

**A COMPARATIVE STUDY BETWEEN PROBLEM BASED  
LEARNING AND INQUIRY-BASED LEARNING TO TEACH  
READING OF RECOUNT TEXT**

THESIS

Submitted in Partial Fulfillment of the Requirement for the  
Degree of Bachelor of Education in English Education  
Department



By:

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**PENDIDIKAN BAHASA INGGRIS  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI WALISONGO  
SEMARANG**

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LEARNING AND INQUIRY-BASED LEARNING TO TEACH  
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Finally, the researcher realizes that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The researcher hopes that this thesis would be beneficial to everyone. Aamiin.

Semarang, 29<sup>th</sup> July 2019  
The Researcher

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## **DEDICATION**

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

1. My beloved mother Mrs. Sulastri and beloved father Mr. Mutholib Who always support me emotionally and materially with unending pray, love, help, and patience. Thank you for the effort and contribution in making my education success and run well. I love you so much.
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## ABSTRACT

**Faizah Nur (1503046069)** A COMPARATIVE STUDY BETWEEN PROBLEM BASED LEARNING AND INQUIRY-BASED LEARNING TO TEACH READING OF RECOUNT TEXT.

The purpose this study is to investigate the students' proficiency in reading recount text taught using problem-based learning and taught using inquiry-based learning. The researcher found the phenomenon that most of students didn't care with their ability in reading comprehension. Although they already learn English since Elementary School, they still have difficulties in mastering each skill of English skill, especially reading skill. The research used quasi-experimental (posttest only design nonequivalent groups). VIII A was chosen as experimental 1 class and VIII B was chosen as experimental 2 class. The instrument of this research was test. Post-test is given to measure the students' ability after got treatment. The instrument of the posttest is multiple choice. The researcher conducted the research in the 30<sup>th</sup> April until 11<sup>st</sup> May 2019 in the second semester. The formula that researcher used to analyze the data of post-test was t-test. After collecting the data, it was found that the mean of VIII A students using PBL score was = 47.52, and the mean score of VIII B students using IBL was score 52.5. It was obtained that t-test was 1.22 and t-table was 2.012 for alpha (5%). T-test lower than t-table ( $1.22 < 2.012$ ).  $H_a$  rejected and  $H_0$  was accepted. Based on the results of the study, the researcher concluded that the mean of reading recount text on proficiency is little difference between problem-based learning and inquiry-based learning at the eighth grader of MTs Al-Mubarak Bonang Demak in the academic year of 2018/2019.

Keywords: Inquiry-based learning, Problem-based learning, ,Recount text, Teaching reading

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## CHAPTER I INTRODUCTION

This chapter presents about background of study, reasons for choosing the topic, questions of the study, objective of the study, significance of the study, and limitation of the study.

### A. Background of Study

In the process of learning English language consists of four language skills; such as listening, reading, speaking, and writing. One of the important skills is reading. Reading is the practice of using text to create meaning.<sup>1</sup> Reading is also included in receptive skill besides listening. Receptive skill is the way in which people extract the meaning of the discourse they see or hear. It is part of communication and the way of building knowledge<sup>2</sup>

It is stated in Al-Qur'an surah Al- 'Alaq ayah 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ  
وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

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<sup>1</sup> Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, (United States of America: Rowman & Littlefield Education, 2008). p. 3

<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), p. 199

*“Recite in the name of your Lord who created (1), Created man from a clinging substance (2), Recite, and your Lord is the most Generous (3), Who taught by the pen (4), Taught man that which he knew not (5)”*.<sup>3</sup> This Surah is the surah which first came down to the Prophet Muhammad SAW; down at the beginning of prophethood when he did not know what the read was and what was faith, then Jibril came to him carrying revelation and telling him to read, he said, "read it ". It can be concluded that reading is an important way to get general or detail information and new knowledge from the text.

In the school setting, the students get English textbooks which are written in English. These textbooks contain a lot of information related to the subjects the students learned. In order to access the information, the students should have the skill of reading. Based on the researcher observation at eighth grade in MTs Al-Mubarak Bonang Demak, the researcher found the phenomenon that most of the students didn't care with their ability in reading comprehension. There are some students who feel that English is a difficult subject. Although they already learn English since Elementary School, they still have difficulties in mastering each skill of English, especially reading skill.

It appropriates with the statement from Nunan (2003) who states that: “With strengthened reading skills, learners will make

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<sup>3</sup> A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, (America: Amana Corp, 1983), p. 1761-1762

greater progress and development in all other areas of learning”.<sup>4</sup> The statement means that the students should be mastered in reading skills because it can help students in improving and developing their abilities skill and their ability in other areas of learning.

The curriculum of 2013 should use in education decided by The Ministry of Education and culture of Indonesia, cited (Khotimah, 2014)

“This curriculum was made based on the national education purpose; thinking pattern arrangement founded on students’ necessities, developing and intensifying material, reinforcing the teaching-learning process, and adjusting students’ and teachers’ tasks. The expectations of this curriculum are developing students’ critical thinking, cooperativeness, awareness towards their surroundings, the responsibility of their task, and developing student-centered learning”.

The curriculum recommends the use of a scientific approach in the learning process. Furthermore, it suggests the application of teaching methods such as project based learning, Problem-based Learning, discovery learning, Inquiry-Based

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<sup>4</sup> Ika Fatma Amriani, (11101080092), “A Study on Teaching Reading Comprehension Recount Text Using Student Teams Achievement Divisions ( Stad ) Technique to The Eighth Grade Students of Smpn 8 Kediri In Academic Year 2014 / 2015”, *Thesis*, (Kediri: Faculty of Teacher Training and Education, Universitas Nusantara PGRI Kediri, 2015), p. 5

Learning, case based learning, and just-in-time teaching.<sup>5</sup> These methods focus to emphasize the process of learning, not the outcome of it. These methods the center of teaching-learning is the students.

Both of the methods offered by the curriculum of 2013 are Problem-based Learning and Inquiry-Based Learning. Yew (2009:11) states that:

“Problem-based Learning is a learning method approach that seeks to create a learning environment where students learn in the context of meaningful problems, actively constructing mental models in the process, constructing ideas with peers in a collaborative fashion and developing self-directed learning skills in the process. Thus, PBL brings together four fairly new insights into leaning, namely that learning can be considered a constructive, self-directed, collaborative and contextual activity.”<sup>6</sup>

Based on the definition above, the researcher can conclude that Problem-based Learning is a method using problems to begin teaching and learning to train the students to think critically solving the problems.

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<sup>5</sup> Siti Khotimah, The Use of Problem-based Learning to Improve Students' Speaking Ability, *Journal of English Language Teaching*, (Vol.3, No.1, 50-56, 2014), p. 51

<sup>6</sup> Siti Khotimah, The Use of Problem-based Learning to Improve Students' Speaking Ability,....., p. 51

Inquiry-based learning (or enquiry-based learning) has been recognized as a powerful tool for learning about a subject domain, and more importantly for learning how to learn, as it helps people to develop their independent learning skills.<sup>7</sup> The researcher can conclude that Inquiry-Based Learning is a method used by the teacher to facilitate the students to learn with prepare questions by students seek for the truth.

Based on the reason above, the researcher analyzed the significant differences between Problem-based Learning (PBL) and Inquiry-Based Learning (IBL) in learning reading. The researcher conducted research entitled **“A Comparative Study between Problem-Based Learning and Inquiry-Based Learning to Teach Reading of Recount Text”**

## **B. Reasons for Choosing the Topic**

The researcher chooses this topic due to the following reasons:

1. The method has a big influence on teaching and learning activities that must be prepared by the teacher then the students can understand the lesson well.
2. Reading skill is very important to improve the students' understanding about the materials in English textbooks.

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<sup>7</sup> Mark Hepworth, & Geoff Walton, *Teaching Information Literacy for Inquiry-Based Learning*, (Oxford: Chandos Publishing, 2009), p. 4.

### **C. Questions of the Study**

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

1. How high is reading proficiency of recount text taught by using problem-based learning at the eighth grader of MTs Al-Mubarak Bonang Demak, in the academic year of 2018/2019?
2. How high is reading proficiency of recount text taught by using inquiry-based learning at the eighth grader of MTs Al-Mubarak Bonang Demak, in the academic year of 2018/2019?
3. Is there any significant difference in reading proficiency of recount text taught by problem-based learning and inquiry-based learning at the eighth grader of MTs Al-Mubarak Bonang Demak, in the academic year of 2018/2019?

### **D. The Objective of the Study**

Based on the research statement, this particular study aimed to:

1. To investigate reading proficiency of recount text taught by problem-based learning at the eighth grader of MTs Al-Mubarak Bonang Demak, in the academic year of 2018/2019
2. To investigate reading proficiency of recount text taught by inquiry-based learning at the eighth grader of MTs Al-Mubarak Bonang Demak, in the academic year of 2018/2019
3. To explain proficiency difference in reading of recount text taught by problem based learning and inquiry-based learning

at the eighth grader of MTs Al-Mubarak Bonang Demak, in the academic year of 2018/2019

### **E. The Significance of the Study**

By doing this research, may this research gives benefit for:

#### **A. Theoretically**

1. The result of this study is suggested to apply *Problem Based Learning* and *Inquiry-Based Learning* to increase the students' competence in reading skill.
2. The use of *Problem Based Learning* and *Inquiry-Based Learning* in reading can make the students easier to understand the materials.

#### **B. Practically**

1. The result of this study is expected to be able to widen the skill of teachers in using *Problem Based Learning* and *Inquiry-Based Learning* in order to improve students' reading comprehension.
2. As a reference to other researchers who want to do the research of comparative study in *Problem Based Learning* and *Inquiry-Based Learning* more intensively in teaching reading recount text.

#### **C. Pedagogically**

In the pedagogical perspective, the researcher hopes that this research can give a new reference in teaching reading of recount text through problem-based learning and inquiry-

based learning by regarding the stages implemented in this research finding.

#### **F. Limitation of the Study**

This limitation of this study can be described as follow:

1. This study is to compare between problem based learning and inquiry-based learning to teach students' reading on recount text. The researcher focused on the measure of teaching reading using between problem based learning and inquiry-based learning to teach students' reading proficiency on recount text.
2. The object of this study is only the eighth grader students of MTs Al-Mubarak Bonang Demak in the academic year of 2018/2019.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents previous studies, a review of related literature, conceptual framework and hypothesis.

#### **A. Previous Studies**

The researcher considers five previous research: (I) Nurouzatul Jannah (NIM 1042011147), 2015, The Effectiveness of Using Problem Based Learning (PBL) on Students' Speaking Performance of Second Grade Students at SMA Negeri 2 Langsa. (ii) Sitti Maryam Hamid, The Effect of Using Problem Based Learning (PBL) Method Toward Students' Speaking Skill, *Journal Keguruan dan Ilmu Pendidikan*, 2014. (Iii) Arum Febriana Putri (NIM 13101080007), 2017, Teaching Speaking Using Problem Based Learning to Seventh Grade Students of SMP Pawyatan Daha 1 Kediri in the Academic Year 2016/2017. (IV) Ermawati, Nasmilah Yunus and Abidin Pammu, The Implemetation of Inquiry-Based Learning to Reading Comprehension of EFL Students, *International Journal of Science and Research (IJSR)*, 2015. (V) Xiao Shao, The Analysis of the Limitations Which Hinder Inquiry-Based Learning and Students' Creativity Development in Chinese Science Education, 2014.

The first previous study was "The Effectiveness of Using Problem Based Learning (PBL) on Students' Speaking

Performance of Second Grade Students at SMA Negeri 2 Langsa” by Nurouzatul Jannah, 2015. The aims of this study were a research to improve the students’ speaking performance by using Problem Based Learning (PBL). The research belongs to experimental research which applied male class as experimental class and female class as the controlled class. Based on the result of the research, the development can be seen from the speaking test result between experimental and controlled class. After conducting treatment, the students’ speaking score at experimental class was 52,82 and the controlled class was 48,78. Based on the result of hypothesis testing, the researcher got that  $t_{observed} > t_{table}$ . Based on the result of analysis, the writer got  $t_{observed}$  is 3,627 and  $t_{table}$  is 2,825. It means that  $3,627 > 2,825$ . Therefore,  $H_a$  was accepted and  $H_o$  was rejected. Therefore, the Problem Based Learning (PBL) to improve the students’ speaking performance at the second grade students of SMA Negeri 2 Langsa.<sup>8</sup>

The similarity of previous study with this current study is using learning method of problem based learning and the differences of previous study with this research are previous study was used speaking skill to improve speaking performance

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<sup>8</sup> Nurouzatul Jannah, (1042011147), “The Effectiveness of Using Problem Based Learning (PBL) on Students’ Speaking Performance of Second Grade Students at SMA Negeri 2 Langsa”, *Thesis*, (Cot Kala Langsa: Faculty of Tarbiyah and Teacher Training, State Institute for Islamic Study (IAIN) Zawiyah Cot Kala Langsa, 2015)

and the research conducted in Senior High School. While, this current study was used to teach reading in term of recount text, using Inquiry Based Learning to compare with Problem Based Learning and this research conducted in Junior High School.

The second previous study was “The Effect of Using Problem Based learning (PBL) Method toward Students’ Speaking Skill” by Sitti Maryam Hamid, 2014. This research aimed at finding out whether or not the effect of using Problem Based Learning (PBL) method toward students’ speaking skill in term of vocabulary at the second year students of SMA Negeri 1 Bantaeng. The researcher used quasi experimental research. The researcher took two classes, XI IPS 1 as a control class with 31 students, XI IPS 2 as an experimental class with 29 students. The researcher used cluster sampling technique. The research instrument was students retell interesting story or their experience to know the students’ vocabulary in speaking. The finding of this research shows that the value of t-test in the post-test is higher than t-table ( $2.875 > 2.048$ ). Problem Based Learning (PBL) to improve the students’ vocabulary of experimental class in speaking English. The speaking achievement it was proved by the mean score of experimental class in pretest was 58.2 then improved to be 72.0. In control class the mean score of pre-test was 63.8, score of post-test 65.1. It means that there is improvement and effect by using problem based learning (PBL) method between experimental class and control class. Then in

addition the t-test value is bigger than t-table value (2.875 >2.048). It means that there is significant difference between the students' speaking achievement before and after using Problem Based Learning (PBL) method.<sup>9</sup>

The similarity of previous study with this current study is to measure the effect of using Problem Based Learning and the differences previous study with this current study are previous study was focused in speaking skill in term of vocabulary and the research was conducted in Senior High School. While, this current study was used Problem Based Learning compare Inquiry Based Learning to teach reading skill in term of recount text and the research conducted in Junior High School.

The third previous study was "Teaching Speaking Using Problem Based Learning to Seventh Grade Students of SMP Pawayatan Daha 1 Kediri in the Academic Year 2016/2017 Arum Febriana Putri (2017)" by Arum Febriana Putri, 2017. This study aimed to know the effectiveness of Problem Based Learning (PBL) to the students' speaking skill in the seventh grade. The type of this research was quantitative research used pre experiment. The design of pre-experimental is one-shot case study. This research took place in SMP Pawayatan Daha 1 Kediri on May 2017. The subject of this research was the seventh grade students of SMP Pawayatan Daha 1 Kediri consists of 17 male and

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<sup>9</sup> Sitti Maryam Hamid, The Effect of Using Problem Based Learning (PBL) Method Toward Students' Speaking Skill. *Jurnal Keguruan Dan Ilmu Pendidikan*, ( Vol.1, No.2, 209–219, 2014)

23 female. The writer chose 7A as the sample. The researcher analyzed the data, using statistical formula. The researcher used test to get the data, post-test gave the students after the writer gave treatment to the students. The result shows that there was 132 score found the means of the score was 66 score for pronunciation, the second, frequent score was 127 found the means of the score was 63 score for fluency, the third, 101 score found the means of the score was 50 score for accuracy in grammar. The means total is 60 score effective enough. Teaching speaking after being taught using Problem-based Learning (PBL) is effective enough, students speaking skill is improved for pronunciation, and the students can speak English confidently.<sup>10</sup>

The similarity of previous study with this current study is to measure the effectiveness of Problem Based Learning and the differences of previous study with this research are previous study was focused to improve speaking skill and was conducted the research in seventh grade of Junior High School. While, this current study was compared Problem Based Learning and Inquiry Based Learning to teach reading skill in term of recount text and the research conducted in eighth grade of Junior High School.

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<sup>10</sup> Arum Febriana Putri, (13101080007), "Teaching Speaking Using Problem Based Learning To Seventh Grade Students of SMP Pawayatan Daha 1 Kediri In The Academic Year 2016 / 2017", *Thesis Article*, (1(2), Teacher Training And Education Faculty, University of Nisantara PGRI Kediri, 2017)

The fourth previous study was “The Implemetation of Inquiry-Based Learning to Reading Comprehension of EFL Students” by Ermawati, Nasmilah Yunus and Abidin Pammu International Journal of Science and Research (IJSR), 2015. The study was aimed to find out whether or not the use of IBL had improved reading comprehension and how IBL in reading class was implemented. Forty students of third semesters at STKIP Muhammadiyah Sidrap, Indonesia were the samples of this study. While, this applied quantitative method with quasi-experimental design control and experimental groups: 21 students in experimental class and 19 students in control class by providing pre-test and post-test for both groups. The instrument used was test of IELTS reading. The data were analyzed through SPSS 22. This study revealed that the IBL approach was able to improve reading comprehension of EFL students showed in the significant difference between post-test scores of control and experimental group. Also, it investigated the implementation of IBL which referred to previous research that was 5E model aligned with the strategies applied in the reading subject of EFL Learners: engaging with the topic, exploring reading comprehension strategies, explaining the result of the reading comprehension strategies used, elaborating answers of formulated questions related with the text and evaluating the whole text through finding new vocabulary and learning process. This study resulted

in the use of IBL theoretically and pedagogically in reading class of undergraduate students of English Education major.

The similarity of previous study with this current study is using inquiry-based learning in teaching learning process in reading comprehension and the differences of previous study with this current study are previous study was only using IBL to improved students reading comprehension and the research was conducted at STKIP Muhammadiyah Sidrap. While, the current study was using PBL and IBL to teach students' reading recount text and the research was conducted at MTs Al-Mubarak Bonang Demak.

The fifth previous study was “The Analysis of the Limitations Which Hinder Inquiry-Based Learning and Students' Creativity Development in Chinese Science Education” by Xiao Shao, 2014. The study was aimed to analyze the combination of creativity development and science education in China through the vision of inquiry-based learning and to emphasize the importance of students' creativity ability training and demonstrate the limitations of science education in China. The results of the study were inquiry-based learning can significantly benefits students' learning. However, the “hierarchy of subjects”, “stereotypes”, “spoon feeding”, “killing creativity”, and “knowledge acquisition” in public education has been criticized as obstacles in the process of nurturing children's creativity in Chinese education. Based on the literature review, the limitations

in Chinese science education can be attributed to the influence of the score-orientated science education in China, the unified content and management, lacking equipment in classrooms and laboratories, teachers and students' traditional beliefs, teachers' authority in classroom, the isolated academic courses, the size of Chinese classrooms, the inadequateness of teachers' capabilities, the overload of teachers' work, as well as students' internal deficiencies.<sup>11</sup>

The similarity of previous study with this current study is using inquiry-based learning in teaching learning process and the differences of previous study with this current study are previous study was the research to increase students' creative development and the research was conducted in China. While, this research was compared Problem Based Learning and Inquiry-Based Learning to teach reading in term recount text and this research was conducted at the eighth grader p in MTs Al-Mubarak Bonang Demak.

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<sup>11</sup> Xiao Shao, "The Analysis of the Limitations Which Hinder Inquiry-based Learning and Students' Creativity Development in Chinese Science Education", *Thesis*, (Canada: Faculty of Education, University of Windsor, 2018)



## **B. Theoretical Review**

### **1. The Nature of Reading**

There are four skills in English such as listening, reading, speaking and writing. All of those skills have each different function in English. All of the skills must be mastered by English learners. Reading is one of the key skills in language learning. It reinforces the skills of the students acquire in listening, speaking and writing.

There are many definitions of reading, which have been stated by many experts in this field. Loucky (2005) states that “Reading is a complex, multi-faceted activity, involving a combination of both lexical and text-progressing skills that are widely recognized as being interactive”.<sup>12</sup> Bernhardt (1991) states that “Reading is about understanding written texts. It is a complex activity that involves both perceptions and thought”.<sup>13</sup>

Nunan (2003) defines that “reading as a fluent process of readers considering information represented in a text and their

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<sup>12</sup> Raihani Ferdila, The Use of Extensive Reading in Teaching Reading. *Journal of English and Education*, (Vol.2. No.2, 68–80, 2014), p. 68

<sup>13</sup> Elizabeth S. Pang, et al, *Teaching Reading*, (Chicago: University of Illinois, 2012), p. 6

prior knowledge to get the meaning of the text. He also adds that the purpose of reading is comprehension”.<sup>14</sup>

Reading as a skill requires primary interest and passion, creativity and imagination. It requires deep vocabulary expertise and prior experience with books.<sup>15</sup> The readers need to improve their reading skills. Especially, in English, the readers not only read however the readers should mastery of vocabulary and grammar, prior knowledge and experience with textbooks. Their interesting and passion become their motivation to read English textbooks and it will improve their creativity and imagination.

From the definitions above, it can be concluded that reading is an activity to get information and knowledge to improve their ability using their skill in reading the text. Reading is a part of the way to communicate with each other in the reader daily life. The readers is not engaged in a reading activity, they will miss new information. By reading can also improve their ability in writing.

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<sup>14</sup> Ayu Sonia Habibah Fisher, Students’ Reading Techniques Difficulties in Recount Text,....., p. 3

<sup>15</sup> Kartika Ayu Septianingrum, et al, A Portrait of Learner’s Autonomy Through Metacognitive Strategy on Reading Comprehension, *Vision: Journal for Language and Language Learning*,(Vol.7. No.1, 76–91, 2018), p. 68

**a. The purposes of Reading**

The purposes of reading have to do with goals or aims of reading. There are some purposes of reading according to Grabe & Stoller (2013) are follows<sup>16</sup>:

1. Reading to search for simple information and reading to skim

In reading to search, the readers typically scan the text for a specific word, or a few representative phrases, or a specific piece of information. Similarly, reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading tasks and a useful skill in its own right.

2. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

3. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting and the likely restructuring of a rhetorical form to accommodate information from multiple sources. In this respect, both

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<sup>16</sup> William Grabe, & Fredricka L. Stoller, *Teaching and Researching Reading*, (New York: Routledge, 2013), p. 7

readings to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to selective, critique and compose information from a text.

4. Reading for general comprehension

Reading for general comprehension when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

## 2. Teaching Reading

### a. Teaching Reading

According to Merriam-Webster's Dictionary and Thesaurus, "Teaching is the act or process of imparting knowledge or skills to another".<sup>17</sup> Sequeira (2012) states that "Teaching is a set of events, outside the learners which are designed to support the internal process of learning. Teaching (Instruction) is outside the learner".<sup>18</sup>

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<sup>17</sup> <https://www.merriam-webster.com/thesaurus/teaching> accessed on 26 February 2019 at 2:00 p.m.

<sup>18</sup> A. H. Sequeira, Introduction to Concepts of Teaching and Learning. *Ssm*, (India: National Institute of Technology Karnataka, 2012), p.

According to Brown (2007) states that teaching may be defined as “Showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.”<sup>19</sup> Teaching is not telling activity. It’s helping students to understand the materials. The center of the teaching is the students, not the teachers.

From the definitions above, it can be concluded that teaching is a process of transfer knowledge or skills by the teacher to the students in learning. Teaching can be doing at school or at home. Because, there are no restrictions on space and time in teaching, and the importance of teaching process there is preparing and readiness of the teachers and the presence of students to receive knowledge.

Based on the expert statements about teaching reading, Louisa C. Moats (1999) wrote in her monograph *Teaching Reading is Rocket Science* state that:

“Teaching reading is a job for an expert. Contrary to the popular theory that learning to read is natural and easy, learning to read is a complex linguistic achievement. For many children, it requires effort and incremental skill development. Moreover, teaching reading requires considerable knowledge

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<sup>19</sup> Rosiati Putri Murtakim, (133221189), “The Effectiveness of Teaching Reading Comprehension by Using Herringbone Technique at the Tenth Grade of SMA Muhammadiyah 1 Klaten in the Academic Year 2016/2017”, *Thesis*, (Surakarta: English Language Education, State Islamic Institute of Surakarta, 2017), p.181

and skill, acquired over several years through focused study and supervised practice”<sup>20</sup>

Teaching reading is very important and very much needed in language learning. Because, teachers need to prepare and mastery their knowledge and skills, teachers have to focused study in several years. According to Nunan (2003: 68), teaching reading usually has two aspects. First, people who learn to read for the first time. Second, people who have been able to read in the first language.<sup>21</sup>

#### **b. Strategies for Teaching Reading**

In teaching reading, the teacher should be creative in applying the strategies to achieve the goal of teaching reading process in the classroom. So, the teaching and learning process can be achieved as well. The strategies are including visualization strategy, highlighting strategy, and anticipation guide strategy, as follow<sup>22</sup>:

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<sup>20</sup> Jeanne Shay Schumm, *Reading Assessment and Instruction For All Learners Solving Problems*, (New York: The Guilford Press, 2006), p. 10

<sup>21</sup> Rosiati Putri Murtakim, (133221189), “The Effectiveness of Teaching Reading Comprehension by Using Herringbone Technique at the Tenth Grade of SMA Muhammadiyah 1 Klaten in the Academic Year 2016/2017”,....., p.43

<sup>22</sup> Muhammad Khairi Ikhsan, The Alternative Strategies for Teaching Reading Skill for EFL Students, *Journal Pendidikan Bahasa, Sastra, dan Seni*, (Vol. 18, No. 1, 107-118, 2017), p. 112

## 1. Visualization Strategy

According to Antonacci et.al (2009:154) states that visualization is an instructional strategy that facilitates comprehension of informational text through the use of imagery. It is supported by Roe et.al (2010:197) who argues that visualization is the process of forming mental images that depict reading content, such as story setting, character, etc.

In addition, Paris (2010:69) inserts that visualization is strategies that can help students to develop their idea and imagination in the story also help the students increase their comprehension in reading. It means that visualization is a strategy to easier the students learning to find important information of the ideas of written text and improve their comprehension by students' focus.

To teach reading by using the visualization strategy, here some steps proposed by Antonacci et al (2009) should be followed<sup>23</sup>:

- a) Introduce the topic to the students (teacher presents a selected topic of the text through brainstorming activity).
- b) Model analysis of the text features (teacher conducts a text walk before read-aloud, nothing

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<sup>23</sup> Antonacci et al, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classroom*, (New York: SAGE Publication, Inc, 2011), p. 155

map, visual aids, and chapter heading. Selected key vocabulary words are presented in context and discussed).

- c) Read aloud selected passage (teacher reads aloud the selected passage and direct students to sketch their idea while listening)
- d) Discuss version of illustration (students share the image of the passage and discuss variation among them. Teacher asks the students to note patterns across image such as scenes, objects and emotions.
- e) Facilitate students application to text (teacher asks students continue to write a summary of the passage based on the discussion. Students continue to read the text and use the visualization strategy to process the information.

## 2. Highlighting Strategy

According to Cervený et al (2003) states that highlighting is a strategy which uses highlighting the main ideas and supporting details to help teacher teach students to improve the organization of reading. It is supported by Schumm (2006: 280) states that highlighted text which concerns with the key ideas is important a text and classroom discussion. Meanwhile, Hedgcock et al (2009: 176) points out that highlighting is valuable



intensive reading skill, both for comprehension monitoring while reading and for review after reading.

It can be concluded that highlighting is a strategy to look for key ideas, help students to improve the organization of reading.

To run this strategy, the following procedures can be considered as proposed by Hervey et al (2007), as followed<sup>24</sup>:

- a) Look carefully at first time and the last line of each paragraph: important information is often contained there.
- b) Highlight only necessary word and phrases, not entire sentence.
- c) Jot notes in the margin or on a stick note to paraphrase the information, merge your thinking with it, and better remember it.
- d) Do not get thrown off by interesting details.
- e) Make notes in the margin to emphasize a pertinent a highlighted word or phrase.
- f) Note signal words
- g) Pay attention to the vast array of nonfiction features that signals important.
- h) Pay attention to surprise information.

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<sup>24</sup> Hervey, B. D, *Language Assessment Principles and Classroom Practice*. (New York: Pearson Education, Inc, 2007), p. 157

- i) When finished, check to see that no more than a half the paragraph is highlighted.
3. Anticipation Guide Strategy

According to Richardson et al (2009: 71) states that anticipation guide strategy is a strategy to access prior knowledge focusing on reading and stimulate students' interest in a topic. Similar to the statement above, Moss (2013: 71) states that anticipation guide is an active pre-reading to activate prior knowledge and preconceptions strategy begin to read the texts, as well as to provide reinforcement of key concept after reading.

It can be concluded that anticipation guide strategy is appropriate for teaching social studies contents and help students clarify their ideas and voice their opinion about the topic. This strategy gives the students strengthening of key conception after reading process.

The procedures of applying this strategy, Berg (2003) divides three main parts of activity: preparation, anticipation, reading and discussion. For more detail explanations, it can be obviously seen as follows<sup>25</sup>:

- a) Preparation ( this activity will be applied before the reading process)

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<sup>25</sup> E. Berg, *Reading in Content Areas-boosting Achievements in Grades 7-12*, (New York: International Center for Leadership in Education, 2003), p. 117

- The teacher selects a reading for students based on the content of the reading.
- Determine the points of the text.
- Write the statements (it can be five or six statements)
- Include space after statement for students to write agree or disagree

b) Anticipation

- Introduce the topic
- Distribute anticipation guide sheet
- Direct the students to agree or disagree by each statements as appropriate
- Discuss each statement in the class

c) Reading and discussion will be the last part of anticipation

- The teacher asks the students to read for purpose, looking for information that will either prove or disprove their personal responses to the statements.
- After reading, ask students to discuss their findings in small group or with partners.
- The last step is discussion, they learned and how it relates to the misconception they had before reading.

### c. The Activities of Reading Class

There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, while-reading activities, and post-reading activities.<sup>26</sup>

#### 1. The pre-reading activities

The pre-reading (warm up, into, before reading) activities phase helps students define selection criteria for the central theme of a story or the major argument of an essay. The pre-reading activities include: discussing author or text type, brainstorming, reviewing familiar stories, considering illustrations and titles, skimming and scanning (for structure, main points, future directions).

#### 2. While-reading activities

While-reading (during, through reading) exercise helps students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. For helping students to employ strategies while reading can be difficult because individual students control and need different strategies.

#### 3. Post-reading activities

Post-reading activities (after, follow up, beyond reading) exercises first check students' comprehension

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<sup>26</sup> Elif Leyla Toprak, & Gamze Almacioglu, Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Classes with Young Learners Abstract. *Journal of Language and Linguistic Studies*, (Vol.5, No.1, 1-17, 2009), p. 23-24

and then lead students to a deeper analysis of the text, when warranted. For example, scanning is an appropriate strategy to use with newspaper advertisements whereas predicting and following text cohesion are effective strategies to use with short stories.

### **3. Recount Text**

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

“Recount text is a text that retells past events. The purpose of a recount is to give the audience a description of what occurred and when it occurred.”<sup>27</sup> According to Knapp (2005: 224) states that “Recount text is written out to make a report about the experiences of a series of related events. A recount is written out to inform an event or to entertain readers. Recount text is text function as for telling an incident in the past.”<sup>28</sup>

From the definitions above, it can be concluded that recount text is a text to retell about the experience in the past events.

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<sup>27</sup> Hanita Masithoh, & Sayyidatul Fadlilah, Grammatical Cohesion Found in Recount Texts Of “ Pathway to English ” X Grade Curriculum 2013 General Program by Erlangga, *Vision: Journal for Language and Language Learning*, (Vol.6, No.1, 62–79, 2017), p. 81

<sup>28</sup> Natanael Saragih, et al , The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar. *IOSR Journal of Humanities and Social Science*, (Vol.19, No.1, 56–64, 2014), p. 57

## **b. The Kinds of Recount Text**

Recount text divided into five types<sup>29</sup>, are follows:

1. Personal Recount. This text usually retells an event that the writer was personally involved in.
2. Biography Recount. This text usually retells accounts of a person's life.
3. Factual Recount. This text usually retells an incident, for example, a science experiment, police report.
4. Imaginative Recount. The writer writes a text about an imaginary role and giving details of events in the recounts, for example, a day in the life of a pirate; a story of a mango tree.
5. Historical Recount. This text retells historical events in the past (Sudarwati and Eudia Grace, 2013: 197).

## **c. The Purpose of Recount Text**

The purpose of the recount text is to inform or to entertain the reader or listener about past events in chronological order.<sup>30</sup> It means that recount text can be used by the writer to write what happen in their experiences and events in order to give idea and to amuse the reader.

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<sup>29</sup> Hanita Masithoh, & Sayyidatul Fadlilah, Grammatical Cohesion Found in Recount Texts Of “ Pathway to English ” X Grade Curriculum 2013 General Program by Erlangga,....., p. 81

<sup>30</sup> Nira Erdiana, et al, QAR: Strategy Implementation for Reading Comprehension of Recount Texts, *Studies in English Language and Education*, (Vol.4, No.2, 247, 2017), p.250

**d. The Generic Structures of Recount Text**

The generic structures of the text Anderson and Anderson (2003: 24-25)<sup>31</sup> states that:

1. Orientation. It introduces the participants, place and time in the first paragraph.
2. Events. It describes a series of event that happened in the past.
3. Re-orientation. It is optional. It explains the personal comment of the writer to the story.

**e. Language Features of Recount Text**

Language features of recount text are follows<sup>32</sup>:

1. Use of nouns and pronouns to identify people, animals or thing involved,
2. Use of past action verbs to refer the events,
3. Use of past tense to locate events in relation to the speaker's or researcher's time,
4. Use of conjunction and time connectives to sequence the event.

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<sup>31</sup> Ismalianing Eviyuliwati, & Cesar Abi Sarwan, The Effect of Hamburger Strategy on Students' Reading Comprehension of Recount Texts. *IJEE (Indonesian Journal of English Education)*, (Vol.5, No.1, 49–60, 2018), p. 52

<sup>32</sup> Nira Erdiana, et al, QAR: Strategy Implementation for Reading Comprehension of Recount Texts,....., p.250

## 4. Problem Based Learning

### a. Theory of Problem Based Learning

Problem Based Learning Method is “a method which provides a forum in which essential skills will be developed. The basic principle supporting the concept, PBL is older than formal education itself, namely, learning is initiated posed problem, query, or puzzle that learner wants to solve.”<sup>33</sup>

Tai and Yuan (2007: 1) states that Problem Based Learning uses “real world problems and tasks as the initiative objective in constructing knowledge and enhancing learning experience.”<sup>34</sup> Whereas Philips (2008) states that “Problem based learning is processed by illustrating, expressing, analyzing the problem and preparing plans for the solution”. In prepared studies on significant topics, it was found that problem based learning is developed in order to eliminate the lacks and weakness or traditional teaching.”<sup>35</sup>

According to Hmelo-Silver (2004) states that “PBL has been defined as an innovative self-directed collaborative

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<sup>33</sup> Barbara J. Duch, et al, *The Power of Problem-Based Learning*, (Virginia: Stylus Publishing LLC, 2001), p. 6

<sup>34</sup> Siti Khotimah, 2014, *The Use of Problem Based Learning to Improve Students' Speaking Ability*, p. 52

<sup>35</sup> Huseyin Uzunboyly, & Cansu Meryem Birinci, Assessment of the Studies on Problem Based Learning Studies through the Content Analysis. *Procedia - Social and Behavioral Sciences*, (Vol.143, No.1978, 1192–1199, 2014), p. 1193



approach to learning which makes use of students' problem-solving skills. Other characteristics involve intrinsic motivation on the part of the learner and a revision of the role the teacher plays"<sup>36</sup>

From the definitions above, it can be concluded that Problem Based Learning (PBL) is an approach improve students' ability to solve problems that occur/given by the teacher, with analyzing problems, solving problems then students can find new knowledge on the problems that they are analyzing.

#### **b. The Goals of Problem Based Learning**

The goals of problem based learning include the ability to identify critical issues, to be self-directed, to integrate knowledge from different disciplines, to evaluate ideas and research, and to develop content knowledge.<sup>37</sup>

According to Arends (2001:350) cited (Fahma, 2016:19-20) states that the first goal of PBL is for thinking skills and problem solving. On thinking skills used to describe people have their way to think, explains the thought process and higher-order thinking. The second goal is the

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<sup>36</sup> Loghman Ansarian, & Teoh Mei Lin, *Problem-based Language Learning and Teaching An Innovative Approach to Learn a New Language*, (Singapore: Springer, 2018), p. 4

<sup>37</sup> Margot Filipenko, & Jo-Anne Naslund, *Problem-Based Learning in Teacher Education. Problem-Based Learning in Teacher Education*, (Switzerland: Springer, 2015), p. 2

adult modelling. The PBL can help performers in real life situations and learn about the importance of the role of adults. The third goal is to make students become autonomous and independent learners. Students are expected to be more active in solving tasks in the process of learning. Teachers are only role in guiding, directing and encouraging the students to find answers to real problems.

PBL learning model makes students able to think critically in the face of problems because students are expected not to depend on the teacher. Which students can improve their skills in solving problems independently and increase independence and creativity in learning. In the PBL is students will encounter problems and try to solve them with the knowledge they have and students can work with groups.

### **c. The Stages of Problem Based Learning**

According to Abdalla and Gaffar (2011:15) states that there are three stages in implementing PBL in teaching-learning process are follows<sup>38</sup>:

#### 1) The first session of PBL

The purpose of this phase is to discuss the objectives of problem based learning which included

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<sup>38</sup> Siti Khotimah, 2014, *The Use of Problem Based Learning to Improve Students' Speaking Ability*,....., p. 52-53

challenging students' knowledge and experience in order to solve the problem given to them.

2) The second session of PBL

The aim of this session is to share what students have learned individually before to solve the problem. Meanwhile, the objectives of this session are training them to be an active thinker, cooperate with others, responsible for the task given to them, learn how to inform others and get early feedback on the result of the learning process.

3) The third session of PBL

The aim is to create a discussion forum where the students can ask the expert concerning the problem given before. They have to share their result of the discussion to get feedback from them.

According to Ibrahim and Nur (2003:3-5) states that Problem Based Learning model there are five stages as follows<sup>39</sup>:

1. Student orientation on problem. (The teacher behavior is to describe the purpose of the study, explained that the required logistics and motivating students engage in

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<sup>39</sup> Naomi Fahma, (12818244016), "The Implementation of Problem Based Learning Model In Improving Learning Achievement On Accounting Subject Students Grade XI AK3 Of State Vocational Senior High School 4 Klaten in Academic Year 2015/2016", *Thesis*, (Yogyakarta: Faculty of Economics, Yogyakarta State University, 2016), p. 23-24

problem solving activities that he has chosen. Teachers discuss assessment rubric that will be used in assessing the result of the activities/student work).

2. Organize students to learn. (The teacher behavior is to help students define and organize the learning tasks that are associated with the issues).
3. Guide individual and group investigations. (The teachers encourage students to collect the appropriate information, carry out experiments to get an explanation and problem solving).
4. Develop and present the results of the work. (The teachers assist students in planning and preparing the appropriate works such as report, videos, and models that help them to share the duties with his friend).
5. Analyze and evaluate the problem process of problem-solving. (The teachers help students to perform reflection or evaluation of their investigation and the processes that they use.)

## **5. Inquiry-Based Learning**

### **a. Theory of Inquiry-Based Learning**

Inquiry-based learning (IBL) is a pedagogical approach that engages learners actively in a knowledge-building process through the generation of answerable questions (Harada and Yoshina, 2004).<sup>40</sup> Whereas, Fauziati

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<sup>40</sup> Samuel Kai Wah Chu, et al, *21st Century Skills Development*

(2014: 158) states that Inquiry is not merely searching for the right answer, but finding the appropriate resolution for questions and issues.<sup>41</sup>

Inquiry-based learning (IBL) has the learners' questions, ideas, and reflections at the center of the learners' learning experiences. It has the Confucian motto "Tell me and I forget, show me and I remember, involve me and I understand" at the heart of its procedure. Through inquiry, learners move away from accumulating data and more toward acquiring useful applicable knowledge (Taylor & Bilbrey, 2012).<sup>42</sup>

From the definitions above, it can be concluded that inquiry-based learning (IBL) is learning process that begins with the students' questions, ideas, and issues to the teachers, and then the teachers facilitate the students to get explanation about their questions and new knowledge.

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*Through Inquiry-Based Learning. 21st Development Through Inquiry-Based Learning: From Theory to Practice*, (Singapore: Springer, 2017), p. 9

<sup>41</sup> Endang Lestari, The Implementation of Inquiry-Based Learning in Teaching English at SMP Negeri 1 Gemolong in 2015/2016 Academic Year,....., p. 40

<sup>42</sup> Mira M. Alameddine, & Hala W. Ahwal, Inquiry Based Teaching in Literature Classrooms. *Procedia - Social and Behavioral Sciences*, (Vol.232, 332–337, 2016), p. 333

## **b. The goals of Inquiry-Based Learning**

The goals of inquiry-based learning to increase the opportunity of participation and maintaining students' attention, it is an instrument to initiate and sustain the instructional interaction. Through questioning by the students, the teacher is able to investigate into the pattern of the errors made by students and their levels of comprehension as well as to make judgement and assessment on the learning communicative competence.<sup>43</sup>

Inquiry-based learning is to implies a "need or want to know" premise. Inquiry is not so much seeking the right answer because often there is none but rather seeking appropriate resolutions to questions and issues.<sup>44</sup>

From the expert statements above we can conclude that the goals of inquiry-based learning are to increase the opportunity participation and maintaining students' attention in teaching learning process. Because, inquiry-based learning model is not only look for the right answer but rather look for appropriate resolutions to the questions.

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<sup>43</sup> Hong Yi-Lee, Inquiry-Based Teaching in Second and Foreign Language Pedagogy, *Journal of Language Teaching and Research*, (Vol.5, No.6, 1236–1244, 2014), p. 1237

<sup>44</sup> Sabarun, Effects of Inquiry-Based Learning on Students' Institutional TOEFL Scores, *Scientific Paper* (Central Kalimantan: IAIN Palangka Raya, 2016), p.12 <https://www.researchgate.net/publication/311570842> Accessed on 9 March 2019 at 12.44 p.m.

### c. The Stages of Inquiry-Based Learning

Inquiry Page Project (2003) has statement that the basic outline of the inquiry process includes five stages.<sup>45</sup>

They are as the following:

1. Ask/inquire (Meaningful questions are inspired by their curiosity about real world experiences. A question or a problem comes into focus at this stage, and the student begins to define or describe what it is).
2. Investigate (The students begins to collect information by researching, resources, studying, crafting and experiment, observing, and interviewing).
3. Create (The students write their information from investigation result. The students are undertaking the creative task of shaping significant new thoughts, ideas, and the theories of their prior knowledge/experience).
4. Discuss (The students share their results with others).
5. Reflect (The students take the time to back at the question, the research path, and conclusions made).

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<sup>45</sup> Nurtalina, (07202244098), "The Effect of Using Inquiry-Based Learning Strategy in The Writing Ability of The Eighth Grade Students of SMP Negeri 1 Prambanan Klaten in The Academic Year Of 2012/2013", *Thesis*, (Yogyakarta: Faculty of Languages and Arts, State University of Yogyakarta, 2013), p. 28-29

## **6. Teaching Reading Recount Text through Problem-Based Learning and Inquiry-Based Learning**

### **a. Teaching reading recount text through problem-based learning**

Teaching reading recount text through the problem-based learning presents the students improve their ability to identify the problem, find out problem solving, critical thinking and teacher is only guide the students.

The steps of teaching reading recount text through problem-based learning, as follows<sup>46</sup>:

#### **a) Orientation**

In this step, the students given the something happen in recount text from the teacher.

#### **b) Organization**

In this step, the students investigate the problem independently related to the study. The students solve the problem with identify the content of the recount text.

#### **c) Discussion**

In this step, the students divided in some groups to discuss the generic structure and main idea of each paragraph.

#### **d) Communication**

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<sup>46</sup> Naomi Fahma, (12818244016), “The Implementation of Problem Based Learning Model In Improving Learning Achievement On Accounting Subject Students Grade XI AK3 Of State Vocational Serior High School 4 Klaten in Academic Year 2015/2016”, *Thesis*, (Yogyakarta: Faculty of Economics, Yogyakarta State University, 2016), p. 23-24



In this step, the student presents their discussion result in front of the class.

**e) Evaluation**

In this step, the teacher analyzes and evaluates student discussion and their results.

**b. Teaching reading recount text through inquiry-based learning**

Teaching reading recount text through inquiry-based learning is encourages students to be an active participant in class and increase critical thinking about the materials. The steps of teaching reading recount text through inquiry-based learning, as follows<sup>47</sup>:

**a) Ask/inquire**

In this step, the teacher gives the students recount text. Then, the teacher asks the students to read the text. After that, the students ask to teacher about recount text.

**b) Investigate**

In this step, the teacher writes questions of the students. The students collect the information guided by

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<sup>47</sup> Nurtalina, (07202244098), “The Effect of Using Inquiry-Based Learning Strategy in The Writing Ability of The Eighth Grade Students of SMP Negeri 1 Prambanan Klaten in The Academic Year Of 2012/2013”, *Thesis*, (Yogyakarta: Faculty of Languages and Arts, State University of Yogyakarta, 2013), p. 28-29

the teacher. Then, the teacher answers together with the students.

**c) Create**

In this step, the students make of the conclusion from the investigating results.

**d) Discuss**

In this step, the students discuss the investigating results with other students

**e) Reflect**

In this step, the teacher evaluates the student discussion section.

**C. Conceptual Framework**

This part presents how the researcher answers the research problems in this research. In order to support the research, the researcher provides some theories related to the reading skill, teaching reading, problem-based learning and inquiry-based learning to teach reading of recount text.

**D. Hypothesis**

The hypothesis is a temporary answer to the research problem formulation.<sup>48</sup> Based on the definition above, the researcher hypotheses are:

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<sup>48</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), p. 96

1. Working Hypothesis (Ha)

There is a significant difference in reading recount text taught by using Problem Based Learning and Inquiry-Based learning at the eighth grader in the academic year of 2018/2019 MTs Al-Mubarak Bonang Demak. Ha is accepted.

2. Null Hypothesis (Ho)

There is no significant difference in reading recount text taught by using Problem Based Learning and Inquiry-Based learning at the eighth grader in the academic year of 2018/2019 MTs Al-Mubarak Bonang Demak. Ho is rejected.

## CHAPTER III

### RESEARCH METHOD

This chapter discusses the research methodology. It consists of the research method, research setting, research participants, instruments, data collection techniques, and data analysis techniques.

#### **A. Research Design**

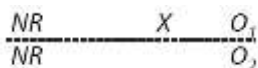
This research used the quantitative research method. The quantitative research method is a research method based on the philosophy of positivism, used to examine the population or specific samples, data collection techniques using research instruments, data analysis is quantitative/statistical in order to test the hypothesis that has been set.<sup>49</sup> This means that the researcher was collected and analyzed statistical data from the test scores of comparative study between Problem-Based Learning and Inquiry-Based Learning to teach students reading recount text

The researcher used quasi-experimental method. Quasi-experimental designs identify a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics. The comparison group captures what would have been the outcomes if the program/policy had

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<sup>49</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, ..... , p. 14

not been implemented.<sup>50</sup> The kind of quasi-experimental was used Posttest-Only Design with nonequivalent Groups.<sup>51</sup>



The collection of the data, the samples is divided into two classes. One of the classes was taught by using problem based learning and another one was taught by using inquiry based learning.

Both of the classes used different treatments. After the treatments, both of the classes was given the test about recount text, and their scores became the main data of the study.

The significant different of the students' ability in reading recount text, the researcher was used t-test formula.

The result of the analysis is then interpreted to find out the influence of Problem Based Learning and Inquiry-Based Learning in teaching reading recount text.

## B. Research Setting

### 1. Setting of Place

The researcher conducted the research in MTs Al-Mubarak which is located in Margolinduk, Bonang

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<sup>50</sup> Howard White & Shagun Sabarwal, Quasi-Experimental Design and Methods, *Methodological Briefs: Impact Evaluation* 8, (Florence: UNICEF Office of Research, 2014), p. 1

Demak. The school has some classrooms, an office, a library, a headmaster room, a counseling room, a volleyball court, a school organization office, a clinic room, storage, a canteen, toilets, and multimedia room. There were also parking areas for teachers and students.

This research was designed for eighth grade students there are 49 students.

2. Setting of Time.

The time for conducting the research was in the 30<sup>th</sup> April until 11<sup>st</sup> May 2019. It was in the academic year of 2018/2019 in the second semester.

**C. Population**

a. Population

Population of this research was the eighth grader of MTs Al-Mubarak Bonang Demak in the academic year of 2018/2019 which consists of two classes and the number of students is 49.

**Table 3.2**  
**Population of research**

No	Class	Total
1	VIII 1	25
2	VIII 2	24
<b>Total</b>		<b>49</b>

So, the total of samples is 49 students.

#### D. Variable and Indicator

The variable is an attribute or value characteristic of people, objects or activities that have certain variations determined by the researcher to be studied after that conclusion drawn.<sup>52</sup> In this research there are three types of variables there are two independent variables and one dependent variable as follow:

a. Independent Variable (x)

The independent variable (stimulus) is a variable that influences or causes a change or the emergence of a dependent variable.<sup>53</sup> The first independent variable this research is the use of *Problem Based Learning*, variable (X1) and The second independent variable this research is the use of *Inquiry-Based Learning*, variable (X2) and the indicators are:

**Table 3.3**  
**Variable and indicators**

Variable	Sub Variable	Indicator
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<sup>52</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*,....., p. 61

<sup>53</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*,....., p. 61

Variable X1	Problem-based learning	<ul style="list-style-type: none"> <li>- The teacher asks the students identify the problem</li> <li>- The students can identify the problem</li> </ul>
		<ul style="list-style-type: none"> <li>- The teacher organizes the problem</li> <li>- The students are able to organize the problem</li> </ul>
		<ul style="list-style-type: none"> <li>- The teacher divides into some groups to discuss and investigate the problem</li> <li>- The students investigate and identification the problem</li> </ul>
		<ul style="list-style-type: none"> <li>- The teacher asks students to present their discussion result</li> <li>- The students present their discussion result</li> </ul>
		<ul style="list-style-type: none"> <li>- The teacher analyzes and evaluate the teaching learning process</li> <li>- The students make conclusion</li> </ul>
Variable	Inquiry-	<ul style="list-style-type: none"> <li>- The teacher asks and guides</li> </ul>



X2	based learning	students to make question
		<ul style="list-style-type: none"> <li>- The students make question</li> </ul>
		<ul style="list-style-type: none"> <li>- The teacher selects the questions</li> <li>- The students answer the question with the teacher</li> </ul>
		<ul style="list-style-type: none"> <li>- The teacher asks students to write the important information</li> <li>- The students write the important information</li> </ul>
		<ul style="list-style-type: none"> <li>- The teacher divides into some groups, and the students have discussion section</li> <li>- The students discuss a topic in group, then students presents their result</li> </ul>
		<ul style="list-style-type: none"> <li>- The teacher gives evaluation to students</li> <li>- The students get feedback from the teacher</li> </ul>

b. Dependent Variable (y)

The dependent variable is a variable that is influenced or becomes a result, because of the independent variable.<sup>54</sup> The dependent variable in this research is reading recount text, variable (Y).

**E. Technique of Collecting the Data**

The technique of collecting the data for this research used two classes; experimental 1 class and Experimental 2 class. The experimental 1 class was treated by using Problem Based Learning. Moreover, the experimental 2 class was treated by using Inquiry-Based Learning. In this research, the students were given a post-test to know their reading comprehension after treatment by using problem based learning and inquiry-based learning.

a. Instrument of Collecting Data

To know the true fact of the research, the researcher have post-test as the instrument of collecting data. The researcher used students as participants. The researcher used multiple choices test.

The test form was provided by the researcher to the students and they must answer the questions by themselves without asking and dishonest with their

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<sup>54</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*,....., p. 61

classmates. So their answer must be pure from their own ability. The steps to do this test are follows: (1) giving instruction that test is directly do on the paper (2) specifying the time for the students to do the best (3) collecting the test from the students when the time is over (4) and the last making score the students answer.

In this research, the researcher used two ways in the collecting data, they are as follows:

1. Test

The test is a set of questions or exercises to measure the intelligence capabilities of the object being researched and achievement.<sup>55</sup> This test method obtains the value of problem solving ability on reading recount text of the eighth grader students at MTs Al-Mubarak Bonang Demak.

Post-test is tests carried out for the purpose to measure what all material is classified as important can already be mastered well by students.<sup>56</sup> Post-test was to measure students

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<sup>55</sup> V. Wiratna Sujarweni, *Metodologi Penelitian, .....*, p. 74

<sup>56</sup> Ilham Effendy, Pengaruh Pemberian Pre-Test dan Post-Test Terhadap Hasil Belajar Mata Diklat HDW.DEV.100.2.a pada Siswa SMK Negeri 2 Lubuk Basung. *VOLT : Jurnal Ilmiah Pendidikan Teknik Elektro UNTIRTA*, (Vol. 1, No. 2, 81–88, 2016), p. 83

ability after treatment process, to know their knowledge and understanding about the materials after they got treatment. The test was given to experimental 1 and experimental 2 to significant different between those classes.

Before having test, the students were got treatment. Treatment here means that the researcher was applied problem based learning and inquiry based learning to teach students in reading recount text.

a) Documentation

The documentation was used to help the researcher to get the data of the students' name list that is included in population and sample of research. In this case, the data is gained by help of the English teacher and the administration officer.

**F. Technique of Data Analysis**

The technique of data analysis for this research is statistical data analysis. The analysis uses to determine a comparative study between problem based learning and inquiry based learning to teach students reading recount text (a study at the eighth grader of MTs Al-Mubarak Bonang Demak in the academic year of 2018/2019).

The data analysis method was used in this research is quantitative analysis. Quantitative was concerned with the amount or number.

a. The validity of instrument

The valid instrument means that the measuring instrument used to obtain the data (measure) is valid. Valid means that the instrument can be used to measure what should be measured.<sup>57</sup> To determine the validity of the instrument the researcher uses the product moment correlation formula is:

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

Explanation:

$r_{xy}$  = Coefficient Correlation Between X and Y

N = Number of Cases

$\sum XY$  = Total Score X and score Y

$\sum X$  = Total Scorer X

$\sum Y$  = Total score Y<sup>58</sup>

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<sup>57</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*,....., p. 173

<sup>58</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p. 213.

Validity test was used the Pearson product moment with tools SPSS program version 16.0 with guidance: If  $r$  arithmetic  $>$   $r$  table then the item is considered valid and conversely, If  $r$  arithmetic  $<$   $r$  table Then the item is said to be invalid.

b. Reliability of Test Instrument

Reliability means reliable, can also be counted on. Reliability refers to an understanding that something instrument is reliable enough to be used as a data collection tool because the instrument is good.<sup>59</sup>

A good test should have high reliability too. KR (Kuder Richardson) 20 is used to know reliability of test.<sup>60</sup>

$$r_i = \frac{k}{(k-1)} \left\{ \frac{S_t^2 - \sum p_i q_i}{S_t^2} \right\}$$

Explanation:

$k$  : Total items

$p_i$  : The proportion of students who give the right answer

$q_i$  :  $1 - p_i$

$S_t^2$  : Variants total

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<sup>59</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik, .....*, p. 221

<sup>60</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D, .....*, p. 186

The researcher was used T-test formula. The reason for using this formula is that this study aims to determine whether there are significant different between problem-based learning and inquiry-based learning.

Mean of Variable X1:

$$\bar{X}_1 = \frac{\sum fX_1}{N_1}$$

Mean of Variable X2:

$$\bar{X}_2 = \frac{\sum fX_2}{N_2}$$

Standard Deviation of Variable X1:

$$SX_1 = \sqrt{\frac{\sum (x_1 - \bar{x})^2}{N_1 - 1}}$$

Standard Deviation of Variable X2:

$$SX_2 = \sqrt{\frac{\sum (x_2 - \bar{x})^2}{N_2 - 1}}$$

$$T\text{-test } t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \text{ with } s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Note:

X1= The Total Score of Experimental 1 Class

X2= The Total Score of Experimental 2 Class

N1= The Number of Experimental 1 Class

N2= The Number of Experimental 2 Class

$\bar{X}_1$ = Mean of Experimental 1 Class

$\bar{X}_2$ = Mean of Experimental 2 Class

$S_1$  = Deviation of Standard of Experimental 1 Class

$S_2$  = Deviation of Standard of Experimental 2 Class

$t_0 = t_{-test}$



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the description of the research finding, the result of research, data analysis, and discussion.

#### **A. Description of Finding**

The researcher conducted the research at the eighth grader of MTs Al-Mubarak Bonang Demak in the academic year of 2018/2019.

To measure English ability in English achievement, the researcher used test contained 25 questions to all participants, 49 students (25 from VIII A and 24 from VIII B students) of MTs Al-Mubarak Bonang Demak.

After getting the sample, the researcher gathered the students in the room. They were asked to answer all item questions of test in 45 minutes. Most of them finished test in 45 minutes.

The question is 25 items. The question is determined in multiple choices with 4 alternative answers, there a, b, c, and d. for analyzing requirement, each correct answer had certain 4 and the wrong one is 0. When all the questions are answered correctly the score is 100. And if all of the questions are answered incorrectly so the score is 0.

## B. Result of The Research

### 1. The Validity of Instrument

The validity is measuring instrument used to obtain the data is valid. There were 30 test items with 20 respondents. The result as follow:

**Table 4.1**  
**The validity of test**

No.	Item	$R_{\text{Count}}$	$R_{\text{table}}$	Validity
1.	Q1	0.582	0.444	Valid
2.	Q2	0.506	0.444	Valid
3.	Q3	0.649	0.444	Valid
4.	Q4	0.124	0.444	Invalid
5.	Q5	0.507	0.444	Valid
6.	Q6	0.759	0.444	Valid
7.	Q7	0.716	0.444	Valid
8.	Q8	0.694	0.444	Valid
9.	Q9	0.538	0.444	Valid

10.	Q10	0.302	0.444	Invalid
11.	Q11	0.488	0.444	Valid
12.	Q12	0.539	0.444	Valid
13.	Q13	0.613	0.444	Valid
14.	Q14	0.073	0.444	Invalid
15.	Q15	0.638	0.444	Valid
16.	Q16	0.566	0.444	Valid
17.	Q17	0.539	0.444	Valid
18.	Q18	0.589	0.444	Valid
19.	Q19	-0.399	0.444	Invalid
20.	Q20	0.600	0.444	Valid
21.	Q21	0.539	0.444	Valid
22.	Q22	0.638	0.444	Valid
23.	Q23	0.486	0.444	Valid
24.	Q24	0.501	0.444	Valid
25.	Q25	0.506	0.444	Valid

26.	Q26	0.017	0.444	Invalid
27.	Q27	0.501	0.444	Valid
28.	Q28	0.469	0.444	Valid
29.	Q29	0.566	0.444	Valid
30.	Q30	0.563	0.444	Valid

There were 30 test items, there were 25 test items were valid and 5 test items were invalid with the reason the computation result of their r count was lower than r table value. Then the researcher took 25 test items to use in posttest.

#### **Validity of test item**

<b>Criteria</b>	<b>R<sub>table</sub></b>	<b>Number of questions</b>	<b>Total</b>
Valid	0.444	1,2,3,5,6,7,8,9,11,12,13, 15,16,17,18,20,21,22,23, 24,25,27,28,29,30.	25
Invalid		4,10,14,19,26	5

## **2. The Reliability of instrument**

After validity item was done, the next analysis was to test the reliability. A good test must be valid and reliable. Besides the index of validity, the researcher calculated the

reliability of the test using Kuder-Richarson Formula 20 (K-R 20). It was as follow:

$$\begin{aligned}
 r_{11} &= \left( \frac{k}{k-1} \right) \left( \frac{S_t^2 - \sum pq}{S_t^2} \right) \\
 &= \left( \frac{25}{25-1} \right) \left( \frac{36.450 - 4.228}{36.450} \right) \\
 &= 0.921
 \end{aligned}$$

The result of 25 test items with N=20 it was obtained  $r_{11} = 0.921$  and  $r_{table} = 0.444$ . So that, the criteria of reliability analysis as follow:

**Table 4.2**  
**The Criteria of Reliability Analysis**

Interval	Criteria
$r_{11} \leq 0,2$	Very Low
$0,2 < r_{11} \leq 0,4$	Low
$0,4 < r_{11} \leq 0,6$	Medium
$0,6 < r_{11} \leq 0,8$	High
$0,8 < r_{11} \leq 1,0$	Very High

It means that  $r_{11} = 0.921 > r_{table} = 0.444$  is reliable and based on the table above is  $r_{11} = 0.921$  so, the criteria of reliability analysis is very high.

They were sample which had been chosen by saturated sampling and following are their mastery of using problem based learning and inquiry-based learning in reading recount text score take from the eighth grader of MTs Al-Mubarak Bonang Demak in the academic year of 2018/2019.

**Table 4.3**  
**The VIII A Students**  
**In the Academic Year of 2018/2019**

No.	Name	Score
1	A1	44
2	A2	40
3	A3	44
4	A4	68
5	A5	24
6	A6	36
7	A7	48

8	A8	32
9	A9	60
10	A10	72
11	A11	52
12	A12	44
13	A13	44
14	A14	48
15	A15	36
16	A16	52
17	A17	48
18	A18	44
19	A19	60
20	A20	64
21	A21	44
22	A22	72
23	A23	36

24	A24	24
25	A25	52

**Table 4.4**  
**The VIII B Students**  
**In the Academic Year of 2018/2019**

No.	Name	Score
1	B1	68
2	B2	72
3	B3	32
4	B4	36
5	B5	64
6	B6	56
7	B7	64
8	B8	64
9	B9	40
10	B10	56



11	B11	28
12	B12	32
13	B13	56
14	B14	60
15	B15	40
16	B16	56
17	B17	40
18	B18	80
19	B19	68
20	B20	44
21	B21	64
22	B22	68
23	B23	28
24	B24	44

The total number of students of eighth grade of MTs Al-Mubarak Bonang Demak who filled the instrument test using problem based learning and inquiry based learning in reading

recount text. The 49 students are the VIII A and VIII B students. 25 students from VIII A students and 24 students from VIII B students.

### C. Data Analysis

To begin the data analysis, first step was finding the average of VIII A and VIII B students score. The way to find the average of VIII A and VIII B students score is by following calculation. The average in statistic is known by Mean (M). The pattern of Mean is:

$$\bar{X} = \frac{\sum F_x}{N}$$

Description:

$F_x$  : The total of students score

$N$  : A number of students

The pattern is to find Mean from single data of which score are more than one frequency whether they are for some data or whole of them. The following calculation for X1 or VIII A students:

$$\bar{X}_1 = \frac{\sum F_x}{N}$$

$$\bar{X}_1 = \frac{1188}{25}$$

$$\bar{X}_1 = 47,52$$

After having the first Mean, and the next step is forward to the second mean it is the VIII B students. The calculation is as follow:

$$\bar{X}_2 = \frac{\sum F_x}{N}$$

$$\bar{X}_2 = \frac{1260}{24}$$

$$\bar{X}_2 = 52,50$$

Next step is finding the Standard Deviation of the VIII A and VIII B students.

Standard Deviation of VIII A students is as follows:

$$\begin{aligned} SD_{x1} &= \sqrt{\frac{\sum(x_1 - \bar{x})^2}{N_1 - 1}} \\ &= \sqrt{\frac{4138.240}{25 - 1}} \\ &= \sqrt{\frac{4138.240}{24}} \\ &= \sqrt{172.427} \\ &= 13,13 \end{aligned}$$

Standard Deviation of VIII B students is as follows:

$$SD_{x2} = \sqrt{\frac{\sum(x_2 - \bar{x})^2}{N_1 - 1}}$$

$$\begin{aligned}
&= \sqrt{\frac{5418}{24-1}} \\
&= \sqrt{\frac{5418}{23}} \\
&= \sqrt{236} \\
&= 15,35
\end{aligned}$$

The calculation and the results of the Mean and Standard Deviation were explained on the following table:

**Table 4.5**  
**Mean and Standard Deviation of Two Variables**

No	VIII A Student				VIII B Student			
	students score	$x_1$ $-\bar{x}$	$(x_1$ $-\bar{x})^2$		students score	$x_2$ $-\bar{x}$	$(x_2$ $-\bar{x})^2$	
1	1	44	-3.52	12.39	1	68	15.5	240.25
2	2	40	-7.52	56.55	2	72	19.5	380.25
3	3	44	-3.52	12.39	3	32	-20.5	420.25
4	4	68	20.48	419.43	4	36	-16.5	272.25
5	5	24	-23.52	553.19	5	64	11.5	132.25
6	6	36	-11.52	132.71	6	56	3.5	12.25
7	7	48	0.48	0.23	7	64	11.5	132.25
8	8	32	-15.52	240.87	8	64	11.5	132.25

9	9	60	12.48	155.75	9	40	-12.5	156.25
10	10	72	24.48	599.27	10	56	3.5	12.25
11	11	52	4.48	20.07	11	28	-24.5	600.25
12	12	44	-3.52	12.39	12	32	-20.5	420.25
13	13	44	-3.52	12.39	13	56	3.5	12.25
14	14	48	0.48	0.23	14	60	7.5	56.25
15	15	36	-11.52	132.71	15	40	-12.5	156.25
16	16	52	4.48	20.07	16	56	27.5	12.25
17	17	48	0.48	0,23	17	40	-12.5	156.25
18	18	44	-3.52	12.39	18	80	27.5	746.25
19	19	60	12.48	155.75	19	68	15.5	240.25
20	20	64	16.48	271.59	20	44	-8.5	72.25
21	21	44	-3.52	12.39	21	64	11.5	132.25
22	22	72	24.48	599.27	22	68	15.5	240.25
23	23	36	-11.52	132.71	23	28	-24.5	600.25
24	24	24	-23.52	553.19	24	44	-8.5	72.5
25	25	52	4.48	20.07				
	N= 25	1188		4138.240	N= 24	1260		5418

		SD <sub>x1</sub> =		SD <sub>x2</sub> =
	$\bar{X}_1 =$	$\sqrt{\frac{\sum(x_1 - \bar{x})^2}{N_1 - 1}}$	$\bar{X}_2 =$	$\sqrt{\frac{\sum(x_2 - \bar{x})^2}{N_1 - 1}}$
	$\frac{\sum F_x}{N}$	$= \sqrt{\frac{4138.240}{25-1}}$	$\frac{\sum F_x}{N}$	$= \sqrt{\frac{5418}{24-1}}$
	$\bar{X}_1 =$	$= \sqrt{\frac{4138.240}{24}}$	$\bar{X}_2 =$	$= \sqrt{\frac{5418}{23}}$
	47.52	$= \sqrt{172.427}$	52,5	$= \sqrt{235.56}$
		= 13.13		= 15.34

The next table concluded the result of calculation above:

**Table 4.6**  
**The statistic descriptive of the research**

Statistic	VIII A	VIII B
The highest score	72	80
The lowest score	24	28
Mean	47.52	52.50
Standard deviation	13.13	15.34

The table above described that the Mean of VIII A students score was 47.52, while the Mean of VIII B students score was 52.50 and Standard Deviation of VIII A students was 13.13, while

the Standard Deviation of VIII B students was 15.34. Looking the table 4.5, there were differences both the result of the Mean and Standard Deviation. The VIII B students were fine superior of 4.98 on Mean and 2.21 on Standard Deviation from VIII A students.

After analyzing the data and counting the formula, is has been found the result of the Mean and the Standard Deviation of using problem based learning and inquiry-based learning to teach students' reading recount text, and finally gave interpretation of "t<sub>0</sub>".

**a. Statistical Test (t-test)**

In analyzing the data from the result above, it is used statistical calculation of the t-test formula written by Sugiyono. As seen on the table 4.5, it is suggested to measure homogeneity variant of both samples. It is the biggest variant divided by the smallest variant (the variant is taken from the standard deviation), and the result is compared to F table based on the result of the degree of freedom (DF) from both samples.

DF of this research is:

$$DF = k - 1 = 3 - 1 = 2$$

$$= n - k = 49 - 3 = 46$$

The homogeneity variant is  $F = \frac{235,56}{172,42} = 1.366$ .

The F table of the Degree of Freedom of 5% of 46 is 1.993.

Based on the calculation presented above the result of F was lower than F table ( $1.366 < 1.993$ ), thus, it can be interpreted that the Variant was homogen.

Sugiyono further explained five procedures in determining the formula comparing two groups of sample, if two groups of sample have different amount and the Variant is homogeny, the Polled Variant is used.<sup>61</sup> The Polled Variant formula is as follow:

$$\begin{aligned} \text{T-test } t &= \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \text{ with } s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}} \\ &= \sqrt{\frac{(25-1)235.56 + (24-1)172.42}{25+24-2}} \\ &= \sqrt{\frac{5653.44 + 3965.66}{47}} \\ &= \sqrt{\frac{9619.1}{47}} = \sqrt{204.66} = 14.306 \\ \text{Then } t &= \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \end{aligned}$$

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<sup>61</sup> Sugiyono, *Statistik untuk Penelitian*, (Bandung: Alfabeta, 2010), p. 138-139



$$\begin{aligned}
&= \frac{52.5 - 47.52}{14.306 \sqrt{\left(\frac{1}{25} + \frac{1}{24}\right)}} \\
&= \frac{4.98}{14.306 \sqrt{0,081}} \\
&= \frac{4.98}{4.088} = 1.22
\end{aligned}$$

**b. T-table**

The degree of freedom (DF) determined the t-table for DF this research as follow:  $Df = n - k$

$$= 49 - 3 = 46$$

So, The degree of significance of 5% or 0,05 was 2.012. To prove the hypothesis, the data obtained from both methods was calculated by using the t-test formula with the assumption as follow:

$$t_0 > t_{table} / t_0 = t_{table}$$

The working hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It means there is significance difference between using problem based learning and inquiry based learning to teach students reading recount text in eighth grade of MTs Al-Mubarak Bonang Demak.

$$t_0 < t_{table} :$$

The working hypothesis ( $H_a$ ) is rejected and the null hypothesis ( $H_0$ ) is accepted. It means there is significance difference between using problem based learning and

inquiry based learning to teach students reading recount text in the eighth grader of MTs Al-Mubarak Bonang Demak.<sup>62</sup>

**Table 4.7**

**The Calculation result of the hypothesis**

Sample		Mean	Standard Deviation	DF	t-test	t-table	Conclusion
VIII A	25	47.52	13.13	46	1.22	2.012	Ha Rejected
VIII B	24	52.50	15.34				H <sub>0</sub> Accepted

Based on the counting of the table above, it can be explained that:

- a. The Mean of students using problem based learning scores of VIII A students was 47.52, with the highest score was 72 and the lowest was 24. Meanwhile, the mean of students using inquiry-based learning scores of VIII B students was 52.5, with the highest score was 80 and the lowest score was 28.
- b. The Standard Deviation of VIII A students was 13.13, and the Standard Deviation of VIII B students was 15.34.
- c. The result of t-test was 1.22
- d. T-table for degree significance of 5% was 2.012.

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<sup>62</sup> Sugiyono, *Metode Pendidikan Kuantitatif, Kualitatif and R&D*, (Bandung: Alfabeta, 2009), p. 196-199

By comparing the value  $t_0 = 1.22$  and  $t_{table} = 2.012$ . The data calculated with statistical result shows that  $t_0$  was higher than t-table. So, the working ( $H_a$ ) rejected and the null hypothesis ( $H_0$ ) was accepted. It means there is no significance difference between using problem based learning and inquiry-based learning to teach students' reading recount text in the eighth grader of MTs Al-Mubarak Bonang Demak.

#### **D. Discussion of the Finding**

Based on the statistical calculation, it can be clarified that there is no significance difference between using problem based learning and inquiry-based learning to teach students' reading recount text in the eighth grader of MTs Al-Mubarak Bonang Demak. The result of the t-test was 1.22 and it was higher than t-table both in the degree of significance of 5% was  $1.22 > 2.012$ . So, the working hypothesis ( $H_a$ ) was rejected and the null hypothesis ( $H_0$ ) was accepted. It can be interpreted and there is significance difference between using problem based learning and inquiry-based learning to teach students' reading recount text in the eighth grader of MTs Al-Mubarak Bonang Demak.

The VIII A students were assumed to have a good ability and better in reading recount text using problem-based learning. In this research, their score in reading recount text using problem-

based learning was 47.52 in average. The VIII B students were estimated to be people who have less mastery in reading recount text using inquiry-based learning than the VIII A students using Inquiry-based learning. However, the average of their reading recount text score was 52.5. Based on t-test calculation, it showed that there is no significance difference between using problem-based learning and inquiry-based learning to teach students' reading recount text in the eighth grader of MTs Al-Mubarak Bonang Demak.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusion and the suggestion of the research

#### **A. CONCLUSION**

From the results of research on comparing the ability of reading recount text taught by using problem-based learning and inquiry-based learning at the eighth grader of MTs Al-Mubarak in the academic year of 2018/2019 obtained the following conclusions:

1. The results of reading recount text proficiency taught by using problem-based learning in VIII A class students was 47.52
2. The results of reading recount text proficiency taught by using inquiry-based learning in VIII B class students was 52.50
3. From the results there is a little difference of reading recount text taught by using problem-based learning and inquiry-based learning in VIII A and VIII B students.

#### **B. SUGGESTION**

Based on the results obtained, there are several suggestions as follows:

1. Teachers should be innovative in choosing the models, methods and learning techniques in accordance with the ability of students and learning materials. So that, the learning process can more interesting to the students and successfully achieve the learning outcome.
2. It is expected that students can improve reading comprehension by innovative models, methods and learning techniques in reading general English text and also can open the dictionary about meaning and pronunciation for increase reading skills ability better than before.

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## LESSON PLAN

### (Experimental 1 Class)

School : MTs Al-Mubarak Bonang Demak  
Subject : English  
Class/Semester : VIII A/2  
Theme : Recount Text  
Skill Focus : Reading  
Time Allocation: 2 x 40 minutes

#### A. Core Competence

1. Living and practices the teaching of their religion
2. Appreciates and practices honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and proactive and displayed as part of the solution to various problems in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association world
3. Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, arts, culture and humanities with an insight into humanity, nationality and civilization-related phenomena and events, as well as apply the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem.
4. Exploring, Associating, and communicating in the concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing, and composing) as learned in school and other sources in the same point of view/theory.

## Basic Competence

No	Basic Competence	Indicators
1.	3.11 Comparing social functions, text structure, and linguistic elements of several oral and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use.	3.11.1 Determining the communicating purpose 3.11.2 Identify the generic structures of text 3.11.3 Identify the linguistic elements of the text
2.	4.11 Catching contextually meaning related to social function, text structure, and linguistic elements, oral and written of recount text, very short and simple, related to personal experience (personal recount).	4.11.1 Identify the social functions of the text

## B. Learning Outcome

- a. The students are able to identify the generic structure of recount text
- b. The students are able to identify the language feature of recount text

- c. The students are able to make opinion of natural and social phenomena appropriately after studying recount text through problem-based learning
- d. At the end of the lesson, students are able to presents the opinions of recount text related to natural or social phenomena briefly in front of the class

**C. Teaching Materials**

**1. Regular Learning**

**a. Recount text**

Recount text is a text that retells past events. The purpose of a recount is to give the audience a description of what occurred and when it occurred.

<b>A Thief</b>	Title
<p>Three days ago, I went to the traditional market to buy some fruits and vegetables. In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to take closer and see. A few minutes later, police came and took him.</p>	<b>Orientation</b>
<p>I asked the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hard.</p>	<b>Event</b>
<p>It was a pity event and I hoped it would never happen again.</p>	<b>Re-Orientation</b>

Source: <https://gudangpelajaran.com/contoh-recount-text/>

### **b. Generic structure:**

- 1) Orientation introduces the participants, place and time in the first paragraph.
- 2) Event describes a series of event that happened in the past.
- 3) Re-orientation (optional) explains the personal comment of the writer to the story.

**Social Function:** To Inform or entertain the reader

## **2. Remedial Learning**

### **Language Feature:**

1. Nouns, e.g. woman, journey, town, etc.
2. Pronouns, e.g. it, he, him, his, etc.
3. Action verbs, e.g. wanted, decided, ate, etc.
4. Past tenses, e.g. A rich woman **wanted** to make a journey to another town.
5. Time conjunction, e.g. before, after, finally, etc.
6. Adverbs, e.g. quickly, cheerfully, etc.
7. Adverbs of phrases, e.g. at the end of the journey, a few days ago, etc.
8. Adjectives, e.g. beautiful, heavy, old, etc.

## **3. Enrichment Learning**

### **Climbing the Merapi Mountain**

Two days ago I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends. We start climbing at 8 p.m. It was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction.

We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. There were a lot of people who reached that top before us.

We waited the sun rises by cooking some food and making some hot drink to get back our energy. We sang some songs together, shared stories and got acquainted with people there.

After seeing the sun raised, we had to go back home. Getting down the mountain was not as hard as the climbing process because



we only spent a few energy and time even we had to be more careful to do this process. However, it was great experience i had ever done so far.

After all, that was my great experience I had ever have.

Instruction:

Please analyze the generic structure and language feature

#### D. Teaching Method

Approach : Scientific Approach  
 Method : Problem Based Learning  
 Technique : Problem, Group discussion, Drill, Problem solving, and home work

#### E. Media, Tools, and Source of Learning

Media : Worksheet, Picture  
 Aids : Whiteboard, Board marker, paper  
 Sources : - Ministry of Education and Culture.  
 Teacher’s book English (*When English Rings a Bell*). 2017.  
 - Ministry of Education and Culture.  
 Student’s book English (*When English Rings a Bell*). 2017.

#### F. Teaching Activities

##### 1. First meeting

Phase	Activities	Time
<b>Pre-Activity</b>	<b>Introduction Activity</b> - Greeting the students - Pray - Check the present of students - Apperception - Students motivation	<b>10 Minutes</b>
<b>Main Activity</b>	<b>Exploration</b> - The teacher presents the problem about “expired ticket” to the students - The teacher asks students to observe the problem about	<b>60 Minutes</b>

	<p>“expired ticket”</p> <p><b>Investigating</b></p> <ul style="list-style-type: none"> <li>- The teacher guides the students to observe the problem about “expired ticket”</li> <li>- The teacher asks the students to give their problem solving argumentation</li> <li>- The teacher asks students to present their argumentation then other students give response</li> </ul> <p><b>Discussing</b></p> <ul style="list-style-type: none"> <li>- The teacher divided the students into small groups consist of 5 people</li> <li>- The teacher asks to each groups to identify the generic structure and main idea each paragraph of the text</li> <li>- The students discuss and guided by the teacher</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- The teacher asks each groups to present their results</li> <li>- The teacher asks the other group to give argumentation</li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>- The teacher analyzes and evaluate problem process of problem solving with the students</li> <li>- The teacher concludes the generic structure of the recount text with the students</li> </ul>	
<b>Post-Activity</b>	<p><b>Closing Activity</b></p> <ul style="list-style-type: none"> <li>- The teacher gives students</li> </ul>	<b>10 Minutes</b>

	<p>chance to ask question about the material</p> <ul style="list-style-type: none"> <li>- The teacher asks the students to conclude the material</li> <li>- The teacher gives strengthening the material with write on the whiteboard</li> <li>- Pray</li> </ul>	
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## G. Assessment

### 1. Attitude Assessment

#### a. Assessment sheet of spiritual and social manner

Name :

Class :

No	Attitudes	Description	Score
1	Polite	5: Always polite 4: often polite 3: sometimes polite 2: rarely polite 1: never polite	
2	Responsibility	5: Always responsible 4: often responsible 3: sometimes responsible 2: rarely responsible 1: never responsible	
3	Care	5: Always care 4: often care 3: sometimes care 2: rarely care 1: never care	
4	Truly	5: Always truly 4: often truly 3: sometimes truly 2: rarely truly 1: never truly	
5	Discipline	5: Always discipline	

		4: often discipline 3: sometimes discipline 2: rarely discipline 1: never discipline	
6	Honesty	5: Always honest 4: often honest 3: sometimes honest 2: rarely honest 1: never honest	

**b. Cognitive Assessment**

1. Aspect :
  - Complete the text regarding of recount text
2. Instrument

<p><b>EVALUATION TEST</b> <b>Recount Text</b></p> <p><b>NAME :</b> <b>CLASS :</b></p> <p><b>A. Complete the following text with the suitable words in the box!</b></p> <p>Last night I .....<sup>1</sup> to my favorite restaurant at Juanda street. I .....<sup>2</sup> the restaurant about eight o'clock. It .....<sup>3</sup> a warm evening and I .....<sup>4</sup> to walk along the street. Suddenly, I .....<sup>5</sup> a noise. I .....<sup>6</sup> three boys aged about seventeen. One boy .....<sup>7</sup> up to me and .....<sup>8</sup> me the time. When I .....<sup>9</sup> down at many watch, he .....<sup>10</sup> me and I.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Left - run - took - hit - asked - saw - heard - was - shouted - fell - looked</td> </tr> </table>	Left - run - took - hit - asked - saw - heard - was - shouted - fell - looked
Left - run - took - hit - asked - saw - heard - was - shouted - fell - looked	

3. Scoring rubric

Activity	Explanation	Score
	1. Complete and correct answer	10
	2. complete and less correct answer	8
	3. less complete and correct	

	answer	6
	4. less complete and less correct answer	4
	5. no answer	0

### 5. Score

$$\text{Final Score} = \text{Total score} \times 10 = 100$$

### c. Skills Assessment

#### Practice

Practical assessment can be carried out by the teacher when the students do evaluation tests on the material described.

Name :

Class :

- Assessment technique : Reading and speaking
- Instrument

#### Fishing

Yesterday I was going to the lake. It was the nice time for fishing because I had no work to do. I wake earlier at the morning then I went to the market place to buy some shrimps which I used for fishing bait. After that, I went to the lake to start fishing.

At that lake, I looked for the best point to fish. I went to the place under the big tree at the bank of the lake. I threw my hook as far as I can then I wait for the fish eating my bait. 30 minutes left and finally there was a fish ate my bait. It was the first big enough fish that I got.

I got 10 big fish and 3 small fish at that day. I was so happy. I would cook that fish at home and then I would call my friends to come to my home then we would have a small party. But I was not lucky enough because on the way home I saw a beggar. He was an old poor beggar.

I gave all of my fish to him and I wish he would be happy getting that fish. Perhaps he could sell them at the market and get some money to buy some food.

Even I did not have any fish after that, I was so happy because I could help people.

c. Scoring Rubric

Assessment Aspect	Explanation	Score
Pronunciation	- Accuracy of pronunciation words - Smooth pronunciation	60-100
Intonation	- Accuracy of word emphasis - Stressing	60-100
Grammar	- Solidarity - Respect friends	60-100

d. Scoring

Name	Assessment Aspect			Total Score
	Pronunciation	Intonation	Grammar	
Sinta				
Romea				
Joko				
animah				

2. The Remedial Meeting

Phase	Activities	Time
<b>Pre-Activity</b>	<b>Introduction Activity</b> - Greeting the students - Pray - Check the presence of students - Apperception Students motivation	<b>10 minutes</b>
<b>Main Activity</b>	<b>Exploration</b> - The teacher presents the problem about “expired ticket” to the students <b>Investigating</b>	<b>60 minutes</b>

	<ul style="list-style-type: none"> <li>- The teacher guides the students to read clearly and analyze the problem about “expired ticket”</li> <li>- The teacher guides the students to analyze and the students asks vocabularies unknown to the teacher</li> </ul> <p><b>Discussing</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students to make their problem solving opinion</li> <li>- The teacher asks the students to present their opinion in front of the class</li> <li>- The other students give their argumentation of the opinion</li> <li>- The teacher guides the discussion section</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students to identify the generic structure of the recount text</li> <li>- The teacher guides the students to identify the generic structure of the recount text</li> <li>- The students present their opinion</li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>- The teacher analyzes and evaluate problem process of problem solving with the students</li> <li>- The teacher explains and concludes the generic structure of the recount text with the students</li> </ul>	
<b>Post-Activity</b>	<p><b>Closing Activity</b></p> <ul style="list-style-type: none"> <li>- The teacher gives students chance to ask question about the material</li> <li>- The teacher asks the students to conclude the material</li> </ul>	<b>10 minutes</b>

	<ul style="list-style-type: none"> <li>- The teacher gives strengthening the material with write on the whiteboard</li> <li>- Pray</li> </ul>	
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### 3. The Enrichment Meeting

Phase	Activities	Time
<b>Pre-Activity</b>	<b>Introduction Activity</b> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Pray</li> <li>- Check the presence of students</li> <li>- Apperception</li> <li>- Students motivation</li> </ul>	<b>10 minutes</b>
<b>Main Activity</b>	<b>Exploration</b> <ul style="list-style-type: none"> <li>- The teacher presents the problem about “expired ticket” of recount text to the students</li> <li>- The students identify the problem about “expired ticket” of recount text</li> </ul> <b>Investigating</b> <ul style="list-style-type: none"> <li>- The teacher guides the students to identify the problem about “expired ticket”</li> <li>- The teacher asks the students to make the problem solving opinion</li> </ul> <b>Discussing</b> <ul style="list-style-type: none"> <li>- The teacher asks the students to presents their problem solving opinion in front of the class</li> <li>- The other students give argumentation of the opinion</li> <li>- The teacher guides the discussion section</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>- The teacher asks the students to interpret meaning and identify the generic structure of the recount</li> </ul>	<b>60 minutes</b>



	<p>text</p> <ul style="list-style-type: none"> <li>- The teacher guides the students to interpret meaning and identify the generic structure of the recount text</li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>- The teacher analyzes and evaluate problem process of problem solving with the students</li> <li>- The teacher explains and concludes the meaning and the generic structure of the recount text with the students</li> </ul>	
<b>Post-Activity</b>	<p><b>Closing Activity</b></p> <ul style="list-style-type: none"> <li>- The teacher gives students chance to ask question about the material</li> <li>- The teacher asks the students to conclude the material</li> <li>- The teacher gives strengthening the material with write on the whiteboard</li> <li>- Pray</li> </ul>	<b>10 minutes</b>

**Approved by:**

The English Teacher

Raída Munyholiyah N, S. Pd.

The Researcher

Nur Faizah



## **Attachment 1**

**Please observe and identify (generic structure and language feature) in the recount text below!**

### **Ticket**

Last week, I went to the theatre. It was the only theatre at my town. I had one free ticket to watch a movie.

I had no idea about the movie. I would like to watch and I did not know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie.

I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day.

Unfortunately, I missed it. The ticket was already expired 2 days before. Then, I went at the parking area with my sadness face.

I went home and I was very disappointed about that.

## APPENDIX Ib

### LESSON PLAN

#### (Experimental 2 Class)

School : MTs Al-Mubarak Bonang Demak  
Subject : English  
Class/Semester : VIII B/2  
Theme : Recount Text  
Skill Focus : Reading  
Time Allocation: 2 x 40 minutes

#### A. Core Competence

1. Living and practices the teaching of their religion
2. Appreciates and practices honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and proactive and displayed as part of the solution to various problems in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association world
3. Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, arts, culture and humanities with an insight into humanity, nationality and civilization-related phenomena and events, as well as apply the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem.
4. Exploring, Associating, and communicating in the concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing, and composing) as learned in school and other sources in the same point of view/theory.

## Basic Competence

No	Basic Competence	Indicators
1.	3.12 Comparing social functions, text structure, and linguistic elements of several oral and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use.	3.12.1 Determining the communicating purpose 3.12.2 Identify the generic structures of text 3.12.3 Identify the linguistic elements of the text
2.	4.11 Catching contextually meaning related to social function, text structure, and linguistic elements, oral and written of recount text, very short and simple, related to personal experience (personal recount).	4.11.1 Identify the social functions of the text

## B. Learning Outcome

- a. The students are able to identify the generic structure of recount text
- b. The students are able to identify language feature of recount text

- c. The students are able to make opinion of natural and social phenomena appropriately after studying recount text through problem-based learning
- d. At the end of the lesson, students are able to presents the opinions of recount text related to natural or social phenomena briefly in front of the class

**C. Teaching Materials**

**1. Regular Learning**

**a. Recount text**

Recount text is a text that retells past events. The purpose of a recount is to give the audience a description of what occurred and when it occurred.

<b>A Thief</b>	Title
<p>Three days ago, I went to the traditional market to buy some fruits and vegetables. In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to take closer and see. A few minutes later, police came and took him.</p>	<b>Orientation</b>
<p>I asked the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hard.</p>	<b>Event</b>
<p>It was a pity event and I hoped it would never happen again.</p>	<b>Re-Orientation</b>

Source: <https://gudangpelajaran.com/contoh-recount-text/>

### **b. Generic structure:**

- 1) Orientation introduces the participants, place and time in the first paragraph.
- 2) Event describes a series of event that happened in the past.
- 3) Re-orientation (optional) explains the personal comment of the writer to the story.

**Social Function:** To Inform or entertain the reader

## **2. Remedial Learning**

### **Language Feature:**

9. Nouns, e.g. woman, journey, town, etc.
10. Pronouns, e.g. it, he, him, his, etc.
11. Action verbs, e.g. wanted, decided, ate, etc.
12. Past tenses, e.g. A rich woman **wanted** to make a journey to another town.
13. Time conjunction, e.g. before, after, finally, etc.
14. Adverbs, e.g. quickly, cheerfully, etc.
15. Adverbs of phrases, e.g. at the end of the journey, a few days ago, etc.
16. Adjectives, e.g. beautiful, heavy, old, etc.

## **3. Enrichment Learning**

### **Climbing the Merapi Mountain**

Two days ago I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends. We start climbing at 8 p.m. It was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction.

We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. There were a lot of people who reached that top before us.

We waited the sun rises by cooking some food and making some hot drink to get back our energy. We sang some songs together, shared stories and got acquainted with people there.

After seeing the sun raised, we had to go back home. Getting down the mountain was not as hard as the climbing process because

we only spent a few energy and time even we had to be more careful to do this process. However, it was great experience i had ever done so far.

After all, that was my great experience I had ever have.

Instruction:

Please analyze the generic structure and language feature

#### D. Teaching Method

Approach : Scientific Approach  
 Method : Inquiry Based Learning  
 Technique : Questioning, Lecturing, Individual work, and small discussion

#### E. Media, Tools, and Source of Learning

Media : Worksheet, Picture  
 Aids : Whiteboard, board marker, paper  
 Sources : - Ministry of Education and Culture.  
 Teacher's book English (*When English Rings a Bell*). 2017.  
 - Ministry of Education and Culture.  
 Student's book English (*When English Rings a Bell*). 2017.

#### F. Teaching Activities

##### 1. First meeting

Phase	Activities	Time
<b>Pre-Activity</b>	<b>Introduction Activity</b> - Greeting the students - Pray - Check the presence of students - Apperception - Students motivation	<b>10 Minutes</b>
<b>Main Activity</b>	<b>Questioning</b> - The teacher provides and gives a recount text to the students - The students read the recount text then observe it - The students ask to teacher	<b>60 Minutes</b>

	<p>about the recount text</p> <p><b>Researching</b></p> <ul style="list-style-type: none"> <li>- The teacher writes some questions of the students on the whiteboard</li> <li>- The teacher chooses and filter the questions of the students</li> <li>- The teacher asks students to answer together and make conclusion of the answer</li> </ul> <p><b>Discussing</b></p> <ul style="list-style-type: none"> <li>- The teacher divided the students into small group consist of 5 people</li> <li>- The students discuss the generic structure and language feature of recount text</li> <li>- The teacher guides the discussion section in their group</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>- The teacher asks each groups to make conclusion of their discussion</li> <li>- The teacher asks each groups to present their results</li> <li>- The other group gives arguments</li> </ul> <p><b>Reflecting</b></p> <ul style="list-style-type: none"> <li>- The teacher analyzes and evaluate the discussion section</li> <li>- The teacher and the students make conclusion from the discussion section</li> </ul>	
<b>Post-Activity</b>	<p><b>Closing Activity</b></p> <ul style="list-style-type: none"> <li>- The teacher gives students chance to ask question about the material</li> </ul>	<b>10 Minutes</b>



	<ul style="list-style-type: none"> <li>- The teacher asks the students to conclude the material</li> <li>- The teacher gives strengthening the material with write in the whiteboard</li> <li>- Pray</li> </ul>	
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## G. Assessment

### 1. Attitude Assessment

#### a. Assessment sheet of spiritual and social manner

Name :

Class :

No	Attitudes	Description	Score
1	Polite	5: Always polite 4: often polite 3: sometimes polite 2: rarely polite 1: never polite	
2	Responsibility	5: Always responsible 4: often responsible 3: sometimes responsible 2: rarely responsible 1: never responsible	
3	Care	5: Always care 4: often care 3: sometimes care 2: rarely care 1: never care	
4	Truly	5: Always truly 4: often truly 3: sometimes truly 2: rarely truly 1: never truly	
5	Discipline	5: Always discipline 4: often discipline 3: sometimes discipline 2: rarely discipline	

		1: never discipline	
6	Honesty	5: Always honest 4: often honest 3: sometimes honest 2: rarely honest 1: never honest	

**b. Cognitive Assessment**

1. Assessment technique : written
2. Instrument:
  - a. Complete the text regarding recount text

<p><b>EVALUATION TEST</b></p> <p><b>Recount Text and Simple Past Tense</b></p> <p><b>NAME :</b></p> <p><b>CLASS :</b></p> <p><b>B. Complete the following text with the suitable words in the box!</b></p> <p>Last night I .....<sup>1</sup> to my favorite restaurant at Juanda street. I .....<sup>2</sup> the restaurant about eight o'clock. It .....<sup>3</sup> a warm evening and I .....<sup>4</sup> to walk along the street. Suddenly, I .....<sup>5</sup> a noise. I.....<sup>6</sup> three boys aged about seventeen. One boy.....<sup>7</sup> up to me and.....<sup>8</sup> me the time. When I.....<sup>9</sup> down at many watch, he.....<sup>10</sup> me and I</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Left - run - took - hit - asked - saw - heard - was - shouted - fell - looked</td> </tr> </table>	Left - run - took - hit - asked - saw - heard - was - shouted - fell - looked
Left - run - took - hit - asked - saw - heard - was - shouted - fell - looked	

3. Scoring Rubric

Activity	Explanation	Score
	1. Complete and correct answer	10
	2. complete and less correct answer	8
	3. less complete and correct answer	6
	4. less complete and less correct answer	4

	5. no answer	0
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### c. Skills Assessment

#### Practice

Practical assessment can be carried out by the teacher when the students do evaluation tests on the material described..

Name :

Class :

1. Assessment technique : Reading and speaking
2. Instrument

#### Fishing

Yesterday I was going to the lake. It was the nice time for fishing because I had no work to do. I wake earlier at the morning then I went to the market place to buy some shrimps which I used for fishing bait. After that, I went to the lake to start fishing.

At that lake, I looked for the best point to fish. I went to the place under the big tree at the bank of the lake. I threw my hook as far as I can then I wait for the fish eating my bait. 30 minutes left and finally there was a fish ate my bait. It was the first big enough fish that I got.

I got 10 big fish and 3 small fish at that day. I was so happy. I would cook that fish at home and then I would call my friends to come to my home then we would have a small party. But I was not lucky enough because on the way home I saw a beggar. He was an old poor beggar.

I gave all of my fish to him and I wish he would be happy getting that fish. Perhaps he could sell them at the market and get some money to buy some food.

Even I did not have any fish after that, I was so happy because I could help people.

### 3. Scoring Rubric

Assessment Aspect	Explanation	Score
Pronunciation	- Accuracy of pronunciation words - Smooth pronunciation	60-100
Intonation	- Accuracy of word emphasis - Stressing	60-100
Grammar	- Solidarity - Respect friends	60-100

### 4. Scoring

Name	Assessment Aspect			Total Score
	Pronunciation	Intonation	Grammar	
Sinta				
Romea				
Joko				
animah				

## 2. Remedial meeting

Phase	Activities	Time
<b>Pre-Activity</b>	<b>Introduction Activity</b> - Greeting the students - Pray - Check the presence of students - Apperception - Students motivation	<b>10 Minutes</b>
<b>Main Activity</b>	<b>Questioning</b> - The teacher provides and gives a recount text to the students - The students read the recount text then observe it - The teacher asks the students to ask about unknown vocabulary	<b>60 Minutes</b>

	<p>of recount text that given by teacher</p> <p><b>Researching</b></p> <ul style="list-style-type: none"> <li>- The students asks some unknown vocabulary to the teacher</li> <li>- The teacher writes some vocabulary of the students on the whiteboard</li> <li>- The teacher asks students to answer together</li> </ul> <p><b>Discussing</b></p> <ul style="list-style-type: none"> <li>- The teacher divided the students into small group consist of 5 people</li> <li>- The students discuss the generic structure of recount text</li> <li>- The teacher guides the discussion section in their group</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>- The teacher asks each groups to make conclusion of their discussion</li> <li>- The teacher asks each groups to present their results</li> <li>- The other group gives arguments</li> </ul> <p><b>Reflecting</b></p> <ul style="list-style-type: none"> <li>- The teacher analyzes and evaluate the discussion section</li> <li>- The teacher and the students make conclusion from the discussion section</li> </ul>	
<b>Post-Activity</b>	<p><b>Closing Activity</b></p> <ul style="list-style-type: none"> <li>- The teacher gives students chance to ask question about the material</li> </ul>	<b>10 Minutes</b>

	<ul style="list-style-type: none"> <li>- The teacher asks the students to conclude the material</li> <li>- The teacher gives strengthening the material with write in the whiteboard</li> <li>- Pray</li> </ul>	
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### 3. Enrichment meeting

<b>Phase</b>	<b>Activities</b>	<b>Time</b>
<b>Pre-Activity</b>	<b>Introduction Activity</b> <ul style="list-style-type: none"> <li>- Greeting the students</li> <li>- Pray</li> <li>- Check the presence of students</li> <li>- Apperception</li> <li>- Students motivation</li> </ul>	<b>10 Minutes</b>
<b>Main Activity</b>	<b>Questioning</b> <ul style="list-style-type: none"> <li>- The teacher provides and gives a recount text to the students</li> <li>- The students read the recount text then observe it</li> <li>- The teacher asks and guides the students to make a question about of recount text that given by teacher</li> </ul> <b>Researching</b> <ul style="list-style-type: none"> <li>- The students asks a question to the teacher</li> <li>- The teacher writes some questions of the students on the whiteboard</li> <li>- The teacher asks students to answer together</li> </ul> <b>Discussing</b> <ul style="list-style-type: none"> <li>- The teacher divided the students into small group consist of 5 people</li> <li>- The students discuss the content, generic structure and</li> </ul>	<b>60 Minutes</b>

	<p>language feature of recount text</p> <ul style="list-style-type: none"> <li>- The teacher guides the discussion section in their group</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>- The teacher asks each groups to make conclusion of their discussion</li> <li>- The teacher asks each groups to present their results</li> <li>- The other group gives arguments</li> </ul> <p><b>Reflecting</b></p> <ul style="list-style-type: none"> <li>- The teacher analyzes and evaluate the discussion section</li> <li>- The teacher and the students make conclusion from the discussion section</li> </ul>	
<b>Post-Activity</b>	<p><b>Closing Activity</b></p> <ul style="list-style-type: none"> <li>- The teacher gives students chance to ask question about the material</li> <li>- The teacher asks the students to conclude the material</li> <li>- The teacher gives strengthening the material with write in the whiteboard</li> <li>- Pray</li> </ul>	<b>10 Minutes</b>

**Approved by:**

The English Teacher



Raida Munyhoffiyah N, S. Pd.

The Researcher

Nur Faizah





## **Attachment 1**

**Please read and identify the generic structure and language feature about the recount text below!**

### **Ticket**

Last week, I went to the theatre. It was the only theatre at my town. I had one free ticket to watch a movie.

I had no idea about the movie. I would like to watch and I did not know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie.

I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day.

Unfortunately, I missed it. The ticket was already expired 2 days before. Then, I went at the parking area with my sadness face.

I went home and I was very disappointed about that.

## APPENDIX II

<b>No</b>	<b>Explanation</b>	<b>Date/Month/Year</b>
1.	Taking Permission to the Headmaster	16 <sup>th</sup> February 2019
2.	Treatment in Experimental 2 (VIII B)	30 <sup>th</sup> April 2019
3.	Treatment in Experimental 1 (VIII A)	10 <sup>th</sup> May 2019
4.	Post-Test in Experimental 2 (VIII B)	10 <sup>th</sup> May 2019
5.	Post-Test in Experimental 2 (VIII A)	11 <sup>st</sup> May 2019

### APPENDIX III

#### The Post Test Questions before the validity test POST TEST

**Choose either A, B, C, or D for the correct answer!**

The following text is for question number 1-5.

#### **Go Camping**

The weather was very clear. My family and I decided to go camping last holiday. Father prepared the tent and other equipment. Mother prepared the cooking and eating utensils. I took my fishing rod and my brother brought his sports equipment. When everything was ready, we left for the camping site in the countryside.

There were many campers when we arrived at the camping site. Unfortunately, the good location near the river had been occupied by other campers so we had to look for another place. Finally, we found a good place little bit further. It was near a big tree. After setting up the tent, my father and I went fishing. We joined other people sitting on the rock near the river.

In the evening, the father made a fire. 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 very wonderful experience. I woke up early in the morning. I felt fresh. Then I accompanied my brother playingball.

Source: <https://englishahkam.blogspot.com/search/label/Recount%20Text%20SMP>

1. What is the purpose of the text above?
  - A. To describe a camping site.
  - B. To give instruction how to set up the tent.
  - C. To retell the writer's past camping experience.
  - D. To inform people the new camping site.
  
2. Where did the writer and his family set up their tent?
  - A. Near the river.
  - B. Near the big tree.
  - C. At the back of the river.
  - D. Far away from other campers.

3. What are the writer and his father's hobby?
- A. Camping
  - B. Cooking
  - C. Fishing
  - D. playing ball
4. What are the writer and his brother doing in the morning?
- A. Wake up Early
  - B. Sleep in the tent
  - C. Cook the fish
  - D. Playing ball
5. Which of the following statement is **TRUE**?
- A. The writer went to camping with his family
  - B. The writers' tent location near river
  - C. The writers' mother prepared the tent and other equipment
  - D. The writers' father made a fire in the morning

The following text is for question number 6-11.

### **Grandpa's Birthday**

It was my Grandpa's birthday last Sunday.

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favorite color.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. *It* was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my Grandpa.

Source: <https://www.bahasainggris.co.id/kumpulan-teks-dan-soal-kunci-jawaban-recount-texts-part-1/>

6. What is the topic of the text?
  - A. Party
  - B. Nice Shopping
  - C. *Grandpa's birthday*
  - D. Weekend in grandpa's house
  
7. What did the writer do in the kitchen?
  - A. Cooked meal
  - B. Prepared for lunch
  - C. Roasted a lobster
  - D. *Made a cake*
  
8. How many the siblings did that the writer have?
  - A. One
  - B. *Two*
  - C. Three
  - D. Four
  
9. What was the present from the writer?
  - A. Cake
  - B. Flowers
  - C. Chocolate
  - D. *Batik shirt*
  
10. What the title of the song in the text?
  - A. Happy
  - B. Twinkle-Twinkle little star
  - C. Happy birthday
  - D. If you're happy
  
11. ***It*** was a big and beautiful cake. The word ***It*** in paragraph three refers to?
  - A. Batik shirt
  - B. *Cake*
  - C. Flowers

D. Chocolate

12. When was the grandpa's birthday party held?

- A. On Sunday evening
- B. On Friday morning
- C. On Saturday morning
- D. On Sunday morning

The following text is for question number 13-18.

### **Trip to Yogyakarta**

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wishnu Temples. They are really amazing. We visited only Brahmana and Syiwa Temples because Wishnu Temple is being renovated.

On Friday morning, we went to Yogyakarta Keraton. We spent two hours there. We were lucky because we led by a smart and friendly guide. Then we continued our journey to Borobodur. We arrived there at 4 pm. At 5 p.m. We heard an announcement that Borobudur gate was closed. In the evening, we left for Jakarta by touring bus "Wonderful Indonesia".

Source:

<https://englishahkam.blogspot.com/search/label/Recount%20Text%20SMP>

13. The text mainly discusses ....

- A. the writer's trip to Yogyakarta
- B. the writer's first visit to Prambanan
- C. the writer's impression about the guide
- D. the writer's experience at Yogyakarta keratin

14. Which of the following statement is **TRUE**?

- A. The writer went to Borobodur first and then to Keraton

- B. The writer was very disappointed with the guide
- C. Malioboro is not far from Dirgahayu Hotel
- D. The writer left for Jakarta on Thursday

15. Which temple is being renovated?

- A. Syiwa
- B. Wisnu
- C. Brahma
- D. Borobudur

16. The third paragraph is called?

- A. Resolution
- B. Re-orientation
- C. Orientation
- D. Event

17. When did they go home?

- A. On Wednesday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Saturday evening

18. What else the big temples in Prambanan?

- A. Angkor wat, Syiwa, and Sudra temples
- B. Paria, Brahmana, and Sudra temples
- C. Brahmana, Syiwa, and Wishnu temples
- D. Borobudur, Syiwa, and Brahmana temples

The following text is for question number 19- 24.

### **Anto's House**

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big birdcage in the

garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

After visiting the birdcage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colorful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

Source: <https://www.itapuih.com/2017/05/10-contoh-soal-recount-text-dan-kunci.html>

19. The first paragraph is called .....
- A. Event
  - B. Orientation
  - C. Identification
  - D. Re-orientation
20. The text above tells us about.....
- A. A holiday at friend's place
  - B. A picture of bird
  - C. A big bird cage
  - D. A big garden
21. What is the writer friend's name?
- A. Andi
  - B. Antoni
  - C. Anto
  - D. Ando
22. What is the last paragraph about?
- A. Anto had butterflies as his pet
  - B. The writer's friend is good swimmer
  - C. There are a lot of flowers in Anto's house
  - D. The writer had a good time with his friend
23. Where did the writer spend his afternoon?
- A. Under a tree



- B. Inside big bird cage
- C. In the flower garden
- D. In the swimming pool

24. From the text, we know that the writer ....
- A. Had gone and visited many places during his holiday
  - B. Lived in the same village with his pen pal, Anto
  - C. Liked butterflies and swimming very much
  - D. Spent his holiday at friend's house

The following text is for question number 24- 30.

Last week, my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It was quite windy and there was hardly anyone there. It surprised us because there were always many people coming there on the weekends. So, we had the beach on our own. We bought some hot chips, rode our bikes, played in the water and we sat under the trees. We really had a great time.

Source: <http://kiyesoaluning.blogspot.com/2011/03/contoh-soal-recount-text.html>

25. Where did the story happen?
- A. In a house
  - B. At the store
  - C. In the water
  - D. At the beach
26. Who did the writer and his friend find when they reached the beach?
- A. Many people
  - B. Almost no one
  - C. Many visitors
  - D. Foreign tourist
27. How did they go to the beach?

- A. By bicycles
- B. By bus
- C. By car
- D. By boat

28. What did the writer and his friend bought at the beach?

- A. Some hot fried chickens
- B. Some hot chips
- C. Some hot corns
- D. Some hot potato chips

29. How did the writer think about the trip?

- A. It was an unpleasant trip
- B. It was a funny trip
- C. It was a horrible trip
- D. It was a good trip

30. "It was only five kilometers from our houses." (Line 1). The word "It" refers to....

- A. Bike
- B. Beach
- C. Chip
- D. House

**GOOD LUCK ☺**

## ANSWER KEY

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

## APPENDIX IV

### Analysis of Validity

No	Kode	UJI VALIDITAS													No Item			
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15		
1	V2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
2	V4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
3	V11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
4	V1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	
5	V6	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	
6	V14	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	
7	V3	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	
8	V16	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	
9	V12	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	
10	V13	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	
11	V5	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	
12	V9	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	
13	V8	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	
14	V10	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	
15	V15	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	
16	V7	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	
17	V17	1	0	0	1	0	1	1	1	1	1	1	0	1	0	1	1	
18	V19	0	1	1	1	0	0	0	0	0	0	0	1	1	1	1	0	
19	V18	0	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	
20	V20	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	
	Total	14	18	18	15	14	16	16	16	13	15	14	15	14	15	17	19	15
	Nilai R Tabel	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444	0,444
	Nilai R Hitung	0,582	0,506	0,649	0,124	0,507	0,759	0,716	0,694	0,538	0,302	0,488	0,539	0,613	0,073	0,638	0,638	0,638
	Interpretasi	VALID	VALID	VALID	INVALID	VALID	VALID	VALID	VALID	VALID	INVALID	VALID	VALID	VALID	INVALID	VALID	VALID	VALID
	Keterangan																	





## APPENDIX VI

### The Valid of Post Test Questions

#### POST TEST

**Choose either A, B, C, or D for the correct answer!**

The following text is for question number 1-4.

#### **Go Camping**

The weather was very clear. My family and I decided to go camping last holiday. Father prepared the tent and other equipment. Mother prepared the cooking and eating utensils. I took my fishing rod and my brother brought his sports equipment. When everything was ready, we left for the camping site in the countryside.

There were many campers when we arrived at the camping site. Unfortunately, the good location near the river had been occupied by other campers so we had to look for another place. Finally, we found a good place little bit further. It was near a big tree. After setting up the tent, my father and I went fishing. We joined other people sitting on the rock near the river.

In the evening, the father made a fire. 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 very wonderful experience. I woke up early in the morning. I felt fresh. Then I accompanied my brother playingball.

Source: <https://englishahkam.blogspot.com/search/label/Recount%20Text%20SMP>

1. What is the purpose of the text above?
  - A. To describe a camping site.
  - B. To give instruction how to set up the tent.
  - C. To retell the writer's past camping experience.
  - D. To inform people the new camping site.
  
2. Where did the writer and his family set up their tent?
  - A. Near the river.
  - B. Near the big tree.

- C. At the back of the river.
- D. Far away from other campers.

3. What are the writer and his father's hobby?

- A. Camping
- B. Cooking
- C. Fishing
- D. playing ball

4. Which of the following statement is **TRUE**?

- A. The writer went to camping with his family
- B. The writers' tent location near river
- C. The writers' mother prepared the tent and other equipment
- D. The writers' father made a fire in the morning

The following text is for question number 5-10.

### **Grandpa's Birthday**

It was my Grandpa's birthday last Sunday.

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favorite color.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. *It* was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my Grandpa.

Source: <https://www.bahasainggris.co.id/kumpulan-teks-dan-soal-kunci-jawaban-recount-texts-part-1/>



5. What is the topic of the text?
- A. Party
  - B. Nice Shopping
  - C. *Grandpa's birthday*
  - D. Weekend in grandpa's house
6. What did the writer do in the kitchen?
- A. Cooked meal
  - B. Prepared for lunch
  - C. Roasted a lobster
  - D. *Made a cake*
7. How many the siblings did that the writer have?
- A. One
  - B. *Two*
  - C. Three
  - D. Four
8. What was the present from the writer?
- A. Cake
  - B. Flowers
  - C. Chocolate
  - D. *Batik shirt*
9. *It* was a big and beautiful cake. The word *It* in paragraph three refers to?
- A. Batik shirt
  - B. *Cake*
  - C. Flowers
  - D. Chocolate
10. When was the grandpa's birthday party held?
- A. On Sunday evening
  - B. On Friday morning
  - C. On Saturday morning
  - D. On Sunday morning

The following text is for question number 11-15.

### **Trip to Yogyakarta**

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wishnu Temples. They are really amazing. We visited only Brahmana and Syiwa Temples because Wishnu Temple is being renovated.

On Friday morning, we went to Yogyakarta Keraton. We spent two hours there. We were lucky because we led by a smart and friendly guide. Then we continued our journey to Borobodur. We arrived there at 4 pm. At 5 p.m. We heard an announcement that Borobudur gate was closed. In the evening, we left for Jakarta by touring bus “Wonderful Indonesia”.

Source:

<https://englishahkam.blogspot.com/search/label/Recount%20Text%20SMP>

11. The text mainly discusses ....

- A. the writer's trip to Yogyakarta
- B. the writer's first visit to Prambanan
- C. the writer's impression about the guide
- D. the writer's experience at Yogyakarta keratin

12. Which temple is being renovated?

- A. Syiwa
- B. Wisnu
- C. Brahma
- D. Borobudur

13. The third paragraph is called?

- A. Resolution
- B. Orientation
- C. Re-Orientation

D. Event

14. When did they go home?

- A. On Wednesday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Saturday evening

15. What else the big temples in Prambanan?

- A. Angkor wat, Syiwa, and Sudra temples
- B. Paria, Brahmana, and Sudra temples
- C. Brahmana, Syiwa, and Wishnu temples
- D. Borobudur, Syiwa, and Brahmana temples

The following text is for question number 16- 20.

### **Anto's House**

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big birdcage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

After visiting the birdcage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colorful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

Source: <https://www.itapuih.com/2017/05/10-contoh-soal-recount-text-dan-kunci.html>

16. The first paragraph is called .....

- A. Orientation
- B. Event
- C. Identification
- D. Re-orientation

17. What is the writer friend's name?

- A. Andi
- B. Antoni
- C. Ando
- D. Anto

18. What is the last paragraph about?

- A. Anto had butterflies as his pet
- B. The writer's friend is good swimmer
- C. There are a lot of flowers in Anto's house
- D. The writer had a good time with his friend

19. Where did the writer spend his afternoon?

- A. Under a tree
- B. Inside big bird cage
- C. In the flower garden
- D. In the swimming pool

20. From the text, we know that the writer ....

- A. Had gone and visited many places during his holiday
- B. Lived in the same village with his pen pal, Anto
- C. Liked butterflies and swimming very much
- D. Spent his holiday at friend's house

The following text is for question number 21- 25.

Last week, my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It was quite windy and there was hardly anyone there. It surprised us because there were always many people coming there on the weekends. So, we had the beach on our own. We bought some hot

chips, rode our bikes, played in the water and we sat under the trees. We really had a great time.

Source: <http://kiyesoaluning.blogspot.com/2011/03/contoh-soal-recount-text.html>

21. Where did the story happen?
- A. In a house
  - B. At the store
  - C. In the water
  - D. At the beach
22. How did they go to the beach?
- A. By bicycles
  - B. By bus
  - C. By car
  - D. By boat
23. What did the writer and his friend bought at the beach?
- A. Some hot fried chickens
  - B. Some hot chips
  - C. Some hot corns
  - D. Some hot potato chips
24. How did the writer think about the trip?
- A. It was an unpleasant trip
  - B. It was a funny trip
  - C. It was a horrible trip
  - D. It was a good trip
25. "It was only five kilometers from our houses." (Line 1). The word "It" refers to....
- A. Bike
  - B. Beach
  - C. Chip
  - D. House

**GOOD LUCK ☺**

## **ANSWER KEY**

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

## APPENDIX VII

### Students' Name List of Experimental 1Class (VIII A)

No.	Name of Students	Gender
1	Ahmad Aryansa	L
2	Ahmad Faridillah Sandi	L
3	Aifa	P
4	Ainur Rokhim	L
5	Akbar Rianto Saputra	L
6	Albah Jahoarih	L
7	Ayu Mustika	P
8	Bela Puspita	P
9	Devi Purwati	P
10	Elok Sanikha Mutiah	P
11	Fajril Wafa	L
12	Hendri Ardiansyah	L
13	Iis Tahfidho	P
14	Inayatun Nisah	P
15	Muhamad Andi Kurniawan	L
16	Muhammad Saifudin Ula	L
17	Mohammad Syafii	L
18	Nayla Amelia	P
19	Nurus Sofiana	P
20	Putri Dewi	P
21	Putri Susilowati	P
22	Rohmatul Ummah	P
23	Syaifuddin	L
24	Sinta Putri Amanda	P
25	Supriyanto	L

## APPENDIX VIII

### Students' Name List of Experimental 2 Class (VIII B)

No	Name of Students	Gender
1	Aan Fahrudin	L
2	Andika Alfi Khoyron	L
3	Binta Khaisnu Azyana	P
4	Cici Fatmawati	P
5	Diah Ayu Rohmah	P
6	Ghoitsun Mathir	L
7	Luluk Novalia	P
8	M. Aniq Syariq	L
9	Muhammad Azwar Anas	L
10	Muhammad Eric Erlangga	L
11	Mukhamad Ilham Saputra	L
12	Muhammad Indra Saputra	L
13	Muhammad Sidiq Akmal Ismael	L
14	Maghfirotn Nisa'	P
15	Muhammad Rifqi Al Khanif	L
16	Muhammad Asrori	L
17	Nur Arifah	P
18	Putri Dina Febriani	P
19	Rizkiyatun Nisa	P
20	Safarul Arif	L
21	Salsa Bella Najwa	P
22	Shokhubatul Ilmi	P
23	Wanda Ferdiansyah	L
24	Zahwa Aliyah	P



## APPENDIX IX

### The Score and Average of Experimental 1Class

No	Nama Siswa	Kode	Score	$x_1 - \bar{x}$	$(x_1 - \bar{x})^2$
1	Ahmad Aryansa	A1	44	-3.52	12.39
2	Ahmad Faridillah Sandi	A2	40	-7.52	56.55
3	Aifa	A3	44	-3.52	12.39
4	Ainur Rokhim	A4	68	20.48	419.43
5	Akbar Rianto Saputra	A5	24	-23.52	553.19
6	Albah Jahoarih	A6	36	-11.52	132.71
7	Ayu Mustika	A7	48	0.48	0.23
8	Bela Puspita	A8	32	-15.52	240.87
9	Devi Purwati	A9	60	12.48	155.75
10	Elok Sanikha Mutiah	A10	72	24.48	599.27
11	Fajril Wafa	A11	52	4.48	20.07
12	Hendri Ardiansyah	A12	44	-3.52	12.39
13	Iis Tahfidho	A13	44	-3.52	12.39
14	Inayatun Nisah	A14	48	0.48	0.23
15	Muhamad Andi Kurniawan	A15	36	-11.52	132.71
16	Muhammad Saifudin Ula	A16	52	4.48	20.07
17	Mohammad Syafii	A17	48	0.48	0.23
18	Nayla Amelia	A18	44	-3.52	12.39
19	Nurus Sofiana	A19	60	12.48	155.75
20	Putri Dewi	A20	64	16.48	271.59
21	Putri Susilowati	A21	44	-3.52	12.39
22	Rohmatul Ummah	A22	72	24.48	599.27
23	Syaifuddin	A23	36	-11.52	132.71
24	Sinta Putri Amanda	A24	24	-23.52	553.19
25	Supriyanto	A25	52	4.48	20.07
	Total		1188		4138.240
	Nilai Rata-rata		47.52		172.427
	Nilai Tertinggi		72	SD	13.1311
	Nilai Terendah		24		

## APPENDIX X

### The Score and Average of Experimental 2Class

No	Nama Siswa	Kode	Score	$x_2 - \bar{x}$	$(x_2 - \bar{x})^2$
1	Aan Fahrudin	B1	68	15.50	240.250
2	Andika Alfi Khoyron	B2	72	19.50	380.250
3	Binta Khaisnu Azyana	B3	32	-20.50	420.250
4	Cici Fatmawati	B4	36	-16.50	272.250
5	Diah Ayu Rohmah	B5	64	11.50	132.250
6	Ghoitsun Mathir	B6	56	3.50	12.250
7	Luluk Novalia	B7	64	11.50	132.250
8	M. Aniq Syariq	B8	64	11.50	132.250
9	Muhammad Azwar Anas	B9	40	-12.50	156.250
10	Muhammad Eric Erlangga	B10	56	3.50	12.250
11	Mukhamad Ilham Saputra	B11	28	-24.50	600.250
12	Muhammad Indra Saputra	B12	32	-20.50	420.250
13	Muhammad Sidiq Akmal Ism	B13	56	3.50	12.250
14	Maghfirotnun Nisa'	B14	60	7.50	56.250
15	Muhammad Rifqi Al Khanif	B15	40	-12.50	156.250
16	Muhammad Asrori	B16	56	3.50	12.250
17	Nur Arifah	B17	40	-12.50	156.250
18	Putri Dina Febriani	B18	80	27.50	756.250
19	Rizkiyatun Nisa	B19	68	15.50	240.250
20	Safarul Arif	B20	44	-8.50	72.250
21	Salsa Bella Najwa	B21	64	11.50	132.250
22	Shokhubatul Ilmi	B22	68	15.50	240.250
23	Wanda Ferdiansyah	B23	28	-24.50	600.250
24	Zahwa Aliyah	B24	44	-8.50	72.250
	Total		1260		5418.000
	Nilai Rata-rata		52.50		236
	Nilai Tertinggi		80	SD	15.35
	Nilai Terendah		28		

## APPENDIX XI

### Documentation



**Figure 1 Treatment in Experimental 1 Class**



**Figure 2 Treatment in Experimental 2 Class**



**Figure 3 Post-Test in Experimental 1 Class**



**Figure 4 Post-test in Experimental 2 Class**

## APPENDIX XII

### Research Permission Letter



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

Jalan Prof. Hamba Ilm. 2 Semarang 50185  
Telepon 024-7601298, Faksimile 024-7615367  
www.walisongo.ac.id

Nomor: B – 3140 /Un.10.3/D.1/TL.00/04/2019

26 April 2019

Lamp : -

Hal : **Mohon Izin Riset**

a.n. : Nur Faizah

NIM : 1503046069

Yth

Kepala MTs Al-Mubarak Bonang  
di Demak

Assalamu'alaikum Wr. Wb.,

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

Nama : Nur Faizah

NIM : 1503046069

Alamat : Dsn. Gandong RT. 004 RW. 002 Ds. Purworejo Kec. Bonang Kab. Demak  
Prov. Jawa Tengah

Judul Skripsi : A COMPARATIVE STUDY BETWEEN PROBLEM BASED LEARNING  
AND INQUIRY-BASED LEARNING TO TEACH STUDENTS READING  
RECOUNT TEXT

Pembimbing :

1. Dr. Hj. Siti Mariam, M.Pd
2. Nadiyah Ma'mun, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama dua minggu, mulai tanggal 29 April 2019 sampai dengan 12 Mei 2019.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan

Wakil Dekan Bidang Akademik



Prof. Dr. Fahah Syukur, M.Ag.  
NIP. 196312121994031003

Tembusan :

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

## APPENDIX XIII

### Letter of Research Statement



**YAYASAN PENDIDIKAN ISLAM AL MUBAROK  
MADRASAH TSANAWIYAH AL MUBAROK  
MARGOLINDUK BONANG DEMAK**

Jl. Wisanfan No. 07 Margolinduk Bonang Demak, Phone : 0852 25014804

**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN**  
Nomor : 89/YPI/MTs.AM/V/2019

Yang bertanda tangan di bawah ini,

Nama : Ashari, S.Ag, S.Pd.  
NIP : 197308162007011019  
Jabatan : Kepala MTs Al Mubarak  
Alamat : Margolinduk Bonang Demak

menerangkan bahwa :

Nama : Nur Faizah  
NIM : 1503046069  
Alamat : Dsn. Gandong RT. 004 RW. 002 Ds. Purworejo Kec. Bonang Kab. Demak  
Prov. Jawa Tengah  
Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang  
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan  
Program : S1 Pendidikan Bahasa Inggris  
Judul Skripsi : A COMPARATIVE STUDY BETWEEN PROBLEM BASED LEARNING  
AND INQUIRY-BASED LEARNING TO TEACH STUDENTS READING  
RECOUNT TEXT

Mahasiswa tersebut di atas, telah melaksanakan Penelitian di MTs Al Mubarak Margolinduk Bonang Demak dari tanggal 29 April s.d 12 Mei 2019.

Demikian Surat Keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Demak, 12 Mei 2019  
Kepala MTs Al Mubarak  
  
Ashari, S. Ag, S. Pd.  
NIP. 197308162007011019

## APPENDIX XIV

### School Profile

- a. Vision  
Handling Islamic education that forming become intellectual Muslims, will be polite, intelligent, superior achievements and environmental insights.
- b. Mission
  1. Planting the values of faith and devotion as the basis of religious life structure.
  2. Planting *ahlussunnah waljama'ah* Islamic teaching values applied in daily life.
  3. Forming personality and ethical behavior of *ahklakul karimah* well in the creation or action.
  4. Equip students with the ability of religious experience skills and read or written Al-Qur'an.
  5. Equip students with knowledge and skills according to the talent and potential.
  6. Implementing a competitive learning process by adjusting community capabilities and needs.
  7. Encouraging and guiding students to improve the quality of learning and skills.
  8. Training and developing critical and quality of students.
  9. Growing the spirit of relationship and brotherhood between madrasah and communities.
  10. Growing developing honest and quality competitive spirit for academic and non-academic affairs to *madrasah* communities.
- c. Goals  
Forming the personality of students who have,
  1. Faith and devote.
  2. Polite words.
  3. Creed and *Ahlussunnah Waljama'ah*.
  4. Meaning ethics.
  5. Quality of IMTAQ and UPTEK.
- d. Motto  
Discipline, honest as mirror of heart excellence.

e. Organizational structure

**Table 3.1**  
**School Organizational Structure**

The Headmaster	: Ashari, S.Ag, S,Pd
Deputy Superintendent	: Nihaya Tsuroyya, S.Ag
Academic Dean	: Abdul Rohim, S.Pd
Infrastructures Dean	: Khoerul Umam, S.Ag
Guardian Teacher of VII A	: Muzzamilah, S.Pd.I
Guardian Teacher of VII B	: Awan Agus T, S.Pd
Guardian Teacher of VIII A	: Muklisin, S.Pd
Guardian Teacher of VIII B	: Ulfa Qomariyah, S.Pd
Guardian Teacher of IX A	: Muh. Fawaid, S.Pd.I,
Guardian Teacher of IX B	: Silhatul Ullah, S.HI
Student Council Supervisor	: Sulkhan, S.Pd.I
Social Coordinator	: Ismah, S.pd
Scout Supervisor	: Yusrul Hana,S.Pd.I
Coach of Student Health Unit	:Raida M, S.Pd
Teacher	: Zakkiyatul M, S.Ag



Nama: Sinta Putri Amanda  
Kec - VIII-A  
No. 23

ANSWER SHEET

No	A	B	C	D
1.		x	✓	
2.		✓		x
3.	x		x	
4.	✓	x		
5.			x	
6.				x
7.		✓	x	
8.		x		✓
9.		✓		x
10.	✓		x	
11.	✓	x		
12.	x	✓		
13.			x	
14.		✓		x
15.		x	✓	
16.	✓			x
17.		x		✓
18.			x	✓
19.			x	✓
20.		x		
21.	x			✓

22.	✓	x		
23.	x	✓		
24.		x		
25.		✓		x

$$B = 6 \times 4$$
$$= 24$$
$$=$$

Nama: M Syafiq  
No : 07

ANSWER SHEET

No	A	B	C	D
1.	x		✓	
2.		✓		
3.	x	●	✓	
4.	✓			
5.			x	
6.				x
7.		x		
8.				x
9.		✓		x
10.	✓		x	
11.	x			
12.		x		
13.	x		✓	
14.		x		
15.			x	
16.	x			
17.				x
18.		x		✓
19.	x			✓
20.		✓	x	
21.		x		✓

22.	✓			x
23.		✓	x	
24.		x		
25.		x		

$$B = 12 \times 4 = 48 //$$

Elok senyawa matrik 10/ VIII

ANSWER SHEET

No	A	B	C	D
1.	X		✓	
2.		X		
3.	✓		✓	
4.	✓	X		
5.			X	
6.				X
7.		X		
8.				X
9.		X		
10.	X			
11.	X			
12.		X		
13.	✓		✓	
14.		✓		
15.			✓	
16.	✓			
17.				✓
18.				✓
19.			X	✓
20.		X		
21.				✓

22.	✓	X		
23.	✓	✓		
24.		X		
25.		X		

$$B = 18 \times 4 = 72$$

//

Nama: HERIDA ARDIANSYAH  
 KEL: VIII A  
 NO: 12

ANSWER SHEET

No	A	B	C	D
1.	X		✓	.
2.	X	✓		
3.	X		✓	
4.	✓		X	
5.		X	✓	
6.				X
7.		X		
8.				X
9.		✓		X
10.	✓		X	
11.	X			
12.		X		
13.	X		✓	
14.		X	<del>X</del>	
15.			X	
16.	X			
17.			X	✓
18.			X	✓
19.			X	✓
20.		✓	X	
21.				X

22.	✓			X
23.		✓	X	
24.		<del>X</del>		
25.		X		

$$B = 11 \times 9 = 99 //$$

Nama : Putri Dina Febriani  
 Kelas : VIII-2

ANSWER SHEET

No	A	B	C	D
1.			✓	
2.		×		
3.			✓	
4.	×			
5.			×	
6.				×
7.	×	+		
8.				×
9.		+		
10.	✓			+
11.	×			
12.		×		
13.	×		×	
14.		+		
15.			×	
16.	+			
17.			×	✓
18.				×
19.		×		✓
20.		+		
21.				×

22.	×			
23.	×	✓		
24.		×		
25.	×	✓		

$$B = 20 \times 4 = 80 //$$

NAMA: M. Ikhwan - Saputra  
 BDKUS: VIII.2

ANSWER SHEET

No	A	B	C	D
1.		x	✓	
2.		x		
3.	x		✓	
4.	✓			x
5.			x	
6.		x		✓
7.		✓		x
8.	✓			✓
9.		✓	x	
10.	x			
11.				x
12.		x		
13.			x	
14.	x	✓		
15.	x		✓	
16.	x			
17.			x	✓
18.		x		✓
19.				x
20.		✓	x	
21.	x			✓

22.	✓			x
23.	x	✓		
24.		✓	x	
25.	x	✓		

$$B = 7 \times 9 = 28 //$$

Nama : Saio Bina Masjoa

No : 21

KIS : VII<sub>2</sub>

ANSWER SHEET

No	A	B	C	D
1.			✓	X
2.		X		
3.			X	
4.	✓	X		
5.			X	
6.				X
7.		X		
8.				X
9.		X		
10.	✓		X	
11.	X			
12.		X		
13.			X	
14.		X		
15.			X	
16.	✓			X
17.			X	✓
18.			X	✓
19.				X
20.	X	✓		
21.				X

22.	✓		X	
23.	X	✓		
24.		X		
25.		X		

$$B = 6 \times 4 = 64 //$$

ANSWER SHEET

No	A	B	C	D
1.			X	
2.	X	✓		
3.	*		X	
4.	✓	X		
5.			X	
6.				X
7.	*	X		
8.				X
9.		X		
10.	X			
11.	✓		X	
12.		X		
13.			X	
14.		X		
15.			X	
16.	X			
17.			X	✓
18.				X
19.		X		✓
20.		X		
21.				X

22.	X			
23.	X	✓		
24.		✓		X
25.		X		

Nama = Andika Alfi Kharon  
 kelas = 8.2

$$B = 18 \times 9 = 72 //$$



nama: INDRASARASWA  
lks. VIII-2

ANSWER SHEET

No	A	B	C	D
1.		x	✓	
2.		x		
3.	✓		✓	
4.	✓			x
5.		x	✓	
6.		x		✓
7.	x	✓		
8.			x	✓
9.		x		
10.	✓			x
11.	x			
12.		x		
13.			x	
14.		x		
15.			✓	x
16.	x			
17.		x		✓
18.			x	✓
19.		x		✓
20.		✓		x
21.			x	✓

22.	✓		x	
23.		x		
24.		✓		x
25.	x	✓		

$$B = 8 \times 4 = 32 //$$

Nama: Sajid wafa  
AD : 11  
KLS : VIII. A

ANSWER SHEET

No	A	B	C	D
1.	X		✓	
2.		✓	X	
3.	X		✓	
4.	X			
5.			X	
6.				X
7.		X		
8.				X
9.		✓		X
10.	✓		X	
11.	X			
12.		X		
13.	X		✓	
14.		X		
15.			X	
16.	X			
17.			X	✓
18.			X	✓
19.			X	✓
20.		✓	X	
21.				X

22.	✓			X
23.		✓	X	
24.		X		
25.		X		

$$B = 13 \times 9 = 52$$

==



## AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

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Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

**PENELITI** : Nur Faizah  
**NIM** : 1503046069  
**JURUSAN** : Pendidikan Bahasa Inggris  
**JUDUL** : COMPARATIVE STUDY BETWEEN PROBLEM BASED LEARNING  
AND INQUIRY-BASED LEARNING TO TEACH STUDENTS' READING  
RECOUNT TEXT

### HIPOTESIS:

a. Hipotesis Uji Homogenitas Data

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

b. Hipotesis Perbedaan Rata-Rata Data

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

### BASIL DAN ANALISIS DATA

#### Uji Homogenitas

F-Test Two-Sample for Variances

	Variable 1	Variable 2
Mean	52.5	47.52
Variance	285.5652174	172.4266667
Observations	24	25
df	23	24
F	1.366176253	
P(F<=f) one-tail	0.226514194	
F Critical one-tail	1.993239135	

#### Keterangan:

Sig. = 0.226 > 0.05, maka  $H_0$  diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).



## AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

### Uji Perbedaan Rata-Rata

t-Test: Two-Sample Assuming Equal Variances

	Variable 1	Variable 2
Mean	52.5	47.52
Variance	235.5652174	172.4266667
Observations	24	25
Pooled Variance	203.3242553	
Hypothesized Mean Difference	0	
df	47	
t Stat	1.222115727	
P(T<=t) one-tail	0.113878881	
t Critical one-tail	1.677926722	
P(T<=t) two-tail	0.227757762	
t Critical two-tail	2.011740514	

### Keterangan:

Sig. = 0.227 > 0.05, maka  $H_0$  ditolak artinya bahwa tidak ada perbedaan antara rata-rata nilai Kelas A dan Kelas B

Semarang, 24 Juli 2019  
Kepala Laboratorium  
  
Decia Istiawan, S.Si., M.Kom

## CURRICULUM VITAE

Name : Nur Faizah  
Place and date of birth : Demak, 9<sup>th</sup> May 1998  
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Semarang, 24<sup>th</sup> July 2019  
The Reseacher

Nur Faizah  
1503046069