



**THE EFFECT OF SKIMMING AND SCANNING FOR THE  
EIGHTH GRADE STUDENTS' READING COMPREHENSION**

**THESIS**

by

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

**2019**



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**THESIS**

Presented as One of the Requirements to Obtain the Degree of S1 of  
the English Language Education Study Program,  
Language and Arts Education Department,  
the Faculty of Teacher Training and Education Jember University

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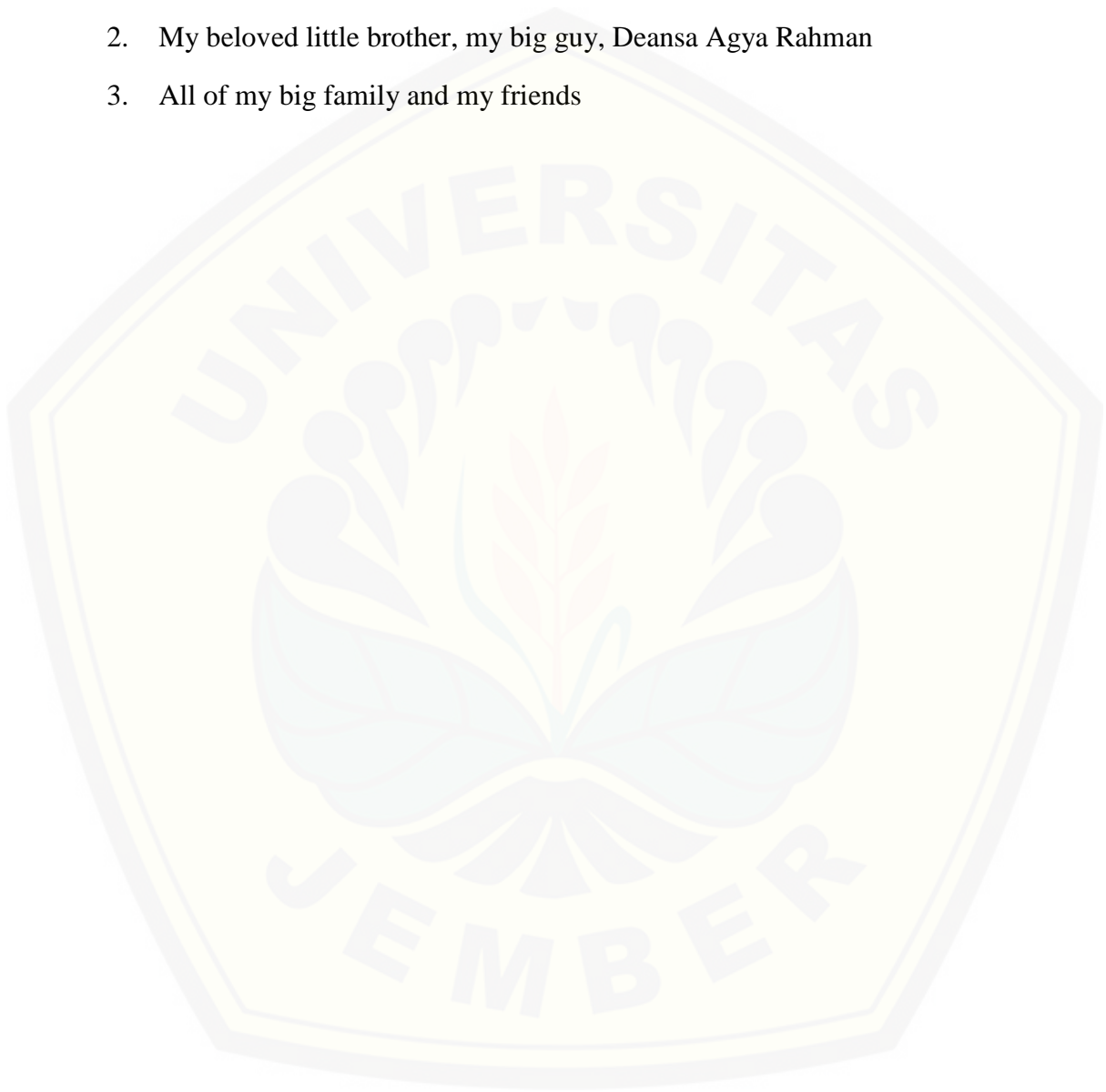
**ENGLISH EDUCATION STUDY PROGRAM  
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JEMBER UNIVERSITY**

**2019**

## DEDICATION

This thesis is proudly dedicated to:

1. My beloved parents, Papa Agus Wahyudianto and Mama Tri Mulyani
2. My beloved little brother, my big guy, Deansa Agya Rahman
3. All of my big family and my friends



**MOTTO**

**“Sometimes, changes can be good”**

**(Bo Peep)**



## STATEMENT OF THESIS AUTHENTICITY

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

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The writer,

**Devita Agya Arfianti**

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**CONSULTANTS' APPROVAL**

**THE EFFECT OF SKIMMING AND SCANNING FOR THE  
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**THESIS**

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English  
Education Program of the Language and Arts Education Department  
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I expect this thesis is useful for the readers. Any critics and suggestions will be appreciating to make this thesis better.

Jember, June 28<sup>th</sup> 2019

The writer



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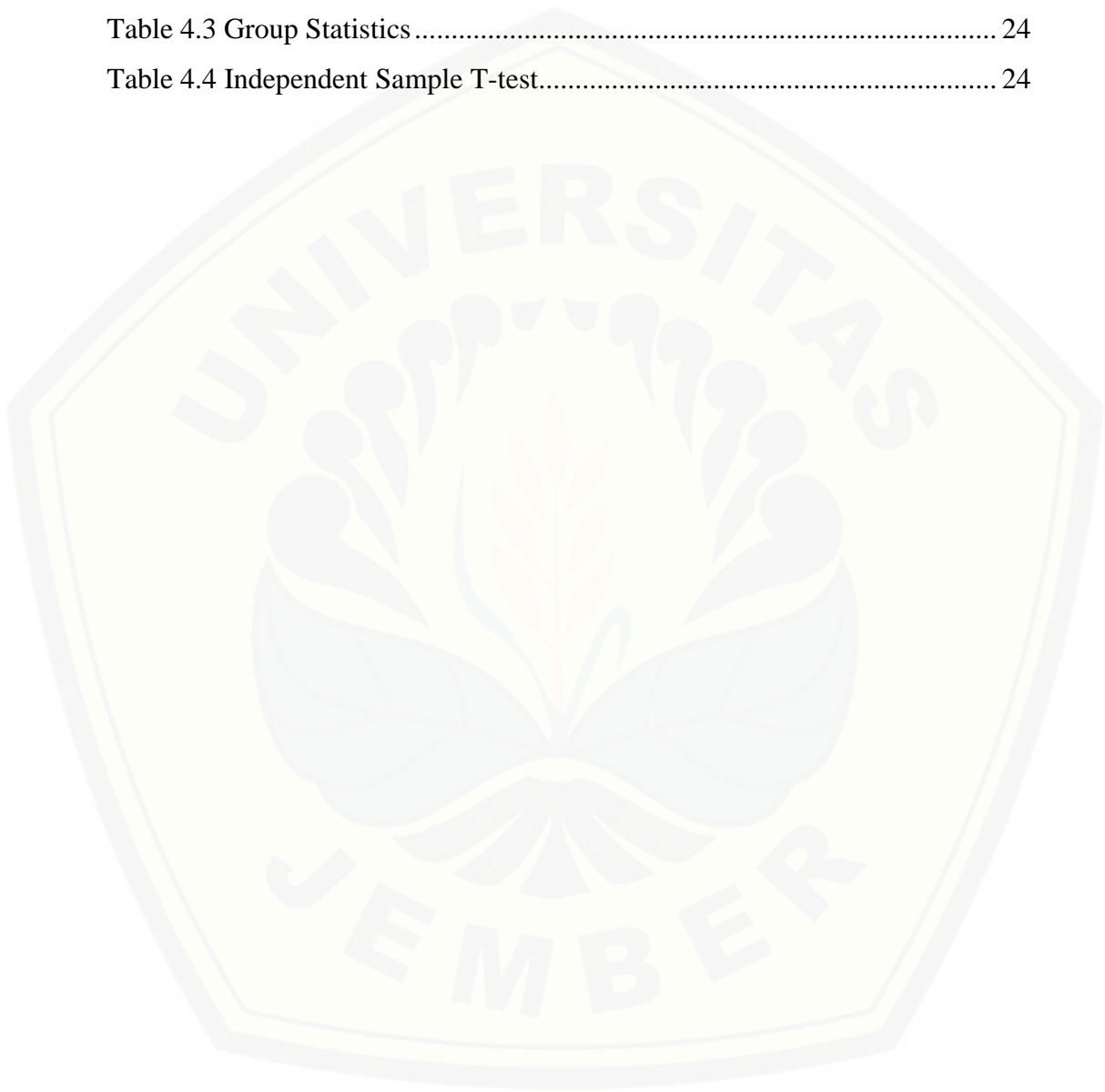
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## SUMMARY

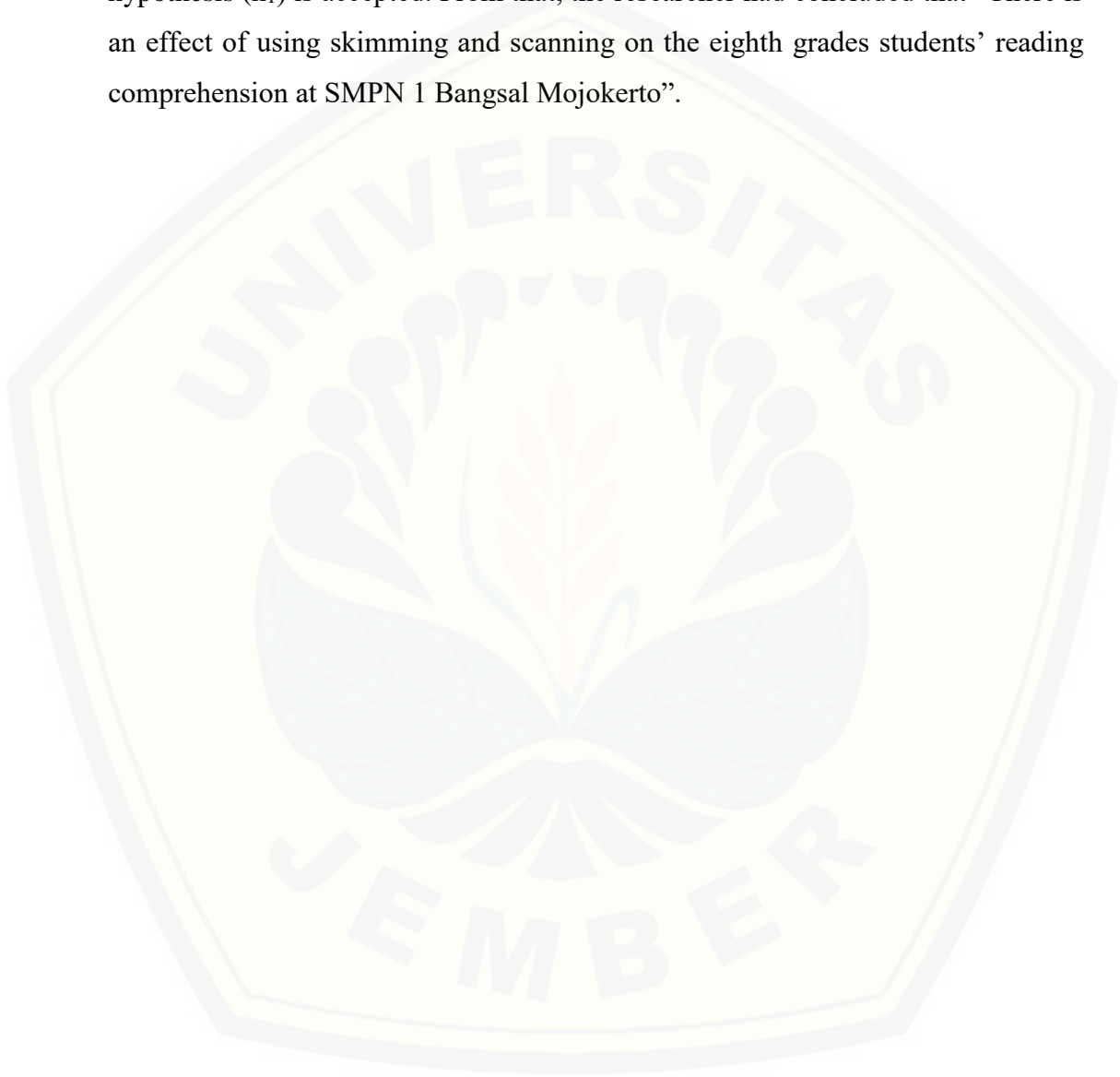
**The Effect of Skimming and Scanning for the eighth Grade Students' Reading Comprehension**, Devita Agya Arfianti, 120210401102, 2019; \_\_\_ pages; English Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

This research was an experimental research and conducted at SMPN 1 Bangsal Mojokerto. This research was purposed to know the effect of using skimming and scanning for eighth grade students' reading comprehension. The respondents of this research was all of the eighth grade students in SMPN 1 Bangsal Mojokerto. The researcher took two classes as the samples from the total respondents by using lottery because the result of of One way ANOVA showed that population was homogenous. From that result VIII-C Class was chosen as the experimental group and VIII-D Class was chosen as the control group.

The researcher gave different treatment to the experimental group and the control group. The researcher taught the experimental group by using skimming and scanning technique, but the control group was taught by using discussion technique. Skimming is a speed reading purposed to get the major details or the main idea of a text. A reader does skimming at a speed three to four times faster than the normal reading (Curnick, 2005). Brown, (2001: 307) states that scanning is quickly searching for some particular piece or pieces of information in a text. From that definition, the researcher hoped that the students would got better score with these techniques. To know that, the researcher did the same reading post-test to both of the experimental group and the control group.

The researcher did a try out to VIII-E Class to know the validity and the reliability coefficient of a test item. After know the validity and the reliability, the researcher did the post-test to the experimental group and the control group. The students' post-test scores of both groups were then analyzed by using t-test formula in SPSS computing system to know the significant difference.

According to the calculation of the students' reading post-test score, the significant value was 0.047. It was less than 0.05 which was the significant level of 5%. From that, it can be concluded that if the result of t-computation is higher than the t-table, it means the null hypothesis ( $h_0$ ) is rejected and the alternative hypothesis ( $h_1$ ) is accepted. From that, the researcher had concluded that "There is an effect of using skimming and scanning on the eighth grades students' reading comprehension at SMPN 1 Bangsal Mojokerto".



## CHAPTER 1

### INTRODUCTION

#### 1.1. Research Background

For the Indonesian secondary school students, where English was learned as a foreign language, reading skill was considered important and compulsory for them to learn. Among the four language skills, reading skill seems to be as equally important as the three other skills: listening, speaking and reading for the students to learn. Speaking and writing were called productive skills because while using these skills a learner produces sounds in speaking and produces symbols (letters, etc.) in writing. On the other hand, listening and reading were considered receptive skills because here a learner was generally passive and received information either through listening or reading (Husain, 2015). Hismanoglu (2005) categorized the importance of learning English as a foreign language into four main categories: valuable and authentic materials, highly cultural enrichment, language enrichment and personal involvement.

Based on the English syllabus curriculum 2013 for class VIII, the objective of reading for students to learn was to understand the contents of the message in the text. With the guidance of the teacher, students identified their social functions, the structure of the text (including the main ideas and detailed information), and the linguistic elements of each text. From the objective of learning English for junior high school student in Indonesia, reading involves complex processes. The strategies as they are viewed from their processes can be categorized into bottom-up and the top-down processes (Brown, 2000:306). Further, Grellet (2004) stated that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get). Thus, reading comprehension is primarily a matter of developing appropriate, efficient comprehension through the use of appropriate reading strategies. Despite its importance for secondary school students, the proficiency level of junior high school students' reading comprehension in

Indonesia is still very low compared with the proficiency level of students' reading comprehension from OECD countries. The reports (OECD 2010) indicate that the achievement of reading proficiency for Indonesian secondary school students is still comparatively low, although progress has been made since the previous study.

From that case, one possible way to anticipate such problems is through the assistance of any reading theories. Teaching reading techniques which are developed from cognitive theory are skimming and scanning. These two reading techniques are well known techniques to help student to improve students rapid reading and thus for better comprehension outcomes. Skimming is a technique in looking over a text to get a quick idea of the gist of a text (Harmer, 2001), while scanning is a reading technique for quickly finding specific information in a text ignoring its broader meaning, it searches for main ideas in a written text (Brown, 2001: 308). According to Hastowoadi (2016), people need to use skimming when they want to read, cover a large amount of the material, and understand it quickly, but people need to use scanning when they want to try to locate specific information from a text instantly. Beale (2013) in Abdurrahman (2014: 169) wrote ideas about speed reading strategies as "people who know how to skim and scan are flexible readers. They read according to their purpose and get information they need quickly without wasting time. They do not need everything which is not important to read in increasing their reading speed. Their skill lies in knowing what specific information to read and which method to read". Brown (1994: 283) stated that "perhaps the two most valuable reading strategies for learners as well as native speakers are skimming and scanning".

Studies related to the use of skimming and scanning on the reading comprehension achievement had been previously conducted by many researchers. Those studies had been conducted in many different designs. Some studies were conducted with experimental design (Indriani ,2016; Fauzi, 2018; Sasmita, 2013; Asmawati, 2015), with classroom action research (Diaz and Laguado, 2013; Paola, 2018; Sari, 2016). And the results showed that skimming and scanning respectively significantly affected and could improve reading comprehension, in whatever designs the studies were carried out, the result was conclusive. In relation to the



studies with experimental design, there has not been any study so far was carried out dealing with the use of skimming and scanning on reading comprehension for the eighth grade students by using recount text in junior high school. The previous studies targeted their research to college students and senior high school students with different text types.

To fill such a gap, it is necessary for the researcher to conduct a new study focusing on the use of skimming and scanning for rapid reading with better comprehension to enable junior high school students in the Indonesian context to achieve better reading outcomes. Therefore, the researcher is interested in doing a research entitled 'The effect of skimming and scanning on reading comprehension achievement'.

## **1.2. Research Problem**

The research problem of this study is formulated as follows: "What is the significant effect of skimming and scanning on the eighth grades students' reading comprehension?"

## **1.3 Research Objectives**

The objective of the present study is as follows: "To investigate the significant effect of skimming and scanning on the eighth grade students' reading comprehension".

## **1.4 Research Significance**

This section covers three research contributions, they are: theoretical contribution, empirical, and practical contribution.

### **1.4.1 Theoretical Contribution**

The result of this study will be able to confirm or disconfirm the theory adopted for this study. When the result confirmed, it means that the current study can strengthen the theory underlying this study. However, when the result does not

confirm, it means that the result of the current study weakens the theory underlying. Thus, the result of the present study will be useful for future researcher for further consideration in adopting the theoretical framework as a basis of their studies.

#### **1.4.2 Empirical Contribution**

The result of this study is expected to be able to show any comparison to the previous study on the use of skimming and scanning in reading using recount text in Junior High School. This will then contribute as an empirical record for future researchers who want to conduct similar research topic of interest.

#### **1.4.3 Practical Contribution**

The result of this study is expected to be able to be used as a consideration for the English teacher in teaching reading using skimming and scanning for their students' better reading outcomes. Besides, it is also expected that the result of this study is useful for students to give a new learning experience for them to use skimming and scanning in doing reading.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

This chapter reviewed theories related to the topic discussed in the present study. It covers theoretical framework, conceptual review, previous studies, and the hypotheses.

#### 2.1 Theoretical Framework

In reading comprehension, to understand the text, the reader needs to apply a comprehension strategy appropriate to the text they read (Smith and Robinson, 1980). The use of these strategies has an effect on the reader's success in comprehending the content of the text (Cohen, 1986). This means that the use of the right strategy can optimize the results of comprehension, while the use of inappropriate strategies can be a barrier to the success of comprehension. According to Brown (2007), language learning strategies can be grouped into three kinds: cognitive strategies, meta-cognitive strategies, and socio-affective strategies. Teaching strategies that can elevate cognitive effectiveness are developed (Stauffer, 1969) and the types of the strategy can be categorized into: purpose of reading identifying, phonics approaching, silent reading, skimming, scanning, mapping, guessing, vocabularies analyzing, meaning distinguishing, and capitalizing on discourse makers (Brown, 2001).

Reading comprehension is obviously a cognitive process. A variety of cognitive strategies could be used to enhance reading comprehension. Some examples of cognitive strategies are; prediction based on previous knowledge, using statements to check students' comprehension, scrutinizing the organization of a text by searching for specific patterns, and also self-questioning (Gibson, 2009). According to Esten and Karakas (2017), skimming and scanning are two reading strategies that are worth supporting whilst reading stage to help readers to understand the texts they are reading as well as to locate any specific information. Nuttall (1996) claims that skimming is “glancing rapidly through a text to determine

its gist”. Skimming then allows the reader to answer what a text as a whole is about (Urquhart & Weir, 1998). Scanning, according to Nuttall (1996, p. 49) indicates that scanning is “glancing rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose. Similarly, Williams (1996) states that scanning is “reading for particular points of information”. It is a selective reading, and its purpose is to achieve very specific ‘goals’ (Williams, 1996, p. 107). These two strategies are discussed in detail in the following section.

## **2.2. Conceptual Review**

This section covers reading comprehension, reading comprehension aspects, recount text, teaching reading, and skimming and scanning techniques.

### **2.2.1. Reading Comprehension**

Smith (1982: 15) states that comprehension in reading as a matter of “making sense” of text, of relating written language to what we know already and to what we want to know. Grellet (1988) also stated that reading is an active skill, and it constantly involves guessing, predicting, checking, and asking oneself question. Thorndike (1917) established that reading is an active process related to problem solving. In contrast, Silberstein (1994: 6) argued that reading is an active process in order to create meaningful discourse.

Brown (2001) explains that reading strategies are specific methods of approaching a problem for planned design for controlling and manipulating certain information. The strategies are: Identifying the purpose of reading. The goal is to make reader knowing what they look and discard useless information.

Flippo (2000) stated that reading can be said as successful if the reader can reach the goal of the reading. The goal of reading is if there is an alignment between the readers’ mind and the author’s message. In this case, comprehension is needed to fulfil the goal of reading.

### 2.2.2. Reading Comprehension Aspects

There are four aspects of reading comprehension that students should understand to get a main idea or topic of a text. They are; (1) word comprehension, (2) sentence comprehension, (3) paragraph comprehension, and (4) text comprehension. In this research, the researcher used these aspects as the support of the scoring of the test.

Word comprehension is the basic comprehension to understand the sentence of a text. Derrick (1953) stated that in a correct reading, each word produces a correct meaning. Blue Ridge Literacy Council stated that reading comprehension begins at the word reading level. Word is the basic unit to build a whole text. Word is also the important aspect to summarize a text because selecting the keyword will help while comprehending the text and writing a summary (Akrani, 2010).

According to Blue Ridge Literacy Council, sentence provides an understanding of the question words of comprehension. A paragraph is formed and structured from sentences. Frank and Vigliocco (2011) stated that sentence deals with a structural combination of concepts and a structure of predicate-argument. Students would get the main idea by comprehending the sentence.

Paragraphs are the building of a text. Paragraph contains the topic, the main idea, and the details of the text (McWorther, 2012). All of those parts are related as a single topic (Indiana University, 2014). Paragraph comprehension are purposed to get all of that information.

Text comprehension is purposed to understand all of the information of a text. In comprehending a text, the students should comprehend it from the words, sentences, and paragraphs. According to Anderson & Pearson (1984), comprehension is not only a bottom-up process driven by sensory input of letters, words, and text; it is also a top-down process in which the reader brings his or her own knowledge on a topic and problem-solving skills to the task of making meaning from text.

### **2.2.3. Reading Comprehension Achievement**

Brown (2004) defined an achievement test is to see how far students achieve materials addressed in a curriculum within a particular time frame. It means that an achievement test is to measuring students' achievement learning outcome which is administered at the end of course of study. The scope of test content must that represents the course they are concerned with. The purpose of achievement test is to measure some aspect of the intellectual competence of human beings: what a person has learned to know or to do.

### **2.2.4. Recount Text**

Many experts have different statement for the definition of Recount Text. According to Knapp (2005: 224), Recount Text is to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past. Djuharie (2007) defined that Recount Text is a reconstruction of something which happened in the past. Anderson (2003) stated that Recount Text is a piece of text that retells past events, usually in the order in which they happened. From the explanation above, the researcher concluded that recount text is a text that telling something from the writer's past with purpose to entertain the reader.

### **2.2.5 Skimming and Scanning**

#### **2.2.5.1 Skimming**

Skimming is a speed reading purposed to get the major details or the main idea of a text. A reader does skimming at a speed three to four times faster than the normal reading (Curnick, 2005). Skimming is the process of rapid coverage of reading matter to determine its gist or main idea (Brown, 2004: 213)

Hancock (1989) stated that in skimming, a reader read the introductory information, the heading and the subheading, and the summary. A reader might be read the title, subtitle, subheading, and illustration, consider to the first sentence of each paragraph.

According to John Langan (1992:394), there are four steps to follow in the skimming for the main ideas as followed: 1. Find definition. They are often signaled by special type, especially italics. 2. Located enumerations. It does not help to locate a numbered series of items if you do not know what label the series fits under. 3. Look for relationship between headings and subheadings. Such relationship are often the key paragraphs. 4. Look for emphasis words and main ideas. Look for points marked by emphasis words and main ideas in what seem to be key paragraphs.

#### **2.2.5.2 Scanning**

Brown, (2001: 307) states that scanning is quickly searching for some particular piece or pieces of information in a text. Scanning is technique of reading for quickly finding specific information in a text while ignoring its broader meaning, it searches for main ideas in a written text (Brown, 2001: 308).

Quirk et al. (1998) stated that the reader examines closely using a regular plan or fixed without making a search for something looking at quickly without careful reading. This technique is very useful to find the specific information about the text from questions in the assignment or exam and reduce the time that needed to answer the question, as Casey (2003) said, scanning is a device used to locate the specific information that may be asked at the end of the assignment.

According to Ontario, Ministry of Education, there are four steps to do scanning a text as followed: (1) Know the text well is important. Make a prediction about where in a chapter you might find the word, name, fact, term, or date. (2) Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted items guide you? Is information arranged alphabetically or numerically as it might be in a telephone book or glossary? (3) Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you towards the detail for which you are looking. (4) Aim for 100% accuracy.

### 2.2.6. The Implementation of Skimming and Scanning in Teaching Reading

In this research, according to Anna Arundel Community College in “Reading and Study Skills Lab”, the students were asked to find the general information and the specific information of the text by using skimming and scanning technique. The steps for using these techniques in this research:

1. Skimming:
  - a. Read the title (it is the shortest possible summary of the content)
  - b. Read the introduction or lead-in paragraph
  - c. Read the first paragraph completely
  - d. If there are subheadings, read each one, looking for relationship among them
  - e. Read the first sentence of each remaining paragraph
    - 1) The main idea of most paragraphs appears in the first sentence
    - 2) If the author’s pattern is to begin with a question or anecdote, you may find the last sentence more valuable
  - f. Dip into the text looking for:
    - 1) Clue words that answer who, what, when, why, how
    - 2) Proper nouns
    - 3) Unusual words, especially the capitalized
    - 4) Enumerations
    - 5) Qualifying adjectives
    - 6) Typographical cues
  - g. Read the final paragraph completely
2. Scanning:
  - a. Keep in mind at all times what it is you are searching for. If you hold the image of the word or idea clearly in mind, it is likely to appear more clearly than the surrounding words
  - b. Anticipate in what form the information is likely to appear (numbers, proper nouns, etc.)
  - c. Analyze the organization of the content before starting to scan



- 1) If the material is familiar or fairly brief, you may be able to scan the entire article in a single search
  - 2) If the material is long or difficult, a preliminary skimming may be necessary to determine which part of the article to scan
- d. Let your eyes run rapidly over several lines of a print at a time
  - e. When you find the sentence that has the information you seek, read the entire sentence

### 2.3. Previous Research Review

This research needs the previous research findings to construct a relevant reference. There are some researchers conducted different researches with different design.

Asmawati (2015), in her research entitled “The Effectiveness of Skimming – Scanning Strategy in Improving Students’ Reading Comprehension at The Second Grade of SMK Darussalam Makassar”, explained that the objective of her research is to find out the effectiveness of Skimming-Scanning Strategy in improving students reading comprehension. Her research applied quasi experimental design. The research participants of her research was the second grade students of SMK Darussalam Makassar. The data collected were the students’ reading achievement through test (pretest and posttest). In her research, the whole participants were divided into two groups, experimental and control group, the groups consisted of 28 and 27 students, respectively. The result of the data analysis showed that t-test was higher than t-table ( $6.373 > 2.000$ ) or P-value (Sig.) was smaller than alpha ( $0.000 < 0.05$ ). It meant that mean score of the experimental group was higher than the control group.

Indriani (2016), in her research “Improving Students’ Reading Comprehension Through Scanning Technique at The Second Grade of SMPN 21 Bandar Lampung”, concluded her research that all the aspects of reading skills that improved the most in terms of macro skills ranging from the highest to the lowest aspects are: (a) main idea aspect improved, (b) inference aspect improved, (c) reference aspect improved, (d) vocabulary aspect improved, and (e) specific

information aspect improved. This research was using quasi-experimental One Group Pretest Posttest Design. The population of this research was the eighth grade students of Junior High School.

Sasmita (2013), in his research “The Effectiveness of Skimming and Scanning Training On Reading Comprehension Achievement in English”, was using quasi-experimental design. The participants were 42 university students of second semester at English department in Islamic University of Malang. Based on the result of the study, from the pre-test, he found the average score the students’ mastery of reading comprehension was 19.77, but from the post-test, the average score was increasing became 60.52. It can be concluded that the implementation of skimming and scanning techniques shows to be effective in increasing students’ reading ability. Its implication exhibit a better development in the students’ reading comprehension.

#### **2.4. Hypothesis**

Concerning the theories and the review above, the hypothesis of this research can be formulated as follow: there is a significant effect using skimming and scanning strategies on students’ recount text reading comprehension achievement.

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter presented the discussion of the research method applied in this study. It includes research design, research context, research participants, operational definition, data collection methods, and data analysis method.

#### 3.1. Research Design

The researcher chose to use quasi-experimental design because the goal was to examine whether or not there was a significant effect in the students' reading achievement when they were using skimming and scanning technique. According to Cresswell (2013), quasi-experiment was a form of experimental research in which individuals were not randomly. In many experiments, however, only a convenience sample was possible because the investigator might use naturally formed groups (e.g., a classroom, an organization, a family unit) or volunteers. In quasi-experiments, the investigator uses control and experimental groups but does not randomly assign participants to groups (e.g., they may be intact groups available to the researcher). White and Sabarwal (2014) stated that quasi-experimental designs identify a comparison group that was as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics. Quasi-experimental methods that involve the creation of a comparison group were most often used when it was not possible to randomize individuals or groups to treatment and control groups. This was always the case for ex-post impact evaluation designs. A quasi-experiment was simply defined as not a true experiment. Since the main component of a true experiment was randomly assigned groups, this means a quasi-experiment does not have randomly assigned groups. In a quasi-experimental design, the researcher lacked control over the assignment to conditions and/or does not manipulate the causal variable of interest. A quasi-independent variable was not manipulated by the researcher but rather was an event that occurred for other reasons.

Cresswell (2013) classified quasi-experimental design into three sub-designs such as nonequivalent control-group design, single-group interrupted time-series design, and control-group interrupted time-series design. In this research, the researcher used nonequivalent control-group design. By using the selected classification, the researcher gave a posttest with the same level of difficulty but the difference was the reading technique of each test that was applied to each group. The first group was the experimental group. This group received the treatment of the experiment. The second group was the control group. The control group did not accept the treatment like the first group. The control group was taught by using discussion technique. We could see from the box below.

Experimental Group	A -----X----- O
Control Group	B ----- O

- A : Experimental Group  
 B : Control Group  
 O : Post-test  
 X : Treatment

This experimental design was also called as *Nonequivalent (Posttest only) Control-Group Design*. In this design, a popular approach to quasi-experiments, the experimental group A and the control group B were selected by using ANOVA to determine whether both of the group were homogenous or not. Only the experimental group received the treatment.

The procedure of this research design were as follows:

1. Analyzing the homogeneity of the eighth students' reading comprehension in SMPN by using ANOVA test.
2. Determining the control group and the experimental group based on the result of the ANOVA test.

3. Giving the treatment to the experimental group by using the skimming and scanning techniques and the control group by using discussion technique when the researcher teaches reading to them.
4. Giving the post-test to both groups to establish the validity, the reliability, and analyzing the result to measure the students' reading comprehension achievement after the treatment that were given to the experimental group and the control group.
5. Analyzing the result of the post-test by using Independent Sample t-test formula with SPSS (Statistical Package for Social Science) to compare the result of the reading scores between the experimental group and the control group and see whether or not there was significant effect of using skimming and scanning techniques on the students' reading comprehension achievement.
6. Drawing conclusion based on the result of the data analysis to answer the research problem.

### **3.2. Research Context**

The researcher chose to conduct the research in SMPN 1 Bangsal Mojokerto. This school was chosen purposively for some reason: (1) the English teacher of the eighth grade never applied skimming and scanning techniques in teaching reading and (2) The headmaster and the English teacher gave permission to the researcher to conduct this experimental research in this school.

### **3.3. Research Participants**

In this study, the researcher conducted the research to eighth grade of Junior High School in SMPN 1 Bangsal Mojokerto. The population of this research was all the eighth grade students. There were two classes chosen as the samples of the population. These samples were determined by using purposive method. The researcher determined the classes homogeneity by a test. The result of the test showed the population was homogenous. From that result, the two classes would be chosen by lottery.

### **3.4. Data Collection Method**

There were two kinds of data in this research: primary data and supporting data. The primary data were collected from the result of the reading post-test. The supporting data were collected from interview and documentation.

#### **3.4.1. Test**

A test that as an instrument of evaluation supposed to be able to measure learning outcome which distinguish every single student's ability between students already mastered and not yet the learning material. Test was a tool to measure language proficiency of students (Hughes, 2003). Brown (2004:3) stated that a test was a method of measuring a person's ability knowledge, or performance in a given domain. Similarly, Nitko (1983) defined test as a systematic procedure for observing and describing one or more characteristics of person with the aid of either a numerical of category system. Test was a systematic procedure of description, collection and interpretation in order to measure the test taker's achievement ability, knowledge, and performance what they have been learned in learning process and to get a value judgment.

A test was classified as a good test if the test has a high validity and reliability. According to Eldridge (2017:341), validity cannot exist without reliability and relevance, but reliability and relevance can exist independently of validity. The researcher administered the try out test to different classes which did not belong to experiment and control classes to know whether or not the test was valid and reliable and to know the index difficulty level of the test items. The test was constructed based on the curriculum 2013 and the indicators of reading to be measured by word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The test was also consulted with the research consultant. To measure the suitability and the content validity of the test, the researcher analyzed it by using Spearman-Brown formula. Some steps were done to find the reliability of the test;

1. Conducting the try out test and score the items achieved by the students.

2. Splitting and computing the reliability of the half of the test by using split-half method.
3. Analyzing the correlation between X (the odd numbers) and Y (the even numbers) by using Spearman-Brown Formula.

$$r_{xy} = \frac{\sum(x - \bar{x})(y - \bar{y})}{\sqrt{[\sum(x - \bar{x})^2][\sum(y - \bar{y})^2]}}$$

Notes:

$r_{xy}$	: reliability coefficient of a half test between variable X and Y
$x$	: the individual score on the first half of items
$y$	: the individual score on the second half of items
$\bar{x}$	: the mean score on the first half of items
$\bar{y}$	: the mean score on the second half of items

(Korb, 2014)

After getting the reliability coefficient of the half of the items, Spearman-Brown formula was used to find out the reliability of the whole test. The reliability of the test was varied through the criteria of reliability. The formula of Spearman-Brown was as follows:

$$\text{Reliability Coefficient of Whole Test} = \frac{2 \times \text{coefficient for split halves}}{1 + \text{coefficient for split halves}}$$

(Hughes, 2003: 39)

The criteria of reliability:

0.80 – 1.00	= very high reliability
0.60 – 0.79	= high reliability
0.40 – 0.59	= moderate reliability
0.20 – 0.39	= low reliability
0.00 – 0.19	= very low reliability

(Arikunto, 2010:319)

The difficulty of a test should be appropriate to the level of the students. It should not be too easy or too hard. Therefore, the index of the difficulty of a test should be suited at the average level of difficulty. The Facility Value or the index of difficulty of the test was calculated by the following formula:

$$FV = \frac{R}{N}$$

Notes:

FV = Facility Value (Index of Difficulty)

R = the number of the students who could answer the items correctly

N = the number of the whole students

The criteria of the difficulty index:

< 0.30 = difficult

0.30 – 0.70 = moderate

> 0.70 = easy

(Heaton, 1990:179)

### 3.4.2 Interview

The interview was conducted to get the supporting data of this research. The interview was done with English teacher of the eighth grade in SMPN 1 Bangsal Mojokerto to get the information about the reading comprehension background of the eighth grade students, the curriculum that used in the school, the teaching techniques, the reading tasks, and the reading materials.

### 3.4.3 Documentation

The documentation was another supporting data of this research. It was used to gain data about the participants' name of the experimental group and the control group.



### 3.5. Data Analysis Method

In this research, the researcher used SPSS to analyze the result data of reading post-test. The independent sample t-test was used to know whether or not there was a difference between the mean of the experimental group which was taught by using skimming and scanning reading technique and the control group that was taught by using discussion technique.

In the independent sample t-test, there were dependent or test variable and independent or grouping variable. Test variable was a continuous variable whose means will be compared between the two groups. Grouping variable will define which samples will be compared in the t-test. In this research, the test variable was the students' reading comprehension and the grouping variable was the experimental group and the control group.

The researcher used 5% for significant level because the error was accepted as the significant level for the quasi experimental research. According to Arikunto (2010), if the result of t-computation was higher than the t-table, it means the null hypothesis ( $h_0$ ) that means "there was no effect of using skimming and scanning on the eighth grade students' reading comprehension at SMPN 1 Bangsal Mojokerto" was rejected and the alternative hypothesis ( $h_1$ ) that means "there was an effect of using skimming and scanning on the eighth grade students' reading comprehension at SMPN 1 Bangsal Mojokerto" was accepted.

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTION**

This chapter presented the conclusion and the suggestion of the research.

#### **5.1 Conclusion**

Based on the results of the explanation from the previous chapter, data collection, data analysis, and the hypothesis verification, the researcher concluded that there was a significant effect of using skimming and scanning in recount text for the eighth grade students' reading comprehension in SMPN 1 Bangsal Mojokerto. It means that the respondents from the experimental group which was taught by using skimming and scanning got better score than the control group which was taught by using discussion technique. It can be showed from the significant value of the T-Test was 0.047 and it was less than 0.05, so that the scores of the experimental group and the control group were different in the significant level of 5%. It was also showed there was a significant difference between the mean score of the experimental group and the mean score of the control group.

#### **5.2 Suggestion**

Based on the conclusion from the whole discussion of this research, some suggestions are given to the following people.

##### **5.2.1 The English Teacher**

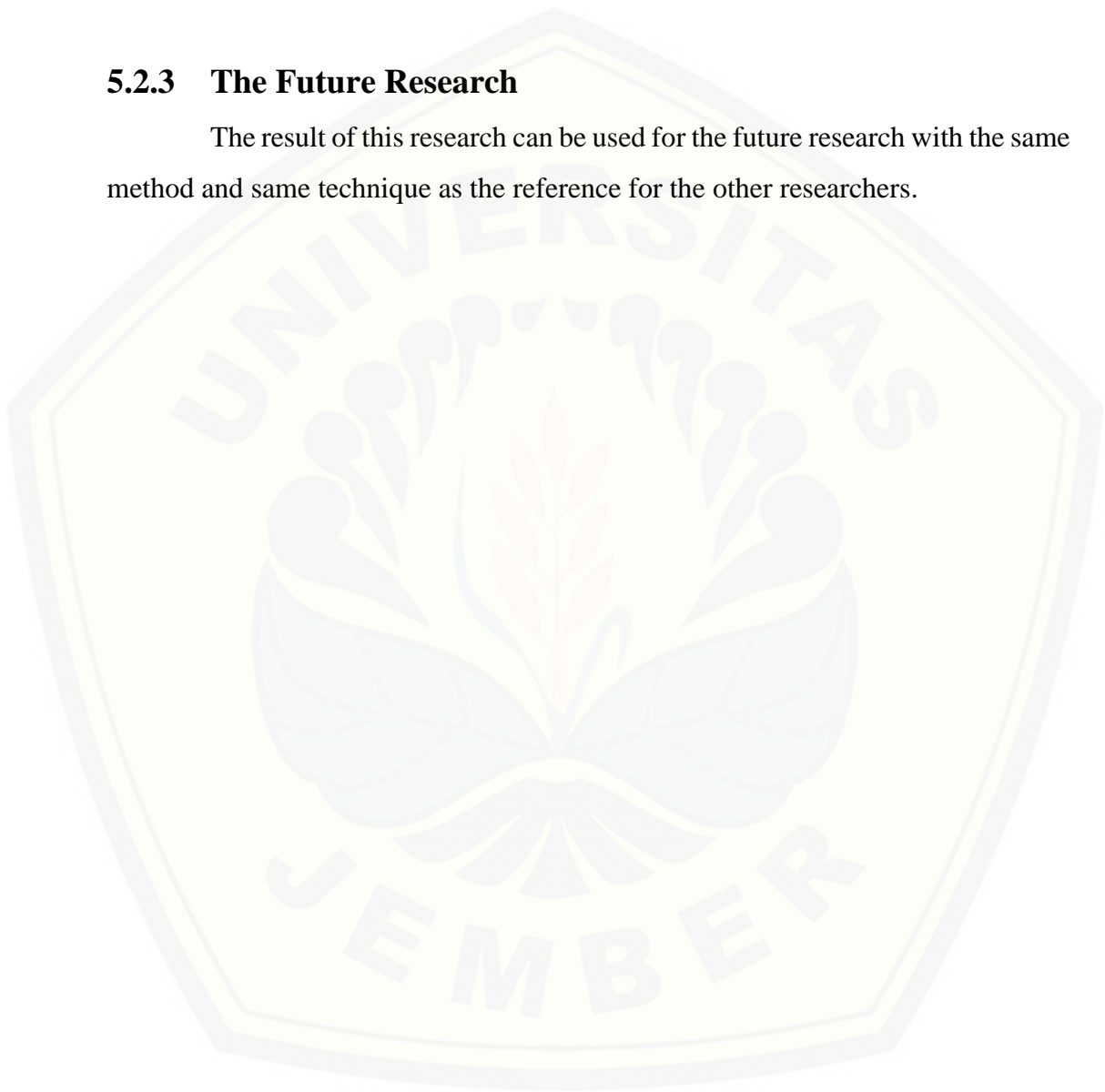
The English teacher is suggested to apply skimming and scanning techniques in their reading teaching process in order to make the students practice more in using rapid reading to get the point of a text. As it could be seen from the conclusion, the skimming and scanning technique had significant effect on the students' reading comprehension.

### **5.2.2 The Students**

The students are suggested to be more active and involved actively in teaching and learning process of reading because in this research, the students were contributed as the respondents.

### **5.2.3 The Future Research**

The result of this research can be used for the future research with the same method and same technique as the reference for the other researchers.



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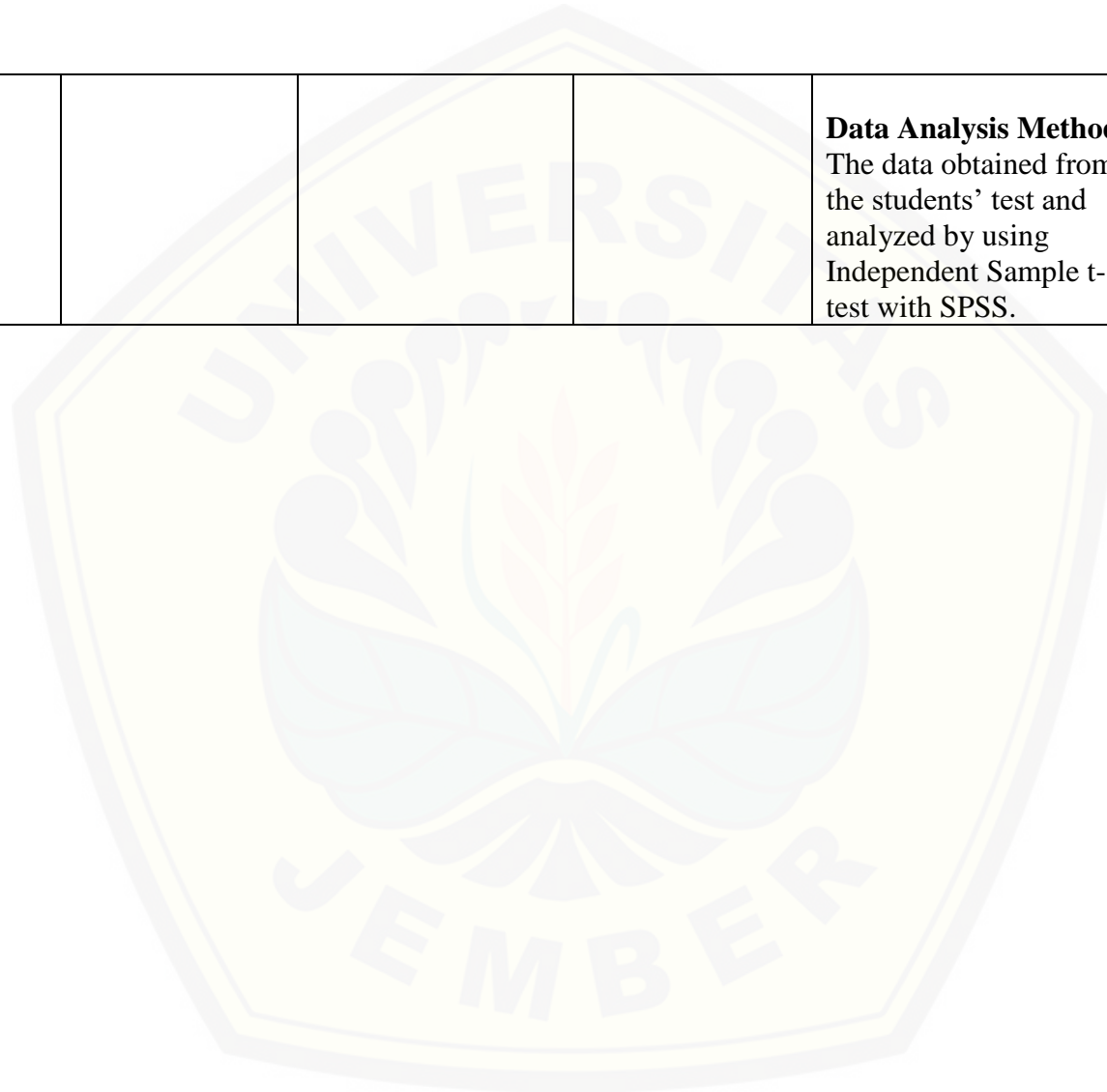
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## Appendix A

## RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The effect of skimming and scanning on reading comprehension achievement for the eighth grade students	What is the significant effect of skimming and scanning on the eighth grades students' reading comprehension?	<p><b>Independent Variable:</b> The effect of skimming and scanning on reading comprehension</p> <p><b>Dependent Variable:</b> The students' reading comprehension achievement</p>	<p>Teaching reading comprehension by using skimming and scanning with indicators:</p> <ul style="list-style-type: none"> <li>- Finding the main ideas of the text for skimming technique</li> <li>- Finding the specific information from the text for scanning technique</li> </ul>	<p><b>Participants:</b> The eighth grade students of SMPN 1 Bangsal Mojokerto</p> <p><b>Informant:</b> The English teacher of SMPN 1 Bangsal Mojokerto</p> <p><b>Documentation:</b> The names of the participants</p>	<p><b>Research Design:</b> A quasi-experimental with non-equivalent-groups posttest-only design</p> <p><b>Area Determination Method:</b> Purposive Method</p> <p><b>Participant Determination Method:</b> Purposive Method</p> <p><b>Data Collection Method:</b></p> <ul style="list-style-type: none"> <li>- Primary Data: Reading Test</li> <li>- Supporting Data: Interview and Documentation</li> </ul>	There is a significant effect using skimming and scanning strategies on students' recount text reading comprehension achievement at SMPN 1 Bangsal Mojokerto

					<b>Data Analysis Method:</b> The data obtained from the students' test and analyzed by using Independent Sample t-test with SPSS.	
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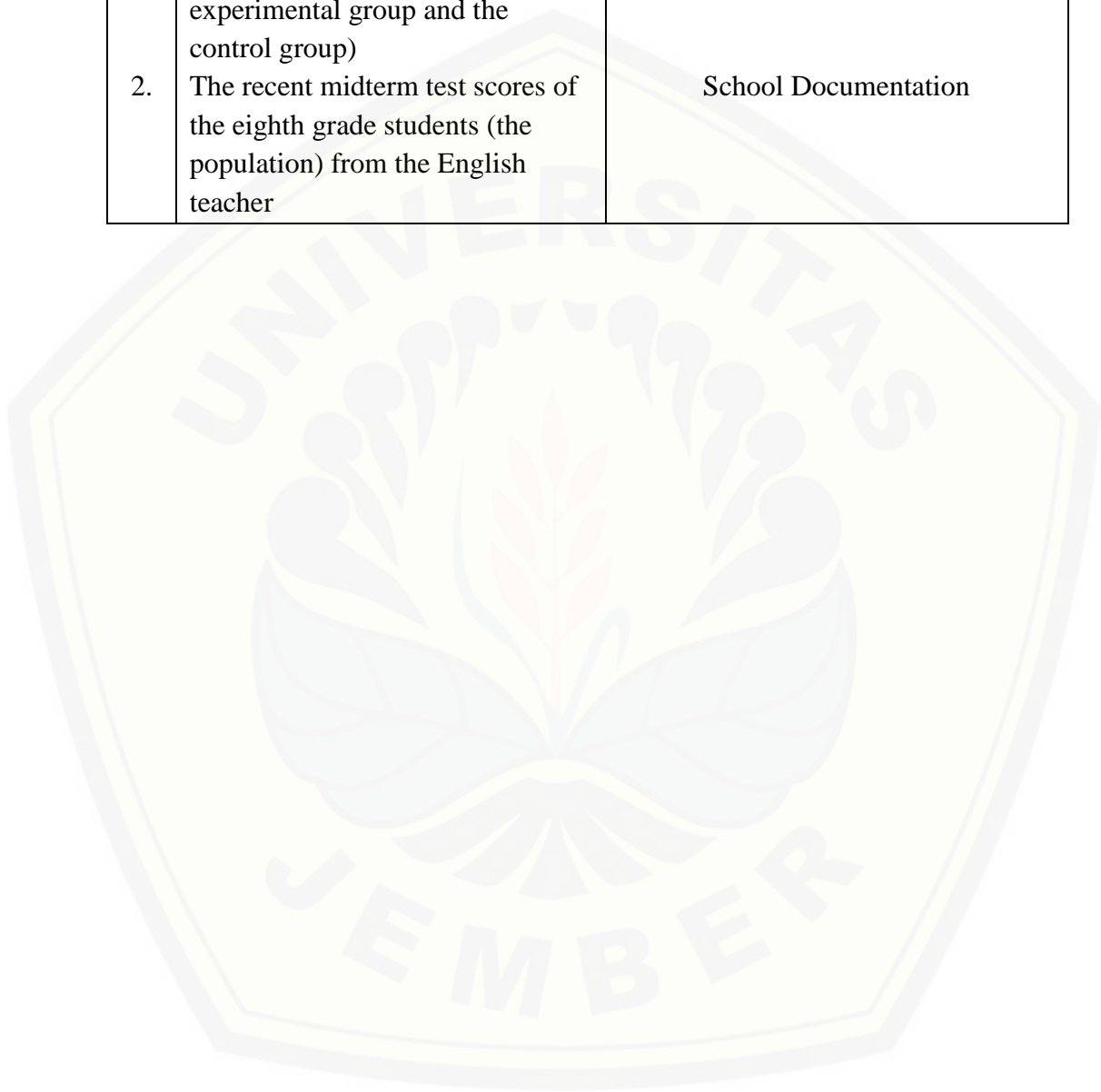
## Appendix B

**INTERVIEW GUIDE**

No.	Researcher's Question	The English Teacher of Eighth Grade
1.	What is the curriculum that used for the eighth grade in SMPN 1 Bangsal Mojokerto?	The curriculum that used in this school is K13 Curriculum
2.	How long the time allocation for every meeting?	2 x 40 minutes for every meeting
3.	What book do you use in teaching English?	The book that used in teaching English is from Kementerian Pendidikan dan Kebudayaan Republik Indonesia entitled "When English Rings a Bell"
4.	How many times do you teach reading?	It depends on the material in the guiding book. The English teachers teach the class based on the guiding book.
5.	What technique do you usually use when teaching reading?	Discussion technique, so students will discuss the material and the difficulties together with the class.
6.	Do you think that this technique works well to the students? Why?	I think it works well, because the students get the material effectively.
7.	What kind of test that usually give to the students in the reading comprehension test?	Objective test with multiple choice
8.	Have you ever applied skimming and scanning technique when teaching reading?	Never

**DOCUMENTATION GUIDE**

No.	Supporting Data	Data Resources
1.	The names of the respondents (the experimental group and the control group)	School Documentation
2.	The recent midterm test scores of the eighth grade students (the population) from the English teacher	



## Appendix C

**SILABUS PEMBELAJARAN**

**Satuan Pendidikan** : SMP Negeri 1 Bangsal  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VIII (Delapan)

**Kompetensi Inti**

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

<b>Kompetensi Dasar</b>	<b>Materi Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	<b>Penilaian</b>	<b>Alokasi Waktu</b>	<b>Sumber Belajar</b>
3.1 Menerapkan struktur teks dan unsur	Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa	Mengamati <ul style="list-style-type: none"> <li>Menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan,</li> </ul>	KRITERIA PENILAIAN <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial teks teks</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru</li> </ul>

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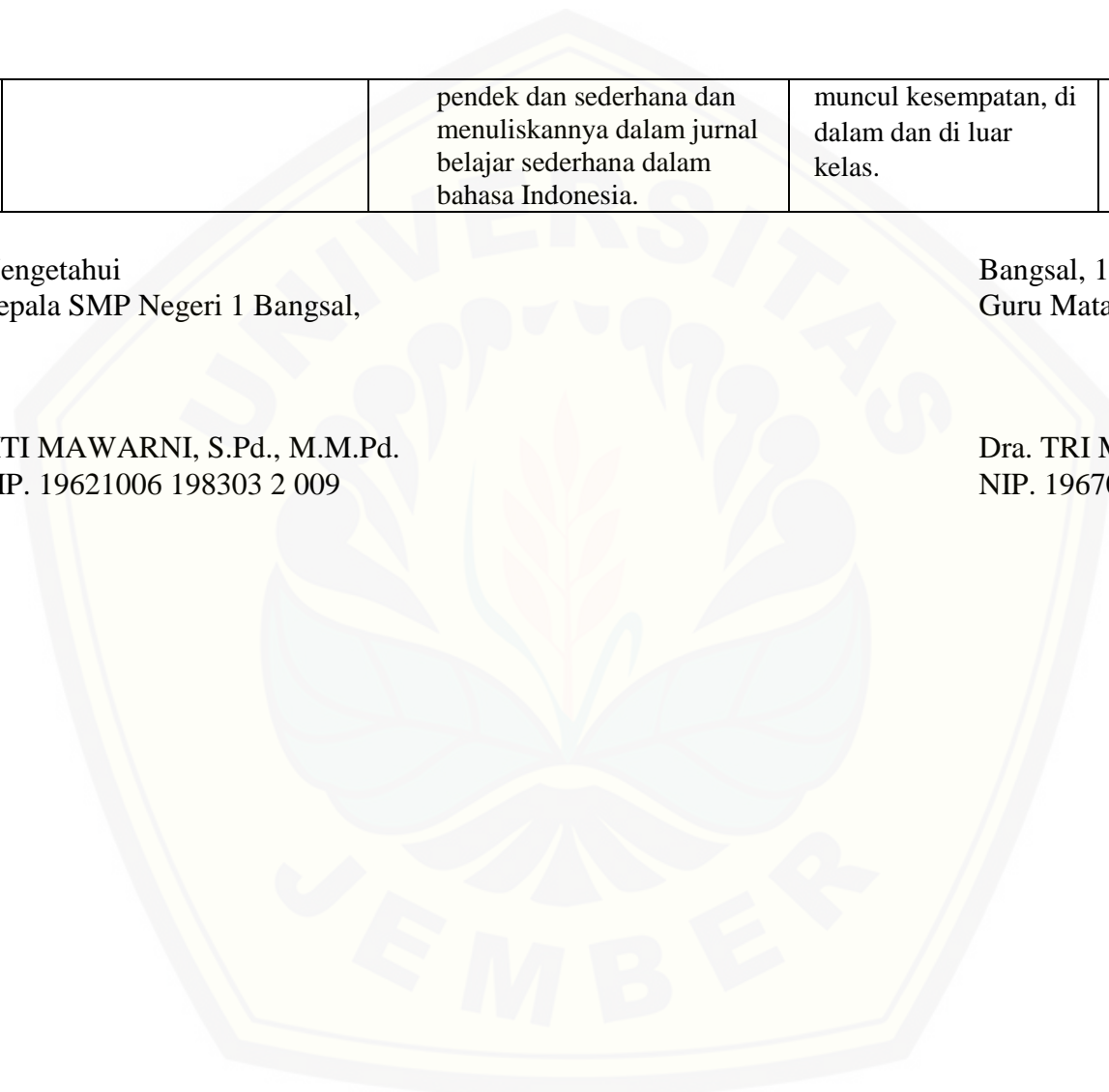
		pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	muncul kesempatan, di dalam dan di luar kelas.		
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Mengetahui  
Kepala SMP Negeri 1 Bangsal,

SITI MAWARNI, S.Pd., M.M.Pd.  
NIP. 19621006 198303 2 009

Bangsal, 17 Juli 2017  
Guru Mata Pelajaran,

Dra. TRI MULYANI, M.Pd.  
NIP. 19670912 199903 1 004





## Appendix D

**The Name of the Research Respondents**

EXPERIMENTAL GROUP (VIII C)		CONTROL GROUP (VIII D)	
NO	NAME	NO	NAME
1	AHMAD DZAKY FADIL R	1	ACHMAD SULTHAN A
2	AHMAD SAIFUDIN	2	ADELIN RARA WIRATAMA
3	AMANDA TRYA FADHILLA P	3	ALVIAN PUTRA RAMADHANI
4	ANISA UMI MASLUQIN	4	ANABELLA SETIA DAMAYANTI
5	ANNIDA BINTANG NABILAH	5	ANDIKA PRATAMA
6	AURA AMALIA PUTRI	6	ANINDYA PUTRI DAHAYU
7	CIKO SAPUTRA	7	ARIANI KIKI YULIANTI
8	DWI NUR KHOLIDAH	8	AYSICA MEYLANI TAURISYA
9	EKA WAHYU AGUSTIN	9	BINTANG ARDIANSYAH
10	ELI FATMAWATI	10	DINA NOVITASARI
11	FATHAN ILHAM MUZZAKI	11	ERNIA TRI CAHYANTI
12	FITRIA ISMET	12	HILDA NURUS SHOFA
13	HAYDAR AZIZAN HIBANULLAH	13	IFTAKHUR ROZIQIN
14	MAULIDYAH AMALIA H	14	IKA VIANUR AINI
15	MIFTAKHUL REVIDAYAWATI	15	ILLIYIEN SITA PERMADANI
16	MILA MIRNANDA	16	INAFATIN ENDARWATI
17	MUHAMMAD ARIEF W.P	17	ISYAPRIL SHEVA PRADANA
18	MUH. HANI MUHAJIRIN A	18	LUSITANIA RESTI ERDIYANA
19	MUHAMMAD DAFFA AL P	19	MIFTACHUL MAULANA
20	MUKHAMMAD AKBAR SETYA B	20	MOCHAMMAT RAZZAN D
21	NAILAH ANGGITALITHA TSARY	21	MUHAMMAD RIZKY PUTRA M
22	NIMATUL LAILUL M	22	MUHAMMAD ARIF AL KHAFID
23	NUR RACHMAD ABI PRASETYA	23	MUHAMMAD HUSAIN HAEKAL
24	RADEA RAHMI ISSA PUTRA	24	MUHAMMAD IRFAN
25	RIA DWI LESTARI	25	NADYA NUREDI KUMBARA
26	RISKA PUTRI ALBARIKHAH	26	REZA SALZABELLA
27	ROFIATUL KHASANAH	27	SALSABILA CANTIKA KANAYA
28	SINTA NURIYAH	28	SEKAR GADING SS
29	TIARA MUSTIKA AULIA R	29	SEPTIAN DWI PRAYOGA
30	TIESA ANANDA PUTRI	30	TRI OKTA FEBRIYAN ARZHALEO
31	UMI NUR FADHILA	31	VERIYANTO ISSAFRURI SAPUTRA
32	VIDYA ANGGITA	32	YOVI BAGUS ANANDA

## Appendix E

DAFTAR NILAI UTS K-13

Kelas: VIII – A

MP: BAHASA INGGRIS

Semester: GENAP

<b>NO</b>	<b>NAMA</b>	<b>NILAI</b>
1	ACHMAD ANDIKA SETIAWAN	86
2	ADRIAN NUGRAHA RAMADHAN	48
3	AHMAD AVANDY	76
4	AHMAD BAYU SHEVA ASIM	68
5	AKHMAD JAUHARI	86
6	AMRULLAH FAWWAIZ AKBAR	92
7	ARDIAN GIAN NANDA SAPUTRA	72
8	BARJUN ASSADIL ISLAM	58
9	DELA FITRIA	76
10	DEVIVA JANNAHTUL FIRDA	78
11	HERNANIK WIDYAWATI	82
12	IRMA SUGI RAHAJENG	62
13	JOHANNA AMELIA APSARINI	68
14	KHILDATULNAJWA RAMDHANI	74
15	MARCELLA TRI ANGEL D V A N	80
16	MOHAMMAD FERDI ASMORO	84
17	MUCHAMMAD ABDUL KHOLIK	58
18	MUHAMMAD CHUSNUL KIROM	72
19	NATASYA AULIA PUTRI DWIFA	76
20	NOKY FEBRIYAN HERLANGUN	80
21	NOVIA FITRI ARINI	82
22	NUR AINI KHOFIFAH ANWAR	78
23	NURJIHAN KHANZA FADHILAH	76
24	PANDU NOTOLEGOWO	62
25	RACHEL MEILA FIRDA	64
26	REYHAND OBET PUTRA A	78
27	RISFAL ARGA PUTRA	82
28	SALMA AINUR RAHMAT	86
29	SALSABILLA MEGA KUSUMAWATI	62
30	SITI NOVIANA WULANDARI	88
31	TEGAR DEDI SAPUTRA	90
32	VIVI NUR RAHMAWATI	78

DAFTAR NILAI UTS K-13

Kelas: VIII – B

MP: BAHASA INGGRIS

Semester: GENAP

<b>NO</b>	<b>NAMA</b>	<b>NILAI</b>
1	ABITSAR BILGIS VIYOGA	76
2	AKHMAD FAQIH ROSADI	62
3	ALFINA DIAN AULIA	48
4	ANDINI PUTRI ASIH	56
5	ANDRE DANUARTA PRATAMA P	76
6	AS'AD NUURIDDIN	82
7	AZZAD RIO PERMANA	82
8	CAMELTA FEBRIYANTO	58
9	EKA FEBRIYAN PURWITO	78
10	EKA WAHYU NINGTYAS	84
11	EMILIA ROSYANDA FIRDAUS	80
12	FERDIANSYAH	80
13	IKA RUSITA INDAH KUMALA	68
14	IMELDA NASYWA ZAIDAN	56
15	INDAH TRI WAHYUNINGRUM	78
16	INDRI WULAN RAHMADANI	76
17	IRMA YUSNITA KUSUMANINGTYAS	76
18	ISNAINI NUR FAIZAH	52
19	IZZA RAHMI ZAMILA	48
20	LAILATUL HIKMAH	82
21	LILIS NUR KUSUMA DEVI	80
22	MOCHAMMAD SYARIFUL WAFFA	68
23	MUHAMMAD RIZAL AL FIAN	76
24	MUHAMMAD DIMAS ADITYA P	78
25	MUHAMMAD ZAHRI ALFIANSYAH	82
26	NUR ROCHMAD BAYU AJI WIBOWO	84
27	PANDU GUNTUR NUGRAHA	90
28	RAHMAWATI PUTERI WAKIDIYAH	78
29	RISKY WINA SETYA PRATIWI	86
30	RYOS SANTOSO	80
31	SATRIA ANUGRAH RAMADHAN	86
32	SIGIT ARDIANSYAH	80

DAFTAR NILAI UTS K-13

Kelas: VIII – C

MP: BAHASA INGGRIS

Semester: GENAP

<b>NO</b>	<b>NAMA</b>	<b>NILAI</b>
1	AHMAD DZAKY FADIL R	66
2	AHMAD SAIFUDIN	78
3	AMANDA TRYA FADHILLA P	80
4	ANISA UMI MASLUQIN	82
5	ANNIDA BINTANG NABILAH	86
6	AURA AMALIA PUTRI	82
7	CIKO SAPUTRA	70
8	DWI NUR KHOLIDAH	62
9	EKA WAHYU AGUSTIN	66
10	ELI FATMAWATI	73
11	FATHAN ILHAM MUZZAKI	85
12	FITRIA ISMET	72
13	HAYDAR AZIZAN HIBANULLAH	86
14	MAULIDYAH AMALIA HIDAYAH	72
15	MIFTAKHUL REVIDAYAWATI	52
16	MILA MIRNANDA	58
17	MUHAMMAD ARIEF W.P	76
18	MUH. HANI MUHAJIRIN ANSHOR	74
19	MUHAMMAD DAFFA A P	74
20	MUKHAMMAD AKBAR SETYA B	82
21	NAILAH ANGGITALITHA TSARY	56
22	NIMATUL LAILUL MAGHRIFROH	70
23	NUR RACHMAD ABI PRASETYA	66
24	RADEA RAHMI ISSA PUTRA	82
25	RIA DWI LESTARI	68
26	RISKA PUTRI ALBARIKHAH	80
27	ROFIATUL KHASANAH	84
28	SINTA NURIYAH	76
29	TIARA MUSTIKA AULIA R	70
30	TIESA ANANDA PUTRI	68
31	UMI NUR FADHILA	72
32	VIDYA ANGGITA	82

DAFTAR NILAI UTS K-13

Kelas: VIII – D

MP: BAHASA INGGRIS

Semester: GENAP

NO	NAMA	NILAI
1	ACHMAD SULTHAN ALBIANSYAH	82
2	ADELIN RARA WIRATAMA	84
3	ALVIAN PUTRA RAMADHANI	62
4	ANABELLA SETIA DAMAYANTI	86
5	ANDIKA PRATAMA	70
6	ANINDYA PUTRI DAHAYU	62
7	ARIANI KIKI YULIANTI	76
8	AYSICA MEYLANI TAURISYA	82
9	BINTANG ARDIANSYAH	42
10	DINA NOVITASARI	64
11	ERNIA TRI CAHYANTI	70
12	HILDA NURUS SHOFA	80
13	IFTAKHUR ROZIQIN	64
14	IKA VIANUR AINI	72
15	ILLIYIEN SITA PERMADANI	80
16	INAFATIN ENDARWATI	70
17	ISYAPRIL SHEVA PRADANA	60
18	LUSITANIA RESTI ERDIYANA	78
19	MIFTACHUL MAULANA	74
20	MOCHAMMAT RAZZAN DJAELANI	70
21	MUHAMMAD RIZKY PUTRA M	42
22	MUHAMMAD ARIF AL KHAFID	58
23	MUHAMMAD HUSAIN HAEKAL	80
24	MUHAMMAD IRFAN	78
25	NADYA NUREDI KUMBARA	88
26	REZA SALZABELLA	76
27	SALSABILA CANTIKA KANAYA	84
28	SEKAR GADING SS	80
29	SEPTIAN DWI PRAYOGA	38
30	TRI OKTA FEBRIYAN ARZHALEO	40
31	VERIYANTO ISSAFRURI SAPUTRA	80
32	YOVI BAGUS ANANDA	42

DAFTAR NILAI UTS K-13

Kelas: VIII – E

MP: BAHASA INGGRIS

Semester: GENAP

<b>NO</b>	<b>NAMA</b>	<b>NILAI</b>
1	AL HAFIDZ OKTAVI RAMADHAN	86
2	ALYA' FAUZIYYAH	78
3	ALZA FINATA ANDINI	62
4	AMANDA THESA SYAFIRA	80
5	ANIS NURFADILLAH	80
6	DEA KHARISMA NURIL BA'IS	78
7	DELLA MEI MAULIDDYAH	60
8	DESI NOVITASARI	76
9	DIFTA MARDI SENTOSA	80
10	DWI ANDRIYONO	58
11	FARAH PUTRI LESTARI	62
12	GHEFIRA ALYA RAMADITA	78
13	HENDRA ARDHANA PUTRA	86
14	IMAM RIYADI	82
15	ISA BELLA MULYAWATI	78
16	KAYYZA UMAIRA NISWATUL A	86
17	KHULADISTA NAFLA FAVELA	82
18	MOHAMAD FAHRUL RIZKI	62
19	MUHAMMAD FAIZ	68
20	MUHAMMAD FAJAR ARIFIYANTO	76
21	MUHAMMAD SISWOYO	73
22	MUHAMMAD KHAFID M	64
23	NADYA FITRI NUR LESTARI	86
24	NAKHWA GALUH MAHARANI	78
25	NUR IZZATUL OKTAVIANA	82
26	PARAMITHA WIJAYA KUSUMA	62
27	RANGGA ADHI SAPUTRA	78
28	RIZKI FADILLAH	82
29	ROBIATUL ADAWIYAH	80
30	RYAN ADMAJA	72
31	SHAFFA CAHYA KAMILA	68
32	SISKA PUTRI YASMIN	90

## Appendix F

**The Result of the ANOVA Test by Using the SPSS Program****Descriptives**

SCORE

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
8A	32	75.06	10.497	1.856	71.28	78.85
8B	32	73.94	11.667	2.063	69.73	78.14
8C	32	73.44	8.886	1.571	70.23	76.64
8D	32	69.19	14.678	2.595	63.90	74.48
8E	32	75.41	8.940	1.580	72.18	78.63
Total	160	73.41	11.225	.887	71.65	75.16

**ANOVA**

SCORE

		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	794.375	4	198.594	1.600	.177
	Linear Term	52.813	1	52.813	.425	.515
	Deviation	741.563	3	247.188	1.991	.118
Within Groups		19240.219	155	124.130		
Total		20034.594	159			

## Appendix G

**LESSON PLAN****MEETING 1 EXPERIMENTAL GROUP**

Subject	: English
School	: SMP Negeri 1 Bangsal Mojokerto
Class/ Semester	: VIII/ 2
Skill	: Reading Comprehension
Theme	: Past Experience
Genre	: Recount
Times	: 2 x 40 Minutes

**A. BASIC COMPETENCY**

- 3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.14 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
- 4.15 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**B. INDICATOR**

- 3.12.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk memahami teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 3.12.2 Mengidentifikasi ungkapan yang digunakan untuk memahami teks recount dengan menyatakan dan menanyakan tentang kegiatan,



kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.14.1 Mengidentifikasi ungkapan untuk memahami makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.

4.15.1 Menirukan ungkapan yang digunakan untuk menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.

4.15.2 Membuat percakapan pendek yang menggunakan ungkapan yang digunakan untuk menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.

4.15.3 Menggunakan struktur teks dan unsur kebahasaan yang digunakan untuk menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.

4.15.4 Melakukan percakapan yang digunakan untuk menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.

### C. LEARNING MATERIALS

Enclosed

### D. TECHNIQUE

Skimming Technique

### E. TEACHING LEARNING ACTIVITIES

No	Teacher Activities	Students Activities	Time
1.	Set Induction 1. Praying before studying 2. Greeting to the students 3. Giving some leading question	1. Praying 2. Responding the teachers' greeting. 3. Answering the teacher's leading question.	10'

	4. Stating objectives of the lesson.	4. Paying attention	
2.	<p>Main Activities</p> <p><b>OBSERVING</b></p> <ol style="list-style-type: none"> <li>1. Explaining the definition, the structure, and the feature of recount text.</li> <li>2. Explaining the definition and the implementation of using skimming and scanning technique</li> <li>3. Dividing the students into small groups consisting of two students</li> </ol> <p><b>QUESTIONING</b></p> <ol style="list-style-type: none"> <li>4. Answering the students' question about skimming and scanning technique, how to find the topic sentence and the detail information about the example of recount text and some difficulties about understanding the materials</li> <li>5. Giving an example of a recount text</li> <li>6. Asking the students to read the text</li> </ol> <p><b>EXPLORING</b></p> <ol style="list-style-type: none"> <li>7. Asking the students to do TASK 1 with the partner by using skimming</li> <li>8. Asking the students to read the first paragraph completely</li> <li>9. Asking the students to read the first sentence of each paragraph to look for the main idea of the paragraph</li> <li>10. Asking the students to look for the clue words (5W1H)</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying attention</li> <li>2. Taking a note</li> <li>3. Making groups consisting of two students</li> <li>4. Asking the teacher about skimming and scanning technique, how to find the topic sentence and the detail information about the example of recount text and some difficulties about understanding the materials</li> <li>5. Receiving the example of a recount text</li> <li>6. Reading the text</li> <li>7. Identifying the structure of the text in TASK 1 with partner</li> <li>8. Reading the first paragraph completely</li> <li>9. Reading the first sentence' each paragraph of the text</li> <li>10. Looking for the clue words</li> </ol>	65'

	<p>11. Asking the students about the details of the text and the structure of the text</p> <p>12. Asking the students to do TASK 2 with the partner by using skimming and scanning</p> <p><b>ASSOCIATING</b></p> <p>13. Asking the students to read the questions on the task and take a note the point of the question</p> <p>14. Asking the students to read rapidly to look for the information about the text (names, places, numbers, proper nouns, etc.) and give the highlight</p> <p>15. Asking the students to read the entire sentence about the information that answered the questions of the task and answer the question correctly</p> <p><b>COMMUNICATING</b></p> <p>16. Asking the students difficulties in doing skimming and scanning technique</p> <p>17. Checking the answer with the class</p>	<p>11. Answering the teacher about the details of the text and the structure of the text</p> <p>12. Implementing skimming and scanning technique in TASK 2</p> <p>13. Reading the questions and take a note</p> <p>14. Looking for the information of the text by reading the text rapidly and giving highlight</p> <p>15. Reading the entire sentence about the answer of the questions in task and answer the question correctly</p> <p>16. Answering the teacher's question</p> <p>17. Checking the answer</p>	
3.	<p><b>Closure</b></p> <p>1. Guiding the students to draw a conclusion about the lesson.</p> <p>2. Parting the students.</p>	<p>1. Drawing conclusion</p> <p>2. Parting</p>	5'

#### F. MEDIA AND SOURCES

Media : Laptop, Worksheet, Recount Text

Sources : Practice Your English Competence 2 for SMP/MTs Class VIII (Erlangga Publisher)

The English Teacher

Jember, February 11<sup>st</sup> 2019

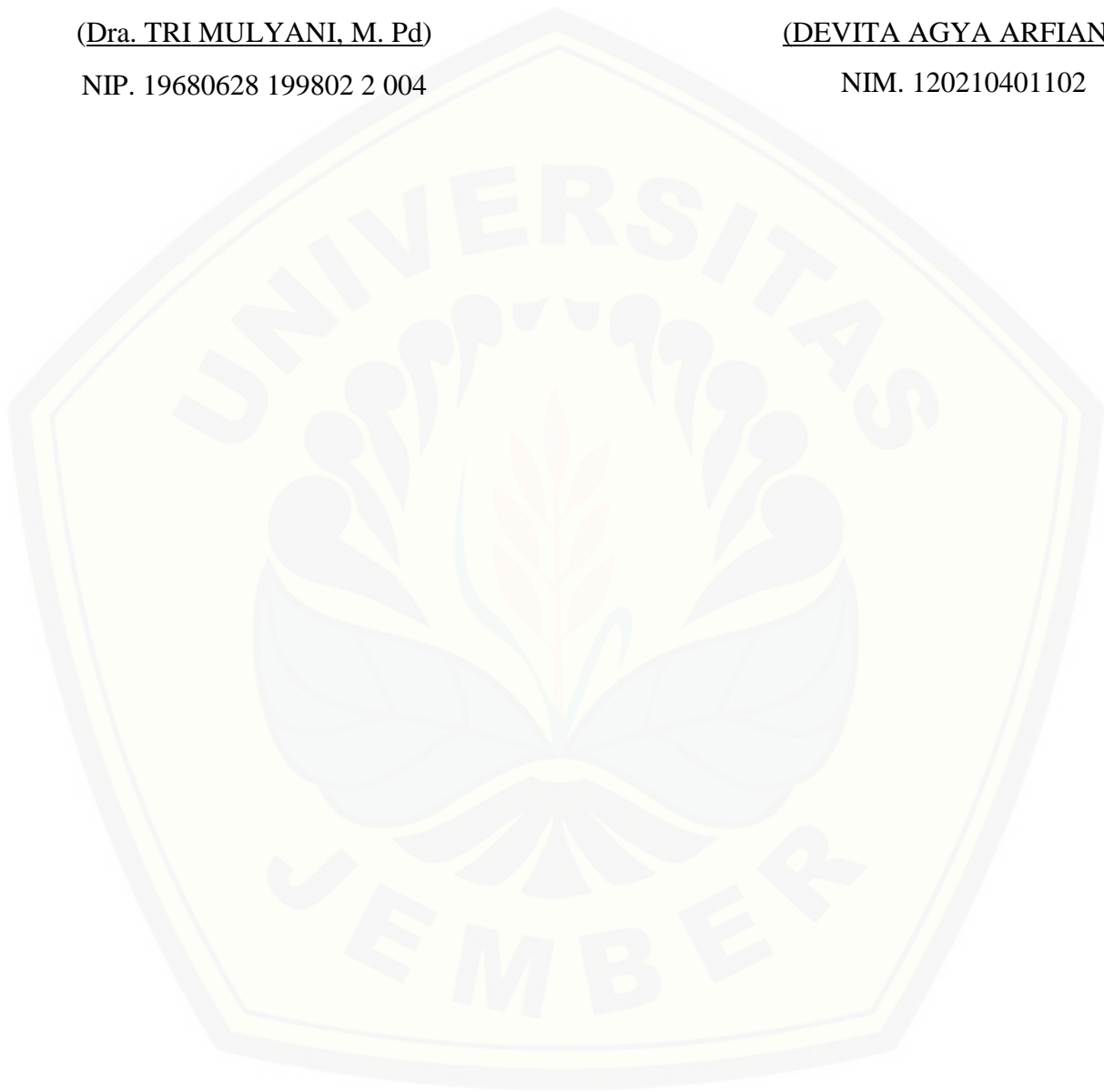
Researcher

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## LEARNING MATERIALS

### Leading Question

1. Is there any unforgettable moment that ever happened in your life?
2. Have you ever written about your past experience?
3. What do we call a text that tells about past experience?

### Materials

1. The Definition of Recount Text

Recount text is a text that tells about the past events or experience in the order they happened

2. The Generic Structure of Recount Text

- Orientation: provides the setting and introduces the participants
- Events: tells what happened and in what sequence
- Re-orientation: closes the story

3. The Language Feature of Recount Text

- Simple Past Tense
- Time connectives (First, Next, Then, etc)
- Adjectives

### The Example of Recount Text

#### A Trip to the Zoo

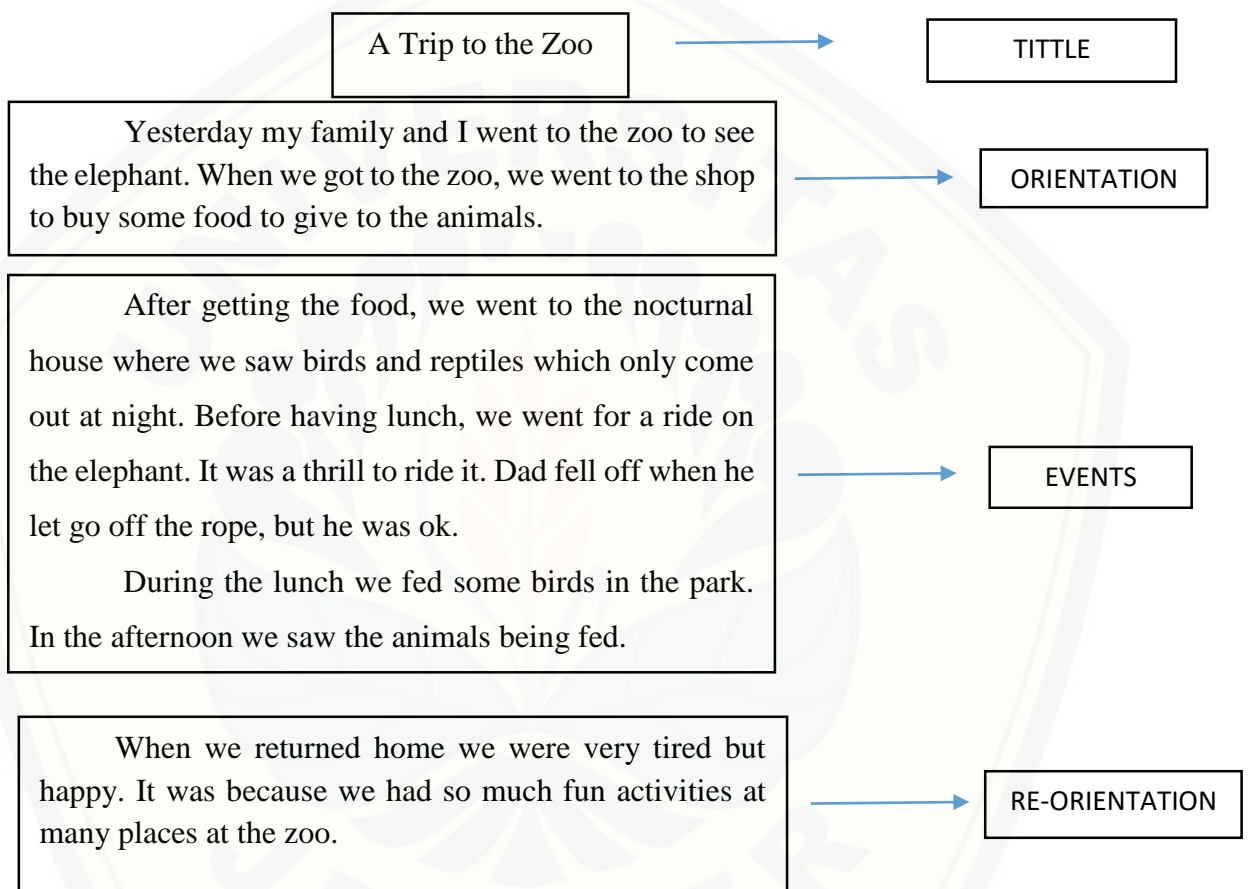
Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

### Stating the generic structure of the text:



### TASK 1

Please identify the generic structure of this recount text below by using skimming and scanning technique correctly with your partner in 5 minutes!

It was Saturday, August 23. The weather was good. It wasn't rainy. The sun was shining. Our school was holding a special event. It was "Performance Day".

The event started at 9 a.m. Every student was taking part in the event. Some students were playing chess and some others were taking part in face painting. I was working with my team. We were doing an experiment.

The “Performance Day” finished at 2 p.m. We were all happy. We had a good time.

*(Taken from: Practice Your English Competence 2 for SMP/MTs Class VIII)*

## **TASK 2**

Answer these questions below by doing skimming and scanning technique correctly with your partner in 10 minutes!

*Text for number 1 – 10!*

Last year, I spent my vacation in my aunt’s house. She lives in one of the hills in Boyolali. I went there with my brother. Yoga. We took a bus from Jakarta and got off at Solo bus station. There, my aunt had waited for us. Then, she took me to Selo in Boyolali regency. This place is very famous for its beautiful scenery.

The journey to Selo was thrilling. We had to climb the hill with dangerous cliffs. The street was twisted here and there. Moreover, it was foggy that afternoon. So, I could only see few meters in front of me. Luckily, my aunt was a good driver. She did it very well.

We arrived at my aunt’s house about seven in the evening. The place was completely dark because of the fog. Yoga and I refused to take a bath because it was very cold. My aunt said that she had prepared hot water, but still we didn’t want to.

That night we went to one of the hills there. There was an offering ceremony. The villagers offered a buffalo head for the mount Merapi. People were dancing

and singing during the ceremony. They wore Javanese costume. Yoga and I enjoyed the performance. We wore very thick jackets because it was very cold.

*(Taken from: Practice Your English Competence 2 for SMP/MTs Class VIII)*

1. What does Paragraph 1 tell about?
  - a. The writer spent his/her holiday in his/her grandmother's house
  - b. The writer went to Jakarta to spend his/her vacation
  - c. The writer went to his/her aunt's house to spend his/her vacation
  - d. Solo was very famous for its beautiful scenery
2. What does Paragraph 2 tell about?
  - a. The writer was a good driver
  - b. The writer's journey to Selo was thrilling
  - c. It was hot that afternoon
  - d. The writer was dancing and singing
3. What does Paragraph 3 tell about?
  - a. There was an offering ceremony in mount Merapi
  - b. The writer arrived in the evening
  - c. The writer and Yoga took a bath
  - d. The writer could only see few meters in front of him/her
4. What does Paragraph 4 tell about?
  - a. They went to the offering ceremony in the hill
  - b. They took off the jacket because it was so hot
  - c. The offering ceremony was for mount Semeru
  - d. They wore Sundanese costumes in the offering ceremony
5. When did the writer spend his/her vacation?
  - a. Last year
  - b. Last month
  - c. Two years ago
  - d. Yesterday



6. How was the journey to Selo?
  - a. Amazing
  - b. Terrifying
  - c. Thrilling
  - d. Wonderful
7. What did the villager offer to the Mount Merapi in the Offering Ceremony?
  - a. Cow head
  - b. Buffalo head
  - c. Goat head
  - d. Ox head
8. How did the writer keep his body warm?
  - a. By wearing thick jacket
  - b. By dancing and singing
  - c. By offering buffalo head
  - d. By going to the hills
9. “....but still we didn’t want to.” (Paragraph 3) The underlined word refers to . . .
  - a. Aunties
  - b. Yoga and the writer
  - c. The villagers
  - d. The readers
10. “They wore Javanese costume.” (Paragraph 4) The underlined word refers to . . .
  - a. The writer
  - b. The writer’s aunt
  - c. The villagers
  - d. The readers

*Text for number 11 – 20!*

I spent my last summer in Seoul, South Korea. I went there by myself for a four days' solo trip.

On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food and went around the neighborhood.

On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 PM and immediately went to sleep.

On the third day, I went to the Korean Demilitarized Zone or DMZ. DMZ is a border barrier that divides South Korea and North Korea. I also went to Dora Observatory. From here, we can see how North Korea look like through binoculars.

I spent the fourth day walking around Myeondong and buy some stuff and souvenirs for my family and friends. I went to the airport at 3 PM since my flight is at 5 PM.

I have a fantastic experience in South Korea, especially get to see directly how the Korean Peninsula is. It's a great trip.

*(Taken from: <https://www.ef.co.id/englishfirst/englishstudy>)*

11. What is the text about?
- The writer's holiday in South Korea
  - The writer's last winter holiday
  - The writer's hectic day
  - The writer's holiday in North Korea

12. How was the writer's holiday?
  - a. It was fantastic
  - b. It was terrifying
  - c. It was terrible
  - d. It was sensational
13. What is the main idea of the second paragraph?
  - a. The writer's night in Hongdae
  - b. The writer's trip to Myeondong
  - c. The writer went to Gangnam
  - d. The writer spent the night in North Korea
14. What is the main idea of the third paragraph?
  - a. The writer went to the Kimchi House
  - b. The writer went to the Gyeongbokgung Palace and National Museum
  - c. The writer went home at 10 pm
  - d. The writer ate kimchi
15. According to Paragraph 2, what is the famous district in South Korea?
  - a. Gangnam
  - b. Gyeongbokgung
  - c. Myeondong
  - d. Hongdae
16. When did the writer go on the second day?
  - a. Gangnam
  - b. Gyeongbokgung
  - c. Myeondong
  - d. Hongdae
17. What did the writer do in Myeondong?
  - a. Swam in the hotel
  - b. Went Back to the hotel
  - c. Walked around and bought some stuffs
  - d. Walked around then went home

18. "...and see the scenery of Seoul from Seoul Tower." (Paragraph 3)

The synonym of underlined word is.....

- a. Sight
- b. View
- c. Beach
- d. Mountain

19. "I have a fantastic experience in South Korea." (Paragraph 6)

The antonym of underlined word is.....

- a. Great
- b. Amazing
- c. Excited
- d. Ordinary

20. "...especially get to see directly how the Korean Peninsula is." (Paragraph

6)

The synonym of the underlined word is.....

- a. Cape
- b. Beach
- c. Mountain
- d. Ocean

### Answer Key

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

## Appendix H

**LESSON PLAN****MEETING 2 EXPERIMENTAL GROUP**

Subject	: English
School	: SMP Negeri 1 Bangsal Mojokerto
Class/ Semester	: VIII/ 2
Skill	: Reading Comprehension
Theme	: Past Experience
Genre	: Recount
Times	: 2 x 40 Minutes

**G. BASIC COMPETENCY**

- 3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.14 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
- 4.15 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**H. INDICATOR**

- 3.12.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk memahami teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 3.12.2 Mengidentifikasi ungkapan yang digunakan untuk memahami teks recount dengan menyatakan dan menanyakan tentang kegiatan,

kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

- 4.14.1 Mengidentifikasi ungkapan untuk memahami makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
- 4.15.1 Menirukan ungkapan yang digunakan untuk menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.
- 4.15.2 Membuat percakapan pendek yang menggunakan ungkapan yang digunakan untuk menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.
- 4.15.3 Menggunakan struktur teks dan unsur kebahasaan yang digunakan untuk menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.
- 4.15.4 Melakukan percakapan yang digunakan untuk menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.

#### I. LEARNING MATERIALS

Enclosed

#### J. TECHNIQUE

Scanning Technique

#### K. TEACHING LEARNING ACTIVITIES

No	Teacher Activities	Students Activities	Time
1.	Set Induction 1. Praying before studying 2. Greeting to the students 3. Giving some leading question 4. Stating objectives of the lesson.	1. Praying 2. Responding the teachers' greeting. 3. Answering the teacher's leading question. 4. Paying attention	10'

<p>2.</p>	<p><b>Main Activities</b></p> <p><b>OBSERVING</b></p> <p>5. Dividing the students into small groups consisting of two students</p> <p><b>QUESTIONING</b></p> <p>6. Recalling about recount text and skimming and scanning technique</p> <p><b>EXPLORING</b></p> <p>7. Asking the students to do TASK 1 with the partner (implementing scanning technique)</p> <p><b>ASSOCIATING</b></p> <p>8. Asking the students to read the questions on the task and take a note the point of the question</p> <p>9. Asking the students to read rapidly to look for the information about the text (names, places, numbers, proper nouns, etc.) and give the highlight</p> <p>10. Asking the students to read the entire sentence about the information that answered the questions of the task and answer the question correctly</p> <p><b>COMMUNICATING</b></p> <p>11. Asking the students difficulties in doing scanning technique</p> <p>12. Checking the answer with the class</p>	<p>5. Making groups consisting of two students</p> <p>6. Paying attention to the teacher's explanation</p> <p>7. Implementing scanning technique with partner in TASK 1</p> <p>8. Reading the questions and take a note</p> <p>9. Looking for the information of the text by reading the text rapidly and giving highlight</p> <p>10. Reading the entire sentence about the answer of the questions in task and answer the question correctly</p> <p>11. Answering the teacher's question</p> <p>12. Checking the answer</p>	<p>65'</p>
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3.	<b>Closure</b> 1. Guiding the students to draw a conclusion about the lesson. 2. Parting the students.	1. Drawing conclusion 2. Parting	5'
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L. MEDIA AND SOURCES

Media : Laptop, Worksheet, Recount Text

Sources : Practice Your English Competence 2 for SMP/MTs Class VIII (Erlangga Publisher)

Jember, February 11<sup>st</sup> 2019

The English Teacher

Researcher

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## LEARNING MATERIALS

### Leading Question

1. Have you already known about recount text?
2. Did you still remember how to do scanning?

### TASK 1

Answer these questions below by doing skimming and scanning technique correctly with your partner in 10 minutes!

It was nine in the evening. I was on my way to my bedroom after brushing my teeth. As I was passing the living room, I saw my brother, Aldo, lying on the floor watching TV. He always did that every night. He refused to go to his bedroom and chose to sleep in front of the television. I decided not to say anything and directly went to bed.

I was half asleep when I heard a scream coming from the living room. It was about two in the morning. I jumped out of the bedroom and rushed to the voice. In the living room, I found Aldo was crying. His right hand was on his right ear. He said “Help, help, help, it hurts!” Then he told me that an insect had gone into his ear. I half felt pity to the insect. I figured out it was an ant. I imagined how poor the ant was.

Since Aldo couldn't stop crying, I decided to take him to the hospital. Soon after our arrival, a doctor in charge examined Aldo's ear. He, then, used a pair of pincers to take the insect out. I was so surprised to see the insect. It wasn't an ant. It was a young cockroach! Gosh! It was as big as a baby's little finger.

From then on, Aldo never slept in front of television any more.

*(Taken from: Practice Your English Competence 2 for SMP/MTs Class VIII)*

1. What does Paragraph 1 tell about?
  - a. Aldo's habit, sleeping in front of the television
  - b. The writer watched TV with Aldo
  - c. The writer and Aldo slept in the bedroom
  - d. Aldo was screaming
2. What does Paragraph 2 tell about?
  - a. Aldo was hurt
  - b. Aldo was sleeping
  - c. The writer was crying
  - d. The writer's brother was watching TV
3. What does Paragraph 3 tell about?
  - a. The writer was hurt
  - b. The writer's brother was taken to the hospital
  - c. The writer had a young cockroach
  - d. An ant was entering Aldo's ear
4. What does the text talk about?
  - a. A young cockroach entered Aldo's ear
  - b. Aldo's brother works in the hospital
  - c. Aldo has a young cockroach as a pet
  - d. Aldo take his brother to the hospital
5. Why did the writer jump out of the bed?
  - a. He heard his brother screaming
  - b. He heard the cockroach entered Aldo's ear
  - c. He heard the television screaming
  - d. He heard the doctor coming
6. How did the doctor help him?
  - a. He killed the insect
  - b. He took the insect out with pincers
  - c. He took the insect and surprised
  - d. He talked with Aldo

7. Why did Aldo never sleep in front of the television anymore?

- a. Because he scared the insect entered his ear again
- b. Because he wanted to sleep in his bedroom
- c. Because he got a new television
- d. Because he watched the television with the writer

8. "It was as big as a baby's little finger." (Paragraph 3)

The underlined word refers to . . .

- a. The young cockroach
- b. The writer's brother
- c. The writer
- d. The ant

9. "*I decided to take him to the hospital*" (Paragraph 3)

Who was the person of the underlined word refer to?

- a. The writer
- b. The doctor
- c. The writer's brother
- d. The insect

10. "*Soon after our arrival, a doctor in charge examined Aldo's ear*"

(Paragraph 3)

The underlined word can be replaced with the word.....

- a. Going
- b. Coming
- c. Welcoming
- d. Entering

### Answer Key

- 1. A
- 2. A
- 3. B
- 4. A
- 5. A

- 6. B
- 7. A
- 8. A
- 9. C
- 10. B

## Appendix I

**LESSON PLAN****MEETING 1 CONTROL GROUP**

Subject	: English
School	: SMP Negeri 1 Bangsal Mojokerto
Class/ Semester	: VIII/ 2
Skill	: Reading Comprehension
Theme	: Past Experience
Genre	: Recount
Times	: 2 x 40 Minutes

**A. BASIC COMPETENCY**

- 3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.14 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
- 4.15 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**B. INDICATOR**

- 3.12.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk memahami teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 3.12.2 Mengidentifikasi ungkapan yang digunakan untuk memahami teks recount dengan menyatakan dan menanyakan tentang kegiatan,

kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

- 4.14.1 Mengidentifikasi ungkapan untuk memahami makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
- 4.15.1 Menirukan ungkapan yang digunakan untuk menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.
- 4.15.2 Membuat percakapan pendek yang menggunakan ungkapan yang digunakan untuk menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.
- 4.15.3 Menggunakan struktur teks dan unsur kebahasaan yang digunakan untuk menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.
- 4.15.4 Melakukan percakapan yang digunakan untuk menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.

### C. LEARNING MATERIALS

Enclosed

### D. TECHNIQUE

Discussion Technique

### E. TEACHING LEARNING ACTIVITIES

No	Teacher Activities	Students Activities	Time
1.	Set Induction 1. Praying before studying 2. Greeting to the students 3. Giving some leading question	1. Praying 2. Responding the teachers' greeting. 3. Answering the teacher's leading question.	10'

	4. Stating objectives of the lesson.	4. Paying attention	
2.	<p>Main Activities</p> <p><b>OBSERVING</b></p> <p>5. Dividing the students into groups consisting of two students each pair</p> <p>6. Asking the students to tell their past experience</p> <p>7. Giving the students the example of recount text</p> <p>8. Giving explanation about the social function, the generic structure, and the language feature of recount text</p> <p><b>QUESTIONING</b></p> <p>9. Answering the students' question about how to find the topic sentence and the detail information about the example of recount text and some difficulties about understanding the materials</p> <p><b>EXPLORING</b></p> <p>10. Asking the students to find the generic structure, the topic sentence and the detail information of the recount text in TASK 1</p> <p>11. Asking the students to find the topic sentence and the detail information of the recount text to do the task in TASK 2</p> <p><b>ASSOCIATING</b></p> <p>12. Asking the pair to analyze the answer of other pairs</p>	<p>5. Making groups consisting of two students each pair</p> <p>6. Telling their past experience in front of the class</p> <p>7. Receiving the example of recount text</p> <p>8. Paying attention</p> <p>9. Asking the teacher about how to find the topic sentence and the detail information about the example of recount text and some difficulties about understanding the materials</p> <p>10. Finding the generic structure, the topic sentence and the detail information of the recount text in TASK 1</p> <p>11. Finding the generic structure, the topic sentence and the detail information of the recount text to do the task in TASK 2</p> <p>12. Analyzing the answer sheet of other pairs with partner</p>	65'

	COMMUNICATING 13. Asking the students to discuss the right answer of TASK 1 and TASK 2	13. Discussing the right answer of TASK 1 and TASK 2	
3.	Closure 1. Guiding the students to draw a conclusion about the lesson by using question and answer. 2. Parting the students.	1. Drawing conclusion 2. Parting	5'

F. MEDIA AND SOURCES

Media : Laptop, Worksheet, Recount Text

Sources : Practice Your English Competence 2 for SMP/MTs Class VIII (Erlangga Publisher)

Jember, February 11<sup>st</sup> 2019

The English Teacher

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## LEARNING MATERIALS

### Leading Question

1. Is there any unforgettable moment that ever happened in your life?
2. Have you ever written about your past experience?
3. What do we call a text that tells about past experience?

### Materials

1. The Definition of Recount Text  
Recount text is a text that tells about the past events or experience in the order they happened
2. The Generic Structure of Recount Text
  - Orientation: provides the setting and introduces the participants
  - Events: tells what happened and in what sequence
  - Re-orientation
3. The Language Feature of Recount Text
  - Simple Past Tense
  - Time connectives (First, Next, Then, etc)
  - Adjectives
4. The Social Function of Recount Text  
Informing, imitating, boasting, sharing experiences, etc.

### The Example of Recount Text

#### A Trip to the Zoo

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride

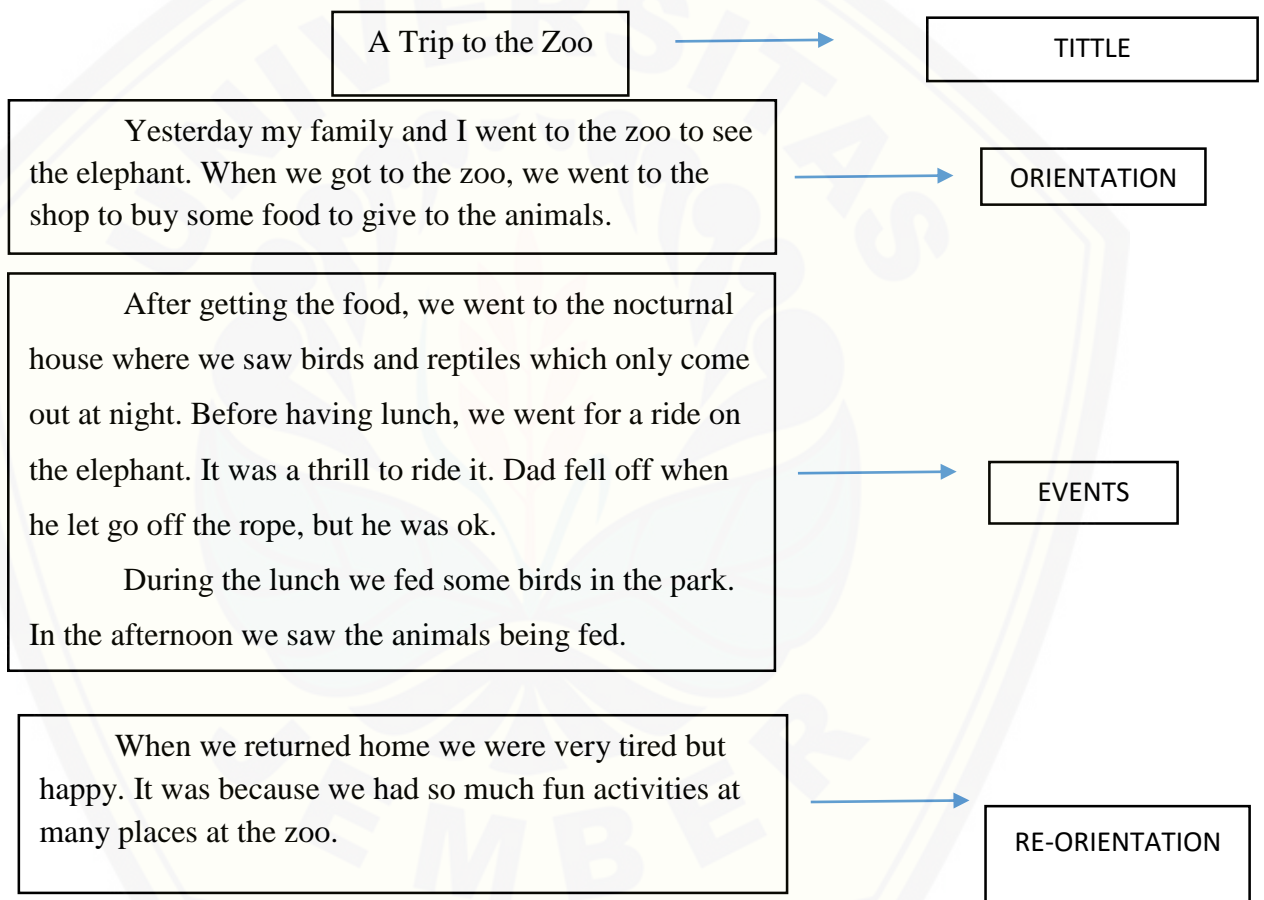


on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

**Stating the generic structure of the text:**



**TASK 1**

Please identify the generic structure of this recount text below correctly with your partner in 10 minutes!

It was Saturday, August 23. The weather was good. It wasn't rainy. The sun was shining. Our school was holding a special event. It was "Performance Day".

The event started at 9 a.m.. Every student was taking part in the event. Some students were playing chess and some others were taking part in face painting. I was working with my team. We were doing an experiment.

The "Performance Day" finished at 2 p.m.. We were all happy. We had a good time.

*(Taken from: Practice Your English Competence 2 for SMP/MTs Class VIII)*

**TASK 2**

Answer these questions below correctly with your partner in 30 minutes!

*Text for number 1 – 10!*

Last year, I spent my vacation in my aunt's house. She lives in one of the hills in Boyolali. I went there with my brother. Yoga. We took a bus from Jakarta and got off at Solo bus station. There, my aunt had waited for us. Then, she took me to Selo in Boyolali regency. This place is very famous for its beautiful scenery.

The journey to Selo was thrilling. We had to climb the hill with dangerous cliffs. The street was twisted here and there. Moreover, it was foggy that afternoon. So, I could only see few meters in front of me. Luckily, my aunt was a good driver. She did it very well.

We arrived at my aunt's house about seven in the evening. The place was completely dark because of the fog. Yoga and I refused to take a bath because it was very cold. My aunt said that she had prepared hot water, but still we didn't want to.

That night we went to one of the hills there. There was an offering ceremony. The villagers offered a buffalo head for the mount Merapi. People were dancing and singing during the ceremony. They wore Javanese costume. Yoga and I enjoyed the performance. We wore very thick jackets because it was very cold.

*(Taken from: Practice Your English Competence 2 for SMP/MTs Class VIII)*

1. What does Paragraph 1 tell about?
  - a. The writer spent his/her holiday in his/her grandmother's house
  - b. The writer went to Jakarta to spend his/her vacation
  - c. The writer went to his/her aunt's house to spend his/her vacation
  - d. Solo was very famous for its beautiful scenery
2. What does Paragraph 2 tell about?
  - a. The writer was a good driver
  - b. The writer's journey to Selo was thrilling
  - c. It was hot that afternoon
  - d. The writer was dancing and singing
3. What does Paragraph 3 tell about?
  - a. There was an offering ceremony in mount Merapi
  - b. The writer arrived in the evening
  - c. The writer and Yoga took a bath
  - d. The writer could only see few meters in front of him/her
4. What does Paragraph 4 tell about?
  - a. They went to the offering ceremony in the hill
  - b. They took off the jacket because it was so hot
  - c. The offering ceremony was for mount Semeru
  - d. They wore Sundanese costumes in the offering ceremony

5. When did the writer spend his/her vacation?
  - a. Last year
  - b. Last month
  - c. Two years ago
  - d. Yesterday
6. How was the journey to Selo?
  - a. Amazing
  - b. Terrifying
  - c. Thrilling
  - d. Wonderful
7. What did the villager offer to the Mount Merapi in the Offering Ceremony?
  - a. Cow head
  - b. Buffalo head
  - c. Goat head
  - d. Ox head
8. How did the writer keep his body warm?
  - a. By wearing thick jacket
  - b. By dancing and singing
  - c. By offering buffalo head
  - d. By going to the hills
9. “.....but still we didn't want to.” (Paragraph 3) The underlined word refers to . . .
  - a. Aunties
  - b. Yoga and the writer
  - c. The villagers
  - d. The readers

10. "They wore Javanese costume." (Paragraph 4) The underlined word refers to . . .
- The writer
  - The writer's aunt
  - The villagers
  - The readers

*Text for number 11 – 20!*

I spent my last summer in Seoul, South Korea. I went there by myself for a four days' solo trip.

On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food and went around the neighborhood.

On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 PM and immediately went to sleep.

On the third day, I went to the Korean Demilitarized Zone or DMZ. DMZ is a border barrier that divides South Korea and North Korea. I also went to Dora Observatory. From here, we can see how North Korea look like through binoculars.

I spent the fourth day walking around Myeondong and buy some stuff and souvenirs for my family and friends. I went to the airport at 3 PM since my flight is at 5 PM.

I have a fantastic experience in South Korea, especially get to see directly how the Korean Peninsula is. It's a great trip.

*(Taken from: <https://www.ef.co.id/englishfirst/englishstudy>)*

11. What is the text about?
  - a. The writer's holiday in South Korea
  - b. The writer's last winter holiday
  - c. The writer's hectic day
  - d. The writer's holiday in North Korea
12. How was the writer's holiday?
  - a. It was fantastic
  - b. It was terrifying
  - c. It was terrible
  - d. It was sensational
13. What is the main idea of the second paragraph?
  - a. The writer's night in Hongdae
  - b. The writer's trip to Myeondong
  - c. The writer went to Gangnam
  - d. The writer spent the night in North Korea
14. What is the main idea of the third paragraph?
  - a. The writer went to the Kimchi House
  - b. The writer went to the Gyeongbokgung Palace and National Museum
  - c. The writer went home at 10 pm
  - d. The writer ate kimchi
15. According to Paragraph 2, what is the famous district in South Korea?
  - a. Gangnam
  - b. Gyeongbokgung
  - c. Myeondong
  - d. Hongdae
16. When did the writer go on the second day?
  - a. Gangnam
  - b. Gyeongbokgung
  - c. Myeondong
  - d. Hongdae

17. What did the writer do in Myeondong?
- Swam in the hotel
  - Went Back to the hotel
  - Walked around and bought some stuffs
  - Walked around then went home
18. "...and see the scenery of Seoul from Seoul Tower." (Paragraph 3)  
The synonym of underlined word is....
- Sight
  - View
  - Beach
  - Mountain
19. "I have a fantastic experience in South Korea." (Paragraph 6)  
The antonym of underlined word is....
- Great
  - Amazing
  - Excited
  - Ordinary
20. "...especially get to see directly how the Korean Peninsula is." (Paragraph 6)  
The synonym of the underlined word is.....
- Cape
  - Beach
  - Mountain
  - Ocean

**Answer Key**

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

## Appendix J

**LESSON PLAN****MEETING 2 CONTROL GROUP**

Subject	: English
School	: SMP Negeri 1 Bangsal Mojokerto
Class/ Semester	: VIII/ 2
Skill	: Reading Comprehension
Theme	: Past Experience
Genre	: Recount
Times	: 2 x 40 Minutes

**A. BASIC COMPETENCY**

- 3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.14 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.
- 4.15 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**B. INDICATOR**

- 3.12.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk memahami teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 3.12.2 Mengidentifikasi ungkapan yang digunakan untuk memahami teks recount dengan menyatakan dan menanyakan tentang kegiatan,



kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.14.1 Mengidentifikasi ungkapan untuk memahami makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.

4.15.1 Menirukan ungkapan yang digunakan untuk menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.

4.15.2 Membuat percakapan pendek yang menggunakan ungkapan yang digunakan untuk menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.

4.15.3 Menggunakan struktur teks dan unsur kebahasaan yang digunakan untuk menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.

4.15.4 Melakukan percakapan yang digunakan untuk menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.

#### C. LEARNING MATERIALS

Enclosed

#### D. TECHNIQUE

Discussion Technique

#### E. TEACHING LEARNING ACTIVITIES

No	Teacher Activities	Students Activities	Time
1.	Set Induction 1. Praying before studying 2. Greeting to the students	1. Praying 2. Responding the teachers' greeting.	10'

	<p>3. Giving some leading question</p> <p>4. Stating objectives of the lesson.</p>	<p>3. Answering the teacher's leading question.</p> <p>4. Paying attention</p>	
2.	<p>Main Activities</p> <p><b>OBSERVING</b></p> <p>5. Dividing the students into groups consisting of two students each pair</p> <p>6. Asking the students to tell their past experience</p> <p>7. Giving explanation about the social function, the generic structure, and the language feature of recount text</p> <p><b>QUESTIONING</b></p> <p>8. Answering the students' question about how to find the topic sentence and the detail information about the recount text in TASK 1 and some difficulties about understanding the materials</p> <p><b>EXPLORING</b></p> <p>9. Asking the students to find the generic structure, the topic sentence and the detail information of the recount text in TASK 1 to do the task</p>	<p>5. Making groups consisting of two students each pair</p> <p>6. Telling their past experience</p> <p>7. Paying attention</p> <p>8. Asking the teacher about how to find the topic sentence and the detail information about the recount text in TASK 1 and some difficulties about understanding the materials</p> <p>9. Finding the generic structure, the topic sentence and the detail information of the recount text in TASK 1 to do the task</p>	65'

	<p>ASSOCIATING</p> <p>10. Asking the pair to analyze the answer of other pairs</p> <p>COMMUNICATING</p> <p>11. Asking the students to discuss the right answer of TASK 1</p>	<p>10. Analyzing the answer sheet of other pairs with partner</p> <p>11. Discussing the right answer of TASK 1</p>	
3.	<p>Closure</p> <p>1. Guiding the students to draw a conclusion about the lesson by using question and answer.</p> <p>2. Parting the students.</p>	<p>1. Drawing conclusion</p> <p>2. Parting</p>	5'

F. MEDIA AND SOURCES

Media : Laptop, Worksheet, Recount Text

Sources : Practice Your English Competence 2 for SMP/MTs Class VIII (Erlangga Publisher)

Jember, February 11<sup>st</sup> 2019

The English Teacher

Researcher

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## LEARNING MATERIALS

### Leading Question

1. Have you already known about recount text?
2. Do you still remember the structure of recount text?

### TASK 1

Answer these questions below correctly with your partner in 20 minutes!

It was nine in the evening. I was on my way to my bedroom after brushing my teeth. As I was passing the living room, I saw my brother, Aldo, lying on the floor watching TV. He always did that every night. He refused to go to his bedroom and chose to sleep in front of the television. I decided not to say anything and directly went to bed.

I was half asleep when I heard a scream coming from the living room. It was about two in the morning. I jumped out of the bedroom and rushed to the voice. In the living room, I found Aldo was crying. His right hand was on his right ear. He said “Help, help, help, it hurts!” Then he told me that an insect had gone into his ear. I half felt pity to the insect. I figured out it was an ant. I imagined how poor the ant was.

Since Aldo couldn't stop crying, I decided to take him to the hospital. Soon after our arrival, a doctor in charge examined Aldo's ear. He, then, used a pair of pincers to take the insect out. I was so surprised to see the insect. It wasn't an ant. It was a young cockroach! Gosh! It was as big as a baby's little finger.

From then on, Aldo never slept in front of television any more.

*(Taken from: Practice Your English Competence 2 for SMP/MTs Class VIII)*

1. What does Paragraph 1 tell about?
  - a. Aldo's habit, sleeping in front of the television
  - b. The writer watched TV with Aldo
  - c. The writer and Aldo slept in the bedroom
  - d. Aldo was screaming
2. What does Paragraph 2 tell about?
  - a. Aldo was hurt
  - b. Aldo was sleeping
  - c. The writer was crying
  - d. The writer's brother was watching TV
3. What does Paragraph 3 tell about?
  - a. The writer was hurt
  - b. The writer's brother was taken to the hospital
  - c. The writer had a young cockroach
  - d. An ant was entering Aldo's ear
4. What does the text talk about?
  - a. A young cockroach entered Aldo's ear
  - b. Aldo's brother works in the hospital
  - c. Aldo has a young cockroach as a pet
  - d. Aldo take his brother to the hospital
5. Why did the writer jump out of the bed?
  - a. He heard his brother screaming
  - b. He heard the cockroach entered Aldo's ear
  - c. He heard the television screaming
  - d. He heard the doctor coming
6. How did the doctor help him?
  - a. He killed the insect
  - b. He took the insect out with pincers
  - c. He took the insect and surprised
  - d. He talked with Aldo

7. Why did Aldo never sleep in front of the television anymore?

- a. Because he scared the insect entered his ear again
- b. Because he wanted to sleep in his bedroom
- c. Because he got a new television
- d. Because he watched the television with the writer

8. "It was as big as a baby's little finger." (Paragraph 3)

The underlined word refers to . . .

- a. The young cockroach
- b. The writer's brother
- c. The writer
- d. The ant

9. "I decided to take him to the hospital" (Paragraph 3)

Who was the person of the underlined word refer to?

- a. The writer
- b. The doctor
- c. The writer's brother
- d. The insect

10. "Soon after our arrival, a doctor in charge examined Aldo's ear"

(Paragraph 3)

The underlined word can be replaced with the word.....

- a. Going
- b. Coming
- c. Welcoming
- d. Entering

### Answer Key

- 1. A
- 2. A
- 3. B
- 4. A
- 5. A

- 6. B
- 7. A
- 8. A
- 9. C
- 10. B

## Appendix K

**TRY OUT****READING TEST**

Name : \_\_\_\_\_  
Class : \_\_\_\_\_  
Grade/Semester : VIII / 2  
Language Skill : Reading  
Time : 60 minutes

Answer these questions below correctly by crossing a, b, c, or d!

**I. Text for question number 1 – 15**

On Saturday, October 23<sup>rd</sup>, Sarah invited her classmates to her birthday party. I was very excited. I went there with George and Tina. We wore fancy dress because it was a fancy dress party. I wore a ghost costume, Tina was Xena, the warrior princess, and George was a vampire.

The party started at 7. First, we sang 'Happy Birthday'. Then, Sarah blew out the candles. After that, we ate some food and drank coke.

Later on, we played some games. Everybody enjoyed them. We cheered so hard. I nearly lost my voice. We were playing 'Hide and Seek' when suddenly the lights went out. The girls were afraid of the dark and the boys laughed at them. Fortunately, it didn't last long. In then minutes, the light was on again, and we continued the games.

Before the party was over, the MC announced the best costume of the party. George got the first prize. He looked so happy.

Finally, my Dad arrived to take us home. I was so tired, but happy.

*(Taken from: Practice Your English Competence 2 for SMP/MTs Class VIII)*

1. What does Paragraph 1 tell about?
  - a. Sarah only invited George and Tina to her birthday party
  - b. Sarah invited her classmates to her birthday party
  - c. The writer was having a birthday party
  - d. George and Tina went to the writer's birthday party
2. What does Paragraph 2 tell about?
  - a. The activity of the writer and his/her friends at the party
  - b. The activity of the writer's birthday party
  - c. The activity of Tina and George's birthday party
  - d. The writer blew out the candles
3. What does Paragraph 3 tell about?
  - a. The writer and friends were playing games
  - b. The writer was eating a cake
  - c. Sarah was laughing
  - d. George and Tina didn't enjoy the game
4. What does Paragraph 4 tell about?
  - a. George won the best costume of the party
  - b. The MC won the best costume of the party
  - c. George was sad because he won the first prize
  - d. George didn't win the first prize
5. Who did the writer go to the party with?
  - a. With his/her parents
  - b. With Sarah
  - c. With George and Tina
  - d. With Xena
6. When did the guests enjoy the games?
  - a. After they ate the food and drank the coke
  - b. After the light went out
  - c. After MC announced the best costume of the party
  - d. After the writer's dad arrived



7. What happened to the light when the guests were playing ‘Hide and Seek’?
- The light was turning into red
  - The light went out
  - The light was taken by the MC
  - The light was on
8. “*I was so tired, but happy*” (paragraph 5)  
The antonyms of the underlined word is.....
- Exhausted
  - Excited
  - Happy
  - Energetic
9. The suitable title for the text is . . . . .
- Sarah’s Birthday Party
  - My Birthday Party
  - George’s First Prize
  - Tina and George’s First Party
10. “*George got the first prize*” (paragraph 4)  
The underlined word means . . . . .
- Award
  - Birthday
  - Dress
  - Shirt
11. “*He looked so happy*” (paragraph 4)  
The synonyms of the underlined word is.....
- Glad
  - Sad
  - Mad
  - Bad

12. “*my Dad arrived to take us home*” (paragraph 5)

Who was the underlined word referring to?

- a. Sarah
- b. The MC
- c. The writer’s dad
- d. The writer, George, and Tina

13. “*the MC announced the best costume of the party*” (paragraph 4)

The meaning of the underlined word is.....

- a. a set of clothes worn in order to look like someone or something else, especially for a party or as part of an entertainment
- b. a social event at which a group of people meet to talk, eat, drink, dance, etc., often in order to celebrate a special occasion
- c. a person who makes certain that official events happen correctly, for example by introducing performers at the right time
- d. to make something known or tell people about something officially

14. What is the purpose of this text?

- a. To tell the past event to the reader
- b. To persuade the reader
- c. To entertain the reader
- d. To describe something or someone to the reader

15. What is the generic structure of this text?

- a. Orientation – Complication – Evaluation – Resolution – Reorientation
- b. Orientation – Event – Reorientation
- c. General Classification – Description
- d. Identification – Description

## II. Text for question number 16 – 30

I spent the last vacation in Bali with my father, mother, and sister. We left Semarang for Bali at 9.45 a.m.. However, we could not go directly to Denpasar.

Our plane had to stop at Jakarta, then we took another plane to Denpasar. Actually, we could go through Surabaya which was closer to Denpasar. However, my father could not get the tickets to Surabaya. That's why we decided to go through Jakarta, thought it was a bit more expensive.

We arrived at Ngurah Rai, Bali at 7 p.m. and went directly to the hotel. The hotel was amazing. The name was Inna Grand Bali Hotel in Sanur. The hotel was very large. It's about 45 hectares and just next to Sanur Beach. My sister and I went to the beach nearly every morning.

We spent the first day enjoying our staying in the hotel. On the second day, we were picked by a minibus and went to Tanjung Benoa harbor. From, Tanjung Benoa, we took a boat to go to Nusa Penida Island. We had a great tour at Nusa Penida. First, we visited Toyapakeh village. We enjoyed the unique Balinese village life there. After that we snorkeled in the sea. Wow, the fish and coral were amazing! Late in the evening we went back to our hotel in Denpasar.

We spent the third day by shopping in Sukowati. My mom bought a lot of Balinese clothing. I bought a small painting for my room. My sister decided to buy some necklaces made of shells. She wanted to share them with her friends. My father didn't buy anything. Finally, we flew back to Semarang in the afternoon.

*(Taken from: Practice Your English Competence 2 for SMP/MTs Class VIII)*

16. The first paragraph of this text tells about.....
- The writer spent his/her vacation with his/her family
  - The writer and his/her family went to Jakarta
  - The writer went to Bali to visit his/her grandmother
  - The writer went to Sukowati
17. The second paragraph of this text tells about.....
- They bought the souvenir at Sukowati
  - They arrived at Bali at 7 p.m.
  - They flew back to Semarang in the afternoon
  - They were very happy

18. The third paragraph of this text tells about.....
- Their activity on the first and second day in Bali
  - They flew back to Semarang in the afternoon
  - The writer went to Sukowati
  - The writer spent his/her vacation with his/her family
19. The fourth paragraph of this text tells about.....
- Their activity on the third day in Bali
  - The writer went to Bali to visit his/her grandmother
  - Their activity on the first and second day in Bali
  - They were very happy
20. Why did they have to stop at Jakarta?
- Because they didn't get the tickets to Surabaya
  - Because they wanted to
  - Because they had tickets to Surabaya
  - Because wanted to go to Jakarta
21. What did NOT they do in Nusa Penida Island?
- They visited Toyapakeh village
  - They snorkeled the sea
  - They enjoyed the unique Balinese village life
  - They bought souvenirs
22. How long did they enjoy their vacation in Bali?
- Three hours
  - Five days
  - Three days
  - Four days
23. "We enjoyed the unique Balinese village life there" (pargraph 3)
- particularly remarkable, special, or unusual
  - take delight or pleasure in (an activity or occasion)
  - a group of houses and associated buildings, larger than a hamlet and smaller than a town, situated in a rural area
  - the existence of an individual human being or animal

24. “She wanted to share them with her friends” (paragraph 4)

The underlined word mean.....

- a. The necklaces
- b. The writer’s sisters
- c. Her friends
- d. The writer’s family

25. What is the purpose of writing the text?

- a. To tell the past event to the reader
- b. To persuade the reader
- c. To entertain the reader
- d. To describe something or someone to the reader

26. “We spent the first day enjoying our staying in the hotel” (paragraph 3)

The underlined words refer to.....

- a. The writer
- b. The writer and his/her family
- c. Father, mother, and sister
- d. Villagers

27. “The hotel was very large” (paragraph 2)

The antonyms of the underlined word is.....

- a. Wide
- b. Small
- c. Fragile
- d. Size

28. “I bought a small painting for my room” (paragraph 4)

The synonyms of the underlined word is.....

- a. Picture
- b. Table
- c. Chair
- d. Flower

29. "I spent the last vacation in Bali with my father, mother, and sister"

(paragraph 1)

These words below that are NOT the synonyms of the underlined word is.....

- a. Holiday
  - b. Tour
  - c. Trip
  - d. Walking
30. What is the right title for text?
- a. My Bali Trip
  - b. My Daily Shopping
  - c. My Surabaya Trip
  - d. My Jakarta Trip

ANSWER KEY

- |       |       |
|-------|-------|
| 1. B  | 16. A |
| 2. A  | 17. B |
| 3. A  | 18. A |
| 4. A  | 19. A |
| 5. C  | 20. A |
| 6. A  | 21. D |
| 7. B  | 22. C |
| 8. D  | 23. A |
| 9. A  | 24. A |
| 10. A | 25. A |
| 11. A | 26. B |
| 12. D | 27. B |
| 13. A | 28. A |
| 14. A | 29. D |
| 15. B | 30. A |

## Appendix L

**READING POST-TEST**

Name : \_\_\_\_\_  
Class : \_\_\_\_\_  
Grade/Semester : VIII / 2  
Language Skill : Reading  
Time : 60 minutes

Answer these questions below correctly by crossing a, b, c, or d!

**I. Text for question number 1 – 15**

On Saturday, October 23<sup>rd</sup>, Sarah invited her classmates to her birthday party. I was very excited. I went there with George and Tina. We wore fancy dress because it was a fancy dress party. I wore a ghost costume, Tina was Xena, the warrior princess, and George was a vampire.

The party started at 7. First, we sang 'Happy Birthday'. Then, Sarah blew out the candles. After that, we ate some food and drank coke.

Later on, we played some games. Everybody enjoyed them. We cheered so hard. I nearly lost my voice. We were playing 'Hide and Seek' when suddenly the lights went out. The girls were afraid of the dark and the boys laughed at them. Fortunately, it didn't last long. In then minutes, the light was on again, and we continued the games.

Before the party was over, the MC announced the best costume of the party. George got the first prize. He looked so happy.

Finally, my Dad arrived to take us home. I was so tired, but happy.

*(Taken from: Practice Your English Competence 2 for SMP/MTs Class VIII)*

1. What does Paragraph 1 tell about?
  - a. Sarah only invited George and Tina to her birthday party
  - b. Sarah invited her classmates to her birthday party
  - c. The writer was having a birthday party
  - d. George and Tina went to the writer's birthday party
2. What does Paragraph 2 tell about?
  - a. The activity of the writer and his/her friends at the party
  - b. The activity of the writer's birthday party
  - c. The activity of Tina and George's birthday party
  - d. The writer blew out the candles
3. What does Paragraph 3 tell about?
  - a. The writer and friends were playing games
  - b. The writer was eating a cake
  - c. Sarah was laughing
  - d. George and Tina didn't enjoy the game
4. What does Paragraph 4 tell about?
  - a. George won the best costume of the party
  - b. The MC won the best costume of the party
  - c. George was sad because he won the first prize
  - d. George didn't win the first prize
5. Who did the writer go to the party with?
  - a. With his/her parents
  - b. With Sarah
  - c. With George and Tina
  - d. With Xena
6. When did the guests enjoy the games?
  - a. After they ate the food and drank the coke
  - b. After the light went out
  - c. After MC announced the best costume of the party
  - d. After the writer's dad arrived



7. What happened to the light when the guests were playing ‘Hide and Seek’?
- The light was turning into red
  - The light went out
  - The light was taken by the MC
  - The light was on
8. “*I was so tired, but happy*” (paragraph 5)  
The antonyms of the underlined word is.....
- Exhausted
  - Excited
  - Happy
  - Energetic
9. The suitable title for the text is . . . . .
- Sarah’s Birthday Party
  - My Birthday Party
  - George’s First Prize
  - Tina and George’s First Party
10. “*George got the first prize*” (paragraph 4)  
The underlined word means . . . . .
- Award
  - Birthday
  - Dress
  - Shirt
11. “*He looked so happy*” (paragraph 4)  
The synonyms of the underlined word is.....
- Glad
  - Sad
  - Mad
  - Bad

12. “*my Dad arrived to take us home*” (paragraph 5)

Who was the underlined word referring to?

- a. Sarah
- b. The MC
- c. The writer’s dad
- d. The writer, George, and Tina

13. “*the MC announced the best costume of the party*” (paragraph 4)

The meaning of the underlined word is.....

- a. a set of clothes worn in order to look like someone or something else, especially for a party or as part of an entertainment
- b. a social event at which a group of people meet to talk, eat, drink, dance, etc., often in order to celebrate a special occasion
- c. a person who makes certain that official events happen correctly, for example by introducing performers at the right time
- d. to make something known or tell people about something officially

14. What is the purpose of this text?

- a. To tell the past event to the reader
- b. To persuade the reader
- c. To entertain the reader
- d. To describe something or someone to the reader

15. What is the generic structure of this text?

- a. Orientation – Complication – Evaluation – Resolution – Reorientation
- b. Orientation – Event – Reorientation
- c. General Classification – Description
- d. Identification – Description

## II. Text for question number 16 – 30

I spent the last vacation in Bali with my father, mother, and sister. We left Semarang for Bali at 9.45 a.m.. However, we could not go directly to Denpasar.

Our plane had to stop at Jakarta, then we took another plane to Denpasar. Actually, we could go through Surabaya which was closer to Denpasar. However, my father could not get the tickets to Surabaya. That's why we decided to go through Jakarta, thought it was a bit more expensive.

We arrived at Ngurah Rai, Bali at 7 p.m. and went directly to the hotel. The hotel was amazing. The name was Inna Grand Bali Hotel in Sanur. The hotel was very large. It's about 45 hectares and just next to Sanur Beach. My sister and I went to the beach nearly every morning.

We spent the first day enjoying our staying in the hotel. On the second day, we were picked by a minibus and went to Tanjung Benoa harbor. From, Tanjung Benoa, we took a boat to go to Nusa Penida Island. We had a great tour at Nusa Penida. First, we visited Toyapakeh village. We enjoyed the unique Balinese village life there. After that we snorkeled in the sea. Wow, the fish and coral were amazing! Late in the evening we went back to our hotel in Denpasar.

We spent the third day by shopping in Sukowati. My mom bought a lot of Balinese clothing. I bought a small painting for my room. My sister decided to buy some necklaces made of shells. She wanted to share them with her friends. My father didn't buy anything. Finally, we flew back to Semarang in the afternoon.

*(Taken from: Practice Your English Competence 2 for SMP/MTs Class VIII)*

16. The first paragraph of this text tells about.....
- The writer spent his/her vacation with his/her family
  - The writer and his/her family went to Jakarta
  - The writer went to Bali to visit his/her grandmother
  - The writer went to Sukowati
17. The second paragraph of this text tells about.....
- They bought the souvenir at Sukowati
  - They arrived at Bali at 7 p.m.
  - They flew back to Semarang in the afternoon
  - They were very happy

18. The third paragraph of this text tells about.....
- Their activity on the first and second day in Bali
  - They flew back to Semarang in the afternoon
  - The writer went to Sukowati
  - The writer spent his/her vacation with his/her family
19. The fourth paragraph of this text tells about.....
- Their activity on the third day in Bali
  - The writer went to Bali to visit his/her grandmother
  - Their activity on the first and second day in Bali
  - They were very happy
20. Why did they have to stop at Jakarta?
- Because they didn't get the tickets to Surabaya
  - Because they wanted to
  - Because they had tickets to Surabaya
  - Because wanted to go to Jakarta
21. What did NOT they do in Nusa Penida Island?
- They visited Toyapakeh village
  - They snorkeled the sea
  - They enjoyed the unique Balinese village life
  - They bought souvenirs
22. How long did they enjoy their vacation in Bali?
- Three hours
  - Five days
  - Three days
  - Four days
23. "*We enjoyed the unique Balinese village life there*" (pargraph 3)
- particularly remarkable, special, or unusual
  - take delight or pleasure in (an activity or occasion)
  - a group of houses and associated buildings, larger than a hamlet and smaller than a town, situated in a rural area
  - the existence of an individual human being or animal

24. “She wanted to share them with her friends” (paragraph 4)

The underlined word mean.....

- a. The necklaces
- b. The writer’s sisters
- c. Her friends
- d. The writer’s family

25. What is the purpose of writing the text?

- a. To tell the past event to the reader
- b. To persuade the reader
- c. To entertain the reader
- d. To describe something or someone to the reader

26. “We spent the first day enjoying our staying in the hotel” (paragraph 3)

The underlined words refer to.....

- a. The writer
- b. The writer and his/her family
- c. Father, mother, and sister
- d. Villagers

27. “The hotel was very large” (paragraph 2)

The antonyms of the underlined word is.....

- a. Wide
- b. Small
- c. Fragile
- d. Size

28. “I bought a small painting for my room” (paragraph 4)

The synonyms of the underlined word is.....

- a. Picture
- b. Table
- c. Chair
- d. Flower

29. "I spent the last vacation in Bali with my father, mother, and sister"

(paragraph 1)

These words below that are NOT the synonyms of the underlined word is.....

- a. Holiday
  - b. Tour
  - c. Trip
  - d. Walking
30. What is the right title for text?
- a. My Bali Trip
  - b. My Daily Shopping
  - c. My Surabaya Trip
  - d. My Jakarta Trip

ANSWER KEY

- |       |       |
|-------|-------|
| 1. B  | 16. A |
| 2. A  | 17. B |
| 3. A  | 18. A |
| 4. A  | 19. A |
| 5. C  | 20. A |
| 6. A  | 21. D |
| 7. B  | 22. C |
| 8. D  | 23. A |
| 9. A  | 24. A |
| 10. A | 25. A |
| 11. A | 26. B |
| 12. D | 27. B |
| 13. A | 28. A |
| 14. A | 29. D |
| 15. B | 30. A |

## Appendix M

**The Split Half Analysis of the Tryout of the Reading Post-Test  
Odd Number as Variable X**

No	Nama	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	TOTAL
1	AHR	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	12
2	AF	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
3	AFA	1	1	0	0	0	1	1	1	1	1	0	0	0	0	1	8
4	ATS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
5	AN	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	13
6	DKNB	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	12
7	DMM	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	13
8	DN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	14
9	DMS	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	12
10	DA	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	14
11	FPL	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	11
12	GAR	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	10
13	HAP	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	12
14	IR	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	13
15	IBM	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	13
16	KUNA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
17	KNF	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
18	MFR	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	11
19	MF	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	14
20	MFA	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	12
21	MS	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	14
22	MKM	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	14
23	NFNL	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	14
24	NGM	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	14
25	NIO	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
26	PWK	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
27	RAS	1	1	1	1	0	0	1	0	1	1	1	1	1	0	1	11
28	RF	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	12
29	RA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
30	RA	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	13
31	SCK	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	11
32	SPY	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	14





## Appendix O

## The Analysis of the Reading Post-Test Tryout Result

No	Nama	$x$	$y$	$(x - \bar{x})$	$(y - \bar{y})$	$(x - \bar{x})^2$	$(y - \bar{y})^2$	$(x - \bar{x})(y - \bar{y})$
1	AHR	12	12	-1	-1,25	1	1,5625	1,25
2	AF	15	15	2	1,75	4	3,0625	3,5
3	AFA	8	11	-5	-2,25	25	5,0625	11,25
4	ATS	15	15	2	1,75	4	3,0625	3,5
5	AN	13	14	0	0,75	0	0,5625	0
6	DKNB	12	13	-1	-0,25	1	0,0625	0,25
7	DMM	13	13	0	-0,25	0	0,0625	0
8	DN	14	14	1	0,75	1	0,5625	0,75
9	DMS	12	14	-1	0,75	1	0,5625	-0,75
10	DA	14	13	1	-0,25	1	0,0625	-0,25
11	FPL	11	11	-2	-2,25	4	5,0625	4,5
12	GAR	10	12	-3	-1,25	9	1,5625	3,75
13	HAP	12	14	-1	0,75	1	0,5625	-0,75
14	IR	13	14	0	0,75	0	0,5625	0
15	IBM	13	11	0	-2,25	0	5,0625	0
16	KUNA	15	14	2	0,75	4	0,5625	1,5
17	KNF	15	15	2	1,75	4	3,0625	3,5
18	MFR	11	14	-2	0,75	4	0,5625	-1,5
19	MF	14	15	1	1,75	1	3,0625	1,75
20	MFA	12	15	-1	1,75	1	3,0625	-1,75
21	MS	14	15	1	1,75	1	3,0625	1,75
22	MKM	14	13	1	-0,25	1	0,0625	-0,25
23	NFNL	14	13	1	-0,25	1	0,0625	-0,25
24	NGM	14	14	1	0,75	1	0,5625	0,75
25	NIO	15	12	2	-1,25	4	1,5625	-2,5
26	PWK	15	12	2	-1,25	4	1,5625	-2,5
27	RAS	11	13	-2	-0,25	4	0,0625	0,5
28	RF	12	9	-1	-4,25	1	18,0625	4,25
29	RA	15	14	2	0,75	4	0,5625	1,5
30	RA	13	13	0	-0,25	0	0,0625	0
31	SCK	11	13	-2	-0,25	4	0,0625	0,5
32	SPY	14	14	1	0,75	1	0,5625	0,75
	TOTAL	416	424	0	0	92	64	35
	MEAN	13	13,25					

## Appendix P

**The Difficulty Index of Test Items of Reading Test**

<b>Number of the Items</b>	<b>R</b>	<b>N</b>	<b>FV</b>	<b>Criteria</b>
1	29	32	0,90625	Easy
2	28	32	0,875	Easy
3	32	32	1	Easy
4	26	32	0,8125	Easy
5	31	32	0,96875	Easy
6	31	32	0,96875	Easy
7	31	32	0,96875	Easy
8	16	32	0,5	Moderate
9	28	32	0,875	Easy
10	32	32	1	Easy
11	28	32	0,875	Easy
12	21	32	0,65625	Moderate
13	32	32	1	Easy
14	31	32	0,96875	Easy
15	21	32	0,65625	Easy
16	29	32	0,90625	Easy
17	32	32	1	Easy
18	31	32	0,96875	Easy
19	31	32	0,96875	Easy
20	27	32	0,84375	Easy
21	26	32	0,8125	Easy
22	31	32	0,96875	Easy
23	27	32	0,84375	Easy
24	25	32	0,78125	Easy
25	27	32	0,84375	Easy
26	32	32	1	Easy
27	19	32	0,59375	Moderate
28	32	32	1	Easy
29	22	32	0,6875	Moderate
30	32	32	1	Easy

## Appendix Q

## The Reading Test Tryout Score (VIII E)

No	Nama Siswa	SCORE
1	AL HAFIDZ OKTAVI RAMADHAN	80
2	ALYA' FAUZIYYAH	100
3	ALZA FINATA ANDINI	63
4	AMANDA THESA SYAFIRA	100
5	ANIS NURFADILLAH	90
6	DEA KHARISMA NURIL BA'IS	83
7	DELLA MEI MAULIDDYAH	87
8	DESI NOVITASARI	93
9	DIFTA MARDI SENTOSA	87
10	DWI ANDRIYONO	90
11	FARAH PUTRI LESTARI	73
12	GHEFIRA ALYA RAMADITA	73
13	HENDRA ARDHANA PUTRA	87
14	IMAM RIYADI	90
15	ISA BELLA MULYAWATI	80
16	KAYYZA UMAIRA NISWATUL A	97
17	KHULADISTA NAFLA FAVELA	100
18	MOHAMAD FAHRUL RIZKI	83
19	MUHAMMAD FAIZ	97
20	MUHAMMAD FAJAR ARIFIYANTO	90
21	MUHAMMAD SISWOYO	97
22	MUHAMMAD KHAFID M	90
23	NADYA FITRI NUR LESTARI	90
24	NAKHWA GALUH MAHARANI	93
25	NUR IZZATUL OKTAVIANA	90
26	PARAMITHA WIJAYA KUSUMA	90
27	RANGGA ADHI SAPUTRA	80
28	RIZKI FADILLAH	70
29	ROBIATUL ADAWIYAH	97
30	RYAN ADMAJA	87
31	SHAFFA CAHYA KAMILA	83
32	SISKA PUTRI YASMIN	93

## Appendix R

**The Experimental Group Reading Test Score (VIII C)**

<b>NO</b>	<b>NAMA SISWA</b>	<b>SCORE</b>
1	AHMAD DZAKY FADIL RACHMAN	93
2	AHMAD SAIFUDIN	90
3	AMANDA TRYA FADHILLA P	80
4	ANISA UMI MASLUQIN	70
5	ANNIDA BINTANG NABILAH	90
6	AURA AMALIA PUTRI	93
7	CIKO SAPUTRA	93
8	DWI NUR KHOLIDAH	93
9	EKA WAHYU AGUSTIN	90
10	ELI FATMAWATI	70
11	FATHAN ILHAM MUZZAKI	90
12	FITRIA ISMET	90
13	HAYDAR AZIZAN HIBANULLAH	97
14	MAULIDYAH AMALIA HIDAYAH	97
15	MIFTAKHUL REVIDAYAWATI	90
16	MILA MIRNANDA	90
17	MUHAMMAD ARIEF W.P	93
18	MUH. HANI MUHAJIRIN ANSHOR	97
19	MUHAMMAD DAFFA ALIMUDDIN P	73
20	MUKHAMMAD AKBAR SETYA BUDI	73
21	NAILAH ANGGITALITHA TSARY	93
22	NIMATUL LAILUL MAGHRIFROH	80
23	NUR RACHMAD ABI PRASETYA	93
24	RADEA RAHMI ISSA PUTRA	80
25	RIA DWI LESTARI	93
26	RISKA PUTRI ALBARIKHAH	93
27	ROFIATUL KHASANAH	63
28	SINTA NURIYAH	63
29	TIARA MUSTIKA AULIA RAHMAN	93
30	TIESA ANANDA PUTRI	77
31	UMI NUR FADHILA	80
32	VIDYA ANGGITA	77

## Appendix S

**The Control Group Reading Test Score (VIII D)**

<b>NO</b>	<b>NAMA SISWA</b>	<b>SCORE</b>
1	ACHMAD SULTHAN ALBIANSYAH	90
2	ADELIN RARA WIRATAMA	93
3	ALVIAN PUTRA RAMADHANI	80
4	ANABELLA SETIA DAMAYANTI	63
5	ANDIKA PRATAMA	80
6	ANINDYA PUTRI DAHAYU	70
7	ARIANI KIKI YULIANTI	90
8	AYSICA MEYLANI TAURISYA	90
9	BINTANG ARDIANSYAH	83
10	DINA NOVITASARI	67
11	ERNIA TRI CAHYANTI	47
12	HILDA NURUS SHOFA	50
13	IFTAKHUR ROZIQIN	97
14	IKA VIANUR AINI	93
15	ILLIYIEN SITA PERMADANI	60
16	INAFATIN ENDARWATI	93
17	ISYAPRIL SHEVA PRADANA	83
18	LUSITANIA RESTI ERDIYANA	97
19	MIFTACHUL MAULANA	77
20	MOCHAMMAT RAZZAN DJAELANI	77
21	MUHAMMAD RIZKY PUTRA M	43
22	MUHAMMAD ARIF AL KHAFID	77
23	MUHAMMAD HUSAIN HAEKAL	97
24	MUHAMMAD IRFAN	80
25	NADYA NUREDI KUMBARA	90
26	REZA SALZABELLA	93
27	SALSABILA CANTIKA KANAYA	90
28	SEKAR GADING SS	93
29	SEPTIAN DWI PRAYOGA	80
30	TRI OKTA FEBRIYAN ARZHALEO	77
31	VERIYANTO ISSAFRURI SAPUTRA	80
32	YOVI BAGUS ANANDA	30

## Appendix T



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121  
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Laman : www.unej.ac.id

Nomor : 4974 / UN25.1.5 / LT / 2019  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

19 JUN 2019

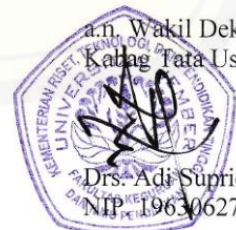
Yth. Kepala SMPN 1 Bangsal Mojokerto

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

Nama : Devita Agya Arfianti  
NIM : 120210401102  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "THE EFFECT OF SKIMMING AND SCANNING FOR THE EIGHTH GRADE STUDENTS' READING COMPREHENSION". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.



a.n. Wakil Dekan I  
Kabag Tata Usaha,

Drs. Adi Supriono  
NIP. 196306271994031002

## Appendix U



PEMERINTAH KABUPATEN MOJOKERTO  
DINAS PENDIDIKAN  
**SMP NEGERI 1 BANGSAL**  
Jalan Raya Bangsal 79 Kab. Mojokerto Telp.(0321) 327386 - 61381

**SURAT KETERANGAN**

Nomor : 420/010/416-101.54/2019

Yang bertanda tangan di bawah ini :

Nama : SITI MAWARNI, S.Pd. M. M.Pd  
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Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 1 Bangsal  
Alamat : Jl. Raya Bangsal No. 79 Kab. Mojokerto

Dengan ini menerangkan sebenarnya bahwa :

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telah mengadakan penelitian di SMP Negeri 1 Bangsal Kab. Mojokerto pada tanggal 17 Mei 2019 sampai dengan 24 Mei 2019 dengan judul "THE EFFECT OF SKIMMING AND SCANNING FOR THE EIGHTH GRADE STUDENTS' READING COMPREHENSION"

Demikian surat keterangan ini dibuat agar digunakan sebaik-baiknya

Bangsal, 24 Mei 2019

Kepala Sekolah



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