

**USING PARAGRAPH HAMBURGER STRATEGY IN TEACHING  
READING COMPREHENSION ON RECOUNT TEXT**

**THESIS**

**Submitted in Partial Fulfillment of the Requirements for Gaining the Degree of  
Bachelor of Education in English Education**



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**2021**



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Reading Comprehension on Recount Text**

Name of Student : Stiyan Majiid Nur Rosyid

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*Wassalamu'alaikum wr. wb.*

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Title : Using Paragraph Hamburger Strategy in Teaching  
Reading Comprehension on Recount Text  
Name of Student : Stiyan Majiid Nur Rosyid  
Student's Number : 1403046100

### ABSTRACT

Reading is one of the four language skills. It plays an important role in language learning and must be taught to school students. The important thing in reading is reading comprehension. This is important because without reading comprehension ability, students will not be able to understand what is read and it will be difficult to improve their skills, especially English. Because the students are still lacked understanding of reading comprehension in the reading class. The students are not interested to read English text and they are not motivated to learn because the students have lack of vocabularies. Those reasons made the researcher interested to conduct a research about the better way to teach students using a technique which is paragraph hamburger strategy in this research. The aim of this research is to explain the effectiveness of Paragraph hamburger strategy to teach reading comprehension on recount text at the tenth-grader students of MAN 1 Sragen in the academic year of 2020/2021. The sample of this research is 43 students. The method in this study was a quantitative method. The research design of this research was experimental study. There were two variables in this research. First, paragraph hamburger treatment (independent variable), and the second one was with scanning treatment (dependent variable), these two groups focused on reading subject matter. In other side there were also two groups in this research, which are experimental group and control group. The instruments of this study were test. For sampling technique, this research used purposive sampling. In addition, to attain the validity and reliability of the instrument, it used ANATES. Furthermore, to analyze the data of this study using SPSS Statistics 23. The result of the study explained that the mean score of students in experimental class was 77.27 and the mean score of students in controlled class was 70.00. It meant that there was significant difference in mean score of both classes. The hypotheses testing showed that sig. 2 tailed values ( $p$ ) was 0.006 while alpha  $\alpha$  was 0.05. In other words,  $p < \alpha$ . It indicated that  $H_0$  was rejected and  $H_a$  was accepted. In other words, paragraph hamburger strategy was effective to teach reading comprehension on recount text at the tenth grade students in MA Negeri 1 Sragen.

*Keywords:* paragraph hamburger strategy, reading comprehension, recount text.



## **MOTTO**

***Your Choices Reflect Your Hopes, Not Your Fears***

## **DEDICATION**

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to :

1. My beloved father and mother, Suyanto and Hesti Nurhayati who always support me emotionally and materially with pray, guide, love, and patience.
2. All my English teachers in English Language Department.
3. My beloved young brother and young sister, Farid Iqbal Nur Hisyam, Nailun Naja Nur Shafwani, and Ahmad Nazirul Nur Adnan who always support me to reach my dream.
4. MAN 1 Sragen, may this research will be beneficial to support teaching and learning process.
5. Agus Ali Mustofa, M. Pd. As MAN 1 Sragen teacher.
6. Heni Maryana, S. Pd. As English Teacher of the tenth grade students.
7. All students of MAN 1 Sragen, especially the tenth grade students.

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Secondly, may *sholawat* and *salam* always be presented to our prophet, Muhammad SAW, the last messenger of Allah, who has saved the human's life from destruction to safety, this is the God's favor, namely Islam is our true religion.

As human being, the writer realizes that she would not be able to complete this final project without any help of others. Many people had helped the writer during writing this thesis and it would be impossible to mention all of them one by one. In this chance the writer would like to express deep appreciation to:

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Last but not least, those who cannot be mentioned one by one who have supported and have given motivation to the writer to finish this thesis. The writer realizes that this thesis is far from perfection. The writer needs some suggestions from the readers to make it perfect. Hopefully this thesis will be useful for the readers and other researchers who conduct the same research. Aamiin..

Semarang, April , 2021

The Writer,

Stiyan Majiid Nur Rosyid



## CHAPTER I

### INTRODUCTION

This chapter explains about the background of the study, question of the research, objective of the study, significance of the research, and previous study.

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

Being able to understand English is more than just communicating with people who can speak English, but can also give us more knowledge from any English-material. Although English may not be the most spoken language in the world, but it is the official language of 53 countries/regions, and English is spoken by about 400 million people worldwide. If you want to talk to people from other countries, you probably all speak English.

As the most common second language in the world, English is now having important role in many aspects of human life, such as business, education, communication, etc. That's why it is not surprising that many people from many countries are now learning English for many reasons. One of them is Indonesia. In Indonesia, English is considered as the first foreign language. Because with mastering English, we can get any information around the world.

Nowadays, education in Indonesia experiences some changes in term of curriculum development. It happens because of its importance in formal education, curriculum has become a dynamic process due to the changes that occur in our society.<sup>1</sup> Especially in English learning process. With the development of globalization, teachers should produce interactive materials to make students interested in learning English.

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<sup>1</sup> Molise David Nhlapo and Lokesh Ramnath Maharajh, Engaging Foreign Curriculum Experts in Curriculum Design: A Case Study of Primary School Curriculum Change in Lesotho', ( *South Africa: Universal Journal of Educational Research*, Vol. 5(10). No. 1741-1747, 2017), p. 1.

English itself consists of four skills, they are listening, speaking, writing, and reading. All of them is important to be uses in language. It is better for English learners to master all the skills mentioned earlier, but the reality is different.<sup>2</sup> Reading is one of the four language skills. It plays an important role in language learning and must be taught to school students. Reading is one of the learning activities that could advance the education of people who often reads and required that human has the widest knowledge. Through reading, people will get information, knowledge, and new experience. People read many kinds of written materials such as newspapers, magazines, novels, academic books and etc. Therefore, reading becomes one of the language skills that have to be mastered by students. That's why teacher must be to provoke student engagement with material which is relevant and involving.<sup>3</sup>

The important thing in reading is reading comprehension. This is important because without reading comprehension ability, students will not be able to understand what is read and it will be difficult to improve their skills, especially English. It could happen because reading is a key skill for students to learn foreign language. Students will be more motivated in reading if they understand the written material in the text. Strong reading comprehension skills are critical to students' success. The ability of students to comprehend what they have read is truly an interdisciplinary skill. In addition to being required to comprehend stories, novels, and poems in language arts classes.<sup>4</sup> Due to reading comprehension became important, the way of teaching have to be improved by the teachers to make students interest and understand the material of reading.

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<sup>2</sup> Ma'rifatul Fadhilah, "The Effectiveness of Written 'Peer Review' Towards English 3 Students' Writing Skill" *Vision: Journal for Language and Foreign Language Learning*, (Vol. 6(1), 2017), p. 61.

<sup>3</sup> Nadiah Ma'mun, "Grammatical Intricacy on Students' Writing" *Vision: Journal for Language and Foreign Language Learning*, (Vol. 6(1), 2017), p. 32.

<sup>4</sup> Scott Kissau and Florian Hiller, "Reading Comprehension Strategies: an international comparison of teacher preferences" *Research in Comparative and International Education*, Vol. 3 No. 4, 2013, page 437.

Since the first graders, students in high school study various texts. One of them is recount text. Recount text is a text that aims to entertain its readers. It can be concluded that recount text is a text containing information about past events. Past events are presented chronologically as a form of information delivery, either personal experience or historical recording.<sup>5</sup> However, there are many students that still don't understand in this learning and feel bored. It is not an instantiated reading learning method because reading is difficult. Here, the teacher's task is to teach students the correct processing methods to improve reading comprehension, especially English, so that students are used to efficient reading.

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

“Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do.”

Based on this question, the researcher believes that there must be a way to test the effectiveness, a reading teaching method decided to use by the researcher is the Paragraph Hamburger Strategy. Paragraph Hamburger Strategy is writing organizer that visually outlines the key components of a paragraph. Topic sentence, detail sentence, and a closing sentence are the main elements of a good paragraph, and each one forms a different “piece” of the hamburger.<sup>6</sup> In addition, Lantz and Smaroff assumed that Paragraph Hamburger Strategy can be applied to any kind of text, but the writer is interested in applying recount text. Actually, the Paragraph Hamburger

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<sup>5</sup> Abdul Hafis, Rosmawaty Harahap and Khairil Ansyari, “Development of Recount Text Teaching Material Based on Local History Supported with Comic in Indonesian Learning in High School” *International Journal of Education, Learning and Development*, Vol. 6 No. 4, 2018, page 4.

<sup>6</sup> Washington Weta.2013. *Classroom Strategies: Paragraph Hamburger*. SlideShare. Retrieved on august 4th, 2020, [https://www.readingrockets.org/strategies/paragraph\\_hamburger](https://www.readingrockets.org/strategies/paragraph_hamburger).



Strategy is designed to help students learn writing purposeful and effective the kinds like graphic organizer. Accordingly, the researcher is interested in studying the effectiveness of using the Paragraph Hamburger Strategy for reading comprehension. However, these strategies can help students understand the text by creating images of hamburgers.

The Paragraph Hamburger Strategy enables teachers to master some comprehensive knowledge and can use their creativity to teach students. This will create an atmosphere of creativity and make it easier for students to find ideas on the subject of the reading material. This method can be very effective method for teacher to improve student reading comprehension. When scholarly learning is considered, learners' styles of learning is ensured, in this case, the strategy of reading (Igballe Miftari, 2015, 101).<sup>7</sup>

Researcher chose Islamic Senior High School 1 Sragen (MAN 1 Sragen) to test the use of the "Paragraph Hamburger Strategy" to teach students the ability to understand recount text. Because the researcher found that students still lacked understanding of reading comprehension in the reading class. The students are not interested to read English text and they are not motivated to learn because the students have lack of vocabularies, so when they read the text, they must open dictionary first. So that students feel bored and lazy because they have to spend a lot of time to understand the text in English textbook.

Based on the explanation above, as a prospective English teacher, the researcher used of this method with conduct a research entitled "Using Paragraph Hamburger Strategy in Teaching Reading Comprehension on Recount Text"

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<sup>7</sup> Kartika Ayu Septianingrum, Siti Mariam and Siti Tarwiyah, "A Portrait of Learner's Autonomy through Metacognitive Strategy on Reading Comprehension" *Vision: Journal for Language and Foreign Language Learning*, Vol. 7 No. 1, 2018, page 67.

**B. Question of the Research**

The problem of this research is:

How is the Effectiveness of using Paragraph Hamburger Strategy to teach reading comprehension on recount text at the tenth-grader students of MAN 1 Sragen in the academic year of 2019/2020?

**C. Objective of the Study**

The objective of this research is:

To explain the effectiveness of Paragraph Hamburger Strategy to teach reading comprehension on recount text at the tenth-grader students of MAN 1 Sragen in the academic year of 2019/2020.

**D. Significances of the Research**

The results of this research are expected to give benefits in many aspects as follow:

a. Theoretically Benefit

The result of this research is expected to enrich the knowledge of developing teaching reading comprehension for senior high school, especially in foreign language.

b. Practically Benefit

The result of this research is expected to help the readers take consideration before choosing teaching media to teach reading comprehension as an attempt to improve students' reading ability. In addition, this research can be used by the next researchers to get information and reference in conducting the relevant studies.

c. Pedagogically Benefit

1. For the researcher

- 1.1 Get a direct experience of teaching reading comprehension for the future.
- 1.2 Get some knowledge about the study and it can be useful for the future research.
- 2. For the School
  - 2.1.It can give positive effect to the future in teaching learning process, especially in reading comprehension on recount text.
- 3. For the Teacher
  - 3.1.To help teacher in teaching learning process and providing the active learning, creative, effective, innovative, and fun for students in the class.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter explains about previous study, literature review, and conceptual framework.

#### A. Previous Study

To develop the original analysis, the researcher presents some previous researches related to this study, those are:

1. The Implementation of Paragraph Hamburger Strategy to Improve Students' Ability to Write Hortatory Exposition Text by Desti Nopita, Adzanil Prima Septy, and Khairul Harha.<sup>8</sup> The purpose of writing this paper is to discuss the implementation of Paragraph Hamburger Strategy in teaching students to write hortatory exposition text. Based on the discussion, definition of writing is a receptive language process.

The successful person in learning English language is determined by how well he or she can express their ideas in this language. Writing is an alternative way to carry out communication besides speaking. There are four main elements of writing; they are planning, drafting, editing, and final draft. Hortatory exposition text is a type of text to persuade readers or listener about something that should be agreed or disagreed. Many students find difficulties in writing hortatory exposition text. They also find vocabulary and grammatical problems and punctuation problems. To solve the problems, the writer gave easy way to write hortatory exposition text that is by using Paragraph Hamburger Strategy. In this strategy, the teacher may use visual effects of

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<sup>8</sup> Desti Nopita, Adzanil Prima Septy, and Khairul Harha. The Implementation of Paragraph Hamburger Strategy to Improve Students' Ability to Write Hortatory Exposition Text. *Computer Science*. Vol 3. No. 4. 2014.

Paragraph Hamburger Strategy itself in explaining the pieces of an essay. It helps the student easy to identify the important part of an essay.

The thing that distinguishes this research is the object subject matter. In Septy and Khairul's research, it focuses on hortatory exposition text learning, while this study will focus on recount text. Another difference also exists in the focus on skill abilities which was improved by this method, whereas in their research they focus on writing skill abilities of students, whereas in this study it focused on improving reading skills. While the similarity between this research and this research is the method used, that is using Paragraph Hamburger Strategy.

2. Effect of Using Paragraph Hamburger Strategy on Students Writing Achievements by Clara Oktaviani Lasaka, Jamiluddin, Erniwati. It is cited from E-Journal of English Language Teaching Society (ELTS) Vol. No.1.<sup>9</sup> His research uses quasi experimental research design. In selecting the sample, the researcher uses cluster sampling strategy. The experimental group is given the treatment, while the control group is not. Data are collected using pretest and posttest. The pretest is uses to find out the students' performance in writing descriptive text before getting the treatment while the posttest is uses to find out the students' progress as the result of the treatment given.

The result of the data analysis shows that t-counted value (8.7) is greater than t-table value (0.221), it means that the hypothesis is accepted. Based on the result, the researcher concludes that the use of Hamburger Paragraph Strategy has positive effect on the writing achievements of grade seven students of SMPN 15 Palu.

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<sup>9</sup> Clara Oktaviani Lasaka, Jamiluddin, Erniwati, Effect of Using Paragraph Hamburger Strategy on Students Writing Achievements. *E-Journal of English Language Teaching Society (ELTS)* Vol. No.1

The difference with this research is in the subject matter of English lessons. In Lasaka and friends' research, it focused on improving students' skills in descriptive text, while this research focused on recount text. While the similarity between this research and this research is the method used, that is using Paragraph Hamburger Strategy.

3. The third research is “The Effectiveness of Using Paragraph Hamburger Strategy in Improving Palestinian 12<sup>th</sup> Graders’ Creative Writing Skills and their Attitudes towards Writing” by Basima Ramadan Elshaer from The Islamic University of Gaza – Gaza, in 2018. The background of this research is the high percentage of the students’ dislike writing and face problems when they tackle writing texts or activities.<sup>10</sup>

The purpose of this research is to improve students' writing skills through the Paragraph Hamburger Strategy (topic sentence, supporting ideas and concluding sentence) that this strategy will play an important role in improving students' creative writing skills (such as fluency, flexibility, originality, detail and problem solving).. This previous study adopted the experimental approach. Two groups are assigned as the participants of the study; the experimental group, and the control group. Creative writing skills are taught via Paragraph Hamburger Strategy to the experimental group, whereas the control group studied creative writing skills via traditional methods. According to the researcher, the decision to use Paragraph Hamburger Strategy is good for teacher, because it will stimulate creativity and helps student to accept writing and gives students opportunity to express about their internal feelings.

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<sup>10</sup> Basima Ramadan Elshaer, The Effectiveness of Using Paragraph Hamburger Strategy in Improving Palestinian 12<sup>th</sup> Graders’ Creative Writing Skills and their Attitudes towards Writing, (*Thesis*: Faculty of Education, Master of Curricula and Teaching Methods, The Islamic University of Gaza, Gaza, 2018), p.3.

The difference between this study and Elshaer's research is in the research objectives. Elshaer's research aims to develop students' writing skills and attitude, while this research only focuses on students' writing skills in the context of recount text. While the similarity between this research and this research is the method used, that is using Paragraph Hamburger Strategy.

## **B. Literature Review**

### **1. Reading**

Reading is an essential part of a person's life. This is due to the fact that reading is the primary source of knowledge and information for most people. It is also needed by students to comprehend this aspect. Not only understand the content of reading text, but also to use the better way to get the point of the reading text in terms of effectiveness.

#### **a. Definition of Reading**

According to Patel & Jain, reading skill is the most useful and important skill for students.<sup>11</sup> Reading ability is more important than speaking and writing ability, because reading activity is a kind of fun. A good reading activity will encourage students to read regularly and bring them fun and income. Furthermore, in all language reading classes, reading is the most critical thing. Reading is not only a source of information and a pleasurable task, but it also serves to consolidate and expand one's language skills.

According to Nuttal, reading is when the read the text, readers transfer of the meaning from mind to mind<sup>12</sup>. It means that the readers read in order to obtain the letter, facts, and knowledge from which they will be informed.

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<sup>11</sup> Patel, M. E., Jain, P. M. *English Language Teaching* (Methods, Tools & Techniques). Jaipur: Sunrise Publishers & Distributors. 2008.

<sup>12</sup> Nuttall, Christin. *Teaching Reading Skill in Foreign Language*. Britain. The Bath Press. 1996.

According to Grabe, reading is something many of us take for granted, students read with what appears to be little effort and little plan<sup>13</sup>. It means that the readers' understanding about the text is the result of interaction between their knowledge and the meaning of the texts they read. In addition, Nunan, reading is the process to get, to understand, and to catch the content of the meaning<sup>14</sup>.

Reading is a process that contains certain ideas or meaning about the messages that will be told, as described above. Reading, then, is a combination of problem-solving, visual form, transaction, and understanding the context of a written document.

#### **b. Types of Reading**

There are some types of reading according to Patel & Jain, Each type of reading has different purpose. Here are types of reading:

##### **1) Intensive Reading.**

Under the guidance of the teacher, intensive reading is related to the further development of language learning. This reading will provide as a foundation for describing systemic difficulties and widening vocabulary and idiom awareness. It will also provide resources to help students improve their language control in speech and writing. These materials will serve as the foundation for classroom activities because they will not only be read, but also explored in depth in the target language, interpreted, and used as a framework for writing exercises. Choose text materials for in-depth reading, then read the text to gain basic knowledge and information.

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<sup>13</sup> William Grabe. *Reading in a Second Language (Moving from Theory to Practice)*. Cambridge University Press. 2009.

<sup>14</sup> Nunan, David. *Language Teaching Methodology: A Textbook for Teachers*. UK: Prentice Hall International. 1991.



## 2) Extensive Reading

Extensive reading can be used as a basis for oral reports, class study or class discussion. The purpose of extensive reading is to train students to read the target language directly and fluently in order to enjoy entertainment without the help of teachers and reading, by integrating reading exercises into a purposeful activity matrix. The extensive reading material would be chosen at a lower difficulty level than the intensive reading material. This form of reading is classified as a pleasure reading activity. The reader is interested in learning more about something. Thus, the reader does not care about specific or important information after reading. People usually read to stay informed.

## 3) Reading-aloud.

Reading aloud also plays an important role in English teaching. Teachers should know that they must be trained in reading aloud at the elementary level because this is the basis for the pronunciation of words. If it is not cared, it will be very difficult at secondary level. However,

Reading aloud provides a way to help students learn materials and develop their skills. As an active listener, learners can improve their reading ability by speaking or expressing ideas, and enable learners to develop pronunciation skills well. Reading aloud will also make reading as a very enjoyable while teacher uses reinforcement during reading.

## 4) Silent Reading

Silent reading is a crucial skill in English instruction. This reading can be used to help students improve their reading skills. It is carried out in order to gather a large amount of data. Reading materials should be credible, and teachers should inform students about the subject and encourage them to read the text because reading makes students more involved and accurate. Silent reading directs learners' attention to the subject matter, allowing them to learn more naturally. Since this operation is completed in batches, it saves time. At the same time, both students engage in this activity.

Based on explanation above, it can be concluded that types in reading any four there are intensive reading, extensive reading, reading-aloud and silent reading<sup>15</sup>.

## **2. Teaching Reading Comprehension**

Reading is important for many reasons. Reading ability is very important in every people who wants a new information, without exception for English learners, especially for students who learn English as a foreign language. They should be able to comprehend their ability of reading.

### **a. Definition of Reading Comprehension**

Klinger states that reading comprehension is defining the activity to understand the text. Readers read texts to get opinions or ideas. They try to understand what the text tells about.<sup>16</sup>

Reading comprehension is the method of creating meaning through the coordination of a variety of dynamic processes such as word

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<sup>15</sup> Patel, M. E., Jain, P. M. *English Language Teaching (Methods, Tools & Techniques)*. Jaipur: Sunrise Publishers & Distributors. 2008

<sup>16</sup> Klingner, J. K., & Geisler, D. *Teaching Reading Comprehension to Students with Learning Difficulties*. The Guilford Press New York London. 2007.

reading, world understanding, and the inability to create meaning from text.

According to Milan, Good reading comprehension requires more than simply knowing what each word means. In other words, reading comprehension is process of understanding and knowing how to read words has ultimately little value if the student.<sup>17</sup>

Wooley states that reading comprehension is the process of making meaning from text<sup>18</sup>. It means that reading comprehension is the process of figuring out what the writer meant when he or she says "reader." Reading comprehension, according to some concepts, actually refers to comprehending the context of a piece of text. It is also a thought process that includes the reader's context information, vocabulary, grammatical knowledge, familiarity with text, and the author's intended message in order to get the message from the reading materials.

Reading comprehension, according to the earlier explanation, is the method of comprehending, decoding, and analyzing the document. The process of reading comprehension is usually linked to the reader's direct knowledge or experience.

#### **b. Strategy of Teaching Reading Comprehension**

According to Brown for most second language learners who already have the ability to read and write in the previous language, reading comprehension is mainly a question of developing appropriate and effective comprehension strategies. Some strategies are related to a bottom-up process, while others are related to a top-down process.

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<sup>17</sup> Milan, Dianne. *Developing Reading Skill*. McGraw-Hill, Inc in United Stated of America. 1987.

<sup>18</sup> Woolley, G. *Reading Comprehension: Assisting Children with learning difficulties*. New York: Springer. 2011

Brown stated strategy for teaching reading comprehension as follows: Identify the purpose of reading, Use graphemic rules and patterns to aid in bottom-up decoding (for beginning level learners), Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels), Skimming, Scanning, Using semantic mapping or clustering, Guessing, Distinguish between literal and implied meaning, Capitalizing on discourse markers to process relationship<sup>19</sup>.

In some cases, students are overwhelmed by the messages contained in the reading texts although they have translated the texts. Probably, this is because those reading texts contain some ambiguities and are hard to understand. One contributing factor that helps students in understanding is Cohesion. It may be easier for the students to understand the reading texts which are written cohesively<sup>20</sup>. Based on that reason, students should be able to comprehend their ability of understanding reading text.

According to Mariam, reading is one of the main four language skills that a learner needs to master in order to ensure success in learning English. To facilitate students in comprehending a text, the effective strategies should be used. One of the strategies is Meta-cognitive strategies. Meta-cognitive strategies improve students to reflect on thought processes and to plan, monitor, and evaluate aspects of their learning<sup>21</sup>.

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<sup>19</sup> Brown, H.D. *Teaching by Principle: In Interactive Approach to Language Pedagogy*. San Francisco. Addison Wesley Longman. A Paramount Communication Company. 2001.

<sup>20</sup> Sayyidatul Fadlilah. *Cohesion Analysis of Islamic Reading Textbooks*. UIN Antasari Journal. Vol 4, No 2. 2014

<sup>21</sup> Siti Mariam. Improving Students' Skimming and Scanning in Reading Skill by Applying Metacognitive Strategy. *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*. 2016.

According to the theories, the student may use reading strategies such as identifying the intent of reading, using graphemic rules and patterns to help in bottom-up comprehension, using effective silent reading technique, skimming, scanning, using semantic mapping or clustering, guessing, distinguishing, and capitalizing to improve their reading performance.

**c. Types of Assessment of Teaching Reading Comprehension**

Reading comprehension assessment differs from other forms of reading assessment. The primary aim of reading instruction in all grades is to improve reading comprehension. To know if this aim is being accomplished, to recognize students who need remediation, and to help prepare future learning, an accurate evaluation of reading comprehension is required. Brown describes the different forms of reading comprehension assessments:

1. Close task

Test-takers will receive credit if they insert the same word that was previously deleted in the exact word method. In the appropriate word method, credit will be given to those who supply any grammatically correct and contextually appropriate word.

2. Impromptu reading plus comprehension question

It is a set of questions that focuses on comprehension of passages. Key ideas (topics), contextual phrases, grammatical features, information (scanning explicitly stated details), supporting ideas, and vocabulary in the sense are all covered in the questions.

3. Short-answer tasks

These questions can be answered in one or two sentences. If the teacher has difficulty in taking the multiple-choice test, this test may be a good choice.

4. Editing

In editing test, the teachers have a mistake in each sentence in the passages. The test takers must identify the error and replace it with the correct answer.

5. Scanning

Test takers should be able to quickly locate scanning objectives such as the date, name, or location of an article, or the price of a menu item. One of the goals of scanning is to rapidly locate key elements; timing can also be factored into the scoring process.

6. Ordering Task

In this sorting task, test-taker should first understand the information of each sentence so that they can organize it into a good paragraph.

7. Information transfer: reading charts, maps, graphs, diagram.

The test-takers must understand the graphics in order to answer questions based on them in this knowledge transfer.

Any assessing of reading comprehension can be concluded based on the theories: Close task, impromptu reading plus comprehension question, short-answer task, editing, scanning, ordering task and information transfer<sup>22</sup>.

**d. Level of Teaching Reading Comprehension**

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<sup>22</sup> Brown, H.D. *Teaching by Principle: In Interactive Approach to Language Pedagogy*. San Francisco. Addison Wesley Longman. A Paramount Communication Company. 2001.

Teaching reading comprehension is the process of making from text. It is important for teachers of English as a second language to effectively teach reading. The teacher should be mindful that comprehension, or the ability to make sense of what is read, is the primary goal of reading. Reading in a foreign language may present challenges such as difficult vocabulary, obtaining specific details from passages, understanding the author's meaning, and drawing a conclusion from the passage. Probably the simple and best way to understand this is to view comprehension as occurring levels. According to Sadoski, there are three levels of comprehension are usually proposed:

1. Literal Level

This level implies literal comprehension, which implies reading the author's words in a sentence in a way that makes sense to us, but without understanding or evaluating the consequences of any interpretation. Word meaning is part of literal understanding, so it's more than just interpreting the meanings of individual words one at a time. Only the textually explicit, or what is explicitly written, is dealt with in literal comprehension.

2. Inferential or Interpretive Level

The level of inferential comprehension, also called the interpretive level, is the level of comprehending what is implied but not explicitly stated. Build on facts in the text: Predictions, sequence and settings. Make a conclusion about the text.

3. Critical Reading

Critical reading involves assessing and judging the value of what is read. Reading critically can be seen as a conversation with an author, talking back to an author in our imagination<sup>23</sup>.

Based on the levels of comprehension, the researcher designed the test to measure using literal level because the answer in literal is usually directly stated in the text. In descriptive text the students are expected to understand the topic and detail of the text, and answer directly stated in the text.

### **3. Scanning Technique**

In this research scanning technique as the technique to control group. Scanning is quickly searching for some particular piece or pieces of information that the students' needs in reading a text. Scanning exercise may ask students to look for names or dates, to find a definition of key concept, or to list a certain number of supporting details, Brown (2001: 308)<sup>24</sup>. Scanning is another useful tool to speed up students' reading. Unlike skimming, when scanning, students only look for specific facts or information without reading everything, for example, trying to find specific items such as numbers, dates, and times. In order for the scan to be successful, students need to understand the structure of the material and the understanding of what the student reads so that the student can find the specific information they need. It can be concluded that the "scan" will quickly find information, and you can quickly find detailed information and other information.

AL Yousef, HS (2005) states that procedure teaching reading comprehension using Scanning Technique.

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<sup>23</sup> Sadoski, Mark. *Conceptual Foundations of Teaching Reading*. New York: The Guilford Press. 2004.

<sup>24</sup> Brown, H.D. *Teaching by Principle: In Interactive Approach to Language Pedagogy*. San Francisco. Addison Wesley Longman. 2001.



### 1. Pre-Activity

- a. The researcher prepares some reading descriptive texts.
- b. The researcher greets the students.

### 2. Whilst-Activity

- a. The researcher asks the students some questions related to the reading descriptive text while scanning technique.
- b. The researcher asks the students to work in pairs or in group of four.
- c. The researcher distributes the reading descriptive text and ask the students to read it carefully.
- d. The researcher asks the students to discuss the answer of the question or the exercises with their group.
- e. The students answer question from the researcher about comprehend the text.

### 3. Post Activities

- a. The teacher reviews what they have learned.
- b. The researcher gives question about reading comprehension

According to Grellet, the benefit of using Scanning Technique as follow:

- a) Scanning is faster to finish reading the text so students are enthusiastic to read other text.
- b) Scanning makes the students be easier to catch the information
- c) Scanning can be applied in many types of text.
- d) Scanning helps students to know certain fact from the text<sup>25</sup>.

From the explanation, it can be concluded that scanning technique is technique to help increase reading comprehension and to find information in

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<sup>25</sup> Francoise, Grellet. *Developing Reading Skills: a Practical Guide to Reading Comprehension Exercise*. Cambridge: Cambridge University Press. 1981.

text. In scanning any advantages and disadvantages scanning. For advantages scanning one of help students to know certain fact from the text and then disadvantages for scanning sometimes students using scanning technique make they are confuse, students just read with quickly without knowing the meaning in the text, and then when the use of scanning students not read all information they just know the basic information. Then to compare technique in this researcher using scanning technique.

#### **4. Genre of the Text**

##### **a. Definition of Genre Text**

Genre text is an organizing concept for our cultural practices Knapp and Wakins (2005: 21)<sup>26</sup>. So that Genre prefers to the language processes and organizing concept. It is involved in doing things with language.

##### **1. Kind of Genre**

Knapp and Wakins categorized that there are five kinds of genre, they are:

- a) The genre of describing or descriptive is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control.
- b) The genre of explaining or explanation is a fundamental language function for understanding the world and how it operates.
- c) The genre of instructing, whether spoken or written, pervades our experience of the world.

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<sup>26</sup> Knapp, Peter & Watkins, Megan. *Genre Text, Grammar Technologies for Teaching and Assessing Writing*, Sidney: University of New South Wales. Learning Difficulties. 2005.

- d) The genre of arguing or argument is an important and influential language process, essential for dealing with many aspects of school knowledge and effective social participate.
- e) The genre of narrating or narrative is one of the most commonly read, though least understood of all the genres.

Based on the theory, it can be concluded that kind of genre any describing, explaining, instructing, arguing, and narrating. But in this research uses describing or recount text appropriate with syllabus.

## **b. Recount text**

### **a. Definition of Recount Text**

Recount is a text type that retells past events, usually in the order in which they happened. Derewianka states that recount is the unfolding of sequence of events over time. When we write in recount, we reconstruct past experiences. Before we write recount text, we must first read the requirements or procedures in making good recount text so that the text will be understandable<sup>27</sup>. To avoid making mistakes we have to pay attention on several rules, they are: generic structure, language features and social function of the recount text itself.

According to Grace, recount text is a text that tells the reader or listener what happen in the past through a sequence of events. The generic structures of recount text are orientation, event, and re-orientation<sup>28</sup>. According to Anderson, a recount is speaking or writing about past events

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<sup>27</sup> Derewianka. *Exploring How Texts Work*. Australia: Primary English Teaching Association. 1990

<sup>28</sup> Grace. *Look A Head an English Course*. Jakarta: Erlangga. 2007

or a piece of text that retells past events, usually in the order which they happened<sup>29</sup>.

## **b. Types of Recount Text**

According Barwick, there are different types of recounts with varying levels of language and content according to the audience and purpose<sup>30</sup>.

### **a. Personal Recount**

A personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, I and we. Details of who, what, when, where and sometimes why are included but the sequence of recounting may change.

### **b. Factual Recount Text**

A factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. At this stage recounts involve detailed research about unfamiliar topics for which students should be using print and technological resources.

Appropriate technical language, precise details of time, place and manner and retelling with appropriate explanations and justifications assists readers to accurately reconstruct what happened. The focus is on language that shows time sequence (before shifting, while they were, after

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<sup>29</sup> Anderson. *Text Type in English*. New York: Macmillan. 1997

<sup>30</sup> Barwick. *Targeting Text: Photocopiable Units Based on English Text Types, Upper Level*. Glebe: Blake Education. 1999.

a number) using evaluative language (importance, significance, influence, achievement) and emphasizing assessment language (amazing, successes influence, achievement). This recount is usually written in third person using pronouns he, she and they. It may be written in the passive voice.

c. Imaginary recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example my diary as a child in space.

d. Procedural Recount

Procedural recounts record, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films and books that explain how things were made.

The focus is on the accurate order of sequence, the selection of the correct language for the topic and the use of time conjunctions. Diagrams and drawings are often included to assist with the clarification of the stages.

e. Critical Recount

A critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. It is generally written in the first or third person using me or us but may be

written in the passive voice. For example, a recount of exploration in Antarctica may critically assess the damage caused to the environment and ecosystem by this exploration.

### **c. Generic Structures of Recount Text**

In mastering recount text, the students have to know the generic structure of recount text. Based on Gerot and Wignell, the steps or generic structure in constructing recount text:

- a. Orientation: It is the introduction paragraph and it provides the setting and introduces participants.
- b. Events: A sequence of events telling the readers what happened.
- c. Re-orientation: This is optional and it is a closure of events<sup>31</sup>.

### **d. Language Features of Recount Text**

Recount text has some language features as stated by Gerot and Wignell, the language features of recount text that should be fulfilled: Focus on specific participants, Use of material process, Circumstances of time and place, Use of past tense, Focus on temporal sequence.

Barwick (1999: 6) explains that language features of recount text are<sup>32</sup>:

- a. Proper nouns and pronouns identify people, animals or things.  
e.g. Mr. Lawrence, the postman, his racquet, she.
- b. Larger and more complex noun groups build up descriptions.  
e.g. the long distance runner, Lionel Drill.

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<sup>31</sup> Gerot, Linda & Peter Wignell. *Making Sense of Functional Grammar*. Sydney: Antipodean Educational Enterprise. 1994

<sup>32</sup> Barwick. *Targeting Text: Photocopiable Units Based on English Text Types, Upper Level*. Glebe: Blake Education. 1999.

- c. Word families are used to build topic information.  
e.g. smoke signals, drums, telephone, television.
- d. Varied action verbs are used to build word chains. These may be synonyms, antonyms or repetitions.  
E.g. she jumped, she leapt, and she crawled.
- e. Descriptive words add details about who, what, when, where and how.  
e.g. Last night in the Blue Crib restaurant, the irritated man angrily threw the broken plate off the stained table.
- f. Adverbs and adverbial phrases sequence events in time and indicate place.  
e.g. In 1927, On 6 June 1824
- g. Technical (the thorax, the abdomen) and abstract language (beauty) are used to add credence to the texts. Texts are written in past tense to retell past events.  
e.g. she smiled.
- h. Conjunctions (when, but) to combine clauses and connectives to sequence events (first, then, finally) are used.
- i. Significant events are included and irrelevant details are excluded.
- j. Quoted and reported speeches are used.  
e.g. 'We are off on an excursion tomorrow,' said Mrs. Sheridan enthusiastically. Mrs. Sheridan enthusiastically added that they would be going on an excursion the next day.
- k. Evaluative language is used in factual and personal recounts.  
e.g. Captain Arthur Phillip was a fair and just man. The trip was a wonderful experience.
- l. Sentences should be structured with the focus on the important information at the beginning.

- e.g. The last trip he ever made was In 1909 they first entered
- m. The passive voice is used at times to allow the writer to leave out the person doing the action.

**e. Social Function of Recount Text**

According to Anderson the social function or the social purpose of recount text is to give the audience a description of what occurred and when it occurred<sup>33</sup>. Whereas according to Gerot et. al. the purpose of recount text is to retell events for the purpose of informing or entertaining. In line with Gerot, Hammond states that the purpose of recount text is record events for the purpose of informing. Recount text may be given in spoken or written form. There are many examples of recount text. They are: newspaper reports, conversation, speech, television interviews, eyewitness accounts and letters<sup>34</sup>.

**5. Paragraph Hamburger Strategy**

**a. Definition of Paragraph Hamburger Strategy**

Simon assumes that Paragraph Hamburger Strategy is a strategy for writing three paragraph persuasive and expository essays. Actually, Paragraph Hamburger Strategy can be applied to any kind of text. It is caused by each part of the Paragraph Hamburger Strategy is the same with each of an essay. The top bun should be the opening paragraph which includes general background information and this statement topic sentence. The meat and filling are the body paragraph which includes topic sentence, details and examples that support the stated topic and concluding sentence. The last part of the Paragraph Hamburger Strategy

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<sup>33</sup> Anderson, M. and Kathy A. *Text types in English*. Type 3. South Yarra, Vic: Macmillan Education. 1998.

<sup>34</sup> Hammond, Jenny, et. al., *English for Social Purposes*, (Sydney: Macquarie University, 1992).



is the bottom bun where the author restates these statements/topic sentences with new words, then summarizes the main supporting points and draws conclusions.

The "paragraph hamburger" could be an editorial organizer that summaries visually the elements of a paragraph. Sentence, supporting sentences, and a closing sentence square comprise the most parts of a good paragraph, and each one forms a different "part" of the hamburger. This helps students to create a smart paragraph. Students get to use a graphic organizer to write down a rough draft, place their written material writing skills to apply, compare and distinguish a really easy paragraph (hamburger) to some way a lot of fascinating paragraph still as share and apply their data. This strategy helps students to form learning a paragraph along a lot of enjoyment for everybody. As a result, Paragraph Hamburger Strategy is attractive one through the presentation of hamburger's part as a fable to write a paragraph.

Paragraph Hamburger Strategy is a strategy which informs students about the basic elements of a paragraph hamburger. This strategy has three main elements: (1) top bun an opening, (2) the patty as supporting ideas and (3) the last bottom bun as closing sentence. It means, using this strategy in writing will be easy to remember basic components of a paragraph. It is provided with visual model for students in which the model is the photo of hamburger itself if it is on LCD or picture.<sup>35</sup>

**b. The aim of Using Paragraph Hamburger**

The aim of using this strategy is to help students organize their thoughts into a unified paragraph, show the organization or structure of concepts / ideas. Moreover, it demonstrates in a concrete way how data is

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<sup>35</sup> Morin. *The Everything Kids Learning Activities Book*. Adam Media. 2013

related. To use as a prewriting strategy for writing paragraph persuasive and illustrative essays. It is useful for social studies writing with thesis statements. This can help the student follow the knowledge in the paragraph, the student can use his/her graphic organizer and decide to go first, follow, etc. It is important to emphasize to students that effective writing depends entirely on good organizational skills. For students, it is important to recognize the way to construct completely different tasks for various purposes. Specific visual effects are very useful and include multiple strategies such as pre-written worksheets, frames, visual organizers, mind maps and clusters.

The purpose of this strategy is to help students organize their ideas into a cohesive paragraph, showing the organization or structure of the ideas. Moreover, it reveals how information is related in a specific way. Uses as a pre-writing strategy for writing persuasive and explanatory passages.

**c. The using of paragraph hamburger**

Story writing is very interesting. The researcher read aloud to the student a story from beginning to end. Nothing special to imagine, just tell stories and tell what happened. Sometimes, this allows the author to focus on organizing events in the story without worrying about generating ideas.

Learning to write: Activities should be designed for use by the whole class or group. In addition, we can do this in class to help students end the story, which can be done individually or in pairs and groups

**d. The procedures of teaching using Paragraph Hamburger**

These are the procedures of teaching using paragraph hamburger, they are:

1. The teacher introduces the paragraph Hamburger Strategy on LCD and mentions that is similar to the contents of real hamburger.
2. The teacher explains that a paragraph is like a hamburger. The hamburger is made of three parts.
3. The researcher discussed the three main components of a paragraph, or a story with the students in the class.
4. The teacher asks students about the taste of hamburger if they add lettuce, ketchup and other condiments.
5. The students are given a copy of the hamburger graphic organizer.
6. The students are directed to use the graphic organizer to write an idea for opening sentence on the top bun.
7. The students are required to write the main idea that shows what the whole paragraph is going to be about. Next, students write a supporting sentence on the second part of the graphic.
8. The researcher gives the students time to write some details that produce more information about the main topic
9. The teacher (researcher) teaches students on ways to write a concluding sentence that restates the complication

The students come together as a whole class and they choose a paragraph that a student has generated on his or her own. Through using Paragraph Hamburger Strategy, teachers can help students in writing a paragraph because the entire process of teaching writing by paragraph hamburger will activate students in learning involvement.

The teacher will lead the students to discuss the three main components of the paragraph, and then ask the students to write a clear statement of the main idea of their writing, after the students complete the draft, ask them to make a paragraph based on the hamburger to pass this

strategy. They can interact with others to discuss the option of target language. They can decide their decisions toward target language either conscious or subconscious. They create cooperative learning atmosphere; it provides ideas to the students in writing. Then, the required writing will be ready from the students. Finally, corporation between the teacher and students create a good atmosphere in class to produce creative writing.

### **C. Conceptual Framework**

Reading comprehension is a part of reading skills. Some experts define that comprehension is an active process Harmer claims that “reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain has to work out the significances of the messages.”<sup>36</sup> It means, in order to comprehend a text, a reader needs to synchronize his or her eyes and brain to acquire and extract the information a reader gets in the text. It also requires a reader to connect the content schemata of reading that he or she has to the words the author has written.

However, there are some obstacles that affect students’ reading comprehension. First, they lack of background knowledge about the topic of a text. It makes them hard to understand what the text talks about. Second, the teacher-centred or conventional technique in teaching English also affects the students’ reading comprehension. It creates passive classroom activity because the teacher-centered uses one way communication between the students and the teacher. According to Nuna, instructional Learning Environment, which requires the application of appropriate methods, selection of appropriate media with learning materials, use of simple language, and levels. Also coupled with demonstration

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<sup>36</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1996), p. 190

methods that support teaching carried out either by the teacher as a model or followed by students as readers.<sup>37</sup>

Thus, the writer considers that there must be a way to overcome those obstacles in comprehending the text. Hamburger emerges as one of the strategies to overcome it. Hamburger is a kind of strategy that helps the students to comprehend the text by creating an image of hamburger.

The writer expects Paragraph Hamburger Strategy can get the students' attention easily to learn reading comprehension on recount text. It can also stimulate the students' mind and their curiosity so that their reading comprehension on recount text will increase. For that reasons, the writer conducted a research to prove the effectiveness of using Paragraph Hamburger Strategy on students' reading comprehension on recount text in 10<sup>th</sup> IPA 1 and IPA 2.

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<sup>37</sup> Nuna M. D & Lulut W, *Pendampingan Penguatan Literasi Bahasa Inggris Anak melalui "Multiple Stories-Reading"*, Dimas: Jurnal Pemikiran Agama untuk Pemberdayaan, 2018, p. 149

## CHAPTER III

### RESEARCH METHOD

This chapter explains research design, experimental formula, research instrument, setting of the research, population and sample, technique of collecting data, and technique of analyzing data.

#### A. Research Design

This research design was the experimental research. Therefore, the research used an experimental research in order to notice what is going to happen to the subject of the study after implementation top down and bottom up strategies as the treatment. The researcher uses Quasi Experimental design. According to Oberiri, the quasi-experimental design involves nonrandom selection of study participants. Therefore, control is limited and true experimentation is not possible. Since the variable cannot be control, validity may be sacrificed<sup>38</sup>.

There were two variables in this research. First, paragraph hamburger treatment (independent variable), and the second one was with scanning treatment (dependent variable), these two groups focused on reading subject matter. In other side there were also two groups in this research, which are experimental group and control group.

This study *tested* whether there was a relationship and influence between the paragraph hamburger study on students' understanding of recount text, this was done by dividing students into two groups, one group was placed in the experimental group which was given recount text learning treatment with the

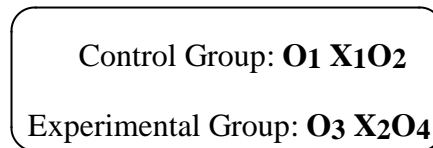
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<sup>38</sup> Aliaga, “*Interactive Statistics*”, [Thousand Oaks]: Sage Publications, 2002.

paragraph hamburger study method. And the second class is given treatment with the scanning method.

## B. Experimental Formula.

Researchers used a quasi-experimental design with Nonequivalent Control Group Design. In this design, there were experimental and control groups who were not chosen randomly. The experimental group was a group that was treated with the learning model using the paragraph Hamburger Strategy method that was class XB. While the control group was the group that was not given treatment (conventional method), that is class XA. The following is a drawing of the research design carried out by researcher:



**Figure 3.1**

Explanation:

**O1:** *pretest* in the control class

**X1:** conventional method learning

**O2:** *posttest* in the control class

**O3:** *pretest* in the experimental class

**X2:** Paragraph Hamburger Strategy method learning

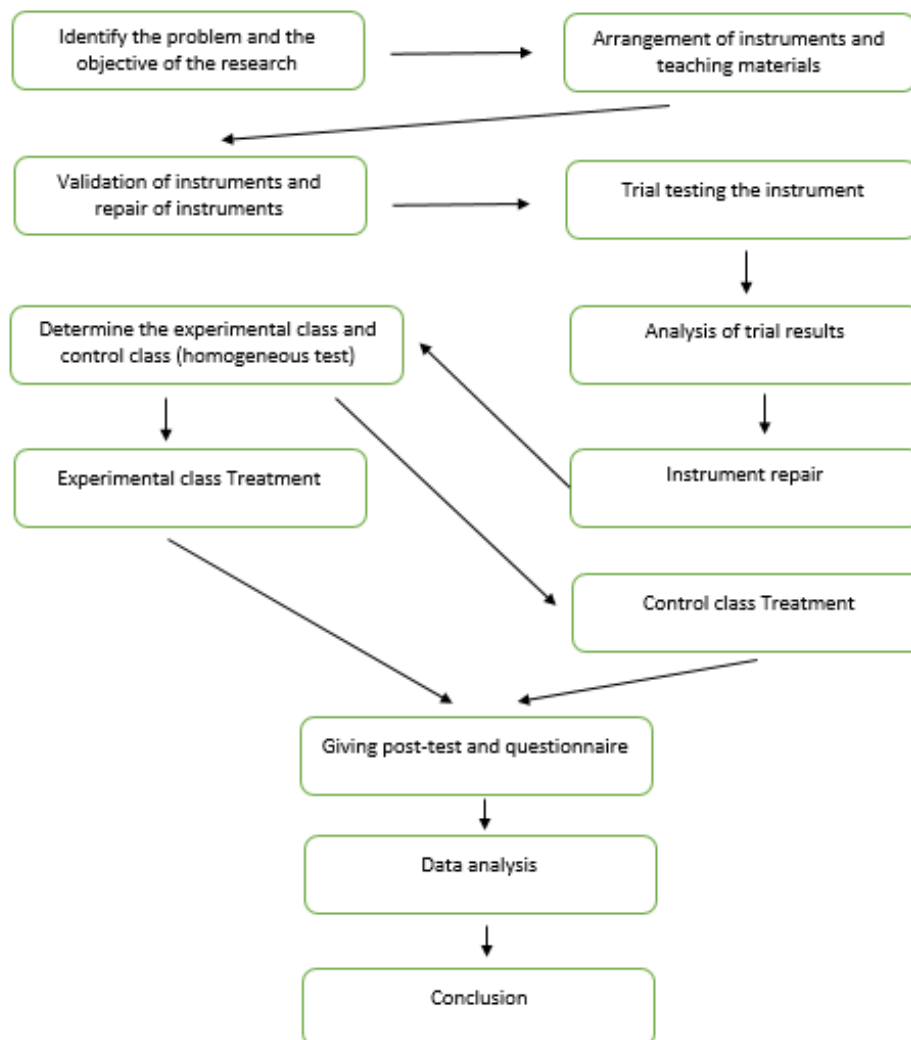
**O4:** *posttest* in the experimental class

This research began by giving a pretest to the control class and the experimental class for the homogeneity test. The experimental class was treated by

applying a learning model using the Paragraph Hamburger Strategy, while in the control class still using conventional learning. After giving different treatments, a posttest and questionnaire were given to determine the learning outcomes related to the material provided and student learning activeness. Based on the learning outcomes and distributed questionnaires were used to compare learning outcomes and learning activeness between the experimental and control classes.

Based on the research design, the researcher described the research steps with a flow chart as follows:





**Figure 3.2 Flow Chart**

### **C. Research instrument**

The instrument in this study was test and it was given to the sample of the population, those classes were class XA and XB in MAN 1 Sragen. This instrument was used to obtain information that can be used as data to be processed

using SPSS. SPSS itself is a tool to test the relationship between variables, both among latent variables and with indicator or manifest variables.

Another instrument was the text of the subject matter that was given during the pre-test in class XA and XB. This material was divided into two, the first material was given to class XA which was used conventional methods, while the second material was used the Paragraph Hamburger Strategy method which was given to class XB.

#### **D. Setting of the Research**

##### **1. Place of the Research**

This research was conducted in MAN 1 Sragen in the academic year of 2020/2021 in the first semester, located in Irian Street, number 5 Nglorong, Sragen, Central Java. This school was chosen based on observation, because this school has lack of technique in teaching and learning English. This school has three classes, which are tenth grade, eleventh grades and the twelfth grade. Researcher chose tenth grade class because it lacks of teaching reading comprehension. They used to be taught by conventional treatments of teaching in terms of reading comprehension section.

##### **2. Time of the Research**

The researcher started to write the research, developing research instrument, conducting seminar proposal, giving treatment and collectting data, discussing the data analysis, and last activity was writing the research report.

#### **E. Population and Sample**

##### **1. Population**

According to Sukamolson, Survey research encompasses the use of scientific sampling method with a designed questionnaire to measure a given

population's characteristics through the utilization of statistical methods.<sup>39</sup> Based on the definition above can be concluded that the population is a group of subjects that have certain characteristics uses by the researcher.

The researcher conducted this research in MAN 1 Sragen in the academic year of 2020/2021 in the first semester, located in Irian Street, number 5 Nglorong, Sragen, Central Java. The population of this research was tenth grade students of MAN 1 Sragen. The total number of populations was 425 students.

## 2. Sample

According to Kraemer, outline three basic tenets in survey research, namely, survey is used to describe quantitatively a sectional aspect of a given populations which involves studying the relationship, in survey research method, data are obtained from people, and lastly, survey sample a part of population which is later used to generalize the whole population, i.e a section of a population is sampled to represent the whole population characteristics.<sup>40</sup> The samples was picked out from the population, and then divide into two classes. There were; XA class as experimental group taught reading using Graphic Organizer, and XB as control group taught reading using Scanning Technique. It used cluster sampling, so the sample of thus research is XA class and XB class.

## F. Technique of Collecting Data

The study used quantitative methods. Quantitative data in digital form were the results of students' reading assessment before and after the reading test. When collecting quantitative data, the study used tests that included pre-test and post-test grants. In this research, quantitative data was taken from try out and test.

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<sup>39</sup> Sukamolson, “*Fundamentals of Quantitative Research*”, Language Institute Chulalongkorn University, 2007, p. 1-20.

<sup>40</sup> Kraemer, “*Introduction. Paper Presented at the Information System Research Challenge: Survey Research Method*”, 1991.

## 1. Test

In this study, it uses quantitative method. In collecting quantitative data, the researcher used text consisting of posttest only design.

The test is post-test only and divided become two groups, control group and experimental group. In this research, the researcher used post-test to find out effectiveness of using Paragraph Hamburger to increase students' reading comprehension in reading recount text to XA and XB students in MAN 1 Sragen.

The question was multiple choice types. The test consisted of 40 items with 4 alternative options. Alternative option included one correct and three incorrect answers.

The quality of the data, whether it is a good or bad is based on the instrument uses. According to Williams, quantitative research "employ strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistical data."<sup>41</sup> The researcher analyzed the validity and reliability of the result of try out is students XA class.

## 2. Validity of the test

An instrument is valid if it is measured what the researcher is going to measure. Campbell and Stanley endorsed the true experimental design, which provides a higher degree of control in the experiment and produces a higher degree of validity.<sup>42</sup> Content effectiveness refers to the degree to which a Content validity is the extent to which a measurement tool provides adequate coverage of research topic. If the instrument contains a representative sample of the universe, the content validity is good. The research uses discrete score,

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<sup>41</sup> Williams, "Research methods", *Journal of Business & Economics Research (JBER)*, 5(3), 2011.

<sup>42</sup> Campbell, "*Experimental and Quasi Experimental Design for Research*", Chicago : Rand McNally College Publishing Company, 1963.

to analyze the result of try-out. The correct item give 1(one) score and the wrong item give 0 (zero), so the items must be analyzed one by one. The formula to measure the validity of reading mastery test, the formula is follow:

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(n(\sum X^2) - (\sum X)^2)(n(\sum Y^2) - (\sum Y)^2)}}$$

Where:

$r_{xy}$  = the correlation coefficient between X and Y

N = the total of students

X = the score of each item

Y = the score of each student

XY = outcome product score X and score Y for every respondent.

### 3. Reliability of the test

A reliable test is a test that always produces basically the same results under different conditions under the same test conditions. According to Carmines, in questionnaire design reliability is usually regarded as a necessary, but not sufficient prerequisite for validity. Put another way, valid judgments must be reliable, but reliable judgments are not necessarily valid.<sup>43</sup> The formula is follow:

$$r_{11} = \left\{ \frac{k}{k-1} \right\} \left\{ \frac{V_t - \sum pq}{V_t} \right\}$$

Where:

$r_{11}$  = Reliability of instrument

k = Total of question valid

p = the proportion of correct answer

q = The proportion of incorrect answer

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<sup>43</sup> Carmines and Zeller, “*Reliability and Validity Assessment*”, (Vol. 17): Sage Publication, 1979.

Vt = Variants total

The researcher used criterion by Arikunto (2006: 276) to determine whether the test is reliable or unreliable, as follows:

$0.80 < r_{11} = 1.00$  : Reliability degree is very high

$0.60 < r_{11} = 0.80$  : Reliability degree is high

$0.40 < r_{11} = 0.60$  : Reliability degree is medium

$0.20 < r_{11} = 0.40$  : Reliability degree is low

$0.80 < r_{11} = 0.20$  : Reliability degree is very low

The test instruments are reliable if  $r_o$  is higher than  $r_t$ .

## G. Technique of Analyzing Data

The purpose of data analysis is to understand the differences between students taught using different strategies. Researcher calculated scores to understand the students' previous reading comprehension. Taught them by using different techniques. Tests showed that there were significant differences between the two classes.

### 1. Data Description

The data description includes of mean, median, and standard deviation

#### a. Mean

Individual data:

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

Where:

$\sum x$  = the sum of student's score  
 $n$  = the sum of student

#### b. Mode

The value in a set of data which appears most frequently. Data in frequency distribution:

$$Mo = L + i \frac{\pi}{(f_1 + f_2)}$$

Where:

$L$  = the lower limit of the interval within which the mode lies

$I$  = interval (class width)

$f_1$  = the frequency of the interval containing more reduced by that of previous interval

c. Median

Data in frequency distribution:

$$Me = L + i \frac{\frac{n}{2}cfb}{(fw)}$$

Where:

$L$  = the lower limit of the interval within the median lies

$I$  = interval (class width)

$cfb$  = the cumulative frequency in all interval below the interval containing the median

$N$  = the sum of group

$fw$  = the frequency of cases within the interval containing the median

d. Standard deviation

$$s = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

Individual score

Where:

$X$  = Score of students

$\bar{x}$  = average score of all students

$n$  = sum of student

## 2. Pre-requisite Test

Before determining the statistical analysis and the techniques uses, the normality and homogeneity of the data should be checked.

### a. Normality test

According to Chambers In many statistical analyses, normality is often conveniently assumed without any empirical evidence or test. Indeed, normality is crucial in many parametric statistical methods. Furthermore, understanding the distribution of data could provide more information on the underlying mechanisms for generating the data.<sup>44</sup> The formula is as follow:

$$S = \sqrt{\frac{\sum x^2}{n-1}} \quad \text{or} \quad \sqrt{\frac{(x - \bar{x})^2}{n-1}}$$

Where:

$x$  = Students score

$\bar{x}$  = The average of students' score

$n$  = Sum of students

### b. Data homogeneity

Homogeneity test is used to know whether experimental class and control class, taking from population are homogeneous or not.

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<sup>44</sup> Chambers, Cleveland, and Kleiner, “*Graphical Methods for Data Analysis*”, Belmont, CA: Wadsworth International Group, 1983.



$$F = \frac{v_e}{v_c}$$

Where:

$V_e$  = Variance experimental group

$V_c$  = Variance control group

If the F count, F table, it means that the data is homogeneous.

### 3. Hypothesis testing.

According to Kothari, hypothesis is usually considered as the principal instrument in research.<sup>45</sup> It means in the research hypothesis is a while answer toward formula in research.

In order to meet the research purpose, the researcher checked the data. First, tests were conducted in both the experimental class and the control group. Second, score the test results. Third, determine the average score of the experimental class and the control class. Finally, the t-test formula was used to compare the post-test methods. T-test was used to differentiate the students' result of students reading comprehension by using Paragraph Hamburger Strategy is significant different or not.

Independent sample t-test intended to find the effectiveness of using Paragraph Hamburger Strategy to increase students' reading comprehension. If the value of t-test was higher than the value of t-table it can be concluded that there was a significant difference between experimental group and control group. It means that  $H_a$  is accepted while  $H_o$  is rejected.

The formula of t-test is as follow:

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<sup>45</sup> Kothari, C.R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International (P) Ltd. Publishers, 2004

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$S$	= standard deviation of both of groups
$\bar{x}_1$	= means of experimental group
$\bar{x}_2$	= means of control group
$n_1$	= students amount of experimental group
$n_2$	= students amount of control group

$H_0$  was rejected and  $H_a$  was accepted, if obtained score was higher than t table score by using 0, 5 alpha of significance.  $H_0$  was rejected, it means that  $H_a$  was accepted: “Paragraph Hamburger Strategy is effective to teach the students’ reading comprehension at the tenth grade of MAN 1 Sragen in the academic year 2020/2021”.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter explains the research findings of Paragraph Hamburger Strategy, data analysis, and the interpretation of the data.

#### **4.1. Research Findings**

##### **4.1.1. The Data Description of Pre-Test Scores**

The data was collected using a test, specifically a post-test. The students were given a tryout test or pre-test before the test to determine the validity and reliability of the test. Aside from the experimental and control groups, a tryout test was given in another class. The tryout test was held on November 8, 2020, in X IPA 1 and IPA 2 classes, and consisted of 40 multiple choice questions. The exercise took 60 minutes to finish.

Before the treatment, the students were given a pre-test to determine their reading comprehension abilities. The table 4.1 and 4.2 shows the results of the experimental and control classes' pre-test scores.

**Table 4.1 the Pre-Test Scores of Experimental Class**

<b>The Pre-Test Scores of Experimental Class</b>			
<b>No</b>	<b>Student's Code Name</b>	<b>Gender</b>	<b>The Pre-Test Score of Experimental Class</b>
1	AWW	Female	60
2	ANR	Male	30
3	AZA	Male	40
4	AWK	Male	50
5	AA	Female	45
6	AA	Female	55
7	ASF	Female	45
8	AR	Female	40
9	ARJ	Female	50
10	ACP	Female	50
11	AN	Female	55
12	DTW	Female	55
13	DAP	Male	45
14	DANH	Female	55
15	DW	Female	50
16	EEP	Female	50
17	FNW	Female	40
18	FDM	Female	45
19	IF	Female	30
20	INN	Female	50
21	IAA	Female	60
22	KAN	Female	50
<b>Total Score</b>			<b>1.050</b>
<b>Mean Score</b>			<b>47.73</b>

**Table 4.2 the Pre-Test Scores of Control Class**

<b>The Pre-Test Scores of Control Class</b>			
<b>No</b>	<b>Student's Code Name</b>	<b>Gender</b>	<b>The Pre-Test Scores of Control Class</b>
1	ARN	Female	60
2	AST	Male	65
3	AKK	Male	50
4	APK	Male	55
5	AF	Female	35
6	AKS	Female	55
7	ANR	Female	65
8	ASA	Female	60
9	AN	Female	50
10	ANM	Female	55
11	BAP	Male	50
12	DA	Female	55
13	DW	Female	55
14	DOSP	Male	45
15	DNM	Female	60
16	ETPS	Female	50
17	FYW	Female	60
18	HF	Female	35
19	IFA	Female	45
20	KAAR	Female	55
21	LJS	Female	45
<b>Total Score</b>			<b>1.105</b>
<b>Mean Score</b>			<b>52.62</b>

Based on the table, the mean score of pre-test of experimental class was 47.73 from 22 students. Moreover, there were only 2 students who got 60; the highest score, 7 students got 50; the most frequent score appeared on

the table, and 2 students got 30; the lowest score. In addition, there were no students who got the score above 60.

Meanwhile, the mean score of pre-test of control class is 52.62 from 21 students. It is higher than the mean score of experimental class. Moreover, the highest score is 65, the lowest score is 35 and the most frequent score appears on the table above is 55.

In brief, the score of pre-test in both classes showed that the tenth grade students of MAN 1 Sragen still did not have good comprehension in reading although both mean scores showed that the mean score of control class was higher than the experimental class.

#### **4.1.2. The Data Description of Post-Test Scores**

The data analyzed by the writer were the scores found from post-test in the experimental and control classes. The post-test was administered for both classes after the treatment finished. It administered in order to see whether or not the Paragraph Hamburger Strategy is effective to teach reading comprehension, especially on recount text. The data of post-test scores of experimental and control classes were presented in the table 4.3 and 4.4.

**Table 4.3 The Post-Test Scores of Experimental Class**

<b>The Post-Test Scores of Experimental Class</b>			
<b>No</b>	<b>Student's Code Name</b>	<b>Gender</b>	<b>The Post-Test Score of Experimental Class</b>
1	AWK	Male	70
2	ANR	Male	80
3	AZA	Male	75
4	AWW	Female	85
5	AA	Female	70
6	AA	Female	80
7	ASF	Female	75
8	AR	Female	90
9	ARJ	Female	70
10	ACP	Female	75
11	AN	Female	80
12	DTW	Female	80
13	DAP	Male	75
14	DANH	Female	80
15	DW	Female	90
16	EEP	Female	60
17	FNW	Female	80
18	FDM	Female	85
19	IF	Female	85
20	INN	Female	60
21	IAA	Female	80
22	KAN	Female	75
<b>Total Score</b>			<b>1.700</b>
<b>Mean Score</b>			<b>77.27</b>

**Table 4.3 The Post-Test Scores of Control Class**

<b>The Post-Test Scores of Control Class</b>			
<b>No</b>	<b>Student's Code Name</b>	<b>Gender</b>	<b>The Post-Test Scores of Control Class</b>
1	AST	Male	70
2	ARN	Female	80
3	AKK	Male	75
4	APK	Male	65
5	AF	Female	70
6	AKS	Female	75
7	ANR	Female	65
8	ASA	Female	70
9	AN	Female	70
10	ANM	Female	60
11	BAP	Male	70
12	DA	Female	55
13	DW	Female	65
14	DOSP	Male	85
15	DNM	Female	70
16	ETPS	Female	55
17	FYW	Female	75
18	HF	Female	80
19	IFA	Female	85
20	KAAR	Female	70
21	LJS	Female	60
<b>Total Score</b>			<b>1.625</b>
<b>Mean Score</b>			<b>70.00</b>

The table showed that the mean score of post-test of experimental class was 77.27 from 22 students. Then, the lowest score was 60, the highest was 90 and the most frequent score appeared was 80. On the other hand, the mean score of post-test of control class was 70.00. Then, the lowest score of control



class was 55, the highest score was 85 and the most frequent score appeared was 70.

To sum up, based on the data description of post-test scores in experimental and control classes above, the mean score of post-test in experimental class was higher than the mean score of control class. Hence, it indicated that the treatment in which it was given to the experimental class was more effective rather than in control class.

#### **4.2. The Data Analysis**

To analyze the data, the writer used the analysis of *t-test* in IBM SPSS Statistics 23 to compare the scores of post-test from experimental and control classes and also to test the hypotheses. In other words, it was used to see statistically whether or not there were any significant differences between the scores of the students in experimental and control classes.

However, before analyzing the score by using the *t-test*, there were some prerequisite analysis tests needed to be completed; they were validity test, normality test, and homogeneity test.

##### **4.2.1. Validity Test**

In this study, the writer conducted validity through ANATES program. In order to have valid tests, the validity value was needed to be above 0.33. Furthermore, if it showed 'significant' or 'very significant' in the result of ANATES, it meant that the test items were valid and could be used. The table 4.4 contained the result of validity test.

**Table 4.4. The result of validity test of pre-test and post-test**

	<b>Pre-Test</b>	<b>Post-Test</b>
<b>Total items tested</b>	40 test items	40 test items
<b>Total subjects</b>	43 students	43 students
<b>Total significance items</b>	20 test items	30 test items
<b>Correlation XY</b>	0.73	0.90
<b>Reliability Test</b>	0.84	0.95

Based on the table, there were 40 total test items tested for each pre-test and post-test with the same total subjects; 43 students. The result explained that there were 20 test items valid/significance in pre-test and 30 test items valid/significance in post-test. However, for this study, the writer only took 20 valid test items. To score 20 test items, the writer gave 5 points for each item so the total score were 100.

To sum up, the overall validity values of pre-test and post-test were 0.73 and 0.90. In addition, the overall reliability value of pre-test and post-test were 0.84 and 0.95. It indicated that the used test items were valid and reliable.

#### **4.2.2. Normality Test**

The writer used IBM SPSS Statistics 23 program to analyze the normality test of pre-test and post-test in both experimental and control class. The result was presented as the tables below:

**Table 4.5. The result of normality test of pre-test in experimental and control classes**

		Tests of Normality					
Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score	Experimental Class	.201	22	.051	.920	22	.077
	Control Class	.184	21	.061	.926	21	.113

\*Lilliefors Significance Correction

**Table 4.6. The result of normality test of post-test in experimental and control classes**

		Tests of Normality					
Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score_Posttes	Experimental Class	.179	22	.064	.926	22	.103
	Control Class	.167	21	.131	.949	21	.331

\*Lilliefors Significance Correction

The normality test above was analyzed in order to check whether or not the data in which it came from the samples was distributed normally. Based on the criteria of normality hypotheses, if the significance level or probability value > the degree of significance ( $\alpha = 0.05$ ), then the data was normally distributed. On the other hand, if the significance level or probability value < the degree of significance ( $\alpha = 0.05$ ), then the data was not normally distributed.

The result explained that the significance level or probability value ( $p$ ) of pre-test score in the experimental class was 0.077 and in the control classes was 0.113. On the other hand, the significance level or probability value ( $p$ ) of post-test score in the experimental class was 0.103 and in the control classes was 0.331.

Thus. The result of normality test proved that the significance level or the probability value ( $p$ ) was higher than ( $>$ ) the degree of significance ( $\alpha = 0.05$ ). It indicated that the data of pre-test and post-test of experimental and control classes were distributed normally.

The histograms of pre-test and post-test in experimental and control classes also explained that the data were distributed normally because the histograms were symmetrical and had a shape like a bell-curve. The histograms of pre-test and post-test in experimental class and control class were presented in the APPENDIX 10

#### 4.2.3. Homogeneity Test

The homogeneity test was also required as one of prerequisite analysis tests to test the similarity of the sample in which it was taken from the population. To calculate the homogeneity test, the writer used *Levene* Statistic Test from IBM SPSS Statistics 23 software. The result was presented in the table 4.7.

**Table 4.7. The result of homogeneity test of pre-test in experimental and control classes**

Test of Homogeneity of Variance			
Levene Statistic	df1	df2	Sig.
.019	1	41	.890

From the table, it explained that the significance level or probability value ( $p$ ) from both experimental and control classes was 0.890. It meant that the significance level or probability value ( $p$ ) of the data was higher than the degree of significance ( $\alpha = 0.05$ ).

Based on the criteria of homogeneity hypotheses, if the significance level or probability value  $>$  the degree of significance ( $\alpha = 0.05$ ), then the sample data had homogenous variance. In contrast, if the significance level or probability value  $<$  the degree of significance ( $\alpha = 0.05$ ), then the sample data did not have homogenous variance. Therefore, from the result above, it could be interpreted that the sample data had homogenous variance. The complete explanation was presented in appendix 11.

#### 4.2.4. The Hypotheses Testing

The writer conducted the hypotheses testing to see whether or not there was significant difference in the result of post-tests after the treatment was given. The writer used the data of mean scores of post-test of experimental class and control class and analyzed it by using IBM SPSS Statistics 23 program.

The writer used number 1 as the symbol of experimental class, and 2 as the symbol of control class. The writer also used the value of 5% or 0.05 as the significance value ( $\alpha$ ) of the study.

The hypotheses stated:

1. **If sig. 2 tailed (p) value  $>$  alpha ( $\alpha = 0.05$ ), then  $H_0$  was accepted and  $H_a$  was rejected.** In other words, there was not any significant difference between the mean score of post-test of experimental and control classes. It also indicated that Paragraph Hamburger Strategy was not effective to teach reading comprehension on recount text.
2. **If sig. 2 tailed (p) value  $<$  alpha ( $\alpha = 0.05$ ), then  $H_0$  was rejected and  $H_a$  was accepted.** In other words, there was significant difference between the mean score of post-test of experimental and control classes. It also

indicated that Paragraph Hamburger Strategy was effective to teach reading comprehension on recount text.

The table 4.8 and 4.9 below explained the result of *t-test* calculation:

**Table 4.8. The statistical result of post-test of the experimental and control classes**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score_Posttes	Experimental Class	22	77.27	7.977	1.701
	Control Class	21	70.00	8.515	1.858

**Table 4.9. The result of *t-test* in the study**

		Score Post-test	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.000	
	Sig.	.984	
t-test for Equality of Means	t	2.892	2.887
	df	41	40.486
	Sig. (2-tailed)	.006	.006
	Mean Difference	7.273	7.273
	Std. Error Difference	2.515	2.519

The first table contained the statistical result of post-test of the experimental class and control class. Number 1 was a symbol of experimental class and number 2 was a symbol of control class. Both class had different N or number of the students; 22 students in experimental class and 21 students in control class.

The table 4.9. It stated that the mean score of students in experimental class was 77.27 and the mean score of students in control class was 70.00. It showed that there was significant difference in mean score of both classes. The difference mean of both classes were 7.27 points in which the mean score of experimental class was higher than the mean score of control class.

In the second table, it contained the statistical hypothesis of the study;  $t$  was the value of  $t_{count}$  in which it was 2.892.  $df$  (Degree of Freedom) was taken from total number of students minus (-) 2, so the  $df$  was 41 because the total number of the students in was 43. Furthermore, sig. 2 tailed or ( $p$ ) value was 0.006.

According to the results, it explained that sig. 2 tailed values ( $p$ ) was smaller than  $\alpha$  ( $p < \alpha$ ); ( $0.006 < 0.05$ ). It indicated that  $H_0$  was rejected and  $H_a$  was accepted; it meant that there was significant difference between the mean score of post-test of experimental and control classes. It also indicated that Paragraph Hamburger Strategy was effective to teach reading comprehension on recount text.

#### **4.3. The Interpretation of the Data**

From the research findings above, it indicated that the students in experimental class obtained better scores in post-test rather than in control class. It could be seen from the result of mean scores of both classes. The mean score of post-test in experimental class was 77.27 while the mean score of post-test in control class was 70.00.

Therefore, the mean score of post-test of experimental class was higher than of control class. Furthermore, there was increasing points of the mean score in experimental class. The mean score of experimental class increased 29.54 points; from 47.73 to 77.27

In analyzing *t-test*, if  $p < \alpha$ , it meant that  $H_0$  was rejected and  $H_a$  was accepted. Meanwhile, if  $p > \alpha$ , it meant that  $H_0$  was accepted and  $H_a$  was rejected. The result showed that  $p$  value was 0.006 and  $\alpha$  was 0.05. It meant that the significance level or probability value ( $p$ ) was higher than the degree of significance ( $\alpha$ ).

Thus, it indicated that  $H_0$  was rejected and  $H_a$  was accepted. In other words, there was significant difference between the mean score of post-test of experimental and control classes. It also indicated that Paragraph Hamburger Strategy was effective to teach reading comprehension on recount text.

The writer believed that the picture of hamburger in the students' mind may improve their reading comprehension. It could be seen from the implementation of the strategy in the class; the students who had read or learnt recount text by using *burger* strategy had better comprehension, had better interests to read, and had better ability to recall the information in the text.

Moreover, Afridona stated that hamburger could be one of attractive strategies in which it made the students fun to learn reading comprehension on recount text. She also explained that Paragraph Hamburger Strategy can stimulate the students' mind. The last, she argues that Paragraph Hamburger Strategy demonstrates in fun way how the information of a text is related to each other.<sup>46</sup>

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<sup>46</sup> Lisa Afridona, "Teaching Writing Hortatory Exposition Text by Combining Paragraph Hamburger Strategy and Quick Write Strategy for Senior Highschool Students", *Journal of English Department of Teachers Training and Education (STKIP) PGRI West Sumatra*, p. 7



To sum up, Paragraph Hamburger Strategy could be one of attractive strategies in which it made the students fun to learn reading comprehension on recount text. It also stimulated the students' memory to comprehend and memorize a text and assisted them to store the information they got from a text into their long-term memory so the students did not forget easily the information they had gotten from the text.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the writer presented the conclusion of the study. Furthermore, the writer also proposes several suggestions.

#### **A. Conclusion**

Based on the data in which they were explained in the previous chapter, it can be concluded that Paragraph Hamburger Strategy is effective to teach reading comprehension on recount text. It helps the students to comprehend a text and recall its information easily from their memory.

The paragraph hamburger study is considered to be very helpful for students in understanding the recount text material when compared to the conventional method, namely scanning text. The methods used in the Paragraph Hamburger Strategy are considered easier to understand for analyzing recount text. This is supported by the higher scores of students in the experimental class whose teachers use the Paragraph Hamburger Strategy than students who are in the control class whose teachers use the scanning strategy method.

#### **B. Suggestion**

To be success in teaching does not only depend on the lesson plans, but also it depends on the teacher and the use of various strategies to manage the class more fun and enjoyable. Thus, the writer gives some suggestions as follow:

1. For the teacher:
  - A. The teachers have to employ various strategies to teach reading comprehension, especially reading comprehension on recount text. One of the strategies is Paragraph Hamburger Strategy in which it has been experimentally studied in this scientific study.

- B. The teachers have to give many chance for the students to practice their reading ability in the class so the students will be more confident and fluent to read in English.
- 2. For the students:
  - A. The students can use Paragraph Hamburger Strategy as one of learning strategies to make them easier to store important information into their memory.
- 3. For further researcher
  - a. The writer hopes that this research can be added and completed from different perspective, ideas, and views in order to give more contribution in different perspective.
  - b. The title of this research was focused only on recount text. Thus, the writer hopes that further researchers can also conduct the research in various types of text.
  - c. For further researchers, the writer hopes that they have to conduct this research only in writing because Paragraph Hamburger Strategy is more suitable to teach writing rather than to teach reading although in this research the writer explained that Paragraph Hamburger Strategy is also effective to teach reading comprehension.

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## APPENDIX

### Appendix 1 Pre-Research Letter of permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Huriya Km.2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
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Nomor: B -5020/Un.10.3/D.1/PP.00.9/11/2020

10 November 2020

Lamp : -

Hal : Mohon Izin Riset

a.n. : Stiyan Majiid Nur Rosyid

NIM : 1403046100

Yth.

Madrasah Aliyah Negeri 1 Sragen

Di Sragen

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Stiyan Majiid Nur Rosyid

NIM : 1403046100

Alamat : Desa Taraman, kecamatan Sidoharjo, kabupaten Sragen

Judul skripsi : The Use of Paragraph Hamburger Strategy in Teaching Reading  
Comprehension Recount Text

Pembimbing :

1. Dr. Siti Mariam, M.Pd.

2. Sayyidatul Fadlilah, S.Pd.I, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama lima belas hari, mulai tanggal 15 November 2020 sampai dengan tanggal 30 November 2020. Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

a.n. Dekan,  
Wakil Dekan Bidang Akademik  
  
M. Mahfud Ainaedi

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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10 November 2020

Lamp : -

Hal : Pengantar Pra Riset

a.n. : Stiyan Majiid Nur Rosyid

NIM : 1403046100

Yth.

Madrasah Aliyah Negeri 1 Sragen  
di Sragen

*Assalamu'alaikum Wr.Wb.,*

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Stiyan Majiid Nur Rosyid

NIM : 1403046100

Alamat : Desa Taraman, kecamatan Sidoharjo, kabupaten Sragen

Judul skripsi : The Use of Paragraph Hamburger Strategy in Teaching Reading  
Comprehension Recount Text

Pembimbing :

1. Dr. Siti Mariam, M.Pd.

2. Sayyidatul Fadlilah, S.Pd.I, M.Pd.

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinakan melaksanakan riset selama 15 hari/bulan, mulai tanggal 15 November 2020 sampai dengan tanggal 30 November 2020. Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.

*Wassalamu'alaikum Wr.Wb.*



a.n. Dekan,  
Wakil Dekan Bidang Akademik

Mahmud Anacdi

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

## Appendix 2 Letter of permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN SRAGEN**  
**MADRASAH ALIYAH NEGERI 1**  
Jalan Irian No. 05 Nglorog, Sragen Kode Pos 57215 Telp./Fax. 0271 – 891185  
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### **SURAT KETERANGAN PENELITIAN**

Nomor : 1032/Ma.11.14.01/PP.00.6/12/2020

Yang bertanda tangan dibawah ini :


Nama : Sumiran S. Pd, M. Pd  
NIP : 19711007 199703 1 005  
Pangkat / Gol : Pembina / (IV/a)  
Jabatan : Kepala MA Negeri 1 Sragen

Menerangkan bahwa :

N a m a : Stiyan Majiid Nur Rosyid  
NIM : 1403046100  
Program Studi : Program Pendidikan Bahasa Inggris  
Perguruan Tinggi : UIN Walisongo Semarang.

Benar-benar telah melaksanakan kegiatan penelitian di MA Negeri 1 Sragen mulai tanggal 15 November sampai 30 November 2020 dalam rangka penyusunan Skripsi dengan judul "*The Use of Paragraph Hamburger Strategy in Teaching Reading Comprehension Recount Texts*".

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Sragen, 16 Desember 2020  
Kepala  
  
**Sumiran, S. Pd, M. Pd**  
NIP. 19711007 199703 1 005

### ***Appendix 3 Pre-Test.***

Answer these question by choosing A, B, C, or D!

*Read the text below to answer the question no. 1 to 6*

My first camping experience was when I was 12 years old. During the first week of our school holiday, my parent asked me and my brother to camp for the first time. We were so excited although it was not really far from the place where we lived. Our parents took us to the prairie next to the small river behind the hill near our village. When we arrived, we built two tents, one for my brother and I, and one for my parents.

Before the sun set, my mother asked us to catch a fish or two in the river for our dinner. She started to make a camp fire. It was hard to catch a fish for my brother and me, but we had lots of fun. My dad was kind enough to let us play in the river while he caught two big fish. Later, we grilled the fish on the fire and had it as our dinner.

We circled the camp fire and my father told us many stories and taught us how to read the stars as our compass. My mother played guitar and sang beautifully. We could not sleep that night. We were very excited guessing what our parents would show and teach us on the next day. We camped for three nights and those nights were the nights I would never forget for the rest of my life. It was remarkable. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

1. What does the text talk about?
  - a. School holiday activity
  - b. Camping with my brother
  - c. The writer's first time camping experience
  - d. Fishing experience

2. What did the writer and her brother do after their father caught two big fish?
  - a. Put up the tent
  - b. Set a camp fire
  - c. Played in the river
  - d. Grilled the fish for dinner
3. How many tents did they build?
  - a. Two
  - b. Three
  - c. Four
  - d. Five
4. What did the writer's mom do when their father told many stories and taught them how to read the stars as a compass?
  - a. Played guitar
  - b. Played piano
  - c. Played a game
  - d. Sit
5. What did the writer say about his first camping experience?
  - a. The writer would forget the experience
  - b. The writer would never forget the experience
  - c. The writer did not care about the experience
  - d. The writer cared about the experience
6. From the text, we can conclude that...
  - a. The camp was amazing
  - b. The camp was disgusting
  - c. The camp was sad
  - d. The camp was disappointed

7. *Arrange these sentences below into  
a good paragraph!*

1. I looked to the mirror to find out why.
2. I woke up late and rushed to school.
3. I had a bad experience at school this morning.

4. They were pointing at my face, I wonder why.
5. When I entered my classroom, everybody was staring at me.
6. I just celebrated my 15<sup>th</sup> birthday last night.
7. I was surprised to see that I still put on my make-up.
8. I feel embarrassed and ran to the rest room.

- a. 2-5-3-8-4-7-6-1
- b. 3-2-5-4-8-1-7-6
- c. 6-2-3-5-4-8-1-7
- d. 6-3-2-7-1-8-5-4

*Read the text below to answer the questions no. 8 to 15.*

Last Saturday was a National holiday. The students of MTs. Daarul Ma'arif took a trip to Parapat. They hired four buses. They were new and luxurious.

In the morning, the students woke up early. Their mother prepared some foods, drinks, and some snacks for them. Their parents took them to the school and the buses were already there. Some students were in the buses. At six o'clock, the buses left their school.

The students looked happy and started to sing. At nine o'clock, they reached Parapat. The students hurriedly got out from the buses and carried their things. They gathered under a big tree. After they took a rest, they had their meals. About 10 o'clock, some students changed into their swimsuits and ran into a boat for sailing. At three o'clock, the teachers called them because it was the time to go home.

The trip was very enjoyable. The place is so impressive with its beautiful scenery and boat ride. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

8. What does the text tell about?
- A National holiday
  - A Parapat beach
  - A luxurious bus
  - A trip to Parapat
9. What is kind of the text above?
- Recount
  - Narrative
  - Descriptive
  - Report
10. "...At nine o'clock, they reached Parapat..."  
(Paragraph 3, line 1)
- Orientation
  - Events
  - Re-orientation
  - Identification
11. When did they go home from Parapat?
- At nine o'clock
  - At ten o'clock
  - At six o'clock
  - At three o'clock
12. "...At three o'clock, the teachers called **them**..."
- The word 'them' refers to...
- The teacher
  - The buses
  - The students
  - The parents
13. Which statement is **TRUE** based on the text?
- At nine o'clock, they reached Parapat.
  - At five o'clock, the teachers called them and go home.
  - The buses were new and luxurious.
  - Parapat is an impressive place with its beautiful scenery and boat ride.
14. Which statement is **NOT TRUE** based on the text?
- At nine o'clock, they reached Parapat
  - At three o'clock, they went home
  - The trip was very terrible

- d. The trip was very enjoyable
15. From the text, we can conclude that...
- a. The trip was terrific!
  - b. The trip was so disappointing
  - c. The trip was terrible!
  - d. The trip made the students sad.
16. "...The trip was very enjoyable." (Paragraph 3 line 1) The part of the text is called?
- a. Event
  - b. Re-orientation
  - c. Orientation
  - d. Report

*Read the text below to answer questions number 17–25.*

Have you ever visited a place which made you want to stay forever? I have. Last year, I went to Situ Cileunca. At first, I thought the place was the same as the other places in Bandung, but I surprised to find out that it was the most beautiful place I have ever visited.

There were fantastic meadows, a lake, and a river. The meadow was very large. In the middle of the meadow, there were many cows and sheep. All the animals were fat and healthy because they could easily get some grass in the large meadows. At the edge of the meadows, there was a small river. The water was very cold, but the sound of the water's streaming was good to hear, especially in the evening.

Not far from the herd of cattle, there was a lake. The lake was not too big, but it was very beautiful. The water was so clean and clear. We could see many fish in it. The most amazing thing was the water itself. It was not cold although the weather was extremely cold. Unfortunately, I stayed there for just three days because we had to go back to Jakarta, but I have promised

myself to come back later. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

17. What is kind of the text above?
- a. Letter
  - b. Advertisement
  - c. Report
  - d. Recount
18. What does the text talk about?
- a. Trip to Situ Cileunca
  - b. Trip to Situ Gintung
  - c. Trip to Cileunca
  - d. Trip to Gintung
19. What does the lake look like?
- a. The lake was small, but it was very beautiful.
  - b. The lake was not too big, but it was very beautiful
  - c. The lake was not too big, but it was so dirty
  - d. The lake was small, and so dirty
20. Where did the writer see cows and sheep?
- a. In the middle of the lake
  - b. At the edge of the meadows
  - c. In the middle of the meadows
  - d. At the edge of the lake
21. What did the writer feel when the writer went to Situ Cileunca for the first time?
- a. Sad
  - b. Surprise
  - c. Happy
  - d. Nice
22. Which statement is **NOT TRUE** according to the text?
- a. In the middle of the meadows, the writer saw many cows and sheep
  - b. At the edge of the meadows, there was a small lake
  - c. Not far from the herd of cattle, there was a lake
  - d. The writer went to Situ Cileunca



23. How long did the writer stay in Situ Cileunca?
- a. Four days
  - b. Three days
  - c. Two days
  - d. One day
24. What did the writer say at the end of his trip?
- a. The writer has promised to come back again
  - b. The writer has promised never to come back again
  - c. The writer did not say anything
  - d. The writer has forgotten everything
25. From the text, we can conclude that...
- a. Indonesia still has so many beautiful tourism spot
  - b. Indonesia still has so many beautiful lake
  - c. Indonesia still has so many meadows
  - d. Indonesia still has so many sheep and cows

*Read the text below to answer the questions number 26 to 35*

### **At the Zoo**

On Sunday, we went to the zoo. First, we went to see the monkeys. They were eating bananas. They threw the banana's skins on the floor. One of little monkeys looked at us. It hid behind his mother. I did not see the father until suddenly it appeared slowly from behind a tree.

Then, we went to the bear cage. The bear was very active. One huge male bear walked towards the foods. We could see that the bear was starving by the way it finished the food.

On the way out, we saw some ducks walked slowly from their pond towards some foods. They ate the foods and returned to the water. (Source:

Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

26. What does the text talk about?
- Going to the zoo
  - Going to the bear cage
  - Going to the market
  - Going to see monkeys, bears, and ducks
27. When did the writer go to the zoo?
- On Saturday
  - On Monday
  - On Sunday
  - On Wednesday
28. What did the writer see at the zoo?
- Monkeys, bears, and ducks
  - Monkeys, bears, and fish
  - Foxes, monkeys, and ducks
  - Ducks bears, and fish
29. What did the monkeys do when the writer went to their cage?
- The monkeys were drinking water
  - The monkeys were eating foods
  - The monkeys were eating bananas
  - The monkeys were swimming
30. "...They were eating bananas." (paragraph 1 line 2)  
The underlined word refers to?
- The writer and her friend
  - The bears
  - The monkey
  - The ducks
31. "...It hid behind his mother." (Paragraph 1 line 4). The underlined word refers to...

- a. The bears
- b. Little monkey
- c. The ducks
- d. Mother monkey

32. "...On the way out, we saw some ducks walked slowly from their pond towards some foods." (paragraph 2 line 1)

The part of the text above is called?

- a. Orientation      c. Re-orientation
- b. Event              d. Coda

33. According to the text, what did the ducks do after they walked from the pond?

- a. They slept
- b. They took a bath
- c. They ate foods
- d. They played with foods

34. Which statement is **TRUE** according to the text...

- a. The monkeys were sleeping in the cage
- b. The bears were shy
- c. The monkeys were eating bananas in the cage
- d. The ducks were sleeping on the pond

35. Which statement is **NOT TRUE** according to the text...

- a. The writer went to the zoo on Sunday
- b. After the writer went to the monkeys' cage, she went to the bears' cage
- c. The ducks walked away slowly from their trees
- d. The monkeys were eating bananas in their cage

*Read the text below to answer the questions number 36 to 40*

The weather was clear. My family decided to go camping last holiday. Before we went there, my father prepared the tent and my mother prepared

the other equipment's. When everything was ready, then we left home and went to the camp site.

There were many campers when we arrived at the camp site. Unfortunately, the best spot near the river had been occupied by the other campers so we had to look for another place. Finally, we found a good place a little further from the river. It was near a big tree. After setting up the tent, I and my father went fishing.

In the evening, my father set a fire and my mother cooked the fish we caught. I could say that it was the best fish I had ever tasted. Sleeping in the tent was a wonderful experience. When I woke up in the morning, I felt so fresh. In the afternoon, we went home. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

36. Where did the writer and his family set up the tent?
- Near the river
  - Near a big tree
  - At the back of the river
  - Far away from the other campers
37. What is the purpose of the text above?
- To describe a camp site
  - To give an instruction how to set up a tent
  - To retell the writer's past experience
  - To inform people the new camp site
38. What did the writer do after setting up the tent?
- He went fishing
  - He went sleeping
  - He went home
  - He went to swim
39. "...In the evening, my father set a fire and my mother cooked the fish we caught." (paragraph 3 line 1)

The underlined word refers to...

- a. The writer and his mother
- b. The writer and the other campers
- c. The writer and his father
- d. The writer

40. Which statement is **NOT TRUE** according to the text?
- a. The writer and his father went fishing after they set up the tent
  - b. The weather was very bad
  - c. The writer's tent was located near a big tree
  - d. In the afternoon, the writer and his family went home.

#### ANSWER KEY

1. C	11. D	21. B	31. B
2. D	12. C	22. B	32. B
3. A	13. A	23. B	33. C
4. A	14. C	24. A	34. C
5. B	15. A	25. A	35. C
6. A	16. B	26. A	36. B
7. B	17. D	27. C	37. C
8. D	18. A	28. A	38. A
9. A	19. B	29. C	39. C
10. B	20. C	30. C	40. B

### ***Appendix 3 Post-Test.***

**Answer these question by choosing A, B, C, or D!**

*Read the text below to answer the question no. 1 to*

#### **Trip to Surabaya**

Last holiday, I went to Surabaya with my friend. We went there by bus at night. When we were arrived at Lamongan, the bus stopped at a rest area to take a rest. I got off from the bus to buy a cup of ginger tea and my friend bought cold lemonade. After that, I went to the toilet. It took only 10 minutes.

When I came back from the toilet, the bus was not there. It had gone! My friend was not there too. I shocked and got confused. Then, I asked a waitress where the bus went. She said that the bus had already gone 5 minutes ago. I tried to call my friend but the battery was running low. I could not do anything except keep praying. 20 minutes later, the bus came back. I got on the bus and sat on my seat. I was so ashamed when everybody in the bus looked at me. I could feel my face was turn red. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

1. What is the topic of the text?
  - a. Trip to Surabaya
  - b. Trip to Lamongan
  - c. Trip to small restaurant
  - d.A Trip by bus
2. What did the writer buy when the bus stopped at a rest area?
  - a. A cup of cold lemonade
  - b. A cup of ginger tea

- c. A cup of tea
  - d. A bottle of water
3. What did the writer's friend drink when the bus stopped at a rest area?
- a. Cold lemonade
  - b. Cold tea
  - c. Cold coffee
  - d. Cold ginger tea
4. When the bus arrived at Lamongan, where did the bus stop?
- a. Toilet
  - b. Rest area
  - c. Small restaurant
  - d. Park
5. What did the writer feel when the bus was not there?
- a. Ashamed
  - b. Sad
  - c. Disappointed
  - d. Shocked and confused
6. What did the waitress say about the bus?
- a. The bus had gone 5 minutes ago
  - b. The bus had gone 10 minutes ago
  - c. The bus had gone 15 minutes ago
  - d. The bus had gone 20 minutes ago
7. "...The bus was not there. It had gone!?" (paragraph 2 line 1) The underlined word refers to...
- a. The writer's friend
  - b. The restaurant
  - c. The bus
  - d. The waitress
8. Which statement is **TRUE** according to the text?
- a. The waitress said that the bus had already gone 10 minutes ago.

- b. When the writer arrived at Lamongan, the bus stopped at a rest area to take a rest.
- c. The writer tried to call his friend but the hand phone was turned off.
- d. The writer waited 30 minutes until the bus came back.

*Read the text below to answer the questions no. 9 to 15.*

Last Saturday was a National holiday. The students of MTs. Daarul Ma'arif took a trip to Parapat. They hired four buses. They were new and luxurious.

In the morning, the students woke up early. Their mother prepared some foods, drinks, and some snacks for them. Their parents took them to the school and the buses were already there. Some students were in the buses. At six o'clock, the buses left their school. The students looked happy and started to sing.

At nine o'clock, they reached Parapat. The students hurriedly got out from the buses and carried their things. They gathered under a big tree. After they took a rest, they had their meals. About 10 o'clock, some students changed into their swimsuits and ran into a boat for sailing. At three o'clock, the teachers called them because it was the time to go home. The trip was very enjoyable. The place is so impressive with its beautiful scenery and boat ride. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

What is kind of the text above?

- a. Recount
- b. Narrative
- c. Descriptive
- d. Report



10. What does the text tell about?
- a. A National holiday
  - b. A Parapat beach
  - c. A luxurious bus
  - d. A trip to Parapat
11. "...At nine o'clock, they reached Parapat..." (Paragraph 3, line 1)
- a. Orientation      c. Re-orientation
  - b. Events            d. Identification
12. "...At three o'clock, the teachers called **them**..."
- a. The teacher      c. The students
  - b. The buses        d. The parents
13. When did they go home from Parapat?
- a. At nine o'clock
  - b. At ten o'clock
  - c. At six o'clock
  - d. At three o'clock
14. "...The trip was very enjoyable." (Paragraph 3 line 1)  
The part of the text is called?
- a. Event                      c. Orientation
  - b. Re-orientation          d. Report
15. Which statement is **TRUE** based on the text?
- a. At nine o'clock, they reached Parapat.
  - b. At five o'clock, the teachers called them and go home.
  - c. The buses were new and luxurious.
  - d. Parapat is an impressive place with its beautiful scenery and boat ride.

*Read the text below to answer questions number 16 to 24.*

### **My Vacation in Lembah Hijau**

Last Sunday, my family and I went to Lembah Hijau. We went there by my uncle's car. We left home at 08.00 a.m. and arrived in Lembah Hijau at 10.00 a.m.

I saw many people. My family and I walked to see the animals. We saw camels, birds, and horses. We also saw the other animals such as monkeys, rabbits, gibbons, and so on.

Then, I went to the swimming pool. I saw many people there. Most of them were children and teenagers. They were so happy. I joined with them. My family sat beside the swimming pool. They said, "Hanif, have a nice swim with your new friends!" At 04.00 p.m. we went home. We were very happy. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

16. What is kind of the text above?
  - a. Descriptive
  - b. Narrative
  - c. Report
  - d. Recount
17. What does the text talk about?
  - a. Vacation to the swimming pool
  - b. Vacation to Lembah Hijau
  - c. Vacation to see animals
  - d. Vacation to Lembah Kuning
18. How long did the writer take to arrived at Lembah Hijau?
  - a. 1 hour
  - b. 2 hour
  - c. 3 hour
  - d. 4 hour
19. What kind of animals did the writer see in Lembah Hijau?
  - a. Monkeys, rabbits, horses

- b. Horses, ducks, birds
  - c. Elephants, camels, gibbons
  - d. Rabbits, gibbons, ants
20. What did the writer feel when the writer went to Lembah Hijau?
- a. Sad
  - b. Surprise
  - c. Happy
  - d. Nice
21. “Last Sunday, my family and I went to Lembah Hijau” (paragraph 1 line 1)  
The part of the text above is called?
- a. Event
  - b. Re-orientation
  - c. Orientation
  - d. Report
22. “...Then, I went to the swimming pool. I saw many people there.”  
(Paragraph 3) The underlined word refers to...
- a. The writer
  - b. The writer’s family
  - c. The swimming pool
  - d. The people
23. What did the writer say at the end of his trip?
- a. We were very happy
  - b. We were very sad
  - c. We were very disappointed
  - d. We were very excited
24. From the text, we can conclude that...
- a. The trip was amazing
  - b. The trip was disappointing
  - c. The trip was sad
  - d. The trip was so natural

*Read the text below to answer the questions number 25 to 35*

### **At the Zoo**

On Sunday, we went to the zoo. First, we went to see the monkeys. They were eating bananas. They threw the banana's skins on the floor. One of little monkeys looked at us. It hid behind his mother. I did not see the father until suddenly it appeared slowly from behind a tree.

Then, we went to the bear cage. The bear was very active. One huge male bear walked towards the foods. We could see that the bear was starving by the way it finished the food.

On the way out, we saw some ducks walked slowly from their pond towards some foods. They ate the foods and returned to the water. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

25. When did the writer go to the zoo?
- On Saturday
  - On Monday
  - On Sunday
  - On Wednesday
26. What does the text talk about?
- Going to the zoo
  - Going to the bear cage
  - Going to the market
  - Going to see monkeys, bears, and ducks
27. What did the monkeys do when the writer went to their cage?
- The monkeys were drinking water
  - The monkeys were eating foods
  - The monkeys were eating bananas
  - The monkeys were swimming
28. What did the writer see at the zoo?
- Monkeys, bears, and ducks
  - Monkeys, bears, and fish

- c. Foxes, monkeys, and ducks
  - d. Ducks bears, and fish
29. "...**They** were eating bananas." (paragraph 1 line 2) The underlined word refers to?
- a. The writer and her friend
  - b. The bears
  - c. The monkeys
  - d. The ducks
30. "...On the way out, we saw some ducks walked slowly from their pond towards some foods." (paragraph 2 line 1)  
The part of the text above is called?
- a. Orientation
  - b. Event
  - c. Re-orientation
  - d. Identification

*Read the text below to answer the question number 31 to 40*

### **Grandpa's Birthday**

It was my grandpa's birthday last Saturday. On Thursday, my little sister and I went shopping. We bought a nice Batik shirt and wrapped it in blue paper. Blue was my grandpa's favorite color.

On Friday night, my mother and I made a birthday cake. It was big and beautiful. I wrote a 'Happy Birthday' on top of it. I also added some chocolate and put a big candle on it.

On Saturday morning, we had the party. My uncle and aunt came to my house. They brought some cakes and flowers for my grandpa. We sat together in the living room. Then, we sang "Happy Birthday" and my Grandpa blew out the candle after he made a wish. Then, he cut the cake and gave it to everyone. He opened his present and took out the Batik shirt. He was very happy with it. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

31. What is the topic of the text?
- Grandpa's birthday
  - Grandma's birthday
  - The writer's birthday
  - The writer's uncle birthday
32. Where did the party take place?
- At the writer's house
  - At the writer's pool
  - At the writer's garden
  - At the writer's toilet
33. What did the writer's do in the kitchen?
- Make an omelet
  - Make a birthday cake
  - Make cookies
  - Make chocolates
34. How many siblings that the writer had?
- One
  - Two
  - Three
  - Four
35. What was the present for grandpa?
- Batik shirt.
  - T-shirt
  - Polo shirt
  - Tuxedo
36. "...It was big and beautiful." (paragraph 2 line 2) The underlined word refers to...
- Cake
  - Birthday cake
  - Chocolate cake
  - Cookies
37. "...We bought a nice Batik shirt and wrapped it in blue paper." (paragraph 1 line 3)  
The underlined word refers to...

- a. The writer
  - b. The writer and his little sister
  - c. The writer and his mother
  - d. The writer and his father
38. Which statement is **NOT TRUE** according to the text?
- a. On Thursday, the writer and his little sister went shopping.
  - b. On Friday night, the writer and his mother made a birthday cake.
  - c. On Saturday morning, the party was held.
  - d. The writer and his little sister bought a book as a present for their grandpa.
39. Which statement is **TRUE** according to the text?
- a. The writer and his little sister bought a Batik shirt as a present for their grandpa.
  - b. The party was held on Friday night
  - c. Grandpa was very sad when he accepted the present.
  - d. On Saturday morning, the writer and his mother made a birthday cake
40. "...He opened his present and took out the Batik shirt. He was very happy with it." (paragraph 3 line 8)
- The part of the text above is called?
- a. Re-orientation
  - b. Event
  - c. Report
  - d. Orientation

### ANSWER KEY

1. A	11. B	21. C	31. A
2. B	12. C	22. C	32. A
3. A	13. D	23. A	33. B
4. B	14. B	24. A	34. C
5. D	15. A	25. C	35. A
6. A	16. D	26. A	36. B
7. C	17. B	27. C	37. B
8. B	18. B	28. A	38. D
9. A	19. A	29. C	39. A
10. D	20. C	30. B	40. A



#### **Appendix 4. The Instrument of Validity and Reliability of Pre-Test**

**Answer these question by choosing A, B, C, or D!**

*Read the text below to answer the question no. 1 to 6*

My first camping experience was when I was 12 years old. During the first week of our school holiday, my parent asked me and my brother to camp for the first time. We were so excited although it was not really far from the place where we lived. Our parents took us to the prairie next to the small river behind the hill near our village. When we arrived, we built two tents, one for my brother and I, and one for my parents.

Before the sun set, my mother asked us to catch a fish or two in the river for our dinner. She started to make a camp fire. It was hard to catch a fish for my brother and me, but we had lots of fun. My dad was kind enough to let us play in the river while he caught two big fish. Later, we grilled the fish on the fire and had it as our dinner.

We circled the camp fire and my father told us many stories and taught us how to read the stars as our compass. My mother played guitar and sang beautifully. We could not sleep that night. We were very excited guessing what our parents would show and teach us on the next day. We camped for three nights and those nights were the nights I would never forget for the rest of my life. It was remarkable. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

1. What does the text talk about?
  - a. School holiday activity
  - b. Camping with my brother
  - c. The writer's first time camping experience
  - d. Fishing experience

2. What did the writer and her brother do after their father caught two big fish?
  - a. Put up the tent
  - b. Set a camp fire
  - c. Played in the river
  - d. Grilled the fish for dinner
3. What did the writer say about his first camping experience?
  - a. The writer would forget the experience
  - b. The writer would never forget the experience
  - c. The writer did not care about the experience
  - d. The writer cared about the experience

*Read the text below to answer the questions no. 4 to 9.*

Last Saturday was a National holiday. The students of MTs. Daarul Ma'arif took a trip to Parapat. They hired four buses. They were new and luxurious.

In the morning, the students woke up early. Their mother prepared some foods, drinks, and some snacks for them. Their parents took them to the school and the buses were already there. Some students were in the buses. At six o'clock, the buses left their school. The students looked happy and started to sing.

At nine o'clock, they reached Parapat. The students hurriedly got out from the buses and carried their things. They gathered under a big tree. After they took a rest, they had their meals. About 10 o'clock, some students changed into their swimsuits and ran into a boat for sailing. At three o'clock, the teachers called them because it was the time to go home.

The trip was very enjoyable. The place is so impressive with its beautiful scenery and boat ride. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

4. What does the text tell about?
  - a. A National holiday

- b. A Parapat beach
  - c. A luxurious bus
  - d. A trip to Parapat
5. What is kind of the text above?
- a. Recount                      c. Descriptive
  - b. Narrative                      d. Report
6. "...At nine o'clock, they reached Parapat..."(Paragraph 3, line 1)
- a. Orientation                      c. Re-orientation
  - b. Events                      d. Identification
7. Which statement is **NOT TRUE** based on the text?
- a. At nine o'clock, they reached Parapat
  - b. At three o'clock, they went home
  - c. The trip was very terrible
  - d. The trip was very enjoyable
8. From the text, we can conclude that...
- a. The trip was terrific!
  - b. The trip was so disappointing
  - c. The trip was terrible!
  - d. The trip made the students sad.
9. "...The trip was very enjoyable." (Paragraph 3 line 1) The part of the text is called?
- a. Event                      c. Orientation
  - b. Re-orientation                      d. Report

*Read the text below to answer questions number 10 – 15.*

Have you ever visited a place which made you want to stay forever? I have. Last year, I went to Situ Cileunca. At first, I thought the place was the same as the other places in Bandung, but I surprised to find out that it was the most beautiful place I have ever visited.

There were fantastic meadows, a lake, and a river. The meadow was very large. In the middle of the meadow, there were many cows and sheep. All the animals were fat and healthy because they could easily get some grass in the large meadows. At the edge of the meadows, there was a small river. The water was very cold, but the sound of the water's streaming was good to hear, especially in the evening.

Not far from the herd of cattle, there was a lake. The lake was not too big, but it was very beautiful. The water was so clean and clear. We could see many fish in it. The most amazing thing was the water itself. It was not cold although the weather was extremely cold. Unfortunately, I stayed there for just three days because we had to go back to Jakarta, but I have promised myself to come back later. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

10. What is kind of the text above?

- a. Letter
- b. Advertisement
- c. Report
- d. Recount

11. What does the text talk about?

- a. Trip to Situ Cileunca
- b. Trip to Situ Gintung
- c. Trip to Cileunca
- d. Trip to Gintung

12. What does the lake look like?

- a. The lake was small, but it was very beautiful.
- b. The lake was not too big, but it was very beautiful
- c. The lake was not too big, but it was so dirty
- d. The lake was small, and so dirty

13. Where did the writer see cows and sheep?

- a. In the middle of the lake

- b. At the edge of the meadows
  - c. In the middle of the meadows
  - d. At the edge of the lake
14. What did the writer feel when the writer went to Situ Cileunca for the first time?
- a. Sad
  - b. Surprise
  - c. Happy
  - d. Nice
15. From the text, we can conclude that...
- a. Indonesia still has so many beautiful tourism spot
  - b. Indonesia still has so many beautiful lake
  - c. Indonesia still has so many meadows
  - d. Indonesia still has so many sheep and cows

*Read the text below to answer the questions number 16 to 18*

### **At the Zoo**

On Sunday, we went to the zoo. First, we went to see the monkeys. They were eating bananas. They threw the banana's skins on the floor. One of little monkeys looked at us. It hid behind his mother. I did not see the father until suddenly it appeared slowly from behind a tree.

Then, we went to the bear cage. The bear was very active. One huge male bear walked towards the foods. We could see that the bear was starving by the way it finished the food.

On the way out, we saw some ducks walked slowly from their pond towards some foods. They ate the foods and returned to the water. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

16. What did the writer see at the zoo?
- a. Monkeys, bears, and ducks
  - b. Monkeys, bears, and fish
  - c. Foxes, monkeys, and ducks
  - d. Ducks bears, and fish

17. "...It hid behind his mother." (paragraph 1 line 4) The underlined word refers to...
- a. The bears
  - b. Little monkey
  - c. The ducks
  - d. Mother monkey
18. "...On the way out, we saw some ducks walked slowly from their pond towards some foods." (paragraph 2 line 1)  
The part of the text above is called?
- a. Orientation      c. Re-orientation
  - b. Event              d. Identification

*Read the text below to answer the questions number 19 to 20*

The weather was clear. My family decided to go camping last holiday. Before we went there, my father prepared the tent and my mother prepared the other equipment's. When everything was ready, then we left home and went to the camp site.

There were many campers when we arrived at the camp site. Unfortunately, the best spot near the river had been occupied by the other campers so we had to look for another place. Finally, we found a good place a little further from the river. It was near a big tree. After setting up the tent, I and my father went fishing.

In the evening, my father set a fire and my mother cooked the fish we caught. I could say that it was the best fish I had ever tasted. Sleeping in the tent was a wonderful experience. When I woke up in the morning, I felt so fresh. In the afternoon, we went home. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

19. Where did the writer and his family set up the tent?

- a. Near the river
  - b. Near a big tree
  - c. At the back of the river
  - d. Far away from the other campers
20. What is the purpose of the text above?
- a. To describe a camp site
  - b. To give an instruction how to set up a tent
  - c. To retell the writer's past experience
  - d. To inform people the new camp site

### **ANSWER KEY**

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

## **Appendix 5. The Instrument of Validity and Reliability of Post-Test**

**Answer these question by choosing A, B, C, or D!**

*Read the text below to answer the question no. 1 to 7*

### **Trip to Surabaya**

Last holiday, I went to Surabaya with my friend. We went there by bus at night. When we were arrived at Lamongan, the bus stopped at a rest area to take a rest. I got off from the bus to buy a cup of ginger tea and my friend bought cold lemonade. After that, I went to the toilet. It took only 10 minutes.

When I came back from the toilet, the bus was not there. **It** had gone! My friend was not there too. I shocked and got confused. Then, I asked a waitress where the bus went. She said that the bus had already gone 5 minutes ago. I tried to call my friend but the battery was running low. I could not do anything except keep praying. 20 minutes later, the bus came back. I got on the bus and sat on my seat. I was so ashamed when everybody in the bus looked at me. I could feel my face was turn red. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

1. What is the topic of the text?
  - a. Trip to Surabaya
  - b. Trip to Lamongan
  - c. Trip to small restaurant
  - d. A Trip by bus
2. What did the writer buy when the bus stopped at a rest area?
  - a. A cup of cold lemonade
  - b. A cup of ginger tea
  - c. A cup of tea
  - d. A bottle of water
3. When the bus arrived at Lamongan, where did the bus stop?
  - a. Toilet
  - b. Rest area
  - c. Small restaurant
  - d. Park



4. What did the writer feel when the bus was not there?
  - a. Ashamed
  - b. Sad
  - c. Angry
  - d. Shocked and confused
5. What did the waitress say about the bus?
  - a. The bus had gone 5 minutes ago
  - b. The bus had gone 10 minutes ago
  - c. The bus had gone 15 minutes ago
  - d. The bus had gone 20 minutes ago
6. "...The bus was not there. It had gone!?" (paragraph 2 line 1) The underlined word refers to...
  - a. The writer's friend
  - b. The restaurant
  - c. The bus
  - d. The waitress
7. At the end of the text, what did the writer feel when the bus came back again?
  - a. Ashamed
  - b. Happy
  - c. Sad
  - d. Angry

*Read the text below to answer questions number 8 to 12.*

### **My Vacation in Lembah Hijau**

Last Sunday, my family and I went to Lembah Hijau. We went there by my uncle's car. We left home at 08.00 a.m. and arrived in Lembah Hijau at 10.00 a.m.

I saw many people. My family and I walked to see the animals. We saw camels, birds, and horses. We also saw the other animals such as monkeys, rabbits, gibbons, and so on.

Then, I went to the swimming pool. I saw many people there. Most of them were children and teenagers. They were so happy. I joined with them. My family sat beside the swimming pool. They said, “Hanif, have a nice swim with your new friends!” At 04.00 p.m. we went home. We were very happy. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students’ Reading Comprehension of Recount Text .Thesis, 2019)

8. What is kind of the text above?
  - a. Descriptive
  - b. Narrative
  - c. Report
  - d. Recount
9. What does the text talk about?
  - a. Vacation to the swimming pool
  - b. Vacation to Lembah Hijau
  - c. Vacation to see animals
  - d. Vacation to Lembah Kuning
10. How long did the writer take to arrive at Lembah Hijau?
  - a. 1 hour
  - b. 2 hour
  - c. 3 hour
  - d. 4 hour
11. What did the writer feel when the writer went to Lembah Hijau?
  - a. Sad
  - b. Surprise
  - c. Happy
  - d. Nice
12. “Last Sunday, I and my family went to Lembah Hijau...” (paragraph 1 line 1) The part of the text above is called?
 

a. Event	c. Orientation
b. Re-orientation	d. Report

*Read the text below to answer the questions number 13 to 15*

### **At the Zoo**

On Sunday, we went to the zoo. First, we went to see the monkeys. They were eating bananas. They threw the banana's skins on the floor. One of little monkeys looked at us. It hid behind his mother. I did not see the father until suddenly it appeared slowly from behind a tree.

Then, we went to the bear cage. The bear was very active. One huge male bear walked towards the foods. We could see that the bear was starving by the way it finished the food.

On the way out, we saw some ducks walked slowly from their pond towards some foods. They ate the foods and returned to the water. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

13. What does the text talk about?
  - a. Going to the zoo
  - b. Going to the bear cage
  - c. Going to the market
  - d. Going to see monkeys, bears, and ducks
14. What did the monkeys do when the writer went to their cage?
  - a. The monkeys were drinking water
  - b. The monkeys were eating foods
  - c. The monkeys were eating bananas
  - d. The monkeys were swimming
15. "...On the way out, we saw some ducks walked slowly from their pond towards some foods." (paragraph 2 line 1)  
The part of the text above is called?
  - a. Orientation
  - b. Event
  - c. Re-orientation
  - d. Identification

*Read the text below to answer the question number 16 to 20*

### **Grandpa's Birthday**

It was my grandpa's birthday last Saturday. On Thursday, my little sister and I went shopping. We bought a nice Batik shirt and wrapped it in blue paper. Blue was my grandpa's favorite color.

On Friday night, my mother and I made a birthday cake. It was big and beautiful. I wrote a 'Happy Birthday' on top of it. I also added some chocolate and put a big candle on it.

On Saturday morning, we had the party. My uncle and aunt came to my house. They brought some cakes and flowers for my granpa. We sat together in the living room. Then, we sang "Happy Birthday" and my Grandpa blew out the candle after he made a wish. Then, he cut the cake and gave it to everyone. He opened his present and took out the Batik shirt. He was very happy with it. (Source: Erni Duwiyanti, The Effect of Question-Answer Relationship Strategy on Students' Reading Comprehension of Recount Text .Thesis, 2019)

16. What is the topic of the text?
  - a. Grandpa's birthday
  - b. Grandma's birthday
  - c. The writer's birthday
  - d. The writer's uncle birthday
17. What was the present for grandpa?
  - a. Batik shirt
  - b. T-shirt
  - c. Polo shirt
  - d. Tuxedo
18. "...It was big and beautiful." (paragraph 2 line 2) The underlined word refers to...

- a. Cake
- b. Birthday cake
- c. Chocolate cake
- d. Cookies

19. Which statement is **NOT TRUE** according to the text?
- a. On Thursday, the writer and his little sister went shopping.
  - b. On Friday night, the writer and his mother made a birthday cake.
  - c. On Saturday morning, the party was held.
  - d. The writer and his little sister bought a book as a present for their grandpa.
20. "...He opened his present and took out the Batik shirt. He was very happy with it." (paragraph 3 line 8)  
The part of the text above is called?
- a. Re-orientation
  - b. Event
  - c. Report
  - d. Orientation

#### ANSWER KEY

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

## Appendix 6. The Tables of Descriptive Statistics of Experimental Class

The table of descriptive statistics of pre-test in experimental class

Class				Statistic	Std. Error
Score_	Experiment	Mean		47.73	1.732
Pretest	Class	95% Confidence Interval for	Lower Bound	44.12	
		Mean	Upper Bound	51.33	
		5% Trimmed Mean		48.03	
		Median		50.00	
		Variance		66.017	
		Std. Deviation		8.125	
		Minimum		30	
		Maximum		60	
		Range		30	
		Interquartile Range		11	
		Skewness		-.712	.491
		Kurtosis		.377	.953

The table of descriptive statistics of post-test in experimental class

Class				Statistic	Std. Error
Score_P	Experiment	Mean		77.27	1.701
Posttest	Class	95% Confidence Interval for	Lower Bound	73.74	
		Mean	Upper Bound	80.81	
		5% Trimmed Mean		77.53	
		Median		80.00	
		Variance		63.636	
		Std. Deviation		7.977	
		Minimum		60	
		Maximum		90	
		Range		30	
		Interquartile Range		8	
		Skewness		-.606	.491

Kurtosis	.435	.953
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### Appendix 7. The Tables of Descriptive Statistics of Control Class

**The table of descriptive statistics of pre-test in control class**

Class		Statistic	Std. Error
Score_ Control	Mean	52.62	1.813
Pretest Class	95% Confidence Interval for Lower Bound	48.84	
	Mean Upper Bound	56.40	
	5% Trimmed Mean	52.91	
	Median	55.00	
	Variance	69.048	
	Std. Deviation	8.309	
	Minimum	35	
	Maximum	65	
	Range	30	
	Interquartile Range	13	
	Skewness	-.660	.501
	Kurtosis	.204	.972

**The table of descriptive statistics of post-test in control class**

Class		Statistic	Std. Error
Score_ Control	Mean	70.00	1.858
Posttest Class	95% Confidence Interval for Lower Bound	66.12	
	Mean Upper Bound	73.88	
	5% Trimmed Mean	70.00	
	Median	70.00	
	Variance	72.500	
	Std. Deviation	8.515	
	Minimum	55	
	Maximum	85	
	Range	30	
	Interquartile Range	10	
	Skewness	.000	.501

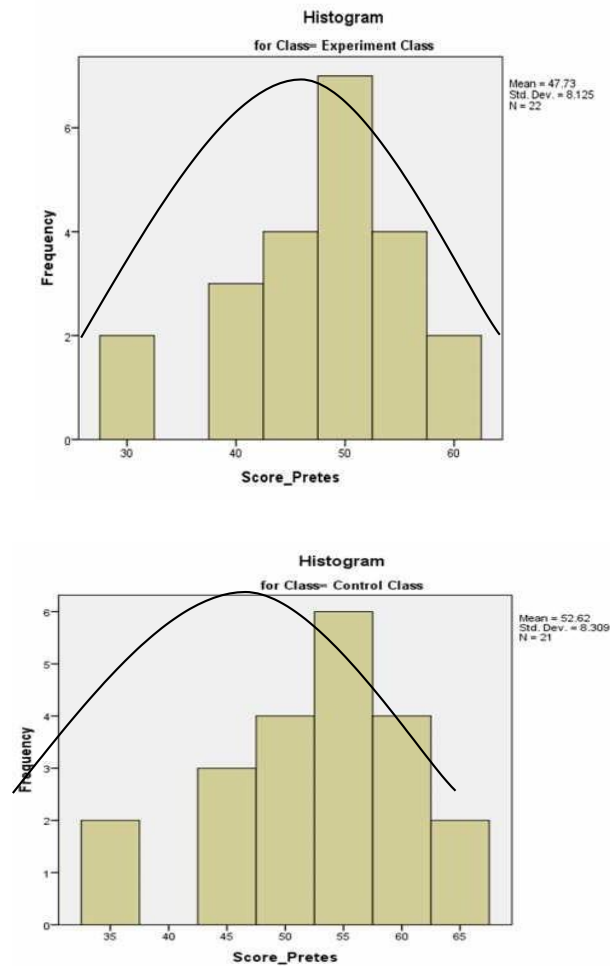


	Kurtosis		
		-.344	.972

## **Appendix 8. The Histograms of Experimental and Control Class**

### **A. The Histogram of Normality of Pre-Test in Experimental and Control Class**

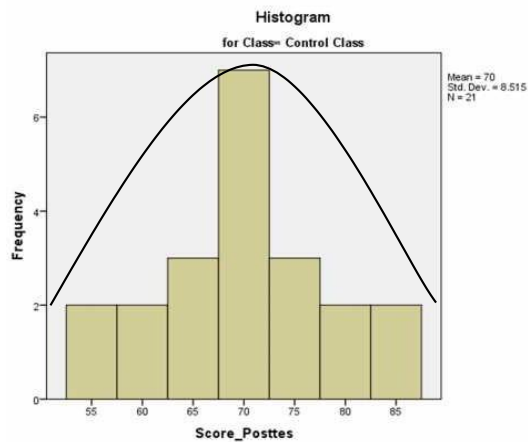
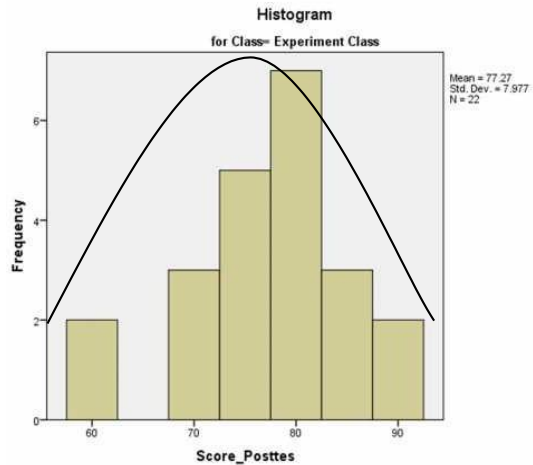
The following histograms explained that the data of pre-test in experimental and control classes were normally distributed:



To sum up, both the figures above presented the histograms in which they had a bell curve. It indicated the distribution of the data was normal. In other words, the data of pre-test of experimental and control classes had met the criteria of normality

## B. The Histogram of Normality of Post-Test in Experimental and Control Classes.

The following histograms explained that the data of post-test in experimental and control classes were normally distributed:



To sum up, both the figures above presented the histograms in which they had a bell curve. It indicated the distribution of the data was normal. In other words, the data of post-test of experimental and control classes had met the criteria of normality.

## Appendix 9. The Homogeneity Test

The homogeneity test was also required as one of prerequisite analysis tests to test the similarity of the sample in which it was taken from the population. To calculate the homogeneity test, the writer used *Levene* Statistic Test from IBM SPSS Statistics 23 software. The result was presented in the table below.

**Table of the result of homogeneity test of pre-test in experimental and control classes**

Test of Homogeneity of Variance			
Levene Statistic	df1	df2	Sig.
.019	1	41	.890

After obtaining the result, it was continued to interpret the result by using the degree of significance 5% ( $\alpha = 0.05$ ). The criteria to take the decision of homogeneity is as follows:

1. Determining the hypotheses:  
 $H_0$  : the sample data come from homogenous variance  
 $H_1$  : the sample data do not come from homogenous variance
2. Deciding the criteria to test the hypotheses:  
If the significance level/probability value ( $p$ )  $> 0.05$ ,  $H_0$  is accepted  
If the significance level/probability value ( $p$ )  $< 0.05$ ,  $H_0$  is rejected

From the table, it explained that the significance level or probability value ( $p$ ) from both experimental and control classes was 0.890. It meant that the significance level or probability value ( $p$ ) of the data was higher than the degree of significance ( $\alpha = 0.05$ ).

Based on the criteria of homogeneity hypotheses, if the significance level or probability value  $>$  the degree of significance ( $\alpha = 0.05$ ), then the sample data had homogenous variance. In contrast, if the significance level or probability value  $<$  the degree of significance ( $\alpha = 0.05$ ), then the sample data did not have homogenous variance. Therefore, from the result above, it could be interpreted that the sample data had homogenous variance.

## Appendix 10. The Table of the Result of Normality Test

### The result of normality test of pre-test in experimental and control classes

Tests of Normality

Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score	Experimental Class	.201	22	.051	.920	22	.077
	Control Class	.184	21	.061	.926	21	.113

### The result of normality test of post-test in experimental and control classes

Tests of Normality

Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score_Posttes	Experimental Class	.179	22	.064	.926	22	.103
	Control Class	.167	21	.131	.949	21	.331

\*Lilliefors Significance Correction

## **Appendix 11. Lesson Plan of Experimental Class**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan Pendidikan : MA Negeri 1 Sragen

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/ 1 (Experimental Class)

Materi Pokok : Recount Text

Alokasi Waktu : 3 x 3 JP

#### **TUJUAN PEMBELAJARAN**

1. Siswa dapat memahami teks recount, mengetahui perbedaannya dengan teks lain dengan benar dan menggunakan struktur teks recount untuk menceritakan suatu peristiwa.

#### **KEGIATAN PEMBELAJARAN**

##### **Pertemuan 1**

- a. Siswa diminta untuk menuliskan struktur teks recount, struktur kalimat dan unsur kebahasaan yang menonjol pada teks recount. (**mengamati dan menanyakan informasi**)
- b. Guru menampilkan/ menunjukkan/ menuliskan contoh *recount text* di papan tulis dengan menggunakan strategi *paragraph hamburger*. (**mengamati**)
- c. Siswa menuliskan judul-judul teks yang berciri recount yang pernah mereka baca dicocokkan dengan temuan mereka pada identifikasi masalah. (**mengeksplorasi**)

##### **Pertemuan 2**

- a. Guru memberi pertanyaan berdasar dari materi yang dibahas pada pertemuan sebelumnya. (**apersepsi**)
- b. Sebelum mengidentifikasi bacaan peserta didik berlatih membuat paragraf hamburger. (**mengasosiasi**)

##### **Pertemuan 3**

- a. Guru memberi pertanyaan berdasar dari materi yang dibahas pada pertemuan sebelumnya. (**apersepsi**)
- b. Siswa mengerjakan latihan-latihan berikutnya dengan metode paragraf hamburger dilanjutkan dengan diskusi. Siswa dan guru mendiskusikan kembali topik yang baru saja dibahas, dan siswa diminta untuk mengerjakan tugas akhir tentang recount text dengan menggunakan bantuan google form. (**mengeksplorasi dan mengkomunikasikan**).

### **Penilaian**

#### **Tes Tertulis**

Menjawab soal berdasarkan teks/dialog, melengkapi dialog rumpang.

Ttd



Heni Maryana



## **Appendix 12. Lesson Plan of Control Class**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan Pendidikan : MA Negeri 1 Sragen

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/ 2 (Control Class)

Materi Pokok : Recount Text

Alokasi Waktu : 3 x 3 JP

#### **TUJUAN PEMBELAJARAN**

2. Siswa dapat memahami teks recount, mengetahui perbedaannya dengan teks lain dengan benar dan menggunakan struktur teks recount untuk menceritakan suatu peristiwa.

#### **KEGIATAN PEMBELAJARAN**

##### **Pertemuan 1**

- a. Siswa diminta untuk menuliskan struktur teks recount, struktur kalimat dan unsur kebahasaan yang menonjol pada teks recount. **(mengamati dan menanyakan informasi)**
- b. Siswa menuliskan judul-judul teks yang berciri recount yang pernah mereka baca dicocokkan dengan temuan mereka pada identifikasi masalah. **(mengeksplorasi)**

##### **Pertemuan 2**

- a. Guru memberi pertanyaan berdasar dari materi yang dibahas pada pertemuan sebelumnya. **(apersepsi)**
- b. Siswa memahami makna teks recount dengan cara mengerjakan latihan yang ada di modul, kemudian membaca teks recount dengan teknik reading aloud. **(mengasosiasi)**

##### **Pertemuan 3**

- a. Guru memberi pertanyaan berdasar dari materi yang dibahas pada pertemuan sebelumnya. **(apersepsi)**

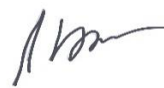
- b. Siswa mengerjakan latihan-latihan berikutnya dilanjutkan dengan diskusi kelas. Siswa dan guru mendiskusikan kembali topik yang baru saja dibahas, dan siswa diminta untuk menulis unfamiliar words di buku masing-masing untuk dikumpulkan pada saat kompetensi berakhir. (**mengeksplorasi dan mengkomunikasikan**)

### **Penilaian**

#### **Tes Tertulis**

Menjawab soal berdasarkan teks/dialog, melengkapi dialog rumpang.

Ttd



Heni Maryana

**Appendix 13. Time of the Research**

Activities	Month											
	August			September				October				
	1	2	3	4	1	2	3	4	1	2	3	4
Observation permission												
Proposal draft consultation												
Proposal draft seminar												
Conducting the research												
Giving try out in 10A												
Giving treatment to Experimental group and Control group												
Giving Post-test												
<b>Thesis</b> draft seminar												

## Appendix 14. The Student's result of Experimental Class

3/12/2021

THE INSTRUMENT OF POST-TEST

### THE INSTRUMENT OF POST-TEST

Class \*

Dinni Nur Hanifah/ XII IPA 2

Class \*

☐ IPA 1

☒ IPA 2

☐ IPA 3

☐ IPA 4

Read the text below to answer the question no. 1 to 8

Trip to Surabaya

Last holiday, I went to Surabaya with my friend. We went there by bus at night. When we were arrived at Lamongan, the bus stopped at a rest area to take a rest. I got off from the bus to buy a cup of ginger tea and my friend bought cold lemonade. After that, I went to the toilet. It took only 10 minutes.

When I came back from the toilet, the bus was not there. It had gone! My friend was not there too. I shocked and got confused. Then, I asked a waitress where the bus went. She said that the bus had already gone 5 minutes ago. I tried to call my friend but the battery was running low. I could not do anything except keep praying. 20 minutes later, the bus came back. I got on the bus and sat on my seat. I was so ashamed when everybody in the bus looked at me. I could feel my face was turn red.

[https://docs.google.com/forms/d/1F1M6a\\_ywDosjKMZQCIPLPt-FDmmsqwhOJ-bgNSJQMv4/edit#response=ACYDBNj7KUp6\\_vlcmSZIWG4tv0WCh...](https://docs.google.com/forms/d/1F1M6a_ywDosjKMZQCIPLPt-FDmmsqwhOJ-bgNSJQMv4/edit#response=ACYDBNj7KUp6_vlcmSZIWG4tv0WCh...) 1/16

1. What is the topic of the text?

- ☒ Trip to Surabaya
- ☐ Trip to Lamongan
- ☐ Trip to Small Restaurant
- ☐ A Trip by bus

2. What did the writer buy when the bus stopped at a rest area?

- ☐ A cup of cold lemonade
- ☒ A cup of ginger tea
- ☐ A cup of tea
- ☐ A bottle of water

3. What did the writer's friend drink when the bus stopped at a rest area?

- ☒ Cold lemonade
- ☐ Cold tea
- ☐ Cold coffee
- ☐ Cold ginger tea

4. When the bus arrived at Lamongan, where did the bus stop?

- ☐ Toilet
- ☒ Rest area
- ☐ Small restaurant
- ☐ Park

5. What did the writer feel when the bus was not there?

- ☐ Ashamed
- ☐ Sad
- ☐ Disappointed
- ☒ Shocked and confused

6. What did the waitress say about the bus?

- ☒ The bus had gone 5 minutes ago
- ☐ The bus had gone 10 minutes ago
- ☐ The bus had gone 15 minutes ago
- ☐ The bus had gone 20 minutes ago

7. "...The bus was not there. It had gone!?" (Paragraph 2 line 1) The word 'it' refers to...

- ☐ The writer's friend
- ☐ The restaurant
- ☒ The bus
- ☐ The waitress

8. Which statement is TRUE according to the text?

- ☐ The waitress said that the bus had already gone 10 minutes ago.
- ☒ When the writer arrived at Lamongan, the bus stopped at a rest area to take a rest.
- ☐ The writer tried to call his friend but the handphone was turned off.
- ☐ The writer waited 30 minutes until the bus came back.

**Read the text below to answer the questions no. 9 to 15.**

Last Saturday was a National holiday. The students of MTs. Daarul Ma'arif took a trip to Parapat. They hired four buses. They were new and luxurious.

In the morning, the students woke up early. Their mother prepared some foods, drinks, and some snacks for them. Their parents took them to the school and the buses were already there. Some students were in the buses. At six o'clock, the buses left their school. The students looked happy and started to sing.

At nine o'clock, they reached Parapat. The students hurriedly got out from the buses and carried their things. They gathered under a big tree. After they took a rest, they had their meals. About 10 o'clock, some students changed into their swimsuits and ran into a boat for sailing. At three o'clock, the teachers called them because it was the time to go home. The trip was very enjoyable. The place is so impressive with its beautiful scenery and boat ride.

9. What is kind of the text above?

- ☒ Recount
- ☐ Descriptive
- ☐ Narrative
- ☐ Report

10. What does the text tell about?

- ☒ A National holiday
- ☐ A Parapat beach
- ☐ A luxurious bus
- ☐ A trip to Parapat

11. "...At nine o'clock, they reached Parapat..."(Paragraph 3, line 1 )The part of the text above is called...

- ☒ Orientation
- ☐ Events
- ☐ Re-orientation
- ☐ Identification



12. "...At three o'clock, the teachers called them..."The word 'them' refers to...

- ☐ The teacher
- ☐ The buses
- ☒ The students
- ☐ The parents

13. When did they go home from Parapat?

- ☐ At nine o'clock
- ☐ At ten o'clock
- ☐ At six o'clock
- ☒ At three o'clock

14. "...The trip was very enjoyable." (Paragraph 3 line 1) The part of the text is called?

- ☐ Event
- ☒ Re-orientation
- ☐ Orientation
- ☐ Report

15. Which statement is TRUE based on the text?

- ☒ At nine o'clock, they reached Parapat
- ☐ At five o'clock, the teachers called them and go home
- ☐ The buses were new and luxurious
- ☐ Parapat is an impressive place with its beautiful scenery and boat ride

**Read the text below to answer questions number 16 to 24.**

My Vacation in Lembah Hijau

Last Sunday, me and my family went to Lembah Hijau. We went there by my uncle's car. We left home at 08.00 a.m. and arrived in Lembah Hijau at 10.00 a.m.

I saw many people. My family and I walked to see the animals. We saw camels, birds, and horses. We also saw the other animals such as monkeys, rabbits, gibbons, and so on.

Then, I went to the swimming pool. I saw many people there. Most of them were children and teenagers. They were so happy. I joined with them. My family sat beside the swimming pool. They said, "Hanif, have a nice swim with your new friends!" At 04.00 p.m. we went home. We were very happy.

16. What is kind of the text above?

- ☐ Descriptive
- ☒ Narrative
- ☐ Report
- ☐ Recount

17. What does the text talk about?

- ☐ Vacation to the swimming pool
- ☒ Vacation to Lembah Hijau
- ☐ Vacation to see animals
- ☐ Vacation to Lembah Kuning

18. How long did the writer take to arrived at Lembah Hijau?

- ☐ 1 hour
- ☒ 2 hour
- ☐ 3 hour
- ☐ 4 hour

19. What kind of animals did the writer see in Lembah Hijau?

- ☒ Monkeys, rabbits, horses
- ☐ Horses, ducks, birds
- ☐ Elephants, camels, gibbons
- ☐ Rabbits, gibbons, ants

20. What did the writer feel when the writer went to Lembah Hijau?

- ☐ Sad
- ☐ Surprise
- ☒ Happy
- ☐ Nice

21. "Last Sunday, I and my family went to Lembah Hijau..." (Paragraph 1 line 1) The part of the text is called?

- ☒ Event
- ☐ Re-orientation
- ☐ Orientation
- ☐ Report

22. "...Then, I went to the swimming pool. I saw many people there." (Paragraph 3) The underlined word refers to...

- ☒ The writer
- ☐ The writer's family
- ☐ The swimming pool
- ☐ The people

23. What did the writer say at the end of his trip?

- ☒ We were very happy
- ☐ We were very sad
- ☐ We were very disappointed
- ☐ We were very excited

24. From the text, we can conclude that...

- ☒ The trip was amazing
- ☐ The trip was disappointing
- ☐ The trip was sad
- ☐ The trip was so natural

**Read the text below to answer the questions number 25 to 30**

At the Zoo

On Sunday, we went to the zoo. First, we went to see the monkeys. They were eating bananas. They threw the banana's skins on the floor. One of little monkeys looked at us. It hide behind his mother. I did not see the father until suddenly it appeared slowly from behind a tree.

Then, we went to the bear cage. The bear was very active. One huge male bear walked towards the foods. We could see that the bear was starving by the way it finished the food.

On the way out, we saw some ducks walked slowly from their pond towards some foods. They ate the foods and returned to the water.

25. When did the writer go to the zoo?

- ☐ On Saturday
- ☐ On Monday
- ☒ On Sunday
- ☐ On Wednesday

26. What does the text talk about?

- ☒ Going to the zoo
- ☐ Going to the bear cage
- ☐ Going to the market
- ☐ Going to see monkeys, bears, and ducks

27. What did the monkeys do when the writer went to their cage?

- ☐ The monkeys were drinking water
- ☐ The monkeys were eating foods
- ☒ The monkeys were eating bananas
- ☐ The monkeys were swimming

28. What did the writer see at the zoo?

- ☒ Monkeys, bears, and ducks
- ☐ Monkeys, bears, and fish
- ☐ Foxes, monkeys, and ducks
- ☐ Ducks bears, and fish

29. "...They were eating bananas." (Paragraph 1 line 2) The word 'they' refers to?

- ☐ The writer and her friend
- ☐ The bears
- ☒ The monkeys
- ☐ The ducks

30. "...On the way out, we saw some ducks walked slowly from their pond towards some foods." (Paragraph 2 line 1) The part of the text above is called?

- ☒ Orientation
- ☐ Events
- ☐ Re-orientation
- ☐ Identification

**Read the text below to answer the question number 31 to 40****Grandpa's Birthday**

It was my grandpa's birthday last Saturday. On Thursday, my little sister and i went shopping. We bought a nice Batik shirt and wrapped it in blue paper. Blue was my grandpa's favourite colour.

On Friday night, my mother and i made a birthday cake. It was big and beautiful. I wrote a 'Happy Birthday' on top of it. I also added some chocolate and put a big candle on it.

On Saturday morning, we had the party. My uncle and aunt came to my house. They brought some cakes and flowers for my grandpa. We sat together in the living room. Then, we sang "Happy Birthday" and my grandpa blew out the candle after he made a wish. Then, he cut the cake and gave it to everyone. He opened his present and took out the Batik shirt. He was very happy with it.

31. What is the topic of the text?

- ☒ Grandpa's birthday
- ☐ Grandma's birthday
- ☐ The writer's birthday
- ☐ The writer's uncle birthday

32. Where did the party take place?

- ☒ At the writer's house
- ☐ At the writer's pool
- ☐ At the writer's garden
- ☐ At the writer's toilet



33. What did the writer's do in the kitchen?

- ☐ Make an omelet
- ☒ Make a birthday cake
- ☐ Make cookies
- ☐ Make chocolates

34. How many siblings that the writer had?

- ☐ One
- ☐ Two
- ☒ Three
- ☐ Four

35. What was the present for grandpa?

- ☒ Batik shirt
- ☐ T-shirt
- ☐ Polo shirt
- ☐ Tuxedo

36. "...It was big and beautiful." (Paragraph 2 line 2) The word 'it' refers to...

- ☐ Cake
- ☒ Birthday cake
- ☐ Chocolate cake
- ☐ Cookies

37. "...We bought a nice Batik shirt and wrapped it in blue paper." (Paragraph 1 line 3) The word 'we' refers to...

- ☐ The writer
- ☒ The writer and his little sister
- ☐ The writer and his mother
- ☐ The writer and his father

38. Which statement is NOT TRUE according to the text?

- ☐ On Thursday, the writer and his little sister went shopping.
- ☐ On Friday night, the writer and his mother made a birthday cake.
- ☐ On Saturday morning, the party was held.
- ☒ The writer and his little sister bought a book as a present for their grandpa.

39. Which statement is TRUE according to the text?

- ☒ The writer and his little sister bought a Batik shirt as a present for their grandpa.
- ☐ The party was held on Friday night
- ☐ Grandpa was very sad when he accepted the present.
- ☐ On Saturday morning, the writer and his mother made a birthday cake

40. "...He opened his present and took out the Batik shirt. He was very happy with it."  
(Paragraph 3 line 8) The part of the text above is called?

- ☐ Re-orientation
- ☒ Event
- ☐ Report
- ☐ Orientation

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Google Forms

## Appendix 15. The Student's result of Control Class

3/12/2021

THE INSTRUMENT OF POST-TEST

### THE INSTRUMENT OF POST-TEST

Class \*

Ana Khanif Sholikhah

Class \*

☒ IPA 1

☐ IPA 2

☐ IPA 3

☐ IPA 4

Read the text below to answer the question no. 1 to 8

Trip to Surabaya

Last holiday, I went to Surabaya with my friend. We went there by bus at night. When we were arrived at Lamongan, the bus stopped at a rest area to take a rest. I got off from the bus to buy a cup of ginger tea and my friend bought cold lemonade. After that, I went to the toilet. It took only 10 minutes.

When I came back from the toilet, the bus was not there. It had gone! My friend was not there too. I shocked and got confused. Then, I asked a waitress where the bus went. She said that the bus had already gone 5 minutes ago. I tried to call my friend but the battery was running low. I could not do anything except keep praying. 20 minutes later, the bus came back. I got on the bus and sat on my seat. I was so ashamed when everybody in the bus looked at me. I could feel my face was turn red.

[https://docs.google.com/forms/d/1F1M6a\\_ywDosjKMZQCIPLPt-FDmmsqwhOJ-bgNSJQMv4/edit#response=ACYDBNgYT6hfa-dlftqCS7VGnyAO16W...](https://docs.google.com/forms/d/1F1M6a_ywDosjKMZQCIPLPt-FDmmsqwhOJ-bgNSJQMv4/edit#response=ACYDBNgYT6hfa-dlftqCS7VGnyAO16W...) 1/16

1. What is the topic of the text?

- ☒ Trip to Surabaya
- ☐ Trip to Lamongan
- ☐ Trip to Small Restaurant
- ☐ A Trip by bus

2. What did the writer buy when the bus stopped at a rest area?

- ☐ A cup of cold lemonade
- ☒ A cup of ginger tea
- ☐ A cup of tea
- ☐ A bottle of water

3. What did the writer's friend drink when the bus stopped at a rest area?

- ☒ Cold lemonade
- ☐ Cold tea
- ☐ Cold coffee
- ☐ Cold ginger tea

4. When the bus arrived at Lamongan, where did the bus stop?

- ☐ Toilet
- ☒ Rest area
- ☐ Small restaurant
- ☐ Park

5. What did the writer feel when the bus was not there?

- ☐ Ashamed
- ☐ Sad
- ☐ Disappointed
- ☒ Shocked and confused

6. What did the waitress say about the bus?

- ☒ The bus had gone 5 minutes ago
- ☐ The bus had gone 10 minutes ago
- ☐ The bus had gone 15 minutes ago
- ☐ The bus had gone 20 minutes ago

7. "...The bus was not there. It had gone!?" (Paragraph 2 line 1) The word 'it' refers to...

- ☐ The writer's friend
- ☐ The restaurant
- ☒ The bus
- ☐ The waitress

8. Which statement is TRUE according to the text?

- ☐ The waitress said that the bus had already gone 10 minutes ago.
- ☐ When the writer arrived at Lamongan, the bus stopped at a rest area to take a rest.
- ☒ The writer tried to call his friend but the handphone was turned off.
- ☐ The writer waited 30 minutes until the bus came back.

**Read the text below to answer the questions no. 9 to 15.**

Last Saturday was a National holiday. The students of MTs. Daarul Ma'arif took a trip to Parapat. They hired four buses. They were new and luxurious.

In the morning, the students woke up early. Their mother prepared some foods, drinks, and some snacks for them. Their parents took them to the school and the buses were already there. Some students were in the buses. At six o'clock, the buses left their school. The students looked happy and started to sing.

At nine o'clock, they reached Parapat. The students hurriedly got out from the buses and carried their things. They gathered under a big tree. After they took a rest, they had their meals. About 10 o'clock, some students changed into their swimsuits and ran into a boat for sailing. At three o'clock, the teachers called them because it was the time to go home. The trip was very enjoyable. The place is so impressive with its beautiful scenery and boat ride.

9. What is kind of the text above?

- ☒ Recount
- ☐ Descriptive
- ☐ Narrative
- ☐ Report

10. What does the text tell about?

- ☒ A National holiday
- ☐ A Parapat beach
- ☐ A luxurious bus
- ☐ A trip to Parapat

11. "...At nine o'clock, they reached Parapat..."(Paragraph 3, line 1 )The part of the text above is called...

- ☐ Orientation
- ☐ Events
- ☐ Re-orientation
- ☒ Identification



12. "...At three o'clock, the teachers called them..."The word 'them' refers to...

- ☐ The teacher
- ☐ The buses
- ☒ The students
- ☐ The parents

13. When did they go home from Parapat?

- ☐ At nine o'clock
- ☐ At ten o'clock
- ☐ At six o'clock
- ☒ At three o'clock

14. "...The trip was very enjoyable." (Paragraph 3 line 1) The part of the text is called?

- ☐ Event
- ☐ Re-orientation
- ☐ Orientation
- ☒ Report

15. Which statement is TRUE based on the text?

- ☐ At nine o'clock, they reached Parapat
- ☐ At five o'clock, the teachers called them and go home
- ☐ The buses were new and luxurious
- ☒ Parapat is an impressive place with its beautiful scenery and boat ride

Read the text below to answer questions number 16 to 24.

My Vacation in Lembah Hijau

Last Sunday, me and my family went to Lembah Hijau. We went there by my uncle's car. We left home at 08.00 a.m. and arrived in Lembah Hijau at 10.00 a.m.

I saw many people. My family and I walked to see the animals. We saw camels, birds, and horses. We also saw the other animals such as monkeys, rabbits, gibbons, and so on.

Then, I went to the swimming pool. I saw many people there. Most of them were children and teenagers. They were so happy. I joined with them. My family sat beside the swimming pool. They said, "Hanif, have a nice swim with your new friends!" At 04.00 p.m. we went home. We were very happy.

16. What is kind of the text above?

- ☐ Descriptive
- ☒ Narrative
- ☐ Report
- ☐ Recount

17. What does the text talk about?

- ☐ Vacation to the swimming pool
- ☒ Vacation to Lembah Hijau
- ☐ Vacation to see animals
- ☐ Vacation to Lembah Kuning

18. How long did the writer take to arrived at Lembah Hijau?

- ☐ 1 hour
- ☒ 2 hour
- ☐ 3 hour
- ☐ 4 hour

19. What kind of animals did the writer see in Lembah Hijau?

- ☒ Monkeys, rabbits, horses
- ☐ Horses, ducks, birds
- ☐ Elephants, camels, gibbons
- ☐ Rabbits, gibbons, ants

20. What did the writer feel when the writer went to Lembah Hijau?

- ☐ Sad
- ☐ Surprise
- ☒ Happy
- ☐ Nice

21. "Last Sunday, I and my family went to Lembah Hijau..." (Paragraph 1 line 1) The part of the text is called?

- ☐ Event
- ☐ Re-orientation
- ☒ Orientation
- ☐ Report

22. "...Then, I went to the swimming pool. I saw many people there." (Paragraph 3) The underlined word refers to...

- ☒ The writer
- ☐ The writer's family
- ☐ The swimming pool
- ☐ The people

23. What did the writer say at the end of his trip?

- ☒ We were very happy
- ☐ We were very sad
- ☐ We were very disappointed
- ☐ We were very excited

24. From the text, we can conclude that...

- ☒ The trip was amazing
- ☐ The trip was disappointing
- ☐ The trip was sad
- ☐ The trip was so natural

**Read the text below to answer the questions number 25 to 30**

At the Zoo

On Sunday, we went to the zoo. First, we went to see the monkeys. They were eating bananas. They threw the banana's skins on the floor. One of little monkeys looked at us. It hide behind his mother. I did not see the father until suddenly it appeared slowly from behind a tree.

Then, we went to the bear cage. The bear was very active. One huge male bear walked towards the foods. We could see that the bear was starving by the way it finished the food.

On the way out, we saw some ducks walked slowly from their pond towards some foods. They ate the foods and returned to the water.

25. When did the writer go to the zoo?

- ☐ On Saturday
- ☐ On Monday
- ☒ On Sunday
- ☐ On Wednesday

26. What does the text talk about?

- ☒ Going to the zoo
- ☐ Going to the bear cage
- ☐ Going to the market
- ☐ Going to see monkeys, bears, and ducks

27. What did the monkeys do when the writer went to their cage?

- ☐ The monkeys were drinking water
- ☐ The monkeys were eating foods
- ☒ The monkeys were eating bananas
- ☐ The monkeys were swimming

28. What did the writer see at the zoo?

- ☒ Monkeys, bears, and ducks
- ☐ Monkeys, bears, and fish
- ☐ Foxes, monkeys, and ducks
- ☐ Ducks bears, and fish

29. "...They were eating bananas." (Paragraph 1 line 2) The word 'they' refers to?

- ☐ The writer and her friend
- ☐ The bears
- ☒ The monkeys
- ☐ The ducks

30. "...On the way out, we saw some ducks walked slowly from their pond towards some foods." (Paragraph 2 line 1) The part of the text above is called?

- ☐ Orientation
- ☒ Events
- ☐ Re-orientation
- ☐ Identification

**Read the text below to answer the question number 31 to 40****Grandpa's Birthday**

It was my grandpa's birthday last Saturday. On Thursday, my little sister and i went shopping. We bought a nice Batik shirt and wrapped it in blue paper. Blue was my grandpa's favourite colour.

On Friday night, my mother and i made a birthday cake. It was big and beautiful. I wrote a 'Happy Birthday' on top of it. I also added some chocolate and put a big candle on it.

On Saturday morning, we had the party. My uncle and aunt came to my house. They brought some cakes and flowers for my grandpa. We sat together in the living room. Then, we sang "Happy Birthday" and my grandpa blew out the candle after he made a wish. Then, he cut the cake and gave it to everyone. He opened his present and took out the Batik shirt. He was very happy with it.

31. What is the topic of the text?

- ☒ Grandpa's birthday
- ☐ Grandma's birthday
- ☐ The writer's birthday
- ☐ The writer's uncle birthday

32. Where did the party take place?

- ☒ At the writer's house
- ☐ At the writer's pool
- ☐ At the writer's garden
- ☐ At the writer's toilet



33. What did the writer's do in the kitchen?

- ☐ Make an omelet
- ☒ Make a birthday cake
- ☐ Make cookies
- ☐ Make chocolates

34. How many siblings that the writer had?

- ☒ One
- ☐ Two
- ☐ Three
- ☐ Four

35. What was the present for grandpa?

- ☒ Batik shirt
- ☐ T-shirt
- ☐ Polo shirt
- ☐ Tuxedo

36. "...It was big and beautiful." (Paragraph 2 line 2) The word 'it' refers to...

- ☐ Cake
- ☒ Birthday cake
- ☐ Chocolate cake
- ☐ Cookies

37. "...We bought a nice Batik shirt and wrapped it in blue paper." (Paragraph 1 line 3) The word 'we' refers to...

- ☐ The writer
- ☒ The writer and his little sister
- ☐ The writer and his mother
- ☐ The writer and his father

38. Which statement is NOT TRUE according to the text?

- ☐ On Thursday, the writer and his little sister went shopping.
- ☒ On Friday night, the writer and his mother made a birthday cake.
- ☐ On Saturday morning, the party was held.
- ☐ The writer and his little sister bought a book as a present for their grandpa.

39. Which statement is TRUE according to the text?

- ☒ The writer and his little sister bought a Batik shirt as a present for their grandpa.
- ☐ The party was held on Friday night
- ☐ Grandpa was very sad when he accepted the present.
- ☐ On Saturday morning, the writer and his mother made a birthday cake

40. "...He opened his present and took out the Batik shirt. He was very happy with it."  
(Paragraph 3 line 8) The part of the text above is called?

- ☐ Re-orientation
- ☐ Event
- ☒ Report
- ☐ Orientation

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**Appendix 16.**

**Curriculum Vitae**

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The Writer,

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