IMPROVING THE STUDENTS’ READING COMPREHENSION OF RECOUNT TEXT THROUGH RETELLING

( A Classroom Action Research for the Eighth Grades Students of SMP Al Mas’udiyyah Bandungan in the Academic Year 2016 / 2017)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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2017
DECLARATION

In the name of Allah,

Hereby, the researcher declares that this graduating paper is written by the researcher. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted overtly. This declaration is written with the full concern of the researcher.

Salatiga, September 7th 2017

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ATTENTIVE COUNSELOR’S NOTE
Case: Umatul Mahmudah’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Umatul Mahmudah’s graduating paper entitled **IMPROVING THE STUDENTS’ READING COMPREHENSION OF RECOUNT TEXT THROUGH RETELLING (A Classroom Action Research for the Eighth Grades Students of SMP Al Mas’udiyyah Bandungan in the Academic year 2016/2017)**, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

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Rr. Dewi Wahyu Mustikasari, SS., M.Pd

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A Classroom Action Research for the Eighth Grades Students of
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Written by

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Has been brought to the board of examiners of English Education Department of
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Salatiga, September, 20th 2017
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MOTTO

Where there is a will,
There is a way
(Alan Price)

“Live as If you were to die tomorrow. Learn as if you were to live forever”
--- Mahatma Gandhi ---
DEDICATION

This work is sincerely dedication for:

❖ My beloved parents, my mother (Muslikah and Hj. Rasmini) and my father (Misbahul Munir and H. Safari) who always pray, guide, motivate, and support me to become a better person.

❖ My beloved husband (Khoerul Anas) who always supports and motivates me to finish my graduating paper.

❖ My beloved sister (Himatul Maesaroh, Ani Maghfiroh, Umu Fatmarini) and my big family who fill my life with love and affection.

❖ My counselor Mrs. Rr Dewi Wahyu Mustikasari, S.S., M. Pd who always guided and support me to finish my graduating paper.
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In the name of Allah, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the researcher could finish this graduating paper as one of the requirement for SarjanaPendidikanin English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. However, this success would not be achieved without supports, guidances, advices, helps, and encouragements from individual and institution, and the researcher somehow realize that an appropriate moment for me to deepest gratitude for:

1. Dr. Rahmat Haryadi, M.Ag, the Rector of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga
2. Suwardi, M.Pd, the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga
3. Noor Mahlah, Ph.D, the Head of English Education Department
4. Rr. Dewi Wahyu Mustikasari, SS., M.Pd., as the first Counselor of this paper, who gives great attention, suggestion and guidance for the content of this paper from beginning until the end.
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Salatiga, September 7th 2017

The researcher

Umatul Mahmudah
ABSTRACT


Keywords: Reading comprehension, recount text, retelling, classroom action research.

This research is aimed at finding out the impacts of the use of Retelling in improving the students’ reading comprehension of recount text (A CAR of the eighth grades students of SMP Al Mas’udiyyah Bandungan in the academic year 2016/2017). The objectives of this research were (1) to describe the implementation of using retelling to improve the students’ reading comprehension of recount text of VIII C grades of SMP Al Mas’udiyyah Bandungan, (2) to identify the improvement the students’ reading comprehension of recount text through retelling of VIII C grades of SMP Al Mas’udiyyah Bandungan after taught by using retelling. This research is Classroom Action Research (CAR). It was conducted in two cycles. Each cycle consisted of four steps. They were planning, acting, observing, and reflecting, and it was done systematically and collaboratively. The researcher took role as an observer who observed everything that happened in the class while the teacher performed CAR for the students. The result showed that (1) The implementation of using retelling to improve the students’ reading comprehension was really successful. The number of the students who passed the passing grade improved gradually from the cycle I to cycle II. The passing grade was 70. In the pre test of the cycle I, 41.18% of the students passed the passing grade. In the post test of the cycle I, 64.70% of the students successfully passed the passing grade. Then, in the pre test of the cycle II, 73.53% of the students passed the passing grade. In the post test of the cycle II, 79.41% of the students successfully passed the passing grade, (2) The improvement of the students’ reading comprehension of recount text at the eighth grades students of SMP Al Mas’udiyyah Bandungan was really significant. In the cycle I, the t-test was 1.49. Then, in the cycle II, the t-test was 1.51.
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A. Background of the Research

Reading is one of language competences that have important role. This competence is acquired to develop understanding about other’s idea through a book or writing form. By reading, people are able to observe the idea given by the writing. This skill is able to help them find out the new idea by their critical thinking. In fact, many modern countries have good reading culture such as America, Australia, Japan. This means that to increase the quality of a country, the society should be aware to read from other sources.

According to Swihart (2009) as cited by Yahla (2013, p.1) states that “reading is very pivotal skill in our life and it is important for the mind and the success of students’ academic career as people who cannot read well, don’t do well in school and lose a lot of important things in life.” It means that mastering reading is very important for the students to master another Englishs’ skill. For example, a student who wants to be a good writer, he/she needs to be a good reader. In addition, the students need to master reading in order to communicate and receive some information such as technology, science, sport, economic, bussiness and so on. The information above is usually transferred in written material like book, newspaper, magazine, journal and so on.

Reading necessarily requires comprehension. The students get the information from the source by having comprehending the content. By
comprehending the content, the students can be claimed that they have done the process of reading. Beside that, students will also get and understanding information stated in the text.

Reading comprehension is an ability of reading that is being taught to junior high school level. Based on the curriculum of English subject, the students in this level should be able to comprehend the meaning of short functional text and simple essay. In the simple essays the learners are expected to give respond on the meaning of the text. According to Lin (2010) cited by Rohani & Ghoorchaei (2014, p.73) state that “reading comprehension strategies for EFL learners should not only promote memorizing linguistics symbols, but also understanding ideas in the text.” It means that, the students should be able to explore their thinking and identify what the author means. In other word, the students are supposed to read and understand the text comprehensively.

Based on the pre-survey on April 15th, 2017 which was conducted by having interview in SMP Al Mas’udiyyah Bandungan, the researcher found that the students had low motivation to study English, the students did not understand what the teacher taught in English when the teacher gave them text or paragraph. The students did not understand the meaning of the text or paragraph, so they did not answer the question from the teacher. Beside that, the students got difficult to pronounce English text clearly even though their teacher had taught them how to pronounce it, they still got slip of the tongue.
This case happened because the students did not accostomed to read the English books, listening English music or watching English movie.

Based on the statement above, the researcher propose to solve the problems faced the students. From the all problems faced the students, the researcher only tries solve in some problems such as the researcher should make the students have high motivation, the students can answer the questions from the teacher and the students can easy to pronounce English text clearly.

The role of the teachers are very important to solve those problems. The students needs the the teachers to motivate them. According Fox (1998) as cited by Mustikasari (2011, p.36) inform that “motivation is always a key issue in the field of education. As instructors, the teachers are all naturally attempting to present a system of education that is intrinsically motivating rather than one in which the motivation comes from outside influences.” It can be inferred that the teachers must give the students support, so the students can change the their mind and can have high motivation to study English. If the students extracted and happy about English, they will require them.

The other role of the teachers are they must create the class situation more interesting and the students fell enjoy the class. To create good situation in class, certainly method, techniq, or strategy of the teaching learning process also support the situation. Beside that, the teacher may implement the right strategy to teach reading. The purpose is to help the students to comprehend the text that they read and obtain the goal of the
learning. Based on the above explanation, the researcher tends to specify the teaching reading by using one strategy to boost the students’ reading comprehension is retelling.

According Gibson (2003) cited by Maryam & Ghoorchaei (2014, p. 73) inform that “retelling is an active process which encourages children to reconstruct the text, and increase their understanding of setting and story structure.” It means that, the students reconstruct the text with their word and understanding of the text with evaluating contents the text.

Beside that, the researcher proposes to solve the problem using recount text also. The researcher then the titles this writing by “

**IMPROVING THE STUDENTS’ READING COMPREHENSION OF RECOUNT TEXT THROUGH RETELLING (A Classroom Action Research for the eighth grades students’ of SMP Al Mas’udiyyah Bandungan in the Academic year 2016 / 2017).**

**B. Problems of the Research**

Based on the background of the study, the writer finds out the following problems, they are:

1. How is the implementation of using retelling to improve the students’ reading comprehension of recount text at VIII C grades of SMP Al Mas’udiyyah Bandungan?
2. How is the improvement the students’ reading comprehension of recount text through retelling at VIII\textsuperscript{C} grades of SMP Al Mas’udiyyah Bandungan?

C. Objectives of the Research

Based on the statement of the problems above, the objectives of this research are follows:

1. To describet the implementation of using retelling to improve the students’ reading comprehension of recount text at VIII\textsuperscript{C} grades of SMP Al Mas’udiyyah Bandungan.

2. To identify the improvement of students’ reading comprehension of recount text through retelling at VIII\textsuperscript{C} grades of SMP Al Mas’udiyyah Bandungan after being taught by using retelling.

D. Significances of the research

1. Practically
   a. For the researcher
      The finding or this study can be used as starting point for the researcher to get experience that will be useful in the future as an English teacher.
   b. For the students
      The finding of this study could motivate the students to involve in learning process actively, and to improve their reading comprehension.
c. For the English Teachers

The finding of this study can be a new knowledge for the English teachers in teaching reading comprehension. The researcher hopes the teachers know the importance of retelling to improve the students’ reading comprehension. The teachers could improve their capability through many ways to develop the new strategy of English learning to increase the knowledge about reading comprehension.

E. Limitation of the Research

Due to the lack of time, the research has some limitations. Firstly, the researcher focuses on the use of retelling to improve the students’ reading comprehension at the eighth grades students of SMP Al Mas’udiyyah Bandungan in the academic year of 2016 / 2017. Secondly, the research concerns on the material about recount text. In recount text, there are some aspects in scoring essay such as the content, grammar and lexically (vocabulary) which are checked.

F. Definition of the Key Terms

To avoid misunderstanding about the title of this research, the researcher explains the key terms used in this research. They are follows:

1. Reading comprehension

According Omar (2015, p.3) states that “reading comprehension is a process of constructing meaning from a text. A good comprehenders actively construct the meaning as they read.” Reading comprehension as an ability to understand the basic idea of the text. The ideas, information
and perhaps perspective is gained by reading throughout the writing form.

2. **Recount text**

According Wardiman, Masduki and Djusma (2008, p. 30) inform that “recount text is a text that telling the reader about the story, action or activity.” On Indonesia curriculum, the students should learn this text type because recounts are more simple text type rather than the other genre, so the students also have to master this subject.

3. **Retelling**

According to Isbell (2002) cited by Dunst, Simkus, and Hamby (2012, p.) state that “retelling stories encourages children to use their imagination, expand their ideas, and create visual images as they transfer the plot (of the story) to new setting, including different characters or new voices.” Retelling constitutes an approach in teaching language that lead the students to retell the information given by the writer of the story. The students think and recall the conceptual text into their own language as they understand in order to stick what they read.

G. **Graduating paper Outline**

This study is organized into five chapters to make a systematic research. Those are: introduction, literature review, methodology of the research, findings and discussion, and closure of the research.
The first chapter is introduction which explains about the background of the research. This background informs the reason why the research is held by analyzing the reading comprehension of the students through retelling. This chapter also concerns in the problems of the research, objectives of the research, significances of the research, limitation of the research, definition of key terms and graduating paper outline.

The second chapter explains about literature review which discusses deeply about it. Firstly, it discusses about previous researches. Secondly, it discussed about concept of retelling. Thirdly, it discusses about concept of reading comprehension. Lastly, it discussed about concept of recount text.

The third chapter explains about the methodology of the research that consist of the location of the research, research design, subject of the research, research schedule, techniques of collecting data, cycles of CAR, evaluation criteria, and techniques of analyzing data.

The fourth chapter is research process and discussion. This chapter explains about the profile of using retelling to improve students’ reading comprehension of recount text at VIII\textsuperscript{C} grades of SMP Al Mas’udiyyah Bandungan. It also explains the improvement of using retelling to improve students’ reading comprehension of recount text at the VIII\textsuperscript{C} grades students of SMP Al Mas’udiyyah Bandungan.

Then the final chapter, the fifth is closure. The researcher states summary of the research includes conclusions and suggestion. After that, it is followed by references and appendices.
CHAPTER II
LITERATURES REVIEW

A. Previous Researches

In order to improve understanding about this research, the researcher presents two relevant studies. The first research has been done by Rohani & Ghoorchaei (2014). They have done on whether retelling could enhance English comprehension in Iranian High School or not. Their study examined for 70 first grades of high school. Their study were conducted on intermediate female students. To achieve the purpose of the study, they chose the sample of 85 subjects. Then, the subjects were randomly assigned to one experimental and one control groups. In the following sessions, the students in the experimental group were trained in using retelling along with seven texts. The students in the control group had conventional strategy with the same text. The results showed that retelling significantly improved the participants’ text comprehension at the level of overall meaning. It also helped them to learn general concepts during reading and drawn connections between pieces of information introduced at different parts of the text.

The second research has been done by Han (2005). The objective of the study was investigated the effectiveness of retelling as a reading strategy for elementary school students of ESL. He conducted his study are two first graders, three second graders, and three fifth graders. They were
divided into two groups (group A and B) according to their English competence and other factors. Their retelling outcomes including oral, written and drawing during 2 months period were collected and analyzed. During the study, the students were being read stories and asked to retell the stories orally or written. The result of his study showed an improvement in the story structure, length of the telling, reading comprehension, and confidence of most subjects. Beside that, the second result suggested that retelling could be a potentially useful reading strategy for ESL learners in Amor, Lowa.

By considering the two previous researches, these researches mentioned above were similar on its purpose. Even though, they both investigated the improvement of the students’ reading comprehension, but they were not focus or limit on the material about the text. Then, the researcher would like to add the material about recount text. The researcher would like to conduct research entitled “Improving the students’ reading comprehension of recount text through retelling (a classroom action research at eighth grades students of SMP Al Mas’udiyyah Bandungan in the academic year of 2016/2017).

B. Concept of Retelling

1. Definition of Retelling

According to Yahla (2013, p.11) “the root of retelling is re-tell, the based root is tell which is added work beginning re that has meaning again.” The meaning tell is giving information about something. Retell
means process of making known somebody in word and giving information about something. This strategy is assumed to make the students rethinking what they read by their own written form.

Retelling practically uses the cognitive skills that let the students think and remember what they have read. “Retelling which is considered a postreading or postlistening recall in which reader or listener tell what they remember either orally or in writing or illustration (Kalmbach, cited by Han, 2005, p.4).

2. Fundamental Premise of Retelling

There many kinds of strategies in learning process. One of the strategies is retelling. Retelling is practiced to recall the gist of the passage. As Cahya (2017, p.77) states that “retelling which refers to reconstructing something in order to be shared again.” She clarifies that the reconstructing is to recall what is the students brain has been done. This is also cognition process that helps the students to rethink about what to be gained.

According to Rog (2003) cited by Cahya (2017, p.77) states that “retelling requires the readers to organize text information in order to provide a personal understanding of it.” Retelling helps the reader requires what is happening in the story, develop a sense of story structure, and become more accurate in monitoring their understanding.

By retelling, the students can transfer this knowledge of story structure to their own story writing. According Cliart & Shaw (1988),
cited by Dunst, Simkus, and Hamby, (2012, p.1) state that “story retelling is characterized by actively involving a child in the reading episode, retelling the story to the child, promoting additional child elaborations and expansions, and asking the child to retell the story (in his or her own words).” It can be inferred that retelling can build the readers’ comprehension during and after reading.

3. Procedure of Using Retelling

In the implementation of retelling, there are some steps to do in retelling. According Fountas & Pinnell, cited by Gibson, Gold, and Sgouros (2003,p.3) the steps in retelling have to do:

a. Grasp the main idea of the story

In the retelling a passage, the students have to grasp the main idea to know about what the passage tell. In this first step, the students read the passage. After that, the students grasp the main idea in the passage about experience. They grasp the passage in every paragraph.

b. Describe the main events with accuracy

The aim of describe the main event is to find out of description of the contents. In this session, after the students grasp the main idea, the teacher asked the students describe the main events. The students have to describe the gist of every paragraph to have discription of all the contents. They write down in their book
and make color pencil to underline in main event of every paragraph.

c. Tell the story sequentially

Tell the story is main purpose of retelling. By tell the story, the students practice to share their ideas through in the passage. In this case, the students convey all the stories since the beginning till the end. The students tell the story in front of class and bring picture to easy retell about it.

d. Use vocabulary or phrases from the text

Using vocabulary or phrases from the text is to make easy the students. They did not difficult to tell the story. They just add by the their own words to complete the sentence. In this case, the students tell the story with use vocabulary or phrases from the text. If they forget to tell the story, they can open their book.

e. Activate prior knowledge to enhance understanding

Activate prior knowledge is important to tell the story. The purpose of activete prior knowledge is to enhace their understanding of the text. In this session, the teachers asked the students have to activate prior knowledge to enhance their understanding. They can motivated about it and increase their enthusiasm to tell the story.
f. Aware of the characters and setting

Beside describe the main idea and main event, aware of the characters and setting is needed also. It can make the students to have more understanding of the passage, the students add the details and supporting details. In this case, the teacher asked the students to aware of the characters and setting after they tell the story.

g. Use details to enhance the retelling

In the retelling the details help the listeners have detail description of the passage. In the last session, the teacher asked the students to use details when retell about the text. The students retell about the text completely. They did not do only tell the characters or setting, but they tell the story completely through the text.

4. Benefits of Retelling for Students

There are so many benefits of retelling. After the teacher can applyied the steps of the retelling in teaching and learning process, the students got the benefits of its. According to Yahla (2013,p.17) the advantages of retelling follows:

a. The students can develop concentration while reading or listening to a specific text because they already know that they will reconstruct or retell the text.

b. Retelling develops mental abilities such as visualization which is necessary to support retelling.

c. As retelling requires the reader to reflect on the text, it develops analysis, concluding. Judging, thinking skill or critical thinking skills.
d. Retelling is an indirect means of developing language items (vocabulary, grammar, spelling and pronunciation).
e. Retelling is a synthesis skill which encourages creativity.
f. As retelling needs more than reading, it helps speed reading.
g. Retelling supports reading, writing and speaking fluency.

Based on the explanation from the researcher above, benefits of retelling are really good and appropriate for the students in the learning process. The students become more concentrate, confident, and diligent or students must more active to do. Beside that, the students will be able to enhance their creativity in learning process. The students can develop thier vocabulary, pronunciation, grammar, spelling and helps the students to develop shared it into not only reading, but also writing and speaking skills.

5. **Benefits for the Teachers**

Retelling is not only benefit for the students, but also can be useful for the teachers. According to Yahla (2013, p.18) the teachers may get the following advantages:

a. Retelling help teachers to attend to the level of retention and understanding achieved by the students.
b. It reveals students’ ability to recognize the structure of the text and setting items in a logical order.
c. It reveals the level of linguistics advantages the students have achieved.

Based on the explains above, retelling are good for the teacher if they applied it. They are more be aware to understanding the students’ need. The teacher guide the students ability to recognize content of the text and the teacher can appriciate the students’ achievement.
C. Concept of Reading Comprehension

1. Definitions of Reading Comprehension

When the students read a passage, they decode written information and it is combined with the students’ background of knowledge in their brains to produce comprehension. According to Nunan (2003) cited by Omar (2015, p.3) claims that “reading comprehension is a fluent process of combining information extracted from the text with the existing schemata to understand the meaning.”

According to Lin (2010) cited by Maryam & Behrooz (2014, p.1) states that “reading comprehension strategies for EFL learners should not only promote memorizing linguistics symbols, but also understanding ideas in the text.” Furthermore, “Reading comprehension is the evolution of thought that occurs as we read (Yahla, 2013, p.18).” Furthermore, according to Shamla (2010) cited by Yahla (2013, p.18) adds that “reading comprehension as the process of decoding and constructing meaning through interaction and involvement with a written text.”

Based on the explanation above, the researcher concludes that reading comprehension is the process of making meaning from the text. Reading comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehensions skill but also on the students’ experiences and prior knowledge.
Reading comprehension involves understanding the vocabulary seeing the relationships among words, concept, organizing ideas, recognizing the authors’ purpose, making judgements and evaluating the text.

“The goal, therefore reading comprehension is to gain an overall understanding of what described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information the students develop mental models, or representations of meaning of the text ideas during the reading process (Woolley, 2011, p.15).” Reading can improve the understanding of the students about the text or information in during the reading process.

2. Levels of Reading Comprehension

According to Nuttal cited by Yahla (2014, p.28) there are four levels of comprehension, they are: conceptual meaning, contextual meaning, pragmatic meaning and propositional meaning.

In the retelling process, the students practice all levels of comprehension. In the conceptual meaning of level comprehension, the students decoded the text literally. In this level, can makes the students requires the identification, recall of ideas and information.

The next level is contextual or interpretative meaning. In this level, the students did to interpret the meaning of that information. The students can be understood from the context of the text. Then, the next level is pragmatic meaning. In this level, the students generate as a result of interaction the text. Lastly, the level is propositional meaning.
In this level the students think about the information and ideas in the text to their own opinion. relate it to their schemata, the students identify important information, interpret the meaning of that information, and then think about the information and ideas in the text to their own opinion and ideas.

3. Teacher’s Role in Teaching Reading Comprehension Activity

Mustikasari (2011, p.155) argues that “teacher is center of attraction in the classroom, since he plays an important role in the classroom.” The teachers have a role in helping students learn to read. The primary roles are to ensure that the students have adequate demonstration of reading being used for evident meaningful purpose, and help them to fulfil such purposes.

According to Brown (2001) cited by Mustikasari (2011, p.155) informs that “there are several kinds of the roles of the teacher, namely teacher as controller, teacher as director, teacher as manager, teacher as facilitator, and teacher as resource.” In this research, teacher’s role in teaching reading comprehension activity did not do all, but just teacher as an controller, teacher as director, a teacher as manager, and a teacher as an facilitator.

a. A Teacher as an Controller

Teachers are in complete charge of the class, what the students do, what they say and how they say it. The teachers give explanation of a certain activity or a specific grammar structure.
the teachers assumes this role when new language is being introduced and accurate reproduction and drilling are needed. The students learning are great in classroom where the teachers exercise neither too much nor too less control.

b. A Teacher as Director

The teacher need to embrace if they wants to function effectively in the classroom. The teachers lead how the students to do.

c. A Teacher as Manager

The teacher needs to be very specific on his instructions of the activity such as working in groups, or individually. The teachers give specific time to finish the task, a well manage class is very important.

d. A Teacher as Facilitator

In this case, the teacher work on small groups. The teachers help the students solving their doubts, give directions and ask questions.

D. Concept of Recount Text

1. Definition of Recount Text

The definition of text is important to be known. Before the researcher explains about recount text, the researcher will explain about the text first. When talking about the text, it can be known that it was a
group of word related each other into sentence, and a group of sentence related each other into paragraph and create a meaning. Therefore, people can communicate easily each other.

According to Knapp and Watkins (2005) as cited by Muflikhati (2013, p.34) state that “recount text is a sequential text that does little more that sequencing a series of events.” In line of Knapp (2005) cited by Natanael, Roswita, and Hilman (2014, p.57), “recount text, basically it is written out to make a report about an experience of a series of related event.”

Based on the statement above, it can be conclude that recount text is a text taught in eight grades junior high school which gives the explanation of some information and ideas that really happen. In other word, the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both).

2. Organization / Type of Recount Text

According to Law (2013, p.8) Text organization of recount text, they are:

a. Factual recounts

A text recording the particular of an accident such as: report of a scientific experience, police report, and historical report.

b. Imaginative recount
A text which retelling of events, usually in the first person.

c. Personal recount

A text which tells a writer’s or speaker’s own experiences.

3. Generic Structures of Recount Text

According Gerot and Wignel (1995, p.154) The generic structures of recount text consist of:

a. Orientation

Orientation takes in the First paragraph that give background information about who, what, where and when. And it is also introducing the participants, place and time.

b. Event

Tell what happened and in what sequence and describing series of event that happened in the past. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

c. Re-orientation

Re-orientation it is consist of optional-closure of events/ending. It’s concluding paragraph that may include a personal comment of the writer to the story (not always necessary). The students have to know about it. It is because the students will be easier to write a recount text if they know the construction.
4. Language Feature of Recount text

According to Gerot & Wignel (1995, p.154) language features of recount text, they are:

a. Specific participants.
   
   (e.g.: David, we, his)

b. The use of material process or verb.
   
   (e.g.: went, spent, played)

c. The use of past tenses.
   
   (e.g.: we went for a trip to the zoo)

d. Circumstance of time and place
   
   (e.g.: yesterday, Bali etc.)

5. Example of the recount text

<table>
<thead>
<tr>
<th>My Adolescence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
</tr>
<tr>
<td>Events</td>
</tr>
<tr>
<td>Reorientation</td>
</tr>
</tbody>
</table>

Source from English in Focus book for grade VIII, p.66
E. Rubric for Scoring Essay

Table 2.1 Scoring Essay

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The content, grammar and lexically are correct</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Either grammar or lexically (vocabulary) are incorrect</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>There is no content</td>
<td>0</td>
</tr>
</tbody>
</table>

Source from Brown, Language Assessment Principles and Classroom Practices (2003, p)
CHAPTER III
RESEARCH METHODOLOGY

A. Location of the Research

This research was conducted in SMP Al Mas’udiyyah Bandungan which is location at Jl. Raya Tegalpanas Jimbaran KM. 1 Kec. Bandungan Kab. Semarang. This school is a new private school which belongs to an institution of the society of that village. It was established in 2014. Physically, the school is under foundation of Al Mas’udiyyah Boarding School. This school has about 400 students. The students between male and female is separated. Though this school is new but there are many students entry to there. There are three grades and four class for each grades. So, there are 12 class in Al Mas’udiyyah Junior High School.

B. Research Design

The method of this research is classroom action research. According to Arikunto (2010:130) clarifies that “Classroom action research (CAR) is an analysis of learning process along with an action in a class.” Then, Mulyasa (2009, p.11) clarifies that “Classroom action research (CAR) is an effort to analysis in learning process learning for students with actions (treatments).” In other word, based on Ferrance (2002) as cited by Mardiyani, Bunau & Apriliaswati (2012, p.3) claims that “Classroom action research (CAR) is undertaken in a school setting.”
Based on the explanation above, the researcher can deduce that classroom action research (CAR) is an analysis of learning process along with an action in the class. In this case, the researcher analyze the problem of the student’s reading comprehension occurred in the learning process and found it which then solved by retelling. The researcher and teacher collaborate, do monitoring and make a note in everything that occurs in learning process.

C. Subject of the Research

The subject of the research consisted of the students and the teacher. The writer takes VIII C class consisted of 34 students with all females students. Their native language is Indonesian. The average age of the students is 14 years old. They learn English for two hours in each meeting. One hour meeting is 40 minutes.

D. Research Schedule

Research schedule is very important before conducting a systematic research. In this research, the researcher and the teacher presented the research schedule as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Date</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Interviewing the students and the teacher to find out the problems that happen in the class</td>
<td>April, 2017</td>
<td>The researcher</td>
</tr>
<tr>
<td></td>
<td>Activity Description</td>
<td>Date</td>
<td>Person(s)</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------</td>
<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>2.</td>
<td>Conducting pre-test for cycle I</td>
<td>May 4th, 2017</td>
<td>The teacher</td>
</tr>
<tr>
<td>3.</td>
<td>Giving treatment and conducting post-test for cycle I</td>
<td>May 8th, 2017</td>
<td>The teacher</td>
</tr>
<tr>
<td>4.</td>
<td>Conducting pre-test for cycle II</td>
<td>May 18th, 2017</td>
<td>The teacher</td>
</tr>
<tr>
<td>5.</td>
<td>Giving treatment and conducting post-test for cycle II</td>
<td>May 22nd, 2017</td>
<td>The teacher</td>
</tr>
<tr>
<td>6.</td>
<td>Writing the research report</td>
<td>May – September</td>
<td>The researcher</td>
</tr>
</tbody>
</table>

E. Techniques of Collecting the data

To obtain the necessary data composing and writing this research paper, the researcher collect using observation, test, and documentation.

1. Test

According to Brown (2004: 3), “to measure and analyze the subject using a test.” It’s used to measure the basic competence and achievement. The type of achievement test that used in school is made by researcher. In this case, researcher was used pre-test and post-test. Pre-test is a test given before some treatment begin. Post-test is a test
given at the end of some treatment period. It was chosen because it could measure the students’ improvement in reading.

2. Observation

Observe is look at an occurrence, movement and process. In observation, the most effective way complete the observation format or form as the instrument. Observation is the purposeful examination of teaching and or learning events through the systematic processes of data collection and analysis.

In this stage, researcher used field note. The researcher observed while in the learning process in the English class. The observation noticed all the activities in the learning process. The observation concentrated on the use of retelling strategies in the reading instruction, how the implementation of the retelling and what the reaction or the result of this approach.

3. Documentation

Arikunto (2010: 274) states that “documentation methods is an activity to look for variable like notes, transcripts, books, newspaper, magazine, etc.” In this research, the researcher used the photos for documentation. Documentation gave the information about the research. The documents which was used by the researcher were lesson plan cycle I and cycle II, and score sheets.
F. Cycles of Classroom Action Research

The detail information about the description of the class gained in the observation, especially how the students mastered the reading competence. The researcher began in done the first cycle which concits of planning, acting, observing, and reflecting for each cycle. Then, it was continued in the following cycle. The picture below is the brief description of components that is done in each cycle.

Figure 3.1 Cycle Activities

Source: Kurt Lewin from Prosedur Penelitian Suatu Pendekatan Praktik Book (Arikunto, 2010, p.131)

1. Cycle 1

Based on the result of the observation, the researcher knew of the brief description of the students’ reading comprehension. The target of passing grade was 75%. If the target did not be reached, the researcher did conduct the cycle II. The researcher then began with the first cycle. The steps of the first cycle are explained below:

a. Planning
In this stage, the researcher has activities in the planning. There were: made the schedule of the research, prepared syllable and made a lesson plan, scored, made pre-test and post-test of each cycle. In this research, the researcher planned what action would be done in applying the retelling. The activities in the planning there were:

1) Prepared the material about experiences.
2) Chossed the appropriate passage.
2) Made a lesson plan of cycle I.
3) Prepared teaching instrument, such as score sheets, test and field note (teacher activities and students activities).
4) Prepared the test (pre-test and post-test) for the students. There were essay was five numbers of questions.

The preparation was prepared in order to reach the purpose of teaching and learning process.

b. Action

The next step was done action. This action was implementation of planning. This step, the researcher would gave pre-test and teached by using retelling. The researcher gave post-test after teacher gave threatment the students by using retelling. The researcher presented them in the following:

1) Gave pre-test
2) Explained the material (recount text about experience).
3) Made a group for the students activity.

4) Explained the material used retelling (there were many steps in retelling strategy: grasp the main idea, describe the main event, tell the story, use vocabulary, activate prior knowledge, aware of the characters, and use details) and guided the students activity.

5) Gave the students opportunity for asking questions about the material.

6) Gave the post-test.

c. Observation.

Arikunto (2010: 139) said when the researcher takes the class, she/he is need colleague to observe and analyze the condition of the class and students. In this observation also explain what actions are performed during the teaching learning process of the teacher.

The researcher is observed the students. The aims of the observation was to know the action is success or not. The field note were:

Field notes to be checked for the teacher:

1) Checked students’ readiness for lesson and greeted students before the lesson begins.

2) Prayed before the lesson begins.

3) Checked students attendant.

4) Gave apperception refering the material.
5) Taught students in learning recount text by using retelling strategies.

6) Gave questions related with the material and helped students to remember in order to make easy the material will be learnt.

7) Gave students to grasp the main idea of the story and write on their book.

8) Gave students to describe the main events with accuracy and wrote on their book.

9) Guided students to use vocabulary or phrases from the text.

10) asked students to activate prior knowledge to enhance their understanding.

11) Gave students to describe of the characters and settings of the story.

12) Asked students to retell of the story by their own words.

13) Gave feedback by checked students’ answer about recount text.

14) Gave a complete recount text and asked students to look for the relation between their new knowledge and the text.

15) Evaluated students’ comprehension and gave feedback by using worksheet to students.

16) Asked students to summarize the lesson.

17) Gave feedback after the lesson.

18) Closure.
Field notes to be checked for the students:

1). Observed the students when they grasped main idea.
2). Observed the students when they described the main events with accuracy.
3). Observed the students when they told the story in their book.
4). Observed the students when the students used vocabulary or phrases from the text.
5). Observed the students to describe the setting and characters in the text.
6). Observed the students when they summarized the lesson.

d. Reflection.

Reflection is the activities for evaluating all of the actions done. The result of the observation is analyzed, it is to remember what occurs that has been written in observation (Arikunto, 2010: 140). As soon as the class ending, the teacher and observer discussed about the learning process. Whether the strategy is successful or not. Then, it was to fine problems in teaching in the first cycle such as:

1) The students did not grasp the main events when applying retelling well.
2) The students did not describe the main idea well.

Based on the problems above, the researcher would tried to solve the problem in the next cycle. The researcher was reflected, evaluated and described the result of the action. The target of passing grade was 75%.
If the target could not be reached, the researcher would conducted the cycle II.

2. Cycle II

The cycle II is aimed to maximize and improve the weakness occurred in the first cycle. The findings of the first cycle are as the reference in conducting this cycle. To give the students more opportunities in improving their understanding in reading the passage, the researcher asked the teacher treats the students the little different treatment from the first cycle. The researcher expected in the cycle II the students could passed the target. That target was 75%.

a. Planning

In the planning of the cycle II, the researcher would prepared several activities. The activities would design based on the cycle I result. The explanation as following:

1) Revised lesson plan to solved the problem the students.

2) Prepared the material about “holiday”.

3) Prepared the test (pre-test and post test). There were essay of five number of questions.

b. Action

The action in cycle II is almost similar with the action in cycle I. The activities in cycle II as following:

1) Prayed and greeted students.

2) Checked their students in the class.
3) Gave exam (pre-test about “A tour to Botanic Gardens”) to the students.

4) Gave motivation by the teacher related with the material.

5) Divided the students to be some groups for each group were five students.

6) Re-explained the material about recount text with different theme.

7) Gave the students to grasp the main idea of the story.

8) Used photograph or picture to easy grasp the main idea.

9) Gave students to describe the main events with accuracy.

10) Gave instruction or provoked the students used word relate with the main events, so students easier to describe it.

11) Told story about text and asked students to retell story by own words.

12) Guided students to use vocabulary or phrase from the text.

13) Asked students to activate prior knowledge to enhance their understanding.

14) Gave students to describe of the characters and settings of the story.

15) Gave instruction to check their answer and asked students to retell story in front of class.

16) Gave the test about the information of the passage about “Holiday in Lembah Pelangi Waterfall”.
17) After the students finished their test, the teacher asked them to collect their finished task.

18) Asked the students to summarize the lesson.

19) Gave feedback after the lesson and closure.

c. Observation

The researcher took a note of performances of the students and the teacher by using observational field note checklist. The researcher observed the students activities, there were: observed their response, participation in the teaching learning process. Beside that the researcher observed the teacher taught her students during learning process.

d. Reflection

The last step was reflection. In this step, the researcher evaluated the students’ improvement. The researcher expected in the cycle II the students could pass the target. The students could reach the 79%.

G. Rubric for Evaluating Score

In addition, the researcher made the rubric for evaluating score. The researcher gave the pre-test and post-test contained five essay questions that had to be answered by the students. The researcher gave score based on the rubric, the rubric were as follows:
In scoring essay, each answer of a question was given point. The maximal point for each question was 2. So, the maximal point for answering five questions was 10. To calculate the point to the score, the formula was presented below:

\[ S = \sum P \times 10 \]

Explanation:
\[ \sum P = \text{Total of point} \]
\[ S = \text{Score} \]

**H. Techniques of Analyzing the Data**

The researcher conducted the action of research of the implementation of the used of retelling to improve students reading comprehension of recount text in SMP Al Mas’udiyyah Bandungan. In this research, the researcher used analyzing data by qualitative and quantitative. The qualitative data is gained by the field note made when the observation is carried out by the observer. The researcher then collects the quantitative data through the score of throughout the test (pre test and post test of cycle...
The technique of analyzing data the statistic uses *Mean* and *T-test* in the scoring.

The students are scored by the pre-test and post-test. After the students are given pre-test, the researcher then uses the retelling in the teaching reading. In the last session, the students are scored by t-test to obtain the valid data which shows whether the research is success or not.

In the final process of analyzing data, the researcher compared the collecting data from cycle I and cycle II. To measure the whole result of this study, the researcher used mean, SD (Deviation Standard) and T-test of the scores because the finding of this research is known by this ways. In this case, the collecting data is able to be counted as the following formula:

1. **Mean**

   Mean is sum of all students score and divide it with total of individual. The function of the formula is to find the average from raw data. The formula is:

   \[ M = \frac{\sum X}{N} \]

   **Explanation:**

   \( M \) = The average of the students’ achievement in reading test.
   \( \sum X \) = The sum of total score.
   \( N \) = The total number of subject.
2. SD (Standar Deviation)

The function of the formula is to solve standard deviation calculation from the data that arranged into distribution table.

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Explanation:

\( SD_D \) = Standard Deviation

\( D \) = Difference between pre and post test

\( N \) = Number of the students.

3. Looking for T-test

To able to know whether there is a significant improvement or not between pre-test and post-test, researcher using t-test after calculate the SD. The formula is:

\[ t_o = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD_D}{\sqrt{N-1}} \right)} \]

Explanation:

\( t_o \) = T-test for the differences of pre-test and post-test.

\( SD \) = Deviation Standard for one sample t-test.

\( D \) = Differences between pre-test and post-test.
CHAPTER IV
RESEARCH PROCESS AND DISCUSSIONS

A. Implementation of Using Retelling to Improve the Students’ Reading Comprehension of Recount Text of the Eighth Grades Students of SMP Al Mas’udiyah Bandungan.

In this research, the researcher held two cycles while each cycle consisted of planning, action, observation, and reflection. The whole steps of this research are explained in this description below:

1. Cycle I

   a. Planning

      Before conducting the research, the researcher prepared the instruments of research. The first activities of cycle I was prepared syllabus (recount text). Beside that, the researcher prepared the lesson plan (recount text use retelling). The researcher prepared rubric for scored of reading. Then, the researcher prepared the students attendance list, and students scoring list. The researcher was not only prepared it, but the researcher prepared the teacher’s and student’s field notes for cycle I. After that, the researcher prepared tools of learning in the class (material about experience for the students). To measure and analyze the basic competence and achievement and knew retelling was improve or not, the researcher prepared a test. The last, the researcher prepared camera to take the pictures.
This was first meeting for the students to learn about recount text through retelling to improve the students’ reading comprehension. So, the researcher used retelling to guide the students with some steps. There were seven steps in retelling. They were grasp the main idea, described the main event, told the story, used vocabulary, activated prior knowledge, aware of the characters and used details. The researcher used pre-test and post-test to assess the students reading comprehension. The researcher prepared five numbers of essay.

b. Implementation of the action

Implementation of the learning process in cycle I was done on 4 to 8 May 2017. The first steps, the researcher and the teacher conducted pre-test on May 4th 2017 at 07.20 a.m at VIII C class. The teacher and observer entered the English class. The teacher greet the students by saying salam (Assalamu’alaikum, Wr. Wb). The class was started by praying together and introduced the researcher herself to the students. Then, the teacher told them that they can gave their participation about her research.

The teacher asked the researcher to sit down and can observed while learning process. Then, the teacher checked the students attendance, and she began the lesson with conveyed the aims of learning. She motivated the students with the question “Do you know about recount?” the students answer “Yes, Madam”. The teacher asked “What is the definition of recount text?” The
students answered “teks recount adalah teks yang bercerita tentang pengalaman” (Recount text is text which tell about experience). The teacher asked “That’s right and good job”. The teacher gave applause for students. Then, before the teacher continued the activity in class, the teacher gave the students pre-test and gave time to do the test approximately 40 minutes.

The teacher asked the students to collect their test if they were finished. After that, the teacher continued the activity in class and gave material for the students. The teacher explained about recount text with presentation power point. And she asked them “Do you remember about general structure?” “I was forget, Madam” (Saya lupa, madam), the students answered. The teacher explained about it and the language features of recount text. The teacher explained about 5W + 1 H also. The teacher gave a text to the students and asked them to read about the text. Then, the teacher had a plan to make students used their mind to grasp the main idea, describe the main event, tell the story, used vocabulary the text, activate prior knowledge, aware of the characters and used details in their work. However, some students were difficult to do about it because they still confused about the text. Then, the teacher helped them to do about it. First, the teacher guided the students to grasp main idea, describe the main event, tell the story, used vocabulary, prior knowledge, aware of the characters and used
details about the text. After that, the teacher asked the students, “Do you understand about that?” Yes, Madam”, answered the students.

After the students understood, the teacher divided the students into seven groups, each groups was five students. The teacher gave a text for each group and asked them to grasps main idea, describe the main event, used vocabulary, prior knowledge, tell the story in their book, aware of the characters and used details. They, discussed the result of it, and the teacher asked one of the group to retell about it in front class.

The researcher continued about her reserch on May, 8th 2017 to gave post test because the time on the previous week is insufficient to do post test. The teacher gave a text (post-test ) to do individually. But, before it the teacher asked them to do some steps such as grasps main idea, describe the main events and etc. After the students to do some steps, they had work in the test and the teacher gave time for approximately 40 minutes. After they finished the test, the teacher collect them.

After that, the teacher concluded the materials and gave feedback after the lesson. The teacher closed the learning process and said Hamdallah together. The teacher reminded the students to studied with the resercher and hepled her again for the next meeting. The teacher closed by reciting Wassalamu'alaikum Wr.
Wb. and the students answered by reciting *Wa’alaikumsalam Wr.* Wb. The teacher said “see you next meeting”. “see you too, Madam”, answered the students.

c. Observation

In this stage, the researcher as observer observed the teaching and learning process. The observer observed the teacher’s activities about how she applied lesson plan. Besides that, the observer observed the students’ activities. The result of observation were entered in each field notes.

The aspects of the teacher activities that were observed by the observer such as checking the students’ readiness and greeting the students, lead the students to pray together before the lesson begins, checking the students’ attendant list, giving apperception / motivation referring the material, giving questions related with the material and helping the students to remember in order to make easy the material will be learnt, explained the material using retelling such as: giving them to grasp the main idea of the story and asked them to write it on their book, giving them to describe the main events with accuracy, asking them to retell of story by their own words, guiding them to use vocabulary or phrases from the text, asking them to activate prior knowledge to enhance their understanding, giving them to describe of the characters and setting of the story, asking them to use details to enhance the retelling,
giving feedback by checking students’ answer, giving them a complete about recount text and asking students to look for the relation between their new knowledge and the text, evaluating them and giving feedback by using worksheet, asking them to summarize the lesson, giving feedback after the lesson, and concluding the teaching material.

Then, the aspects of the students’ activities observed by the observer such as grasping main idea of the story, describing the main events with accuracy, describing the setting and character of the story, retelling the story, and associating what they have learnt including vocabularies, generic structure and language features, summarizing and discussing what they have learnt. For more complete data about observing the field notes about the teacher’s activities and students’ activities in cycle I, the researcher has taken it in the appendix.

d. Reflection

Based on the observation cycle I, the researcher could reflect using by the students’ score and field notes. Based on that, the researcher could reflect that students were still confused to understand about the topic because they also confused what the first step to find the main idea and main event. Beside that, the students were less in vocabulary and did not know some difficult word. They asked the meaning about it, and it influenced how the
students could understand about contents of the text. Thus, the teachers should increase the students’ vocabulary, in order to help the students understand the meaning.

The passing grade (KKM) in English subject was 70. The target of passing grade was 75%. Therefore, the result of pre-test was 41.18%. The result of post-test was 64.70%. The result showed that there was improvement using retelling in their learning process. Though the students there was improvement, but they not achieve the target of the passing grade in the pre-test and post-test of cycle I. Thus, the researcher would conduct the cycle II to achieve the target of the passing grade.

2. Cycle II

In this stage, the steps of cycle II was almost the same with cycle I.

a. Planning

The first activities in action planning of cycle II was revised the lesson plan based on the reflection in cycle I and the problems from the students. After that, the researcher prepared a test for cycle II (pre-test and post test to know whether the students improved or not. The researcher prepared rubric also to score of reading). Then, the researcher prepared teaching material about Holiday. The researcher prepared students attendance list and the students scoring list. Beside that, the researcher prepared teachers’ and
students field notes for cycle II. The last, the researcher prepared tools of learning in the class.

The researcher suggestion to the teacher teach in cycle II. The teacher should add some activities for the students. The teacher should make a clue to easier find the main idea and main event. The theme of material was changed by the researcher. In theme in cycle II was “Holiday”. The researcher make power point to teach the students.

b. Implementation of the Action

The researcher conducted on May, 18th 2017 to gave pre-test for the students. In the pre-test, the researcher gave 5 numbers of essay. In the pre-test, the students score was better than from the cycle II. the target was not reach in passing grade. The students’ score was 73%. The students’ problem was same with the cycle I.

The implementation action in cycle II was conducted on May, 22nd 2017. The researcher began the lesson at 07.20 a.m. The teacher and the researcher entered the class. The teacher began the lesson, she said Salam and lead to pray by reciting Basmallah together. After that, she greeted the students and asked their conditions using English language. She checked the students attendant list of the students before she began to teach the students. She called the students’ name one by one.
The teacher reminded the previous materials that have been studied by the students. The students looked more enthusiastic to follow the learning process. The action of cycle II was quite same with cycle I. The teacher explained about the material by applying retelling.

First, the teacher grasp the main idea. In this stage, she brought the clue with a photo or picture. Then, she grasp the main idea and the students could understood. The students feel it is easier to grasp main idea in each paragraph. Second, the teacher describe the main event. In this step, the teacher asked the students to extra activities for example: underlined by using colors pencil in every clue that the students found. It certainly would help the students to understand the context of reading in the planning process. Third, the teacher tell the story has been analyzed together were using vocabulary or phrase in the story. Then the teacher asked the students to activate the prior knowledge. The last, the teacher tell using overall or details to enhance retelling and made the students understood.

Then, the researcher divided the students in some groups. In each group, there was five students. The teacher gave post-test for the students. Before the students did the post-test, the teacher reminded to applying with retelling by steps. The students were less to ask the teacher about the meaning. After the students
finished the test, they collect them. Then, the teacher gave feedback about the material and concluded the material. The teacher gave motivation for them and encouraged them to do their best and to find something. The teacher closed the class by reciting *Wassalamu’alaikum Wr.Wb.* and the students answered by reciting *Wa’alaikumsalam W.Wb.*

c. Observation

In the cycle II, the observer observed the teaching and learning process. The researcher observed using field notes for the teacher and the students. If there was a problem, the observer can solved the problem.

The aspects of the teacher activities that were observed by the observer such as checking the students’ readiness and greeting the students, lead the students to pray together before the lesson begins, checking the students’ attendant list, giving apperception / motivation referring the material, giving questions related with the material and helping the students to remember in order to make easy the material will be learnt, explained the material using retelling such as: giving them to grasp the main idea of the story and asked them to write it on their book, giving clue by using a photo or picture, giving them to describe the main events with accuracy, asking them to underlined using colors pencil to make
easier to describe it, asking them to retell of story by their own words and brought the a photo or picture, guiding them to use vocabulary or phrases from the text, asking them to activate prior knowledge to enhance their understanding, giving them to describe of the characters and setting of the story, asking them to use details to enhance the retelling, giving feedback by checking students’ answer, giving them a complete about recount text and asking students to look for the relation between their new knowledge and the text, evaluating them and giving feedback by using worksheet, asking them to summarize the lesson, giving feedback after the lesson, and concluding the teaching material.

Then, the aspects of the students’ activities observed by the observer such as grasping main idea of the story, describing the main events with accuracy, underlined by using colors pencil to describe main event, describing the setting and character of the story, retelling the story by using a photo or picture, and associating what they have learnt including vocabularies, generic structure and language features, summarizing and discussing what they have learnt. For more complete data about observing the field notes about the teacher’ activities and students’ activities in cycle II, the researcher has taken it in the appendix.
d. **Reflection**

The teacher and the researcher reflected by using field notes from the teacher and the students. The passing grade (KKM) in English subject was 70. The target of passing grade was 75%. Therefore, the result of pre-test was 73.53%. The result of post-test was 79.41%. The result showed that there was improvement using retelling in their learning process. Therefore, the students achieved the target of passing grade, so the researcher stopped the research until cycle II.

Based on the statement above, the researcher concluded that by using retelling could improve the students’ reading comprehension. The researcher could solve some problems in cycle II. Then, the teacher could handle the class and some of the students could get what the researcher hoped. The students could follow the teachers’ role.

**B. Improvement of the Students’ Reading Comprehension of Recount Text through Retelling**

The researcher collected the data of the cycle I and cycle II from the students’ score. The students were eight grades of SMP Al Mas’udiyyah Bandungan. The total number of the students were 34 students. The result showed the students’ score as follow:

1. **Cycle I**
The researcher calculated the score of pre-test and post-test, passing grade, mean, standard deviation and t-test of cycle I.

### a. Calculation of pre-test

**Table 4.1 Students’ Score in the Pre-test of Cycle I**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agnes Dewi Larasati</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Aisyah Yuli Anti Ningrum</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Alfina Aulia Rahma</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Anisa Shofwa Zuhrufa</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>Dewi Nur Cahyanti</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>Dewi Nur Mars Dianeta</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>Diva Fajria F.</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>Dhurotul Farikha</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>Evi Erviana</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>Faricha Maulina</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>Fika Afiqotul K.</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>Gareandra Orientia M.S.</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>I’anatul Laeli</td>
<td>90</td>
</tr>
<tr>
<td>14</td>
<td>Jesica Ayu Sofiyah</td>
<td>30</td>
</tr>
<tr>
<td>15</td>
<td>Lailatun Nur Rof’ah</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>Lana Rifatussada</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>Lazuya Bintul Karimah</td>
<td>40</td>
</tr>
<tr>
<td>18</td>
<td>Lia Milatu Husna</td>
<td>50</td>
</tr>
<tr>
<td>19</td>
<td>Luzi Septiana Putri</td>
<td>60</td>
</tr>
<tr>
<td>20</td>
<td>Mareta Fatikha</td>
<td>60</td>
</tr>
<tr>
<td>21</td>
<td>Nada Annisa</td>
<td>40</td>
</tr>
<tr>
<td>22</td>
<td>Nur Alfinatur r.</td>
<td>80</td>
</tr>
<tr>
<td>23</td>
<td>Nur fadhilatur R.</td>
<td>80</td>
</tr>
<tr>
<td>24</td>
<td>Rika Dwi Rifati</td>
<td>60</td>
</tr>
<tr>
<td>25</td>
<td>Sofia Nur Aini</td>
<td>70</td>
</tr>
<tr>
<td>26</td>
<td>Umi Khoerul Azizah</td>
<td>60</td>
</tr>
<tr>
<td>27</td>
<td>Zulfa Khoiriyah</td>
<td>60</td>
</tr>
<tr>
<td>28</td>
<td>Desinta Ratnasari</td>
<td>70</td>
</tr>
<tr>
<td>29</td>
<td>Alfina Damayanti</td>
<td>60</td>
</tr>
<tr>
<td>30</td>
<td>Khusnul Muarifah</td>
<td>70</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test of cycle I above, the researcher could calculate the number of the students who passed the passing grade.

Table 4.2 Count of Passing Grade of Pre-test in Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>4</td>
<td>11,77 %</td>
</tr>
<tr>
<td>70</td>
<td>10</td>
<td>29,41 %</td>
</tr>
<tr>
<td>&lt;70</td>
<td>20</td>
<td>58,82 %</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100,00 %</td>
</tr>
</tbody>
</table>

From the table above, the researcher knew that there were only 11,77 % of the students who got score higher the passing grade. There were 29,41 % of the students as passing grade. Actually, the passing grade of SMP Al Mas’udiyyah Bandungan was 70. Therefore, the target of passing grade in cycle I was not achieved.

b. Post-Test

Table 4.3 Students’ Score in the Post-test of Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agnes Dewi Larasati</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>2</td>
<td>Aisyah Yulianti Ningrum</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Alfina Aulia Rahma</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>Anisa Shofwa Zuhrufa</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>Dewi Nur Cahyanti</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>Dewi Nur Mars Dianeta</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>Diva Fajria F.</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>Dhurotul Farikha</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>Evi Erviana</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>Faricha Maulina</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>Fika Afiqotul K.</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>Garendra Orientia M.S.</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>I’anatul Laeli</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>Jesica Ayu Sofiyah</td>
<td>70</td>
</tr>
<tr>
<td>15</td>
<td>Lailatun Nur Rof’ah</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
<td>Lana Rifatussada</td>
<td>40</td>
</tr>
<tr>
<td>17</td>
<td>Lazuya Bintul Karimah</td>
<td>60</td>
</tr>
<tr>
<td>18</td>
<td>Lia Milatu Husna</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>Luzi Septiana Putri</td>
<td>50</td>
</tr>
<tr>
<td>20</td>
<td>Mareta Fatikha</td>
<td>40</td>
</tr>
<tr>
<td>21</td>
<td>Nada Annisa</td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>Nur Alfinatur r.</td>
<td>40</td>
</tr>
<tr>
<td>23</td>
<td>Nur fadhilatur R.</td>
<td>40</td>
</tr>
<tr>
<td>24</td>
<td>Rika Dwi Rifati</td>
<td>70</td>
</tr>
<tr>
<td>25</td>
<td>Sofia Nur Aini</td>
<td>80</td>
</tr>
<tr>
<td>26</td>
<td>Umi Khoerul Azizah</td>
<td>80</td>
</tr>
<tr>
<td>27</td>
<td>Zulfa Khoiriyah</td>
<td>80</td>
</tr>
<tr>
<td>28</td>
<td>Desinta Ratnasari</td>
<td>90</td>
</tr>
<tr>
<td>29</td>
<td>Alfina Damayanti</td>
<td>80</td>
</tr>
<tr>
<td>30</td>
<td>Khusnul Muarifah</td>
<td>80</td>
</tr>
<tr>
<td>31</td>
<td>Miftakhul Khoiriyah</td>
<td>80</td>
</tr>
<tr>
<td>32</td>
<td>Muawanah Tiara Rani</td>
<td>60</td>
</tr>
<tr>
<td>33</td>
<td>Viza Akmalia O.</td>
<td>70</td>
</tr>
<tr>
<td>34</td>
<td>Kharisma</td>
<td>80</td>
</tr>
</tbody>
</table>

From the students’ score in the post test of cycle I above, the researcher could calculate the number of students who passed the passing grade.
Table 4.4 Count of Passing Grade of the Post Test in Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>14</td>
<td>41.17%</td>
</tr>
<tr>
<td>70</td>
<td>8</td>
<td>23.53%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>12</td>
<td>35.30%</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

From the data above, there were improvement from the pre-test. The students who passed the passing grade in the pre-test of cycle I were 41.18%. Therefore, in the post test, 64.70% of the students passed the passing grade. So, there were improvement as many 23.52%. Therefore, it was not achieved the target of passing grade yet. Then, the researcher conducted the cycle II.

c. Calculation of Mean

Table 4.5 Difference square of Pre and Post test Score in Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre Test (X₁)</th>
<th>Post Test (Y₁)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agnes Dewi Larasati</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Aisyah Yulianti Ningrum</td>
<td>60</td>
<td>40</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>3</td>
<td>Alfina Aulia Rahma</td>
<td>20</td>
<td>60</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>4</td>
<td>Anisa Shofwa Zuhrufa</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Dewi Nur Cahyanti</td>
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<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Math</td>
<td>English</td>
<td>IDL</td>
<td>Total</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>------</td>
<td>---------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>6</td>
<td>Dewi Nur Mars Dianeta</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>7</td>
<td>Diva Fajria F.</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>8</td>
<td>Dhurotul Farikha</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>9</td>
<td>Evi Erviana</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>10</td>
<td>Faricha Maulina</td>
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<td>60</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>Fika Afiqotul K.</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>12</td>
<td>Gareandra Orientia M.S.</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>'anatul Laeli</td>
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<td>70</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>14</td>
<td>Jesica Ayu Sofiyah</td>
<td>30</td>
<td>70</td>
<td>40</td>
<td>1600</td>
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<tr>
<td>15</td>
<td>Lailatun Nur Rofi'ah</td>
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<td>50</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>16</td>
<td>Lana Rifatussada</td>
<td>80</td>
<td>40</td>
<td>-40</td>
<td>1600</td>
</tr>
<tr>
<td>17</td>
<td>Lazuya Bintul Karimah</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>18</td>
<td>Lia Milatu Husna</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>19</td>
<td>Luzi Septiana Putri</td>
<td>60</td>
<td>50</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>20</td>
<td>Mareta Fatikha</td>
<td>60</td>
<td>40</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
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<td>Nada Annisa</td>
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<td>70</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>22</td>
<td>Nur Alfinatur r.</td>
<td>80</td>
<td>40</td>
<td>-40</td>
<td>1600</td>
</tr>
<tr>
<td>23</td>
<td>Nur fadhilatur R.</td>
<td>80</td>
<td>40</td>
<td>-40</td>
<td>1600</td>
</tr>
<tr>
<td>24</td>
<td>Rika Dwi Rifati</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>25</td>
<td>Sofia Nur Aini</td>
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<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>26</td>
<td>Umi Khoerul Azizah</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>27</td>
<td>Zulfa Khoiriyah</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>28</td>
<td>Desinta Ratnasari</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>29</td>
<td>Alfina Damayanti</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>30</td>
<td>Khusnul Muarifah</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>31</td>
<td>Miftakhul Khoiriyah</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>32</td>
<td>Muawanah Tiara Rani</td>
<td>70</td>
<td>60</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>33</td>
<td>Viza Akmalia O.</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>----</td>
<td>----------------</td>
<td>----</td>
<td>----</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>34</td>
<td>Kharisma</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>$\sum X_1$</td>
<td>$\sum Y_1$</td>
<td>$\sum d$</td>
<td>$\sum D^2$</td>
</tr>
<tr>
<td></td>
<td>N = 34</td>
<td>2110</td>
<td>2300</td>
<td>190</td>
<td>16700</td>
</tr>
</tbody>
</table>

d. **Mean of the Pre Test**

$$M = \frac{\sum X_1}{N}$$

$$= \frac{2110}{34}$$

$$= 62.05$$

e. **Mean of the Post Test**

$$M = \frac{\sum Y_1}{N}$$

$$= \frac{2300}{34}$$

$$= 67.64$$

From the table above, the mean of pre-test for cycle I was 62.05 and the mean of post-test for cycle I was 67.64. It means that the mean of post test was higher than the mean of pre-test. It can be concluded that there was significance improvement of teaching reading comprehension of recount text by using

retelling of the eight grades of SMP Al Mas’udiyyah Bandungan.

f. Calculation of the Standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{16700}{34} - \left(\frac{190}{34}\right)^2} \]

\[ = \sqrt{491,17 - 5,59^2} \]

\[ = \sqrt{491,17 - 31,24} \]

\[ = \sqrt{459,93} \]

\[ = 21,44 \]

g. Calculation of t-test

\[ t_o = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N-1}}\right)} \]

\[ = \frac{\left(\frac{190}{34}\right)}{\left(\frac{21,44}{\sqrt{34-1}}\right)} \]

\[ = \frac{\left(\frac{190}{34}\right)}{\left(\frac{21,44}{5,7}\right)} \]

\[ = \frac{\left(\frac{190}{34}\right)}{\left(\frac{21,44}{5,7}\right)} \]
\[
\frac{5.58}{3.73} = 1.49
\]

In addition, t-test of cycle I was 1.49. So, null hypothesis is rejected. It means that there is significant influence of retelling in improving the students’ reading comprehension between the pre-test and the post test. However, the researcher conducted the cycle II because the number of the students who passed the passing grade were less than 75%.

2. **Cycle II**

   a. **Pre-Test**

   **Table 4.6 Students’ Score in the Pre Test of Cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agnes Dewi Larasati</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Aisyah Yulianti Ningrum</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>Alfina Aulia Rahma</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Anisa Shofwa Zuhrufa</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>Dewi Nur Cahyanti</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>Dewi Nur Mars Dianeta</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>Diva Fajria F.</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>Dhurotul Farikha</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>Evi Erviana</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>Faricha Maulina</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>Fika Afiqotul K.</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>Garendra Orientia M.S.</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>I'anatul Laeli</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>Jesica Ayu Sofiyah</td>
<td>50</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test of cycle II above, the researcher could calculate the number of the students who passed the passing grade.

**Table 4.7 Count of Passing Grade of Pre-Test in Cycle II**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>19</td>
<td>55.89 %</td>
</tr>
<tr>
<td>70</td>
<td>6</td>
<td>17.64 %</td>
</tr>
</tbody>
</table>

59
From the data above, the researcher knew that there were 73.53% of the students passed the passing grade. Therefore, it did not achieve the target of passing grade yet in the pre-test of cycle II.

b. Post Test

Table 4.8 Students’ Score in the Post Test of Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agnes Dewi Larasati</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>Aisyah Yulianti Ningrum</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>Alfina Aulia Rahma</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>Anisa Shofwa Zuhrufa</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>Dewi Nur Cahyanti</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>Dewi Nur Mars Dianeta</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>Diva Fajria F.</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>Dhurotul Farikha</td>
<td>90</td>
</tr>
<tr>
<td>9</td>
<td>Evi Erviana</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>Faricha Maulina</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>Fika Afiqotul K.</td>
<td>90</td>
</tr>
<tr>
<td>12</td>
<td>Garendra Orientia M.S.</td>
<td>90</td>
</tr>
<tr>
<td>13</td>
<td>Tanatul Laeli</td>
<td>90</td>
</tr>
<tr>
<td>14</td>
<td>Jesica Ayu Sofiyah</td>
<td>80</td>
</tr>
<tr>
<td>15</td>
<td>Lailatun Nur Rofi'ah</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>Lana Rifatussada</td>
<td>90</td>
</tr>
<tr>
<td>17</td>
<td>Lazuya Bintul Karimah</td>
<td>80</td>
</tr>
<tr>
<td>18</td>
<td>Lia Milatu Husna</td>
<td>90</td>
</tr>
<tr>
<td>19</td>
<td>Luzi Septiana Putri</td>
<td>90</td>
</tr>
</tbody>
</table>
From the students’ score in the post test of cycle II above, the researcher could calculate the number of the students who passed the passing grade.

**Table 4.9 Count of Passing Grade of the Post Test in Cycle II**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>25</td>
<td>73.52 %</td>
</tr>
<tr>
<td>70</td>
<td>2</td>
<td>5.89 %</td>
</tr>
<tr>
<td>&lt;70</td>
<td>7</td>
<td>20.59 %</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.00 %</td>
</tr>
</tbody>
</table>

From the data above, the researcher knew that the pre-test of cycle II was 73.53 % of the students passed the passing grade and the
data for the post test of cycle II was 79.41% the students passed the passing grade. It means that the target of passing grade was reached. Therefore, the researcher did not need to conduct the next cycle.

c. Calculation of Mean

**Table 4.10 Difference square of Pre-test and Post test Score in Cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre Test ((X_i))</th>
<th>Post Test ((Y_i))</th>
<th>D</th>
<th>(D^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agnes Dewi Larasati</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>2</td>
<td>Aisyah Yuli anti Ningrum</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Alfina Aulia Rahma</td>
<td>50</td>
<td>80</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>4</td>
<td>Anisa Shofwa Zuhrufa</td>
<td>50</td>
<td>90</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>5</td>
<td>Dewi Nur Cahyanti</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Dewi Nur Mars Dianeta</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>Diva Fajria F.</td>
<td>90</td>
<td>80</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>Dhurotul Farikha</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>9</td>
<td>Evi Erviana</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>Faricha Maulina</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>Fika Afiqotul K.</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>12</td>
<td>Garendra Orientia M.S.</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>13</td>
<td>Tanatul Laeli</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>14</td>
<td>Jesica Ayu Sofiyah</td>
<td>50</td>
<td>80</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>15</td>
<td>Lailatun Nur Rofi'ah</td>
<td>80</td>
<td>60</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>16</td>
<td>Lana Rifatussada</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>X</td>
<td>Y</td>
<td>D</td>
<td>Score</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>-------</td>
</tr>
<tr>
<td>17</td>
<td>Lazuya Bintul Karimah</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>Lia Milatu Husna</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>19</td>
<td>Luzi Septiana Putri</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20</td>
<td>Mareta Fatikha</td>
<td>90</td>
<td>60</td>
<td>-30</td>
<td>900</td>
</tr>
<tr>
<td>21</td>
<td>Nada Annisa</td>
<td>100</td>
<td>90</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>Nur Alfinatur r.</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>23</td>
<td>Nur fadhilatur R.</td>
<td>90</td>
<td>50</td>
<td>-40</td>
<td>1600</td>
</tr>
<tr>
<td>24</td>
<td>Rika Dwi Rifati</td>
<td>100</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25</td>
<td>Sofia Nur Aini</td>
<td>90</td>
<td>40</td>
<td>-50</td>
<td>2500</td>
</tr>
<tr>
<td>26</td>
<td>Umi Khoerul Azizah</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>Zulfa Khoiriyah</td>
<td>40</td>
<td>100</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>28</td>
<td>Desinta Ratnasari</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>29</td>
<td>Alfina Damayanti</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>30</td>
<td>Khusnul Muarifah</td>
<td>80</td>
<td>60</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>31</td>
<td>Miftakhul Khoiriyah</td>
<td>90</td>
<td>90</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>32</td>
<td>Muawanah Tiara Rani</td>
<td>70</td>
<td>60</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>33</td>
<td>Viza Akmalia O.</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>34</td>
<td>Kharisma</td>
<td>90</td>
<td>70</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[d. \text{ Mean of the Pre-test}\]

\[
M = \frac{\sum x}{N} = \frac{2540}{34} = 74.70
\]
e. Mean of the Post test

\[ M = \frac{\sum Y}{N} \]

\[ = \frac{2740}{34} \]

\[ = 80,58 \]

From the table above, mean the pre-test of cycle II was 74,70 and mean the post test was 80,58. It means that the mean of the post was higher than the mean of pre-test. It can be concluded the teaching reading comprehension by using retelling of recount text of the eight grades students of SMP Al Mas’udiyyah Bandungan had significance improvement.

f. Calculation of the Standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{18200}{34} - \left(\frac{200}{34}\right)^2} \]

\[ = \sqrt{535,29 - 5,88^2} \]

\[ = \sqrt{535,29 - 34,57} \]

\[ = \sqrt{500,72} \]

\[ = 22,37 \]

g. Calculation of t-test

\[ t_o = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N-1}}\right)} \]
\[
\frac{\left(\frac{200}{34}\right)}{\left(\frac{22.37}{\sqrt{34-1}}\right)}
= \frac{\left(\frac{200}{34}\right)}{\left(\frac{22.37}{\sqrt{34-1}}\right)}
= \frac{\left(\frac{200}{34}\right)}{\left(\frac{22.37}{5.74}\right)}
= \frac{5.88}{3.89}
= 1.511
\]

From the data of cycle II, the result of the t-test was 1.511.
There was significance improvement of this research. It can be concluded that retelling was success to improve the students reading comprehension of recount text of eight grades students of SMP Al Mas’udiyyah Bandungan in the academic year 2016/2017. From the cycle I until cycle II there was significant improvement of the result of the study. In cycle I, the students calculation of the percentage was 64.70 % and in cycle II was 79.41%.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting the research of reading comprehension to improve the students’ reading comprehension of recount text through retelling, the researcher can conclude based on the findings and discussion in the previous chapter that:

1. The implementation of retelling in reading comprehension of the eighth grades students of SMP Al Mas'udiyyah Bandungan can be done effectively. The students can comprehend the text and retell it into written form and reveal it in front the class. In addition, the students’ cognitive skill can grow by rethinking what they read in the passage. As a result, they can remember the contents of the text and they do not lose what they read.

2. Based on the findings and discussion of the research, the students’ reading comprehension can improve through retelling. The findings showed that the improvement of the students’ reading comprehension is significant after the students got reading instruction by retelling. It can be seen from the data in cycle I, the mean of pre-test was 62,05 and mean post test was 67,64. It meant the mean of post test is higher than the mean of pre-test. The passing grade of pre-test in cycle I was 41,18% and the passing grade of post test in cycle I was 64,70%. The score was increase in the post test
after the students did the treatment from the teacher. The target of passing grade of the research was 75%. The students was not achieve the target of passing grade, so the researcher continued to the cycle II.

The result of cycle II, it shown that the mean of pre-test was 74.70, and the mean of post test was 80.58. It meant that the students could achieve the passing grade in the post test. The mean of post test is higher than the mean of pre-test. There was significant improvement because the students’ score always increase in every cycles. Thus, there was significant improvement of using retelling to improve students’ reading comprehension of the eighth grades students of SMP Al Mas’udiyyah Bandungan. The presentation of post test was 79.41%. Thus, the researcher stoped the research in the cycle II.

B. **Suggestions**

Having known the findings of the research, the researcher gives suggestions which hopefully would be useful.

1. For the teachers
   a) The teachers could use retelling to teach reading. Retelling is good for the teacher if they apply it. They are more be aware to understanding the students. The teachers could guide the students’ ability to recognize content of the text and the teacher can appreciate the students' achievement. Regarding with the retelling, the teachers also train the students in writing and speaking.
b) The teachers should motivate the students to read and write more in order the students can make writing as their habit. In addition, the teacher should know the need of the students related to the competencies they need.

2. For the students

The students can use retelling to improve their reading comprehension. By learning, the students will become more concentrate, confident and diligent or the students can act as active an students. Beside that, the students will be able to enhance their creativity in learning process. The students can develop their vocabulary, pronunciation, grammar, spelling. The teacher helps the students to develop them in other skills namely writing and speaking skills.

3. For the future researchers

To the next research, the researcher suggests to other researchers. The researchers are expected to conduct research about the use of retelling to improve different skills of English. It can be done in speaking, writing, or listening. The researchers can add the media when they apply retelling and make the students more interested in the learning process. This research could be a reference for other researchers to develop further research and also suggests to future research what are learning distraction that found by the students in learning English.
REFERENCES


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Muflikhati, A. (2013). Improving Students’ Writing Skills on Recount Text Through The Use of Dialogue Journal Writing of the Tenth Grade Students of SMA IT Abu Bakar Yogyakarta. State University of Yogyakarta


Mustikasari, D.W. (2011). Email Group to Improve Students’ Writing Habit, Why Not?. *Lensa*. Volume 1, Nomor 1, pp.36-41


CURRICULUM VITAE

1. Personal Details
   Name : Umatul Mahmudah
   Address : Bancak, Bancak Subdistric, Semarang Regency
   Place & Date of birth : Semarang Regency, April 26th, 1991
   Gender : Female
   Religion : Islam
   Nationally : Indonesia

2. Education Details
   a. 1998-2003 Elementary school, SDN I Bancak
   b. 2003-2006 Junior High School / SMPN I Bringin
   c. 2006-2009 Senior High School / SMA Wira Usaha Bandungan
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1. Syllabus
2. Lesson plan for cycle I
3. Rubric of reading comprehension
4. Blank sheet of pre-test and post test of cycle I
5. Validation sheet of lesson plan and syllabus of cycle I
6. Observation sheet (field notes about the teachers and the students’ activities) of cycle I
7. Students’ answer sheet of pre-test and post test of cycle I
8. List of students’ score of cycle I
9. Photos documentation of cycle I
10. Lesson plan for cycle II
11. Blank sheet of pre-test and post test of cycle II
12. Validation sheet of lesson plan and syllabus of cycle II
13. Observation sheet (field notes about the teachers and the students’ activities) of cycle II
14. Students’ answer sheet of pre-test and post test of cycle II
15. List of students’ score of cycle II
16. Photos documentation of cycle II
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE I

Nama Sekolah : SMP Al Mas’udiyyah Bandungan
Kelas / Semester : VIII<sup>C</sup> / Genap
Hari/ Tanggal : Kamis, 4 Mei 2017
Alokasi Waktu : 2 x 40 menit

A. Standart Kompetensi

Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

11.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount.

C. Indikator

1. Mengidentifikasi berbagai informasi dalam teks fungsional yang dibaca.

2. Mengidentifikasi rujukan kata dalam teks recount yang dibaca.

3. Menganalisa unsur kebahasaan dalam teks recount secara tertulis
4. Mengidentifikasi ide pokok atau utama dalam teks fungsional yang dibaca.

5. Menangkap makna isi cerita dalam teks recount secara tertulis sesuai pertanyaan.

D. Tujuan Pembelajaran

Setelah mengikuti pelajaran ini, peserta didik mampu:

1. Mengidentifikasi berbagai informasi dalam teks fungsional yang dibaca.

2. Mengidentifikasi rujukan kata dalam teks recount yang dibaca.

3. Menganalisa unsur kebahasaan dalam teks recount secara tertulis

4. Mengidentifikasi ide pokok atau utama dalam teks fungsional yang dibaca.

5. Menangkap makna isi cerita dalam teks recount secara tertulis sesuai pertanyaan.

E. Materi Pembelajaran

Teks fungsional pendek, meliputi:

a. Recount Text

Recount text is a kind of text which retell events or experiences in the past. The purpose of this text is to inform or retell past events.

b. General structure

a. Orientation: it provides the setting and introduces the participant.
b. Events: it presents a series of events, usually told in chronological order.

c. Reorientation: it consists of conclusion or comment. It is optional closure of events.

c. Language Features

a. The use of nouns and pronouns (I, David, etc.)

b. The use of action verbs (went, spent, etc.)

c. The use of past tense

d. The use of time conjunctions (and, but, etc.)

e. The use of adverbs or adjectives

d. Penjelasan materi tentang 5W + 1 H

e. Soal pre-test

One day I went to Bandung with my friend for a vacation. We went there on night bus when we arrived in Cianjur, the bus stopped for a rest. I got of the bus to get a cup of coffee, but my friend didn’t. He went to a mosque to pray. It took only a few minutes to pray, but when I came out again the bus was not there. It had gone! Shocked and confused. I asked the shopkeeper about the bus. She said that the bus had departed about five minutes ago.

I tried to call my friend on my cell phone, but the battery was running low. I couldn’t do anything but hope and pray. After several minutes, my wish came true. The bus came back! Got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

I asked my friend why she didn’t tell the driver that I was still outside. “I did, I told him several times that you were outside, but he said that you were in the bus toilet because he saw a man going into the toilet,” my friend replied, laughing. The other passengers smiled at me. I was so embarrassed.
<table>
<thead>
<tr>
<th>No</th>
<th>Indikator</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengidentifikasi berbagai informasi dalam teks fungsional yang dibaca.</td>
<td>What did the writer do when the bus stop for a rest in Cianjur?</td>
</tr>
<tr>
<td>2.</td>
<td>Mengidentifikasi rujukan kata dalam teks recount yang dibaca.</td>
<td>“She said that the bus had departed......”. What did the word “she” refer to?</td>
</tr>
<tr>
<td>3.</td>
<td>Mengidentifikasi ide pokok atau utama dalam teks fungsional yang dibaca.</td>
<td>What did the main idea in the second paragraph?</td>
</tr>
<tr>
<td>4.</td>
<td>Menganalisa unsur kebahasaan dalam teks recount secara tertulis.</td>
<td>Mention of generic structure of the text and write down paragraph belong to orientation!</td>
</tr>
<tr>
<td>5.</td>
<td>Menangkap makna isi cerita dalam teks recount secara tertulis sesuai pertanyaan.</td>
<td>How the writer conclude the text?</td>
</tr>
</tbody>
</table>

F. Metode Pembelajaran

Retelling Strategies

Retelling is an active process that encourages children to reconstruct the text.

Procedure (Fountas & Pinnell, 1996):

1. Graps the main idea
2. Describe the main event
3. Tell the story
4. Use vocabulary
5. Activate prior knowledge
6. Aware of the characters
7. Use details
G. Langkah Langkah Pembelajaran

1. Kegiatan Awal’ 30 menit

   a. Guru mengucapkan salam sebelum memasuki kegiatan belajar mengajar.
   
   b. Guru menunjuk salah satu murid untuk memimpin doa sebelum kegiatan belajar mengajar di mulai.
   
   c. Mengecek kehadiran siswa dan memberi motivasi
   
   d. Guru membagikan soal kepada peserta didik.

2. Kegiatan Inti

   Eksplorasi ’ 35 menit

   Dalam kegiatan eksplorasi, guru :

   a. Sebagai langkah awal, guru membagi peserta didik menjadi beberapa kelompok, masing masing kelompok beranggotakan 5 peserta didik.
   
   b. Guru membacakan tujuan dan indikator yang akan dicapai selama pembelajaran dan mengenalkan materi pelajaran recount text kepada peserta didik
   
   c. Guru menjelaskan recount text dan memberikan contoh dengan menggunakan gambar atau foto.
d. Guru memberi pemahaman pada peserta didik untuk mendiskripsikan ide utama dalam teks yang dibaca.

e. Guru mengajak peserta didik untuk mendiskripsikan intisari dalam setiap paragraf.

f. Guru mengajak siswa untuk menceritakan kembali cerita dalam teks dengan bentuk tulisan.

g. Guru membimbing peserta didik untuk menggunakan kosakata dari teks yang dibaca.

h. Mengajak peserta didik untuk mengaktifkan pengetahuan mereka terlebih dahulu agar memperdalam pemahaman mereka.

i. Guru mendiskripsikan setting dan karakter dalam cerita sedangkan murid memperhatikan dengan baik dan ikut mendiskripsikannya.

j. Guru memberi instruksi untuk lebih teliti dan mengecek tulisannya dan guru menunjuk peserta didik maju untuk menceritakan kembali teks yang dibaca.
Elaborasi
Dalam kegiatan elaborasi, peserta didik:

a. Mampu memahami ide utama dalam teks dengan baik dan benar.

b. Mampu meningkatkan kemampuan pemahaman mendiskripsikan intisari dengan baik dan benar.

c. Mampu menceritakan kembali pada recount text dengan benar dan baik.

Konfirmasi’ 10 menit
Dalam konfirmasi, guru:

a. Memberikan umpan balik positif dan penguatan dalam bentuk lisan.

b. Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.

Kegiatan Akhir’ 5 menit
Dalam kegiatan akhir, guru:

a. Bersama peserta didik membuat simpulan materi yang disampaikan pada kegiatan belajar mengajar yang berlangsung.

b. Melakukan umpan balik terhadap proses dan hasil pembelajaran.
II. Sumber Belajar/ Media

Photograph

Buku yang relevan (English in Focus)

I. Penilaian

1) Teknik : Tes tertulis

2) Bentuk : Essay recounts Text

3) Pre-test (data terlampir)

4) Post-test (data terlampir)

Rubrik Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Pedoman</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Isi (contain) benar, grammar benar</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Isi benar, grammar salah</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Tidak diisi</td>
<td>0</td>
</tr>
</tbody>
</table>

Nilai = jumlah skor X 10 = 100

Bandung, 4 Mei 2017

Mengetahui

Observer

SMP

Fajar Kurniati, S.Pd.I

Ummul Maheswara

113-12-14
Rubric of Reading Comprehension

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The content, grammar and lexically are correct</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Either grammar or lexically (vocabulary) are incorrect</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>There is no content</td>
<td>0</td>
</tr>
</tbody>
</table>
One day I went to Bandung with my friend for a vacation. We went there on night bus when we arrived in Cianjur, the bus stopped for a rest. I got of the bus to get a cup of coffee, but my friend didn’t. He went to a mosque to pray. It took only a few minutes to pray, but when I came out again the bus was not there. It had gone! Shocked and confused. I asked the shopkeeper about the bus. She said that the bus had departed about five minutes ago.

I tried to call my friend on my cell phone, but the battery was running low. I couldn’t do anything but hope and pray. After several minutes, my wish came true. The bus came back! Got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

I asked my friend why she didn’t tell the driver that I was still outside. “I did, I told him several times that you were outside, but he said that you were in the bus toilet because he saw a man going into the toilet,” my friend replied, laughing. The other passengers smiled at me. I was so embarrassed.

Questions:

1. What did the writer do when the bus stop for a rest in Cianjur?

2. “She said that the bus had departed......”. What did the word “she” refer to?

3. What did the main idea in the second paragraph?

4. Mention of generic structure of the text and What is paragraph belong to orientation!

5. How the writer conclude the text!
My Holiday In Bromo

Last week, I went to Mount Bromo. I stayed at my friend’s house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Questions!
1. What did the writer do in the morning?

2. “We took picture of the beautiful scenery there”. What did the word “there” refers to?

3. What did the main idea in the second paragraph?

4. Mention of generic structure of the text and What is paragraph belong to reorientation?

5. How the writer conclude the text?
LEMBAR VALIDASI
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. TUJUAN
Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan RPP dalam pelaksanaan pembelajaran bahasa inggris yang implementasinya menggunakan metode guided question.

B. PETUNJUK
1. Bapak/Ibu dapat memberikan penilaian dengan memberikan tanda (V) pada kolom yang tersedia.

2. Makna point validasi adalah 1 (tidak baik); 2 (kurang baik); 3 (cukup baik); 4 (baik); 5 (sangat baik).

C. PENILAIAN

<table>
<thead>
<tr>
<th>NO</th>
<th>ASPEK YANG DINILAI</th>
<th>SKALA PENILAIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ISI YANG DISAJIKI</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1</td>
<td>1. Rumusan kompetensi dasar sesuai standar kompetensi</td>
<td>✔</td>
</tr>
<tr>
<td>2</td>
<td>2. Rumusan indikator sesuai dengan kompetensi dasar</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3. Rumusan tujuan pembelajaran sesuai dengan indikator</td>
<td>✔</td>
</tr>
<tr>
<td>4</td>
<td>4. Materi sesuai dengan tujuan pembelajaran</td>
<td>✔</td>
</tr>
<tr>
<td>5</td>
<td>5. Metode yang digunakan sesuai dengan materi pembelajaran</td>
<td>✔</td>
</tr>
<tr>
<td>Kriteria</td>
<td>Penilaian</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Sangat Baik</td>
<td>89 - 100</td>
<td></td>
</tr>
<tr>
<td>Baik</td>
<td>79 - 88</td>
<td></td>
</tr>
<tr>
<td>Cukup</td>
<td>66 - 78</td>
<td></td>
</tr>
<tr>
<td>Kurang</td>
<td>46 - 65</td>
<td></td>
</tr>
<tr>
<td>Sangat Kurang</td>
<td>0 - 45</td>
<td></td>
</tr>
</tbody>
</table>

Penilaian:
Jumlah skor maksimal = 40
40 X 100 = 100
40

Keterangan: Silabus dikatakan Valid, Apabila nilai mencapai 80-100.
KOMENTAR / SARAN

\[
\frac{36}{40} \times 100 = 90
\]
# Lembar Validasi

## Silabus

### A. Tujuan

Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan silabus dalam pelaksanaan pembelajaran bahasa inggris yang implementasinya menggunakan metode guided question.

### B. Petunjuk

1. Bapak/Ibu dapat memberikan penilaian dengan memberikan tanda (V) pada kolom yang tersedia.

2. Makna point validasi adalah 1 (tidak baik); 2 (kurang baik); 3 (cukup baik); 4 (baik); 5 (sangat baik).

### C. Penilaian

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspek Yang Dinilai</th>
<th>Skala Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Isi Yang Disajikan</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Mengkaji keterkaitan antar standar kompetensi (SK) dan ketrampilan dasar (KD) dalam mata pelajaran</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Mengidentifikasi materi yang menunjang pencapaian KD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Aktifitas kedalaman dan keleluasaan materi</td>
</tr>
<tr>
<td>4.</td>
<td>Pemilihan materi ajar</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Kegiatan pembelajaran dirancang dan dikembangkan berdasarkan KI, KD, potensi siswa</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Merumuskan indikator pencapaian kompetensi</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Menentukan sumber belajar yang disesuaikan dengan KI, KD, serta materi pokok, kegiatan pembelajaran dan indikator pencapaian kompetensi</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Persentuan jenis penilaian</td>
<td></td>
</tr>
</tbody>
</table>

**II BAHASA**

| 1. | Penggunaan bahasa sesuai dengan EYD |
| 2. | Kesederhanaan struktur kalimat |

**III WAKTU**

| 1. | Kesesuaian alokasi yang digunakan |
2. Pemilihan alokasi waktu didasarkan pada tuntutan KD

3. Pemilihan alokasi waktu didasarkan pada ketercEMAAN alokasi waktu persemestER

✗ RUBRIK PENELITIAN

<table>
<thead>
<tr>
<th>Kriteria</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Baik</td>
<td>89 - 100</td>
</tr>
<tr>
<td>Baik</td>
<td>79 - 88</td>
</tr>
<tr>
<td>Cukup</td>
<td>66 - 78</td>
</tr>
<tr>
<td>Kurang</td>
<td>46 - 65</td>
</tr>
<tr>
<td>Sangat Kurang</td>
<td>0 - 45</td>
</tr>
</tbody>
</table>

Penilaian:
Jumlah skor maksimal = 65
65 X 100 = 100
65

Keterangan: Sifat usaha dikatakan Valid, Apabila nilai mencapai 80-100.

KOMENTAR / SARAN

\[
\frac{57}{65} \times 100 = 87,6
\]
One day I went to Bandung with my friend for a vacation. We went there on a night bus when we arrived in Cianjur, the bus stopped for a rest. I got off the bus to get a cup of coffee, but my friend didn’t. He went to a mosque to pray. It took only a few minutes to pray, but when I came out again the bus was not there. It had gone! Shocked and confused, I asked the shopkeeper about the bus. She said that the bus had departed about five minutes ago.

I tried to call my friend on my cell phone, but the battery was running low. I couldn’t do anything but hope and pray. After several minutes, my wish came true. The bus came back! Got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

I asked my friend why she didn’t tell the driver that I was still outside. “I did, I told him several times that you were outside, but he said that you were in the bus toilet because he saw a man going into the toilet,” my friend replied, laughing. The other passengers smiled at me. I was so embarrassed.

Questions:

1. What did the writer do when the bus stop for a rest in Cianjur?
2. “She said that the bus had departed......”, What did the word “she” refer to?
3. What did the main idea in the second paragraph?
4. Mention of generic structure of the text and What is paragraph belong to orientation? Orientation, complication, resolution.
5. How the writer conclude the text!

N = 6 x 10 = 60
Last week, I went to Mount Bromo. I stayed at my friend’s house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batak. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wondokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Questions:
1. What did the writer do in the morning?
   - The writer and his friend saw Mount Batak.

2. "We took picture of the beautiful scenery there”. What did the word “there” refers to?
   - Mount Batak

3. What did the main idea in the second paragraph?
   - The writer and his friend rode horses in Probolinggo.

4. Mention of generic structure of the text and What is paragraph belong to reinstatement?
   - Orientation, Complication, Resolution.

5. How the writer conclude the text with a moral
   - Last week, the writer went to Mount Bromo, the writer stayed at my friend’s house in Probolinggo, East Java. My friend and I saw Mount Batak. Before we got home, we went to the zoo at Wondokromo. We were very tired.
### List of Students’ Score

#### CYCLE I

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA SISWA</th>
<th>NILAI (pre-test)</th>
<th>NILAI (post-test)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AGNES DEWI LARASATI</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>AISYAH YULIANTI NINGRUM</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>ALFINA AULIA RAHMA</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>ANISA SHOFWA ZUHRUFA</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>DEWI NUR CAHYANTI</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>DEWI NUR MARS DIANETA</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>DIVA FAIRIA FIADINIKA</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>DHIROTUL FARIKHA</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>EVI ERVIANA</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>FARICA MAULINA</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>FIKA AFIQOTUL KHUMAIROH</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>GARENDRA ORIENTIA M.S.</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>TANATUL LAELI</td>
<td>90</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>JESICA AYU SOFIYAN</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>15</td>
<td>LAILATUN NUR ROFI’AH</td>
<td>70</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
<td>LANA RIFATUSSADA</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>17</td>
<td>LAZUYA BINTUL K.</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>18</td>
<td>LIA MILATU HUSNA</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>LUZI SEPTIANA PUTRI</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>20</td>
<td>MARETA FATIKHA FARA A</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>21</td>
<td>NADA ANISA</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>NUR ALFINATUR R.</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>23</td>
<td>NUR FADHILATUR ROHMAH</td>
<td>80</td>
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</tr>
<tr>
<td>24</td>
<td>RIA DWI RIFATI ZULFAH</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>25</td>
<td>SOFIA NUR AINI</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>26</td>
<td>UMI KOHERUL AZIZAH</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>27</td>
<td>ZULFA KOHRIYAH</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>28</td>
<td>DESINTA RATNASARI</td>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td>29</td>
<td>ALFINA DAMAIYANTI</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>30</td>
<td>KHUSNUL MUARIFA</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>31</td>
<td>MIFTAKHUL KOHRIYAH</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>32</td>
<td>MUAWABAH TIARA R</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>33</td>
<td>VIZA AKMALIA O</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>34</td>
<td>KHARISMA NUR A</td>
<td>60</td>
<td>80</td>
</tr>
</tbody>
</table>

**KKM = 70**

Presentase ketuntasan pre-test (cycle I) = \( \frac{14}{34} \times 100 \% = 41.18\% \)

Presentase ketuntasan post-test (cycle I) = \( \frac{22}{34} \times 100 \% = 64.70\% \)
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Al Mas’udiyyah

Kelas / Semester : VIII C / Genap

Hari/ Tanggal : Kamis, 18 Mei 2017

Alokasi Waktu : 2 x 40 menit

A. Standart Kompetensi

Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

11.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount.

C. Indikator

1. Mengidentifikasi berbagai informasi dalam teks fungsional yang dibaca.

2. Mengidentifikasi rujukan kata dalam teks recount yang dibaca.

3. Mengidentifikasi ide pokok atau utama dalam teks fungsional yang dibaca.

4. Menganalisa unsur kebahasaan dalam teks recount secara tertulis.
5. Menangkap makna isi cerita dalam teks recount secara tertulis sesuai pertanyaan.

D. Tujuan Pembelajaran

Setelah mengikuti pelajaran ini, peserta didik mampu:

1. Mengidentifikasi berbagai informasi dalam teks fungsional yang dibaca.
2. Mengidentifikasi rujukan kata dalam teks recount yang dibaca.
3. Mengidentifikasi ide pokok atau utama dalam teks fungsional yang dibaca.
4. Menganalisa unsur kebahasaan dalam teks recount secara tertulis.
5. Menangkap makna isi cerita dalam teks recount secara tertulis sesuai pertanyaan.

E. Materi Pembelajaran

Teks fungsional pendek, meliputi:

1. Recount Text

Recount text is a kind of text which retell events or experiences in the past.

The purpose of this text is to inform or retell past events.

2. General structure
   a. Orientation : it provides the setting and introduces the participant.
   b. Events : it presents a series of events, usually told in chronological order.
   c. Reorientation : it consists of conclusion or comment. It is optional closure of events.
4. Language Features
   
   a. The use of nouns and pronouns (I, David, etc.)
   b. The use of action verbs (went, spent, etc.)
   c. The use of past tense
   d. The use of time conjunctions (and, but, etc.)
   e. The use of adverbs or adjectives
   f. Penjelasan materi tentang 5W + 1 H

H. Metode Pembelajaran

Retelling Strategies

Retelling is an active process that encourages children to reconstruct the text.

Procedure (Fountas & Pinnell, 1996):

1. Graps the main idea
2. Describe the main event
3. Tell the story
4. Use vocabulary
5. Activate prior knowledge
6. Aware of the characters
7. Use details
I. Langkah Langkah Pembelajaran

3. Kegiatan Awal’ 30 menit

e. Guru mengucapkan salam sebelum memasuki kegiatan belajar mengajar.

f. Guru menunjuk salah satu murid untuk memimpin doa sebelum kegiatan belajar mengajar di mulai.

g. Mengecek kehadiran siswa dan memberi motivasi

h. Guru membagikan soal kepada peserta didik.

4. Kegiatan Inti

Eksplorasi ’ 35 menit

Dalam kegiatan eksplorasi, guru :

k. Sebagai langkah awal, guru membagi peserta didik menjadi beberapa kelompok, masing masing kelompok beranggotakan 5 peserta didik.

l. Guru membacakan tujuan dan indikator yang akan dicapai selama pembelajaran dan mengenalkan materi pelajaran recount text kepada peserta didik

m. Guru menjelaskan recount text dan memberikan contoh dengan menggunakan gambar atau foto.
n. Guru memberi pemahaman pada peserta didik untuk mendiskripsikan ide utama dalam teks yang dibaca (grasps the main idea) dengan menggaris bawahnya menggunakan pensil warna.

o. Guru mengajak peserta didik untuk mendiskripsikan intisari dalam setiap paragraf. (describe the main event)

p. Guru mengajak siswa untuk menceritakan kembali cerita dalam teks dengan bentuk tulisan. (tell the story)

q. Guru membimbing peserta didik untuk menggunakan kosakata dari teks yang dibaca. (use vocabulary)

r. Mengajak peserta didik untuk mengaktifkan pengetahuan mereka terlebih dahulu agar memperdalam pemahaman mereka. (activate prior knowledge)

s. Guru mendiskripsikan setting dan karakter dalam cerita sedangkan murid memperhatikan dengan baik dan ikut mendiskripsikannya. (aware of the characters)

t. Guru memberi instruksi untuk lebih teliti dan mengecek tulisannya dan guru menunjuk peserta didik maju untuk menceritakan kembali teks yang dibaca. (use details)
Elaborasi
Dalam kegiatan elaborasi, peserta didik:

d. Mampu memahami ide utama dalam teks dengan baik dan benar.

e. Mampu meningkatkan kemampuan pemahaman mendiskripsikan intisari dengan baik dan benar.

f. Mampu menceritakan kembali pada recount text dengan benar dan baik.

Konfirmasi’ 10 menit
Dalam konfirmasi, guru:

c. Memberikan umpan balik positif dan penguatan dalam bentuk lisan.

d. Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.

Kegiatan Akhir’ 5 menit
Dalam kegiatan akhir, guru:

c. Bersama peserta didik membuat simpulan materi yang disampaikan pada kegiatan belajar mengajar yang berlangsung.

d. Melakukan umpan balik terhadap proses dan hasil pembelajaran.
J. Sumber Belajar/ Media

Photograph

Buku yang relevan (English in Focus)

K. Penilaian

1. Teknik : Tes tertulis
2. Bentuk : Essay Recount Text
3. Pre-test (data terlampir)
4. Post-test (data terlampir)

Instrument soal

A Tour to the Botanic Gardens

On Thursday 24 April, Year Eight students went to the Botanic Gardens. We walked down and got into the bus. After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First we went to the Orchid Farm and Mrs. Rita read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea. Next we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk.

A lady took us around and introduced herself, and then she explained what we were going to do. Next she took us in to the green house. It was most interesting. Soon after we had finished we went back outside. Finally we got into the bus and returned to school. We were tired but happy.

Questions :

<table>
<thead>
<tr>
<th>No</th>
<th>Indikator</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengidentifikasi berbagai informasi dalam teks</td>
<td>Where did the students go first?</td>
</tr>
<tr>
<td>No</td>
<td>Pedoman</td>
<td>Skor</td>
</tr>
<tr>
<td>----</td>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>1.</td>
<td>Isi (contain) benar, grammar benar</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Isi benar, grammar salah</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Tidak diisi</td>
<td>0</td>
</tr>
</tbody>
</table>

Nilai = jumlah skor X 10 = 100

Bandung, 18 Mei 2017
Mengetahui
Observer

Ummul Mahsudah
113-12-144
A Tour to the Botanic Gardens

On Thursday 24 April, Year Eight students went to the Botanic Gardens. We walked down and got into the bus.

After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First we went to the Orchid Farm and Mrs. Rita read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea. Next we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk.

A lady took us around and introduced herself, and then she explained what we were going to do. Next she took us into the greenhouse. It was most interesting. Soon after we had finished we went back outside. Finally we got into the bus and returned to school. We were tired but happy.

Questions:

1. Where did the students go first?

2. “We walked down and got into the bus”. What did the word “we” refers to?

3. What did the main idea in the third paragraph?

4. Mention of generic structure and what is paragraph belong to complication?

5. How the writer conclude the text?
Holiday in Lembah Pelangi Waterfall

Last holiday, I and my beloved wife, visited Lembah Pelangi Waterfall in Ngarip District, Tanggamus Regency, Lampung Province, Indonesia. It was the first time for me to visit such a wonderful waterfall.

To reach the waterfall location, we should go on foot after having around three hours trip riding a motorcycle from Bandarlampung, the capital city of Lampung. When we arrived there, I was amazed by the beautiful scenery of the waterfall. The air was so fresh at that time and I could not bear to jump into the water immediately. It is quite windy there and all I could see only green, green, and green. Hearing the sound of falling water while we were swimming made me feel peaceful and relaxing.

Finally, the day was getting dark and it was time for us to go home. It was such an unforgettable experience for me. I really enjoyed it.

Questions:
1. How did they reach the location?

2. “Finally, the day was getting dark and it was time for...”. what did the word “it” refer to?

3. What did the main idea in second paragraph?

4. Mention of generic structure of the text and what is paragraph belong to reorientation?

5. How the writer conclude the text?
LEMBAR VALIDASI
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. TUJUAN
Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan RPP dalam pelaksanaan pembelajaran bahasa inggris yang implementasinya menggunakan metode guided question.

B. PETUNJUK
1. Bapak/ibu dapat memberikan penilaian dengan memberikan tanda (V) pada kolom yang tersedia.

2. Makna point validasi adalah 1 (tidak baik); 2 (kurang baik); 3 (cukup baik); 4 (baik); 5 (sangat baik).

C. PENILAIAN

<table>
<thead>
<tr>
<th>NO</th>
<th>ASPEK YANG DINILAI</th>
<th>SKALA PENILAIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1   2  3  4  5</td>
</tr>
<tr>
<td>1.</td>
<td>ISI YANG DISAJIKAN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Rumusan kompetensi dasar sesuai standar kompetensi</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2. Rumusan indikator sesuai dengan kompetensi dasar</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>3. Rumusan tujuan pembelajaran sesuai dengan indikator</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>4. Materi sesuai dengan tujuan pembelajaran</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>5. Metode yang digunakan sesuai dengan materi pembelajaran</td>
<td>✓</td>
</tr>
</tbody>
</table>
6. Langkah-langkah kegiatan pembelajaran

7. Sumber belajar

8. Penilaian

<table>
<thead>
<tr>
<th>Kriteria</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Baik</td>
<td>89 - 100</td>
</tr>
<tr>
<td>Baik</td>
<td>79 - 88</td>
</tr>
<tr>
<td>Cukup</td>
<td>66 - 78</td>
</tr>
<tr>
<td>Kurang</td>
<td>46 - 65</td>
</tr>
<tr>
<td>Sangat Kurang</td>
<td>0 - 45</td>
</tr>
</tbody>
</table>

Penilaian:
Jumlah skor maksimal = 40
40 x 100 = 100
40

Keterangan: Silabus d ikatakan Valid, Apabila nilai mencapai 80-100.

KOMENTAR / SARAN

Bandung, 18 Mei 2017

Validator:

[Signature]

S.Pd., 1
LEMBAR VALIDASI
SILABUS

A. TUJUAN
Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan silabus dalam pelaksanaan pembelajaran bahasa inggris yang implementasinya menggunakan metode guided question.

B. PETUNJUK
1. Bapak/ibu dapat memberikan penilaian dengan memberikan tanda (V) pada kolom yang tersedia.
2. Makna point validasi adalah 1 (tidak baik); 2 (kurang baik); 3 (cukup baik); 4 (baik); 5 (sangat baik).

C. PENILAIAN

<table>
<thead>
<tr>
<th>NO</th>
<th>ASPEK YANG DINILAI</th>
<th>SKALA PENILAIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ISI YANG DISAJIKAN</td>
<td>1   2   3   4   5</td>
</tr>
<tr>
<td></td>
<td>1. Mengkaji keterkaitan antar standar kompetensi (SK) dan kecickampilan dasar (KD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dalam mata pelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Mengidentifikasi materi yang menunjang pencapaian KD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Aktivitas kedalaman dan keleluasaan materi</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Tugas</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-----------------------</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>Pemilihan materi ajar</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Kegiatan pembelajaran dirancang dan dikembangkan berdasarkan KI, KD, potensi siswa</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Merumuskan indikator pencapaian kompetensi</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Menentukan sumber belajar yang disesuaikan dengan KI, KD, serta materi pokok, kegiatan pembelajaran dan indikator pencapaian kompetensi</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Penentuan jenis pembelajaran</td>
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</tr>
</tbody>
</table>

**II BAHASA**

<table>
<thead>
<tr>
<th>No</th>
<th>Tugas</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Penggunaan bahasa sesuai dengan EVD</td>
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<tr>
<td>2</td>
<td>Kesederhanaan struktur kalimat</td>
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</tbody>
</table>

**III WAKTU**

<table>
<thead>
<tr>
<th>No</th>
<th>Tugas</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kesesuaian alokasi yang digunakan</td>
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</tbody>
</table>
2. Pemilihan alokasi waktu didasarkan pada tujuan KD

<table>
<thead>
<tr>
<th>Kriteria</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Baik</td>
<td>89 - 100</td>
</tr>
<tr>
<td>Baik</td>
<td>79 - 88</td>
</tr>
<tr>
<td>Cukup</td>
<td>66 - 78</td>
</tr>
<tr>
<td>Kurang</td>
<td>46 - 65</td>
</tr>
<tr>
<td>Sangat Kurang</td>
<td>0 - 45</td>
</tr>
</tbody>
</table>

Penilaian:
Jumlah skor maksimal = 65
65 X 150 = 100
65

Keterangan: Silabus dikatakan Valid, Apabila nilai mencapai 80-100.

KOMENTAR / SARAN
\[
\frac{57}{65} \times 100 = 87.6
\]
A Tour to the Botanic Gardens

On Thursday 24 April, Year Eight students went to the Botanic Gardens. We walked down and got into the bus. After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First we went to the orchid farm and Mrs. Rice read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea. Next we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk.

A lady took us around and introduced herself, and then she explained what we were going to do. Next she took us in to the green house. It was most interesting. Soon after we had finished we went back outside. Finally we got into the bus and returned to school. We were tired but happy.

Questions:

1. Where did the students go first?
   - The students went to the orchid farm and Mrs. Rice read us some information.

2. We walked down and got into the bus. What did the word "we" refer to?
   - We referred to the students.

3. What did the main idea in the third paragraph?
   - A lady explained what we were going to do.

4. Mention of generic structure and what is paragraph belong to complication?
   - Communication, composition, repetition.
      - Communication - The students arrived at the gardens.
      - Composition - The students arrived at the gardens.
      - Repetition - We walked down to the education centre.

5. How the writer conclude the text?
   - On Thursday 24 April, Year Eight students went to the Botanic Gardens. We walked down and got into the bus. We walked to the Education Centre. The we looked at all the lovely plants in the Botanic Gardens.

N = 7 x 10 = 70
Holiday in Lembah Pelangi Waterfall

Last holiday, I and my beloved wife, visited Lembah Pelangi Waterfall in Ngapit District, Tanggamus Regency, Lampung Province, Indonesia. It was the first time for me to visit such a wonderful waterfall.

To reach the waterfall location, we should go on foot after having around three hours trip riding a motorcycle from Bandarlampung, the capital city of Lampung. When we arrived there, I was amazed by the beautiful scenery of the waterfall. The air was so fresh at that time and I could not bear to jump into the water immediately. It is quite windy there and all I could see only green, green, and green. Hearing the sound of falling water while we were swimming made me feel peaceful and relaxing.

Finally, the day was getting dark and it was time for us to go home. It was such an unforgettable experience for me. I really enjoyed it.

Questions:

1. How did they reach the location?
2. What did the word “it” refer to?
3. Mention of generic structure of the text and what is paragraph belong to orientation?
4. How the writer conclude the text?

N = 9 x 10 = 90
# List of Students’ Score

## CYCLE I

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA SISWA</th>
<th>NILAI (pre-test)</th>
<th>NILAI (post-test)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>AGNES DEWI LARASATI</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>AISYAH YULIANTI NINGRUM</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>ALFINA AULIA RAHMA</td>
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</tr>
<tr>
<td>4</td>
<td>ANISA SHOFWA ZUHRUFA</td>
<td>50</td>
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</tr>
<tr>
<td>5</td>
<td>DEWI NUR CAHYANTI</td>
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<td>80</td>
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<tr>
<td>6</td>
<td>DEWI NUR MARS DIANETA</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>DIVA FAJRIA FIADINIKHA</td>
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<td>8</td>
<td>DHUROTUL FARIKHA</td>
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<td>9</td>
<td>EVI ERVIANA</td>
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<td>FIKA AFIQOTUL KHUMAIROH</td>
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<td>12</td>
<td>GARENDRA ORIENTIA M.S.</td>
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<td>13</td>
<td>TANATUL LAELI</td>
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<td>14</td>
<td>JESICA AYU SOFIYAN</td>
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<td>15</td>
<td>LAILATUN NUR ROFI’AH</td>
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<td>16</td>
<td>LANA RIFATUSSADA</td>
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<td>LAZUYA BINTUL K.</td>
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<tr>
<td>18</td>
<td>LIA MILATU HUSNA</td>
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<td>21</td>
<td>NADA ANISA</td>
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<td>NUR ALFINATUR R.</td>
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<td>NUR FADHLATUR ROHMAH</td>
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<td>27</td>
<td>ZULFA KHOIRIYAH</td>
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<td>MIPTAKHUL KHOIRIYAH</td>
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<td>MUAWABAH TIARA R</td>
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<td>33</td>
<td>VIZA AKMALIA O</td>
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<tr>
<td>34</td>
<td>KCHARISMA NUR A</td>
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</tbody>
</table>

**KKM = 70**

Presentase ketuntasan pre-test (cycle I) = \(\frac{25}{34} \times 100\% = 73.53\%\)

Presentase ketuntasan post-test (cycle I) = \(\frac{27}{34} \times 100\% = 79.41\%\)
Photo in Cycle II
DECLARATION AND FOR PUBLICATION

I have been marked below:

Name : Umatul Mahmudah
NIM  : 113-12-144
Faculty : Teacher Training and Education Faculty
Department : English Education Department

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Salatiga, September 29th 2017

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