaching reading. There were some steps in teaching learning reading in the classroom. The teacher asked the students to read the text and then found unfamiliar words and translate them into Indonesian. The English teacher said that the students also got problems in understanding the text content and the vocabulary. Besides, the students had a problem with their motivation and concentration on comprehending the text.

The observation was also conducted on August 4<sup>th</sup> 2017 in class VIII and the result showed that the student was less enthusiastic reading class. While the teacher explained the materials not all the students paid attention to the teacher. They preferred to play the game in their laptop. The teacher only asked them to stopped playing the game without punishment. They seemed to be bored when the



teacher asked them to read the text and did exercises provided in the students' worksheet. After the students had finished the exercises, the teacher discussed the answer together with the students. At the end of the learned process, the teacher asked the students about what they had already learned on that day. After conducting the interview and observation the researcher got the information that students had problems with their reading ability, and they were also lack of motivation and interest in reading the text. After that the researcher asked the previous score the eighth grade of reading test from the teacher. Based on their previous score, there were only 11 students of 30 students who got 75 or higher. In other words only 36,66% of 30 students achieved the passing grade score of the school.

Using picture in series as media of instruction can be an appropriate solution to overcome students' reading problems and students' lack of motivation in reading. According to Arsyad (2006:117), picture in series is a number of pictures that show some activities or story served in sequence. In line with Arsyad, Wright (1989:2) states that picture in series as one of the visual aids can help students improve not only language skills but also to promote friendly environment in the classroom and to ensure greater students' participation. It means that the use of picture in series as a media can help the teacher increase the students' participation in the classroom and improve their achievement.

Studies on the use of picture in series as media to improve students' reading comprehension achievement was conducted by many researchers they are; Nurhayati (2014); Kamalia (2016); Muis, et.al (2013); Putri (2016); Sa'diyah (2010); Nuryadi (2014). Nurhayati (2014) used classroom action research to inspire students' reading comprehension of the second semester of English Department students in state College of Islamic Studies Tulungagung. The result showed that the percentage of the students who achieved the standard requirement score improves from 35% to 65%. Second researcher is Kamalia (2016) she used classroom action research to improve students reading skill at SMPN 3 Pringapus Satu Atap. Her research showed there were an improvement percentage of the students who achieved the standard requirement from 68% to 92%. In addition,



Muis, et.al (2013) used picture to improve students' reading comprehension at SMPN 2 Koto Diatas Solok. By using classroom action research design, their research showed that there was an improvement of students' average score from 84,5 to 86,14. Putri (2016) she used an experiment design to know the significant difference of students' reading achievement before and after being taught by using picture series at SMPN 1 Seputih Raman. The conclusion was drawn that the students' reading comprehension achievement improved after using picture series. The students' total score in pre-test was 1832 and the mean of the test was 57,25. Meanwhile, the total score of students' score in post-test was 2150 and the mean of the test was 67,18. Another researcher is Sa'diyah (2010) who used classroom action research to improve students' ability in writing descriptive text through using picture in series of the tenth grade senior high school. Her research showed that there was an improvement of the student's average score from 56,86 to 77,87. In addition, Nuryadi (2014) also used picture in series as media to improve speaking ability at grade eight of SMPN 2 Deket. His research showed that students' achievement improved from 55% to 87%.

Based on the previous research findings above, the use of picture in series as media was considered as an important indicator in teaching reading since the results of the five researches above were conclusive. A study on the use of picture in series to improve students' reading comprehension and their motivation at SMP PGRI 03 Bantur is then important to be conducted since no study was conducted in that school. Therefore, the researcher was interested in conducting a classroom action research entitled "The Use of Picture in Series to Improve the Eighth Grade Students' Reading Comprehension Achievement".

## 1.2 Research Problems

The problems of the research are formulated as follows:

1. Can the use of picture in series improve the eighth grade students' reading comprehension of recount text at SMP PGRI 03 Bantur?
2. Can the use of picture in series improve the eighth grade students' participation in the teaching learning process of reading at SMP PGRI 03

Bantur?

### **1.3 Objectives of the Research**

1. To improve the eighth grade students' reading comprehension achievement of recount text by using picture in series at SMP PGRI 03 Bantur.
2. To improve the eighth grade students' active participation in teaching reading comprehension process of recount text by using picture in series at SMP PGRI 03 Bantur.

### **1.4 Research Contributions**

The results of this research are expected to bring some contributions in teaching and learning process as follows:

#### **1.3.1 Empirical Contributions**

For the other researchers

The results of this research are expected to be useful for future researchers and give source information if they want to conduct their research dealing with the use of picture in series in education, especially in teaching reading comprehension.

#### **1.3.2 Practical Contributions**

For the English Teacher

The results of the teaching by using picture in series are expected to be useful as information when this technique is applied in teaching learning process to help the students in understanding reading text especially for student learning English at SMP PGRI 03 Bantur.

For the students

The results of this research can motivate the students to practice reading comprehension and have new learning experience of English learning by themselves by using picture in series.



## CHAPTER 2

### LITERATURE REVIEW

This chapter consists of some aspects dealing with the related literature. It covers reading comprehension achievement, types of reading text, picture as a media, picture in series in teaching reading, students' participation, students' reading comprehension achievement, students' active participation, picture in series and previous research review.

#### 2.1 Picture as a Media in Teaching Learning Process

Picture is one of visual aids that can give a lot of benefits in teaching learning process. According to Wright (1989:212), pictures are very important in helping students to understand something since they can represent place, object, people, etc. Picture can attract the students' attention and direct the students to concentrate on the lesson. It means that by looking at the pictures, it helps the students to understand more about the context of the subject, because they will get a lot of information.

According to Shin (2006:2), there are several ways to English for Young Learners. One of them is by supplementing the activity of learning with media. The media which is used in this research is visual media, in the form of picture series to attract the students' attention in the process of learning. According to Levie and Lentz (in Arsyad, 2013:20) there are four functions of media especially the visual one. One of them is that they should be interesting and directs the students' focus on the content of learning. Yunus (1981:49-53) classifies picture into three types. They are individual pictures, composite pictures and picture in series.

According to Wright (1989:193), individual pictures are pictures of single objects which contain only one single picture of objects, persons, or activities. The picture can represent things or activities which cannot be brought into the classroom such as set of animals, sport, occupation, vehicle, etc. The following is the example of individual pictures.



(Taken from: <http://www.catster.com/lifestyle>)

Composite picture is a picture with a lot of information (Wright, 1989:189). It describes an object, such a place, activities, and so on. They give a lot of information of people doing different activities. It might be a landscape showing a lot of objects, building and etc. The following is the example of composite picture.



(Taken from: <http://uksrhasta.blogspot.co.id/2015/12/.html>)

Wright (1989:201) notes that picture in series show sequences of pictures to tell story or sequence of events. They do not only improve language skills but also to promote a friendly environment in the classroom and to ensure greater students' participation. Here is the example of picture in series with the recount text about daily activities.





(Taken from: Widiati, 2008:22)

Moreover, the use of picture in series in teaching reading has many advantages. Wright (1989:17) stated that picture in series can play an important role in motivating students, bring the world into the classroom, stimulate and provide information to be referred in the lesson. Furthermore, Levie and Lentz (in Arsyad 1997:16) add that the use of picture in series can attract the students' attention to concentrate on the lesson given and can quicken the realization goal in understanding and remembering the information or message provided in the picture.

The use of picture in series has some disadvantages. According to Wright (1989:2) the use of picture in series can be a problem if the students pay attention more on the picture instead of the materials. If the size of the picture in series is too small, it will be hard for students to observe the picture. So, the teacher has to create the pictures big enough because some of the students may have difficulties in observing the small pictures. When the quality of picture is bad, the picture may have problems for the students such as misunderstanding in interpreting the picture. To solve this problem, the teacher should make picture in series in good quality and the colorful picture can be used to make the students more interested.

## 2.2 Reading Comprehension Achievement

Reading is one of the important things in learning English which is learned by the Indonesian school students. Grellet (1998:7) states that reading is an active skill that constantly involves guessing, predicting, checking and asking oneself question. According to Pollard (2008:44), reading is a receptive skill, which means that the students do not only accept what they have read but also understand what they have read. This skill is also shown by the reader's ability to identify the rules of the language. Menaka and Jebaraj (2017:2) states that reading is one of the four necessary important language skills for those learning English as a second or foreign language (ESL/EFL), for academic success, and for professional development. It is crucial in learning and communication. Current trends in education consider reading lessons to be an important early step in the development of mental and linguistic abilities (Alshumaemeri, 2011:186).

Every reading needs comprehension. Fairbrain and Winch (1996:8) said that reading comprehension means gaining meaning from the text. It refers to ability in interpreting the meaning of words which is very important in reading text. In addition, comprehending a text means understanding the information and the message well. In Addition (Javed, et.al, 2015:1) state that reading comprehension is an interactive process between the reader and the text. It can be concluded that reading comprehension is an activity that students should do in the process for comprehension.

In relation to achievement, Hughes (2003:13) states that achievement is related to the test conducted to know how successful students have achieved the objectives of a course. It means that achievement is a result that the students have achieved on what they have learned and it can be known from the score of the test given. It can be drawn the conclusion that students' reading comprehension achievement is the activity to know students' reading comprehension.

In this research, students' reading comprehension achievement is the result of reading test conducted after the action. The result of the test is present in the form of score. The test in reading comprehension includes word comprehension, sentence comprehension, paragraph comprehension and text comprehension.



### **2.2.1 Word Comprehension**

Comprehending word is the first step in comprehending sentence. Grellet (1996:7) states that in the very beginning, students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. It means that by understanding the meaning of the words can help students to understand the content of the whole text. In addition, Fairbrain and Winch (1996:9) said that the readers will know what the sentence means when they know the meaning of individual words and how they are put together in a language. Thus, it can be assumed that comprehending word is very important since they give the readers clues to comprehend the sentence meaning. Therefore, comprehending word is the basic step and the key success for reading comprehension since it is impossible to comprehend text meaning without understanding the word meaning.

### **2.2.2 Sentence Comprehension**

After comprehending the word, the next step is that the students should comprehend the sentence which is a group of words that expresses a complete thought about something or someone (McWhorter, 2001:414). According to Wong (1999:15) a sentence is a group of word that has three meanings namely a subject, a verb, and a complete thought. It can be assumed that in comprehending sentence the readers not only understand the sentence that contains some individual words, but also understand the whole meaning of a sentence.

### **2.2.3 Paragraph Comprehension**

After comprehending words and sentence, the readers have to comprehend the more complex aspect that is comprehending paragraph. It is a series of sentence about one main idea or point (Langan, 2004:11). In addition, McWhorter (2001:40) states that a paragraph is a group of related sentences that develops one main thought about single topic. Thus, a whole paragraph actually discusses one main idea. According to Broadman and Fridenberg (2008:3) the patterns of a paragraph are topic sentence, supporting sentence and concluding sentence.

#### **2.2.4 Text Comprehension**

Comprehending text is the aim of reading; it means that the reader will be able to understand the content of the text. Grellet (1996:4) states that one of the reasons of reading is to find out something or in order to do something with information obtained. The readers should comprehend all parts of the text, including words, sentences, and paragraphs in order to understand the content of the text. To comprehend the whole text, Wood (1991:125) states the one way to accomplish this goal is to recognize and understand the parts first, the small units of meaning, and then to combine them to understand the whole text.

#### **2.3 Types of Reading Text Used in ELT (English Language Teaching)**

There are several text types the junior high school should identify. Based on the (Kurikulum Tingkat Satuan Pendidikan/KTSP) there are five genres that students should learn. They are narrative text, recount text, report text, descriptive text, and procedure text and each type has its own characteristics. Montgomery and Durant (2000:211) define narrative text as a story about single events served in sequence. It means that narrative text is a type of text that tells the readers about past story whether it is fiction or non-fiction and the purpose is to entertain the readers. The characteristic of this text is always using past tense, using temporal conjunction (then, before, after), using adjective, adverb and adverbial phrase. Report text is a text that gives information in general. The function of this text is announcing the result of an investigation or information. Descriptive text is a text whose purpose is to describe a person or a thing and to describe place, or thing. It focuses on specific participants, uses adjectives and uses simple present tenses. Procedure Text is a text designed to describe how something is accomplished through a series of steps (Goatly, 2000:30). The purpose is to explain how something can be done, the example are recipes and manual instructions etc. The characteristic of this text is using present tense; the sentences begin with action verbs and the use of linking words to connect the text and to indicate sequence.

In this research, recount text was chosen as one of the variables. According to Pardiyo (2007:63) recount is the text telling the reader what

happens and it retells a past event. It means that the purpose of recount text is to tell sequence events so that it entertains the readers. There are generic structure of recount text; orientation, events and reorientation. Orientation deals with the scene and participant, events describing a series of events happen, and the last is reorientation which states the writer's personal note that gives personal comments on the event. Recount text has some characteristics, such as always using past tense and using chronological connectives.

#### **2.4 Students' Active Participation**

The students' active participation in this research refers to the students' activeness in the reading teaching and learning process in the classroom. The students' active participation is identified by their active role during the teaching learning process of reading recount text by using picture in series. The students are categorized active participants if they fulfill at least two of the four indicators.

#### **2.5 Picture in Series in Teaching Reading**

According to Wright (in Saputri, 2013:20) sequences of picture can be kept as they are and used to contextualize a story or a description of a process. Hence, its main function is to tell a story or sequence of events. Picture in series in this classroom action research refers to more than one picture that shows a series of related activities/story or sequences of pictures. Yunus (1981:50) defines that picture in series is a number of related composite pictures linking each other to form story sequence. Picture series in this series can be used by students as their guidance in reading recount text to improve students' reading comprehension achievement.

According to Yu (2015:23) there are four criteria that pictures for reading comprehension tasks are expected to meet; they are: (1) not including too much information about the content of the reading text, (2) depicting information from the beginning paragraph(s) of the text, (3) mirroring language complexity of the text, and (4) depicting information that is invited to be processed in the text. Goodykoonts (1936:125) states that the following as-assumptions are implied as to the relation of pictures to comprehension in reading:

1. That pictures are accepted and used as integral parts of a book's subject matter.
2. That pictures are read as text read, so as to supply meaning to the text they accompany or to provide meaning which the text alone cannot supply.
3. That pictures encourage or motivate persons to read books or other materials which they otherwise might not read.

These are the steps of teaching reading by using picture in series. In this research, the researcher used three phases technique. Rivas (1999:16-18) explains the phases as follows:

#### 2.5.1 Pre-reading activities

Pre-reading activities present some activities that activate and build up background knowledge, while at the same time help with vocabulary development, and try to arouse students' interest.

Pre-reading activities are as follows:

- a. Showing picture in series related to the topic.
- b. Asking leading questions to the students to make them focus on the topic.
- c. Stating the objectives of teaching and learning process.

#### 2.5.2 While-reading activities

The main goal of while reading activities are to improve learners' strategies in skill practice, linguistic development, helping students to understand the writer's purpose, text structure and the content. While-reading activities as follows:

- a. Asking the students to be in pairs.
- b. Asking the students to read the text silently with picture in series.
- c. Asking the students to find unfamiliar words and the meaning with their partner.
- d. Discussing the meaning together with the class.
- e. Asking some questions related to the text to know the students' comprehension.
- f. Explaining about recount text.
- g. Distributing exercise to the students.



- h. Discussing the answer together with the class.

### 2.5.3 Post-reading activities

The purpose of post reading activities are to help to consolidate what the students have read. Post-reading activities are as follows:

- a. Guiding the students to draw the conclusion
- b. Reflecting the teaching learning process
- c. Parting the students.

## 2.6 Previous Research Review

The previous research related with the use of pictures in series was conducted by Nurhayati (2014). This research was to improve students' reading comprehension because the researchers found some problems. She decided to use picture in series, and the result showed that the use of this media can improve the students' reading comprehension. It can be seen from the percentage of those who achieved the standard requirement score improves from 35% to 65%. The second is Kamalia (2016), who used picture in series to improve students' reading comprehension in narrative text and the result showed that the use of picture in series can improve students reading comprehension achievement. It can be seen from the percentage of the students who achieved the standard requirement from 68% to 92%. The third is Muis, et.al (2013), who used picture in series as a media to improve students' reading comprehension of descriptive text. Their research showed an improvement of students' average score from 84,5 to 86,14. The fourth is Putri (2016) who used picture in series as a media to improve students' reading comprehension of narrative text. The conclusion were drawn that there was an increase in students' reading comprehension after using picture series. The total score of students' score in pre-test was 1832 and the mean of the test was 57,25. The fifth is Sa'diyah (2010). She used picture in series to guide the students to get the ideas in writing descriptive text. The result showed that the strategy improved the students' writing with their average score. In addition is a research by Nuryadi (2014). The objective is improving students' speaking ability in learning procedure text. The researcher used picture in series as one of the interesting teaching aids that can be used in teaching learning process by the teacher. Finally,

the result of his research showed that the average of the students improved from 69,76 to 76,77.

From the above description there are differences and similarities between the previous studies and present study. The differences with the research participants (Sa'diyah used students of senior high school, Nurhayati used students of University, Nuryadi, Kamalia, Muis, et al and Putri used students of junior high school). The next differences is on type of text ( Sa'diyah and Muis, et.al used descriptive text, Nurhayati used recount text, Nuryadi used procedure text), (Putri and Kamalia used narrative text), skills (Sa'diyah to improve writing, Nurhayati, Kamalia, Muis, et.al and Putri to improve reading, Nuryadi deals with speaking). The similarities are the research design that they used is classroom action research, the media that they used is picture in series. The differences between those researches are the type of text and level of participants. The research tended to use recount text for the eighth grade students of junior high school.

## CHAPTER 3

### THE STUDY

This chapter presents the research methods applied in this research. It consists of research design, research context, research participant, data collection method and data analysis method.

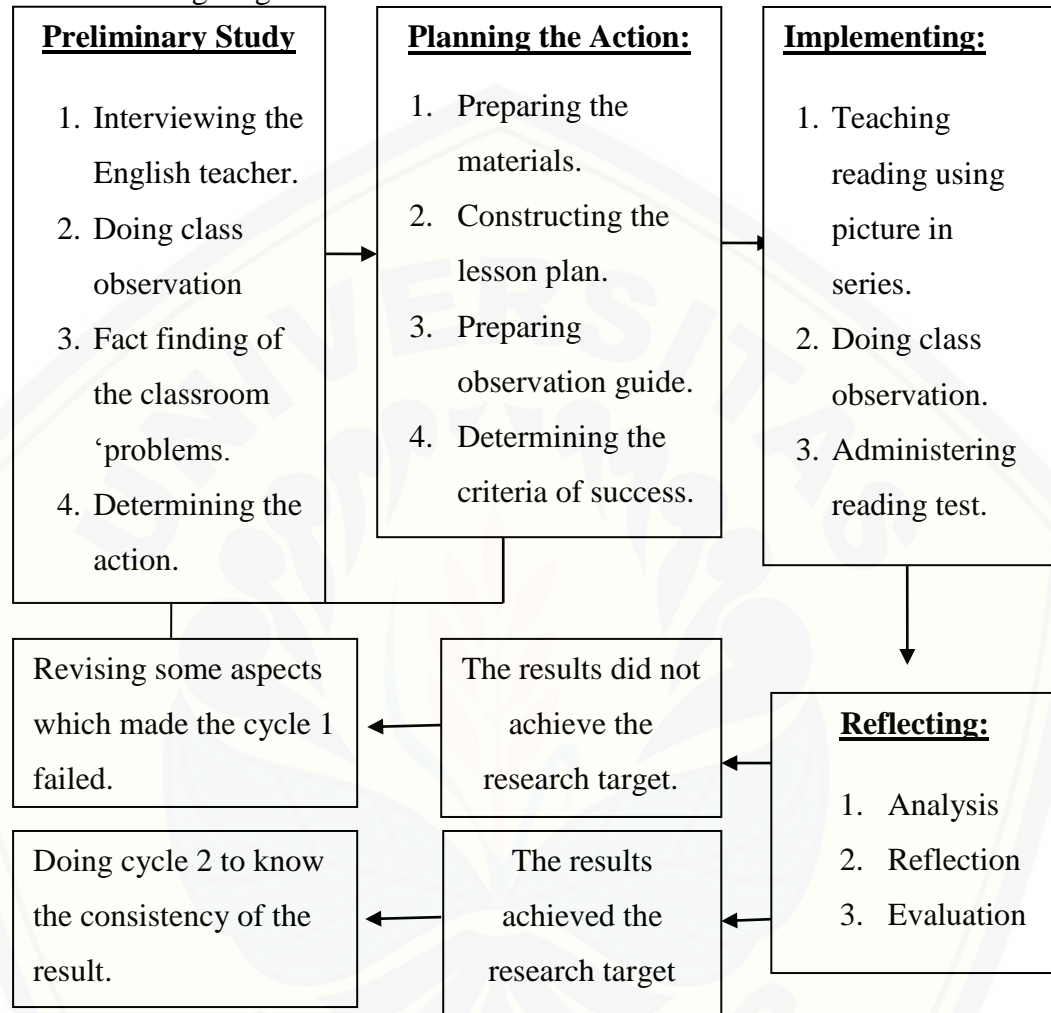
#### 3.1 Research Design

This research design was a Classroom Action Research (CAR) to improve the students' reading comprehension achievement and students' active participation of recount text by using picture in series. In this case, Elliot (1991:69) states that action research is the study of a social action which is conducted to improve the quality of the action. Moreover, McMillan (1992:12) said that an action research is a type of applied research to solve a specific problem in the classroom and intended at single local site. In short, classroom action research is a research used to improve the quality of teaching and learning process. In conducting this research, the research collaborated with the English teacher of class VIII SMP PGRI 03 Bantur.

The action research was conducted in two cycles, in which each cycle had four stages of activities, namely (1) planning of the action, (2) the implementation of the action, (3) the classroom observation and evaluation (4) the reflection of the action (Lewin, 1980 in Elliot, 1991:70). In planning of the action, the researcher prepared instructional material and constructed lesson plan. Then, the researcher applied the lesson plan and instructional material in the classroom as an implementation of the action and while teaching and learning process. They also evaluated the result of the observation. Reflection was used to answer the research problem.



In this classroom action research, the teaching learning process was divided into two cycles. The design of this classroom action research is illustrated in the following diagram:



*(Adopted from Lewin, in Elliot, 1991:70)*

The procedures of the research activities are as follows:

1. Interviewing the English teacher to get the information related to the students' problems in reading comprehension, the teaching and learning process, and the materials used to teach reading comprehension.
2. Finding out the documents (the names of the research subjects, the curriculum, and the students' scores in reading comprehension test from the teacher).

3. Doing class observation to know the class situation and the students' problems in participation while teaching learning process of reading comprehension.
4. Preparing the materials by constructing the lesson plan for the first cycle (meeting 1 and meeting 2), constructing reading test and constructing observation checklist.
5. Implementing the action in the first cycle (teaching reading by using picture in series), it was done by the researcher.
6. Observing the students' activities done by the English Teacher of SMP PGRI 03 Bantur.
7. Administering reading comprehension test by using picture in series to the research subject for the first cycle.
8. Analyzing the result of observation followed by analyzing the result of the students' reading test statistically.
9. Reflecting the result of data analysis and drawing conclusion to answer the research questions and the reading comprehension achievement test. If the results have not achieved the research objectives, the action is proceeded to the next cycle.

### **3.2 Research Context**

The area of this research was determined by using purposive method. According to Arikuto (2006:136) purposive method is a method applied in choosing the research area based on a certain purpose reason. This research was conducted at SMP PGRI 03 Bantur, Malang. The curriculum used is the school based curriculum (KTSP) and this research focused on the eighth grade students because this class had problem in comprehending a reading text and teaching reading by using picture in series has never been applied in this school.

### **3.3 Research Participant**

The participants of the research were the eighth grade students of SMP PGRI 03 Bantur, Malang. There was only one class in class eight, as informed by the English teacher; this class had problems with their comprehension in reading.

There were only 11 students of 30 students who got 75 or higher. In other words, only 36,6% of 30 students achieved the passing grade score of the school.

### **3.4 The Data Collection Method**

There were four kinds of data collection method required in this research. They were reading comprehension test, observation, interview and documentation. Each point is explained in the following parts.

#### **3.4.1 Reading Comprehension Test**

A reading test was used to obtain the data of the students' reading achievement. According to Brown (2004:3) a test is an instrument that presents a set of techniques, procedures, or items that can be used to measure a person's ability, knowledge or performance in certain area. In relation to the test, Hughes (2003:11) classifies test into four types. They are proficiency test, achievement test, diagnostic test and placement test. The achievement test was applied in this research because it measured the students' mastery of the materials taught (Heaton, 1991:112). The purpose of this test is to know how successful individual students have achieved the goal of teaching and learning process.

A good test must have validity and reliability. (Hughes, 2003:26-35). This research used content validity because the content of the test materials were constructed by indicators to be measured. Hughes (2003:34) states that if a test is not valid it cannot be reliable. Reliability is related to consistency of giving the scores, how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Fraenkel and Wallen, 2000:176). It means that the results of the scores are the same whenever the test is scored and whoever gives the score.

Based on the scoring system, a test can be classified into two kinds; they are objective test and subjective test (Heaton, 1991:25). In this research, the reading comprehension test was given in the form of objective type of multiple-choice format containing the indicators of the research, they are: word comprehension, sentence comprehension, paragraph comprehension and text comprehension. The students chose one of the answers from the four options

provided. It was easy for the researcher to score the test because it had only one correct answer.

The reading comprehension test was given in the end of the cycle. The test consisted of 20 items of multiple choice formats. Each correct answer was scored 5 points. The total score of the test items was 100 and the time allocation to do test was 60 minutes. The students were categorized to pass the test if they could achieve the minimum standard score that was 75.

### 3.4.2 Observation

Observation was done in each meeting of the cycle. Arikunto (2006:229) states that the most effective way in observation was by using observation instrument which was aimed to know the students' active participation during the teaching learning process of reading comprehension by using picture in series. In addition, the researcher also did an observation in the preliminary study. The purpose of conducting observation in the preliminary study was to know the teaching learning process in that school and to know whether the students were interested and active in the learning process or not. The students were categorized as the active participants if they fulfilled three of the four indicators.

Table 3.1 Observation Checklist of Students' Participation

No	Name	Indicators				Total Score	Active	Passive
		1	2	3	4			

The indicators of observation are:

1. The students read the text with picture in series.
2. The students answer the teacher's oral questions.
3. The students discuss the picture in series and text with the partner.
4. The students do the exercises given by the teacher.

### 3.4.3 Interview

In this research, an interview was conducted to the English teacher in the preliminary study on August 4th 2017 in class VIII. McMillan (1992:132) states that interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. Interview was conducted to get data about students' problems in reading comprehension.

### 3.4.4 Documentation

Documentation was used to obtain the data of the names of the research subject and the previous reading test score before the action.

### 3.5 Data Analysis Method

To find out the percentage of the students who are active in the teaching and learning process, the researcher used this formula:

$$E = \frac{n}{N} \times 100\%$$

Note:

E : The percentage of the students' active participation

n : The total number of the students who are active

N : The total number of the students joining the classroom.

*(Adopted from Ali, 1993:186)*

The percentage of the students who got at least 75 and above was analyzed using the following formula.

$$E = \frac{n}{N} \times 100\%$$

Note:

E : The percentage of the students who achieved  $\geq 75$

n : The total number of the students who achieved  $\geq 75$

N : The total number of the students joining the classroom.

*(Adopted from Ali, 1993:186)*





## CHAPTER 5

### CONCLUSION AND SUGGESTION

This chapter presents the research conclusions and suggestions. The research conclusions are going to be presented in the following section.

#### 5.1 Conclusion

According to the result of observation and evaluation, the conclusion can be concluded that:

1. The use of picture in series could improve the eighth grade students' active participation during the teaching learning process of reading recount text at SMP PGRI 03 Bantur, Malang in the 2017/2018 academic year. It can be seen from the result of observation showing that there was an improvement of the students' active participation from 46,66 % in Cycle 1 to 71,66% in Cycle 2.
2. The use of picture in series could improve the eighth grade students' reading comprehension achievement of recount text at SMP PGRI 03 Bantur, Malang in the 2017/2018 academic year. The improvement could be seen from the result of percentage of the students who got at least 75 or higher from 46,66% in Cycle 1 to 76,66% in Cycle 2.

Therefore, it could be seen that the results had achieved the standard score requirement that was targeted in this research. In conclusion, the use of picture in series could improve the eighth grade students' reading comprehension achievement and participation at SMP PGRI 03 Bantur, Malang.

#### 5.2 Suggestions

Based on the findings of this research some suggestions were proposed to the following people.

##### 5.2.1 The English Teacher

The English teacher is suggested to use picture in series in teaching learning process in order to encourage English teachers in creating an



effective way of teaching English, especially in teaching reading recount text. Further, when the teacher teaches the students using picture in series, he should guide the students to discuss the text with the whole class, because it is important to help the students comprehend the text.

### **5.2.2 The Future Researchers**

The result of this research can be valuable information for the future researcher who wants to conduct a research that deals with the improvement of reading comprehension achievement in other genres of the text by using different research design. Therefore, future researchers are suggested to use the findings of this research as a reference or to conduct research with some innovation and creativity such as teaching reading by using picture in series using current technology or other innovation and creativity. If other researchers will conduct the same research it is better if they do pre-test as previous score before conducting the action. It makes the score more accurate than previous score from the teacher.

## REFERENCES

- A Beautiful Day at Jogja. Available at: <http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html?m=1> (Retrieved at 30<sup>th</sup> July 2017)
- Ali, M. (1993). *Strategi Penelitian Pendidikan*. Bandung: PT. Angkasa.\
- Alshumaimeri, Y. (2011). The Effects of Reading Method on the Comprehension Performance of Saudi EFL Students. *International Electronic Journal of Elementary Education*, 4, 186.
- Arikunto, S. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktek (Edisi Revisi VI)*. Jakarta: Rineka Cipta.
- Arsyad, A. (2006). *Media Pengajaran*. Jakarta: PT. Raja Grafindo Persada.
- Broadman, Cynthia.A. - Jia Fridenberg. (2008). *Writing to Communicate: Paragraphs and Essays* (3th Edition. New York: Pearson Longman.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman.
- Depdiknas. (2006). *Kurikulum Tingkat Satuan Pendidikan (KTSP) Mata Pelajaran Bahasa Inggris untuk SMP/MTs*. Jakarta:Pusat Kurikulum Balitbang, Depdiknas.
- Elliot, J. (1991). *Action Research for Educational Change: Developing Teachers and Teaching*. Philadelphia: Open University Press.
- Fairbrain,G.J.- Christopher,W. (1996). *Reading, Writing and Reasoning: a Guide for Students* (Second Edition). Philadelphia:Open University Press.
- Fraenkel,J. R. - Wallen,N.E. (2000). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill Companies.
- Goatly, A. (2000). *Critical Reading and Writing: An Introductory Coursebook*. London:Routledge.
- Goodykoontz, B. (1936). The Relation of Pictures to Reading Comprehension. [http://www.jstor.org/stable/41382384?seq=1&cid=pdf-reference#references\\_tab\\_contents](http://www.jstor.org/stable/41382384?seq=1&cid=pdf-reference#references_tab_contents), 13, 4.
- Grellet, F. (1996). *Developing Reading Skills: A Practice Guide to Reading Comprehension*. Cambridge:Cambridge University Press.



- Grundvig, Victoriia. (2012). *Can Picture Books in the English Classroom lead to Increased Reading Comprehension?*. (<http://brage.bibsys.no/hiof/retreive/1097/Grundvig2.pdf>) (date of access: 8<sup>th</sup> Aug. 2017)
- Heaton, J. B. (1991). *Writing English Language Tests*. New York: Longman Group Limited.
- Hughes, A. (2003). *Testing for Language Teachers*. Cambridge: Cambridge University.
- Jack R Fraenkle & Norman E Wallen. (2000). *How to Design and Evaluate Research in Education*. London: Mc-Graw Hill.
- Javed, Muhammad- Lien Siew Eng-Abdul Rashid Muhamed. (2015). Developing Reading Comprehension Modules to Facilitate Reading Comprehension Among Malaysian Secondary School ESL Students. *International Journal of Instruction*, 8, 1.
- Kamalia, N. A. (2016). *The use of Picture in Series to Improve Students' Ability in Reading Narrative Text in the Eighth Grade of SMP N 3 Pringapus Satu Atap in the Academic Year 2015/2016*. Published S1 Thesis. Salatiga. IAIN Salatiga.
- Langan, John. (2004). *Sentence Skills Form B: a Workbook for Writers* (7<sup>th</sup> Edition). New York: McGraw-Hill Companies.
- McMillan, J. H. (1992). *Educational Research: Fundamentals for Costumers*. New York: Harper Collins Publisher.
- McWhorter, K. T. (2001). *The Writer's Express: A Paragraph and Essay Text with Reaings (Third Edition)*. Boston: Houghton Mifflin Company.
- Menaka, B &. Justin Jebaraj.J.S. (2017). Reading Comprehension In Relation to Academic Achievement in English Among Higher Secondary Students. *International Journal of Research - GRANTHAALAYAH*. Vol. 5, 113.
- Montgomery, Martin. & Alan Durant. (2000). *Ways of Reading: Advanced Reading Skills for Students of English Literature*. New York: Routledge
- Muis, Nurmailis-Zainil-Desmawati Rajab. (2013). Improving Students' Reading Comprehension of Descriptive Text by Using Pictures and Semantic Mapping at Grade VII.1 of SMPN 2 Koto Diatas Solok Regency. *Journal English Language Teaching(ELT)*, 1.

- Nurhayati, D. A. (Desember 2014). Using Picture in Series to Inspire Reading Comprehension for the Second Semester Students of English Department of IAIN Tulungagung. *Dinamika Ilmu*. Vol.14.
- Nuryadi. (2014). Using Picture Series in Teaching Procedure Text to Improve Students Speaking Ability in Grade Eight of SMP Negeri 2 Deket in the Academic Year 2013/2014. *E-link Journal*.
- Pardiyono. (2007). *Pasti Bisa!! Teaching Gendre-Based Writing*. Yogyakarta: C.V Andi Offset.
- Pollard, L. (2008). *Lucy Pollard's Guide to Teaching English: A Book to Help You Through Your First Two Years in Teaching*. [http://es.ok.org/book/850340/30d92f/?\\_ir=1](http://es.ok.org/book/850340/30d92f/?_ir=1).
- Putri, L. G. (2016). *Teaching Reading Through Narrative Text Using Picture in Series at the Second Year Students of SMP N 1 Seputih Raman*. Published S1 Thesis. Lampung. Universitas Lampung.
- Rivas, R. M. (1999). Reading in Recent ELT coursebooks. *ELT Journal* 53/1 January, 12-21.
- Sa'diyah, H. (2010). Improving Students Ability in Writing Descriptive Texts Through a Picture in Series-Aided Learning Strategy. *The English Teacher* Vol. XL.
- Saputri, I.W.(2013). *Improving The Writing Skills of Recount Texts by Using Picture Series for The Eighth Grade Students of SMP Muhammadiyah 2 Kalasan in The Academic Year of 2013/2014*. Faculty of Language and Arts: Yogyakarta State University.
- Shin, J. K. (2006). *Teaching English to Young Learners*. Maryland: University of Maryland.
- Widiati,U. (2008). *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII*. Jakarta: Pusat Perbukuan, Kementrian Pendidikan Nasional.
- Winch, G. a. (1996). *Reading, Writing and Reasoning: A Guide for Students*. Philadelphia: Open University Press.
- Wong, L. 1999. *Essential Writing Skillls*. Boston: Houghton Mifflin Company.
- Wood, N. V. 1991. *Strategy for College Reading and Teaching*. New York: McGraw Hill Incorporation.



Wright, A. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University.

Yu, F. (2015). An Analysis of Picture for Improving Reading Comprehension: A Case Study of the New Hanyu Shuiping Kaoshi. *The Nebraska Educator: A Student-Led Journal*, 27, 23.

Yunus, N. A. (1981). *Preparing and Using Aids for English Language Teaching*. Kuala Lumpur: Oxford University Press.



APPENDIX A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method
<p>The Use of Picture in Series to Improve the Eight Grade Students' Reading Comprehension Achievement</p>	<p>a. How can the use of picture in series improve eighth grade students' reading comprehension by using narrative text at SMP PGRI 03 Bantur?</p> <p>b. How can the use of picture in series improve eighth grade students' active participation in the teaching learning process of reading at SMP PGRI 03 Bantur?</p>	<p>a. Independent variable: The use of picture in series in teaching reading class.</p> <p>b. Dependent variable: The students' active participation in reading teaching learning process of recount text by using picture in series.</p>	<p>1. Teaching reading of narrative text by using picture in series.</p> <p>2. Students' active participation in:</p> <ul style="list-style-type: none"> <li>• Reading a recount text accompanied by picture in series.</li> <li>• Answering the teacher's oral questions.</li> <li>• Discussing the picture in series and text with the partner.</li> <li>• Doing the reading exercises.</li> </ul>	<p>Respondents: The students of class VIII of SMP PGRI 03 Bantur , Malang in 2017/2018 academic year</p> <p>Collaborator: The English teacher of SMP PGRI 03 Bantur</p> <p>Documents :</p> <ol style="list-style-type: none"> <li>a. The names of the research subject</li> <li>b. The students' score in the last reading daily test.</li> <li>c. English syllabus and curriculum for Junior High School.</li> </ol>	<p><b>1. Research Design</b> Classroom Action Research with cycle model :</p> <ol style="list-style-type: none"> <li>a. The planning of the action</li> <li>b. The implementation of the action</li> <li>c. Classroom observation</li> <li>d. Reflection of the action and evaluation (Adapted from: Lewin, 1980, in Elliot, 1991:70)</li> </ol> <p><b>2. Research Context</b> Purposive method</p> <p><b>3. Research Participant</b> Class VIII SMP PGRI 03 Bantur</p> <p><b>4. Data collection method :</b></p> <ul style="list-style-type: none"> <li>- Interview</li> <li>- Observation</li> <li>- Reading Comprehension Test</li> <li>- Documentation</li> </ul> <p><b>5. Data analysis method:</b></p> <ul style="list-style-type: none"> <li>- Students active participation analyzed by using the following formula:</li> <li>- <math>E = \frac{n}{N} \times 100\%</math></li> </ul> <p>E : the students' active participation. n : The total number of the students who were active. N : The total number of the students. (Adopted from Ali, 1993:186)</p>



**APPENDIX B****THE INTERVIEW GUIDE OF PRELIMINARY STUDY**

Interviewer : Armila Putri Agustina

Interviewee : Yunida Adi Saputra,S.Pd

Day/Date : Friday/ August 4<sup>th</sup>, 2017

No	Questions	Answers
1.	What grade do you teach?	The eighth grade
2.	What curriculum is being applied in this school?	KTSP
3.	What English text book do you use?	I used LKS book
4.	Is there any problem while you teach the eighth grade students? What is it?	Yes of course, most of the students have a problem that is reading, they lack of motivation in reading class.
5.	What technique do you usually use in teaching English especially in reading class?	Questions-answer and silent reading strategy.
6.	What kinds of difficulties are faced in reading class?	Students have some problems to comprehend the text in reading class and they lack of vocabulary.
7.	How do you solve the students' problem in reading?	I ask the students to bring dictionary and use it if they find difficult words.
8.	What is the standard requirement score in reading class?	The standard requirement is 75.
9.	While the teacher explaining the materials, did the students give attention to the teacher?	No, not all the students give the attention only few students.
10.	While the teaching learning process, did the students ask the teacher when they faced some problems?	No, they did not. They just keep silent and sometimes they ask to their friends not the teacher. I gave them some questions to make sure that the students understand the materials but only a few students can active answer.
11.	Have you ever used media of picture in series in teaching reading?	No, I have not





## APPENDIX C

## Previous Score of Reading Test

No	Name	Scores	Achieved	Not Achieved
1	A.R.H	64		√
2	A.L.D	68		√
3	A.F	75	√	
4	A.P	65		√
5	A.C.S	65		√
6	A.P.W	63		√
7	A.D.M	67		√
8	B.P	80	√	
9	C.H.L.P	60		√
10	D.R	66		√
11	D.M.A.P	75	√	
12	D.A	80	√	
13	E.D.M.S	75		√
14	F.F	65		√
15	H	63		√
16	J.A	85	√	
17	M.P.L	65		√
18	M.A.K	65		√
19	N.F	70		√
20	N.U.J	85	√	
21	N.B.A	67		√
22	N.R.P	65	√	
23	R.I.P	65		√
24	R.Y.A	68		√
25	R.A	70		√
26	R.D.K	75	√	
27	S.K	75	√	
28	W.P	80	√	
29	W.A.L	80	√	
30	Y.A.P	65		√
Total			11	19
Percentage			36,66%	63,33%

## APPENDIX D

## LESSON PLAN

(Meeting 1/Cycle 1)

<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VIII/I</b>
<b>Language Skill</b>	<b>: Reading</b>
<b>Text Type</b>	<b>: Recount Text</b>
<b>Time</b>	<b>: 2x40'</b>

**I. Standard Competence**

3. Memahami makna teks fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

**II. Basic Competence**

3.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

**III. Indicators**

## 3.1 Cognitive

## 1. Product

- a. Identifying the word meaning by selecting the correct answer from the option given in the form of matching statements of a recount text with picture in series given by the teacher.
- b. Identifying the sentence meaning by the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
- c. Identifying the paragraph meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.

- d. Identifying the text meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.

2. Process

- a. Reading a recount text with picture in series silently.
- b. Finding the unfamiliar words and their meaning of a recount text with picture in series in pairs.
- c. Discussing the meaning of unfamiliar words of a recount text with picture in series together with the class.

#### **IV. Learning Objectives**

##### 4.1 Cognitive

1. Product

- a. The students are able to identify the word meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
- b. The students are able to identify the sentence meaning from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
- c. The students are able to identify the paragraph meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
- d. The students are able to identify the text meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.

2. Process

- a. The students are able to read a recount text with picture in series silently.

- b. The students are able to find the unfamiliar words and their meaning of a recount text with picture in series in pairs.
- c. The students are able to discuss the meaning of unfamiliar words of a recount text with picture in series together with the class.

**V. Materials : (Enclosed)**

**VI. Teaching Learning Process**

- a. Approach : Contextual Teaching Learning (CTL)
- b. Method : Question Answer and Discussion

**VII. Teaching Learning Activities**

Stage/Phrase	Learning Activities		Time
	Teacher's Activities	Students' Activities	
INTRODUCTION (pre-reading activities)	1. Greeting	1. Responding the greeting	1'
	2. Checking attendance	2. Paying attention	2'
	3. Showing picture in series	3. Looking at the picture in series	3'
	4. Giving some leading questions about the picture in series	4. Answering the teacher's leading questions	3'
	5. Stating the objectives of the study	5. Listening to the teacher's explanation	2'
MAIN ACTIVITIES (While reading activities)	1. Pairing students.	1. Pairing themselves	1'
	2. Distributing a recount text with picture in series	2. Receiving the materials	2'
	3. Asking the students to read the text provided by picture in series silently.	3. Reading the text	5'
	4. Asking the students to find unfamiliar words and their meaning with	4. Finding some unfamiliar words and the meaning.	2'

	<p>their partner.</p> <p>5. Discussing the meaning of unfamiliar words with the students in class.</p> <p>6. Asking some questions related to the text:</p> <ul style="list-style-type: none"> <li>- What is paragraph one about?</li> <li>- What is the content of the text?</li> <li>- What is the purpose of the text?</li> </ul> <p>7. Explaining about a recount text.</p> <p>8. Distributing the students' worksheet with picture in series to the students</p> <p>9. Asking the students to do Tasks in the worksheet individually</p> <p>10. Checking the answer of the questions for the Tasks with the class.</p>	<p>5. Discussing together with the class.</p> <p>6. Answering the questions</p> <p>7. Paying attention</p> <p>8. Receiving the students worksheet</p> <p>9. Doing Task individually</p> <p>10. Checking together</p>	<p>5'</p> <p>3'</p> <p>5'</p> <p>2'</p> <p>25'</p> <p>15'</p>
CLOSURE (Post- reading activities)	<p>11. Reviewing the material that has been discussed</p> <p>12. Guiding the students to draw the conclusion about the use of picture in series in a recount text.</p> <p>13. Reflecting the teaching learning process</p> <p>14. Parting the students.</p>	<p>11. Paying attention.</p> <p>12. Drawing conclusion</p> <p>13. Responding</p> <p>14. Parting</p>	<p>3'</p> <p>3'</p> <p>2'</p> <p>1'</p>



### VIII. Sources and Media

1. Sources : (<http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html>);(<http://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html>)
2. Media : LCD, power point, white board, board marker, picture in series, worksheets.

### IX. Evaluation

#### 9.1 Cognitive

- a. Product evaluation
  - Technique : Written task
  - Format : Matching, True-False, Multiple choice test
- b. Process evaluation

Process evaluation is conducted during the teaching learning process.

Indicators of observation:

No	Name	Indicators			
		1	2	3	4
1					
2					
3					
Total					
Percentage					

- Note:
- 1) The students read the text with the picture in series.
  - 2) The students answer the teacher's oral questions.
  - 3) The students discuss the picture in series and text with the partner.
  - 4) The students do the Tasks given by the teacher.

## LEARNING MATERIALS

## PRE-ACTIVITIES

Leading Questions:

Look at the picture! What picture is it?

1



2



3

4

- a. What is picture 1? Can you describe it?
- b. What are they doing?
- c. Have you ever had holiday? Where did you usually go?
- d. Look at the picture! Where are they?
- e. What are they doing there?
- f. Have you had an experience like that?

## MAIN ACTIVITIES

Explanation:

Recount Text

A Recount text is a text that tells the reader about one story, action, or activity.

Social Function:

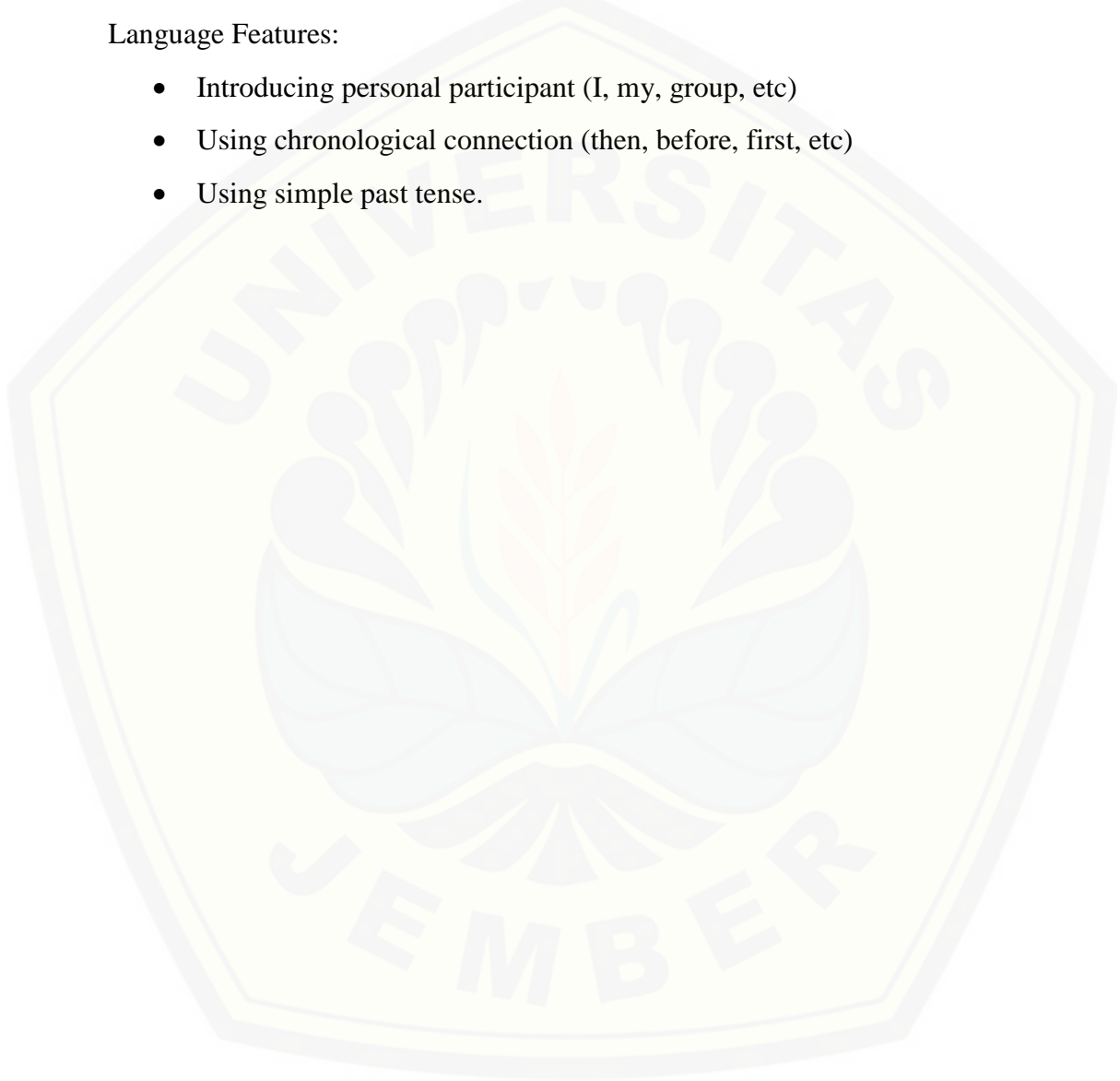
To retell past events, the purpose of informing or entertaining.

Generic structure:

- Orientation (provides the setting and introduces participants)
- Events (tell what happened, in what sequence)
- Re-orientation (optional-closure of events)

Language Features:

- Introducing personal participant (I, my, group, etc)
- Using chronological connection (then, before, first, etc)
- Using simple past tense.



The example of recount text:

**Holiday in Semirang Waterfall**

1



2



3



4



**Please read the text silently!**

1)

On Sunday, my best friend, Sari, and I visited Semirang Waterfall in Ungaran. It was the first time for me to visit the waterfall.

2)

When we arrived at the hill, I felt so fresh and I could enjoy the scene. The air was so pure and all I could see only green and green.

3)

In Ungaran, we took a little bit tracking to find Semirang Waterfall. It was too bad for me because the distance to see the waterfall was too far. After taking so far distance, we found Semirang Waterfall. What a beautiful waterfall. We enjoyed the nice water in the rain forest surrounding the waterfall.

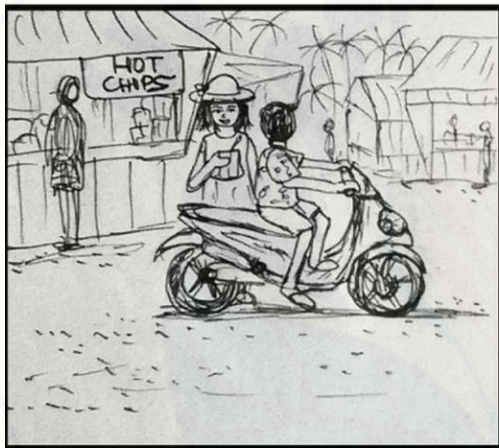
4)

Hearing the sound of falling water made me peaceful and relaxed. Playing with the water made me feel so happy. Finally, the time was over. It was time for us to go home. It was an unforgettable moment. I really enjoyed it.

(Adapted from: <http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html>)



**STUDENTS' WORKSHEET**  
**A Trip to Tanjung Setia Beach**



**Please read the text carefully!**

1)

Last year, at the end of the year, my wife and I decided to spend our holiday at Tanjung Setia beach, located around 234 kilometers from Bandarlampung.

2)

When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cold and windy, we realized that there were not many people there. We thought that it happened because it was too windy there during that time. We finally realized that it was Christmas holiday so almost all of tourists who are used to spending time there went back to their country.

3)

After swimming in the beach, we bought some hot chips at the takeaway store nearby, and we rode our bikes down the beach for a while, on the hard, damp part of the sand.

4)

The next day we visited Labuan Jukung beach. We were amazed to see the high wave. It was so high nobody was brave enough to surf on it that time.

5)

In the third day, we decided to go home. When we arrived home, we were both totally exhausted of the trip. But we were so happy to travel such an amazing beach in Lampung province.

*Adapted from:* <http://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html>

**Task 1**

Match the words with the meaning based on the text provided with the picture in series above correctly.

The unfamiliar words	The meaning
1. Arrived	a. Mengunjungi
2. Visited	b. Menyadari
3. Spending	c. Menghabiskan
4. Decided	d. Sampai
5. Realized	e. Memutuskan

**Task 2**

Write “T” if the statement is true and “F” if statement is false based on the text provided with picture in series above correctly.

1. They went to Tanjung Setia beach last month. (....)
2. It is located around 126 kilometers from Bandarlampung. (....)
3. The beach scenery was very beautiful.(....)
4. The beach was crowded because it was Christmas holiday. (...)
5. The weather was cold and windy. (...)
6. They spent the times swimming in the sea.(...)
7. After swimming they bought some milk. (...)
8. In the second day they visited Labuan Jukung Beach.(...)
9. They can see the wave from the beach.(...)
10. They were so tired when they back home. (...)

**Task 3**

Choose the correct answer by crossing (x) a,b,c or d based on the text provided with the picture in series above.

1. When did the writer go to Bandarlampung?
 

a. Last year	c. Last day
b. Last month	d. Last week

2. What was the first place the writer visited?
  - a. Tanjung Setia Beach
  - b. Tanjung Papuma Beach
  - c. Tanjung Lampung Beach
  - d. Labuan Jukung Beach
3. When we arrived at the beach, we were surprised to see the beautiful view of the beach. The underlined word refers to...
  - a. The writer
  - b. The writer and friend
  - c. The writer and wife
  - d. The writer's daughter
4. What is the main idea of the last paragraph?
  - a. They were tired but they were so happy
  - b. They went home by bus
  - c. They went home at night
  - d. They went back home in the second day
5. What is the writer's purpose in the text above?
  - a. To forbid the readers with the writer's experience
  - b. To persuade the readers with the writer's experience
  - c. To inform the readers with the writer's experience
  - d. To describe the writer's interesting experience

**ANSWER KEY****Task 1**

1. d
2. a
3. c
4. e
5. b

**Task 2**

1. F    6. T
2. F    7. F
3. T    8. T
4. F    9. T
5. T    10. T

**Task 3**

1. a
2. a
3. c
4. a
5. c

**Items Distribution**

No	Indicator	Task 1	Task 2	Task 3
1.	Word Comprehension	<b>1,2,3,4,5</b>	-	<b>3</b>
2.	Sentence Comprehension	-	<b>1,2,3,4,5, 6,7,8,9,10</b>	<b>1,2</b>
3.	Paragraph Comprehension	-	-	<b>4</b>
4.	Text Comprehension	-	-	<b>5</b>



## APPENDIX E

## LESSON PLAN

(Meeting 2/Cycle 1)

<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VIII/I</b>
<b>Language Skill</b>	<b>: Reading</b>
<b>Text Type</b>	<b>: Recount Text</b>
<b>Time</b>	<b>: 2x40'</b>

**I. Standard Competence**

3. Memahami makna teks fungsional dan esai pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

**II. Basic Competence**

3.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

**III. Indicators**

a. Cognitive

1. Product

- a. Identifying the word meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
- b. Identifying the sentence meaning by the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
- c. Identifying the paragraph meaning by selecting the correct answer from the option given in the form of multiple choice,

matching and T/F statements of a recount text with picture in series given by the teacher.

- d. Identifying the text meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.

#### **IV. Process**

- a. Reading a recount text with picture in series silently.
- b. Finding the unfamiliar words and their meaning of a recount text with picture in series in pairs.
- c. Discussing the meaning of unfamiliar words of a recount text with picture in series together with the class.

#### **V. Learning Objectives**

- a. Cognitive
  1. Product
    - a. The students are able to identify the word meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
    - b. The students are able to identify the sentence meaning from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
    - c. The students are able to identify the paragraph meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
    - d. The students are able to identify the text meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.

## 2. Process

- a. The students are able to read a recount text with picture in series silently.
- b. The students are able to find the unfamiliar words and their meaning of a recount text with picture in series in pairs.
- c. The students are able to discuss the meaning of unfamiliar words of a recount text with picture in series together with the class.

**VI. Materials : (Enclosed)****VII. Teaching Learning Process**

- c. Approach : Contextual Teaching Learning (CTL)
- d. Method : Question Answer and Discussion

**VIII. Teaching Learning Activities**

Stage/Phrase	Learning Activities		Time
	Teacher's Activities	Students' Activities	
INTRODUCTION (pre-reading activities)	1. Greeting	1. Responding to greeting	1'
	2. Checking attendance	2. Paying attention	2'
	3. Showing picture in series	3. Looking at the picture	3'
	4. Giving some leading questions	4. Answering the leading questions from the teacher	3'
	5. Stating the objectives of the study	5. Listening to the teacher explanation	2'
MAIN ACTIVITIES (While reading activities)	6. Pairing students.	6. Making pairs	1'
	7. Distributing a recount text with picture in series	7. Receiving the materials	2'
	8. Asking the students to read the text provided.	8. Reading the text	5'

	<p>9. Asking the students to find unfamiliar words and their meaning with their partner.</p> <p>10. Discussing the meaning of unfamiliar words with the groups in class</p> <p>11. Asking some questions related to the text:</p> <ul style="list-style-type: none"> <li>- What is paragraph one about?</li> <li>- What is the purpose of the text?</li> </ul> <p>12. Explaining about a recount text.</p> <p>13. Distributing the students' worksheet with picture in series to the students</p> <p>14. Asking the students to do Tasks in the worksheet individually</p> <p>15. Checking the answer of the questions with the class.</p>	<p>9. Finding some unfamiliar words and the meaning.</p> <p>10. Discussing together with the class.</p> <p>11. Answering the questions</p> <p>12. Paying attention</p> <p>13. Receiving the students worksheet</p> <p>14. Doing Task individually</p> <p>15. Checking together</p>	<p>2'</p> <p>5'</p> <p>3'</p> <p>5'</p> <p>2'</p> <p>25'</p> <p>15'</p>
CLOSURE (Post- reading activities)	<p>16. Reviewing the material that has been discussed</p> <p>17. Guiding the students to draw the conclusion about the use of picture in series in recount text.</p> <p>18. Reflecting the teaching learning process</p>	<p>16. Paying attention.</p> <p>17. Drawing conclusion</p> <p>18. Responding</p>	<p>3'</p> <p>3'</p> <p>2'</p>

	19. Parting the students.	19. Parting	1'
--	---------------------------	-------------	----

### IX. Sources and Media

1. Sources: (<http://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html>);  
(<http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html>)
2. Media: LCD, power point, white board, board marker, picture in series, worksheets.

### X. Evaluation

#### a. Cognitive

##### a. Product evaluation

- Technique : Written task
- Format : Matching, True-False, Multiple choice test

##### b. Process evaluation

Process evaluation is conducted during the teaching learning process.

Indicators of observation:

No	Name	Indicators			
		1	2	3	4
1					
2					
3					
Total					
Percentage					

- Note:
- 1) The students read the text with the picture in series.
  - 2) The students answer the teacher's oral questions.



- 3) The students discuss the picture in series and text with the partner.
- 4) The students do the Tasks given by the teacher.



## LEARNING MATERIALS

## PRE-ACTIVITIES

Leading Questions:

Look at the pictures! What picture is it?

1



2



3

4

- a. What are they doing?
- b. Have you ever had holiday?
- c. Have you had an unforgettable holiday?
- d. How was your feeling after having holiday?
- e. Have you had such an experience?

## MAIN ACTIVITIES

Explanation:

Recount Text

Recount text is a text that tells the reader about one story, action, or activity.

Social Function:

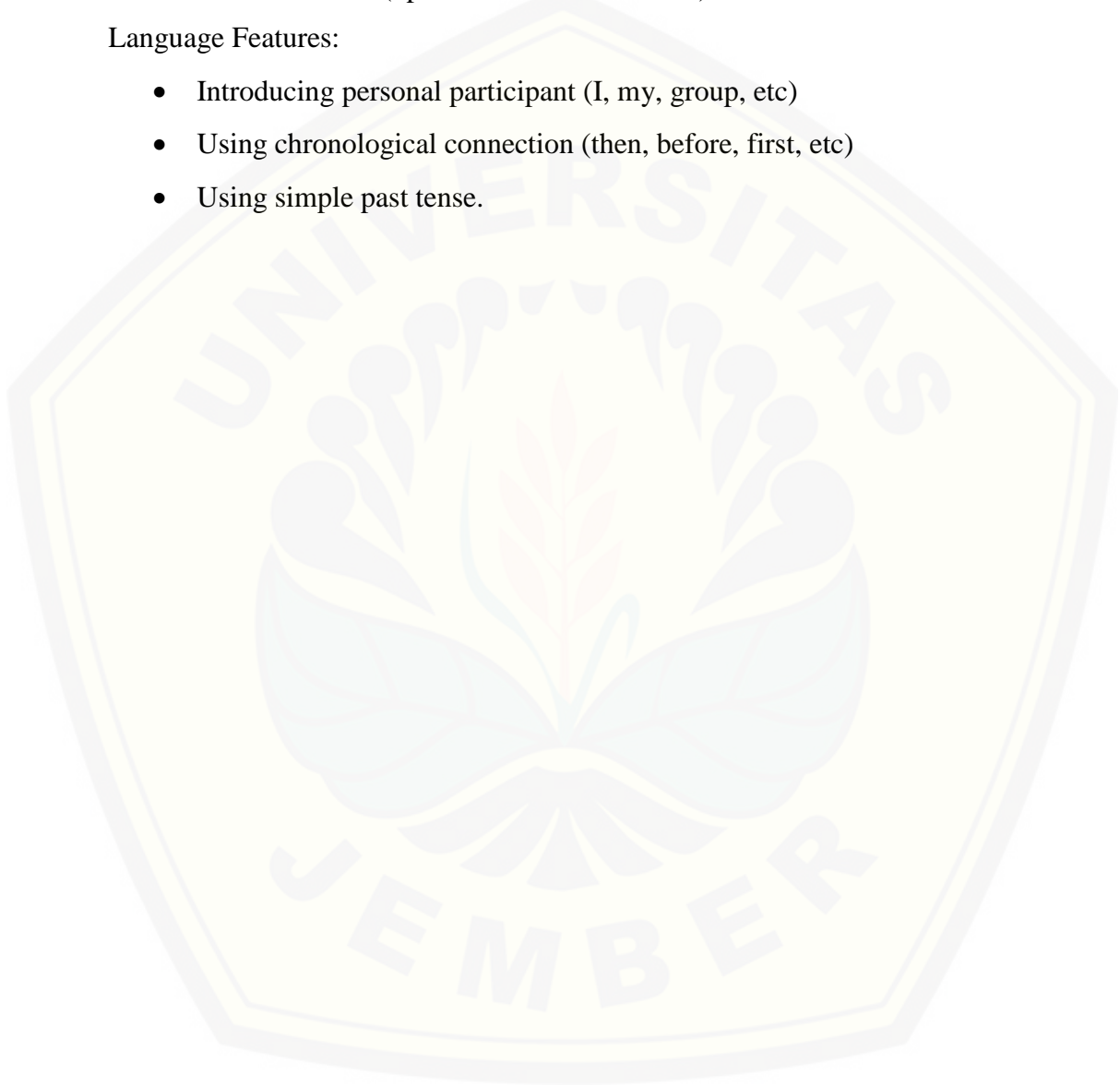
To retell events, the purpose of informing or entertaining.

Generic structure:

- Orientation (provides the setting and introduces participants)
- Events (tell what happened, in what sequence)
- Re-orientation (optional-closure of events)

Language Features:

- Introducing personal participant (I, my, group, etc)
- Using chronological connection (then, before, first, etc)
- Using simple past tense.





The example of recount text:

**Holiday in Lembah Pelangi Waterfall**

1



2



3



4

**Please read the text silently!**

1)

Last week, my beloved wife and I, had holiday to Lembah Pelangi Waterfall in Ngarip District. The waterfall was located in Tanggamus Regency, Lampung Province. It was the first time for us to visit such a wonderful waterfall.

2)

To reach the waterfall location, we should go on foot after having around three hours trip riding a motorcycle from Bandarlampung, the capital city of Lampung. When we arrived there, we were amazed by the beautiful scenery of the waterfall.

3)

The air was so fresh at that time and I could not bear to jump into the water immediately. It was quite windy there and all we could see was beautiful scenery. Hearing the sound of falling water while we were swimming made me feel peaceful and relaxed.

4)

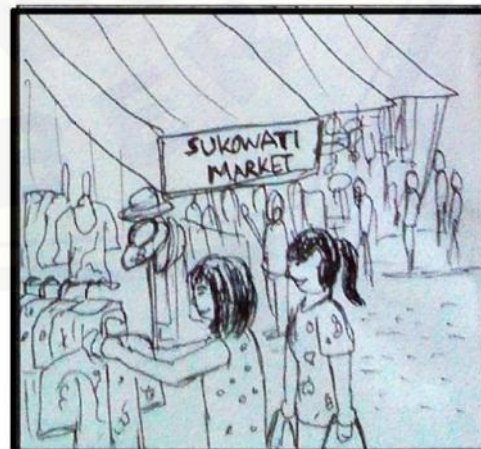
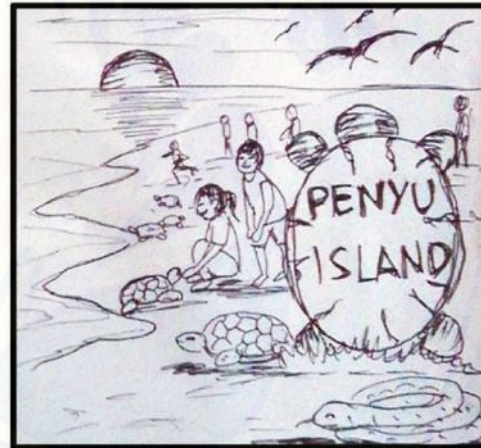
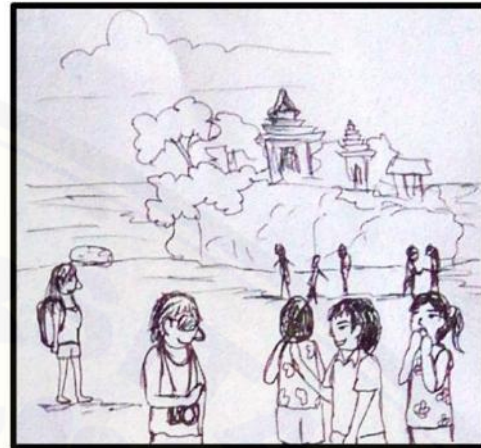
Finally, we left the place to get back home when the day was getting dark. It was such an unforgettable experience for me. I really enjoyed it.

*Adapted from :* (<http://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html>)



**STUDENTS' WORKSHEET**

**My Holiday in Bali**



**Please read the text carefully!**

1)

Last month, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

2)

On the first day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was great scenery. Then, we checked in to the hotel.

3)

After preparing ourselves, we went to Tanah Lot. We met so many tourists there. They were not only domestic but also foreign tourists.

4)

On the second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jet sky, and speedboat. 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.

5)

The last day, we spent our time in Sangeh. We could enjoy the scenery 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.

6)

After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs. In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

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

**Task 1**

Match the unfamiliar words with the meaning based on the text provided with the picture in series above correctly.

The unfamiliar words
1. Impressive
2. Enjoyed
3. Shady
4. Tame
5. Scenery

The meaning
a. Jinak
b. Pemandangan
c. Mengesankan
d. Teduh
e. Menikmati

**Task 2**

Write “T” if the statement is true and “F” if the statement is false based on the text provided with pictures in series above correctly!

1. They went for holiday to Bali last year. (...)
2. They were there for three days. (...)
3. The writer visited Sanur Beach in the night. (...)
4. They checked in to the hotel after seeing the sunset. (...)
5. The second place they visited was Tanjung Benoa beach.(...)
6. In the Penyu Island they saw many wild animals.(...)
7. They went to Kuta Beach to see the sunset.(...)
8. They went to Sangeh on the third day. (...)
9. At Sukowati market they bought some foods and drinks.(...)
10. They brought so many funny memories.(...)

**Task 3**

Choose the correct answer by crossing (X) a, b, c or d based on the text provided with pictures in series above!

1. When did the writer go to Bali?
 

a. Last month	c. Last year
b. Last week	d. Last day

2. What did they do in the morning?
  - a. They saw beautiful sunrise
  - b. They went to Tanjung Benoa beach.
  - c. They saw many unique animals
  - d. They went to Kuta Beach
3. *We* met so many tourists there.(paragraph 2). The italicized word refers to...
  - a. The writer
  - b. The writer and friends
  - c. The writer's family
  - d. The writer's friend
4. What is the main idea of the last paragraph?
  - a. They went home with so many amazing memories
  - b. They saw beautiful scenery in the morning
  - c. They saw so many animals.
  - d. They met many other tourist
5. What was the writer's purpose in the text above?
  - a. To persuade the readers with the writer's experience
  - b. To describe the writer's interesting experience
  - c. To inform the readers with the writer's experience
  - d. To forbid the readers with the writer's experience



**ANSWER KEY****Task 1**

1. c
2. e
3. d
4. a
5. b

**Task 2**

1. F    6. F
2. T    7. T
3. F    8. T
4. F    9. F
5. T    10. T

**Task 3**

1. a
2. a
3. b
4. a
5. c

## Items Distribution

No	Indicator	Task 1	Task 2	Task 3
1.	Word Comprehension	<b>1,2,3,4,5</b>	-	<b>3</b>
2.	Sentence Comprehension	-	<b>1,2,3,4,5, 6,7,8,9,10</b>	<b>1,2</b>
3.	Paragraph Comprehension	-	-	<b>4</b>
4.	Text Comprehension	-	-	<b>5</b>



APPENDIX F

Reading Test Cycle 1

Read text carefully!

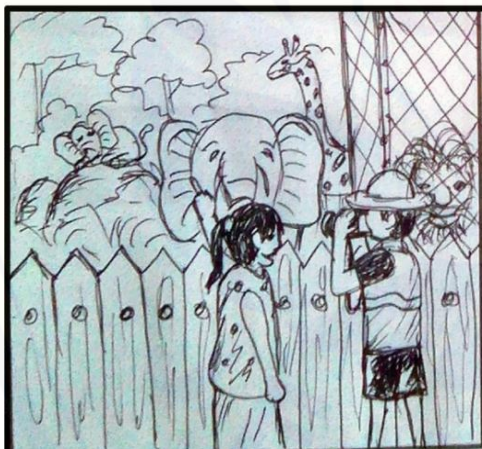
The following text is for questions 1-10

A Beautiful Day at Jogja

1



2



3



4

1) Last week, my friend and I went to Jogja. We decided to go there by bus. We visited many places in Jogja.
2) <i>First</i> , we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful. There were so many birds flying in the sky. We also saw some people in the beach. We could buy some souvenirs in the souvenir shops near the beach.
3) <i>Second</i> , we visited Gembira Loka Zoo. We saw many kinds of animals there, such as lion, elephant, and giraffes. We looked around in that zoo, and also took pictures of those animals.
4) Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home. For me, that was a beautiful day and I hope I could visit Jogja again. <i>Adapted from</i> : <a href="http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html?m=1">http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html?m=1</a>

**Choose the correct answer by crossing (X) a,b,c or d based on text above! Do it individually!**

- When did the writer have a holiday?
  - Last year
  - Last week
  - Last month
  - Last night
- What was the first place that the writer visited?
  - Prambanan temple
  - Gembira loka zoo
  - Malioboro street
  - Parangtritis beach

3. We decided to go there by bus.(Paragraph 1). The underlined word refers to....
  - a. The writer
  - b. The writer's family
  - c. The writer's friend
  - d. The writer and friend
4. Where did they buy the souvenirs?
  - a. In the hotel
  - b. In the souvenir shop
  - c. In the zoo
  - d. In the beach
5. The sun shone brightly and the scenery was very *beautiful*. What is the opposite meaning of the italic word?
  - a. Awesome
  - b. Great
  - c. Wonderful
  - d. Bad
6. What was the second place that the writer visited?
  - a. Prambanan temple
  - b. Gembira loka zoo
  - c. Malioboro street
  - d. Parangtritis beach
7. What did they do in the Gembira Loka Zoo?
  - a. They bought some souvenirs
  - b. They saw some people there
  - c. They saw some animals and took picture of those animals
  - d. They saw the beautiful scenery
8. When did the writer decide to go home?
  - a. After they had lunch
  - b. After they had taken picture in the zoo
  - c. After they had seen the beautiful scenery in the beach
  - d. After they had looked around in the zoo
9. What is the main idea of the last paragraph?
  - a. They were tired
  - b. They went home by bus
  - c. They went home in the evening
  - d. They enjoyed the day in Jogja

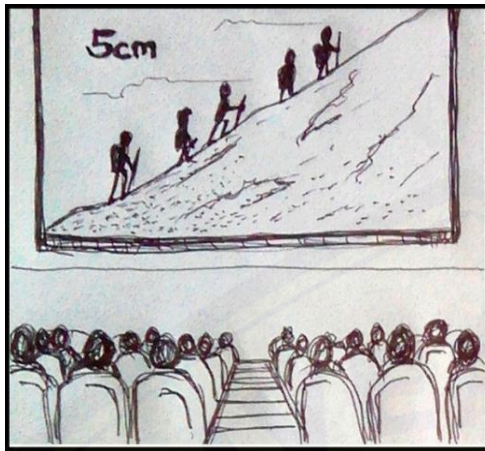
10. What was the writer's purpose in the text above?
- a. To inform the readers about the writer's experience
  - b. To describe the writer's interesting experience
  - c. To persuade the readers with the writer's experience
  - d. To forbid the readers with the writer's experience



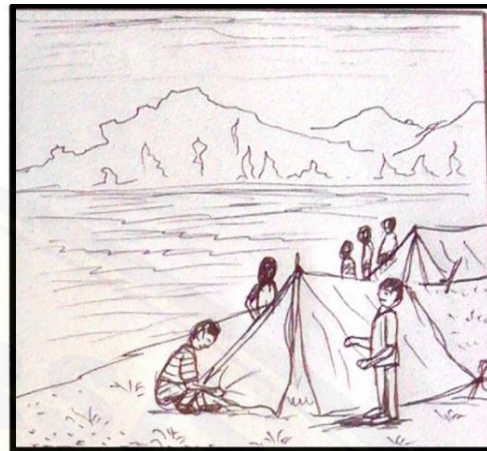


### A Trip to Semeru Mount

1



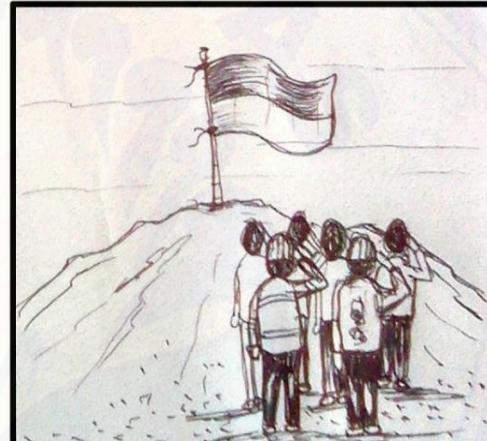
2



3



4





<p>1)</p> <p>Last month, Ida, Indra, Faisal, Made, Ary and I climbed Semeru mount. Semeru is very popular mount in the world. It became more popular after 5cm movie was released two years ago.</p>
<p>2)</p> <p>We started our trip at 06.00 from Made's house in Senduro and arrived in Ranu Kumbolo as the first post, after we arrived in Ranu Kumbolo, we built the tents as fast as we could. We spent a night in Ranu Kumbolo.</p>
<p>3)</p> <p>In the following day, we continued hiking to the next post that was Kalimati. It took 4 hours walking from Ranu Kumbolo to Kalimati. We left all of our equipments in this post. This was due to our safety during the climbing. When everyone was ready and well prepared, we started climbing to the top of the mountain called Mahameru.</p>
<p>4)</p> <p>We spent four hours to reaching the top of the mountain. We gave our pride red and white flag which was stuck on the top of Mahameru. We also took some photos. After a while, we climbed down and went home.</p> <p><i>(Adapted from: Pendamping Siswa CANGGIH Bahasa Inggris SMP/MTs kelas VIII)</i></p>

11. When did the writer climb Semeru mount?
- |               |               |
|---------------|---------------|
| a. Last year  | c. Last night |
| b. Last month | d. Last week  |
12. When did they start the trip?
- |             |             |
|-------------|-------------|
| a. At 09.00 | c. At 06.00 |
| b. At 10.30 | d. At 07.00 |
13. Where was Made's house located?
- |             |              |
|-------------|--------------|
| a. Senduro  | c. Tanggul   |
| b. Lumajang | d. Rambipuji |

14. What did they do after they had arrived in Ranukumbolo?
- a. They built the tents
  - b. They hiked to the next post
  - c. They climbed to Mahameru
  - d. They took some photos
15. We spent a night in Ranukumbolo.  
The underlined word refers to.....
- a. The writer's family
  - b. The writer
  - c. The writer and friends
  - d. The writer's friend
16. How long did they walk from Ranukumbolo to Kalimati?
- a. 2 hours
  - b. 4 hours
  - c. 8 hours
  - d. 9 hours
17. Which statement is true in the third paragraph?
- a. They took 5 hours walking from Ranukumbolo to Kalimati
  - b. They started to climb to the top mountain
  - c. They continued hiking to next post, that was Ranupani
  - d. They built the tents
18. Which statement is false based on the second paragraph?
- a. They started the trip at 06.00
  - b. They arrived in Ranukumbolo 5 hours later from Senduro
  - c. They built the tents in Ranukumbolo
  - d. They spent 2 night in Ranukumbolo
19. What is the main idea of the last paragraph?
- a. They reached the top of the highest mountain
  - b. They took some photos
  - c. They climbed down and went home
  - d. They started to climb to the top mountain
20. What is the purpose of the text?
- a. To entertain the readers
  - b. To inform the readers about Mahameru
  - c. To persuade the readers to go to Mahameru
  - d. To retell the readers about the writer's experience in Mahameru

**ANSWER KEY**

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

**Items Distribution**

No	Indicator	Numbers
1.	Word Comprehension	<b>1,3,5,11,12,15,</b>
2.	Sentence Comprehension	<b>2, 4, 6, 8, 13, 16,</b>
3.	Paragraph Comprehension	<b>7, 9,14, 17, 18, 19</b>
4.	Text Comprehension	<b>10,20</b>

## APPENDIX G

## LESSON PLAN

(Meeting 1/Cycle 2)

<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VIII/I</b>
<b>Language Skill</b>	<b>: Reading</b>
<b>Text Type</b>	<b>: Recount Text</b>
<b>Time</b>	<b>: 2x40'</b>

**I. Standard Competence**

3. Memahami makna teks fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

**II. Basic Competence**

3.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

**III. Indicators**

## 3.1 Cognitive

## 1. Product

- a. Identifying the word meaning by selecting the correct answer from the option given in the form of matching statements of a recount text with picture in series given by the teacher.
- b. Identifying the sentence meaning by choosing the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
- c. Identifying the paragraph meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.

- d. Identifying the text meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
2. Process
    - a. Reading a recount text with picture in series silently.
    - b. Finding the unfamiliar words and their meaning of a recount text with picture in series in pairs.
    - c. Discussing the meaning of unfamiliar words of a recount text with picture in series together with the class.

#### **IV. Learning Objectives**

##### 4.1 Cognitive

1. Product
  - a. The students are able to identify the word meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
  - b. The students are able to identify the sentence meaning from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
  - c. The students are able to identify the paragraph meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
  - d. The students are able to identify the text meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
2. Process
  - a. The students are able to read a recount text with picture in series silently.



- b. The students are able to find the unfamiliar words and their meaning of a recount text with picture in series in pairs.
- c. The students are able to discuss the meaning of unfamiliar words of a recount text with picture in series together with the class.

**V. Materials : (Enclosed)**

**VI. Teaching Learning Process**

- a. Approach : Contextual Teaching Learning (CTL)
- b. Method : Question Answer and Discussion

**VII. Teaching Learning Activities**

Stage/Phrase	Learning Activities		Time
	Teacher's Activities	Students' Activities	
INTRODUCTION (pre-reading activities)	1. Greeting	1. Responding the greeting	1'
	2. Checking attendance	2. Paying attention	2'
	3. Showing picture in series	3. Looking at the picture in series	3'
	4. Giving leading questions about the picture in series	4. Answering the teacher's leading questions	3'
	5. Stating the objectives of the study	5. Listening to the teacher's explanation	2'
MAIN ACTIVITIES (While reading activities)	1. Pairing students.	1. Pairing themselves	1'
	2. Distributing a recount text with picture in series	2. Receiving the materials	2'
	3. Asking the students to read the text provided by picture in series silently.	3. Reading the text	5'
	4. Asking some of the students to read text loudly.	4. Finding some unfamiliar words and the meaning.	2'

	<p>5. Asking the students to find unfamiliar words and their meaning with their partner.</p> <p>6. Discussing the meaning of unfamiliar words by the students in class.</p> <p>7. Asking some questions related to the text:</p> <ul style="list-style-type: none"> <li>- What is paragraph one about?</li> <li>- What is the content of the text?</li> <li>- What is the purpose of the text?</li> </ul> <p>8. Distributing the students' worksheet with picture in series to the students</p> <p>9. Asking the students to do Tasks in the worksheet individually</p> <p>10. Checking the answer to the questions for the Tasks with the class.</p>	<p>5. Discussing together with the class.</p> <p>6. Answering the questions</p> <p>7. Answering questions</p> <p>8. Receiving the students' worksheet</p> <p>9. Doing the task Individually</p> <p>10. Checking together</p>	<p>5'</p> <p>3'</p> <p>5'</p> <p>2'</p> <p>25'</p> <p>15'</p>
--	---	--	---

CLOSURE (Post- reading activities)	11. Reviewing the material that has been discussed	11. Paying attention.	3'
	12. Guiding the students to draw the conclusion about the use of picture in series in recount text.	12. Drawing conclusion	3'
	13. Reflecting the teaching learning process	13. Responding	2'
	14. Parting the students.	14. Parting	1'

### VIII. Sources and Media

- Sources : (<http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html>);(<http://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html>)
- Media : LCD, power point, white board, board marker, picture in series, worksheets.

### IX. Evaluation

#### 9.1 Cognitive

##### a. Product evaluation

- Technique : Written task
- Format : Matching, True-False, Multiple choice test

##### b. Process evaluation

Process evaluation is conducted during the teaching learning process.

Indicators of observation:

No	Name	Indicators			
		1	2	3	4
1					
2					
3					
Total					
Percentage					

- Note:
- 1) The students read the text with the picture in series.
  - 2) The students answer the teacher's oral questions.
  - 3) The students discuss the picture in series and text with the partner.
  - 4) The students do the Tasks given by the teacher.

**LEARNING MATERIALS****PRE-ACTIVITIES**

Leading Questions:

Look at the pictures! What are they doing?

1)



2)



3)



4)





- a. Have you ever had holiday? Where did you usually go?
- b. Look at the picture! Where are they?
- c. What are they doing there?
- d. Have you had an experience like that?

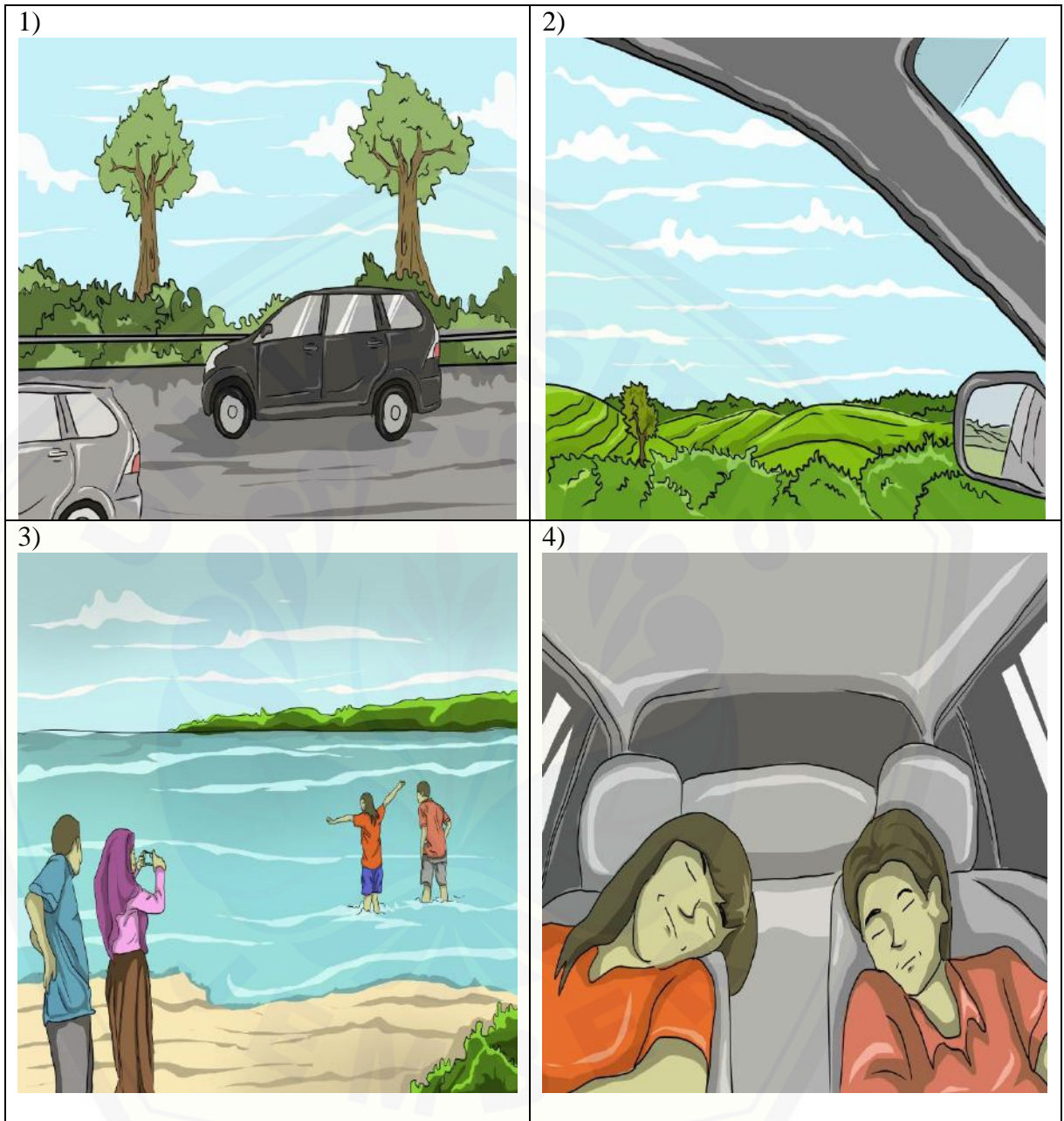
**MAIN ACTIVITIES:**

Example of recount text



Read the text carefully and pay much attention to the pictures provided!

**A Vacation to Bajul Mati Beach**



1) Orientation

Last week, my family and I went to the beach because my sister and I were off school. The clock still showed 4:56 am, but my family and I were ready to go to Bajul Mati beach because the distance from the house to the beach was quite far away, it took about 3 hours' drive to go there by car.

2) Series of events

Two hours passed quickly and we began to enter the hills. We began to pay attention to the scene carefully. We were fascinated by the sight of the rice fields that looked so beautiful and green.

3) Series of events

We couldn't wait to play on the beach, after eating together we immediately ran towards the beach. It felt fresh when the sea water hit our feet. We decided to swim in the estuary. We swam about 15 minutes and our mom took pictures.

4) Re-orientation

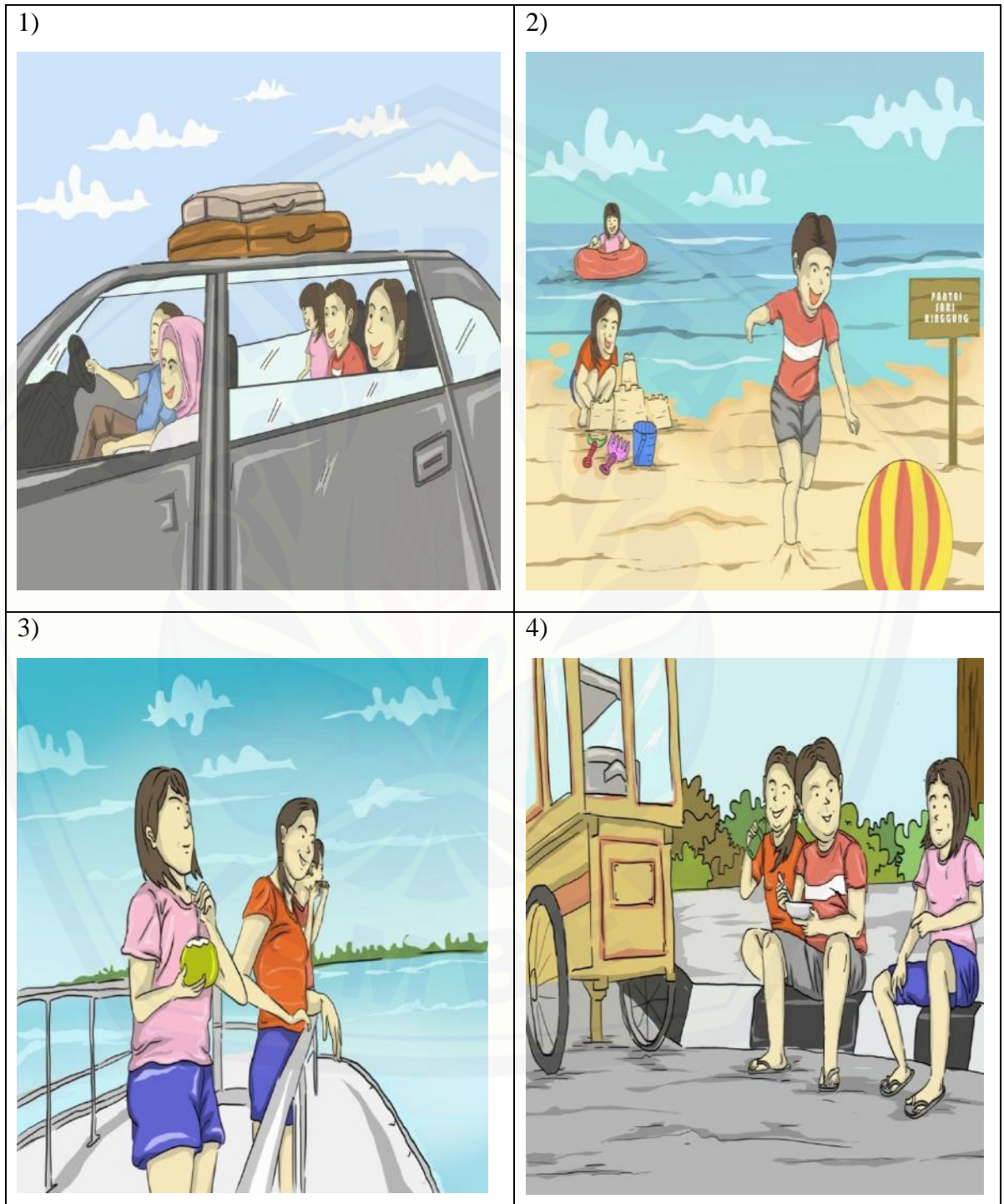
Suddenly it was already 12 o'clock, my parent invited us to raise ourselves. On the way home my brother and I fell asleep. When we woke up, we were already at home. It was a fun holiday this time. I couldn't wait to go to the beach again with my family in the upcoming holiday. I went back to sleep until morning because we were still tired.

(Adapted from: <http://www.berbahasainggris.com/2017/01/17-contoh-recount-text-pengalaman-pribadi.html>)

**STUDENTS' WORKSHEET**

*Read the text carefully and pay much attention to the pictures provided!*

**Holiday in Sari Ringgung Beach**





1) Orientation

Last holiday, I went to Sari Ringgung beach in Pesawaran, Lampung. I went there with my family. We left for the beach from my grandfather's house at 8:00. a.m. We went there by car and arrived at the beach at 10:00 a.m.

2) Series of events

At Sari Ringgung beach, I swam with my brothers. After swimming, we played sand together. We built a fort, house, and sand dunes.

3) Series of events

After being satisfied playing on the beach, we bathed and ate roasted corn and drank coconut water while looking at the ocean view from the boat. I really enjoyed the atmosphere on the beach.

4) Re-orientation

After having fun for about five hours, we finally returned home. Before getting home, we rested first and ate meatballs by the side of the road. Not long after that, we continued our journey and got home safely at 7:00 p.m. It was a tiring day, but we were very happy because we got a lot of fun together there.

(Adapted from : <http://www.berbahasainggris.com/2017/01/17-contoh-recount-text-pengalaman-pribadi.html>)



**Task 1**

*Match the unfamiliar words with the meaning based on the text provided with the picture in series above correctly.*

The unfamiliar words
1. Satisfied
2. Bath
3. Ocean
4. Atmosphere
5. Enjoy

The meaning
a. Lautan
b. Puas
c. Membosankan
d. Mandi
e. Menyenangkan
f. Suasana

**Task 2**

*Write "T" if the statement is true and "F" if statement is false based on the text provided with picture in series above correctly.*

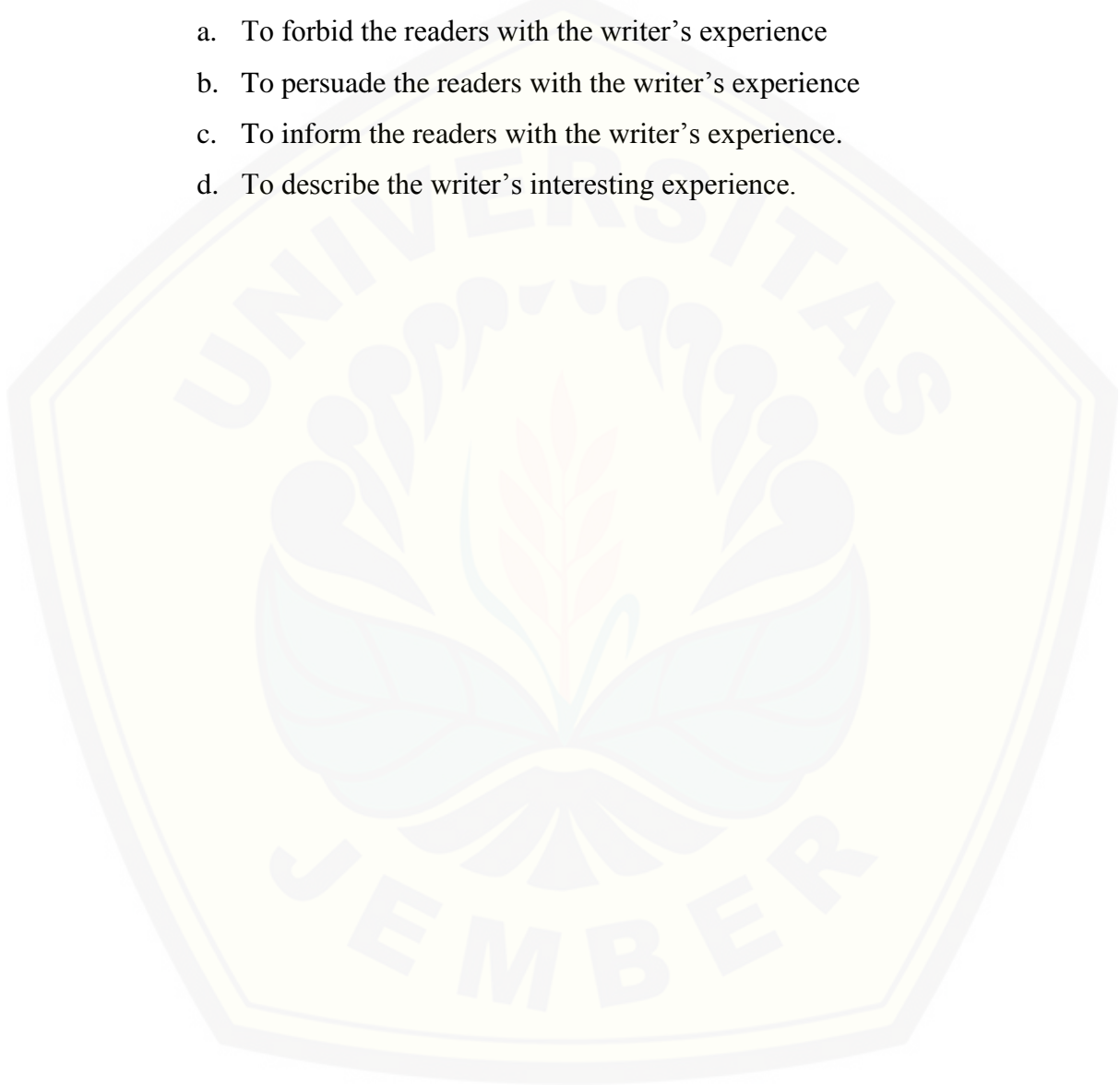
1. They went to Sari Ringgung Beach last year. (....)
2. They left from grandfather's house at 10.00 a.m.(....)
3. They drank coconut water and ate roasted corn at the boat (....)
4. They were having fun about six hours at the beach (...)
5. They were very happy and got a lot of fun together. (...)

**Task 3**

*Choose the correct answer by crossing (x) a,b,c or d based on the text provided with the picture in series above.*

1. When did the writer go to Sari Ringgung Beach?
  - a. Last week
  - b. Last year
  - c. Last holiday
  - d. Last mont
2. What time they start the trip?
  - a. At 07.00 a.m
  - b. At 08.00 a.m
  - c. At 10.00 p.m
  - d. At 06.00 p.m
3. We went there by car and arrived at the beach at 10:00 a.m. The underlined word refers to.....
  - a. The writer
  - b. The writer and friend
  - c. The writer and family
  - d. The writer's friend

4. What is the main idea of the third paragraph?
  - a. They enjoyed the scenery in the Sari Ringgung beach
  - b. They swam at the beach.
  - c. They went home in the night.
  - d. They were very happy in there.
5. What is the writer's purpose in the text above?
  - a. To forbid the readers with the writer's experience
  - b. To persuade the readers with the writer's experience
  - c. To inform the readers with the writer's experience.
  - d. To describe the writer's interesting experience.



## ANSWER KEY

**Task 1**

1. b
2. d
3. a
4. f
5. e

**Task 2**

1. F
2. F
3. T
4. F
5. T

**Task 3**

1. c
2. b
3. c
4. a
5. c

## Items Distribution

No	Indicator	Task 1	Task 2	Task 3
1.	Word Comprehension	<b>1,2,3,4,5</b>	-	<b>1,2,3</b>
2.	Sentence Comprehension	-	<b>1,2,3,4,5</b>	-
3.	Paragraph Comprehension	-	-	<b>4</b>
4.	Text Comprehension	-	-	<b>5</b>

**APPENDIX H****LESSON PLAN****(Meeting 2/Cycle 2)**

<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VIII/I</b>
<b>Language Skill</b>	<b>: Reading</b>
<b>Text Type</b>	<b>: Recount Text</b>
<b>Time</b>	<b>: 2x40'</b>

**I. Standard Competence**

3. Memahami makna teks fungsional dan esai pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

**II. Basic Competence**

3.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

**III. Indicators**

a. Cognitive

1. Product

- a. Identifying the word meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
- b. Identifying the sentence meaning by the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
- c. Identifying the paragraph meaning by selecting the correct answer from the option given in the form of multiple choice,

matching and T/F statements of a recount text with picture in series given by the teacher.

- d. Identifying the text meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.

#### **IV. Process**

- a. Reading a recount text with picture in series silently.
- b. Finding the unfamiliar words and their meaning of a recount text with picture in series in pairs.
- c. Discussing the meaning of unfamiliar words of a recount text with picture in series together with the class.

#### **V. Learning Objectives**

- a. Cognitive
  1. Product
    - a. The students are able to identify the word meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
    - b. The students are able to identify the sentence meaning from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
    - c. The students are able to identify the paragraph meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.
    - d. The students are able to identify the text meaning by selecting the correct answer from the option given in the form of multiple choice, matching and T/F statements of a recount text with picture in series given by the teacher.



## 2. Process

- a. The students are able to read a recount text with picture in series silently.
- b. The students are able to find the unfamiliar words and their meaning of a recount text with picture in series in pairs.
- c. The students are able to discuss the meaning of unfamiliar words of a recount text with picture in series together with the class.

**VI. Materials : (Enclosed)****VII. Teaching Learning Process**

- c. Approach : Contextual Teaching Learning (CTL)
- d. Method : Question Answer and Discussion

**VIII. Teaching Learning Activities**

Stage/Phrase	Learning Activities		Time
	Teacher's Activities	Students' Activities	
INTRODUCTION (pre-reading activities)	1. Greeting	1. Responding to greeting	1'
	2. Checking attendance	2. Paying attention	2'
	3. Showing picture in series	3. Looking at the picture	3'
	4. Giving leading questions	4. Answering the leading questions from the teacher	3'
	5. Stating the objectives of the study	5. Listening to the teacher explanation	2'
MAIN ACTIVITIES (While reading)	6. Pairing students.	6. Making pairs	1'
	7. Distributing a recount text with picture in series	7. Receiving the materials	2'
	8. Asking the students to	8. Reading the text	5'

activities)	<p>read the text silently.</p> <p>9. Asking some of the students to read the text loudly.</p> <p>10. Asking the students to find unfamiliar words and their meaning with their partner.</p> <p>11. Discussing the meaning of unfamiliar words with the groups in class</p> <p>12. Asking some questions related to the text:</p> <ul style="list-style-type: none"> <li>- What is paragraph one about?</li> <li>- What is the purpose of the text?</li> </ul> <p>13. Distributing the students' worksheet with picture in series to the students</p> <p>14. Asking the students to do Tasks in the worksheet individually</p> <p>15. Checking the answer to the questions from the Task with the class.</p>	<p>9. Reading the text</p> <p>10. Finding some unfamiliar words and the meaning.</p> <p>11. Discussing together with the class.</p> <p>12. Answering the questions</p> <p>13. Receiving the students' worksheet</p> <p>14. Doing Task individually</p> <p>15. Checking together</p>	<p>2'</p> <p>5'</p> <p>3'</p> <p>5'</p> <p>2'</p> <p>25'</p> <p>15'</p>
CLOSURE (Post- reading activities)	<p>16. Reviewing the material that has been discussed</p> <p>17. Guiding the students to draw the conclusion about the use of picture in series in recount text.</p>	<p>16. Paying attention.</p> <p>17. Drawing conclusion</p>	<p>3'</p> <p>3'</p>

	18. Reflecting the teaching learning process	18. Responding	2'
	19. Parting the students.	19. Parting	1'

### IX. Sources and Media

- Sources: (<http://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html>);
- Media: LCD, power point, white board, board marker, picture in series, worksheets.

### X. Evaluation

#### a. Cognitive

##### a. Product evaluation

- Technique : Written task
- Format : Matching, True-False, Multiple choice test

##### b. Process evaluation

Process evaluation is conducted during the teaching learning process.

Indicators of observation

No	Name	Indicators			
		1	2	3	4
1					
2					
3					
Total					
Percentage					

- Note:
- 1) The students read the text with the picture in series.
  - 2) The students answer the teacher's oral questions.
  - 3) The students discuss the picture in series and text with the partner.
  - 4) The students do the Tasks given by the teacher.



## LEARNING MATERIALS

## PRE-ACTIVITIES

Leading Questions:

Look at the picture! What picture is it?

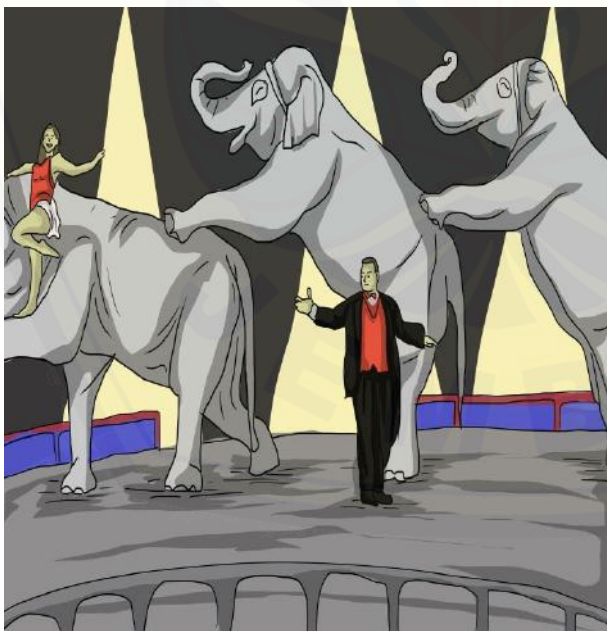
1)



2)



3)



4)





- a. Have you ever had holiday? Where did you usually go?
- b. Look at the picture! Where are they?
- c. What are they doing there?
- d. Have you had an experience like that?

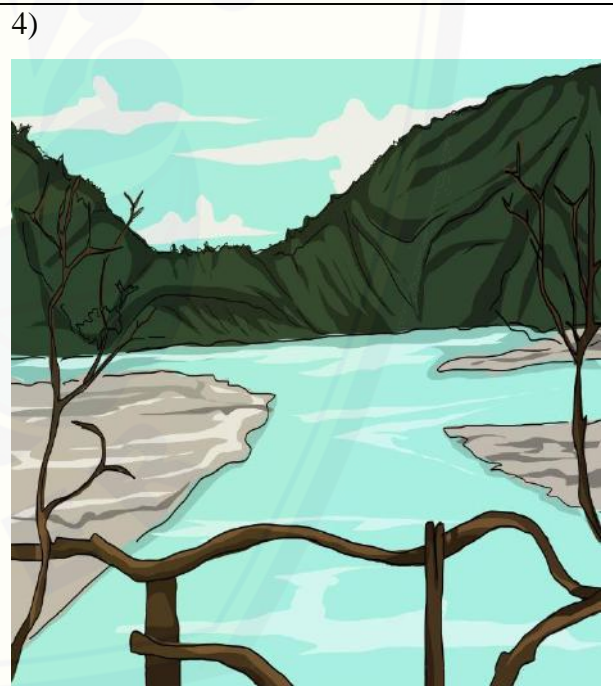
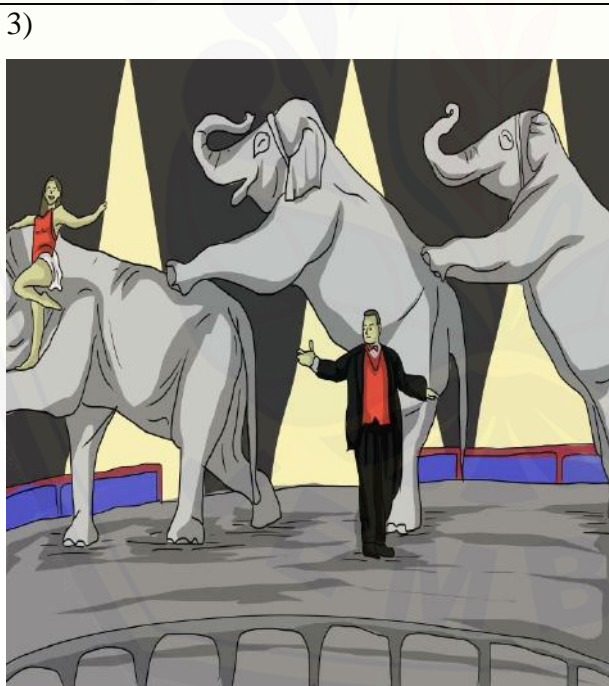
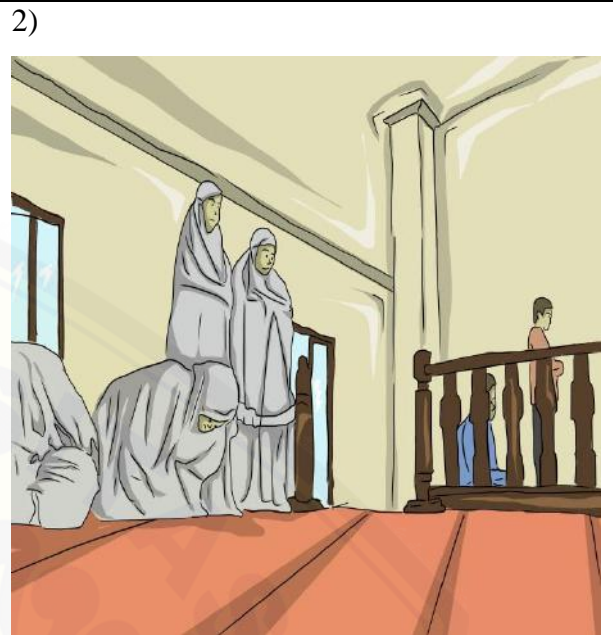
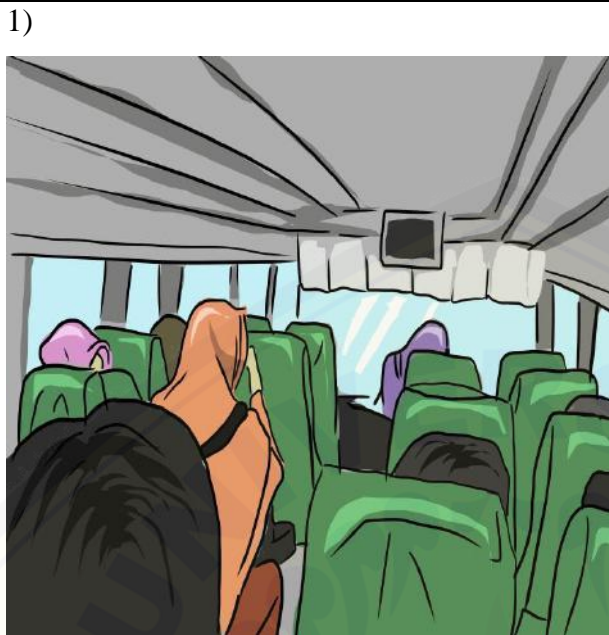
**MAIN ACTIVITIES**

The example of recount text:



Read the text carefully and pay much attention to the pictures provided!

**Study Tour to Bogor and Bandung**



1) Orientation

I went to Bogor with my teachers and friends. It was actually a study tour. The study tour was held when I was in high school. It was the first time I went to Bogor. My teacher, my classmates and I were on the same bus. We left from our school at 10.00 p.m.

2) Series of events

After 7 hours' drive, we finally arrived in Bogor at around 5:00 a.m. We stopped at a mosque to pray first. After that, we went to the restaurant for breakfast.

3) Series of events

Then, we went to Bogor safari park. We saw the collection of animals there. The collection of animals is very complete. There is an animal circus at the Safari Park in every Sunday. The animal circus was very funny and kept us entertained. After watching the animal circus we returned to the bus and we went to the villa to take a rest.

4) Series of events

The next day, we left Bogor to visit Bandung. In Bandung, we visited Kawah Putih. Kawah Putih is a very beautiful place. It was very cold there. We used that moment to take some photos with my friends. From Kawah Putih, we went back to our town. Study tour made me very tired, but I was very happy because I could spend a lot of time with my friends.

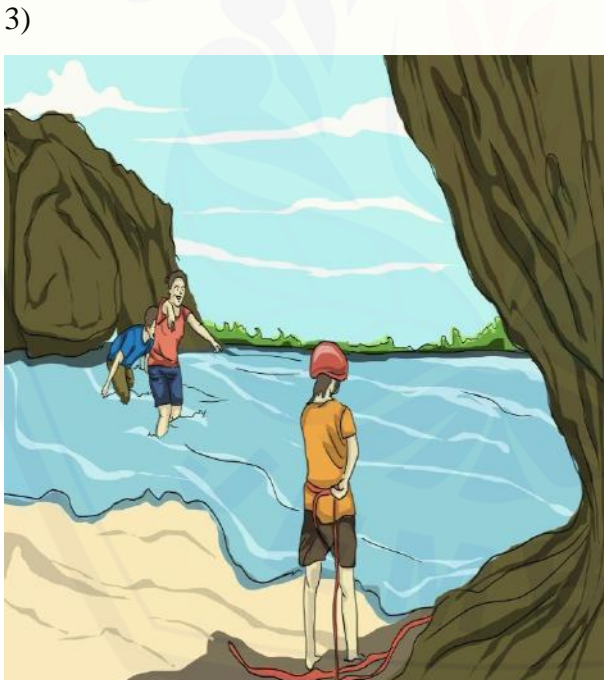
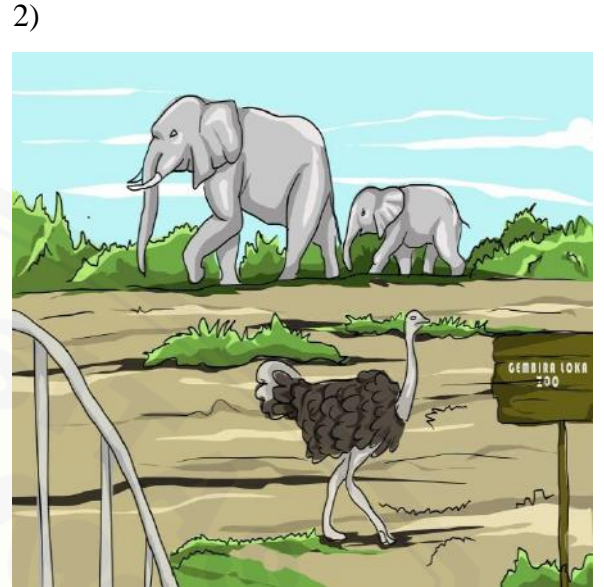
(Adapted from: <http://contohcontohteks.blogspot.co.id/2016/04/recount-text-holiday-6-contoh-recount.html>)



**STUDENTS' WORKSHEET**

*Read the text carefully, and pay much attention to the pictures provided!*

**My Holiday in Jogjakarta**



1) Orientation

Last week, my family went to Jogjakarta. We visited many places there. First, we visited Prambanan Temple, it was a beautiful temple. We took some photos there.

2) Series of Event

After that, we went to the Gembira Loka Zoo. We saw a variety of animals such as tigers, snake collection, butterflies collection. We went around the zoo and also took photos of the animals. After visiting the Gembira Loka zoo, we headed to Sahid Raya hotel to rest.

3) Series of Event

The next day, we went to Siung Beach. Siung Beach is a very beautiful beach. I played white sand, I swam there and I saw some people practicing rock climbing there. Siung Beach is located in Gunung Kidul, about 2 hours from Jogjakarta downtown.

4) Re-orientation

The last day, we went to Malioboro and bought some souvenirs. Malioboro is a busy street; there are many sellers who sell various types of souvenirs. After finishing the shopping, we decided to go home. For me, it was a good time because I could spend my time with my family. We really enjoyed it.

(Adapted from: <http://contohcontohteks.blogspot.co.id/2016/04/recount-text-holiday-6-contoh-recount.html>)



**Task 1**

*Match the words with the meaning based on the text provided with the picture in series above correctly.*

The Unfamiliar Words	The meaning
1. Visited	a. Menikmati
2. Practice	b. Memanjat
3. Climbing	c. Menghabiskan
4. Spend	d. Mengunjungi
5. Enjoyed	e. Menikmati
	f. Berlatih

**Task 2**

*Write “T” if the statement is true and “F” if statement is false based on the text provided with picture in series above correctly.*

1. They went to Jogjakarta last week. (...)
2. They headed to the hotel after visited Prambanan Temple (...)
3. The location of Siung Beach in Gunung Kidul (...)
4. They bought some souvenirs in the Siung Beach (...)
5. They really enjoyed the holiday (...)

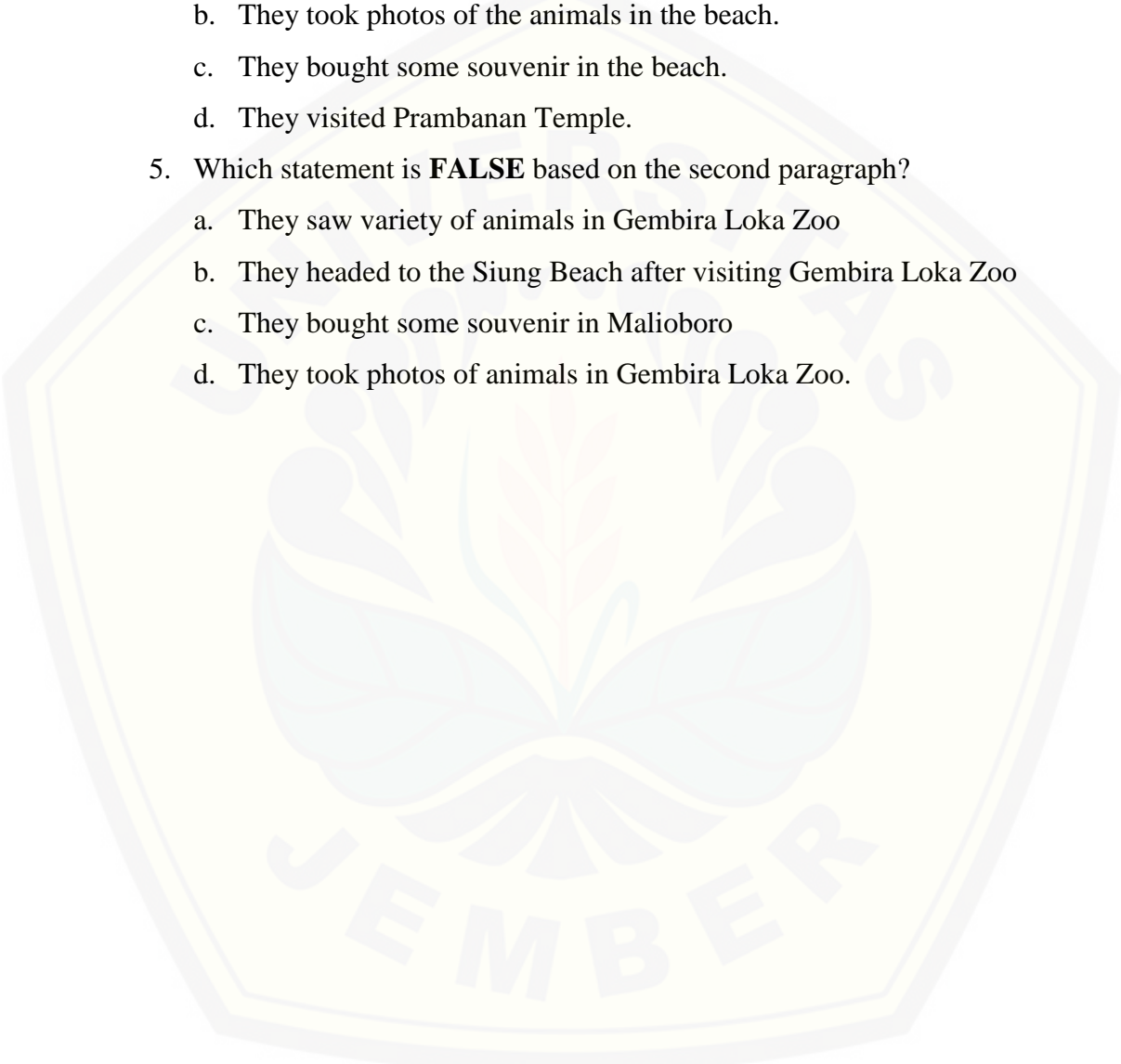
**Task 3**

*Choose the correct answer by crossing (x) a,b,c or d based on the text provided with the picture in series above.*

1. When did the writer go to Jogjakarta for holiday?
 

a. Last year	c. two days ago
b. Last week	d. for days ago
2. What is the first place they visit?
 

a. Borobudur Temple	c. Malioboro
b. Prambanan Temple	d. Siung Beach

3. Siung Beach is a very beautiful beach.  
What is the opposite meaning of underlined word?
- a. Bad
  - b. Nice
  - c. Good
  - d. Awesome
4. Which statement is **TRUE** based on the third paragraph?
- a. They visited Siung Beach in the second day.
  - b. They took photos of the animals in the beach.
  - c. They bought some souvenir in the beach.
  - d. They visited Prambanan Temple.
5. Which statement is **FALSE** based on the second paragraph?
- a. They saw variety of animals in Gembira Loka Zoo
  - b. They headed to the Siung Beach after visiting Gembira Loka Zoo
  - c. They bought some souvenir in Malioboro
  - d. They took photos of animals in Gembira Loka Zoo.
- 
- The image contains a large, faint watermark of the Universitas Jember logo. The logo is a shield-shaped emblem with a stylized tree or plant in the center, surrounded by the text 'UNIVERSITAS JEMBER' at the top and 'JEMBER' at the bottom.

**ANSWER KEY**

## Task 1

1. d
2. f
3. b
4. c
5. a

## Task 2

1. T
2. F
3. T
4. F
5. T

## Task 3

1. b
2. b
3. a
4. a
5. b

## Items Distribution

No	Indicator	Task 1	Task 2	Task 3
1.	Word Comprehension	<b>1,2,3,4,5</b>	-	<b>1,2,3</b>
2.	Sentence Comprehension	-	<b>1,2,3,4,5</b>	<b>4</b>
3.	Paragraph Comprehension	-	-	-
4.	Text Comprehension	-	-	<b>5</b>

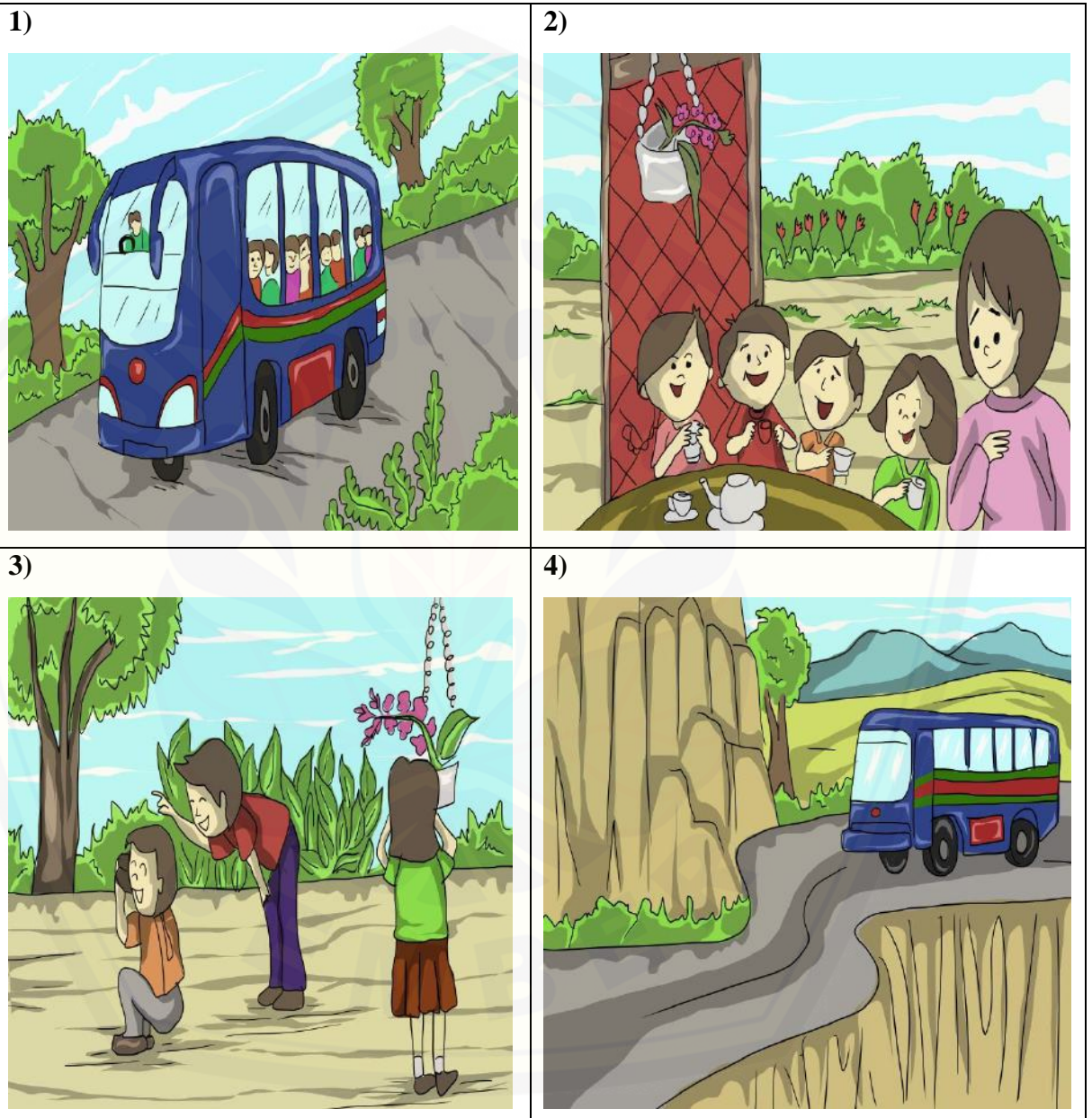
APPENDIX I

Reading Test Cycle 2

Time : 60 minutes

Read text 1 carefully, the following is for number 1-10!

A Tour to Botanic Garden



## 1) Orientation

On Thursday 24<sup>th</sup> April, we went to the Botanic Garden. We went there by bus at 7 o'clock. It took us one hour to the Botanic Garden.

## 2) Series of Events

After we arrived at the garden, we walked down to the Education Centre. First, we went to the Orchid Farm. Our teacher, Mrs. Rita read some information about it. After that, we went down to a little spot in the Botanic Gardens and had morning tea.

## 3) Series of events

Next, we took some pictures of the plants and flowers. Then, we went back to the Education Centre to have lunch. After that, we went for a walk. A lady took us into the green house. It was the most interesting place. I could see many plants there.

## 4) Re-orientation

Soon after we had finished, we went back outside. Finally, we got into the bus and returned to school. We were tired but happy.

*(Adapted from: Scaffolding English for Junior High School Students)*

**Choose the correct answer by crossing (X) a, b, c or d based on text 1 above! Do it individually!**

- When did the writer go to Botanic Garden?
  - Thursday, 24<sup>th</sup> March
  - Sunday, 24<sup>th</sup> April
  - Thursday, 24<sup>th</sup> May
  - Thursday, 24<sup>th</sup> April
- We went there at 7 o'clock by bus. The word "**we**" refers to .....
  - The writer's friends.
  - The writer's families.
  - The writer and his sister.
  - The writer and friends.
- After we arrived at the garden, we walked down to the Education Centre. The underlined word has the same meaning with the word.....
  - Left.
  - Went.
  - Stayed.
  - Reached.

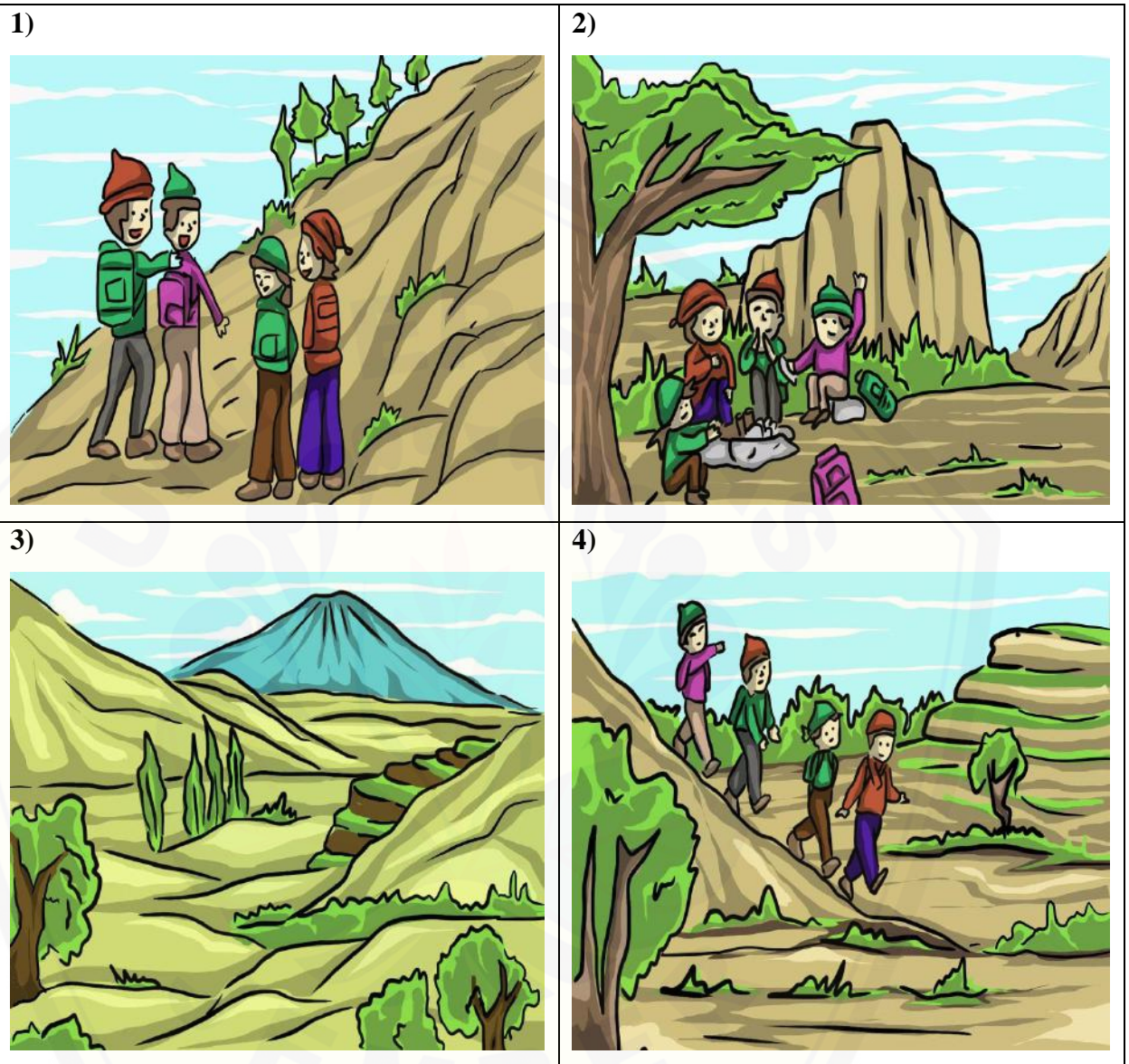


4. It was the most *interesting* could see many plants there.  
What is the opposite meaning of the italic word?
- a. Attractive
  - b. Unexciting
  - c. Engaging
  - d. Entrancing
5. What did Mrs. Rita do there?
- a. Read some information about Orchid Farm
  - b. Took the students into garden house
  - c. Read the story about Botanic Garden
  - d. Read the information about Botanic Garden
6. What did the students do after they arrived at the garden?
- a. They went back to the Education Centre to have lunch.
  - b. They took some pictures of plants and flowers.
  - c. They walked down to the Education Centre.
  - d. They went to the Orchid Farm.
7. Where did they have morning tea?
- a. In Education Centre
  - b. In the little spot of Botanic Garden
  - c. In the green house
  - d. In the Bus
8. Which statement is **TRUE** based on the third paragraph?
- a. They go back to Education Centre
  - b. They went to the green house.
  - c. They took some pictures of plants
  - d. They went to the Orchid Farm
9. Which statement is **FALSE** based on the second paragraph?
- a. They have morning tea in the little spot in Botanic Garden
  - b. They walked down to Education Centre after they had arrived at the garden.
  - c. Mrs. Rita read some information about Education Centre
  - d. Orchid Farm was the first place that they visited.
10. What is the purpose of the text?
- a. To entertain the readers
  - b. To inform the readers about Botanic Garden
  - c. To persuade the readers to go to Botanic Garden
  - d. To retell the readers about the writer's experience

Read text 2 carefully!

The following text is for questions number 11 to 20.

### Holiday in Penanggungan Mount



## 1) Orientation

Last weekend, my friends Dicky, Vinda, Laras and I hiked to Penanggungan Mount. We started on Saturday morning from our village, Klandungan.

## 2) Series of Events

After we hiked for almost 4 hours, we reached Oro-Oro Ombo and had lunch. Then, we continued our hike and talked about many things along the way to the next post. Sometimes we laughed aloud when we shared our funny stories.

## 3) Series of Events

We reached the next post one hour later. It was the hilltop and the view from this place looked very amazing. We spent some hours in the hilltop. Then we walked off down into the valley and we camped for one night in Penanggungan Mount. We had never been there before.

## 4) Re-orientation

On Sunday, we returned to the small village – Pasir Wangi. This village was close to the by bus station. The journey from the valley was really hard for us but we wanted to go back there again.

*Adapted from: <http://englishjuniorhighschool.blogspot.com/2012/05/holiday-in-gunung-pananggungan-last.html>*

**Choose the correct answer by crossing (X) a, b, c or d based on the text 2 above!**

**Do it individually!**

11. When did the writer go to Penanggungan Mount?

- |               |                 |
|---------------|-----------------|
| a. Last month | c. Last weekend |
| b. Last year  | d. Yesterday    |

12. We started on Saturday morning from our village, Klandungan. (Paragraph 1)

The underlined word refers to .....

- |                        |                           |
|------------------------|---------------------------|
| a. The writer's family | c. The writer and friends |
| b. The writer's friend | d. The writer's sister    |

13. We reached the next post one hour later. The underlined word has the **same** meaning with the word.....

- |            |             |
|------------|-------------|
| a. Arrived | c. Departed |
| b. Left    | d. Went     |

14. It was the hilltop and the view from this place looked very *amazing*. The italic word has the **opposite** meaning with the word....
- a. Great
  - b. Awesome
  - c. Bad
  - d. Wonderful
15. How long did they hike to Oro-Oro Ombo?
- a. 5 hours
  - b. 2 hours
  - c. 10 hours
  - d. 4 hours
16. What did they do in Oro-Oro Ombo?
- a. They took some pictures
  - b. They had lunch
  - c. They saw amazing view
  - d. They camped for one night
17. Where did they see the amazing view?
- a. In Oro-Oro Ombo
  - b. In the Hilltop
  - c. In Pasir Wingi village
  - d. In Klandungan village
18. Which statement is **TRUE** based on the first paragraph?
- a. Last month, the writer and friend went to Penanggungan mount.
  - b. The writer and friend hiked to the Penanggungan Mount in the Saturday morning.
  - c. They arrived in the Oro-Oro Ombo after 4 hours hiked.
  - d. They saw amazing view in the Hilltop.
19. Which statement is **FALSE** based on the second paragraph?
- a. The writer and friend had breakfast in the Oro-Oro Ombo
  - b. They went back to the valley to camp for one night.
  - c. They returned to the small village to come back home.
  - d. They arrived in Oro-Oro Ombo after 4 hours hiked.
20. What is the purpose of the text?
- a. To entertain the readers.
  - b. To inform the readers about Bali.
  - c. To persuade the readers to go to Bali.
  - d. To retell the readers about the writer's experience



**ANSWER KEY**

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

**Items Distribution**

No	Indicator	Numbers
1.	Word Comprehension	<b>1,2,3,4,11,12,13,14,15</b>
2.	Sentence Comprehension	<b>5,6,7,16,17</b>
3.	Paragraph Comprehension	<b>8,9,18,19</b>
4.	Text Comprehension	<b>10,20</b>



APPENDIX J

The Samples of the Students' Worksheet in Reading Test 1 (The Highest Score)

85

**READING COMPREHENSION TEST**

Read text carefully!  
The following text is for questions 1-10

A Beautiful Day at Jogja

Nama = Bigra P.  
Kelas = VIII  
No Absen : 8

The illustrations are arranged in a 2x2 grid. The top-left panel shows a bus with a sign that says 'JOGJA' and another that says 'TELOR'. The top-right panel shows a beach scene with a sun, a palm tree, and people walking on the sand. The bottom-left panel shows a zoo enclosure with a giraffe and people looking at it. The bottom-right panel shows a restaurant interior with people sitting at tables and eating.

1)

Last week, my friend and I went to Jogja. We decided to go there by bus. We visited many places in Jogja.

2)

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful. There were so many birds which flying in the sky. We also saw some people in the beach. We could buy some souvenirs in the souvenir shops near the beach.

3)

Second, we visited GembiraLoka Zoo. We saw many kinds of animals there. such as lion, elephant, and giraffes. We looked around in that zoo, and also took pictures of those animals.

4)

Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home. For me, that was a beautiful day and I hope I could visit Jogja again.

Adapted from :<http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html?m=1>

Choose the correct answer by crossing (X) a,b,c or d based on text above! Do it individually!

1. When did the writer have a holiday?
 

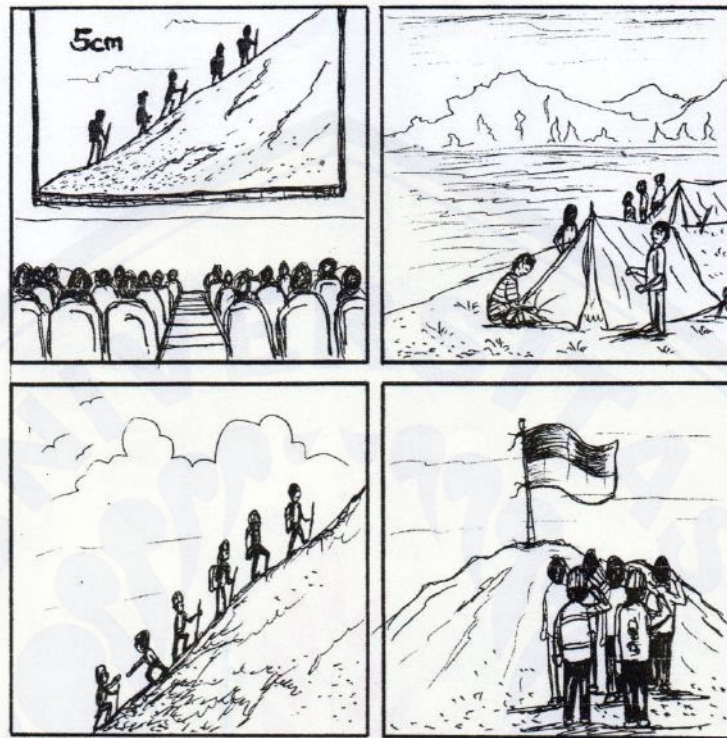
a. Last year	c. Last month
<input checked="" type="checkbox"/> b. Last week	d. Last night
2. What was the first place that the writer visited?
 

a. Prambanan temple	c. Malioboro street
b. GembiraLoka zoo	<input checked="" type="checkbox"/> d. Parangtritis beach
3. We decided to go there by bus.(Paragraph 1). The underlined word refers to....



- a. The writer  
b. The writer's family  
c. The writer's friend  
~~a.~~ The writer and friend
4. Where did they buy the souvenirs?  
a. In the hotel  
~~a.~~ In the souvenir shop  
c. In the zoo  
d. In the beach
5. The sun shone brightly and the scenery was very *beautiful*. What is the opposite meaning of the italic word?  
a. Awesome  
b. Great  
c. Wonderful  
~~a.~~ Bad
6. What was the second place that the writer visited?  
a. Prambanan temple  
~~a.~~ Gembiraloka zoo  
c. Malioboro street  
d. I arangtritis beach
7. What did they do in the GembiraLoka Zoo?  
a. They bought some souvenirs  
b. They saw some people in there  
~~a.~~ They saw some animals and took picture of those animals  
d. They saw the beautiful scenery
8. When did the writer decide to go home?  
~~a.~~ After they had lunch  
b. After they had taken picture in the zoo  
c. After they had seen the beautiful scenery in the beach  
d. After they had looked around in the zoo
9. What is the main idea of the last paragraph?  
a. They were tired  
b. They went home by bus  
c. They went home in the evening  
~~a.~~ They enjoyed the day in Jogja
10. What was the writer's purpose in the text above?  
a. To inform the readers about the writer's experience  
~~a.~~ To describe the writer's interesting experience  
c. To persuade the readers with the writer's experience  
d. To forbid the readers with the writer's experience

A Trip to Semeru Mount



1)

Last month, Ida, Indra, Faisal, Made, Aryand I climbed Semeru mount. Semeru is very popular mount in the world. It became more popular after 5cm movie was released two years ago.

2)

We started our trip at 06.00 from Made's house in Senduro and arrived in Ranukumbolo as the first post, after we arrived in Ranukumbolo, we built the tents as fast as we could. We spent a night in Ranukumbolo.

3)

In the following day, we continued hiking to the next post that was Kalinati. It took 4 hours walking from Ranukumbolo to Kalinati. We left all of our equipments in this post. This was due to our safety during the climbing. When everyone was ready and well prepared, we started climbing to the top of the mountain called Mahameru.

4)

We spent four hours to reaching the top of the mountain. We gave our pride red and white flag which was stuck on the top of Mahameru. We also took some photos. After a while, we climbed down and went home.

(Adapted from: Pendamping Siswa CANGGIH Bahasa Inggris SMP/MTs kelas VIII)

11. When did the writer climb Semeru mount?
- a. Last year  
 Last month  
c. Last night  
d. Last week
12. When did they start the trip?
- a. At 09.00  
b. At 10.30  
c. At 06.00  
 At 07.00  
d. At 07.00
13. Where was Made's house located?
- Senduro  
b. Lumajang  
c. Tanggul  
d. Rambipuji
14. What did they do after they had arrived in Ranukumbolo?



- a. They built the tents  
b. They hike to the next post  
c. They climb to Mahameru  
d. They took some photos
15. We spent a night in Ranukumbolo?  
The underlined word refers to.....  
a. The writer's family  
b. The writer  
c. The writer and friend  
d. The writer's friend
16. How long did they walk from Ranukumbolo to Kalimati?  
a. 2 hours  
b.  4 hours  
c. 8 hours  
d. 9 hours
17. Which statement is true in the third paragraph?  
a. They took 5 hours walking from Ranukumbolo to Kalimati  
b.  They started to climb to the top mountain  
c. They continued hike to next post, that was Ranupani  
d. They built the tents
18. Which statement is false based on the second paragraph?  
a. They started the trip at 06.00  
b.  They arrived in Ranukumbolo 5 hours later from Senduro  
c. They built the tents in Ranukumbolo  
d. They spent 2 night in Ranukumbolo
19. What is the main idea of the last paragraph?  
a. They reach the top of the highest mountain  
b. They took some photos  
c.  They climbed down and went home  
d. They started to climb to the top mountain
20. What is the purpose of the text?  
a.  To entertain the readers  
b. To inform the readers about Mahameru  
c. To persuade the readers to go to Mahameru  
d. To retell the readers about the writer's experience in Mahameru

APPENDIX K

The Samples of the Students' Worksheet in Reading Test 1 (The Lowest Score)

Nama Hariono  
Kelas = VIII  
No. Absen = 15

READING COMPREHENSION TEST

Read text carefully!  
The following text is for questions 1-10

A Beautiful Day at Jogja

40

JEMBER



1)

Last week, my friend and I went to Jogja. We decided to go there by bus. We visited many places in Jogja.

2)

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful. There were so many birds which flying in the sky. We also saw some people in the beach. We could buy some souvenirs in the souvenir shops near the beach.

3)

Second, we visited GembiraLoka Zoo. We saw many kinds of animals there, such as lion, elephant, and giraffes. We looked around in that zoo, and also took pictures of those animals.

4)

Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home. For me, that was a beautiful day and I hope I could visit Jogja again.

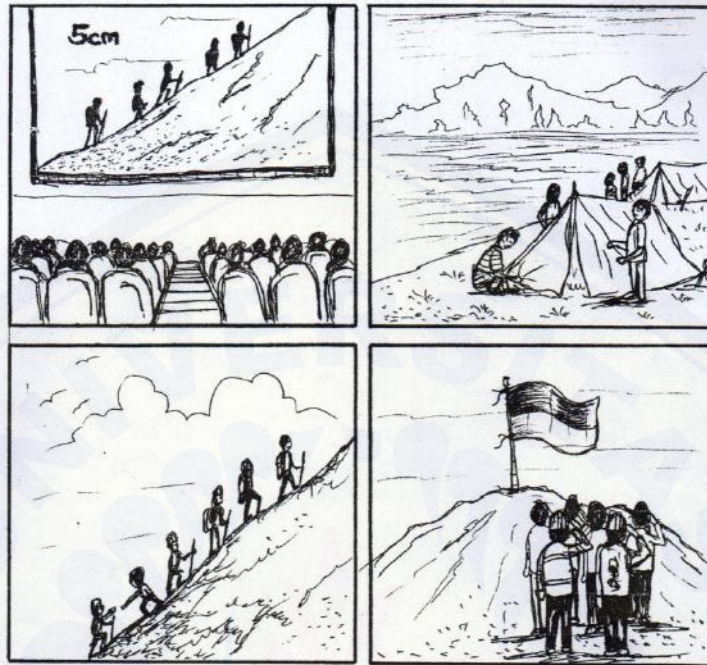
Adapted from : <http://www.englishindo.com> 2014 03 contoh-recount-text-tentang-holiday.html?m=1

Choose the correct answer by crossing (X) a,b,c or d based on text above! Do it individually!

- When did the writer have a holiday?
  - Last year
  - Last week
  - Last month
  - Last night
- What was the first place that the writer visited?
  - Prambanan temple
  - GembiraLoka zoo
  - Malioboro street
  - Parangtritis beach
- We decided to go there by bus. (Paragraph 1). The underlined word refers to....

- a. The writer  
b. The writer's family  
c. ~~The writer's friend~~  
d. The writer and friend
4. Where did they buy the souvenirs?  
a. In the hotel  
b. ~~In the souvenir shop~~  
c. In the zoo  
d. In the beach
5. The sun shone brightly and the scenery was very *beautiful*. What is the opposite meaning of the italic word?  
a. Awesome  
b. ~~Great~~  
c. Wonderful  
d. Bad
6. What was the second place that the writer visited?  
a. Prambanan temple  
b. ~~Gembiraloka zoo~~  
c. Malioboro street  
d. I arangtritis beach
7. What did they do in the GembiraLoka Zoo?  
a. They bought some souvenirs  
b. ~~They saw some people in there~~  
c. They saw some animals and took picture of those animals  
d. They saw the beautiful scenery
8. When did the writer decide to go home?  
a. After they had lunch  
b. ~~After they had taken picture in the zoo~~  
c. After they had seen the beautiful scenery in the beach  
d. After they had looked around in the zoo
9. What is the main idea of the last paragraph?  
a. They were tired  
b. ~~They went home by bus~~  
c. They went home in the evening  
d. They enjoyed the day in Jogja
10. What was the writer's purpose in the text above?  
a. To inform the readers about the writer's experience  
b. To describe the writer's interesting experience  
c. ~~To persuade the readers with the writer's experience~~  
d. To forbid the readers with the writer's experience

A Trip to Semeru Mount





1)

Last month, Ida, Indra, Faisal, Made, Aryand I climbed Semeru mount. Semeru is very popular mount in the world. It became more popular after 5cm movie was released two years ago.

2)

We started our trip at 06.00 from Made's house in Senduro and arrived in RanuKumbolo as the first post, after we arrived in RanuKumbolo, we built the tents as fast as we could. We spent a night in RanuKumbolo.

3)

In the following day, we continued hiking to the next post that was Kalinati. It took 4 hours walking from RanuKumbolo to Kalinati. We left all of our equipments in this post. This was due to our safety during the climbing. When everyone was ready and well prepared, we started climbing to the top of the mountain called Mahameru.

4)

We spent four hours to reaching the top of the mountain. We gave our pride red and white flag which was stuck on the top of Mahameru. We also took some photos. After a while, we climbed down and went home.

(Adapted from: Pendamping Siswa CANGGIH Bahasa Inggris SMP MTs kelas VIII)

11. When did the writer climb Semeru mount?

- a. Last year  
 b. Last month  
c. Last night  
d. Last week

12. When did they start the trip?

- a. At 09.00  
b. At 10.30  
 c. At 06.00  
d. At 07.00

13. Where was Made's house located?

- a. Senduro  
b. Lumajang  
 c. Tanggul  
d. Rambipuji

14. What did they do after they had arrived in Ranukumbolo?

- ~~a. They built the tents~~  
b. They hike to the next post  
c. They climb to Mahameru  
d. They took some photos
15. We spent a night in Ranukumbolo?  
The underlined word refers to.....  
a. The writer's family  
b. The writer  
c. The writer and friend  
d. ~~The writer's friend~~
16. How long did they walk from Ranukumbolo to Kalimati?  
~~a. 2 hours~~  
b. 4 hours  
c. 8 hours  
d. 9 hours
17. Which statement is true in the third paragraph?  
a. They took 5 hours walking from Ranukumbolo to Kalimati  
b. They started to climb to the top mountain  
c. ~~They continued hike to next post, that was Ranupani~~  
d. They built the tents
18. Which statement is false based on the second paragraph?  
a. They started the trip at 06.00  
b. ~~They arrived in Ranukumbolo 5 hours later from Senduro~~  
c. They built the tents in Ranukumbolo  
d. They spent 2 night in Ranukumbolo
19. What is the main idea of the last paragraph?  
a. They reach the top of the highest mountain  
b. They took some photos  
c. ~~They climbed down and went home~~  
d. They started to climb to the top mountain
20. What is the purpose of the text?  
a. To entertain the readers  
b. ~~To inform the readers about Mahameru~~  
c. To persuade the readers to go to Mahameru  
d. To retell the readers about the writer's experience in Mahameru



APPENDIX L

The Sample of the Students' Worksheet in Reading Test 2 (The Highest Score)

Mama = Salu Aricena

Kelas = VIII

No. Absen = 16

90

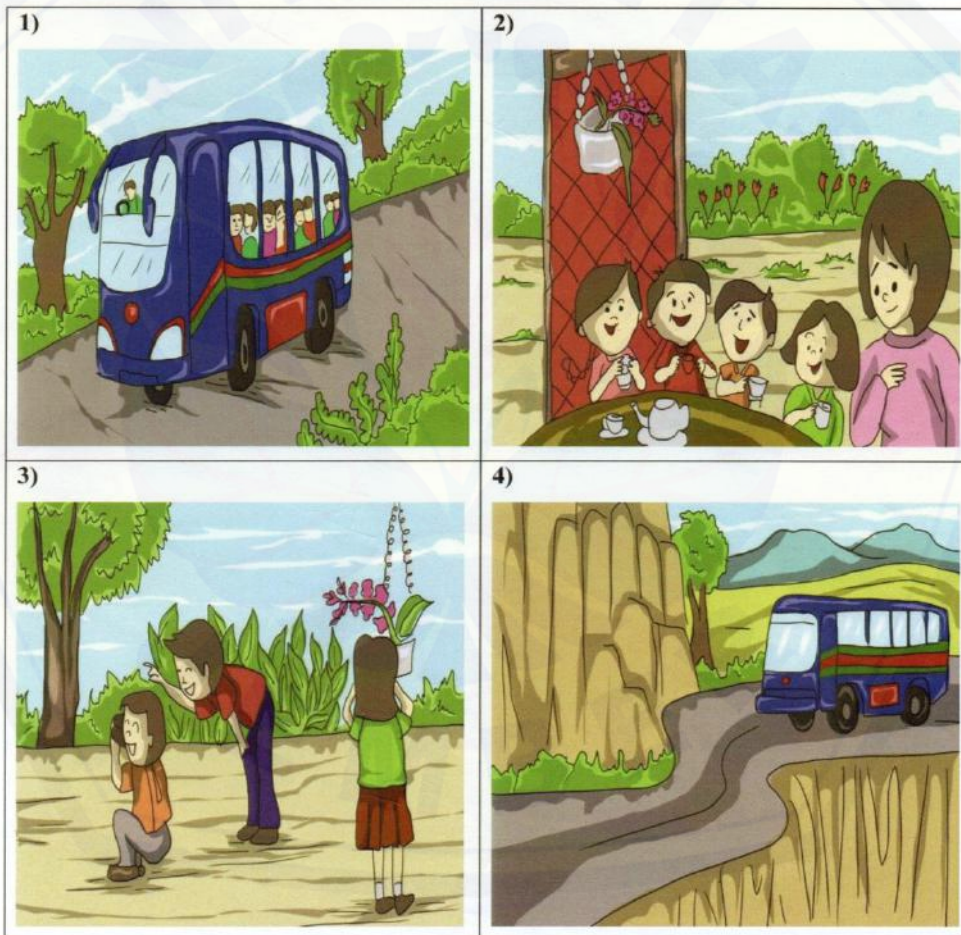
APPENDIX I

READING COMPREHENSION TEST 2

Time : 60 minutes

Read text 1 carefully, the following is for number 1-10!

A Tour to Botanic Garden



## 1) Orientation

On Thursday 24<sup>th</sup> April, we went to the Botanic Garden. We went there by bus at 7 o'clock. It took one hour to the Botanic Garden.

## 2) Series of Events

After we arrived at the garden, we walked down to the Education Centre. First, we went to the Orchid Farm. Our teacher, Mrs. Rita read some information about it. After that, we go down to a little spot in the Botanic Gardens and had morning tea.

## 3) Series of events

Next, we took some pictures of the plants and flowers. Then, we go back to the Education Centre to have lunch. After that, we went for a walk. A lady took us into the green house. It was the most interesting could see many plants there.

## 4) Re-orientation

Soon after we had finished, we go back outside. Finally, we got into the bus and returned to school. We were tired but happy in there.

(Adapted from: *Scaffolding English for Junior High School Students*)

Choose the correct answer by crossing (X) a, b, c or d based on text 1 above! Do it individually!

1. When did the writer go to Botanic Garden?

- a. Thursday, 24<sup>th</sup> March                      c. Thursday, 24<sup>th</sup> May  
b. Sunday, 24<sup>th</sup> April                      ~~d. Thursday, 24<sup>th</sup> April~~

2. We went there at 7 o'clock by bus. The word "we" refers to .....

- ~~a. The writer's friends.~~                      c. The writer and his sister.  
b. The writer's families.                      d. The writer and friends.

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

The underlined word has the same meaning with the word.....

- a. Left.                      c. Stayed.  
b. Went.                      ~~d. Reached.~~

4. It was the most *interesting* could see many plants there.

What is the opposite meaning of the italic word?

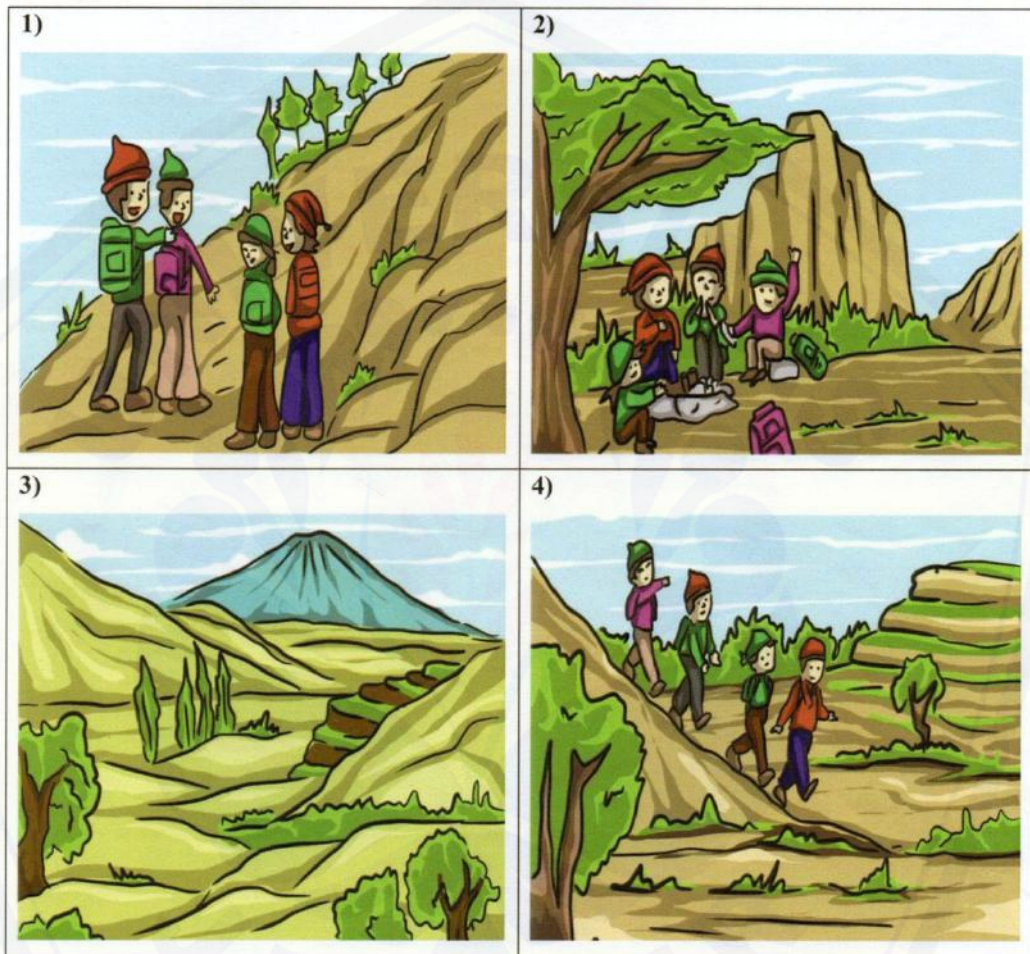
- a. Attractive                      c. Engaging  
~~X~~ Unexciting                      d. Entrancing
5. What did Mrs. Rita do in there?  
~~X~~ Read some information about Orchid Farm  
b. Took the students into garden house  
c. Read the story about Botanic Garden  
d. Read the information about Botanic Garden
6. What did the students do after they arrived at the garden?  
a. They went back to the Education Centre to have lunch.  
~~X~~ They took some pictures of plants and flowers.  
c. They walked down to the Education Centre.  
d. They went to the Orchid Farm.
7. Where did they have morning tea?  
a. In Education Centre                      c. In the green house  
~~X~~ In the little spot of Botanic Garden      d. In the Bus
8. Which statement is **TRUE** based on the third paragraph?  
a. They go back to Education Centre to have breakfast  
b. They went to the green house.  
~~X~~ They took some pictures of plants  
d. They went to the Orchid Farm
9. Which statement is **FALSE** based on the second paragraph?  
a. They have morning tea in the little spot in Botanic Garden  
b. They walked down to Education Centre after arrived at the garden.  
~~X~~ Mrs. Rita read some information about Education Centre  
d. Orchid Farm was the first place that they visited.
10. What is the purpose of the text?  
a. To entertain the readers  
b. To inform the readers about Botanic Garden  
c. To persuade the readers to go to Botanic Garden  
~~X~~ To retell the readers about the writer's experience



Read text 2 carefully!

The following text is for questions number 11 to 20.

Holiday in Penanggungan Mount



## 1) Orientation

Last weekend, my friends Dicky, Vinda, Laras and I hiked to Penanggungan Mount. We started on Saturday morning from our village, Klandungan.

## 2) Series of Events

After we hiked for almost 4 hours, we reached Oro-Oro Ombo and had lunch. Then, we continued our hike and talked about many things along the way to the next post. Sometimes we laughed aloud when we shared our funny stories.

## 3) Series of Events

We reached the next post one hour later. It was the hilltop and the view from this place looked very amazing. We spent some hours in the hilltop. Then we walked off down into the valley and we camped for one night in Penanggungan Mount. We have never been there before.

## 4) Re-orientation

On Sunday, we returned to the small village – Pasir Wangi. This village closest by bus station. The journey from the valley was really hard for us but we wanted to go back there again.

*Adapted from: <http://englishjuniorhighschool.blogspot.com/2012/05/holiday-in-gunung-pananggungan-last.html>*

Choose the correct answer by crossing (X) a, b, c or d based on the text 2 above!

Do it individually!

11. When did the writer go to Penanggungan Mount?

- a. Last month                      ~~X~~ Last weekend  
b. Last year                         d. Yesterday

12. We started on Saturday morning from our village, Klandungan. (Paragraph 1)

The underlined word refers to .....

- a. The writer's family                      ~~X~~ The writer and friends  
b. The writer's friend                      d. The writer's sister

13. We reached the next post one hour later. The underlined word has the same meaning with the word.....

- ~~a. Arrived~~                      c. Depart  
b. Leave                         d. Go

14. It was the hilltop and the view from this place looked very *amazing*. The italic word has the **opposite meaning** with the word....

- a. Great                         ~~b. Bad~~  
b. Awesome                    d. Wonderful

15. How long did they hike to Oro-Oro Ombo?

- a. 5 hours                      c. 10 hours  
b. 2 hours                      ~~d. 4 hours~~

16. What did they do in Oro-Oro Ombo?

- a. They took some pictures      c. They see amazing view  
~~b. They have lunch~~                d. They camp for one night

17. Where did they see the amazing view?

- a. In the Oro-Oro Ombo            c. In the Pasir Wingi village  
~~b. In the Hilltop~~                    d. In the Klandungan village

18. Which statement is **TRUE** based on the first paragraph?

- a. Last month, the writer and friend go to Penanggungan mount.  
~~b. The writer and friend hike to the Penanggungan Mount in the Saturday morning.~~  
c. They arrived in the Oro-Oro Ombo after 4 hours hiked.  
d. They saw amazing view in the Hilltop.

19. Which statement is **FALSE** based on the second paragraph?

- a. The writer and friend had breakfast in the Oro-Oro Ombo  
b. They go back to the valley to camp for one night.  
~~c. They returned to the small village to come back home.~~  
d. They arrived in the Oro-Oro Ombo after 4 hours hiked.

20. What is the purpose of the text?

- a. To entertain the readers.  
b. To inform the readers about Bali.  
c. To persuade the readers to go to Bali.  
~~d. To retell the readers about the writer's experience~~



APPENDIX M

The Sample of the Students' Woksheet in Reading Test 2 (The Lowest Score)

Nama = Hariono  
Kelas = VIII  
No. Absen = 15  
APPENDIX I

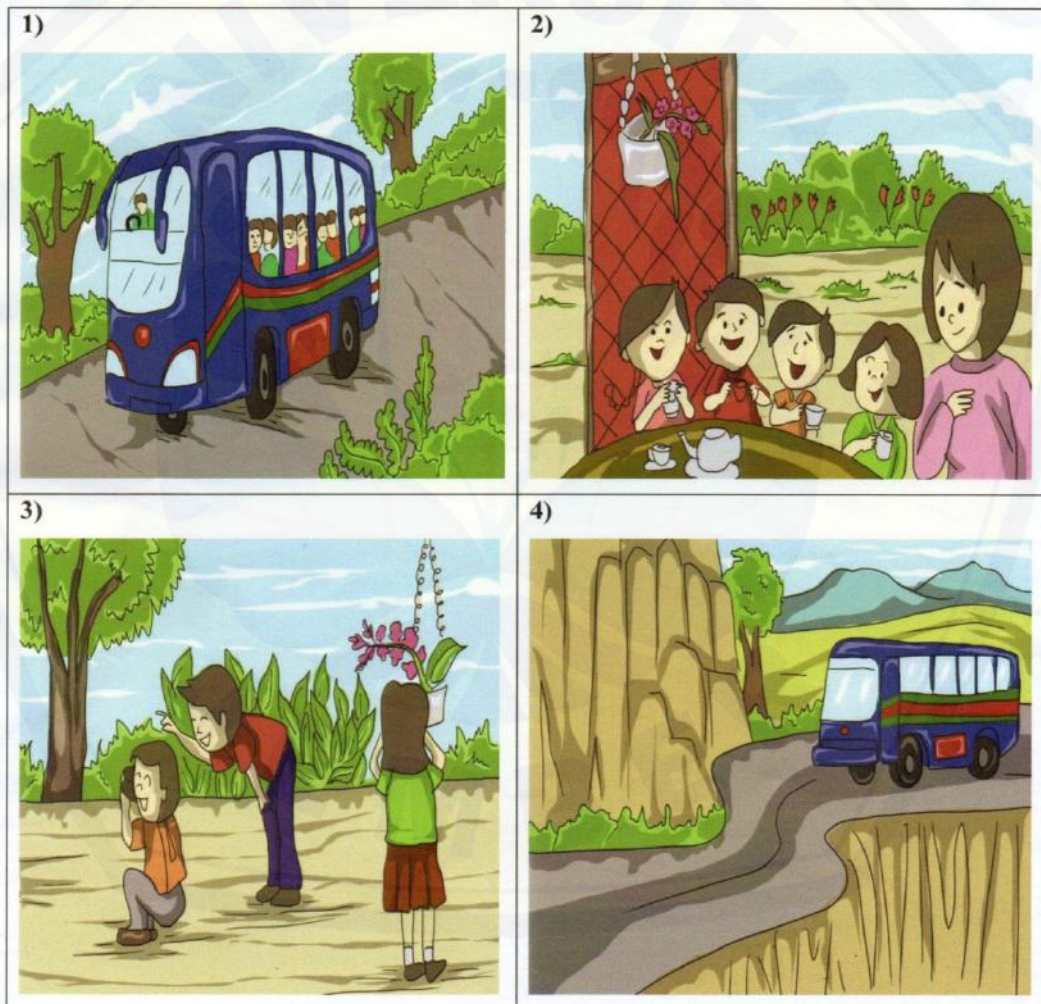
40

READING COMPREHENSION TEST 2

Time : 60 minutes

Read text 1 carefully, the following is for number 1-10!

A Tour to Botanic Garden





## 1) Orientation

On Thursday 24<sup>th</sup> April, we went to the Botanic Garden. We went there by bus at 7 o'clock. It took one hour to the Botanic Garden.

## 2) Series of Events

After we arrived at the garden, we walked down to the Education Centre. First, we went to the Orchid Farm. Our teacher, Mrs. Rita read some information about it. After that, we go down to a little spot in the Botanic Gardens and had morning tea.

## 3) Series of events

Next, we took some pictures of the plants and flowers. Then, we go back to the Education Centre to have lunch. After that, we went for a walk. A lady took us into the green house. It was the most interesting could see many plants there.

## 4) Re-orientation

Soon after we had finished, we go back outside. Finally, we got into the bus and returned to school. We were tired but happy in there.

(Adapted from: *Scaffolding English for Junior High School Students*)

Choose the correct answer by crossing (X) a, b, c or d based on text 1 above! Do it individually!

1. When did the writer go to Botanic Garden?
 

a. Thursday, 24 <sup>th</sup> March	c. Thursday, 24 <sup>th</sup> May
b. Sunday, 24 <sup>th</sup> April	<del>X</del> Thursday, 24 <sup>th</sup> April
2. We went there at 7 o'clock by bus. The word "we" refers to .....
 

<del>X</del> The writer's friends.	c. The writer and his sister.
b. The writer's families.	d. The writer and friends.
3. After we arrived at the garden, we walked down to the Education Centre. The underlined word has the same meaning with the word.....
 

a. Left.	<del>X</del> Stayed.
b. Went.	d. Reached.
4. It was the most *interesting* could see many plants there.

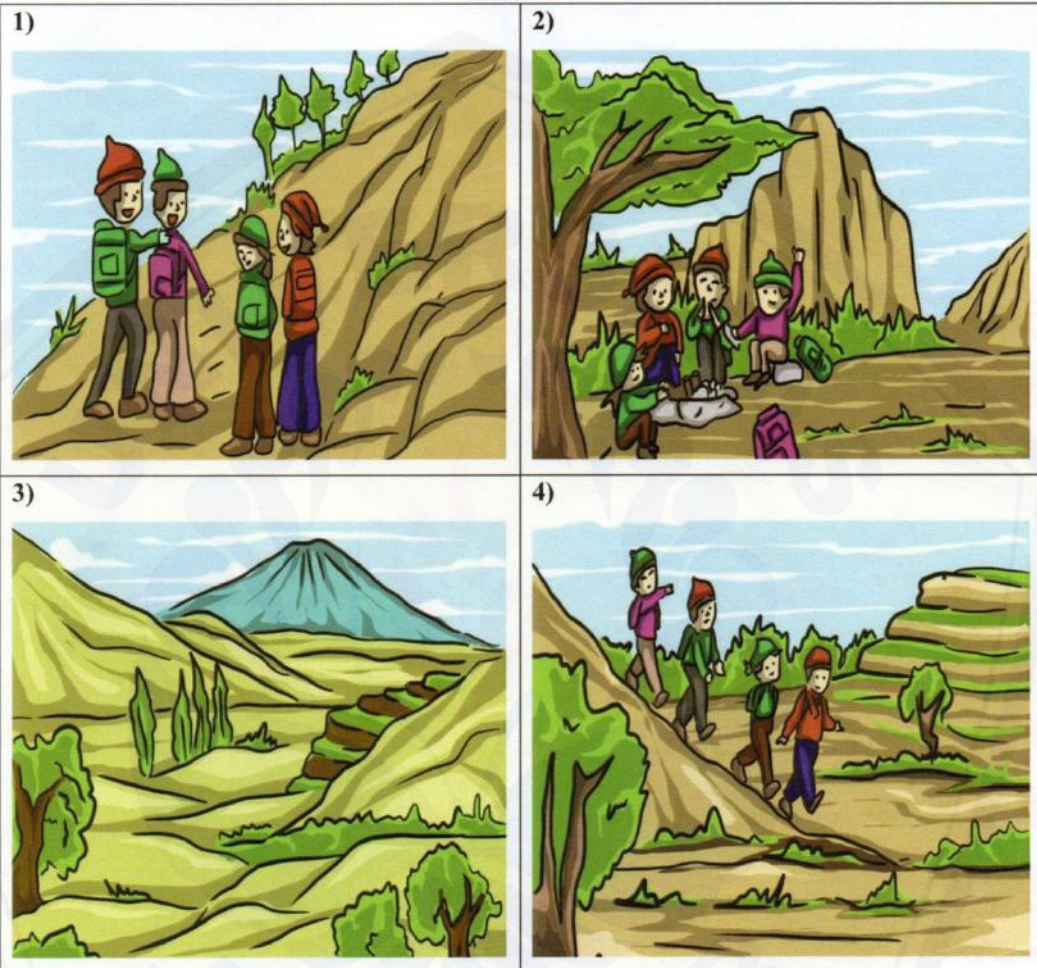
What is the opposite meaning of the italic word?

- a. Attractive                      ~~X~~ Engaging  
b. Unexciting                      d. Entrancing
5. What did Mrs. Rita do in there?  
~~X~~ Read some information about Orchid Farm  
b. Took the students into garden house  
c. Read the story about Botanic Garden  
d. Read the information about Botanic Garden
6. What did the students do after they arrived at the garden?  
a. They went back to the Education Centre to have lunch.  
~~X~~ They took some pictures of plants and flowers.  
c. They walked down to the Education Centre.  
d. They went to the Orchid Farm.
7. Where did they have morning tea?  
a. In Education Centre                      c. In the green house  
~~X~~ In the little spot of Botanic Garden      d. In the Bus
8. Which statement is **TRUE** based on the third paragraph?  
a. They go back to Education Centre to have breakfast  
b. They went to the green house.  
c. They took some pictures of plants  
~~X~~ They went to the Orchid Farm
9. Which statement is **FALSE** based on the second paragraph?  
a. They have morning tea in the little spot in Botanic Garden  
b. They walked down to Education Centre after arrived at the garden.  
~~X~~ Mrs. Rita read some information about Education Centre  
d. Orchid Farm was the first place that they visited.
10. What is the purpose of the text?  
a. To entertain the readers  
~~X~~ To inform the readers about Botanic Garden  
c. To persuade the readers to go to Botanic Garden  
d. To retell the readers about the writer's experience

Read text 2 carefully!

The following text is for questions number 11 to 20.

Holiday in Penanggungan Mount





<p>1) Orientation</p> <p>Last weekend, my friends Dicky, Vinda, Laras and I hiked to Penanggungan Mount. We started on Saturday morning from our village, Klandungan.</p>
<p>2) Series of Events</p> <p>After we hiked for almost 4 hours, we reached Oro-Oro Ombo and had lunch. Then, we continued our hike and talked about many things along the way to the next post. Sometimes we laughed aloud when we shared our funny stories.</p>
<p>3) Series of Events</p> <p>We reached the next post one hour later. It was the hilltop and the view from this place looked very amazing. We spent some hours in the hilltop. Then we walked off down into the valley and we camped for one night in Penanggungan Mount. We have never been there before.</p>
<p>4) Re-orientation</p> <p>On Sunday, we returned to the small village – Pasir Wangi. This village closest by bus station. The journey from the valley was really hard for us but we wanted to go back there again.</p> <p><i>Adapted from: <a href="http://englishjuniorhighschool.blogspot.com/2012/05/holiday-in-gunung-pananggungan-last.html">http://englishjuniorhighschool.blogspot.com/2012/05/holiday-in-gunung-pananggungan-last.html</a></i></p>

Choose the correct answer by crossing (X) a, b, c or d based on the text 2 above!

Do it individually!

11. When did the writer go to Penanggungan Mount?
- a. Last month                      ~~X~~ Last weekend  
 b. Last year                         d. Yesterday
12. We started on Saturday morning from our village, Klandungan. (Paragraph 1)  
 The underlined word refers to .....
- a. The writer's family                      ~~X~~ The writer and friends  
 b. The writer's friend                      d. The writer's sister
13. We reached the next post one hour later. The underlined word has the same meaning with the word.....



- a. Arrived ~~✗~~ Depart  
b. Leave d. Go
14. It was the hilltop and the view from this place looked very *amazing*. The italic word has the **opposite** meaning with the word. ...  
a. Great c. Bad  
~~✗~~ Awesome d. Wonderful
15. How long did they hike to Oro-Oro Ombo?  
a. 5 hours c. 10 hours  
b. 2 hours ~~✗~~ 4 hours
16. What did they do in Oro-Oro Ombo?  
a. They took some pictures c. They see amazing view  
~~✗~~ They have lunch d. They camp for one night
17. Where did they see the amazing view?  
a. In the Oro-Oro Ombo c. In the Pasir Wengi village  
~~✗~~ In the Hilltop d. In the Klandungan village
18. Which statement is **TRUE** based on the first paragraph?  
~~✗~~ Last month, the writer and friend go to Penanggungan mount.  
b. The writer and friend hike to the Penanggungan Mount in the Saturday morning.  
c. They arrived in the Oro-Oro Ombo after 4 hours hiked.  
d. They saw amazing view in the Hilltop.
19. Which statement is **FALSE** based on the second paragraph?  
a. The writer and friend had breakfast in the Oro-Oro Ombo  
b. They go back to the valley to camp for one night.  
~~✗~~ They returned to the small village to come back home.  
d. They arrived in the Oro-Oro Ombo after 4 hours hiked.
20. What is the purpose of the text?  
a. To entertain the readers.  
b. To inform the readers about Bali.  
c. To persuade the readers to go to Bali.  
~~✗~~ To retell the readers about the writer's experience

## APPENDIX N

## A Research Conducting Letter



YAYASAN PEMBINA LEMBAGA PENDIDIKAN (YPLP) PGRI MALANG  
SEKOLAH MENENGAH PERTAMA  
**SMP PGRI 03 BANTUR**

STATUS: Akreditasi "B" NSS : 204 051 829 103 NPSN : 20517525  
Jl. Raya Rejosari ☎ (0341) 9417734 E-mail : [smppgribantur3@yahoo.com](mailto:smppgribantur3@yahoo.com)  
Kecamatan Bantur Kabupaten Malang Provinsi Jawa Timur

**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN**

Nomor: 099/E.12/SMP.PGRI.3/XII/2017

Yang bertanda tangan di bawah ini Kepala SMP PGRI 03 Bantur menerangkan bahwa :

Nama : ARMILA PUTRI AGUSTINA  
NIM : 130210401079  
Jurusan : PENDIDIKAN BAHASA DAN SENI  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Fakultas : KEGURUAN DAN ILMUPENDIDIKAN UNIV JEMBER

Yang bersangkutan benar – benar telah melaksanakan penelitian sebagai tugas akhir ( Skripsi ) di kelas VIII semester ganjil tanggal 16 November s/d 01 Desember 2017 tahun pelajaran 2017/2018 dengan judul : The Use of Picture in Series to Improve the Eighth Grade Students' Reading Comprehension Achievement at SMP PGRI 03 Bantur Kabupaten Malang Tahun Pelajaran 2017/2018.

Demikian surat keterangan ini kami buat, agar dipergunakan sebagaimana mestinya.

Bantur, 04 Desember 2017  
Kepala Sekolah

Dra. MUTIANI