THE EFFECTIVENESS OF USING THIEVES STRATEGY IN TEACHING READING OF RECOUNT TEXT
(An Experimental Research with the Eighth Grade Students of SMP Negeri 23 Semarang in the Academic Year of 2015/2016)

THESIS

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

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**ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2016**

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THESIS PROJECT STATEMENT

I am the student with the following identity:

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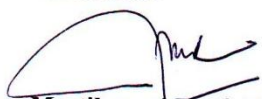|		
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ABSTRACT

Title : **THE EFFECTIVENESS OF USING THIEVES STRATEGY IN TEACHING READING OF RECOUNT TEXT (An Experimental Research with the Eighth Grade Students of SMP Negeri 23 Semarang in the Academic Year of 2015/2016)**

Writer : Rizky Ananda

Student Number : 113411038

Keywords : Effectiveness, THIEVES Strategy, Reading, Recount Text

This final project discussed The Effectiveness of Using Thieves Strategy in Teaching Reading of Recount Text (an Experimental Research with the Eighth Grade Students of SMP Negeri 23 Semarang in the Academic Year of 2015/2016). The statement of problems in this study was How is the Effectiveness of Using THIEVES Strategy in Teaching Reading of Recount Text? The background of the study is that the students of eighth grades SMP Negeri 23 Semarang have the problem to understand their English learning especially in reading. They did not interested in reading English text especially the recount text. They did not know about the meaning of the text and they do not do pronunciation well. They were still confused to identity the content of recount text. The population of the research was the eighth grade students of SMP Negeri 23 Semarang. The research method was an experimental research, which conducted in two classes; the experimental group (VIII A) and control group (VIII B) as sample. The VIII A was taught by using THIEVES Strategy, while the VIII B was taught without THIEVES Strategy. The formula to analyze the data was used t-test. It was used to determine whether there was significant difference between students' score in experimental and control class or not.After collecting the data, it was found that the pre-test average score in experimental class was 52.09 and control class was 56.61. Meanwhile, the post-test average score of in experimental class was 75.32 and control class was 68.54 . It was obtained that t-test was 3.044 and the t-table was 2.00 for alpha (α)

5%. The t-test was higher than t-table (3.044>2.00) It means that Ha was accepted and Ho was rejected.Based on the result, the researcher concludes that THIEVES Strategy as a teaching strategy was effective in teaching reading recount text at SMP Negeri 23 Semarang in the Academic Year of 2015/2016.

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Finally, the writer realizes that this thesis is far from being perfect;therefore, the writer will happily accept constructive criticism in order to make itbetter. The writer hopes that this thesis would be beneficial to everyone. Amin

Semarang, May 30th 2016
The writer,

Rizky Ananda
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CHAPTER I
INTRODUCTION

A. Background of the Study

According to Elizabeth, "Reading is a process of looking at a writer or printed symbol and translating it into an appropriate sound". This spoken symbol is further associated with an object for which it stands. Thus reading consist of three elements: the symbol (written or printed), the sound and the sense. Reading in fact is the ability which enable the learners sooner or later, to read with the purpose of extracting from the printed page, the thoughts, fact and information that it has to give him. We are enlightened by reading. By reading our written message is interpreted by the other person.[1] For many students, reading is the most important of the four skills in second language. As a skill, reading is clearly one of the most important language skill that where students have to read English material for their subject. The student often thought to be easier to obtain information from written text by reading.[2]

The success of teaching and learning process depends on several factors, namely teacher, learner and the technique which are used in teaching learning process. The most important thing in teaching learning process is teaching technique. Concerning from

[1] M.E.S Elizabeth, *Methods of Teaching English* (India: Discovery Publishing House, 2012), p.278

[2] Jo Mc Donough and Christopher Shaw, *Material and Methods in ELT: A Teacher Guide* (UK: Blackwell Publishing, 2003), 2nd ed, p.89

the problem above the teacher should use some techniques or strategy to make the learner comprehend more about the material which the teacher explains and will make students enjoy and easy to read and understand a text.

Based on the disscussion between the researcher and the English teacher of SMPN 23 Semarang, Mr. Tri Yulistiyanto S.Pd about the problem faced by students in learning English, the students have some problem in reading. Based on result of midsemester test in academic year of 2015/2016 the average of students achievement in reading recount text is low. The result of the average score in VIII A is 50.6 and VIII B is 51.3. this is still low from the minimum standart score (KKM), it is 75.

Considering the above problems, it is important to find ways or strategies to make students interested in reading. Reading comprehension strategy involves an interactive process between the readers and the text which has the goal of obtaining meaning through connected text.[3] A strategy may minimize students" unwillingness of reading and also it may help students to encounter their problems in reading. Therefore, the students need to build a reading strategy to help them getting the best way to read effectively.[4]

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[3] Thom Hudson, *Teaching Second Language Reading*, (Oxford University Press, 2007), p. 107.

[4] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension, Maximizing Your Impact,* (American Library Association, 2007),p. 18.

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Previewing text strategy helps to engage and develop the background knowledge for students of all ages. It aids students in making predictions about the text and can pique their interest, thereby increasing their motivation to read.[5] In our daily life we use the skill of previewing while reading many materials. For example, when we receive a letter, we normally look first at the return address or the stamp to find out where it came from and who sent it. This is previewing. Then we use to make some guesses about what it will be about. When we read a newspaper or a magazine, we normally look at the headlines and the pictures to get some idea of what the articles are about in order to decide which ones are according to our interests or which ones we will read.

One of previewing text strategy is Thieves Strategy. According to Manz, Thieves is a pre-reading strategy that set the purpose for reading using easily remembered acronym. Student learn how "steal" information from the title, headings, introduction, every first sentence, visual / vocabulary, ending and summary.

Therefore, the researcher wants to conduct an experimental research entitled: "The Effectiveness of Using THIEVES Strategy in Teaching Reading of Recount Text" (An

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[5] Margaret, Bouchard, *Comprehension Strategies for English Language Learners*, (USA: Scholastic Inc, 2005), p.49.

Experimental Research with the Eight Grade Students of SMP Negeri 23 Semarang in Academic Year of 2015/2016)

B. Reasons for Choosing the Topic

The reasons of the researcher in choosing the topic can be formulated as follows:

1. Reading is one of important language skills that has to be mastered as early as possible by students in the junior high school.
2. Most of students sometimes get difficulty to read foreign language texts
3. The researcher would like to introduce Thieves strategy as a strategy in teaching English especially in reading skill.
4. The students of eighth grades SMP Negeri 23 Semarang have the problem to understand their English learning especially in reading.

C. Research Question

This research is aimed to find the answer to the following research question:

How is the effectiveness of using Thieves strategy in teaching reading of recount text at eight grade students of SMPN 23 Semarang in academic year of 2015/2016?

D. Objective of the Study

The objective of the research is to find out the effectiveness of using Thieves strategy in teaching reading of recount text of eight grade students of SMP Negeri 23 Semarang.

E. Pedagogical Significances

After doing the research, the researcher was got an knowledge to teach English. Hopefully, the result will be used for the following:

1. For the teachers

    To help teachers in teaching learning process and providing the active learning, creative, effective, innovative, and fun for students in the class. The researcher hopes it can be an additional strategy in teaching English. So, the students will get better achievement.

2. For the students

    It might motivate students to improve their interest in reading since they would find out that English reading material was not complicated, boring, and monotonous

3. For the school

    It can give positive effect to the future in teaching learning process, especially in reading of recount text.

4. For reader

    This research is hoped that it can give more beneficial information and knowledge to the reader.

5. For the researcher

This study can be used by researcher to have new experience in the teaching learning process and gives an insightful knowledge of English proficiency, especially to teach recount text.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Literature Review

1. Reading

    a. Definition of Reading

        Reading is one of the four skills that should be mastered by the students. There are so many sources which people can use to read, those are magazines, newspapers, novels, and books. Reading is a connection between our eyes and the text to obtain the information in the written sources. Reading is one of the four basic language skills. It is a part or component of written communication, symbols sounds of language is converted into written symbols or letters.[1]

        Reading is essentially a complex that involves many things. It is not only recite the text, but also involves a visual activity, thinking, psycholinguistics, and metacognitive. According to Elizabeth, Reading is a process of looking at a written or printed symbol and translating it into an appropriate sound[2].

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[1] Tampubolon, *Kemampuan Membaca: Teknik Membaca Efektif dan Efisien*, (Bandung: Angkasa, 1987), p.5

[2] M.E.S Elizabeth, *Methods of Teaching English* (India: Discovery Publishing House, 2012), p. 278

Reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. It is also stated that word recognition is a process of accessing and recognizing individual words.[3]

Meanwhile, comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help them understand written text. Comprehension is also a constructive process in which student creates meaning based on their background knowledge.[4]Reading becomes an involving between a text and a reader's background knowledge.[5]

Meanwhile, Nunan sates that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The

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[3] Kristin Lems, Miller LD and Soro TM, *Teaching Reading to English Language Learners: Insights from Linguistics*, (New York: The Guilford Press, 2010), p.65

[4] Thomas Gunning. *Reading Comprehension Boosters*, (USA: Jossey-Bass,2010), p. 1

[5] Kristin Lems, Miller .LD, and Soro TM, *Teaching Reading to English Language Learners: Insights from Linguistics*, (New York: The Guilford Press, 2010), p. 170

goal of reading is comprehension. The act of reading combines a text, reader, fluency, and strategies.[6]

b. Purpose of Reading

Reading must have the purposes of reading to understand the reading passage. Wallace classifies the purposes of reading based on the personal reasons as follows:

1) Reading for survival

Reading for survival is almost literary a matter of life and death. For example, a stop sign for a motorist. Survival reading serves immediate needs or wishes.

2) Reading for learning

It is expected to be exclusively school-related. Reading is intended to support learning.

3) Reading for pleasure

Reading for pleasure is done for its own sake readers do not have to do it. It is written originally to offer enjoyment.[7]

Based on the three purposes reading on the personal reasons above, there were two purposes of reading in SMP Negeri 23 Semarang namely reading for learning and reading for pleasure.

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[6] David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p.68.

[7] Catherine Wallace, *Critical Reading in Language Education*. (London: Palgrave Macmillan, 1996) p 6-7

c. Three Phrase Technique of Reading

Three Phase Technique is a learning technique or method that has three steps. It is called pre-activity, whilst activity and post activity. The first time, this method only used for writing learning, then this technique is growing for all language skills like in three phase techniques of reading activity. Three main types of reading activity according to Williams as follows:

1) Pre-reading activities

Some pre-reading activities simply consist of questions to which the reader is required to find the answer from the text. The pre reading phase tries to do are:

a) To introduce and arouse interest in the topic

b) To motivate learners by giving a reason for reading

c) To provide some language preparation for the text

2) Whilst-reading

This phase draws on Tarner's ideas previous to reading. The aims of this phase are:

a) To help understanding of the writer's purpose

b) To help understanding of the text structure

c) To clarify text content

3) Post reading activities

The aims of post reading work are:

a) To consolidate or reflect upon what has been read

b) To relate the text to the learner's own knowledge, interest, or views.[8]

Hillerich classifies reading comprehension into three levels:

1) Literal comprehension

Level requires the reader to recall facts that are overtly stated in the text.

2) Inferential comprehension

Level allows the reader to suggest relevant additional information based on the text confronted and personal experience.

3) Critical comprehension.

Level leads to the making of balanced judgments about the authors' style and some other aspects of the text.[9]

d. Strategy Reading

To make reading successful, there are some strategies which can be practiced in the classroom

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[8] Eddie Williams, 1984, *Reading in the Language Classroom*, (New York: Cambridge University Press, 1984), p. 37

[9] Robert L. Hillerich, *The Principle's Guide to Improving Reading Instruction*, (Cambridge: Cambridge University, 1983), p. 126

technique. Zimmermann and Hutchins identify seven reading comprehension strategies there are:[10]

1) Activating and building background knowledge.
2) Using sensory images.
3) Questioning.
4) Making predictions and inferences.
5) Determining main ideas.
6) Using fix-up option.

e. Reading Technique

In the reading activity, we need to know a variety of techniques to read in order to read efficiently. Reading efficiency will be better, if the required information can be determined in advance. There are some technique in reading include :

1) Skimming

Skimming is building a simple quick understanding of the text allows a reader to search for information. Skimming also used for a variety of other reasons (and so may be seen as a super ordinate purpose). We skim when we want to determine what a text is about and whether or not we want to spend more time reading it. We skim when we are expected

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[10] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact*, (America: American Library Assosiation, 2007), p. 11

to read a more difficult text so that we have a sense of where the text will lead us and what we may need to know to understand it.[11] There are skimming steps:

a)   Read for main ideas only (not details).

b)   Read the introduction.

c)   Read the topic sentences (usually the first sentence in a paragraph).

d)   Read the conclusion.

e)   Read the headings.

f)   Read the beginning and the end of the paragraph

g)   Continue to think about the meaning of the text.

2)   Scanning

Scanning involves running eyes down the printed page, looking for specific bits of information, key words, or phrases. It is useful for locating statements, definitions, formulas, dates, number, example or other specific items which require little if any context. Scanning is a hunt, skip and search technique for locating answers to specific questions. Scanning is useful for finding answer to simple questions and permits the eyes to move rapidly down

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[11] Grabe, William Grabe, *Reading in a Second Language*, (New York: Cambridge University Press, 2009), p. 8

the page searching for the answer.[12] Scanning steps including the following:

a) Look for key words in your search item.

b) Let your eyes go up and down the index columns until you find references beginning with the key words.

c) Focus more finely to search for the specific reference you want.

d) Look for example, including diagrams.

3) Intensive reading

Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students attention to grammatical form, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationships, and the like.

4) Extensive reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure,

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[12] Ward Cramer, *Speed Reading for Better Grades*. (New York: Cambridge University Press, 1998), p. 57

use extensive reading is to improve general knowledge.[13]

2. Concepts of Genre (Text Type)

a. Definition of Text

In general, text is an article which often read. It is the language unity that expresses the meaning contextually. The limitation of the text is that the text is not measure the number of sentence or page, but the text is measured from the meaning expressed and context. Thus, the quality of the text is not measured from the quantity of the sentences.[14]

Text is main printed part of book or magazine, any form of written material: a computer that can process, written form of speech, play, article, etc,.[15] A text is any stretch of language which is held together cohesively through meaning[16]. It means that when we use language to write, we are creating and constructing text. When we read, we are interpreting text. Moreover, when we talk and listen, we are also creating and interpreting texts.

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[13] Jeremy, Harmer, *The Practice of English Language Teaching Longman Handbooks for Language Teacher,* (London: Longman Eight Impression, 2001). P 10

[14] Tri Wiratno, *Kiat Menulis Karya Ilmiah dalam Bahasa Inggris* (Yogyakarta: Pustaka Pelajar, 2003), p. 3-4.

[15] Oxford Learner's Pocket Dictionary, p.446

[16] Susan Feez and Helen Joyce, *Text-Based Syllabus Design,* (Sydney: Mcquarie University, 2002), p.4.

b. Type of Text

   There are fifteen types of genre text, they are:

1) Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.

2) News story is a factual text which informs reader's events of the day which are considered newsworthy or important.

3) Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.

4) Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.

5) Recount is a kind of genre used to retell events for the purpose of informing or entertaining.

6) Spoof is a kind of genre used to retell an event with a humorous twist.

7) Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.

8) Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

9) Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

10) Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.

11) Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.

12) Discussion is a kind of genre used to present (at least) two points of view about an issue.

13) Description is a kind of genre used to describe a particular person, place or thing.

14) Review is a kind of genre used to critique an art work or event for a public audience.

15) Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.[17]

3. Recount Text

a. Definition

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in

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[17] Rudi Hartono, *Genres of Text*, (Semarang: UNNES, 2005), p.7.

personal letters, police report, insurance claims, and incident reports.[18]

Al Quran has so many story about past events, for example the story of prophet, apostles, ect. It shows that recount text had explained in Al Quran.

Allah states in the glorious Al Quran surah Al Mu'min 78 :

وَلَقَدْ أَرْسَلْنَا رُسُلًا مِنْ قَبْلِكَ مِنْهُمْ مَنْ قَصَصْنَا عَلَيْكَ وَمِنْهُمْ مَنْ لَمْ نَقْصُصْ عَلَيْكَ ۗ

"We have sent forth other apostles before you; of some, we have already told you the story, of others We have told you nothing"

From the definition above, it can be concluded that recount text tells about past experiences or events and specific person it can be fictional or factual story.

b. The Generic Structure

According to Gerot & Wignell, the generic structure of recount consists of three parts named orientation, events, and re-orientation.

1) Orientation is the opening of recount which provides the setting and introduces the participants of the text.

2) Events are tell the events in the order they happened.

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[18] Ken Hyland, *Genre and Second Language Writing,* (The United State of America: The University of Michigan Press, 2004), p.29

3) Re-orientation, is optional. This part closes the text by telling how the experience ended and some of the writers thoughts about it.[19]

c. Language Feature

Language feature of recount text explained by Kara Munn, there are as follows:

1) Use of proper nouns and pronouns identify people, animals, or things

Example: Mr. Lawrence, the postman, she

2) Word families are used to build topic information

Example: smoke signals, drums, telephone, television

3) Varied action verbs are used to build word chains. These may be synonym, antonym or repetition

4) Descriptive words add details about who, what, when, where and how.

5) Adverbs and adverbial phrases sequence events in time and indicate place.

Example : on 26 June 1984

6) Texts are written in past tense to retell past events. Example: she smiled

7) Conjunctions (when, but) to combine clauses and connective to sequences events (first, then. finally) are used

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[19] Gerot, L. and P. Wignell, *Making Sense of Functional Grammar*. (Sydney: Gerd Stabler, 1994).p 194

8) Evaluative language is used in factual and personal recounts. [20]

4. Teaching Recount Text through THIEVES Strategy

a. Definition of THIEVES Strategy

Strategy is one of important elements for the teacher in order to get success in learning process. There is a strategy that can be used by the teacher in teaching reading such as THIEVES, this strategy will give contribution for students in learning process. As stated by McAndrews, the strategy to provide background knowledge and organizational structure for expository text by surveying parts of a textbook or other nonfiction text.[21]

Here the researcher used THIEVES strategy to teaching reading recount text, because it activates the reader's schema or background knowledge on a topic by helping the reader make connections to the article before they read it.

THIEVES is one strategy to activate the background knowledge. THIEVES strategy will give contribution for students in learning process. According to Manz THIEVES is a pre-reading strategy that set the

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[20] Munn, Kara, *Targeting Text. (*Singapore: Green Geant Press 1999), p.6

[21] Stephanie McAndrews L, *Diagnostic Literacy Assessments and Instructional Strategies*. (Chicago: The International Reading Association, Inc, 2008), p.181

purpose for reading using easily remembered acronym. Student learn how "steal" information from the title, headings, introduction, every first sentence, visual / vocabulary, ending and summary.[22]

Moreover, Gear say that THIEVES strategy is helpful for trying to determine what is important in a place of information text. This definition emphasize that THIEVES make the reading that much easier. Students will find that, after reading the main body of the text, they will be easy to find the most important information that they need about text, because they know how to be a thieves.[23]

That the strategies used by the teacher in teaching reading not only simple in procedure but also can help the students to activated there the background knowledge in other to comprehend reading text.

b. Reason for Choosing THIEVES Strategy in Teaching Recount Text

The strategy in teaching reading should match with condition of students, teacher, and the activity in

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[22] Suzanne Liff Manz, *A Strategy for Previewing Textbooks: Teaching Readers to Become THIEVES*, (New York : Jurnal reading teacher vol 55 no 5 febuari, 2002), www.akademia.com, download on August 12th 2015, p. 3

[23] Adriane Gear. *Nonfiction Reading Power*, (Canada: Stendhouse Publisher, 2008), p. 91

classroom. The THIEVES strategy in teaching reading can help students to be more interest and focus.

Using a pre-reading strategy such as THIEVES enhances comprehension and retention of the information and ideas encountered during reading. Previewing helps the reader to create a "mental map" that can be used as the reader moves through the text. The mental map is based on the general structure of the text and helps guide the student during the reading process. Having mentally linked the textual clues, the reader is better able to follow the flow of ideas in the text and to detect the relationships among pieces of information.

The strategy was not difficult for teachers to learn and integrate with their current class materials. We did not have to purchase additional materials or go to training sessions outside our building. All teachers were able to teach THIEVES along with their current curriculum.

The THIEVES strategy is powerful because it activates prior knowledge and helps students set a purpose for reading research based steps that have been shown to increase reading comprehension. It is also versatile and can be used successfully in a one-on-one tutoring situation or with whole class instruction. It is especially helpful for students who are overwhelmed by assignments that require a great deal of reading.

Although we teach the strategy as a pre-reading strategy, it is can also be used when a student does not have an opportunity to read the entire selection. The simplicity of the strategy also makes it possible to implement quickly if a student is not already familiar with it.

c. The Procedure of THIEVES Strategy in Teaching Recount Text

This activity will help students with comprehension by allowing them to preview the text structure in an organized manner. This pre-reading strategy will allow students to "steal" information before they actually begin reading the text.

Procedures of Thieves strategy:

1) The students are work individually

2) The teacher selects a recount text the appropriate reading level. Teacher select one of recount text which appropriate with the reading level with the eight grade.

3) The teacher writes component of THIEVES on whiteboard and explain the THIEVES acronym.

a) Title

Look at the title, and think about what will be included in the text. Think about what is already known about the topic.

b) Heading

Look at the heading. Think of ways to turn the heading into a question.

c) Introduction

Read the introductory paragraph and think of what is most important.

d) Every First Sentence

Read every first sentence for each paragraph

e) Visual and Vocabulary

Look at photograph, maps, and other graphics. What do they illustrate? Look for important vocabulary words, and define them in the context of the chapter content

f) Ending

Read the last paragraph and think of what is most important.

g) Summary

Collaborate the all of previous component of THIEVES and make summary from them.

4) The teacher gives students THIEVES worksheet and ask them to complete the worksheet based on text.

5) The teacher guides students to complete the components of THIEVES one by one. Students complete the worksheet without read all of body of the text.

d. The advantages of THIEVES strategy

Based on the concept of THIEVES, the advantages of this strategy are:

1) Allow students to organize what they are reading.

2) Make more efficient use of their reading time.

3) Empower students to deepen their reading comprehension.

4) Associate what students read.

5) Provide students with a scaffold for active reading, whether they are reading independently or which coaching.

6) Make students easy to understand what a mean from the text based on components of THIEVES.

7) Help students to identify important concept, establish a context for reading, and predict what ideas of the text.

B. Previous Research

The researcher referenced some previous researches which are considered relevant to this research. They are :

1. *Teaching Reading Comprehension Using Collaborative Strategic Reading (CSR) for Year X of SMAN 1 Ngrambe Ngawi: An Action Research at Year X of SMAN 1 Ngrambe, Ngawi in the Academic Year of 2006/200* by Husnul Imaroh (2201402084), English Department Faculty of Language and Arts Semarang State University 2006.

This research shows that the students improve their reading comprehension significantly by using CSR method. They are motivated to read English text. They enjoy the roles that are given to them. Their vocabularies increase too. Besides that, they know each other well since they have to work in the group. The similarity between the writer's researches is teaching reading comprehension and the difference is participant, and strategy.[24]

2. *The Use of Diary Writing in the Teaching of Writing Recount Text (An Experimental Study at the Eighth Grade Students of SMP Nurul Islami Mijen Semarang in the Academic Year of 2009/2010)* written by I"in Ainatuz Zahiroh, English Language Education of Walisongo State Institute for Islamic Studies, Semarang, 2010.

The similarity between her research and the writer's research are recount text and the participants. The differences are skill ability and technique. After the research finished, she said that there is a significant difference in writing recount text score between students taught by using diary and those

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[24] Husnul Umaroh, *Teaching Reading Comprehension Using Collaborative Strategic Reading (CSR) for Year X of SMAN 1 Ngrambe Ngawi: An Action Research at Year X of SMAN 1 Ngrambe, Ngawi in the Academic Year of 2006/2007*, (Semarang: English Department Faculty of Language and Arts Semarang State University, 2006)

who taught by using non-diary writing. It is showed the mean of experimental class is higher than control class.[25]

3. *Improving Students' Reading Comprehension On Recount Text By Using Sq4r And Media Booklet: An Experimental Research at The Nineneth Grade of SMPN 1 Sungai Betungin the Academic Year of 2011/2012* by Clarry Sada Hananiel and Dewi Novita. English Education Study Program, Teacher Training and Teacher Faculty Tanjungpura University. 2012

The similarity between their research and the writer's research are recount text and the research design and data collection. The differences are participant and technique.Their result of the study conclude that Using Sq4r And Media Booklet can improve students' reading comprehension on recount text. It can proved that the students' progress during teaching and learning activity in Cycle 1 and Cycle 2. In Cycle 1 mean score was 61.20, and in Cycle 2 the students' improved significantly become 86.40.[26]

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[25] I''in Ainatuz Zahiroh, *The Use of Diary Writing in the Teaching of Writing Recount Text (An Experimental Study at the Eighth Grade Students of SMP Nurul Islami Mijen Semarang in the Academic Year of 2009/201 0*, (Semarang: English Language Education of Walisongo State Institute for Islamic Studies, 2010)

[26] Hananiel, Clarry Sada, Dewi Novita, *Improving Students' Reading Comprehension On Recount Text By Using Sq4r And Media Booklet* , online at http://www.e-jurnal.com/2015/09/improving-students-reading_95.html retrived from internet on May 22nd 2016 at 18.10

C. Hypothesis

A hypothesis is the statement or estimation of identifying feature in temporary of research problem which has weak correctness so that it needs empirical experiment. The word of hypothesis is from the word "*hypo*" that has meaning under and "*thesa*" that has meaning correctness. [27]

In this research, the hypothesis may be stated as follow: THIEVES strategy is effective in teaching reading of recount text at eighth grade of SMPN 23 Semarang in the academic year 2015/2016.

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[27] Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik*, (Jakarta: Bumi Aksara, 2004), p.31

CHAPTER III
RESEARCH METHOD

This chapter discusses about sources of data, research design, research setting, population and sample of research, variables and indicators of research, methods of data collection, and methods of data analysis.

A. Research Design

The approach used in this research is quantitative. While the method employed is through experimental research in which its purpose is to search and compare the certain treatment toward other within controlled condition.[1]

An experiment is the way to find the causal relationship between two factors which are raised by the researcher in purpose by reducing or eliminating any distracting factors.[2] The writer used pretest – posttest control group design with one treatment as the design for this study.

This is the scheme:

$$E = O_1 \ X \ O_2$$
$$C = O_3 \ \ \ \ O_4$$

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[1] Sugiyono, *Metodologi Penelitin Pendidikan (Pendekatan Kuantitatif, Kualitatif Dan R&D)*, (Bandung: Alfabeta, 2010), p.107.

[2] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p.3

Where:

E   : the symbol for experimental class

C   : the symbol for control class

O_1 : pre-test for experimental class

O_2 : post-test for experimental class

O_3 : pre-test for control class

O_4 : post-test for control class

The procedure of experiment design included pre-test, treatment and post-test. Firstly, both of groups were given a pre-test. Then the different treatments were applied to the two groups; the experimental group was treated through Thieves strategy and the control group was taught without Thieves in reading recount text. Both of them were taught the same materials based on the curriculum and in the same month. Finally, after they got treatment, the experimental group and the control group received a post-test.

B. Research Setting

1. Subject and place of the research

This research was conducted at SMP Negeri 23 Semarang which is located in Jl. RM. Hadi Soebeno Mijen Semarang. The subject of this study was the eighth grade of SMP Negeri 23 Semarang in the academic year of 2015/2016.

The reason why the researcher choose SMP Negeri 23 Semarang as a research place because the students are difficult to understand about reading. In addition, the location of SMP

Negeri 23 Semarang is not too far from the campus where researcher studied.

2. Time of the research

This research was conducted during two weeks as of the ratification of the research proposal, starting from September 23th to October 7th 2015 on the first semester in the academic year of 2015/2016 counted since the proposal is submitted until the end of research.

C. **Population and Sample**

1. **Population**

According to Arikunto, population is a whole subject in the research.[3] The population of this research was all eight grade of SMP Negeri 23 Semarang in the Academic year of 2015/2016. The number of the entire students is 249. Which consisting of eight classes.

2. **Sample and Technique Sampling**

Sample is part of population, which is chosen to participate in the study. The researcher will observe not at all of classes but only a class, that is eight grade. To determine the two clsses, the researcher used purposive sampling tecnique. This technique was done by taking the subject/

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[3] Suharsimi, Arikunto *Prosedur Penelitian: Suatu Pendekatan Praktik*,(Jakarta: PT Rineka Cipta, 2006), p.173

sample which is not based on strata, random or area but it is based on consideration of a certain purpose.[4]

The consideration that the researcher tried to complete in preliminary research was the sample that will be chosen has to be homogeny, so that the research will be a good and valid research. Because we know that something that can be compared is something that has the similar characteristic.

The resercher took class VIII A andVIII B because based on the result of the summative test of the midsemester, these two classes gained similar average achievement and consideres as homogenous class. Each class consist of 31 students. Class VIII A is chosen as the experimental group which is taught by THIEVES Strategy while class VIII B is chosen as the control group which is taught without THIEVES Strategy.

D. Variables and Indicator

There are two type of variables based on the term of causation.[5] They are Independent Variable and Dependent Variable.

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[4] Suharsimi, Arikunto *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p.139

[5] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D),* (Bandung: Alfabeta, 2010), p.60

1. Independent Variable

    Sugiyono said that, "Independent variabel can be called *stimulus, predictor, or antecedent."* Independent variabel is variabel which has the influence or the cause of change or make the existence of dependent variabel. [6]

    So the independent variable in this research is the use of THIEVES Strategy in teaching learning process This variabel affects the dependent variabel throught its treatments. The indicator from this variabel are:

    a. Teacher gives recount text to students

    b. Students pay attention to the text

    c. Students complete the component of THIEVES in worksheet

    d. Teacher and students comfirm their answers.

2. Dependent Variable.

    Dependent variable is variable that measures the influence of the independent variable.[7] The dependent variable of this study was the students' reading skill in recount text. The indicators from this variabel are:

    a. Identifying the definition, social function, generic structure and language feature of recount text.

    b. Finding the main idea of recount text.

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[6] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D),* (Bandung: Alfabeta, 2010), p.61

[7] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT Rineka Cipta, 2006), p. 145.

E. Technique of Data Collection

In this research, the researcher applies documentation and test as the technique in collecting the data. The processes are able to be explained as follow:

1. Test

Test is a set of questions and exercises used to measure the achievement or capacity of the individual or group.[8] Test is used to assess and measure students' achievement; mainly the cognitive side related the students' mastery on learning as aim of education and teaching.[9] This research uses test to get the students' achievement that will be used as main data in measure the students' reading ability.

The researcher gathers the data by analyzing the test based on material of recount text. The researcher gave the test twice (pre-test and post-test) in both experimental and control class.

a. Pre test

Before the teacher explained material by using THIEVES strategy, the teacher gave pre-test to experimental and control class in same way. It will be given before the experimental was run.

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[8] Addision Wesley Longman, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New York : A Person Education Company, 2001), 2nd Ed, p.384.

[9] Nana Sudjana, *Penilaian Proses Hasil Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 1999), 6th Ed., p. 35.

b. Post test

Post-test was given to the experimental and control class. It was given in order to know students' understanding and score in recount text after they were tauhgt by THIEVES strategy (experimental class) and using non-THIEVES strategy (control class).

The score of students' achievement can be calculated by using this following formula:

$$Score = \frac{\text{the number of right answer}}{\text{total item}} \text{ x } 100$$

2. Documentation

Besides data from result of the test, the documentation was needed to help the researcher run the research. Document is a piece of written or printed material that provides a record of evidence or event an agreement, ownership, identification etc. Documentation is the accumulation, classification, and dissemination of information.[10]

The researcher use documentation which relate with this research. They are students' name list, students' English mark, lesson schedule, students' worksheet and photo of teaching and learning process. In this case, the data will be gained by the help the English teacher.

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[10] John Eastwood, *Concise Oxford Dictionary,* 8th Ed. (London: Oxford University Press, 2004) p. 256

F. Technique of Data Analysis

1. Try-out Instrument of the Test

   Try out test is implemented to find out the validity reliability, level of difficulty, and discriminating power of test item.

   a. Validity test

      The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Arikunto, "a test is valid if it measures what it purpose to be measured".[11] The validity of an item can be known by doing item analysis. It is counted using product – moment correlation formula:

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

      r_{xy} = the correlation of the score on two halves of the test

      N = the number of students in class

      X = the score of each component of test

      Y = the total score of correct answers

      ΣX = the sum of total X score in each class

      ΣY = the sum of total score from each student in the class

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[11] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta), p. 65.

$\Sigma XY =$ the sum of multiple score from each studen with the total score

$\Sigma X^2 =$ the sum of the square score in each component of test

$\Sigma Y^2 =$ the sum square of total score from each student in the class

Calculation result of r_{xy} is compared with r $_{table}$ of product moment by 5% degree of significance. If r_{xy} is higher than r $_{table}$, the item of question is valid.[12]

b. Reliability test

Reliability means "consistent".[13] It refers to the consistency of test score. Besides having high validity, a good test should have high reliability too. Alpha formula is used to know reliability of test is K-R.20[14]

$$r_{11} = (\frac{n}{n-1})(\frac{s-\Sigma pq}{s})$$

In which,

$r_{11} =$ the reliability of the instrument.

n $=$ the number of item in the test

p $=$ the porpotion of students who give the right answer

[12] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta), p. 78.

[13] JB. Heaton, *Writing English Language Test*, (London : Longman, 1975), p. 155

[14] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: Alfa Beta, 2008) p. 132

q = the porpotion of students who give the wrong
answer

s^2 = standard deviation of the test

Calculation result of r_{11} is compared with r_{table} of product moment by α= 5% of significance. If r_{11} is higher than r_{table} , the item of question is reliable.

c. Degree of Test Difficulty

A good question is a question that not too difficult and not too easy either. Formula for degree difficulty is :

$$P = \frac{B}{JS}$$

Where :

P = index of difficulty

B = the number of students who answer an item correctly

JS = the total number of students

The Index of difficulty level can be classified as follows:[15] criteria are:

0,00 < P ≤ 0,30 is difficult

0,30 < P ≤ 0,70 is medium

0,70 < P ≤ 1,00 is easy

d. Discriminating Power

It is used to know how accurate the question differ higher subject and lower subject. The formula for dicriminating power is:

[15] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Revised Ed.,* (Jakarta: Bumi Aksara, 2002) 7th Ed., p. 210

$$D = \frac{Correct\ U - Correct\ L}{N}$$

Where :

D = desriminating index

N = the member of student who answered correctly in one group

U = the member of student in upper group who answered the item correctly

L = the member of student in low group who answered the item correctly

The criteria are:

The criteria of discriminating power as follow:

D = 0.00 - 0.20 : poor.

D = 0.21 - 0.40 : satisfactory

D = 0.41 - 0.70 : good.

D = 0.71 - 1.00 : Excellent.[16]

2. Pre test

   a. Normality

      It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The normality test with Chi-square is done to find out the distribution data.[17]

[16] Harold S Madsen,, *Technique in Testing*, (USA: Oxford University Press,Inc, 1983),p. 183

[17] Sudjana, *Metode Statistika*, (Bandung: Tarsito, 1996), p. 273.

$$\chi^2 = \Sigma \frac{(O_i - E_i)^2}{E_i}$$

Notice:

χ^2 = chi square

O_i = frequency from observation

E_i = expected frequency

b. Homogeneity

Is used to know whether experiment class and control class, that are taken from population have same variant or not. According to Nunan, a test should be given to both classes of students before the experiment just to make sure that the both classes really are the same.[18]

$$F = \frac{Vb}{Vk}$$

Notice:

Vb = bigger varian

Vk = smaller varian

The hypotheses in homogeneity test are:

Ho : homogeny variant $\sigma_1^2 = \sigma_2^2$

Ha : non homogeny variant $\sigma_1^2 \neq \sigma_2^2$

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[18] David Nunan, *Research Method in Language Learning* (Cambridge: University Press, 1992), p. 27.

c. Hypothesis test

It is used to examine average whether experimental class and control class that has been decided having significant different average

Ho : $\mu_1 = \mu_2$

Ha : $\mu_1 \neq \mu_2$

The formula that used in the t-test as follows.[19]

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

With:

$$S = \sqrt{\frac{(n_1 - 1)S_1^{\,2} + (n_2 - 1)S_2^{\,2}}{n_1 + n_2 - 2}}$$

Where:

$\overline{X}_1$: The mean score of the experimental group

$\overline{X}_2$: The mean of the control group

n_1 : The number of experimental group

n_2 : The number of control group

$S_1^{\,2}$: The deviation standard of experimental group

$S_2^{\,2}$: The deviation standard of both groups

If the t $_{count}$ score was higher than t $_{table}$ score by using α = 5% of significance, Ho was rejected. It meant

[19] Sudjana, *Metode Statistika*, (Bandung : Tarsito, 2002), p. 239

that Ha was accepted: There was a significant difference in reading achievement between the experimental and control group.

3. Post test

    a. Normality test

       Normality test in this step is the same as the normality test on the initial data

    b. Homogeneity

       Homogeneity test in this step is the same as the homogeneity test on the initial data

    c. Test of average

       These steps are same with the steps on data analysis technique which is to prove the researcher hypothesis about the difference of students' achievement on reading, between the students who were taught by using THIEVES Strategy and students who were not taught by using THIEVES Strategy. Here is the t-test formula.

       Criteria :

       Ho: $\mu_1 = \mu_2$

       Ha: $\mu_1 \neq \mu_2$

       Where:

       $\mu_1 =$ average data of experimental class

       $\mu_2 =$ average data of control class

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

With:

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Where:

$\overline{X}_1$: The mean score of the experimental group

$\overline{X}_2$: The mean of the control group

n_1 : The number of experimental group

n_2 : The number of control group

S_1^2 : The deviation standard of experimental group

S_2^2 : The deviation standard of both groups[20]

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[20] Sudjana, *Metode Statistika*, (Bandung : Tarsito, 2002), p. 239

CHAPTER IV
RESEARCH FINDING AND ANALYSIS

A. Description of The Research

In this chapter, the result of the research based on collected and analyzed data will be described. The aim is to find out the result of using thieves strategy to teach recount text at 8th grade students of SMPN 23 Semarang in the academic year of 2014/2015. The research had been conducted on September 23th to October 7th 2015. This research had been carried through 5 steps. They involve try out test, pre-test, two times treatment and post-test.

To find out the result of students' understanding on recount text using THIEVES strategy, some results were identified, they are: the score of students before treatment and the differences between pre-test and post-test score. This research used an analysis of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different treatment to both classes. The subjects of this research were divided into two classes. They are experimental (VIII A) and control (VIII B).

Before the activities were conducted, the researcher determined the materials and lesson plan of learning. A try out test was first given to analyze validity, reliability, difficulty level and also the discrimination power of each item. The researcher

prepared 30 items as the instrument of the test. Try out test was given to the students who had got material of recount text. It is to the XI class. Then the researcher gave the pre-test to both classes, experimental and control group. It is to find out that groups are normal and have same variant.

The learning process in the experimental class using thieves strategy, while the control class used conventional method (lecturing). After the both classes conducted the learning process, students were asked to do the assignment. This assessment is hoped would help the students to identify part of the text.

At last, students of both control and experimental group were given the post-test then the result data were analyzed to prove the research hypothesis which had been formulated before.

B. The Data Analysis

1. Analysis of Try-out Test Instrument

This discussion covered validity, reliability, difficulty level, and also discriminating power.

a. Validity Test

Validity is the extent to which it measures what is supposed to measure and nothing else. The result of this research was consulted to critical score for *r*-product moment or r table. If the obtained coefficient of correlation was higher than the critical score for *r*-product moment, it meant that a test was valid at 5% alpha level

significance. On the contrary, if $r_{count} < r_{table}$ the item test was invalid and must be deleted from the test..

Table 4.1
Validity of Each Item

Criteria	r_{table}	Number of questions	Total
Valid	0.361	1, 2, 3, 4, 5, 7, 10, 12, 13, 15, 16, 18, 20, 21, 23, 24, 25, 26, 27, 30.	20
Invalid		6, 8, 9, 11, 14, 17, 19, 22, 28, 29.	10

See more calculations in appendix 3

b. Reliability of instrument

Having done validity test, then performed reliability testing on those instruments. Reliability test used to determine the level of consistency in answers to the instrument. A good instrument accurately has consistent answers to the instrument whenever it is presented. Based on the calculation point about the reliability coefficient obtained by $r_{11} = 0, 784$ and $r_{table} = 0.312$. Because $r_{11} = 0, 784 > r_{table} = 0.312$, it can be concluded that the instrument can be trusted to be used as a data collection tool. Calculation of reliability test can be seen in Appendix 4.

c. Degree of Difficulty level

The following is the computation of the difficult level for number 1 and for the other items would use the same formula.

$$B = 20$$

$$JS = 30$$

$$P = \frac{B}{JS}$$

$$P = \frac{20}{30} = 0{,}667$$

The result obtained P = 0.667. It is proper to say that the index difficulty of the item number 1 above can be said as the medium category, because the calculation result of the item number 1 is in the interval $0.70 \leq P < 1.00$. Based on calculations about the point about the difficulty level is obtained that the question of the criteria:

Table 4.2

Degree of Difficulty of Each Item

Criteria	Number of questions	Total
Easy	2, 3, 4, 5, 6, 7, 8, 15, 16, 18, 23, 25, 28, 29	14
Medium	1, 9, 10, 11, 12, 13, 14, 17, 19, 20, 21, 22, 24, 26, 27, 30	16
Difficult	-	-

d. Discriminating Power

The following is the computation of discriminating power of number 1. To do this analysis, the number of try out subjects was divided into two classes, upper and lower classes. There were upper and lower class.

Table 4.3
The Table of Discriminating Power of Item Number 1

No	Code	Score	No	Code	Score
	Upper Group			Lower Group	
1	T-7	1	1	T-28	0
2	T-18	1	2	T-8	0
3	T-23	1	3	T-21	1
4	T-19	1	4	T-27	0
5	T-24	1	5	T-6	1
6	T-25	1	6	T-9	1
7	T-12	1	7	T-14	1
8	T-20	1	8	T-1	0
9	T-3	0	9	T-29	0
10	T-16	0	10	T-30	1
11	T-2	1	11	T-4	0
12	T-5	1	12	T-13	0
13	T-10	1	13	T-11	1
14	T-15	1	14	T-17	1
15	T-26	1	15	T-22	0
Sum		13	Sum		7

The was the analysis of discriminating power for number 1.

$$D = \frac{Correct\ U - Correct\ L}{N}$$

$$D = \frac{13-7}{15}$$

$$= 0{,}40$$

According to the criteria, the item number 1 above is satisfactory, because the calculation result of the item number 1 is in the interval $0.21 < D \leq 0.40$

Table 4.4

Discriminating Power of Each Item

Criteria	Questions Number	Total
Poor	14, 17, 22, 26, 29.	5
Satisfactory	1, 2, 3, 4, 5, 8, 9, 11, 12, 13, 15, 16, 18, 19, 20, 21, 25, 30.	18
Good	6, 7, 10, 23, 24, 27,28.	7
Excellent	-	0

Based on the analysis on validity, reliability, difficulty level and discriminating power, finally 20 are accepted. From 30 items, only 20 items are used as instrument to make the scoring easy. They are number 1, 2, 3, 4, 5, 7, 10, 12, 13, 15, 16, 18, 20, 21, 23, 24, 25, 28, 27, 30.

2. **Analysis Pre test Score of the Experimental Class and the Control Class**

Before the treatments were given, the researcher gave students pre-test consists of 20 multiple choice items. The analysis of pre-test value of control and experimental class, as follow:

Table 4.5
The list of pre-test score of experimental class and control class

SCORE PRE TEST BETWEEN					
CONTROL			EXPERIMENT		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-1	45	1	E-1	55
2	C-2	75	2	E-2	50
3	C-3	45	3	E-3	45
4	C-4	50	4	E-4	30
5	C-5	60	5	E-5	55
6	C-6	45	6	E-6	45
7	C-7	50	7	E-7	35
8	C-8	60	8	E-8	65
9	C-9	65	9	E-9	35
10	C-10	50	10	E-10	50
11	C-11	50	11	E-11	65
12	C-12	60	12	E-12	45
13	C-13	65	13	E-13	60
14	C-14	75	14	E-14	45
15	C-15	45	15	E-15	40
16	C-16	55	16	E-16	60
17	C-17	50	17	E-17	50
18	C-18	60	18	E-18	50
19	C-19	50	19	E-19	60
20	C-20	65	20	E-20	40
21	C-21	45	21	E-21	65
22	C-22	50	22	E-22	55
23	C-23	70	23	E-23	60
24	C-24	65	24	E-24	55
25	C-25	50	25	E-25	55
26	C-26	60	26	E-26	65
27	C-27	45	27	E-27	40
28	C-28	65	28	E-28	40
29	C-29	45	29	E-29	65
30	C-30	75	30	E-30	65
31	C-31	65	31	E-31	70
jumlah		1755			1615
n		31			31
X rata2		56,6129			52,09677
Varians(s2)		98,978			116,2903
Standar devisiasi (S)	9,948794				10,7838

a. The normality of pre-test of the control class

        Test of normality is used to find out whether data of control and experimental class which have been collected from the research come from normal distribution or not. The result computation of Chi-square (χ^2_{count}) then was compared with table of Chi-square (χ^2_{table}) by using α = 5% of significance. If $\chi^2_{count} < \chi^2_{table}$ meant that the data spread of research result distributed normally.

Hypothesis:

Ho : Data distributes normally

Ha : Data does not distribute normally

Ho accepted if $\chi^2_{count} < \chi^2_{table}$ with $\alpha = 5\%$ and dk=k-1

Test of hypothesis:

The formula is:

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Computation of normality test:

Length of the class	= 6
Maximum score	= 75
Minimum score	= 45
Number of class	= 6
Range	= 30

Table 4.6
Distribution value of pre-test of control class

Kelas			f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
45	–	49	7	47	2209	329	15463
50	–	54	8	52	2704	416	21632
55	–	59	1	57	3249	57	3249
60	–	64	5	62	3844	310	19220
65	–	69	6	67	4489	402	26934
70	–	74	1	72	5184	72	5184
75	–	79	3	77	5929	231	17787
Jumlah			31			1817	109469

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{1817}{31} = 58,61$$

$$S^2 = \frac{n\sum f_i \chi_i^2 - \left(\sum f_i \chi_i\right)^2}{n(n-1)}$$

$$= \frac{31*114174- (1862)^2}{31(31 - 1)}$$

$$S^2 = 98,98$$
$$S = 9,95$$

Table 4.7
Observation frequency value of pre-test of control class

Kelas			Bk	Z_i	$P(Z_i)$	Luas	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
			44,5	-1,42	-0,4220				
45	–	49				0,1018	3,3	7	4,2966
			49,5	-0,92	-0,3202				
50	–	54				0,1598	5,1	8	1,6285
			54,5	-0,41	-0,1603				
55	–	59				0,1959	6,3	1	4,4274
			59,5	0,09	0,0355				
60	–	64				0,1875	6,0	5	0,1663
			64,5	0,59	0,2230				
65	–	69				0,1401	4,5	6	0,5131
			69,5	1,09	0,3631				
70	–	74				0,0818	2,6	1	0,9986
			74,5	1,60	0,4449				
75		79				0,0373	1,2	1	0,0310
			79,5	2,10	0,4821				
							χ^2	=	7,76

Untuk a = 5%, dengan dk = 6 - 1 = 5 diperoleh χ^2 tabel = 11,07

With α = 5% dk = 6-1= 5 from the chi-square distribution table, obtained χ_{table}= 11,07 because χ^2_{count} is lower than χ^2_{table} (7,76<11,07) so, the distribution list is normal.

b. The normality of pre-test of experimental class

Test of normality is used to find out whether data of control and experimental class which have been collected from the research come from normal distribution or not. The result computation of Chi-square (χ^2_{count}) then was compared with table of Chi-square (χ^2_{table}) by using 5% alpha of significance. If $\chi^2_{count} < \chi^2_{table}$ meant that the data spread of research result distributed normally.

Hypothesis:

Ho : Data distributes normally

Ha: Data does not distribute normally

Ho accepted if $\chi^2_{count} < \chi^2_{table}$ with α = 5% and dk=k-1

Test of hypothesis:

The formula is:

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

Length of the class = 7

Maximum score   = 70

Minimum score   = 30

Number of class   = 6

Range   = 40

Table 4.8
Distribution value of pre-test of the experimental class

Kelas			f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
30	–	36	3	33	1089	99	3267
37	–	43	4	40	1600	160	6400
44	–	50	8	47	2209	376	17672
51	–	57	5	54	2916	270	14580
58	–	64	4	61	3721	244	14884
65	–	71	7	68	4624	476	32368
Jumlah			31			1625	89171

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{1625}{31} = 52{,}42$$

$$S^2 = \frac{n \sum f_i \chi_i^2 - \left(\sum f_i \chi_i\right)^2}{n(n-1)}$$

$$= \frac{31 * 89171 - (1625)^2}{31(31 - 1)}$$

$$S^2 = 132{,}98$$

$$S = 11{,}53$$

<div align="center">

Table 4.9
Observation frequency value of pre-test of
Experimental class

</div>

Class		C	Z_i	$P(Z_i)$	Wide Area	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
		29,5	-1,99	-0,4766				
30 –	36				0,0603	1,9		
		36,5	-1,38	-0,4163			3	0,5944
37 –	43				0,1359	4,3		
		43,5	-0,77	-0,2804			4	0,0280
44 –	50				0,2143	6,9		
		50,5	-0,17	-0,0661			8	0,1906
51 –	57				0,2363	7,6		
		57,5	0,44	0,1702			5	0,8684
58 –	64				0,1823	5,8		
		64,5	1,05	0,3526			4	0,5771
65 –	71				0,0984	3,1		
		71,5	1,65	0,4510			7	4,7088
							χ^2=	6,37

Untuk a = 5%, dengan dk = 6 - 1 = 5 diperoleh χ² tabel =

Karena χ² hitung < χ² tabel, maka data tersebut berdistribusi normal   11,07

With α = 5% dk= 6-1= 5 from the chi-square distribution table, obtained $\chi_{table} = 11,07$ because χ^2_{count} is lower than χ^2_{table} (6,37 < 11,07). So, the distribution list is normal.

c. The homogeneity of pre-test of the control class and the experimental class

The homogeneity test is used to know whether the group sample that was taken from population is homogeneous or not. In this research, the homogeneity of the test was measured by comparing the obtained score (F_{count}) with (F_{table}).

Ho : $\sigma_1^2 = \sigma_2^2$ (homogeny variance)

Ha : $\sigma_1^2 \neq \sigma_2^2$ (non homogeny variance)

Ho is accepted if $F_{count} < F_{table}$

Table. 4. 10

Test of Homogeneity (Pre-test)

Sumber variasi	eksperimen	kontrol
Jumlah	1615	1755
n	31	31
x	52,097	56,613
Varians (s^2)	116,290	98,978
Standart deviasi (s)	10,784	9,949

By knowing the mean and the variant, the researcher was able to test the similarity of the two variants in the pre-test between experimental and control class. The computation of the test of homogeneity as follows:

$$F = \frac{biggest\ variance}{smallest\ variance}$$

$F = \frac{98,9785}{116,2903} = 0,851$

On α 5 % with dk numerator (k-1) = 31-1 = 30 and dk denominator (k-1) = 31-1 = 30 it was found F table (0.05)(30/30) = 1,841 because of F count < F table, so it could be concluded that both experimental and control

class had no differences. The result showed both classes had similar variants or homogenous.

d. Testing the similarity test of average pre-test of the initial data between the experimental class and the control class

To test the similarity of average used t-test.

Ho : μ1 = μ2

Ha : μ1 ≠ μ2

Where:

μ1 = average data of experimental group

μ2 = average data of control group

The researcher used formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

$$S = \sqrt{\frac{(n_1 - 1)S_1^{\,2} + (n_2 - 1)S_2^{\,2}}{n_1 + n_2 - 2}}$$

Table 4.11

The average similarity test of pre-test of the

experimental class and the control class

Sumber variasi	eksperimen	kontrol
Jumlah	1615	1755
n	31	31
x	52,097	56,613
Varians (s^2)	116,290	98,978
Standart deviasi (s)	10,784	9,949

$$S = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}$$

$$S = \sqrt{\frac{(31-1)116{,}2903+(31-1)98{,}9785}{31+31-2}} = 10{,}3747$$

So, the computation of t-test:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$$

$$t = \frac{52{,}10-56{,}61}{10{,}3747\sqrt{\frac{1}{31}+\frac{1}{31}}} = -1{,}714$$

Based on the computation above, $t_{count=}$ $-1{,}714$ and opportunity (1- α) from the distributiont t, we got $t_{table\ =}$ 2.00 with α = 5%, and dk= 31+31-02=60 because $t_{count} < t_{table}$, so Ho is accepted. So, it can be concluded that there is no significant different of the average pre-test between experimental and control class, because t $_{count}$ at the reception area of Ho. It meant that experimental and control classes had some condition before getting treatment.

3. **Analysis of Post-test Score of the Experimental Class and the Control Class**

Post-test was conducted after all treatments were done. THIEVES was used as technique in the teaching of reading recount text to students in experimental group. While for students in control group, they were given treatments without THIEVES. Post-test was aimed at measuring students' ability after they got treatments. They were asked to answer multiple-choice test that were given to them.

This analysis contains of normality test, homogeneity test and the difference average test of post-test.

Table 4.12
The list of post-test score of the experimental class and control class

SCORE POST TEST BETWEEN					
	CONTROL			EXPERIMENTAL	
NO	CODE	SCORE	N0	CODE	SCORE
1	C-1	50	1	E-1	70
2	C-2	80	2	E-2	80
3	C-3	55	3	E-3	65
4	C-4	70	4	E-4	60
5	C-5	70	5	E-5	65
6	C-6	55	6	E-6	70
7	C-7	65	7	E-7	65
8	C-8	70	8	E-8	75
9	C-9	70	9	E-9	60
10	C-10	65	10	E-10	80
11	C-11	70	11	E-11	85
12	C-12	65	12	E-12	75
13	C-13	80	13	E-13	80
14	C-14	80	14	E-14	85
15	C-15	50	15	E-15	70
16	C-16	70	16	E-16	80
17	C-17	75	17	E-17	75
18	C-18	65	18	E-18	70
19	C-19	65	19	E-19	75
20	C-20	70	20	E-20	70
21	C-21	50	21	E-21	80
22	C-22	60	22	E-22	75
23	C-23	80	23	E-23	85
24	C-24	80	24	E-24	80
25	C-25	65	25	E-25	75
26	C-26	80	26	E-26	85
27	C-27	70	27	E-27	75
28	C-28	80	28	E-28	70
29	C-29	60	29	E-29	85
30	C-30	80	30	E-30	85
31	C-31	80	31	E-31	85
jumlah		2125			2335
n		31			31
X rata2		68,54839			75,32258
Varians(s2)		95,323			58,22581
Standar devisiasi (S)	9,763328				7,630584

a. The normality of post-test of the control class

Test of normality was used to find out whether data of control and experimental group, which had been collected after they got treatments, come from normal distribution or not. The formula, that was used, was Chi-quadrate. The computation result of Chi-quadrate (χ^2 _count_) then was compared with table of Chi-quadrate (χ^2 _table_) by using 5% alpha of significance. If χ^2 _count_ $< \chi^2$ _table_ meant that the data spread of research result distributed normally.

Hypothesis:
H_o : Data distributes normally
H_a: data does not distribute normally
Ho accepted if $\chi^2_{count} < \chi^2_{table}$ with α = 5% and dk=k-1

Test of hypothesis:
The formula is used:

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i = E_i)^2}{E_i}$$

The computation of normality test:
Length of the class = 5
Maximum score   = 80
Minimum score   = 50
Number of class   = 6
Range   = 30

Table 4.13
Distribution value of post-test of the control class

Class			f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
50	–	54	3	52	2704	156	8112
55	–	59	2	57	3249	114	6498
60	–	64	2	62	3844	124	7688
65	–	69	6	67	4489	402	26934
70	–	74	8	72	5184	576	41472
75	–	80	10	77,5	6006,25	775	60062,5
Sum			31			2147	150767

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{2147}{31} \quad = \quad 69,26$$

$$S^2 = \frac{n \sum f_i \chi_i{}^2 - \left(\sum f_i \chi_i\right)^2}{n(n-1)}$$

$$= \frac{31*150767 - (2147)^2}{31(31-1)}$$

$$S^2 = 68,98$$
$$S = 8,31$$

Table 4.14
Observation frequency value of post-test of control class

Kelas		Bk	Z_i	$P(Z_i)$	Luas Daerah	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
		49,5	-2,38	-0,4913				
50 –	54				0,0291	0,9	3	4,5931
		54,5	-1,78	-0,4622				
55 –	59				0,0822	2,6	2	0,1514
		59,5	-1,17	-0,3800				
60 –	64				0,1633	5,2	2	1,9923
		64,5	-0,57	-0,2166				
65 –	69				0,2283	7,3	6	0,2329
		69,5	0,03	0,0116				
70 –	74				0,2244	7,2	8	0,0934
		74,5	0,63	0,2360				
75 –	80				0,1760	5,6	10	3,3853
		80,5	1,35	0,4121				
						χ^2	=	10,45

Untuk a = 5%, dengan dk = 6 - 1 = 5 diperoleh χ^2 tabel =   11,07
Karena χ^2 hitung < χ^2 tabel, maka data tersebut berdistribusi normal

With α = 5% dk= 6-1= 5 from the chi-square distribution table, obtained χ_{table}= 11,07 because $\chi^2_{count}$is lower than χ^2_{table} ($10,45 < 11,07$). So, the distribution list is normal

b. The normality of post-test of the experimental class

Hypothesis:

H_o : Data distributes normally

H_a : Data does not distribute normally

Ho accepted if χ^2_{count} < $\chi^2_{table}$with α = 5% and dk=k-1

Test of hypothesis:

The formula is:

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i = E_i)^2}{E_i}$$

The computation of normality test:

Length of the class   = 5

Maximum score   = 85

Minimum score   = 60

Number of class   = 6

Range   = 25

Table 4.15
Distribution value of post-test of the experimental class

Class		f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
60	− 64	2	62	3844	124	7688
65	− 69	3	67	4489	201	13467
70	− 74	6	72	5184	432	31104
75	− 79	7	77	5929	539	41503
80	− 84	6	82	6724	492	40344
85	− 89	7	87	7569	609	52983
Sum		31			2397	187089

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{2397}{31} = 77{,}32$$

$$S^2 = \frac{n \sum f_i \chi_i^2 - \left(\sum f_i \chi_i\right)^2}{n(n-1)}$$

$$= \frac{31 * 187089 - (2347)^2}{31(31-1)}$$

$$S^2 = 58{,}23$$

$$S = 7{,}63$$

Table 4.16
Observation frequency value of post-test of
experimental class

Kelas		Bk	Z_i	$P(Z_i)$	Luas Daerah	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
		59,5	-2,34	-0,4902				
60 –	64				0,0367	1,1	2	0,6546
		64,5	-1,68	-0,4536				
65 –	69				0,1062	3,3	3	0,0260
		69,5	-1,03	-0,3474				
70 –	74				0,2031	6,3	6	0,0139
		74,5	-0,37	-0,1443				
75 –	79				0,2566	8,0	7	0,1145
		79,5	0,29	0,1123				
80 –	84				0,2142	6,6	6	0,0619
		84,5	0,94	0,3265				
85 –	89				0,1182	3,7	7	3,0374
		89,5	1,60	0,4447				
						χ^2	=	3,91

Untuk a = 5%, dengan dk = 6 - 1 = 5 diperoleh χ² tabel =   11,07
Karena χ² hitung < χ² tabel, maka data tersebut berdistribusi normal

With α = 5% dk= 6-1=5 from the chi-square distribution table, obtained χ^2_{table}= 11,07 because χ^2_{count} is lower than χ^2_{table} (3,91<11,07). So, the distribution list is normal.

c. The homogeneity of post-test of the control class and the experimental class

The writer determined the mean and variance of the students' score either in experimental or control group. By knowing the mean and variance, the writer was able to test the similarity of the two variance in the post-test between experimental and control group.

Ho : $\sigma_1^2 = \sigma_2^2$ (homogeny variance)

Ha : $\sigma_1^2 \neq \sigma_2^2$ (non homogeny variance)

Ho is accepted if $F_{count} < F_{table}$

Table. 4. 17 Test of Homogeneity (Post-test)

Sumber variasi	Eksperimen	Kontrol
Jumlah	2335	2125
n	31	31
x	75,323	68,548
Varians (s^2)	58,226	95,323
Standart deviasi (s)	7,631	9,763

The computation of the test of homogeneity as follows:

$$F = \frac{biggest\ variance}{smallest\ variance}$$

$$= \frac{95,323}{58,226} = 1,637$$

On α 5 % with dk numerator (k-1) = 31-1=30 and dk denominator (k-1) = 31-1= 30 it was found $F_{table\ (0.05)(30/30)} = 1.841$ because of $(F_{count}) < (F_{table})$, so it could be concluded that both experimental and

control class had no differences. The result showed both classes had similar variants or homogenous.

d. Testing the difference of average of the final data between the experimental class and the control class

After counting standard deviation and variance, it could be concluded that both groups have no differences in the test of similarity between two variances in post-test score. So, to differentiate if the students' results of reading recount text in experimental and control group after getting treatments were significant or not, the writer used t-test to test the hypothesis that had been mentioned in the chapter two. To test the differences of average t-test is used.

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

Where:

μ_1 = average data of experimental group

μ_2 = average data of control group

To see the difference between the experimental and control group, the writer used formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Table. 4. 18
The average difference test of post-test of the
experimental class and the control class

Sumber variasi	Eksperimen	Kontrol
Jumlah	2335	2125
n	31	31
x	75,323	68,548
Varians (s^2)	58,226	95,323
Standart deviasi (s)	7,631	9,763

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

$$S = \sqrt{\frac{(31-1)58{,}226 + (31-1)323}{31 + 31 - 2}}$$

$$= 8{,}7621$$

So, the computation of ost-test

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{75{,}32 - 68.55}{8{,}6721\sqrt{\frac{1}{31} + \frac{1}{31}}}$$

$$= 3{,}043$$

After getting t-test result, then it would be consulted to the critical score of t $_{table}$ to check whether the difference is significant or not. For a = 5% with dk 31 + 31 − 2 = 60, it was found t $_{table}$ (0.05)(60) = 2.00.

Because of $t_{count} > t_{table}$, so it could be concluded that there was significance difference between the experimental and control group. It meant that experimental group was better that control group after getting treatments.

Since the obtained t-score was higher than the critical score on the table, the difference was statistically significant. Therefore, based on the computation there was a significance difference students' achievement among these taught using THIEVES and these taught without using THIEVE*s* for the eighth grade students of SMP Negeri 23 Semarang. Teaching reading in recount text using THIEVES technique seemed to be more effective than teaching reading in recount text without using THIEVES. It can be seen from the result of the test where the students taught reading in recount text by using THIEVES got higher scores than the students taught reading in recount text without THIEVES.

C. Discussion of research finding

Table 4.19
The pre-test and post-test students' average scores of control class and experimental class

No	Class	The average of pre test	The average of post test
1	Experimental	52,09	75,32
2	Control	56,61	68,54

From the table above, it can be seen that the students' achievement was increased. The percentage in score of the pre-test and the post-test score of the experimental group was higher than the score of the control group.

Before giving the treatment, writer checked the balance of the students' initial ability of both classes. The data used to test the balance was the score of pre-test. Analysis of initial data was conducted through normality test that aimed at showing whether the data is normally distributed or not. This can be seen from the normality test with chi-square, where $\chi^2_{count} < \chi^2_{table}$, $\alpha = 5\%$, dk = 5.

On the normality test of pre-test of the experimental class, it can be seen χ^2_{count} (6,37) $< \chi^2_{table}$ (11,07) and the control class χ^2_{count} (7,76) $< \chi^2_{table}$ (11,07). Since homogeneity test shows F_{count} (0,851) $< F_{table}$ (1,841), it can be concluded that the two classes is homogeneous. Based on the analysis of t-test at the pre-test, it is obtained t $_{count}$ = -1,714 with t_{table} = 2,00 , it means that Ho is accepted which proves that there is no difference of the average of pre-test between both classes.

The normality test of post-test of experimental class results χ^2_{count} (3,91) $< \chi^2_{table}$ (11,07) and control class results χ^2_{count} (10,45) $< \chi^2_{table}$ (11,07). Ho accepted if $\chi^2_{count} < \chi^2_{table}$. The post-test demonstrate that the hypothesis of those classes is normal on the distribution. It is proved with F_{count} (1,637) $< F_{table}$ (1.841) from the homogeneity test that had the same variant. From the last

phase of the t-test, it is obtained t $_{count}$ = 3,043 with t $_{table}$ = 2.00 with the standard of significant 5%. Because of t $_{count}$ > t $_{table}$ = (3,043>2.00) so Ho was rejected. It means that using *Thieves* in teaching reading recount text is effective.

Based on the result of tests that had been done, it could be explained that using THIEVES in the teaching reading English at VIII students of SMPN 23 Semarang could help students' understanding on recount text. Meanwhile, teaching learning process in the control class was implemented through lecturing using text or classical way. In this process, the teacher explained the material using text. At the beginning of the process, the students were given a pre-test to know the initial ability of the students. Then, the students sat and paid attention to the teacher's explanation. However, students felt saturated with the material presented by the teacher because there were no interesting ways used in teaching learning process.

The result of the research shows that the experimental class (the students who were taught using THIEVES) has average score 75. Meanwhile, the control class (the students who were taught without using THIEVES) has average score 68. It can be said that the Recount text score of experimental class was higher than the control class. It means that there was a significant difference of the recount text score between students taught using *Thieves* and those taught withoutv THIEVES.

On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the critical value ($t_{count} > t_{table}$). The value of t-test is t_{count} 3,043, while the critical value on $\alpha= 0,05$ t_{table} is 2.00. So Ho is rejected and Ha is accepted. So it can be concluded that there is different of the average post test between experimental and control class

D. **Limitation of the Research**

The researcher realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of this research were:

1. The research was limited SMPN 23 Semarang in the academic year of 2015/ 2016. When the same researches conducted in other schools, it is still possible that different result will be gained.

2. Relative of the implementation process of this research have short of time, makes this research could not be do maximal. But it was enough to fulfill all requirements for a research.

3. Relative lack of experience and knowledge of the researcher, makes implementation process of this research was less perfection. But the researcher tried as maximal as possible to do this research.

Considering all those limitations, there is a need to do more research about teaching recount text using the same or different method. In the hope there will be more optimal result.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. After getting the result of study, the researcher concludes that Thieves Strategy was effective in teaching reading of recount text. By using Thieves Strategy, the teacher could create an interesting teaching learning procces in the classroom because the students could be happy and they would not get bored.

There are some significant differences between experimental and control class. The average score for the experimental class was 52.09 for the pre-test and 75.32 for post-test. While the average score for the control class was 56.61 for the pre-test and 68.54 for the post-test. It means that there was an improvement of thr students' achievement in recount text. Each class had different achievement. The achievement of the experimental class was higher than the control class.

In the result of post-test of experimental class were 75.32 which were higher than the control class 68.54. it means that teaching reading of recount text by using Thieves Strategy was better than teaching reading of recount text by using non-Thieves Strategy.

The result of calculation using the t-test showed that t value = 3.044 and t table for α : 5% was 2.00. it means that t value was higher than t table (3.044 > 2.00). The alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It can be conclude that there is a significant difference in the students' score in recount text with the eighth grade of SMPN 23 Semarang in academic year 2015/2016 who have been taught by using Thieves Strategy and those who have been taught by using non-Thieves Strategy.

The writer concludes that THIEVES help reader to identify important concept, establish a context for reading, and predict what ideas of the text. And make students easy to understand what a means from the text based on the component of THIEVES.

B. Suggestion

In this study, the writer would like to offer some suggestions to improve the students' ability in reading comprehension in order to get better result.

1. For teacher

Teacher plays many important role in teaching learning process. They have to be able to carry out a supportive and interesting environment in the class room in order to helps students understanding of material easier. So, they to be creative and make the students enjoys in learning process. One of the way to is using media and interesting

method. *Thieves* can help students to improve their reading skill and more active at class.

2. For students

Students should study hard because English as a foreign language is one of difficult subject as they considered by studying intensively increasing English ability. They can use media as magazine, newspaper, advertisment, etc. They also should practice with their environment in daily activity.

3. For the next researcher

The writer hopes other researchers can use it as a reference to conduct their research on the same field. It is really possible that there is another more effective way to teach reading comprehension ability.

C. Closing

Alhamdulillah, praise is to Allah, finally this research can be finished. The result of this thesis may give positive advantages to teachers, students, and writer personally on the importance of using Thieves strategy in teaching reading recount text. The writer realizes that this thesis far from perfect. The writer hopes any critics and suggestions to make it perfect. The writer also hopes that it can be useful for the writer and for all readers in general.

Thanks for everyone who support the writer to finish this thesis. May Allah enlighten us to be true Muslim in here and hereafter, Amin**.**

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Appendix 1

THE LIST OF TRY-OUT CLASS (IX C)

NO.	NAME	CODE
1.	Ady Darmawan	T-1
2.	Ali Arinal Fahreza	T-2
3.	Ali Novita Handayani	T-3
4.	Angga Rohmatuloh	T-4
5.	Anindya Putri Adhisty	T-5
6.	Ardiansyah Ilhamull	T-6
7.	Bagas Stiya Wibowo	T-7
8.	Danisa Martha N	T-8
9.	Dwi Bagus Prasety0	T-9
10.	Fadhila Fauzia S	T-10
11.	Fadhilah Khairul K	T-11
12.	Faizal Ramadhan	T-12
13.	Febri Windi Auliya	T-13
14.	Febriana	T-14
15.	Gading Gemintang	T-15
16.	Hernabila Putri P	T-16
17.	Imanuel Puji Asmanto	T-17
18.	Isya' Sandiman Febri M	T-18
19.	Laila Devi Wulandari	T-19
20.	Lintang Ayu Laila	T-20
21.	Muhammad Aftaf R	T-21
22.	Muhammad Nur Huda	T-22
23.	Niken Novica Cahyani	T-23
24.	Putri Affani R	T-24
25.	Putri Arum Sari	T-25
26.	Raden Pandu Wijanarko	T-26
27.	Rio Nugroho	T-27
28.	Risma Wahyu Hidayah	T-28
29.	Rudi Setiawan	T-29
30.	Sigit Setiyawan	T-30

Appendix 2

THE LIST OF CONTROL CLASS (VIII B)

NO.	NAME	CODE
1.	Achmad Coeroni Al Ghozali	C-1
2.	Agus Novianto Wibowo	C-2
3.	Agustina Maulani S	C-3
4.	Ahmad Asrofudin	C-4
5.	Alvica Alya Azhalya	C-5
6.	Andreawan	C-6
7.	Anita	C-7
8.	Anjar Nuria Tesa	C-8
9.	Antonia Maulidhah	C-9
10.	Bagas Saputro	C-10
11.	Bayu Aditya Pamungkas	C-11
12.	Deby Diandra	C-12
13.	Didik Ariyanto	C-13
14.	Fitriyani Rahayuningsih	C-14
15.	Galih Satria	C-15
16.	Hafidz Mahfudzin	C-16
17.	Hersakana Sriwiguna J	C-17
18.	Ika Diah Ayu Saputri	C-18
19.	Iqbal Ihza Mahendra	C-19
20.	Iqbal Putra Rachman Y.M	C-20
21.	Irna Oktariyani	C-21
22.	Listiyani	C-22
23.	Mafidatul Kovivah	C-23
24.	Marshanda F.	C-24
25.	Muhamad Rizki Maulana	C-25
26.	Muhammad Ardiyansyah	C-26
27.	Nanda Budi Utomo	C-27
28.	Nanda Harzairin	C-28
29.	Nurul Afiatna N	C-29
30.	Putri Budi Stya Arneta L.	C-30
31.	Ratna Cahyaning Utami	C-31

Appendix 3

THE LIST OF EXPERIMENTAL CLASS (VIII A)

NO.	NAME	CODE
1.	Afifah Dwi Septia R	E-1
2.	Aji Nugroho	E-2
3.	Aldi Feriyanto	E-3
4.	Athanasius Rigel K.	E-4
5.	Carmelita Virry CA	E-5
6.	Claudia Apriliana M	E-6
7.	Deny Prasetyo	E-7
8.	Dwi Muamaroh	E-8
9.	Dora Elsada Sutrisno	E-9
10.	Eklesia Fani Saputri	E-10
11.	Fitri Desti Cahyani	E-11
12.	Fransiska Selvia Maharani	E-12
13.	Hidayat Saputra	E-13
14.	Jessica Maharani P	E-14
15.	Lintang Prabowo Widya P	E-15
16.	Lisa Benedict A B	E-16
17.	Lulu' Annisa Nurrul F	E-17
18.	Lulu' Rachmawati	E-18
19.	M Alvin Nur	E-19
20.	M Fajar Ardianto	E-20
21.	Muhammad Oki Saputra	E-21
22.	Nawangsari	E-22
23.	Nurya Riska Silviana	E-23
24.	Praditya Dwi I	E-24
25.	Rindi Kurniawati	E-25
26.	Selvi Ervia Romdhonah	E-26
27.	Septo Andri Pratomo	E-27
28.	Surya Kusuma	E-28
29.	Syafarinda Nimas O.	E-29
30.	Tarissa Aura Azzahra	E-30
31.	Vio Lisna Putri Cahyani	E-31

Appendix 4
The computation of the Validity, Reliability, Difficulty Level and Discriminating Power of the Try-out test Instrument

No	Kode	No Item						
		1	2	3	4	5	6	7
1	T-7	1	1	1	1	1	1	1
2	T-18	1	1	1	1	1	1	1
3	T-23	1	1	1	1	1	1	1
4	T-19	1	1	1	1	1	1	1
5	T-24	1	1	1	1	1	1	1
6	T-25	1	1	1	0	1	1	1
7	T-12	1	1	1	1	1	1	1
8	T-20	1	1	1	1	0	1	1
9	T-3	0	1	1	1	1	1	1
10	T-16	0	1	1	1	1	1	1
11	T-2	1	1	1	1	1	1	1
12	T-5	1	1	0	1	1	1	1
13	T-10	1	1	1	1	1	0	1
14	T-15	1	1	1	1	1	1	1
15	T-26	1	1	0	1	1	1	1
16	T-28	0	1	1	1	1	0	0
17	T-8	0	1	1	1	1	1	1
18	T-21	1	1	1	0	1	0	1
19	T-27	0	1	1	0	1	0	0
20	T-6	1	1	1	1	1	0	1
21	T-9	1	1	1	0	1	1	0
22	T-14	1	0	1	1	1	1	1
23	T-1	0	1	1	1	0	0	0
24	T-29	0	1	1	1	0	0	0
25	T-30	1	0	0	0	1	1	1
26	T-4	0	1	0	0	0	0	1
27	T-13	0	0	0	0	0	0	0
28	T-11	1	0	0	1	0	1	0
29	T-17	1	0	0	1	0	1	1
30	T-22	0	1	0	0	0	1	1
Validity	ΣX	20	25	22	22	22	21	23
	ΣX^2	20	25	22	22	22	21	23
	ΣXY	420	522	474	458	475	435	478
	r_{xy}	0,372	0,541	0,614	0,379	0,629	0,332	0,403
	r_{tabel}	0,361	0,361	0,361	0,361	0,361	0,361	0,361
	Criteria	Valid	Valid	Valid	Valid	Valid	Invalid	Valid
Discriminating Power	U	13	15	13	14	14	14	15
	L	8	11	9	9	9	8	9
	N1	15	15	15	15	15	15	15
	N2	15	15	15	15	15	15	15
	D	0,33	0,27	0,27	0,33	0,33	0,40	0,40
	Criteria	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory
Difficulty Level	R	21	26	22	23	23	22	24
	N	30	30	30	30	30	30	30
	FR	0,70	0,87	0,73	0,77	0,77	0,73	0,80
	Criteria	Medium	Easy	Easy	Easy	Easy	Easy	Easy
Reliabel	p	0,66667	0,83333	0,73333	0,73333	0,73333	0,7	0,76667
	q	0,33333	0,16667	0,26667	0,26667	0,26667	0,3	0,23333
	n	30						
	pq	0,22222	0,13889	0,19556	0,19556	0,19556	0,21	0,17889
	s2	26,3067						
	r11	0,78228						
	Kriteria	Reliabel						
Criteria		Used	Used	Used	Used	Used	Unused	Used

8	9	10	11	12	13	14	15	16
0	1	1	1	1	1	1	1	1
1	1	1	1	1	1	0	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	0	1	1	1
1	1	1	1	1	1	1	1	1
1	0	1	1	1	1	0	1	1
1	1	1	1	1	0	1	0	1
1	1	0	0	0	0	0	1	1
1	1	1	0	1	1	0	1	1
1	0	1	0	1	1	1	1	1
1	1	0	1	0	1	0	1	1
1	1	1	0	0	0	1	0	0
0	0	0	1	0	1	0	1	1
1	1	0	0	0	1	0	1	1
1	1	0	0	1	0	1	1	1
0	0	1	0	1	1	0	1	0
0	0	0	0	0	0	1	1	1
1	0	0	1	1	1	0	0	1
1	1	0	0	0	0	1	0	0
0	0	0	0	0	1	1	1	1
0	0	1	1	1	0	1	1	0
1	1	0	1	0	0	1	0	1
1	0	1	1	0	0	1	1	1
0	0	0	0	0	1	0	1	1
0	0	0	0	0	0	0	1	0
1	1	0	1	0	1	1	0	1
1	0	1	0	0	0	1	0	1
1	1	0	1	1	0	0	0	0
1	1	0	0	1	0	0	0	0
22	18	15	16	16	16	16	21	23
22	18	15	16	16	16	16	21	23
441	378	335	341	343	347	330	448	482
0,129	0,321	0,533	0,357	0,383	0,435	0,201	0,516	0,479
0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361
Invalid	Invalid	Valid	Invalid	Valid	Valid	Invalid	Valid	Valid
13	12	11	10	10	11	8	13	14
10	7	4	6	6	6	8	9	10
15	15	15	15	15	15	15	15	15
15	15	15	15	15	15	15	15	15
0,20	0,33	0,47	0,267	0,27	0,33	0,00	0,27	0,27
Poor	Satisfac tory	Good	Satisfac tory	Satisfac tory	Satisfac tory	Poor	Satisfac tory	Satisfac tory
23	19	15	16	16	17	16	22	24
30	30	30	30	30	30	30	30	30
0,77	0,63	0,50	0,53	0,53	0,57	0,53	0,73	0,80
Easy	Medium	Medium	Medium	Medium	Medium	Medium	Easy	Easy
0,73333	0,6	0,5	0,53333	0,53333	0,53333	0,53333	0,7	0,76667
0,26667	0,4	0,5	0,46667	0,46667	0,46667	0,46667	0,3	0,23333
0,19556	0,24	0,25	0,24889	0,24889	0,24889	0,24889	0,21	0,17889
Unused	Unused	Used	Unused	Used	Used	Unused	Used	Used

No Item										No Ite
17	18	19	20	21	22	23	24	25	26	
1	1	1	1	1	1	1	1	1	1	
0	1	1	1	1	1	1	1	1	0	
1	1	1	1	1	1	1	1	1	0	
1	1	1	0	1	0	1	0	1	0	
1	1	1	1	1	1	1	1	0	0	
0	1	1	1	1	0	1	1	1	0	
0	1	1	1	1	1	1	1	1	0	
1	1	0	0	1	1	1	1	1	0	
1	1	1	1	1	1	1	1	1	0	
1	1	1	1	0	0	1	0	1	0	
0	0	0	1	1	1	1	1	1	0	
1	1	1	0	0	0	1	1	1	0	
1	1	1	1	0	1	1	1	1	0	
0	1	1	0	1	1	1	1	1	0	
0	1	0	1	0	0	1	1	1	1	
1	1	0	1	1	1	0	0	1	0	
1	1	0	0	0	0	1	1	1	1	
1	1	1	1	1	1	0	1	1	1	
1	1	1	0	0	1	0	1	1	1	
1	1	0	0	0	1	0	0	1	1	
1	0	0	1	1	1	1	0	1	0	
1	0	1	0	1	1	0	0	0	0	
0	1	1	1	1	1	0	0	1	0	
1	1	0	0	0	0	0	1	1	1	
1	1	1	1	0	1	1	0	0	1	
1	1	0	0	1	1	1	1	1	1	
1	0	1	0	0	1	1	1	0	1	
1	0	0	0	1	1	1	0	0	0	
0	0	0	0	0	1	0	0	0	0	
0	0	0	1	0	0	0	0	0	1	
21	23	20	17	18	21	22	19	23	11	
21	23	20	17	18	21	22	19	23	11	
413	489	416	361	386	420	458	409	487	189	
0,006	0,572	0,331	0,365	0,440	0,105	0,394	0,494	0,541	-0,372	
0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	
Invalid	Valid	Invalid	Valid	Valid	Invalid	Valid	Valid	Valid	Invalid	
9	14	12	11	11	10	15	13	14	2	
12	10	8	7	7	11	8	7	10	10	
15	15	15	15	15	15	15	15	15	15	
15	15	15	15	15	15	15	15	15	15	
-0,20	0,27	0,27	0,27	0,27	-0,07	0,47	0,40	0,27	-0,53	
Poor	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Poor	Good	Satisfactory	Satisfactory	Poor	
21	24	20	18	18	21	23	20	24	12	
30	30	30	30	30	30	30	30	30	30	
0,70	0,80	0,67	0,60	0,60	0,70	0,77	0,67	0,80	0,40	
Medium	Easy	Medium	Medium	Medium	Medium	Easy	Medium	Easy	Medium	
0,7	0,76667	0,66667	0,56667	0,6	0,7	0,73333	0,63333	0,76667	0,36667	
0,3	0,23333	0,33333	0,43333	0,4	0,3	0,26667	0,36667	0,23333	0,63333	
0,21	0,17889	0,22222	0,24556	0,24	0,21	0,19556	0,23222	0,17889	0,23222	
Unused	Used	Unused	Used	Used	Unused	Used	Used	Used	Unused	

Item				Y	Y²
27	28	29	30		
1	1	1	0	28	784
1	1	1	1	27	729
1	1	0	0	27	729
1	1	1	1	26	676
0	1	1	1	26	676
1	1	1	1	26	676
1	1	0	0	24	576
1	1	1	1	24	576
1	1	1	1	23	529
1	1	0	1	22	484
0	1	0	1	22	484
1	1	1	0	21	441
1	1	1	0	21	441
1	1	1	0	21	441
1	1	1	1	21	441
1	1	1	0	19	361
0	1	1	0	18	324
0	1	0	0	18	324
1	1	1	0	18	324
1	1	1	0	17	289
0	0	1	1	17	289
0	0	1	1	17	289
0	1	0	1	16	256
0	1	1	0	16	256
1	0	0	0	15	225
1	1	1	0	14	196
1	0	1	0	14	196
0	0	0	0	11	121
0	0	0	0	10	100
0	0	1	0	9	81
19	23	21	12	588	12314
19	23	21	12		
409	496	424	267		
0,480	0,679	0,162	0,422		
0,361	0,361	0,361	0,361		
Valid	Valid	Invalid	Valid		
13	15	11	9		
7	9	11	4		
15	15	15	15		
15	15	15	15		
0,40	0,40	0,00	0,33		
Satisfactory	Satisfactory	Poor	Satisfactory		
20	24	22	13		
30	30	30	30		
0,67	0,80	0,73	0,43		
Medium	Easy	Easy	Medium		
0,63333	0,76667	0,7	0,4		
0,36667	0,23333	0,3	0,6		
0,23222	0,17889	0,21	0,24		
Used	Used	Unused	Used		

Appendix 5

TRY-OUT TEST SCORE OF TRY-OUT CLASS (IX C)

NO.	Code	Score
1.	T-1	53
2.	T-2	73
3.	T-3	76
4.	T-4	46
5.	T-5	70
6.	T-6	56
7.	T-7	93
8.	T-8	60
9.	T-9	56
10.	T-10	70
11.	T-11	36
12.	T-12	80
13.	T-13	46
14.	T-14	56
15.	T-15	70
16.	T-16	73
17.	T-17	33
18.	T-18	90
19.	T-19	86
20.	T-20	80
21.	T-21	60
22.	T-22	30
23.	T-23	90
24.	T-24	86
25.	T-25	86
26.	T-26	70
27.	T-27	60
28.	T-28	63
29.	T-29	53
30.	T-30	50

Appendix 6
Pre Test Score of the Control Class and the Experimental Class

CONTROL			EXPERIMENT		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-1	45	1	E-1	55
2	C-2	75	2	E-2	50
3	C-3	45	3	E-3	45
4	C-4	50	4	E-4	30
5	C-5	60	5	E-5	55
6	C-6	45	6	E-6	45
7	C-7	50	7	E-7	35
8	C-8	60	8	E-8	65
9	C-9	65	9	E-9	35
10	C-10	50	10	E-10	50
11	C-11	50	11	E-11	65
12	C-12	60	12	E-12	45
13	C-13	65	13	E-13	60
14	C-14	75	14	E-14	45
15	C-15	45	15	E-15	40
16	C-16	55	16	E-16	60
17	C-17	50	17	E-17	50
18	C-18	60	18	E-18	50
19	C-19	50	19	E-19	60
20	C-20	65	20	E-20	40
21	C-21	45	21	E-21	65
22	C-22	50	22	E-22	55
23	C-23	70	23	E-23	60
24	C-24	65	24	E-24	55
25	C-25	50	25	E-25	55
26	C-26	60	26	E-26	65
27	C-27	45	27	E-27	40
28	C-28	65	28	E-28	40
29	C-29	45	29	E-29	65
30	C-30	75	30	E-30	65
31	C-31	65	31	E-31	70
jumlah		1755			1615
n		31			31
X rata2		56,6129			52,09677
Varians(s2)		98,978			116,2903
Standar devisiasi (S)	9,948794				10,7838

Appendix 7

Post Test Score of The Control Class and the Experimental Class

SCORE POST TEST BETWEEN					
	CONTROL			EXPERIMENTAL	
NO	CODE	SCORE	N0	CODE	SCORE
1	C-1	50	1	E-1	70
2	C-2	80	2	E-2	80
3	C-3	55	3	E-3	65
4	C-4	70	4	E-4	60
5	C-5	70	5	E-5	65
6	C-6	55	6	E-6	70
7	C-7	65	7	E-7	65
8	C-8	70	8	E-8	75
9	C-9	70	9	E-9	60
10	C-10	65	10	E-10	80
11	C-11	70	11	E-11	85
12	C-12	65	12	E-12	75
13	C-13	80	13	E-13	80
14	C-14	80	14	E-14	85
15	C-15	50	15	E-15	70
16	C-16	70	16	E-16	80
17	C-17	75	17	E-17	75
18	C-18	65	18	E-18	70
19	C-19	65	19	E-19	75
20	C-20	70	20	E-20	70
21	C-21	50	21	E-21	80
22	C-22	60	22	E-22	75
23	C-23	80	23	E-23	85
24	C-24	80	24	E-24	80
25	C-25	65	25	E-25	75
26	C-26	80	26	E-26	85
27	C-27	70	27	E-27	75
28	C-28	80	28	E-28	70
29	C-29	60	29	E-29	85
30	C-30	80	30	E-30	85
31	C-31	80	31	E-31	85
jumlah		2125			2335
n		31			31
X rata2		68,54839			75,32258
Varians(s2)		95,323			58,22581
Standar devisiasi (S)	9,763328				7,630584

Appendix 8

Uji Normalitas Nilai Pre-Test
Kelas Kontrol

Hipotesis

H_o: Data berdistribusi normal

H_1: Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i = E_i)^2}{E_i}$$

Kriterian yanng digunakan

diterima jika $\quad H_0 = \chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	75		
Nilai minimal	=	45		
Rentang nilai (R)	=	75-45 =	30	
Banyaknya kelas (k)	=	1 + 3,3 log 31	= 5,921	= 6kelas
Panjang kelas (P)	=	30/6= 5,07	= 5	

Tabel distribusi nilai pree-test kelas Kontrol

Kelas			f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
45	–	49	7	47	2209	329	15463
50	–	54	8	52	2704	416	21632
55	–	59	1	57	3249	57	3249
60	–	64	5	62	3844	310	19220
65	–	69	6	67	4489	402	26934
70	–	74	1	72	5184	72	5184
75	–	79	3	77	5929	231	17787
Jumlah			31			1817	109469

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{1817}{31} = 58,61$$

$$S^2 = \frac{n \sum f_i \chi_i^2 - \left(\sum f_i \chi_i \right)^2}{n(n-1)}$$

$$= \frac{31 * 114174 - (1862)^2}{31(31-1)}$$

$$S^2 = 98,98$$

$$S = 9,95$$

Daftar nilai frekuensi observasi kelas kontrol

	Kelas		Bk	Z_i	$P(Z_i)$	Luas	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
			44,5	-1,42	-0,4220				
45	–	49				0,1018	3,3	7	4,2966
			49,5	-0,92	-0,3202				
50	–	54				0,1598	5,1	8	1,6285
			54,5	-0,41	-0,1603				
55	–	59				0,1959	6,3	1	4,4274
			59,5	0,09	0,0355				
60	–	64				0,1875	6,0	5	0,1663
			64,5	0,59	0,2230				
65	–	69				0,1401	4,5	6	0,5131
			69,5	1,09	0,3631				
70	–	74				0,0818	2,6	1	0,9986
			74,5	1,60	0,4449				
75		79				0,0373	1,2	1	0,0310
			79,5	2,10	0,4821				
							χ^2	$=$	7,76

Untuk a = 5%, dengan dk = 6 - 1 = 5 diperoleh χ^2 tabel =   11,07

Karena χ^2 hitung $< \chi^2$ tabel, maka data tersebut berdistribusi normal

Appendix 9

Hipotesis

H_o: Data berdistribusi normal

H_1: Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i = E_i)^2}{E_i}$$

Kriterian yanng digunakan

diterima jika $\quad H_0 = \quad \chi^2{}_{hitung} \quad < \quad \chi^2{}_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	70	
Nilai minimal	=	30	
Rentang nilai (R)	=	70-30 =	40
Banyaknya kelas (k)	=	1 + 3,3 log 31 =	5,921 = 6 kelas
Panjang kelas (P)	=	40/6 = 6,76 =	7

Tabel distribusi nilai pre-test kelas eksperimental

Kelas		f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
30 −	36	3	33	1089	99	3267
37 −	43	4	40	1600	160	6400
44 −	50	8	47	2209	376	17672
51 −	57	5	54	2916	270	14580
58 −	64	4	61	3721	244	14884
65 −	71	7	68	4624	476	32368
Jumlah		31			1625	89171

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{1625}{31} = 52,42$$

$$S^2 = \frac{n \sum f_i \chi_i^2 - \left(\sum f_i \chi_i\right)^2}{n(n-1)}$$

$$= \frac{31*89171-(1625)^2}{31(31-1)}$$

$$S^2 = 132,98$$

$$S = 11,53$$

Daftar nilai frekuensi observasi kelas eksperimental

Class		C	Z_i	$P(Z_i)$	Wide Area	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
		29,5	-1,99	-0,4766				
30 –	36				0,0603	1,9		
		36,5	-1,38	-0,4163			3	0,5944
37 –	43				0,1359	4,3		
		43,5	-0,77	-0,2804			4	0,0280
44 –	50				0,2143	6,9		
		50,5	-0,17	-0,0661			8	0,1906
51 –	57				0,2363	7,6		
		57,5	0,44	0,1702			5	0,8684
58 –	64				0,1823	5,8		
		64,5	1,05	0,3526			4	0,5771
65 –	71				0,0984	3,1		
		71,5	1,65	0,4510			7	4,7088
							$X^2=$	6,37

Untuk a = 5%, dengan dk = 6 - 1 = 5 diperoleh χ^2 tabel =

Karena χ^2 hitung $< \chi^2$ tabel, maka data tersebut berdistribusi normal   11,07

Appendix 10
Homogeneity Test of Pre-Test of the Experimental Class and the Control Class

Hipotesis

$$H_0 : \sigma_1{}^2 = \sigma_2{}^2$$
$$H_1 : \sigma_1{}^2 \neq \sigma_2{}^2$$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{Varians\ \ terbesar}{Varians\ \ terkecil}$$

Ho diterima apabila $F \leq F_{(1-a)\ (nb-1):(nk-1)}$

Ho accepted area

$F_{(1-a)\ (nb-1):(nk-1)}$
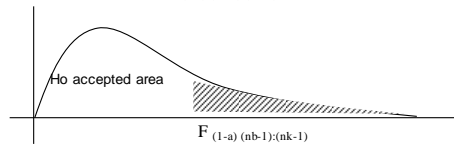
Dari data diperoleh:

Sumber variasi	eksperimen	kontrol
Jumlah	1615	1755
n	31	31
x	52,097	56,613
Varians (s^2)	116,290	98,978
Standart deviasi (s)	10,784	9,949

Berdasarkan rumus di atas diperoleh:

$$F \quad = \quad \frac{98{,}9785}{116{,}2903} \quad = \quad 0{,}851$$

Pada a = 5% dengan:
dk pembilang = nb - 1   =   31 -   1 =   30
dk penyebut = nk -1   =   31 -   1 =   30
$F_{(0.05)(30:30)}$ =   1,841   `
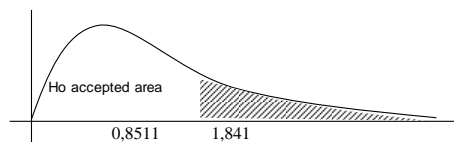
Ho accepted area

0,8511   1,841

Karena F berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa kedua kelompok mempunyai varians yang sama atau homogen

Appendix 11
The Average Similarity Test Of Pre Test Of The Experiment Class And The Control Class

Hipotesis

Ho : $\mu1$ = $\mu2$

Ha : $\mu1$ $\neq$ $\mu2$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

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

Dimana,

Ho diterima apabila $-t_{(1-1/2a)} < t < t_{(1-1/2a)(n1+n2-2)}$

Ha diterima untuk harga t lainnya

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

Dari data diperoleh:

Sumber variasi	eksperimen	kontrol
Jumlah	1615	1755
n	31	31
$\overline{x}$	52,097	56,613
Varians (s^2)	116,290	98,978
Standart deviasi (s)	10,784	9,949

Berdasarkan rumus di atas diperoleh:

$$s \quad = \quad \sqrt{\frac{31 \quad 1 \quad 116,2903 \quad + \quad 31 \quad 1 \quad 98,9785}{31 \quad + \quad 31 \quad 2}} \quad = \quad 10,3747$$

$$t \quad = \sqrt{\frac{52,10 \qquad 56,61}{10,3747 \quad \dfrac{1}{31} + \dfrac{1}{31}}} \quad = \quad -1,714$$

Pada a = 5% dengan dk = 31 + 31 - 2 = 60 diperoleh $t_{(0.05)(60)}$ = 2,00

-2,00   -1,71 2,00
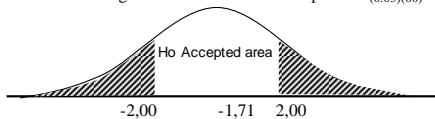
Karena t berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa tidak ada perbedaan pre test antara kelompok eksperimen dengan kelompok kontrol.

Appendix 12

<div align="center">

Uji Normalitas Nilai Post-Test
Kelas eksperimen

</div>

Hipotesis

H_o : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i = E_i)^2}{E_i}$$

Kriterian yanng digunakan

diterima jika $\quad H_0 = \chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	85		
Nilai minimal	=	60		
Rentang nilai (R)	=	80-55	=	25
Banyaknya kelas (k)	=	1 + 3,3 log 31	=	5,921 = 6 kelas
Panjang kelas (P)	=	25/6=	4,22	= 5

Tabel distribusi nilai post-test kelas eksperimen

Class			f_i	X_i	X_i^2	$f_i . X_i$	$f_i . X_i^2$
60	–	64	2	62	3844	124	7688
65	–	69	3	67	4489	201	13467
70	–	74	6	72	5184	432	31104
75	–	79	7	77	5929	539	41503
80	–	84	6	82	6724	492	40344
85	–	89	7	87	7569	609	52983
Sum			31			2397	187089

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{2397}{31} = 77,32$$

$$S^2 = \frac{n \sum f_i \chi_i^2 - \left(\sum f_i \chi_i\right)^2}{n(n-1)}$$

$$= \frac{31 * 187089 - (2347)^2}{31(31-1)}$$

$$S^2 = 58,23$$

$$S = 7,63$$

Daftar nilai frekuensi observasi kelas eksperimen

Kelas		Bk	Z_i	$P(Z_i)$	Luas Daerah	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
		59,5	-2,34	-0,4902				
60 –	64				0,0367	1,1	2	0,6546
		64,5	-1,68	-0,4536				
65 –	69				0,1062	3,3	3	0,0260
		69,5	-1,03	-0,3474				
70 –	74				0,2031	6,3	6	0,0139
		74,5	-0,37	-0,1443				
75 –	79				0,2566	8,0	7	0,1145
		79,5	0,29	0,1123				
80 –	84				0,2142	6,6	6	0,0619
		84,5	0,94	0,3265				
85 –	89				0,1182	3,7	7	3,0374
		89,5	1,60	0,4447				
						$\mathcal{X}^2$	=	3,91

Untuk a = 5%, dengan dk = 6 - 1 = 5 diperoleh $\mathcal{X}^2$ tabel = 11,07

Karena $\mathcal{X}^2$ hitung $< \mathcal{X}^2$ tabel, maka data tersebut berdistribusi normal

Appendix 13

Uji Normalitas Nilai Post-Test
Kelas kontrol

Hipotesis

H_o : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i = E_i)^2}{E_i}$$

Kriterian yanng digunakan

diterima jika H_0 = $\chi^2{}_{hitung}$ < $\chi^2{}_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	80	
Nilai minimal	=	50	
Rentang nilai (R)	=	75-30 = 30	
Banyaknya kelas (k)	=	1 + 3,3 log 31 = 5,921	
Panjang kelas (P)	=	30/6= 5,07 = 5	

Tabel distribusi nilai post-test kelas kontrol

Class			f_i	X_i	X_i^2	$f_i . X_i$	$f_i . X_i^2$
50	–	54	3	52	2704	156	8112
55	–	59	2	57	3249	114	6498
60	–	64	2	62	3844	124	7688
65	–	69	6	67	4489	402	26934
70	–	74	8	72	5184	576	41472
75	–	80	10	77,5	6006,25	775	60062,5
Sum			31			2147	150767

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{2147}{31} = 69,26$$

$$S^2 = \frac{n \sum f_i \chi_i^2 - \left(\sum f_i \chi_i \right)^2}{n(n-1)}$$

$$= \frac{31*150767 - (2147)^2}{31(31-1)}$$

$$S^2 = 68,98$$

$$S = 8,31$$

Daftar nilai frekuensi observasi kelas kontrol

Kelas		Bk	Z_i	$P(Z_i)$	Luas Daerah	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
		49,5	-2,38	-0,4913				
50 –	54				0,0291	0,9	3	4,5931
		54,5	-1,78	-0,4622				
55 –	59				0,0822	2,6	2	0,1514
		59,5	-1,17	-0,3800				
60 –	64				0,1633	5,2	2	1,9923
		64,5	-0,57	-0,2166				
65 –	69				0,2283	7,3	6	0,2329
		69,5	0,03	0,0116				
70 –	74				0,2244	7,2	8	0,0934
		74,5	0,63	0,2360				
75 –	80				0,1760	5,6	10	3,3853
		80,5	1,35	0,4121				
						X^2	=	10,45

Untuk a = 5%, dengan dk = 6 - 1 = 5 diperoleh X^2 tabel =   11,07

Karena X^2 hitung $< X^2$ tabel, maka data tersebut berdistribusi normal

Appendix 14
Homogeneity Test of Post-Test of the Experimental Class and the Control Class

Hipotesis

Ho : s_1^2 = s_2^2

Ha : s_1^2 $\neq$ s_2^2

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{Varians\ terbesar}{Varians\ terkecil}$$

Ho diterima apabila $F \leq F_{1/2a\ (nb-1):(nk-1)}$
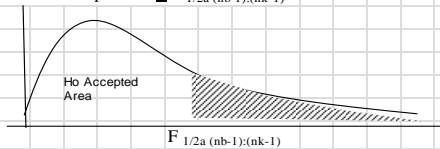
Dari data diperoleh:

Sumber variasi	Eksperimen	Kontrol
Jumlah	2335	2125
n	31	31
x	75,323	68,548
Varians (s^2)	58,226	95,323
Standart deviasi (s)	7,631	9,763

Berdasarkan rumus di atas diperoleh:

$$F = \frac{95,3226}{58,2258} = 1,637$$

Pada a = 5% dengan:

dk pembilang = nb - 1   = 31 - 1 = 30

dk penyebut = nk - 1   = 31 - 1 = 30

$F_{(0.05)(30:30)}$ = 1,841

1,6371   1,8409

Karena F berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa kedua kelompok mempunyai varians yang sama atau homogen

Appendix 15
The Average Similarity Test Of Post Test Of The Experiment Class And The Control Class

<u>**Uji Hipotesis**</u>

Untuk menguji hipotesis digunakan rumus:

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

Dimana,

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

Ha diterima apabila thitung > $t_{(1-a)(n1+n2-2)}$
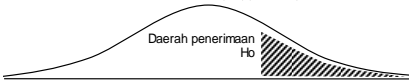
Dari data diperoleh:

Sumber variasi	Eksperimen	Kontrol
Jumlah	2335	2125
n	31	31
x	75,323	68,548
Varians (s^2)	58,226	95,323
Standart deviasi (s)	7,631	9,763

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{[31 - 1]\,58,2260 + [31 - 1]\,95,323}{31 + 31 - 2}} = 8,7621$$

$$t' = \frac{75,32 - 68,55}{8,7621\sqrt{\dfrac{1,000}{31} + \dfrac{1,000}{31}}} = 3,043792$$

Pada a = 5% dengan dk = 31 + 31 - 2 = 60 diperoleh $t_{(0.05)(60)}$ =   2,00
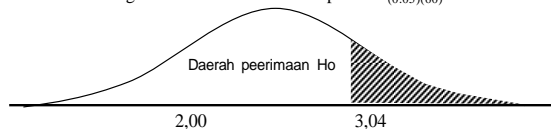
Karena t berada pada daerah penerimaan Ha, maka dapat disimpulkan bahwa kelompok eksperimen ada perbedaan dengan kelompok kontrol.

Appendix 16
Research Journal In Experimental Research

No.	Activities	Date
1.	Preliminary visit (meet the administration officer) to ask whether the school possibly become the setting of research or not by describing the researcher's intention.	Wednesday,September 23th 2015
2.	Meet the headmaster to ask permission to do research by giving the permission letter.	Thurday, September 24th 2015
3.	Meet the english teacher to make research framework and to make sure the start of the research.	Thurday, September 24th 2015
4.	Give try-out for class IX C	Friday, September 25th 2015
5.	Give pre-test (control class)	Monday, September 28th 2015
	Give pre-test (experimen class)	
6.	Treatment I (experimen class)	Tuesday, September 29th 2015
	Treatmen I (control class)	Wednesday, September 30 th 2015
7.	Treatment II (experimen class)	Monday, October 5th 2015
	Treatment II (control class)	
8.	Give Post test (experimen class)	Tuesday, October 6th 2015
	Give Post test (control class)	Wednesday, October 7th2015

Appendix 17

LESSON PLAN
(EXPERIMENTAL CLASS)

School	: SMP Negeri 23 Semarang
Subject	: English
Grade/Semester	: VIII / I
Language focus	: Reading
Material	: Recount Text
Time Allotment	: 4 X 45 minutes

A. Standard of Competence

Understanding meaning in functional written text and simple short essay formed descriptive to interact with surroundings.

B. Basic Competence

Responding meaning and rhetoric step in simple short essay accurately, fluently and acceptable related with surroundings in the form of descriptive and recount text.

C. Indicators

- Students are able to identify thesocial function and generic structure of recount text
- Students are able to gain information from the text related to the theme.

- Students are able to identify the grammatical features of recount text.

D. Learning Outcome

By the end of the learning, students will have been able to analyze the generic structure, grammatical features of recount text and understand the main ideas of the text.

E. Learning Method

Approach　　　: CLL approach

Method　　　　: Direct method

Technique　　　: Pre- reading strategy

F. Teaching Material

Recount Text

a. Definition

A text that tells about past experiences or events. It can be based on the author" s personal experience (not always factual) or historical events.

b. Social Function

The social function of this text is to retell event for the purpose of informing or entertaining

c. Structure

Orientation　　　　　　　: opening of recount which provides the setting and introduces the participants of the text.

Events   :events in the order they happened.

Re-orientation   : optional. This part closes the text by telling how the experience ended and some of the writer‟s thoughts about it

d. Grammatical features

- Use of proper nouns and pronouns identify people, animals, or things

  Example: Mr. Lawrence, the postman, she

- Word families are used to build topic information

  Example: smoke signals, drums, telephone, television

- Varied action verbs are used to build word chains. These may be synonym, antonym or repetition

- Descriptive words add details about who, what, when, where and how.

- Adverbs and adverbial phrases sequence events in time and indicate place.

  Example : on 26 June 1984

- Texts are written in past tense to retell past events. Example: she smiled

- Conjunctions (when, but) to combine clauses and connective to sequences events (first, then. finally) are used
- Evaluative language is used in factual and personal recounts.

G. Learning Activities

1. Pre activities
   - Teacher greets the students
   - Teacher checks students' attendance
   - Teacher gives the stimulating question related to the topic.

2. Main activities
   a. Exploration
      - Teacher gives introduction aboutthe material by asking some question
      - Students answer the question orally
      - Teacher explains definition, social function, generic structure and language feature of recount text.
      - Teacher shows students example recount text.
      - Teacher explains about THIEVES stategy before students read the text.
      - Teacher writes component of Thieves on whiteboard.

b. Elaboration
- Teacher asks students to pay attention to example recount text
- Teacher gives students Thieves worksheet.
- Teacher asks student to complete the worksheet based on example text.
- Teacher guides the students to complete the parts of Thieves
- Teacher checks students' work and discuss with the students.

c. Confirmation
- Teacher circulates and make notes of any problems they have with parts of Thieves.
- Teacher asks students about the difficulty of material
- Teacher gives opportunity to students for asking question
- Teacher answers the question from students
- Teacher gives conclusion.

3. Post activities / Closing
- Teacher reviews the material that have been taught
- Teacher reminds the students to do self-study at home
- Teacher motivates the students to study harder
- Teacher gives closing statement and dismisses the class

H. Instruments

Read the following text carefully

The Terrible Sunday

Last week was a terrible day for me. My cousin and I were playing football infront of the house to spend time with us .

First, it was really fun until I kicked the ball too strong, so the ball leaded me to the window and broke the windo. When we want to escape, all of a sudden we all heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us. We are very afraid of her, but we do not know what to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the sound of skin. Then we know that homeowners allow dogs to chase us. And we were struggling to run as fast as her as we can.

But, I fell down so the dog managed to capture me and bit my leg. It really hurts me. Then the dog ran back into the house. My cousin took me to the doctor and told my parents . In the end, the doctor said that I was

exposed to rabies. Then I was hospitalized for one week more.

That's a terrible day of the week for me, may not happen to me again in his next week Sunday.

(Source: soal UN SMP?MTs 2011)

1. Answer the questions based on the text above!
   a) What is the title of the story above ?
   b) When was happening?
   c) Why last week was a terrible day for the author?
   d) Who is shouting?
   e) What is said to be the cousin of the author?
   f) Who is pursuing the author and his friends when run?
   g) What happens when a dog chasing a homeowner?
   h) Who brought author to the doctor?
   i) What the doctor said at author?
   j) How long author hospitalized?

I. Media and sources

1. Laptop
2. White board
3. Board marker
4. LCD Proyector
5. Artono, Wardiman, dkk. 2008. English in Focus for Grade VIII JHS. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

6. Mukarto, dkk. 2004. Ebglish on Sky SMP Book 2. Jakarta: Erlangga.

7. Nur Zaida. 2013. Siapuja SMP Bahasa Inggris. Jakarta: Erlangga.

J. Assessment

Form : Written test

Technique : Students are assigned to choose the correct answer from multiple choice test

Aspect to be assessed : Correctness of the answer

Scoring guidance :

$$Score = \frac{the\ number\ of\ right\ answer}{total\ item} \ x\ 100$$

Semarang, September 2015

The Researcher,

Rizky Ananda

NIM : 113411038

Approved by :

Headmaster,
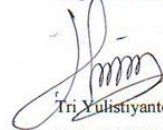
Nining Sulistyaningsih, S.Pd, M.Pd

NIP. 19660627 198803 2 008

English Teacher,

Tri Yulistiyanto S.Pd

NIP. 19640720 200212 1 004

LESSON PLAN
(CONTROL CLASS)

School   : SMP Negeri 23 Semarang

Subject   : English

Grade/Semester   : VIII / I

Language focus   : Reading

Material   : Recount Text

Time Allotment   : 4 X 45 minutes

A. Standard of Competence

Understanding meaning in functional written text and simple short essay formed descriptive to interact with surroundings.

B. Basic Competence

Responding meaning and rhetoric step in simple short essay accurately, fluently and acceptable related with surroundings in the form of descriptive and recount text.

C. Indicators

- Students are able to identify the social function and generic structure of recount text
- Students are able to gain information from the text related to the theme.
- Students are able to identify the grammatical features of recount text.

D. Learning Outcome

By the end of the learning, students will have been able to analyze the generic structure, grammatical features of recount text and understand the main ideas of the text.

E. Learning Method

Approach   : CLL approach

Methode   : Direct method

Technique   : Observing, Discussing, Asking question, Practicing

F. Teaching Material

Recount Text

a. Definition

A text that tells about past experiences or events. It can be based on the author" s personal experience (not always factual) or historical events.

b. Social Function

The social function of this text is to retell event for the purpose of informing or entertaining

c. Structure

Orientation   : opening of recount which provides the setting and introduces the participants of the text.

Events	:events in the order they happened.
Re-orientation	: optional. This part closes the text by telling how the experience ended and some of the writer" s thoughts about it

d. Grammatical features

- Use of proper nouns and pronouns identify people, animals, or things
  Example: Mr. Lawrence, the postman, she
- Word families are used to build topic information
  Example: smoke signals, drums, telephone, television
- Varied action verbs are used to build word chains. These may be synonym, antonym or repetition
- Descriptive words add details about who, what, when, where and how.
- Adverbs and adverbial phrases sequence events in time and indicate place.
  Example : on 26 June 1984
- Texts are written in past tense to retell past events. Example: she smiled

- Conjunctions (when, but) to combine clauses and connective to sequences events (first, then. finally) are used

- Evaluative language is used in factual and personal recounts

G. Learning Activities

1. Pre Activities
   - Teacher greets the students
   - Teacher checks students' attendance
   - Teacher gives the stimulating question related to the topic

2. Main activities
   a. Exploration
      - Teacher tell about the material of recount text and asks the students what is the social function, structure and language features of recount text.

   b. Elaboration
      - Teacher explains the structure and language / grammatical features of the text
      - Teacher asks the students to read the text and find the difficult vocabularies.
      - Teacher helps the students to find the meaning of those words / vocabularies
      - Teacher asks the students to answer the questions from the text

- Teacher invites the students to discuss the answers of the questions

    c. Confirmation

    - Teacher gives feed back for students
    - Teacher invites the students to ask some questions
    - Teacher reviews the materials

3. Post activities / Closing

    - Teacher reminds the students to do self-study at home
    - Teacher motivates the students to study harder
    - Teacher gives closing statement and dismisses the class

H. Instruments

1. Read the following text carefully

Sunday The Terrible

Last week was a terrible day for me. My cousin and I were playing football infront of the house to spend time with us .

First, it was really fun until I kicked the ball too strong, so the ball leaded me to the window and broke the windo. When we want to escape, all of a sudden we all

heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us. We are very afraid of her, but we do not know what to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the sound of skin. Then we know that homeowners allow dogs to chase us. And we were struggling to run as fast as her as we can.

But, I fell down so the dog managed to capture me and bit my leg. It really hurts me. Then the dog ran back into the house. My cousin took me to the doctor and told my parents . In the end, the doctor said that I was exposed to rabies. Then I was hospitalized for one week more.

That's a terrible day of the week for me, may not happen to me again in his next week Sunday.

2. Answer the questions based on the text above!
   a) What is the title of the story above ?
   b) When was happening?
   c) Why last week was a terrible day for the author?
   d) Who is shouting?
   e) What is said to be the cousin of the author?
   f) Who is pursuing the author and his friends when run?
   g) What happens when a dog chasing a homeowner?
   h) Who brought author to the doctor?

i) What the doctor said at author?

j) How long author hospitalized?

I. Media and sources

1. Laptop

2. White board

3. Board marker

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J. Assessment

Form : Written test

Technique : Students are assigned to choose the correct answer from multiple choice test

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Scoring guidance :

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Semarang, September 2015
The Researcher,
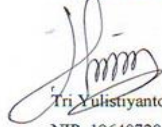
Rizky Ananda
NIM : 113411038

Approved by :

Headmaster,   English Teacher,

Nining Sulistyaningsih, S.Pd, M.Pd   Tri Yulistiyanto S.Pd
NIP. 19660627 198803 2 008   NIP. 19640720 200212 1 004

Appendix 18

WORKSHEET
(Try out test)

Name   :
Class   :
Student Number :

Text I for questions number 1 to 10

New Year

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

1. When did the clock stopped?
   a. At 5.12   c. At 11.55
   b. At 12.00   d. At 12.02

2. Why did the people gather under the Town Hall clock?
   a. To welcome the New Year
   b. To strike the laughing people
   c. To see the newly bought clock
   d. To stop people who shouted

3. Based on the text, where was the writer?
   a. At the center of the town
   b. At home
   c. At the beach
   d. At the market

4. When did the event happen?
   a. in the middle of the year
   b. the end of the year
   c. Christmas celebration
   d. at the weekend as usual

5. Which of the following is not true according to the text?
   a. the writer was waiting to celebrate the New Year.
   b. the writer brought a watch.
   c. the writer was very happy.
   d. The writer celebrated the New Year with his family.

6. What probably happened when someone shouted that the clock stopped?
   a. everybody directly celebrated the New Year
   b. everybody sing and laugh.
   c. everybody looked for a watch.
   d. everybody shouted too.

7. What does the first sentence tell you?
   a. The problem that the writer met
   b. The opening of the story
   c. The funny thing in the story
   d. The past event

8. "<u>It</u> would strike twelve in twenty minutes' time."
   The underlined word refers to …
   a. the clock   c. The town
   b. author's watch   d. The place

9. It was the last day of the year and a large **<u>crowd</u>** of people had gathered under the Town Hall clock.
   What is the closest meaning of the underlined word?
   a. mass   c. many
   b. big   d. Lots of

10. "The big clock **<u>refused</u>** to welcome the New Year"
    What is the synonym of the word ….
         a. reject   c. admit
         b. accept   d. hate

Text II for questions number 11 to 15

Go To Beach
       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 sat under the trees.
       We really had a great time.
(Source: soal UN SMP/MTs 2004/2005)

11. Where did the story happen?
    a. in a house   c. at the store
    b. in a water   d. at the beach

12. How did they go to the beach?
   a. by bicycles   c. by bus
   b. by car   d. by boat

13. Who did the writer and his friend find when they reached the beach?
   a. many people   c. almost no one
   b. many visitors   d. foreign tourist

14. How did the writer think about the trip?
   a. It was an unpleasant trip   c. It was a funny trip
   b. It was a horrible trip   d. It was a good trip

15. "It was only five kilometers from our houses." (line 1). The word "It" refers to….
   a. bike   c. beach
   b. chip   d. house

Text III *for questions number 16 to 17*

Embarrassed Experience

Last week, I had to teach a new English class. I read the list of new students' names. It was kiddies' group since they were about 9 and 10 years old.

That was the first day of The Spanish carnival, so I wanted to wear the most appropriate suit for the children's class. Most kids usually dress up at carnival I thought. It would be more interesting if their teacher was also in carnival spirit. That was why I decided to wear my teddy bear suit and bring cuddly toys in my box

And that was what I did. I walked through the door happily. The director watched me completely astonished. I smiled and looked

straight at her. With a man beside her, she said, " Good afternoon. I'd like to introduce you to Mr. Mendez, the director of Delta company. He is one of the participants of English course that you will teach today."

Oh my God! I nearly died! The secretary apologized to me for wrong details of my new class

16. The secretary apologized to the writer because……….
    a. The writer wore his teddy bear suit
    b. She did not remember the carnival day
    c. She did not know Mr. Mendez was in the class
    d. She has given the wrong details of the new class

17. Who is the main character in the story?
    a. The writer   c. The director
    b. Mr. Mendez   d. The secretary

Text IV for questions number 18 to 22

Visit The Botanical Garden

On Thursday 24 April we went to the Botanical Gardens. We walked down and boarded the bus.

After we arrived at the garden, we walked down to the Education Centre. The third grade students went to have a look around. First, we went to the first farm and Mrs. James read us some information. Then, we looked at all the lovely plants. After that we went down to a little spot in the Botanical Garden and had a morning tea break.

Next, we did sketching and then we met the fourth grade students at the Education Centre to have lunch. Soon after that, it was time for us to go and make our terrariums while the fourth year students went to have walk.

A lady took us into special room and introduced herself, then she explained what we were going to do. Next, she took us to a pyramid terrarium. It was really interesting.

After we had finished, we met the fourth grade students outside the gardens. Then we reboarded the bus and returned to school.

(Source: http://englishahkam.blogspot.com/2015/08/14/ recount-text-jawaban-experience-at.html)

18. Most events mentioned in the text happened….
   a. at the Education Centre
   b. in the botanical garden
   c. on the bus to Botanical Garden
   d. outside the school

19. The writer of the text is….
   a. a fourth grade students
   b. a school teacher
   c. a third grade students
   d. Mr. and Mrs. James

20. What did the fourth grade students do after lunch?
   a. They had a walk
   b. They made their terrarium
   c. They returned to school
   d. They went to a pyramid terrarium

21. What was the second activity of the writer during the excursion to the Botanical Garden?
   a. Gathering at the Education Centre
   b. Going to a small garden
   c. Looking at the lovely plants
   d. Visiting a beautiful lady

22. "It was very interesting." (part. 4) What does the underlined word refer to?
   a. A pyramid terrarium   c. Education Centre
   b. A specific room   d. First farm

Text V for questions number 23 to 26

The Terrible Day

      I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

      I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

      I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the

morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

(Source: http://englishahkam.blogspot.com/2015/08/14 contoh-recount-text-beserta-soal.html)

23. What is the purpose of the text?
    a. To explain about something wrong
    b. To inform about the writers activities
    c. To entertain the readers about the funny story
    d. To retell about the writer's terrible day

24. The generic structure of the last paragraph is called …..
    a. reason   c. orientation
    b. re-orientation   d. complication

25. What made everything went wrong?
    a. He got up late in the morning
    b. His came to school on time
    c. He got punishment from his teacher
    d. His father was late to ride him

26. Which of the following statement is NOT TRUE according to the text?
    a. The writer didn't sleep a wink at that night
    b. He didn't hand in his homework
    c. He had breakfast before leaving for school
    d. He fell down the stairs

Text VI for questions number 27 to 30

My Holiday was Fantastic

I really enjoyed my holiday in Australia. Last Sunday I visited a marine park called Sea World which is at surfers' Paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there.

The first thing, I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water. There were huge turtles, sharks, and a beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals. The saw was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water. One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle. After the saw I had lunch. There were several big restaurant at the park and I had lunch in a restaurant that was shape like a ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the 'corkscrew' because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

(Source: http://englishahkam.blogspot.com/2015/08/22 contoh-recount-text-my-holiday. html)

27. Which of the following sea animals is known as 'killer'?
    a. Sea lions   c. Seals
    b. Whales   d. Dolphin

28. What is the purpose of the text?
    a. To describe Australian Marine Park.
    b. To entertain the reader about Marine Park
    c. To tell about how to go Australian Marine Park
    d. To retell Writer's experience in Marine Park

29. Which of the following had made the writer very excited?

a. Watching a girl riding on a back of a turtle
b. Watching a girl riding on a back of a whale
c. Watching a man feeding the shark
d. Riding the roller coaster

30. There were **huge** turtles, sharks, and a beautiful tropical sea fish."
(Paragraph 2)
The antonym of the underlined word is …………
a. tiny   c. massive
b. enormous   d. wide

Appendix 19

WORKSHEET
(Post - test)

Text I for questions number 1 to 3

Visit The Botanical Garden

On Thursday 24 April we went to the Botanical Gardens. We walked down and boarded the bus.

After we arrived at the garden, we walked down to the Education Centre. The third grade students went to have a look around. First, we went to the first farm and Mrs. James read us some information. Then, we looked at all the lovely plants. After that we went down to a little spot in the Botanical Garden and had a morning tea break.

Next, we did sketching and then we met the fourth grade students at the Education Centre to have lunch. Soon after that, it was time for us to go and make our terrariums while the fourth year students went to have walk.

A lady took us into special room and introduced herself, then she explained what we were going to do. Next, she took us to a pyramid terrarium. It was really interesting.

After we had finished, we met the fourth grade students outside the gardens. Then we reboarded the bus and returned to school.

(Source: http://englishahkam.blogspot.com/2015/08/14/**recount-text-jawaban-experienceat.html)**

1. Most events mentioned in the text happened….
   a. at the Education Centre
   b. in the botanical garden
   c. on the bus to Botanical Garden
   d. outside the school
2. What did the fourth grade students do after lunch?
   a. They had a walk
   b. They made their terrarium
   c. They returned to school
   d. They went to a pyramid terrarium
3. What was the second activity of the writer during the excursion to the Botanical Garden?
   a. Gathering at the Education Centre
   b. Going to a small garden
   c. Looking at the lovely plants
   d. Visiting a beautiful lady

Text II for questions number 4 to 10

New Year

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone

shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

4. When did the clock stopped?
    a. At 5.12
    b. At 12.00
    c. At 11.55
    d. At 12.02

5. Why did the people gather under the Town Hall clock?
    a. To welcome the New Year
    b.To strike the laughing people
    c. To see the newly bought clock
    d. To stop people who shouted

6. Based on the text, where was the writer?
    a. At the center of the town
    b. At home
    c. At the beach
    d. At the market

7. When did the event happen?
    a. in the middle of the year
    b. the end of the year
    c. Christmas celebration
    d. at the weekend as usual

8. Which of the following is not true according to the text?
    a. the writer was waiting to celebrate the New Year.
    b. the writer brought a watch.
    c. the writer was very happy.
    d. The writer celebrated the New Year with his family

9. What does the first sentence tell you?
   a. The problem that the writer met   c. The funny thing in the story
   b. The opening of the story   d. The past event

10. "The big clock **refused** to welcome the New Year"
    What is the synonym of the word ….
    a. reject   c. Admit
    b. accept   d. hate

Text III for questions number 11 to 13

The Terrible Day

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

(Source: http://englishahkam.blogspot.com/2015/08/14   contoh-recount-text-beserta-soal.html)

11. What is the purpose of the text?
    a. To explain about something wrong
    b. To inform about the writers activities
    c. To entertain the readers about the funny story
    d. To retell about the writer's terrible day

12. The generic structure of the last paragraph is called …..
    a. reason   c. orientation
    b. re-orientation   d. complication
13. What made everything went wrong?
    a. He got up late in the morning
    b. His came to school on time
    c. He got punishment from his teacher
    d.   His father was late to ride him

Text IV for questions number 14 to 16

Go To Beach

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 sat under the trees.

We really had a great time.

(Source: soal UN SMP/MTs 2004/2005)
14. Where did the story happen?
    a. in a house   c. at the store
    b. in a water   d. at the beach

15. Who did the writer and his friend find when they reached the beach?
   a. many people   c. almost no one
   b. many visitors   d. foreign tourist

16. "It was only five kilometers from our houses." (line 1). The word "It" refers to….
   a. bike   c. beach
   b. chip   d. house

Text V for questions number 17 to 19

My Holiday was Fantastic

       I really enjoyed my holiday in Australia. Last Sunday I visited a marine park called Sea World which is at surfers' Paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there.

       The first thing, I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water. There were huge

turtles, sharks, and a beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals. The saw was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water. One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle. After the saw I had lunch. There were several big restaurant at the park and I had lunch in a

restaurant that was shape like a ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the 'corkscrew' because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

(Source: http://englishahkam.blogspot.com/2015/08/22 contoh-recount-text-my-holiday. html)

17. Which of the following sea animals is known as 'killer'?
    a. Sea lions
    b. Whales
    c. Seals
    d. Dolphin

18. What is the purpose of the text?
    a. To describe Australian Marine Park.
    b. To entertain the reader about Marine Park
    c. To tell about how to go Australian Marine Park
    d. To retell Writer's experience in Marine Park

19. There were **huge** turtles, sharks, and a beautiful tropical sea fish."
    (Paragraph 2)
    The antonym of the underlined word is …………
    a. tiny
    b. enormous
    c. massive
    d.wide

Text VI for questions number 20

Embarrassed Experience

Last week, I had to teach a new English class. I read the list of new students' names. It was kiddies' group since they were about 9 and 10 years old.

That was the first day of The Spanish carnival, so I wanted to wear the most

appropriate suit for the children's class. Most kids usually dress up at carnival I thought. It would be more interesting if their teacher was also in carnival spirit. That was why I decided to wear my teddy bear suit and bring cuddly toys in my box

And that was what I did. I walked through the door happily. The director watched me completely astonished. I smiled and looked straight at her. With a man beside her, she said, " Good afternoon. I'd like to introduce you to Mr. Mendez, the director of Delta company. He is one of the participants of English course that you will teach today."

Oh my God! I nearly died! The secretary apologized to me for wrong details of my new class

(Source: **http://englishahkam.blogspot.com/2015/13/08/** **recount-text_21.html)**

20. The secretary apologized to the writer because……….
    a.   The writer wore his teddy bear suit
    b.   She did not remember the carnival day
    c.   She did not know Mr. Mendez was in the class
    d.   She has given the wrong details of the new class

Appendix 20

WORKSHEET
(Pre- test)

Text I for questions number 1 to 7

New Year

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

1. When did the clock stopped?
    a. At 5.12   c. At 11.55
    b. At 12.00   d. At 12.02

2. Why did the people gather under the Town Hall clock?
    a. To welcome the New Year
    b.To strike the laughing people
    c. To see the newly bought clock
    d. To stop people who shouted

3. Based on the text, where was the writer?
   a. At the center of the town
   b. At home
   c. At the beach
   d. At the market

4. When did the event happen?
   a. in the middle of the year
   b. the end of the year
   c. Christmas celebration
   d. at the weekend as usual

5. Which of the following is not true according to the text?
   a. the writer was waiting to celebrate the New Year.
   b. the writer brought a watch.
   c. the writer was very happy.
   d. The writer celebrated the New Year with his family

6. What does the first sentence tell you?
   a. The problem that the writer met
   b. The opening of the story
   c. The funny thing in the story
   d. The past event

7. "The big clock **refused** to welcome the New Year"
   What is the synonym of the word ….
   a. reject   c. admit
   b. accept   d. hate

Text II for questions number 8 to 10

Go To Beach
   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 sat under the trees.

We really had a great time.

(Source: soal UN SMP/MTs 2004/2005)

8. Where did the story happen?
   a. in a house   c. at the store
   b. in a water   d. at the beach

9. Who did the writer and his friend find when they reached the beach?
   a. many people   c. almost no one
   b. many visitors   d. foreign tourist

10. "It was only five kilometers from our houses." (line 1). The word "It" refers to….
   a. bike   c. beach
   b. chip   d. house

Text III for questions number 11

Embarrassed Experience

Last week, I had to teach a new English class. I read the list of new students' names. It was kiddies' group since they were about 9 and 10 years old.

That was the first day of The Spanish carnival, so I wanted to wear the most appropriate suit for the children's class. Most kids usually dress up at carnival I

thought. It would be more interesting if their teacher was also in carnival spirit. That was why I decided to wear my teddy bear suit and bring cuddly toys in my box

And that was what I did. I walked through the door happily. The director watched me completely astonished. I smiled and looked straight at her. With a man beside her, she said, " Good afternoon. I'd like to introduce you to Mr. Mendez, the director of Delta company. He is one of the participants of English course that you will teach today."

Oh my God! I nearly died! The secretary apologized to me for wrong details of my new class

(Source: http://englishahkam.blogspot.com/2015/08/13/ recount-text_21.html)

11. The secretary apologized to the writer because……….
    a. The writer wore his teddy bear suit
    b. She did not remember the carnival day
    c. She did not know Mr. Mendez was in the class
    d. She has given the wrong details of the new class

Text IV for questions number 12 to1 4

Visit The Botanical Garden

On Thursday 24 April we went to the Botanical Gardens. We walked down and boarded the bus.

After we arrived at the garden, we walked down to the Education Centre. The third grade students went to have a look around. First, we went to the first farm and Mrs. James read us some information. Then, we looked at all the lovely plants. After that we went down to a little spot in the Botanical Garden and had a morning tea break.

Next, we did sketching and then we met the fourth grade students at the Education Centre to have lunch. Soon after that, it was time for us to go and make our terrariums while the fourth year students went to have walk.

A lady took us into special room and introduced herself, then she explained what we were going to do. Next, she took us to a pyramid terrarium. It was really interesting.

After we had finished, we met the fourth grade students outside the gardens. Then we reboarded the bus and returned to school.

(Source: http://englishahkam.blogspot.com/2015/08/14/ **recount-text-jawaban-experienceat.html)**

12. Most events mentioned in the text happened….
    a. at the Education Centre
    b. in the botanical garden
    c. on the bus to Botanical Garden
    d. outside the school

13. What did the fourth grade students do after lunch?
    a. They had a walk
    b. They made their terrarium
    c. They returned to school
    d. They went to a pyramid terrarium

14. What was the second activity of the writer during the excursion to the Botanical Garden?
    a. Gathering at the Education Centre
    b. Going to a small garden
    c. Looking at the lovely plants
    d. Visiting a beautiful lady

Text V for questions number 15 to 17

The Terrible Day

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

(Source: http://englishahkam.blogspot.com/2015/08/14 contoh-recount-text-beserta-soal.html)

15. What is the purpose of the text?
    a. To explain about something wrong
    b. To inform about the writers activities
    c. To entertain the readers about the funny story
    d. To retell about the writer's terrible day

16. The generic structure of the last paragraph is called …..
    a. reason   c. orientation
    b. re-orientation   d. complication

17. What made everything went wrong?
    a. He got up late in the morning
    b. His came to school on time
    c. He got punishment from his teacher
    d. His father was late to ride him

Text VI for questions number 18 to 20

My Holiday was Fantastic

I really enjoyed my holiday in Australia. Last Sunday I visited a marine park called Sea World which is at surfers' Paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there.

The first thing, I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water. There were huge turtles, sharks, and a beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals. The saw was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water. One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle. After the saw I had lunch. There were several big restaurant at the park and I had lunch in a restaurant that was shape like a ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the 'corkscrew' because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

18. Which of the following sea animals is known as 'killer'?
    a. Sea lions   c. Seals
    b. Whales   d. Dolphin
19. What is the purpose of the text?
    a. To describe Australian Marine Park.
    b. To entertain the reader about Marine Park
    c. To tell about how to go Australian Marine Park
    d. To retell Writer's experience in Marine Park

20. There were **huge** turtles, sharks, and a beautiful tropical sea fish."
    (Paragraph 2)
    The antonym of the underlined word is …………
    a. tiny   c. massive
    b. enormous   d.wide

Appendix 21

ANSWER KEY OF TRY-OUT TEST,
PRE- TEST AND POST TEST

Try-out Test

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

Pre-Test

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

Post-Test

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

Appendix 22

KISI-KISI INSTRUMENT TRY-OUT TEST BAHASA INGGRIS KELAS VIII

SMP NEGERI 23 SEMARANG

TAHUN PELAJARAN 2015/2016

No	Standar Kompetensi	Kompetensi Dasar	Materi	Indikator	Nomor Soal
1	Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.	Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	*Recount text*	Mampu menemukan makna gagasan *descriptive* dan *recount* text	2, 4, 5, 6, 14, 16, 19.
				Mampu menemukan makna tekstual dalam teks *descriptive* dan *recount*	1, 3, 11, 12, 13, 20, 25, 26.
				Mampu mengidentifikasi *generic strukture* teks.	7, 18, 21, 24, 28.
				Mampu menjelaskan tujuan komunikatif teks *descriptive* dan *recount*.	23, 28
				Mampu menjelaskan ciri kebahasaan teks *descriptive* dan *recount*.	8, 9, 10, 15, 17, 22, 27, 30

Appendix 23

Documentation Research

Try Out Class

Pre test eksperimental Class

Pre test Control Class

Post test Eksperimental Class

Post test Control Class

Teatment Control Class

Teatment Eksperinmental Class

WORKSHEET
(Try out test)

73

Name : Ali Arinal F.
Class : IX-C
Student Number : 02

Text I for questions number 1 to 10

New Year

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted,"It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

1. When did the clock stopped?
   a. At 5.12
   b. At 12.00
   c. At 11.55
   d. At 12.02

2. Why did the people gather under the Town Hall clock?
   a. To welcome the New Year
   b. To strike the laughing people
   c. To see the newly bought clock
   d. To stop people who shouted

3. Based on the text, where was the writer?
   a. At the center of the town
   b. At home
   c. At the beach
   d. At the market

4. When did the event happen?
   a. in the middle of the year
   b. the end of the year
   c. Christmas celebration
   d. at the weekend as usual

5. Which of the following is not true according to the text?
   a. the writer was waiting to celebrate the New Year.
   b. the writer brought a watch.
   c. the writer was very happy.
   d. The writer celebrated the New Year with his family.

1

6. What probably happened when someone shouted that the clock stopped?
   a. everybody directly celebrated the New Year
   b. everybody sing and laugh.
   c. everybody looked for a watch.
   d. everybody shouted too.

7. What does the first sentence tell you?
   a. The problem that the writer met
   b. The opening of the story
   c. The funny thing in the story
   d. The past event

8. "It would strike twelve in twenty minutes' time."
   The underlined word refers to ...
   a. the clock
   b. author's watch
   c. The town
   d. The place

9. It was the last day of the year and a large **crowd** of people had gathered under the Town Hall clock.
   What is the closest meaning of the underlined word?
   a. mass
   b. big
   c. many
   d. Lots of

10. "The big clock **refused** to welcome the New Year"
    What is the synonym of the word ....
    a. reject
    b. accept
    c. admit
    d. hate

Text II for questions number 11 to 15

Go To Beach

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 sat under the trees.

We really had a great time.

11. Where did the story happen?
    a. in a house
    b. in a water
    c. at the store
    d. at the beach

12. How did they go to the beach?
    a. by bicycles
    b. by car
    c. by bus
    d. by boat

13. Who did the writer and his friend find when they reached the beach?
    a. many people
    b. many visitors
    c. almost no one
    d. foreign tourist

14. How did the writer think about the trip?
    a. It was an unpleasant trip
    b. It was a horrible trip
    c. It was a funny trip
    d. It was a good trip

15. "It was only five kilometers from our houses." (line 1). The word "It" refers to....
    a. bike
    b. chip
    c. beach
    d. house

Embarrassed Experience

Last week, I had to teach a new English class. I read the list of new students' names. It was kiddies' group since they were about 9 and 10 years old.

That was the first day of The Spanish carnival, so I wanted to wear the most appropriate suit for the children's class. Most kids usually dress up at carnival I thought. It would be more interesting if their teacher was also in carnival spirit. That was why I decided to wear my teddy bear suit and bring cuddly toys in my box

And that was what I did. I walked through the door happily. The director watched me completely astonished. I smiled and looked straight at her. With a man beside her, she said, " Good afternoon. I'd like to introduce you to Mr. Mendez, the director of Delta company. He is one of the participants of English course that you will teach today."

Oh my God! I nearly died! The secretary apologized to me for wrong details of my new class

16. The secretary apologized to the writer because..........
    a. The writer wore his teddy bear suit
    b. She did not remember the carnival day
    c. She did not know Mr. Mendez was in the class
    d. She has given the wrong details of the new class

17. Who is the main character in the story?
    a. The writer
    b. Mr. Mendez
    c. The director
    d. The secretary

3

Visit The Botanical Garden

On Thursday 24 April we went to the Botanical Gardens. We walked down and boarded the bus.

After we arrived at the garden, we walked down to the Education Centre. The third grade students went to have a look around. First, we went to the first farm and Mrs. James read us some information. Then, we looked at all the lovely plants. After that we went down to a little spot in the Botanical Garden and had a morning tea break.

Next, we did sketching and then we met the fourth grade students at the Education Centre to have lunch. Soon after that, it was time for us to go and make our terrariums while the fourth year students went to have walk.

A lady took us into special room and introduced herself, then she explained what we were going to do. Next, she took us to a pyramid terrarium. It was really interesting.

After we had finished, we met the fourth grade students outside the gardens. Then we reboarded the bus and returned to school.

18. Most events mentioned in the text happened....
    a. at the Education Centre
    b. in the botanical garden
    c. on the bus to Botanical Garden
    d. outside the school
19. The writer of the text is....
    a. a fourth grade students
    b. a school teacher
    c. a third grade students
    d. Mr. and Mrs. James
20. What did the fourth grade students do after lunch?
    a. They had a walk
    b. They made their terrarium
    c. They returned to school
    d. They went to a pyramid terrarium
21. What was the second activity of the writer during the excursion to the Botanical Garden?
    a. Gathering at the Education Centre
    b. Going to a small garden
    c. Looking at the lovely plants
    d. Visiting a beautiful lady

22. "It was very interesting." (part. 4) What does the underlined word refer to?
      a. A pyramid terrarium   c. Education Centre
      b. A specific room   d. First farm

Text V for questions number 23 to 26

The Terrible Day

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

23. What is the purpose of the text?
      a. To explain about something wrong
      b. To inform about the writers activities
      c. To entertain the readers about the funny story
      d. To retell about the writer's terrible day
24. The generic structure of the last paragraph is called …..
      a. reason   c. orientation
      b. re-orientation   d. complication
25. What made everything went wrong?
      a. He got up late in the morning   c. He got punishment from his teacher
      b. His came to school on time   d. His father was late to ride him
26. Which of the following statement is NOT TRUE according to the text?
      a. The writer didn't sleep a wink at that night
      b. He didn't hand in his homework
      c. He had breakfast before leaving for school
      d. He fell down the stairs

My Holiday was Fantastic

I really enjoyed my holiday in Australia. Last Sunday I visited a marine park called Sea World which is at surfers' Paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there.

The first thing, I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water. There were huge turtles, sharks, and a beautiful tropical sea fish.

The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals. The saw was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water. One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle. After the saw I had lunch. There were several big restaurant at the park and I had lunch in a restaurant that was shape like a ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the 'corkscrew' because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

27. Which of the following sea animals is known as 'killer'?
    a. Sea lions   c. Seals
    b. Whales   d. Dolphin

28. What is the purpose of the text?
    a. To describe Australian Marine Park.
    b. To entertain the reader about Marine Park
    c. To tell about how to go Australian Marine Park
    d. To retell Writer's experience in Marine Park

29. Which of the following had made the writer very excited?
    a. Watching a girl riding on a back of a turtle
    b. Watching a girl riding on a back of a whale
    c. Watching a man feeding the shark
    d. Riding the roller coaster

30. "There were **huge** turtles, sharks, and a beautiful tropical sea fish." (Paragraph 2)
    The antonym of the underlined word is ………..
    a. tiny   c. massive
    b. enormous   d.wide

50

Name : BAEAS SAPUTRO
Number : 10
Class : 8B

ANSWER SHEET
Pre Test

Choose the correct answer by crossing (x) a, b, c, or d!

1.	A	B	⨯C	D
2.	⨯A	⨯B	C	D
3.	A	⨯B	C	D
4.	A	⨯B	C	D
5.	A	B	C	⨯D
6.	⨯A	B	C	D
7.	A	⨯B	C	D
8.	A	⨯B	C	D
9.	⨯A	B	C	D
10.	A	B	C	⨯D

11.	A	B	C	⨯D
12.	A	⨯B	C	D
13.	⨯A	B	C	D
14.	⨯A	B	C	D
15.	A	⨯B	C	D
16.	A	⨯B	C	D
17.	A	B	⨯C	D
18.	A	B	C	⨯D
19.	A	B	C	⨯D
20.	A	⨯B	C	D

50

Name	:	Aji Nugroho
Number	:	2
Class	:	8A

ANSWER SHEET
Pre Test

Choose the correct answer by crossing (x) a, b, c, or d!

1.	A	B	X	D
2.	X	B	C	D
3.	X	B	C	D
4.	A	X	C	D
5.	A	B	C	X
6.	A	X	C	D
7.	A	B	X	D
8.	A	B	X	D
9.	X	B	C	D
10.	X	B	C	D

11.	A	B	C	X
12.	X	B	C	D
13.	X	B	C	D
14.	A	X	C	D
15.	A	B	C	X
16.	A	B	X	D
17.	A	B	X	D
18.	A	X	C	D
19.	A	X	C	D
20.	X	B	C	D

$\underline{60}$

Name : Hidayat Saputra
Number : 13
Class : 8A

ANSWER SHEET

Pre Test

Choose the correct answer by crossing (x) a, b, c, or d!

1.	A	B	X(C)	D
2.	X(A)	B	C	D
3.	X(A)	B	C	D
4.	A	X(B)	C	D
5.	X(A)	X(B)	C	D
6.	A	B	X(C)	D
7.	X(A)	B	C	D
8.	A	X(B)	C	D
9.	X(A)	B	C	D
10.	A	B	X(C)	D

11.	A	B	X(C)	D
12.	A	B	X(C)	D
13.	A	X(B)	C	D
14.	A	B	X(C)	D
15.	A	B	X(C)	D
16.	A	B	X(C)	D
17.	X(A)	B	C	D
18.	A	X(B)	C	D
19.	A	B	C	X(D)
20.	X(A)	B	C	D

65

Name : Nanda Harzairin
Number : 28
Class : VIII B

ANSWER SHEET

Pre Test

Choose the correct answer by crossing (x) a, b, c, or d!

1.	A	B	~~C~~	D
~~2.~~	A	~~B~~	C	D
3.	~~A~~	B	C	D
~~4.~~	~~A~~	B	C	D
~~5.~~	A	~~B~~	C	D
6.	A	B	~~C~~	D
7.	A	~~B~~	C	D
8.	~~A~~	B	C	D
9.	~~A~~	B	C	D
10.	A	B	C	~~D~~

11.	A	B	C	~~D~~
12.	A	~~B~~	C	D
13.	A	~~B~~	C	D
~~14.~~	A	~~B~~	C	D
~~15.~~	A	B	~~C~~	D
16.	A	~~B~~	C	D
17.	~~A~~	B	C	D
~~18.~~	~~A~~	B	C	D
19.	A	B	C	~~D~~
~~20.~~	A	~~B~~	C	D

85

Name	: Fitri Desti Cahyani
Number	: 11
Class	: 8 A

ANSWER SHEET

Post Test

Choose the correct answer by crossing (x) a, b, c, or d!

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

75

Name	: Rindi Kurniawati
Number	: 25
Class	: 8A

ANSWER SHEET

Post Test

Choose the correct answer by crossing (x) a, b, c, or d!

1.	A	B̶	C	D
2.	A	B̶	C	D
3.	A	B	C̶	D
4.	A	B	C̶	D
5.	A	B̶	C	D
6.	A̶	B	C	D
7.	A̶	B	C	D
8.	A	B	C	D̶
9.	A	B̶	C	D
10.	A̶	B	C	D

11.	A	B̶	C	D
12.	A	B̶	C	D
13.	A	B̶	C	D
14.	A	B	C̶	D
15.	A̶	B	C	D
16.	·A	B	C̶	D
17.	A	B̶	C	D
18.	A	B	C	D̶
19.	A̶	B	C	D
20.	A	B	C	D̶

70

Name : Iqbal Putra Rachman Y. M
Number : 20
Class : 8B

ANSWER SHEET

Post Test

Choose the correct answer by crossing (x) a, b, c, or d!

1.	~~A~~	B	C	D
2.	~~A~~	B	C	D
3.	~~A~~	B	C	D
4.	A	B	~~C~~	D
5.	A	B	C	~~D~~
6.	A	B	~~C~~	D
7.	A	~~B~~	C	D
8.	~~A~~	B	C	D
9.	~~A~~	B	C	D
10.	A	B	C	~~D~~

11.	A	B	~~C~~	D
12.	A	B	~~C~~	D
13.	~~A~~	B	C	D
14.	A	B	C	~~D~~
15.	~~A~~	B	C	D
16.	A	B	~~C~~	D
17.	~~A~~	B	C	D
18.	A	~~B~~	C	D
19.	~~A~~	B	C	D
20.	A	B	C	~~D~~

65

Name : Deby Diandra
Number : 12
Class : 8.b

ANSWER SHEET
Post Test

Choose the correct answer by crossing (x) a, b, c, or d!

1.	A	B	⊠C	D
2.	A	⊠B	C	D
3.	⊠A	B	C	D
4.	A	⊠B	C	D
5.	A	B	⊠C	D
6.	A	⊠B	C	D
7.	⊠A	B	C	D
8.	⊠A	B	C	D
9.	⊠A	B	C	D
10.	A	⊠B	C	D

11.	A	B	C	⊠D
12.	A	⊠B	C	D
13.	A	⊠B	C	D
14.	A	B	⊠C	D
15.	A	B	⊠C	D
16.	A	⊠B	C	D
17.	A	B	⊠C	D
18.	A	⊠B	C	D
19.	A	B	C	⊠D
20.	A	B	C	⊠D

Nomor : In.06.3/DI/TL.01/4133/2015   Semarang, 16 November 2015

Lamp : -

Hal   : Mohon Izin Riset

A.n.   : Rizky Ananda

NIM   : 113411038

Kepada Yth. :

Kepala SMP Negeri 23

di Semarang

Asssalamu'alaikum wr. wb.

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

Nama   : Rizky Ananda

NIM   : 113411038

Judul Skripsi : Using Title, Headings, Introduction, Every First Sentence In A Paragraph, Visual And Vocabulary, End-Of-Chapter Question, Summary (Thieves) Strategy In Reading Recount Text At The Eight Grade Of Smp Negeri 23 Semarang In Academic Year Of 2015/2016.

Pembimbing :1. Nadia Makmum M.Pd.

2. H. Nur Khoiri M.Ag

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu mohon diberi ijin riset selama 7 hari, pada tanggal 16 November sampai dengan tanggal 23 November 2015.

Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.

Wassalamu'alaikum wr. wb.

An. Dekan,

Wakil Dekan Bidang Akademik

Drs. H. Wahyudi, M. Pd

NIP. 19680314 199503 1 001

SURAT KETERANGAN RISET

No. 800/136/X/2015

Nama	: Rizky Ananda
NIM	: 113411038
Fakultas	: Ilmu Tarbiyah dan Keguruan
Universitas	: UIN Walisongo Semarang
Jurusan	: Pendidikan Bahasa Inggris

Adalah benar-benar telah melaksanakan riset guna menyusun skripsi dengan judul "THE EFFECTIVENESS OF USING TITLE, HEADINGS, INTRODUCTION, EVERY FIRST SENTENCE IN A PARAGRAPH, VISUAL AND VOCABULARY, END-OF-CHAPTER QUESTION, SUMMARY (THIEVES) STRATEGY IN TEACHING READING OF RECOUNT TEXT" (An Experimental Study of Eight Grade of Smp Negeri 23 Semarang in Academic Year of 2015/2016) di mulai dari tanggal 23 September 2015 sampai dengan 07 Oktober 2015.

Demikian surat keterangan ini dibuat,dan dapat dipergunakan sebagaimana mestinya.

Semarang, 8 Oktober 2015
Kepala SMP Negeri 23 Semarang

Nining Sulistyaningsih, S.Pd, M.Pd
NIP. 19660627 198803 2 008

LABORATORIUM MATEMATIKA
JURUSAN PENDIDIKAN MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG

PENELITI : **Rizky Ananda**
NIM : **113411038**
JURUSAN : **Pendidikan Bahasa Inggris**
JUDUL : **THE EFFECTIVENESS OF USING THIEVES STRATEGY IN TEACHING READING OF RECOUNT TEXT (An Experimental Research with the Eight Grade Students of SMP Negeri 23 Semarang in the Academic Year of 2015/2016)**

HIPOTESIS :

a. Hipotesis Varians :

    Ho : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

    Ha : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

b. Hipotesis Rata-rata :

    Ho : Rata-rata hasil belajar siswa kelas eksperimen $\leq$ kontrol.

    Ha : Rata-rata hasil belajar siswa kelas eksperimen > kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

    Ho DITERIMA, jika nilai t_hitung $\leq$ t_tabel

    Ho DITOLAK, jika nilai t_hitung > t_tabel

HASIL DAN ANALISIS DATA :

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
post test	eksperimen	31	75.3226	7.63058	1.37049
	kontrol	31	68.5484	9.76333	1.75355

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper
post test	Equal variances assumed	1.624	.208	3.044	60	.003	6.77419	2.22557	2.32239	11.22600
	Equal variances not assumed			3.044	56.691	.004	6.77419	2.22557	2.31703	11.23135

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,208. Karena sig. = 0,208 ≥ 0,05, maka Ho DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

2. Karena identiknya varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata antara rata-rata hasil belajar siswa kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t_hitung pada baris pertama (*Equal variances assumed*), yaitu t_hitung =3,044.

3. Nilai t_tabel (60;0,05) = 2,000 (*two tail*). Berarti nilai t_hitung = 3,044 > t_tabel = 2,000, hal ini berarti Ho DITOLAK, artinya : Rata-rata hasil belajar siswa kelas eksperimen tidak identik atau lebih baik dari rata-rata hasil belajar siswa kelas kontrol.

Semarang, 18 Mei 2016
Ketua Jurusan Pend. Matematika,

Yulia Romadiastri, M.Sc.
NIP. 19810715 200501 2 008

SURAT KETERANGAN
Nomor: In.06.3/D.3/PP.009/1260/2015

Assalamu'alaikum, Wr. Wb.

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo dengan sesungguhnya, bahwa:

Nama	:	Rizky Ananda
Tempat dan tanggal lahir	:	Semarang, 09 September 1993
NIM	:	113411038
Progam/ Semester/ Tahun	:	S1/ VIII/ 2015
Jurusan	:	Pend. Bahasa Inggris
Alamat	:	Jln. Rorojonggrang Timur XIV Manyaran Semarang Barat.

Adalah benar-benar telah melakukan kegiatan Ko-Kurikuler dan nilai dari kegiatan masing-masing aspek sebagaimana *terlampir*.

Demikian surat keterangan ini dibuat, dan kepada pihak-pihak yang berkepentingan diharap maklum.

Wassalamu'alaikum, Wr, Wb.

Semarang, 02 Juli 2015
A.n. Dekan,
Wakil Dekan Bidang Kemahasiswaan
dan Kerjasama

Dr. H. Fatah Syukur, M.Ag.
NIP: 19681212 199403 1 003

TRANSKRIP KO-KURIKULER

NAMA   : RIZKY ANANDA
NIM   : 113411038

No	Nama Kegiatan	Jumlah Kegiatan	Nilai Kum	Presentase
1	Aspek Keagamaan dan Kebangsaan	9	20	14.70 %
2	Aspek Penalaran dan Idealisme	15	44	32,35 %
3	Aspek Kepimpinan dan Loyalitas terhadap Almamater	18	44	32.35 %
4	Aspek Pemenuhan Bakat dan Minat Mahasiswa	4	9	6.61 %
5	Aspek Pengabdian Kepada Masyarakat	8	19	13.97 %
	Jumlah	**54**	**136**	**100%**

Predikat   : (Istimewa/Baik Sekali/Baik/Cukup)

Semarang, 02 Juli 2015
A.n. Dekan,
Wakil Dekan Bidang Kemahasiswaan
dan Kerjasama

Dr. H. Fatah Syukur, M.Ag.
NIP. 19681212 199403 1 003

PIAGAM

Nomor : In.06.0/L.1/PP.06/1113/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama   : **RIZKI ANANDA**

NIM   : **113411038**

Fakultas   : **ILMU TARBIYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-65 Tahun 2015 di Kabupaten Blora, dengan nilai :

..................................**83**.................................. (........................ **4,0 / A** ....)

Semarang, 7 Desember 2015
Ketua,

Dr. H. Sholihan, M. Ag
NIP. 19600604 199403 1 004

CURRICULUM VITAE

Name	:	Rizky Ananda
Place and date of birth	:	Semarang. September 09th 1993
Original address	:	Rorojonggrang Timur XIV, Manyaran, Semarang Barat
Mobile phone	:	085-727-097-714
Email Address	:	anandarizky42@gmail.com

Education :
1. SD Negeri 05 Semarang
2. SMP Negeri 19 Semarang
3. SMA Negeri 7 Semarang
4. Walisongo State Islamic University Semarang 2011

Semarang, May 30th 2016
The Researcher

Rizky Ananda
113411038