THE USE OF STAD (STUDENT TEAM ACHIEVEMENT DIVISION) OF COOPERATIVE LEARNING STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION ON THE RECOUNT TEXT

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for
degree of Sarjana Pendidikan (S.Pd.)

By:
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ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)\SALATIGA
2018
DECLARATION

In the name of Allah, the most gracious and merciful.

Hereby, the writer declares that this graduating paper is written by the writer. 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 writer.

Sulatiga, September 24th 2018

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ATTENTIVE COUNSELOR’S NOTE
Case: Kholidah’s Graduating Paper

To the Dean of Teacher Training
and Education Faculty

Assalamualaikum, wr wb

After Revising And Correcting Kholidah’s Graduating Paper Entitled THE USE OF STAD (STUDENT TEAM ACHIEVEMENT DIVISION) OF COOPERATIVE LEARNING STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION ON THE RECOUNT TEXT. I have decided and would like to propose that this paper can be accepted by Teacher Training and Education Faculty. I hope this paper can be examined as soon as possible.

Wassalamualaikum wr wb.

Counselor

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A GRADUATING PAPER

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WRITTEN BY:

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has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on October 2\textsuperscript{nd}, 2018 and hereby considered to complete the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education

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MOTTO

خَيْرُ الناسِ أَنْفَعُهُمْ لِلِّنَاسِ

“The best human is the most beneficial to human being”

(HR Ahmad)
DEDICATION

This graduating paper is dedicated to:

1. My beloved husband Adi Sahroni.

2. My beloved moms (Muzaro’ah and Ngatinah) and dads (Muhammad Basir and Darsuki) thanks for your pray and supports.

3. My dearest brothers and sister (Atiyah, Murtaqiyah, Khuriyati, and Durotul Hakim) and my big family who fill my life with love and affection.
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Alhamdulillah the writer would like to express my sincere thanks to Allah SWT, who has given health, blessing, inspiration, and protection so that this final project could be finished.

This final project is submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) in English at IAIN Salatiga. Besides that, this final project is also expected one of guideline for the readers who want to improve their reading ability. The writer realizes that actually cannot complete this final project without the advice, encouragement, guidance, suggestions, and support from many people during the writing of the final project. The writer would like to express her sincere thanks to:

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Finally, the writer hopes that this thesis will useful for everyone.

Salatiga, September 24th, 2018

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ABSTRACT


Key words: STAD, Cooperative Learning, Reading Comprehension

The research is aimed to improve students` reading comprehension through STAD (Student Team Achievement Division) of Cooperative Learning. This research was conducted at MTs NU Ungaran in academic year 2017/2018 especially in 8A class. The subject of this research consists of 38 students. The objectives of this research are (1) to describe the implementation of STAD (Student Team Achievement Division) of cooperative learning strategy in improving the students` reading comprehension. (2) to find out whether STAD (Student Team Achievement Division) of cooperative learning strategy is able to improve students` reading comprehension. (3) to find out how far the improvement of the students` comprehension after using STAD (Student Team Achievement Division) of cooperative learning strategy. The methodology of the research is Classroom Action Research (CAR). There were two cycles in this research. Each cycle consisted of planning, acting, observing and reflecting. The techniques of collecting data are test, observation, and documentation. The T-calculation result of cycle I was 4.73 and cycle II was 6.23. The students who reach standardize score in cycle I, the percentage of pre-test was 16.67% and post-test was 41.67%. In the cycle II, the percentage for pre-test was 36.11% and post-test wa 86.11%. So, it concluded that there was significant improvement of students` reading comprehension by applying Cooperative Learning Strategy in MTs NU Ungaran in academic year 2017/2018.
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CHAPTER I

INTRODUCTION

This chapter presents an introduction of the research that describes about Background of the Study, Research Questions, the Objective of the Study, Benefits of the study, Definition of Keywords, Research Methodology, and The Outline of the Study

A. Background of the Study

Language is a system of communication which consists of a set of sound and written symbols which are used by the people of a particular country or region for talking or writing (Collins Dictionary). Language is a verbal communication tool. The term of verbal is used to different language from other communication tools such as, body language, animal language, and Morse code. The verbal term contain the definition of language is used as communication tools base is the systematic symbols sounds that produced by human articulator, and the characteristic is arbitrary and conventional. Language is one of the most important things in communication and it is used as a tool in communication among the nation in all over the world.

There are four language skills which should be mastered by language learners; they are listening, speaking, reading and writing. Reading is one of the language skills that should be mastered by language learners. The reading skill became very important in the educational field,
students need to be exercised and trained in order to have a good reading skill. As stated by Kirby (2007) in Hadyan (2013) reading comprehension is the process by which we understand the text we read. Through reading skill, we can transfer and develop science, technology and culture.

Reading is not only communication. It is communication through language, albeit written language. Proficient readers are those who can make appropriate associations between written and spoken symbols, who understand language structures, and who have an adequate language base that allows them to bring meaning to the printed page.

Reading as well as other language skill is important in foreign language learning and plays a major role in getting information and knowledge from origin resources. By reading comprehension, students would get the information, knowledge, and for the next they would be easier to answer questions relating to the material. To understand, the reader needs to master the vocabulary, motivation and different types of knowledge. At this time, most of students only read without comprehending the materials. Whereas, reading without comprehension is vain.

Junyatom (1995: Abstract) in Phiwpong and Nutprappha (2016) investigated the effect of cooperative learning by student teams in achievement division technique on reading comprehension and found that the students in the experimental group obtain higher reading comprehension result in the posttest rather than that of the pretest. As
stated by Astuti (2014:2), in junior high school curriculum, reading is taught by giving five kinds of text types; i.e.: descriptive, recount, narrative, procedure and report to students.

However, the circumstance which has found in the Class VIII of MTs NU Ungaran shows that the students unfortunately had some difficulties in comprehending the reading material. From the interview with the English teacher, I found that students had low comprehension of texts. They had difficulties in finding the main ideas and the topics. Students could not relate the information from one paragraph to another. Sometimes, they just read a text and when they had to tell about the text, they knew nothing. It means that students did not know exactly how to comprehend texts. Consequently, they got nothing in reading as they found difficulty in grasping the information of texts. The students’ inability to comprehend texts is caused by some factors.

First, the students did not have a great interest in reading as it is reflected by their behavior in the class because the teacher used the traditional way to teach English reading text. In the practice of English language learning in MTs NU Ungaran, it is able to be seen that student are passive in following activities, especially when they were learning to read and solve problems related to the text read.

Second, there is a low intensity for the students to communicate with their friends. There is a fact that group work was rarely conducted by the teacher. The students usually do the activity individually. So, if they
had difficulties in comprehending the text, they tended to be silent. They did not want to have a discussion with other students because they were not accustomed to that. They were reluctant to discuss the text with their friends. According the phenomenon, the writer tries to suggest that reading problems use cooperative learning strategy

Based on the explanation above, the writer is interested to do the study about the use of cooperative learning strategy to improve students’ reading comprehension to the eighth grade students’ of MTs NU Ungaran to help students comprehend recount texts easier. The writer takes the title of this graduating paper “The use of STAD (Student Team Achievement Division) of cooperative learning strategy to improve students` reading comprehension on the recount text”.

B. Research Question

In this research, the writer would like to focus on the following problems:

1. How is the implementation of STAD (Student Team Achievement Division) of Cooperative Leaning strategy in improving the students` reading comprehension for the eighth grade students of MTs NU Ungaran in the academic year of 2017/2018?

2. Is STAD (Student Team Achievement Division) cooperative learning strategy able to improve students` reading comprehension
for the eighth grade students’ of MTs NU Ungaran in the academic year of 2017/2018?

3. How far is the improvement of STAD (Student Team Achievement Division) of cooperative learning strategy for students’ reading comprehension in Recount text on the eighth grade students of MTs NU Ungaran in the academic year of 2017/2018?

C. The Objective of the Research

1. To describe the implementation of STAD (Student Team Achievement Division) of cooperative learning strategy in improving the students’ reading comprehension for the eighth grade students of MTs NU Ungaran in the academic year of 2017/2018.

2. To find out whether STAD (Student Team Achievement Division) of cooperative learning strategy is able to improve students’ reading comprehension for the eighth grade students of MTs NU Ungaran in the academic year of 2017/2018.

3. To find out how far the improvement of the students’ comprehension after using STAD (Student Team Achievement Division) of cooperative learning strategy for the eighth grade students of MTs NU Ungaran in the academic year of 2017/2018.

D. Benefits of the Study

This research is expected to give theoretical and practical benefits’
1. Theoretical Benefits

The result of the study is able to support the writer to broaden her knowledge in teaching reading and to be used as the reference for those who want to conduct a research in English teaching and learning process.

2. Practical Benefits

This research is expected to help teacher in applying Cooperative Learning Strategy instruction in the process of teaching reading. For the students, it is expected to give solution in comprehending the reading materials, so they would have more motivation in studying English especially in reading comprehension. The result of this research is aimed to help the researcher in improving students` reading comprehension. At last, this research is also hoped giving contribution to the MTs NU Ungaran to enlarge their students` knowledge.

E. Definition of Keywords

Avoiding some incorrect interpretations of this research title, the writer would like to clarify and explain the term used.

1. Reading

Reading is the most important skill of all to be mastered. It measures the students’ ability to understand the written form. According to Beene (1992:12) reading is the process of finding
meaning in written character or symbol and interpreting and analysis text. Reading is the complement of writing.

2. Improve

According to Longman Dictionary (2003/ 957), improve is to make something better, or to become better.

3. Comprehension

Comprehension is the act of grasping the meaning, nature, or importance of understanding (America Heritage Dictionary, p.379).

4. Cooperative Learning

Olsen and Kagan in Richards and Rodgers (2002, p.192) stated that cooperative learning is group learning activity organized so that learning is dependent on socially structured exchange of information between learner in group and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

5. Student Team Achievement Division

STAD is the simplest cooperative learning method and the best model for the beginner fro the teacher who uses cooperative learning approach.

6. Student
Student is a person who is studying at college or university or any person interested in particular subject (Oxford University Press 2003:412).

F. Research Methodology

1. Action Plan

   Here is the action plan which the researcher would do:

   Object : Second grade students
   Time   : February 2018
   Place  : MTs NU Ungaran
   Address: Kaligarang Street 9, Ungaran

2. Subject of Research

   In this research, the writer chooses MTs NU Ungaran as object of the study especially eighth grade students. The total amount of the eighth grade students is 287 students (181 male and 122 female), divided into 7 class groups, they are VII A-G, but the writer took one class VIII A. The number of the participant is 10 male and 26 female.

3. The Procedure of Research

   The researcher applies Kemmis and Mc Taggart’s models of classroom action research in her study. It consists of two cycles, each cycle consists of 4 steps, and they are presented below:
Figure 1.1 Kemmis and Mc Taggart in Arikunto (2014, p. 132)

a. Planning

In this stage, the researcher does some activities, they are:

1) Making the schedule of the research
2) Preparing material and making a lesson plan
3) Designing the steps doing the action
4) Preparing list of the students’ name and scoring
5) Making an observation sheet
6) Making pre-test and post test each cycle

b. Acting

1) Giving pre-test
2) Teaching reading using cooperative learning.
3) Giving occasion to the students to ask any problems.
4) Giving post test.

c. Observing

Observation is one of the instruments in collecting data. The researcher as the teacher and helped by a collaborator, researcher’s partner, she observes the learners’ activity in teaching learning activity by using observation sheet. The researcher knows students’ activities and something occurs during the teaching learning process through observation sheet.

Besides using observation sheet, the observer also take pictures as the image of documented students during teaching learning process.

d. Reflecting

In this stage, the researcher analyzes the result of the test, uses the observation sheet. That uses to revise the steps in Cycle I in order to be better than before. The researcher as a teacher also does self evaluation; it is expected to reform next cycle.

4. Technique of Collecting Data and Research Instrument

Arikunto (2014: 265) explains that there are some methods of collecting data. There are a questionnaire, test, observation, interview, and documentation. In order to collect data, the
researcher uses three of them by using documentation, observation, and test as an instrument.

1) Test

In this research, the researcher used a written test. There would be two tests. They were pre-test and post-test.

A pre-test was required to find out student’s basic ability in reading comprehension of recount text. The researcher uses the multiple choice questions to collect the data. The number of the test would be 10 items of multiple choices. The multiple-choice questions have four possible answers labeled A, B, C, D or F, G, H, I. The students will choose one answer per question. Each question correctly answered is given one point.

Post-test would be given after the students have received the treatments. The number of the test would be 10 items of multiple choices with five alternatives A, B, C, and D. The aim of this test was to find out whether there would be a significant difference in students’ reading comprehension before the students were taught by Cooperative Learning strategy and after the students received the treatments.

The practice reading test score is each multiple-choice question is worth 1 point
b) Observation

In the observation method is the most effective way to complete the format or list of observations as instruments (Arikunto: 2014, p.272).

In this research, the researcher observes the learning process, notices all the activities related with learning process use check list.

Moreover, the teacher’s observation sheet was also used by the researcher to know the teacher’s activities during the teaching and learning process. It could be seen in the table below:

**Table 1.1 Teacher’s Observation Sheet**

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Yes</th>
<th>No</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting students before the lesson begin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Checking the student’s attendance list</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Asking the students’ condition and their readiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Giving icebreaker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Telling the purposes of learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Asking the related material to the student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reminding previous material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Helping students to remind their experiences that related to the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Giving an explanation of the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Giving opportunity for asking questions and suggestions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Clarifying and explaining the students’ questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Guiding the student’s activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Giving feedbacks after the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Helping students to conclude the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Informing next materials for next meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Giving motivations for students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Praying and closing the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
c) Documentation

Method of documentation that is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, etc. (Arikunto: 2014, p.274).

The documentation will also use a camera to take a photo during teaching and learning process.

5. Technique of Data Analysis

The researcher would like to analyze the data by the action research. The data was attained from teaching-learning process and evaluation. The data analyzes in two ways;

a. Descriptive Qualitative Technique

Descriptive qualitative technique is used to know students participation and their activities in classroom. In this case the writer uses field note in which record all of activities in classroom. It describes the process and the result of students’ improvement in reading comprehension using cooperative learning method.

b. Statistical Technique

Beside descriptive technique, the writer uses a statistical technique. In scoring the test, the students score is counted with the following formula:
1) Mean Calculation

According to Sudijono (2009, p.81), to calculate the mean the following formula should be used

\[ M_x = \frac{\Sigma X}{N} \]

Explanation:

\( M_x \) = Mean of the student’s score

\( \Sigma X \) = the sum of student’s score

\( N \) = the total number of students

2) Calculating Mean of Difference

According to Sudijono (2009, p. 306), to calculate the t-test the following formula should be used Calculate Mean of Difference. The formula is:

\[ MD = \frac{\Sigma D}{N} \]

Explanation:

\( MD \) : Mean of differences

\( \Sigma D \): Total of difference between pre-and post-test

3) Standard Deviation Calculation

According to Sudijono (2009, p.307) the formula of standard deviation is:

\[ SD = \sqrt{\frac{\Sigma d^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]
Explanation:

SD = Standard Deviation

D = difference between pre test and post test

N = the number of observation

4) T-test Calculation

T-test is formula to know the significant differences between pre test and post test. According to Sudjiono (2009, p.307) the formula is:

\[
t_0 = \frac{\sum D}{N} \frac{SD}{\sqrt{N - 1}}
\]

Explanation:

\( t_0 \) = T-test for different of pre-test and post-test

SD = Standard deviation for one sample t-test

D = difference between pre test and post test

N = the number of observation in one sample

G. Outline of the Study

In order to make systematic research, the researcher organizes this research into five chapters, they are as follows:

Chapter I is Introduction. It contains of background of study, research questions, objectives of the research, benefits of the study, the
definition of keywords, research methodology and the outline of the study. Chapter II is Review of Related Theory. It contains of Theoretical Framework and previous research. Chapter III is Research Implementation. It contains of description of teaching learning process in cycle I and cycle II. Chapter IV is Research Findings and Discussion. It contains of the implementation of using Cooperative Learning Strategy to improve students’ reading comprehension. It also contains the significant improvement of using Cooperative Learning Strategy to improve students’ reading comprehension. Chapter V is the Closure. It contains of conclusion and suggestion. After that, it is followed by references and appendices.
CHAPTER II

REVIEW OF RELATED THEORY

In this chapter, the researcher presents literature review. It is aimed to give relevant of the study. Therefore, this chapter describes information involving: theoretical framework and relevant previous research.

A. THEORETICAL FRAMEWORK

1. Cooperative Learning

   a. Definition of Cooperative Learning

   Olsen and Kagan (1992:8) in Richards and Rodgers (2002:192) stated that Cooperative Language Learning (CLL) is part of a more general instructional approach also known as Collaborative Learning (CL). Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learner in the classroom

   Richard and Rodger (2002:193) explained the goals of language teaching are:

   1) to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities

   2) to provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings
3) to enable focused attention to particular lexical items, language structures and, and communicative functions through the use of interactive tasks

4) to provide opportunities for learners to develop successful learning and communication strategies

5) to enhance learner motivation and reduce learner stress and to create a positive affective classroom climate

b. Types of Cooperative Learning

As quoted by Richards and Rodgers (2002:196), Johnson et al. (1994, 4-5) described that there are three types of cooperative learning groups, they are:

1) Formal cooperative learning groups. These last from one class period to several weeks. These are established for a specific task and involve students working together to achieve shared learning goals.

2) Informal cooperative learning groups. These are as-hoc groups that last from a few minutes to class period and are used to focus students attention or to facilitate learning during direct teaching.

3) Cooperative base groups. These are long term, lasting for at least a year and consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other the support, help,
encouragement, and assistance they need to succeed academically.

Cooperative learning has several kinds to be used in to be teaching students. According to Slavin (2010:104) there are several kinds of method cooperative learning:

a) Student Team Achievement Division
b) Team Game Together
c) Team Accelerated Instruction
d) Jigsaw
e) Cooperative Integrated Reading and Composition
f) Learning Together
g) Group Investigation

2. Student Team Achievement Division

a. Definition of Student Team Achievement Division

STAD has been developed by Slavin and his colleagues in John Hopskin University. It is one of the simplest of all cooperative learning methods. In STAD the teacher give a material and the students are assigned to four or five members to finished the questions that given by the teacher. (Fathurrohman, 2015:53).

b. Procedures of Student Team Achievement Division

In accordance to Fathurrohman (2015:54) Student Team Achievement Division (STAD) has many steps as follows:
1) The teacher gives the material or the problem to the students according to the base competence.

2) The teacher gives test / quiz to every student individually to get the beginning score.

3) The teacher divides the class into some groups. Every group consists of 4 – 5 students with the different skills.

4) The material prepared is distributed to discuss in the group to reach the base competence.

5) The teacher facilitates the students to make summary, guide and give affirmation to the material that have been studied.

6) The teacher gives the test or quiz to every student individually.

7) The teacher gives awarded to the team that get

c. Five Components of STAD

STAD is developed by Slavin and has been used in such diverse subject areas as language arts, social studies, mathematic and science. According to Slavin.(1995)in Boudehane (2015:55) STAD consists of five major components: class presentation, teams, quizzes, individual improvement scores, and team recognition. The details of each component are discussed as follows:
a) Class Presentations

The teacher first introduces the lesson to students before they start cooperating.

b) Teams

Students start to work in groups on the task to accomplish the shared goal.

c) Quizzes

Students take individual quizzes. Learners are not allowed to assist each other during the test.

d) Individual Improvement Scores

Individual improvement scores are gained to see whether students have improved according to their past performance and how much they have improved.

e) Team Recognition

Groups may win certificates or other kind of rewards if their averages of improvement scores exceed a certain level.

3. Reading

a. Definition of Reading

There are many definitions of “Reading” presented by experts. However, there must not be the worthiest sense. According to Dechant (1971:34): reading is the development or creative
construction of meaning in response to external stimuli, usually written words. Dechant (1982:5) consider that “reading always involves an interaction

b. Purposes of Reading

The purposes of reading described by Grabe (2009:8-10) there are at least six main purposes for comprehensive reading. These purposes include:

1) Reading for information

The combination of scanning (identifying a specific graphic form) and skimming (building a simple quick understanding of the text) allows a reader to search information.

2) Reading for quick understanding (skimming)

Reading for quick understanding used for variety of other reasons and so may be seen as a super ordinate purpose. The readers used skimming when they want to determine what a text is about and whether or not they want to spend more time reading it.

3) Reading to learn

Reading to learn is often carried out in academic and professional settings. Reading to learn places more processing demands on the reader because the reader is expected to
remember the main ideas and many supporting ideas and be able to recall this information as needed.

4) Reading to integrated information

   This type of reading requires that the reader synthesize and learn information from multiple texts or bring together information from different parts of a long text.

5) Reading to evaluate, critique, and use information

   It often also represents an increased level of demand and a more complex interaction of reading processes.

6) Reading for general comprehension

   Reading for general comprehension is the most common purpose for reading among fluent readers, and it is the default assumption for the term reading comprehension.

c. Strategies for Reading

   In accordance Brown (2003:188) some principal strategies for reading comprehension are:

   1) Identify your purpose in reading a text.

   2) Apply spelling rules and convention from bottom-up decoding.

   3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.

   4) Guess at the meaning (of words, idioms, etc.) when you are not certain.
5) Skim the text for the gist and for main ideas.

6) Scan the text for specific information (names, dates, key words).

7) Use silent reading techniques for rapid processing.

8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.

9) Distinguish between literal and implied meanings.

10) Capitalize on discourse markers to process relationship.

4. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is difficult to define. In fact, no one has as yet been able to identify the component of reading comprehension. Dechant (1982:311) stated that comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by context, the organization and retention of meanings, the ability to reason one’s way through smaller idea segments, and the ability to grasp the meaning of a larger unitary idea.

Then, Thorndike as quoted by Dechant (1982:311) described reading comprehension simply as thinking. In addition, Davis (1982:312) as quoted by Dechant (1982:312) early noted that underlying comprehension are two general mental abilities: the
ability to remember words meanings (word knowledge) and the ability to reason with verbal concept, and hence with words.

Dechant (1982:312) concluded that comprehension is a thinking process; it is thinking through reading. As such, it is dependent upon the learners’ basic cognitive and intellectual skill; upon their background of experience (vocabulary, knowledge, concepts and ideas); and upon their language skills (knowledge of morphology, syntax, and grammar). In Oxford learner dictionary (1981:467) comprehension is the act or action of grasping (as an idea or process) with the intellect.

b. Level of Reading Comprehension

In constructing the meaning of a text, readers may engage in different types or levels of thinking. According to Heilman, Blair, & Rupley (1961) as quoted by Istihayatun (2015) in Susanti (2017), there are three levels of comprehension are typically identified: literal, interpretative, and critical.

1) Literal Comprehension

Literal comprehension is an understanding the ideas and information explicitly state in the passage. The abilities are:

a) Knowledge of word meaning.

b) Recall of details directly stated and paraphrased in own words.
c) Understanding of grammar clues—subject, verb, pronouns, conjunctions, and so forth.
d) Recall of main idea explicitly stated.
e) Knowledge of sequence of information presented in passage.

2) Interpretative comprehension

Interpretative comprehension is an understanding of ideas and information not explicitly stated in passage. The abilities are:

a) Reason with information presented to understand the author’s tone, purpose, and attitude.
b) Infer factual information, main ideas, comparisons, cause-effect relationship not explicitly stated in the passage.
c) Summarization of story content.

3) Critical Comprehension

Critical comprehension includes analyzing, evaluating, and personally reacting to information presented in the passage. The abilities are:

a) Information in a passage indicating its meaning to the reader.
b) Analyzing and evaluating the quality of written information in terms of some standards.
In the other hand, Dechant explains that learning to comprehend involves a complex of skill. Various writers have attempted to categorize these into three or four levels. Lanier and Davis in Dechant (1982:313) summarized comprehension skills, categorize them as:

a) Literal skills (recognizing and recalling facts, details, sequence, main idea, directions, organization, and the like)

b) Interpretative skills (inferring, drawing conclusions, generalizing, deriving meaning from figurative language, predicting, anticipating, and summarizing)

c) Critical skills (judging, detecting propaganda, analyzing, checking validity, checking the author’s biases and purpose)

d) Creative skills (applying information, responding emotionally).

c. Indicators/ The Nature of Students’ Reading Comprehension

Refers to Susanti (2017:31) there are some indicators of students’ reading comprehension, they are:

1) The students are able to understand the function of narrative/recount text.

2) The students are able to find the difficult words from the narrative/recount text.
3) The students are able to answer the questions about narrative/recount text.

4) The students are able to identify the important information on the text.

5) The students are able to give opinions about the text that they have been read.

d. Developing comprehension in the classroom

According to Dechant (1982:317), other techniques for developing comprehension include

1) Having pupils show by an illustration events (a drawing, map, chart, diagram, or graph), by retelling the story, or by demonstration, that they have understood the content of what they have read.

2) Having pupils identify and state the topic sentence, write a little for the paragraph or story, or identify the details, directions, or sequence material read.

3) Having pupils develop a formal outline of what they have read.

4) Having pupils summarize what they have read.

5) Having pupils provide the ending for a story which has not been read to completion or having them suggest alternate endings to a story that has been read completely.

6) Having pupils match pictures with sentences.
5. **Recount Text**

a. **Definition of Recount Text**

   Recount text is one of kinds of English text that retells the events or experiences in the past.

b. **Purpose of Recount Text**

   The purpose of recount text is to report the events or activities with the aim of preaching or entertaining without any conflict within the story.

c. **Generic Structure of Recount Text**

   1) **Orientation**

      Orientation or introduction is to provide information about who, where, and when events or activities that occurred in the past

   2) **Events**

      Events are recordings of events that occur, usually delivered in chronological order, such as "In the first day, I ... And in the next day ... And In the last day ...". In the Events section there is also usually a personal comment about the event or event being told

   3) **Reorientation**

      In the Reorientation section, there is a repetition of the existing recognition in Orientation, a repetition that
summarizes the sequence of events, events or activities described.

d. Characteristic of Recount Text

1) Using Past Tense. Suppose we went to zoo, I was happy, etc.

2) Using conjunction and time connectives to sort events or events. For example and, but, the, after that, etc.

3) Use Adverbs and Adverbial Phrase to reveal places, times and ways. Suppose yesterday, at my house, slowly, etc.

4) Using action verbs. Suppose went, slept, run, brought, etc.

B. Previous Research

In order to improve the understanding of this research, the researcher presents five relevant studies. The first previous research is conducted by Hadyan (2013). His research is aimed to find out whether or not the cooperative learning improved students` reading comprehension and to find out students` responses toward the implementation of cooperative learning methods. The result of this research showed that cooperative learning methods (STAD and Jigsaw) improved the students` comprehension in reading descriptive text.

The second previous research came from Marzban and Alijenad (2014). Their research is aimed to see whether using cooperative learning CL to Iranian EFL Learners has any significant on developing their
reading ability or not. The result of this research showed that a strong positive effect of CL as a teaching method in the classroom on Iranian pre-intermediate EFL learner`s trading ability.

The third previous research came from Phiwpong and Dennis (2016). Their research is aimed to investigate students` opinion toward reading comprehension through cooperative learning activities. The result of the study helped the teacher to improve teaching English by using cooperative leaning strategy, promote reading comprehension, encourage and support students in reading English by using cooperative learning.

The fourth previous research came from Nejad and Keshavarzi (2015). They conducted a research is to investigate the effect of cooperative learning on L2 reading comprehension ability for pre-university students by comparing the cooperative learning instruction and traditional lecture instruction. The result of the study showed that cooperative learning had a higher effect on L2 reading comprehension skill.

The fifth previous research came from Astuti (2014). She applied STAD in giving solution to students` problems in reading comprehension. The method of her study was qualitative. She collected the data by using observing, giving questionnaire, and interviewing the students. This strategy helped the students have behavior improvement and higher achievement.
CHAPTER III

RESEARCH IMPLEMENTATION

This chapter presents the description of teaching learning process in cycle I and cycle II.

A. Description of Teaching and Learning Process in Cycle I

The researcher used STAD (Student Team Achievement Division) of Cooperative Learning strategy to teaching recount text, which it can improve students’ reading comprehension. The procedure as below:

1. Planning

The activities in the planning are as follows:

   a. Preparing the English syllabus, making a lesson plan for the cycle I, materials, and designing the steps in doing the action.

   b. Preparing teaching aids (e.g. students’ worksheets and STAD (Student Team Achievement Division) of Cooperative Learning Strategy).

   c. Preparing sheets for class observation (to know the situations of teaching-learning process when the strategy is applied).

   d. Preparing two tests; pre-rest and post-test (to know whether students’ comprehension enhances or not).

2. Acting

In this section, the learning process is led by the teacher.

   a. Giving recount text pre-test.
b. Explaining recount by using students’ book.

c. Giving opportunity to the students by asking the difficulties or problems.

d. Teaching reading recount by using STAD (Student Team Achievement Division) of Cooperative Learning Strategy.

e. Asking the students to answer questions related to the recount text.

f. Discussing the answer together.

g. Giving opportunity to the students by asking the difficulties or problems.

h. Giving feedback.

i. Giving post-test.

3. Observing

a. Observing the learning process concentrate on the students’ capability which shows their understanding of the lesson.

b. Observing the students’ attention and all the activities in the learning process.

c. Observing the teacher’s activities.

4. Reflecting

a. Analyzing the data of cycle I.

b. The teacher and the researcher discussed the result of the cycle I.

c. Make a conclusion of the cycle I.
d. The standardized score passing grade in MTs NU Ungaran is 70. Based on this rule, the mean score post-test must pass the passing grade.

B. Description of Teaching and Learning Process in Cycle II

The second cycle did based on the result of reflection from the first cycle. If the result from observation shows that the quality of the students was still low, it is needed another action in order to make enhancement of the quality for the next cycle. The topic is same with cycle I. The procedures are as follow:

1. Planning

The activities in the planning are as follows:

a. Preparing the English syllabus, making a lesson plan for the cycle II, materials, and designing the steps in doing the action.

b. Preparing teaching aids (e.g students’ worksheets and STAD (Student Team Achievement Division) of Cooperative Learning Strategy).

c. Preparing sheets for class observation (to know the situations of teaching-learning process when the strategy is applied).

d. Preparing two tests; pre-rest and post-test (to know whether students’ comprehension enhances or not).
2. **Acting**

   In this section, the learning process is led by the teacher.
   
a. Giving recount text pre-test.
   b. Explaining recount by using students’ book.
   c. Giving opportunity to the students by asking the difficulties or problems.
   d. Teaching reading recount by using STAD (Student Team Achievement Division) of Cooperative Learning Strategy.
   e. Asking the students to answer questions related to the recount text.
   f. Discussing the answer together.
   g. Giving opportunity to the students by asking the difficulties or problems.
   h. Giving feedback.
   i. Giving post-test.

3. **Observing**

   a. Observing the learning process concentrate on the students’ capability which shows their understanding of the lesson.
   b. Observing the students’ attention and all the activities in the learning process.
   c. Observing the teacher’s activities.

4. **Reflecting**

   a. Analyzing the data of cycle II.
b. The teacher and the researcher discussed the result of the cycle II.

c. Make a conclusion of the cycle II.

d. The standardized score passing grade in MTs NU Ungaran is 70. Based on this rule, the mean score post-test must pass the passing grade.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter focused on analyzing the data collection. The researcher collects the data from eighth grade students of MTs NU Ungaran academic year 2017/2018. It shows the finding of the data collected from the beginning until the end of the research. The findings consist of the results of pre and post-test of cycle I and cycle II. In this study, the researcher arranges two cycles which use STAD (Student Team Achievement Division) of Cooperative Learning Strategy to improve students’ reading comprehension.

A. Research Findings

The research consists of two cycles; each cycle consists of planning, implementation of action, observation, and reflection. The all steps of this research would be explained in the description below:

1. Cycle I

a. Planning

In this stage, the researcher does some activities, they are:

1) Making the schedule of the research
2) Preparing material and making a lesson plan (Recount Text)
3) Designing the steps doing the action
4) Preparing list of the students’ name and scoring
5) Preparing an observation sheet (to know the situation of teaching learning process when method is implemented)
6) Preparing a test (to know whether students’ reading comprehension is improved or not when the method applied). Pre Test was given to the students before applying of Student Team Achievement Divisions and the post test was given to the students after applying method.

b. Implementation of the action

On Monday, 12 February 2018, and the observer and the teacher entered the English class. The teacher is Mrs. Retno Warniati, S.Pd. and the researcher role is as an observer. The teacher started the lesson by greeting “Assalamualaikum warahmatullahi wabarakaatuh” and asked about the condition of students by saying “How are you today?”, the students answered “I’am fine, thanks, and you?” and the teacher answered “I’am very well, thank you”. The teacher opened the lesson, conveyed the purpose of lesson in the class, and checks the students’ attendance list. All of the students entered the class. The students asked to do the pre-test in 10 minutes.

After having pre-test the teacher gave the treatment for the students. Then, the teacher gave the clear explanation about recount text. She explained the definition of recount text, social function, generic structure, language features and gave the examples of recount text used power point. The teacher explained
how to make recount text used STAD (Student Team Achievement Division) of cooperative learning strategy.

In implementation of STAD (Student Team Achievement Division) of Cooperative Learning strategy the researcher used type Students Team Achievement Division (STAD). There are 7 steps the teacher gave the material to the students according to the base competence, the teacher gave test/quiz as pre-test, the teacher divided the class into some groups, the teacher facilitated students, the teacher gave post-test and the teacher gave awarded to the team that get best score.

After the treatment, some group had presented the result of discussion and then, the teacher gave post-test for the students. There were ten multiple choices questions that same with the pre-test questions. 10 minutes later, the students finished the test and submitted it in front of the class. The teacher closed the meeting and said “Wassalamualaikumwarohmatullahiwrabarokatuh”.

c. Observing

In the cycle 1, the researcher made two observational checklists for the teacher and the students. The explanation of the result of the teacher’s observational checklist is as follows:
<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Yes</th>
<th>No</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
<td>Using English greeting to create English environment</td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Checking the student’s attendance list</td>
<td>√</td>
<td></td>
<td>There was no student who was absent</td>
</tr>
<tr>
<td>4</td>
<td>Asking the students’ condition and their readiness</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Giving icebreaker</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Telling the purposes of learning</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Asking the related material to the student</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reminding previous material</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Helping students to remind</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>their experiences that related to the material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Giving an explanation of the material</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Giving opportunity for asking questions and suggestions</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Clarifying and explaining the students’ questions</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Guiding the student’s activity</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Giving feedbacks after the lesson</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Helping students to conclude the lesson</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Informing next materials for next meeting</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Giving motivations for students</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Praying and closing the lesson</td>
<td>√</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the observation above, the teacher explain the material of recout text. The teacher explained the materials detail, first, she reviewed the definition of recount text until the students understood. Secondly, the teacher explained about the STAD (Student Team Achievement Division) of cooperative learning strategy.
The curriculum used KTSP which the learning steps consist of Exploration, Elaboration, and Confirmation. Later on, the resulted of the students’ observation checklist was explained below:

**Table 4.2 Students’ Observational Checklist of Cycle I**

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Student</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Note</th>
</tr>
</thead>
<tbody>
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<td>1</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
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<td>AMDO</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ALS</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>AA</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ARR</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>BPS</td>
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<td>CDW</td>
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<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>CRI</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>DSNH</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>DAZ</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>DAKH</td>
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</tr>
<tr>
<td>12</td>
<td>DC</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>DFR</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>EAPN</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>ENF</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>EAD</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
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<td>FN</td>
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<td>√</td>
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</tr>
<tr>
<td>18</td>
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<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>19</td>
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</tr>
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<tr>
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<td>HADU</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>IFL</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>KSA</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>LLH</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>NSU</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>NRA</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>NAA</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>PYA</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>RAS</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>RAF</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>RDO</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>32</td>
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<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>SW</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
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<td>√</td>
<td>√</td>
<td></td>
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<td></td>
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<td>ZIM</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explanation:

A = Paying Attention
B = Activeness in asking question

C = Activeness in responding question

D = Enthusiasm in doing test

d. **Reflecting**

Based on the analyzing of the first cycle, the researcher concluded that the analysis of STAD (Student Team Achievement Division) of Cooperative Learning strategy in this class was enough effective yet. The students still adapted with this approach. In the first cycle, the researcher thought that there was 1 cause that made the students difficult to understand the lesson. That cause was they unhabitual in group discussion.

**Table 4.3 Score of the test of Cycle I**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test 1</th>
<th>Post-test 1</th>
<th>Post-Pre (D)</th>
<th>(D2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAN</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>AMDO</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>ALS</td>
<td>30</td>
<td>40</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>AA</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>ARR</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>BPS</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>CDW</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>CRI</td>
<td>30</td>
<td>70</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
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<td>DSNH</td>
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<td>0</td>
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<tr>
<td>10</td>
<td>DAZ</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
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<tr>
<td>11</td>
<td>DAKH</td>
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<td>50</td>
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<td>0</td>
</tr>
<tr>
<td>12</td>
<td>DC</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>13</td>
<td>DFR</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
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<td>40</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
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<td>ENF</td>
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<td>80</td>
<td>20</td>
<td>400</td>
</tr>
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<td>16</td>
<td>EAD</td>
<td>40</td>
<td>50</td>
<td>10</td>
<td>100</td>
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<td>FFAR</td>
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<td>100</td>
</tr>
<tr>
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<td>HZH</td>
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<td>50</td>
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<td>HADU</td>
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<td>70</td>
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<td>0</td>
</tr>
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</tr>
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<td>KSA</td>
<td>60</td>
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<td>100</td>
</tr>
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<td>LLH</td>
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<td>50</td>
<td>0</td>
<td>0</td>
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<td>25</td>
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<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
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<tr>
<td>26</td>
<td>NRA</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>NAA</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>28</td>
<td>PYA</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>29</td>
<td>RAS</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>30</td>
<td>RAF</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test and post-test of the cycle 1 above, the researcher can calculate the number of students who passed the passing grade.

**Table 4.4 Calculation of passing Grade of the Pre-test and Post-test in the cycle 1**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Percentage of Pre-test</th>
<th>Number of Students</th>
<th>Percentage of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;70</td>
<td>30</td>
<td>83.33%</td>
<td>21</td>
<td>58.33%</td>
</tr>
<tr>
<td>70</td>
<td>4</td>
<td>11.11%</td>
<td>10</td>
<td>27.78%</td>
</tr>
<tr>
<td>&gt;70</td>
<td>2</td>
<td>5.56%</td>
<td>5</td>
<td>13.89%</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100%</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>
e. Calculating Mean of Pre-Test and Post-Test I

1) Mean of Pre-Test I

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

\[ M = \frac{1910}{36} \]

\[ M = 53.05 \]

2) Mean of Post-Test I

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

\[ M = \frac{2190}{36} \]

\[ M = 60.83 \]

3) Mean of Pre-Test = 53.05

4) Mean of Post-Test = 60.83

5) Mean of Pre-Test < Mean of Post-Test

6) There was improvement of reading comprehension through STAD (Student Team Achievement Division) of Cooperative Learning Strategy between Pre-Test I (before the action) and the Post-Test (after the action)

f. Calculating of Standart Deviation

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]
\[
SD = \sqrt{\frac{5600}{36} - \left(\frac{280}{36}\right)^2}
\]
\[
SD = \sqrt{155,55 - (7,77)^2}
\]
\[
SD = \sqrt{155,55 - 60,37}
\]
\[
SD = 95,18
\]
\[
SD = 9,75
\]

g. T-Test Calculation

\[
t_0 = \frac{\left(\sum D\right) / N}{SD / \sqrt{N - 1}}
\]
\[
t_0 = \frac{280}{9,75} / \sqrt{35}
\]
\[
t_0 = \frac{7,77}{9,75} / 5,91
\]
\[
t_0 = \frac{7,77}{1,64}
\]
\[
t_0 = 4,73
\]

T calculation is 4,73

Giving interpretation of \( T_0 \)

a) Calculate of df

\[
df = n - 1
\]
\[
df = 36 - 1
\]
df = 35

b) Consult with t-table value

With df = 35, the value of t-table with level of significant 5% is 2.03.

c) Comparing t-test with table

T-test = 4.73, therefore t-test was higher than t-table with level of significant 5%.

If T-test similar or higher than t-table, so null hypothesis (H0) is rejected. H0 is no significant differences between pre-test and post test. T-table with n = 35 is 2.03. The comparing result of t-test and t-table is 4.73 > 2.03. So, t-test calculating is higher than t-table. Therefore, H0 is rejected, it meant that there is a significant difference between pre-test and post-test.

From the calculation above, the writer concluded that between pre-test I and post-test I had significant difference, where the students’ score of post-test was higher than pre-test. It showed that using STAD (Student Team Achievement Division) of Cooperative Learning in teaching reading could improved the reading comprehension.
2. Cycle II

a. Planning

In this stage, the researcher does some activities, they are:

2) Making the schedule of the research

3) Preparing material and making a lesson plan (Recount Text)

4) Designing the steps doing the action

5) Preparing list of the students’ name and scoring

6) Preparing an observation sheet (to know the situation of teaching learning process when method is implemented)

7) Preparing a test (to know whether students’ reading comprehension is improved or not when the method applied).

Pre Test was given to the students before applying of Student Team Achievement Divisions and the post test was given to the students after applying method.

b. Implementation of the action

On Monday, 19 February 2018, and the observer and the teacher entered the English class. The teacher is Mrs. Retno Warniati, S.Pd. and the researcher role is as an observer. The teacher started the lesson by greeting “Assalamualaikum warahmatullahi wabarakaatuh” and asked about the condition of students by saying “How are you today?”, the students answered “I’am fine, thanks, and you?” and the teacher answered “I’am very well, thank you”. The teacher opened the lesson, conveyed the
purpose of lesson in the class, and checks the students’ attendance list. All of the students entered the class. The students asked to do the pre-test in 10 minutes.

After having pre-test the teacher gave the treatment for the students. Then, the teacher gave the clear explanation about recount text. She explained the definition of recount text, social function, generic structure, language features and gave the examples of recount text used power point. The teacher explained how to make recount text used STAD (Student Team Achievement Division) of cooperative learning strategy.

After the implementation of STAD (Student Team Achievement Division) of Cooperative Learning, the teacher gave post-test for the students. There were ten multiple choices questions that same with the pre-test questions. 10 minutes later, the students finished the test and submitted it in front of the class. The teacher closed the meeting and said “Wassalamualaikumwarohmatullahiwbabarokatuh”.

c. Observing

In the cycle 2, the researcher made two observational checklists for the teacher and the students. The explanation of the result of the teacher’s observational checklist is as follows:
<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Yes</th>
<th>No</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting students before the lesson begin</td>
<td>✓</td>
<td></td>
<td>Using English greeting to create English environment</td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Checking the student’s attendance list</td>
<td>✓</td>
<td></td>
<td>There was no student who was absent</td>
</tr>
<tr>
<td>4</td>
<td>Asking the students’ condition and their readiness</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Giving icebreaker</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Telling the purposes of learning</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Asking the related material to the student</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reminding previous material</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Helping students to remind</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>their experiences that related to the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Giving an explanation of the material</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Giving opportunity for asking questions and suggestions</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Clarifying and explaining the students’ questions</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Guiding the student’s activity</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Giving feedbacks after the lesson</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Helping students to conclude the lesson</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Informing next materials for next meeting</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Giving motivations for students</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Praying and closing the lesson</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the observation above, the teacher explain the material of recout text. The teacher explained the materials detail, first, she reviewed the definition of recount text until the students understood. Secondly, the teacher explained about the STAD (Student Team Achievement Division) of cooperative learning.
The curriculum used KTSP which the learning steps consist of Exploration, Elaboration, and Confirmation. Later on, the resulted of the students’ observation checklist was explained below:

**Table 4.6 Students’ Observational Checklist of Cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Student</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAN</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>2</td>
<td>AMDO</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>ALS</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>AA</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>ARR</td>
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<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
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<td>✓</td>
</tr>
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<td>✓</td>
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<td>✓</td>
<td></td>
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<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>✓</td>
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<td>✓</td>
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<tr>
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<td>✓</td>
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<tr>
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<tr>
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<td></td>
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</tr>
<tr>
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<tr>
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<td>✓</td>
<td>✓</td>
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</tr>
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<td>30</td>
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</tr>
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<td>✓</td>
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<td></td>
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<td></td>
</tr>
<tr>
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</tr>
</tbody>
</table>

Explanation:

A = Paying Attention

B = Activeness in asking question
C = Activeness in responding question

D = Enthusiasm in doing test

d. Reflecting

Based on the analysis of the second cycle, the researcher concluded that the application of STAD (Student Team Achievement Division) of Cooperative Learning in this class was effective. In this cycle the students habitual in group discussion.

Table 4.7 Score of the test of Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test 2</th>
<th>Post-test 2</th>
<th>Post-Pre (D)</th>
<th>(D2)</th>
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<tr>
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<td>3</td>
<td>ALS</td>
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</tr>
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<td>4</td>
<td>AA</td>
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<td>80</td>
<td>20</td>
<td>400</td>
</tr>
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</tr>
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<td>-10</td>
<td>100</td>
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<td>9</td>
<td>DSNH</td>
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<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>10</td>
<td>DAZ</td>
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<td>70</td>
<td>10</td>
<td>100</td>
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<td>HSF</td>
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<td>10</td>
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<td>22</td>
<td>IFL</td>
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<td>10</td>
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<td>SW</td>
<td>60</td>
<td>80</td>
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<td>34</td>
<td>STA</td>
<td>60</td>
<td>70</td>
<td>10</td>
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</table>
Table 4.8 Calculation of Passing Grade of the Pre-test and Post-test in the cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Percentage of Pre-test</th>
<th>Number of Students</th>
<th>Percentage of Post-test</th>
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<tbody>
<tr>
<td>&lt;70</td>
<td>23</td>
<td>63.89%</td>
<td>5</td>
<td>13.89%</td>
</tr>
<tr>
<td>70</td>
<td>10</td>
<td>27.78%</td>
<td>15</td>
<td>41.67%</td>
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<tr>
<td>&gt;70</td>
<td>3</td>
<td>8.33%</td>
<td>16</td>
<td>44.44%</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100%</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. Calculating Mean of Pre-Test and Post-Test I

a. Mean of Pre-Test II

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

\[
M = \frac{2300}{36}
\]

\[
M = 63.88
\]

b. Mean of Post-Test II

\[
M = \frac{\sum X}{N}
\]
\[ M = \frac{2650}{36} \]
\[ M = 73.61 \]
c. Mean of Pre-Test = 63.88
d. Mean of Post-Test = 73.61
e. Mean of Pre-Test < Mean of Post-Test
f. There was improvement of reading comprehension through STAD (Student Team Achievement Division) of Cooperative Learning Startegy between Pre-Test II (before the action) and the Post-Test II (after the action).

4. Calculating of Standart Deviation

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

\[ SD = \sqrt{\frac{6500}{36} - \left(\frac{350}{36}\right)^2} \]

\[ SD = \sqrt{180.55 - (9.72)^2} \]

\[ SD = \sqrt{180.55 - 94.48} \]

\[ SD = \sqrt{86.07} \]

\[ SD = 9.27 \]

5. T-Test Calculation

\[ t_o = \frac{\left(\frac{\sum D}{N}\right)}{SD} \times \frac{1}{\sqrt{N - 1}} \]
\[ t_0 = \frac{350}{36} \]
\[ t_0 = \frac{9.27}{\sqrt{35}} \]
\[ t_0 = \frac{9.72}{1.56} \]
\[ t_0 = 6.23 \]

T calculation is 6.23

Giving interpretation of \( T_0 \)

a) Calculate of df

\[ df = n - 1 \]
\[ df = 36 - 1 \]
\[ df = 35 \]

b) Consult with t-table value

With \( df = 35 \), the value of t-table with level of significant 5% is 2.03.

c) Comparing t-test with table

T-test = 9.27, therefore t-test was higher than t-table with level of significant 5%.
If T-test similar or higher than t-table, so null hypothesis (H0) is rejected. H0 is no significant differences between pre-test and post test. T-table with n = 35 is 2.03. The comparing result of t-test and t-table is 9.27 > 6.23. So, t-test calculating is higher than t-table. Therefore, H0 is rejected, it meant that there is a significant difference between pre-test and post-test.

From the calculation above, the writer concluded that between pre-test I and post-test I had significant difference, where the students’ score of post-test was higher than pre-test. It showed that using STAD (Student Team Achievement Division) of Cooperative Learning in teaching reading improved the reading comprehension.

B. Discussion

From the result of the data analysis in cycle I and II, the researcher analyzed the student’s improvement. The discussion as follow:

1. Implementation of STAD (Student Team Achievement Division) of Cooperative Learning Strategy in Improving the Students’ Reading Comprehension for the Eighth Grade Students of MTs NU Ungaran in the Academic Year of 2017/2018

From this research, the researcher concluded that the implementation of STAD (Student Team Achievement Division) of
Cooperative Learning strategy to improve students’ reading comprehension for the eleventh-grade students of MTs NU Ungaran was successful. The researcher got the information from cycle I and cycle II.

The implementation of this research was divided into three parts. The first part, the teacher conducted pre-test, the teacher gave pre-test to the students.

The researcher analyzed the reading comprehension of the students, and they increased their comprehension from cycle I until cycle II. The implementation of STAD (Student Team Achievement Division) of Cooperative Learning strategy improved the students’ reading comprehension in the recount text by implementing STAD (Student Team Achievement Division) of Cooperative Learning strategy in the class.

2. STAD (Student Team Achievement Division) of Cooperative Learning Strategy can Improve Students’ Reading Comprehension for the Eighth Grade Students of MTs NU Ungaran in the Academic Year of 2017/2018

From the result of analyzis in Cycle I and Cycle II, STAD (Student Team Achievement Division) of Cooperative Learning Strategy can improve Students’ Reading Comprehension. It would be explained in the table below:
The ability is shown by the mean score of pre test and post test in the two cycles. The mean score of pre test is 53.05 to 63.88 in post test cycle I and the mean score of pre test 60.83 to 73.61 in post test cycle II.

3. Improvement of the Students` comprehension after using STAD (Student Team Achievement Division) of Cooperative Learning Strategy of the Eighth Grade Students of MTs NU Ungaran in the Academic Year of 2017/2018.

From the result of analyzis in Cycle I and Cycle II, there was significant improvement on the students` reading comprehension, it would be explained in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-Test</td>
<td>53.05</td>
<td>63.88</td>
</tr>
<tr>
<td></td>
<td>Post-Test</td>
<td>60.83</td>
<td>73.61</td>
</tr>
<tr>
<td>2</td>
<td>T-Table N=35</td>
<td>2.03</td>
<td>2.03</td>
</tr>
<tr>
<td>3</td>
<td>t-Calculation</td>
<td>4.73</td>
<td>6.23</td>
</tr>
<tr>
<td>4</td>
<td>t-Test&gt;t-Table</td>
<td>4.73 &gt; 2.03</td>
<td>9.27 &gt; 6.23</td>
</tr>
</tbody>
</table>
The table shows that T-Calculation was higher than T-Table, which meant there was significant improvements to the students` reading comprehension from Cycle I and Cycle II. The result of T-Calculation in Cycle I was 4.73 and Cycle II was 6.23 it meant that the application of STAD (Student Team Achievement Division) of Cooperative Learning strategy improved the students` reading comprehension. From the finding above, it showed that STAD (Student Team Achievement Division) of Cooperative Learning strategy encourages the students` motivation to study harder.

The result showed that the finding in Cycle I were lower than the passing grade in score 70. In the Cycle II, the mean of post test was 73.61 it was successful to achieve the passing grade. In Cycle II, only 5 students who got less than the passing grade. However, the result of test in cycle I and cycle II was improved.
CHAPTER V
CLOSURE

This chapter presents the conclusion of the research and suggestion.

A. Conclusion

From the research findings and discussion, the researcher concluded that:

1. Implementation of STAD (Student Team Achievement Division) of Cooperative Learning strategy in reading comprehension of the second year students of MTs NU Ungaran in the academic year of 2017/2018 has been done effectively. Students can improve their reading comprehension. In addition, the students’ cognitive skill can be improved by understanding and analyzing text what they have read in the passage. As a result, they can understand the contents of the text they have been read. Beside that, STAD (Student Team Achievement Division) of Cooperative Learning strategy can improve students’ interest in learning English especially reading. It is reasonable because it attracts students to learn, it can give motivation students to study hard. It also increases students’ achievement on reading. STAD (Student Team Achievement Division) of Cooperative Learning strategy is simple in use.

2. The students’ reading comprehension of the second year students of MTs NU Ungaran in the academic year of 2017/2018 can be improved through STAD (Student Team Achievement Division) of Cooperative
Learning strategy. It is shown by the mean score of pre test and post test in the two cycles. The mean score of pre test is 53.05 to 63.88 in post test cycle I and the mean score of pre test 60.83 to 73.61 in post test cycle II.

3. There is a significant improvement of using STAD (Student Team Achievement Division) of cooperative learning strategy to improve students’ reading comprehension of the second year students of MTs NU Ungaran in the academic year of 2017/2018. It is shown by the result of calculation of t-test in two cycles. In the cycles I the calculation of t-test is 4.73 which higher than t-table (2.03). While in the cycle II the calculation of t-test is 9.27 which higher than t-table (6.23), by the level of significance of 5%.

B. Suggestion

Based on the result of study and conclusion above, the writer would like to suggest as follows:

1. To the teacher.
   a. Teacher should have sensitivity toward students’ problem. STAD (Student Team Achievement Division) of Cooperative learning strategy can be alternative solution for students who get trouble in their motivation, interest and their achievement. STAD (Student Team Achievement Division) of Cooperative Learning strategy encourages students to active. It can be support students to study
what they have learned. It can influence students happiness and makes students enjoy in learning.

b. The use of interesting method should be encouraged. It would facilitate the students to understand the learning subject and possibly supply impressive instruction.

2. To the students.

a. The students should always active in learning process. Students do not be afraid to study English. Students more pay attention to teacher explanation. If teacher have command students can do maximally and they can do exercise well.

b. Students should improve their motivation. Because motivation is an important factor in the process of English learning.

c. Students should study English harder, to reduce their difficulties of English learning.

3. To other researcher.

It has been known from the result of the study that the use of STAD (Student Team Achievement Division) of Cooperative Learning strategy can improve students’ reading comprehension, interest and motivation. Hereby, it is expected that the result of the study can be use the English teacher as an appropriate method in teaching reading to improve students’ reading comprehension. Based on the explanation, the writer would like to suggest the other researcher; the result of the
study will be use as additional reference to further research with the different sample and occasion.
On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, 'It's two minutes past twelve! The clock has stopped!'
I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

1. What is the kind of the text above?
   a. Descriptive  c. Narrative
   b. Recount  d. Persuasive

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

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

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

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

6. What is the generic structure of the text?
   a. Orientation-Event-Reorientation
   b. Event-Orientation-Reorientation
   c. Orientation-Events-Reorientation
   d. Reorientation-Orientation-Event

7. What did they do after bought some food to give to the animals?
   a. They went to the nocturnal house
   b. They went for a ride on the elephant
   c. They had a lunch
   d. They fed some birds in the park

8. What happened to the writer's dad when he rode an elephant?
   a. He felt a thrill
   b. He fell off
   c. He failed
   d. He felt fun

9. Why did the writer and his family feel very tired after having a trip to the zoo?
   a. They took a long time to reach the zoo area
   b. They had to visit many places in the zoo
   c. They had to feed a lot of animals in the zoo
   d. They had no time to take a rest in the zoo

10. Our family felt tired after visiting the zoo, we were still happy.
   a. Since
   b. Because
   c. Although
   d. Nevertheless

A Trip to the Zoo
Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.
During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.
On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, 'It's two minutes past twelve! The clock has stopped!' I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the kind of the text above?</td>
<td></td>
</tr>
<tr>
<td>a. Descriptive</td>
<td>c. Narrative</td>
</tr>
<tr>
<td>✚ Recount</td>
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</tr>
<tr>
<td>2. Based on the text, where was the writer?</td>
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</tr>
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<tr>
<td>b. At home</td>
<td>d. At the market</td>
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<tr>
<td>3. When did the event happen?</td>
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<td>a. in the middle of the year</td>
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<tr>
<td>✚ the end of the year</td>
<td>d. at the weekend as usual</td>
</tr>
<tr>
<td>4. Which of the following is not true according to the text?</td>
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<tr>
<td>a. The writer was waiting to celebrate the New Year.</td>
<td>✚ The writer celebrated the New Year with his family.</td>
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<tr>
<td>b. The writer brought a watch.</td>
<td>c. The writer was very happy.</td>
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<tr>
<td>c. The writer was very happy.</td>
<td>d. The past event</td>
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**A Trip to the Zoo**

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

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<tr>
<td>5. What does the first sentence tell you?</td>
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<tr>
<td>✚ The opening of the story</td>
<td>The funny thing in the story</td>
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<tr>
<td>6. What is the generic structure of the text?</td>
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<tr>
<td>✚ Orientation-Event-Reorientation</td>
<td>c. Orientation-Events-Reorientation</td>
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<tr>
<td>b. Event-Orientaction-Reorientation</td>
<td>d. Reorientation-Orientaction-Event</td>
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<td>7. What happened after they bought some food to give to the animals?</td>
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<td>✚ They went to the nocturnal house</td>
<td>c. They had a lunch</td>
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<tr>
<td>b. They went for a ride on the elephant</td>
<td>d. They fed some birds in the park</td>
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<tr>
<td>8. What happened to the writer's dad when he rode an elephant?</td>
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<td>✚ He fell a thrill</td>
<td>c. He failed</td>
</tr>
<tr>
<td>b. He fell off</td>
<td>d. He fell off</td>
</tr>
<tr>
<td>9. Why did the writer and his family feel very tired after having a trip to the zoo?</td>
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<tr>
<td>a. They took a long time to reach the zoo area</td>
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</tr>
<tr>
<td>b. They had to visit a lot of animals in the zoo</td>
<td>c. They had no time to take a rest in the zoo</td>
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<tr>
<td>d. They had no time to take a rest in the zoo</td>
<td>✚ Nevertheless</td>
</tr>
<tr>
<td>a. Since</td>
<td>c. Although</td>
</tr>
<tr>
<td>✚ Because</td>
<td>d. Nevertheless</td>
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</table>
On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes’ time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It’s two minutes past twelve! The clock has stopped!"

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

1. What is the kind of the text above?
   a. Descriptive
   b. Recount
   c. Narrative
   d. Persuasive

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

3. When did the event happen?
   a. in the middle of the year
   b. at the weekend as usual
   c. Christmas celebration
   d. The writer was very happy.

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

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

---

A Trip to the Zoo

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

6. What is the generic structure of the text?
   a. Orientation-Event-Reorientation
   b. Event-Orientation-Reorientation
   c. Orientation-Events-Reorientation
   d. Reorientation-Orientation-Event

7. What did they do after having some food to give to the animals?
   a. They went to the nocturnal house
   b. They went for a ride on the elephant
   c. They had a lunch
   d. They fed some birds in the park

8. What happened to the writer’s dad when he rode an elephant?
   a. He felt a thrill
   b. He fell off
   c. He failed
   d. He fell off

9. Why did the writer and his family feel very tired after having a trip to the zoo?
   a. They took a long time to reach the zoo area
   b. They had to visit many places in the zoo
   c. They had to feed a lot of animals in the zoo
   d. They had no time to take a rest in the zoo

10. Our family felt tired after visiting the zoo, we were still happy.
    a. Since
    b. Because
    c. Although
    d. Nevertheless
On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes’ time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, “It’s two minutes past twelve! The clock has stopped!”

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

1. What is the kind of the text above?
   a. Descriptive
   b. Recount
   c. Narrative
   d. Persuasive

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

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

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

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

A Trip to the Zoo

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home, we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

6. What is the generic structure of the text?
   a. Orientation- Event- Reorientation
   b. Event-Orientation-Reorientation
   c. Orientation-Events-Reorientation
   d. Reorientation-Orientation-Event

7. What did they do after they bought some food to give to the animals?
   a. They went to the nocturnal house
   b. They went for a ride on the elephant
   c. They had a lunch
   d. They fed some birds in the park

8. What happened to the writer's dad when he rode an elephant?
   a. He felt a thrill
   b. He felt fun
   c. He fell down
   d. He fell off

9. Why did the writer and his family feel very tired after having a trip to the zoo?
   a. They took a long time to reach the zoo area
   b. They had to visit many places in the zoo
   c. They had to feed a lot of animals in the zoo
   d. They had no time to take a rest in the zoo

10. Our family felt tired after visiting the zoo, we were still happy.
   a. Since
   b. Although
   c. Never

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

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

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

1. The text above tells us about...
   a. A holiday at a friend's place
   b. A picture of bird
   c. A big bird cage
   d. A big garden

2. What is the last paragraph about?
   a. Anto had butterflies as his pet
   b. The writer's friend is a good swimmer
   c. There are a lot of flowers in Anto's house
   d. The writer had a good time with his friend

3. Where did the writer spend his afternoon?
   a. Under a tree
   b. In the same village with his pen pal, Anto
   c. Inside big bird cage
   d. In the flower garden

4. From the text, we know that the writer...
   a. Had gone and visited many places during his holiday
   b. Spent his holiday at friend's house
   c. Liked butterflies and swimming very much
   d. Spent his holiday at friend's house

5. What food that they had for breakfast?
   a. Traditional food
   b. Western food
   c. Javanese food
   d. Junk food

6. Who took Mrs. Damiri to the clinic?
   a. Her son
   b. Her husband
   c. Mrs. Damiri got accident
   d. Mrs. Damiri and her other children had gone

The main idea of the second paragraph is ...
   a. Yusuf asked his neighbor to help
   b. Mrs. Damiri got accident
   c. Mr. Damiri was proud of his son
   d. Mr. Damiri and his other children had gone

7. What did Yusuf do after he heard his mother calling “Help! Help”?
   a. He ran to the neighbor’s house
   b. He ran to the kitchen
   c. He ran out the fire and took Mrs. Damiri to the clinic
   d. He ran to the street

8. How did the neighbour help Mrs. Damiri?
   a. He ran to the neighbor’s house
   b. He ran to the kitchen
   c. He ran out the fire
   d. He ran to the street

9. What is the expression of Yusuf's father after he heard his wife's story about their son?
   a. He was angry
   b. He was happy
   c. He was proud
   d. He was sad

Last week, Mr. Damiri’s wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, “Help! Help!” He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor’s house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf’s mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, “When you are a man, you will be just like your father,” she said.
Nama: A.P.N
No. album: 60

Students' Worksheet Pre-test 2

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

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

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

1. The text above tells us about...
   - A holiday at a friend's place
   - A picture of a bird
   - What is the last paragraph about?
     - Anto had butterflies as his pet
     - The writer's friend is a good swimmer
   - Where did the writer spend his afternoon?
     - Under a tree
     - In the swimming pool
   - From the text, we know that the writer...
     - Had gone and visited many places during his holiday
     - Lived in the same village with his pen pal, Anto
     - Liked butterflies and swimming very much
   - Spent his holiday at friend's house

2. What food that they had for breakfast?
   - Traditional food
   - Western food
   - Junk food

3. Last week, Mr Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly, Yusuf heard his mother calling, "Help! Help!" He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.

   Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

   When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

4. Who took Mrs. Damiri to the clinic?
   - Her son
   - Her husband
   - Mrs. Damiri got accident

5. The main idea of the second paragraph is...
   - Yusuf asked his neighbor to help
   - Mrs. Damiri got accident

6. How did the neighbour help Mrs. Damiri?
   - He called Mrs. Damiri's husband and ran to the kitchen
   - He called the fireman and put out the fire

7. What did Yusuf do after he heard his mother calling "Help! Help!"?
   - He ran to the neighbor's house
   - He ran to the yard

8. He ran to the kitchen
   - He ran to the street

9. He was angry
   - He was happy

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

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

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

1. The text above tells us about...
   a. A holiday at a friend’s place
   b. A picture of bird
   c. A big bird cage

2. What is the last paragraph about?
   a. Anto had butterflies as his pet
   b. The writer’s friend is a good swimmer
   c. There are a lot of flowers in Anto’s house
   d. The writer had a good time with his friend

3. Where did the writer spend his afternoon?
   a. Under a tree
   b. In the swimming pool
   c. Inside big bird cage
   d. In the flower garden

4. From the text, we know that the writer ...
   a. Had gone and visited many places during his holiday
   b. Lived in the same village with his pen pal, Anto
   c. Liked butterflies and swimming very much
   d. Spent his holiday at friend’s house

5. What food that they had for breakfast?
   a. Traditional food
   b. Western food
   c. Javanese food
   d. Junk food

6. Last week, Mr. Damiri’s wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly, Yusuf heard his mother calling, “Help! Help!” He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school. Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor’s house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf’s mother to the clinic. When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son.

   a. Who took Mrs. Damiri to the clinic?
      a. Her son
      b. Her husband
      c. Mr. Damiri was proud of his son
      d. Her children

7. The main idea of the second paragraph is ...
   a. Yusuf asked his neighbor to help
   b. Mrs. Damiri got accident
   c. Mr. Damiri and his other children had gone
   d. He called Mrs. Damiri’s husband and ran to the kitchen

8. How did the neighbor help Mrs. Damiri?
   a. He called Mrs. Damiri’s husband and ran to the kitchen
   b. He called the fireman and put out the fire
   c. He put out the fire and took Mrs. Damiri to clinic
   d. He called the fireman and advised Mrs. Damiri to stay calm

9. What did Yusuf do after he heard his mother calling “Help! Help!”?
   a. He ran to the neighbor’s house
   b. He ran to the kitchen
   c. He ran to the yard
   d. He ran to the street

10. How Mr. Damiri expression after heard his wife’s story about their son?
    a. He was angry
    b. He was happy
    c. He was surprised
    d. He was sad
Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

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

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

1. The text above tells us about...
   - A holiday at a friend's place
   - A picture of Bird
   - A big bird cage
   - A big garden

2. What is the last paragraph about?
   - Anto had butterflies as his pet
   - In the swimming pool
   - There are a lot of flowers in Anto's house
   - The writer had a good time with his friend

3. Where did the writer spend his afternoon?
   - Under a tree
   - In the big bird cage
   - In the swimming pool
   - In the flower garden

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

5. What food that they had for breakfast?
   - Traditional food
   - Western food
   - Japanese food
   - Junk food

Last week, Mr. Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

6. Who took Mrs. Damiri to the clinic?
   - Her son
   - Her neighbor
   - Her husband
   - Her children

7. The main idea of the second paragraph is ... 
   - Yusuf asked his neighbor to help
   - Mr. Damiri was proud of his son
   - Mrs. Damiri got accident
   - Mr. Damiri and his other children had gone

8. How did the neighbour help Mrs. Damiri?
   - He called Mrs. Damiri's husband and ran to the kitchen
   - He called the fireman and put out the fire
   - He put out the fire and took Mrs. Damiri to the clinic
   - He ran to the neighbor's house

9. What did Yusuf do after he heard his mother calling "Help! Help!"
   - He ran to the neighbor's house
   - He went to the yard
   - He ran to the kitchen
   - He ran to the street

10. How Mr. Damiri expression after heard his wife's story about their son?
    - He was angry
    - He was happy
    - He was proud
    - He was sad
Last weekend, I visited my pen pal’s house. His name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much. After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

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

1. The text above tells us about...
   a. A holiday at a friend’s place
   b. A picture of bird
   c. A big bird cage
   d. A big garden

2. What is the last paragraph about?
   a. Anto had butterflies as his pet
   b. The writer’s friend is a good swimmer
   c. There are a lot of flowers in Anto’s house
   d. The writer had a good time with his friend

3. Where did the writer spend his afternoon?
   a. Under a tree
   b. In the swimming pool
   c. Inside big bird cage
   d. In the flower garden

4. From the text, we know that the writer ....
   a. Had been and visited many places during his holiday
   b. Lived in the same village with his pen pal, Anto
   c. Liked butterflies and swimming very much
   d. Spent his holiday at friend’s house

5. What food that they had for breakfast?
   a. Traditional food
   b. Western food
   c. Japanese food
   d. Junk food

Last week, Mr Damiri’s wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly, Yusuf heard his mother calling, “Help! Help!” He ran to the kitchen. His mother had burst herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school. Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor’s house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf’s mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

6. Who took Mrs Damiri to the clinic?
   a. Her son
   b. Her husband
   c. Her neighbor
   d. Her children

7. The main idea of the second paragraph is ....
   a. Yusuf asked his neighbor to help
   b. Mrs. Damiri got accident
   c. Mr. Damiri was proud of his son
   d. Mr. Damiri and his other children had gone

8. How did the neighbor help Mrs. Damiri?
   a. He called Mrs. Damiri’s husband and ran to the kitchen
   b. He called the fireman and put out the fire
   c. He put out the fire and took Mrs. Damiri to the clinic
   d. He called the fireman and advised Mrs. Damiri to stay calm

9. What did Yusuf do after he heard his mother calling “Help! Help”?
   a. He ran to the neighbor’s house
   b. He ran to the kitchen
   c. He ran to the yard
   d. He ran to the street

10. How Mr. Damiri expression after heard his wife’s story about their son?
    a. He was angry
    b. He was happy
    c. He was proud
    d. He was sad
Nama: Trio
No: 32

Students' Worksheet Post-test 2

Last weekend, I visited my pen pal's house. His name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much. After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

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

1. The text above tells us about:
   a. A holiday at a friend's place
   b. A picture of bird
   c. A big bird cage
   d. A big garden

2. What is the last paragraph about?
   a. Anto had butterflies as his pet
   b. The writer's friend is a good swimmer
   c. There are a lot of flowers in Anto's house
   d. The writer had a good time with his friend

3. Where did the writer spend his afternoon?
   a. Under a tree
   b. In the swimming pool
   c. In the big bird cage
   d. In the flower garden

4. From the text, we know that the writer:
   a. Had gone and visited many places during his holiday
   b. Lived in the same village with his pen pal, Anto
   c. Liked butterflies and swimming very much
   d. Spent his holiday at friend's house

5. What food that they had for breakfast?
   a. Traditional food
   b. Western food
   c. Japanese food
   d. Junk food

6. Who took Mrs. Damir's wife to the clinic?
   a. Her son
   b. Her husband
   c. Her children
   d. Her neighbor

7. The main idea of the second paragraph is:
   a. Yusuf asked his neighbor to help
   b. Mrs. Damiri got accident
   c. Mr. Damiri was proud of his son
   d. Mrs. Damiri and his other children had gone

8. How did the neighbor help Mrs. Damiri?
   a. He called Mrs. Damiri's husband and ran to the kitchen
   b. He called the fireman and put out the fire
   c. He ran to the neighbor's house
   d. He ran to the yard

9. What did Yusuf do after he heard his mother calling "Help! Help!"
   a. He was angry
   b. He was proud
   c. He was happy
   d. He ran to the stress

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Last week, Mr. Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.
The Students Do the Post Test of Cycle I

The Students Do the Post Test of Cycle II
The Students Do the Pre Test of Cycle I

The Students Get the Discussion
Sambungan dari Lampiran VII.1.

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3. Senior High School at SMK Informatika NU Ungaran, graduated in 2010

4. State Institute For Islamic Studies (IAIN) Salatiga
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I have been marked below:

Name : Kholilah
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Faculty : Teacher Training and Education Faculty
Department : English Education Department

Declares that this graduating paper is written by the researcher and it does not copy from other researcher. Theories and citations are used codes of ethic of writing for graduating paper. I give permission to publish this graduating paper on IAIN Salatiga's E-repository.

Salatiga, October 4th, 2018

The Researcher

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Nomor : B.1.3.031/In.21/D1.1/PN.03.00/ 02/2017
Lamp : -
Hal : Pembimbing dan Asisten Pembimbing Skripsi

Kepada
Yth. Maslihatul Umami, M.A
Di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : KHOLILAH
NIM : 113-12-146
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIIS BAHASA INGGRIS
Judul Skripsi : THE USE OF EXTENSIVE READING STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION ON THE ELEVENTH GRADE STUDENTS OF SMK NU UNGARAN

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 08 Februari 2016

a.n. Dekan,
Wakil Dekan Bidang Akademik

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Nomor : B-7 ? /In.21/D1/PN.03.00/11/2017 17 November 2017
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala MTs NU Ungaran

Di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : KHOLILAH
NIM : 113-12-146
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul skripsinya adalah:

THE USE OF COOPERATIVE LEARNING STRATEGI TO IMPROVE READING COMPREHENSION ON THE DESCRIPTIVE TEXT FOR THE EIGHTH GRADE STUDENTS OF MTs NU UNGARAN IN ACADEMIC YEAR 2017/2018

Dengan Pembimbing : Maslihatul Umami, M.A.

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di MTs NU Ungaran, mulai tanggal 21 November 2017 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Dekan,
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Tembusan :1. Mahasiswa yang bersangkutan
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Nomor : 375/ MTs.NU/ K.24/ III/ 2018

Assalamualaikum War. Wah

Yang bertanda tangan di bawah ini Kepala MTs. NU Ungaran menerangkan bahwa :

Nama : Kholilah
NIM : 113-12-146
Mahasiswa : IAIN Salatiga
Program Studi : Tadris Bahasa Inggris

Telah melaksanakan Penelitian di MTs. NU Ungaran pada 12 Februari 2018 guna penyusunan Skripsi dengan judul “The Use Of Cooperative Learning Strategi To Improve Reading Comprehension On The Descriptive Text For The Eighth Grade Students Of MTs NU Ungaran In Academic Year 2017/2018”.

Demikian surat keterangan ini kami buat dengan sesungguhnya, agar dapat dipergunakan sebagaimana mestinya.

Wallahul mawaffiq ila aqwamit thoriq.
Wassalamu’alaiakum wr. wb

Ungaran Barat, 19 Maret 2018
Kepala MTs NU Ungaran

[Signature]

H. Achenadu Musafak, S.Pd.I.
NIP. ....
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Khollah
NIM : 113-14-146
Dosen Pembimbing : Maslihatul Umami, S.Pd., M.A
Judul Skripsi : The Use of Cooperative Learning Strategy to Improve Students’ Reading Comprehension on the Recount Text

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Dosen Pembimbing,

Maslihatul Umami, S.Pd., M.A.
NIP : 19600513 200312 2003

91
**LEMBAR KONSULTASI SKRIPSI**

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<td>Kegiatan Baksos (Kerja Bakti di Lingkungan Beji)</td>
<td>4 Maret 2018</td>
<td>Panitia 4</td>
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</tr>
<tr>
<td>No</td>
<td>Kegiatan</td>
<td>Tanggal</td>
<td>Peserta</td>
<td>Panitia</td>
</tr>
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<td>----</td>
<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>27</td>
<td>Economic Class I &quot;Keuangan Syariah&quot;</td>
<td>9 April 2018</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Kegiatan lomba memperingati Hari Kemerdekaan Republik Indonesia yang ke-73, di Desa Beji</td>
<td>17 Agustus 2018</td>
<td>4</td>
<td></td>
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<tr>
<td></td>
<td><strong>Jumlah</strong></td>
<td></td>
<td><strong>101</strong></td>
<td></td>
</tr>
</tbody>
</table>

Salatiga, 27 Agustus 2018

Mengetahui,

Wakil Dekan Bidang Administrasi Umum,

Perencanaan dan Keuangan

[Signature]

NIP. 19710309 200003 1 001
BERITA ACARA UJIAN MUNAQASYAH

Assalamu’alaikum wr. wb.
Pada hari ini Senin, tanggal 2 Oktober 2018 telah dilaksanakan Ujian Munaqsyah:

Nama: Kholilah
NIM: 113-12-146
Program Studi: TBI

Setelah dilaksanakan ujian, maka Tim Penguji memutuskan bahwa yang bersangkutan dinyatakan:

☐ Tidak Lulus  ☑ Lulus dengan Revisi  ☐ Lulus *)

Selanjutnya yang bersangkutan wajib melakukan revisi dan telah mendapat pengesahan dari Tim Penguji selambat-lambatnya 3 (tiga) minggu setelah ujian. Apabila sampai batas waktu tersebut yang bersangkutan tidak melakukan revisi dan belum mendapat pengesahan dari Tim Penguji, maka hasil ujian ini dinyatakan batal dan yang bersangkutan wajib menempuh ujian ulang.

Wassalamu’alaikum wr. wb.

Ketua Penguji

Dr. Rastam Mat

Peserta Ujian

Kholilah

NIP. 113121460224031203

Catatan:

1. *) Beri tanda centang (☑) sesuai hasil ujian
2. Berita Acara dibuat rangkap 2: 1 lembar untuk penguji (arsip) dan 1 lembar untuk peserta ujian
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs NU Ungaran

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / II

Aspek/Skill : Membaca

Materi Pokok : Teks *Recount*

Alokasi Waktu : 2 x 40 menit

A. Standar Kompetensi

Membaca

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

B. Kompetensi Dasar

11.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*
C. Indikator pencapaian Kompetensi

1. Mengidentifikasi tujuan komunikatif teks narrative / recount

2. Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative / recount

D. Tujuan Pembelajaran

Setelah pembelajaran siswa diharapkan mampu:

1. Mengidentifikasi tujuan komunikatif teks narrative / recount

2. Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative / recount

E. Materi Pembelajaran

a. Definition

Recount text is a text which list and describe one’s experiences by retelling events in the order in which they happened.

b. Purpose

- Give the audience a description of what occurred and when it occurred.
- Retell events for the purpose of informing or entertaining.

c. Generic structure

1. Orientation

The setting and introduce participants e.g. I went to the park
2. **Events in Time Order**

Tell what happened, in what sequence e.g. I went to the park and I saw a pond. The pond had ducks sitting at the side of it.

3. **Reorientation**

Optional-closure of events/ending e.g. I left the park and went home.

d. **Linguistic Features Recount Text**

Linguistic features of the Recount Text are:

1. Recounts are written in the past tense.
   - They can be written in the first or the third person point of view.
   - 1st person: It is happening to the person writing the recount e.g. I went to the park.
   - 3rd person: An observer is telling it. Tom went to the park, there he saw a pond.

2. The connectives in a recount are often: next, then, after that.

3. Recounts focus on what an individual or a group of people were doing.
Orientation

Hooray! We had fun with English in our school! We enjoyed this event on Wednesday, 17 September 2016, at Eka Saska Junior High School in Surakarta. We had waited for it since February 2015. So when the day came, we were really happy.

Event

We played many games such as matching colors, matching pictures horse racing, running and finding and spelling bee. We had story telling, too. All students from grade VII to IX joined fun with English, so there were 3 slots for the activities. We really had fun and we could practice our English. We also sang together about parts of our body, and twinkle-twinkle little star.

Re-orientation

Many prizes were given in this event. There were tickets from Pandawa Water Boom Solo Baru, some money and many other types merchandise.
F. Model Pembelajaran

**Student Team Achievement Division (STAD)** merupakan salah satu bentuk model pembelajaran cooperative yang dilakukan dengan cara membuat tim belajar yang pengelompokannya dilakukan oleh guru.

G. Media, alat, bahan dan sumber belajar

1. Media
   a. Teacher made material
   b. LCD
   c. Powerpoint

2. Bahan Ajar
   a. Bahan Ajar (Penunjang Program Wajib Belajar) untuk SMP/MTs Kelas VIII semester 2

H. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>❖ Guru masuk ke kelas dan mengecek kesiapan siswa belajar baik secara fisik maupun psikis ❖ Guru membuka pelajaran dengan mengucap salam dan menyapa</td>
<td>15 menit</td>
</tr>
<tr>
<td>Inti</td>
<td>Eksplorasi:</td>
<td></td>
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<tr>
<td>------</td>
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<td></td>
</tr>
<tr>
<td><em>menggunakan Bahasa Inggris</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Guru meminta salah satu siswa memimpin berdo’a sebelum pelajaran dimulai  
- Guru mengecek kehadiran siswa sebagai bentuk disiplin  
- Guru menyampaikan tujuan pembelajaran  
- Guru memberikan pre-test  |

<table>
<thead>
<tr>
<th></th>
<th>Elaborasi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Guru menjelaskan langkah-langkah metode Student Team Achievement Division</em></td>
</tr>
</tbody>
</table>

60 menit
|  ➢ Guru membagi siswa kedalam kelompok-kelompok kecil  
|  ➢ Guru memberikan teks *recount* kepada masing – masing kelompok untuk didiskusikan.  
|  ➢ Siswa mengidentifikasi struktur teks, gagasan utama, informasi detail, struktur generic *recount text*.  
|  ➢ Siswa mengerjakan tugas kelompok.  
|  ➢ Siswa mempresentasikan hasil diskusi di depan kelas.  
|  ➢ Guru meminta siswa untuk mengerjakan soal secara *individu* yang digunakan sebagai skor kelompok.  

**Konfirmasi**

|  ➢ Guru mengklarifikasi dan menyimpulkan hasil diskusi.  
|  ➢ Guru menanyakan kesulitan siswa dalam memahami materi teks recount..  
|  ➢ Guru memberikan evaluasi kepada siswa (Post-test)  |
Penutup

- Guru meminta siswa untuk menyimpulkan hasil pembelajaran
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya
- Guru menyampaikan motivasi belajar di rumah kepada siswa
- Salam penutup

I. Penilaian

1. Jenis / teknik penilaian : Tugas Individu dan Tugas Kelompok

2. Bentuk instrument : Penugasan tertulis

3. Instumen penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Contoh</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/</td>
<td>Mengidentifikasi tujuan komunikatif teks <em>narrative / recount</em></td>
<td>Tes tulis</td>
<td>Pilihan ganda</td>
<td>Answer the following question based on the text</td>
</tr>
</tbody>
</table>
4. Pedoman Penilaian

a. Choose the right answer based on the text.

\[ \text{Skor} = \text{Jumlah benar} \times 10 \]

b. Kunci Jawaban

Mengetahui,

Kepala MTs NU Ungaran

Guru Mata Pelajaran

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

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

1. What is the kind of the text above?
   a. Descriptive   c. Narrative
   b. Recount   d. Persuasive

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

3. When did the event happen?
   a. in the middle of the year   c. Christmas celebration
   b. the end of the year   d. at the weekend as usual
4. Which of the following is not true according to the text?
   a. The writer was waiting to celebrate the New Year.
   b. The writer brought a watch.
   c. The writer was very happy.
   d. The writer celebrated the New Year with his family.

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

A Trip to the Zoo

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

   After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

   Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.

   During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.
6. What is the generic structure of the text?
   a. Orientation-Event-Reorientation
   b. Event-Orientation-Reorientation
   c. Orientation-Events-Reorientation
   d. Reorientation-Orientation-Event

7. What did they do after bought some food to give to the animals?
   a. They went to the nocturnal house
   b. They went for a ride on the elephant
   c. They had a lunch
   d. They fed some birds in the park

8. What happened to the writer's dad when he rode an elephant?
   a. He felt a thrill
   b. He felt fun
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9. Why did the writer and his family feel very tired after having a trip to the zoo?
   a. They took a long time to reach the zoo area
   b. They had to visit many places in the zoo
   c. They had to feed a lot of animals in the zoo
   d. They had no time to take a rest in the zoo

10. . . . our family felt tired after visiting the zoo, we were still happy.
    a. Since
    b. Because
    c. Although
    d. Nevertheless
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs NU Ungaran

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / II

Aspek/Skill : Membaca

Materi Pokok : Teks Recount

Alokasi Waktu : 2 x 40 menit

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

B. Kompetensi Dasar

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C. Indikator pencapaian Kompetensi

3. Mengidentifikasi tujuan komunikatif teks *narrative / recount*

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D. Tujuan Pembelajaran

Setelah pembelajaran siswa diharapkan mampu:

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E. Materi Pembelajaran

e. **Definition**

Recount text is a text which list and describe one’s experiences by retelling events in the order in which they happened.

f. **Purpose**

- Give the audience a description of what occurred and when it occurred.
- Retell events for the purpose of informing or entertaining.

g. **Generic structure**

4. Orientation

The setting and introduce participants e.g. I went to the park
5. **Events in Time Order**

Tell what happened, in what sequence e.g. I went to the park and I saw a pond. The pond had ducks sitting at the side of it.

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**h. Linguistic Features Recount Text**

Linguistic features of the Recount Text are:

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5. The connectives in a recount are often: next, then, after that.

6. Recounts focus on what an individual or a group of people were doing.
Example:.  

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**Student Team Achievement Division (STAD)** merupakan salah satu bentuk model pembelajaran cooperative yang dilakukan dengan cara membuat tim belajar yang pengelompokannya dilakukan oleh guru.

G. Media, alat, bahan dan sumber belajar

3. Media
   
d. Teacher made material
   
e. LCD
   
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4. Bahan Ajar

   b. Bahan Ajar (Penunjang Program Wajib Belajar) untuk SMP/MTs Kelas VIII semester 2

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115
menggunakan Bahasa Inggris

- Guru meminta salah satu siswa memimpin berdo’a sebelum pelajaran dimulai
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<tbody>
<tr>
<td></td>
<td>- Guru melakukan apersepsi dengan mengajukan pertanyaan yang merujuk pada konsep tentang <em>recount text</em></td>
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Guru membagi siswa kedalam kelompok-kelompok kecil

Guru memberikan teks *recount* kepada masing – masing kelompok untuk didiskusikan.

Siswa mengidentifikasi struktur teks, gagasan utama, informasi detail, struktur generic *recount text*.

Siswa mengerjakan tugas kelompok.

Siswa mempresentasikan hasil diskusi di depan kelas.

Guru meminta siswa untuk mengerjakan soal secara *individu* yang digunakan sebagai skor kelompok.

**Konfirmasi**

Guru mengklarifikasi dan menyimpulkan hasil diskusi.

Guru menanyakan kesulitan siswa dalam memahami materi teks recount.

Guru memberikan evaluasi kepada siswa (Post-test)
Penutup

- Guru meminta siswa untuk menyimpulkan hasil pembelajaran
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya
- Guru menyampaikan motivasi belajar di rumah kepada siswa
- Salam penutup

II. Penilaian

5. Jenis / teknik penilaian : Tugas Individu dan Tugas Kelompok

6. Bentuk instrument : Penugasan tertulis

7. Instumen penilaian

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8. Pedoman Penilaian

c. Choose the right answer based on the text.

\[ \text{Skor} = \text{Jumlah benar} \times 10 \]

d. Kunci Jawaban

Mengetahui,

Kepala MTs NU Ungaran                          Guru Mata Pelajaran

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

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

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colorful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.
c. There are a lot of flowers in Anto's house
d. The writer had a good time with his friend

3. Where did the writer spend his afternoon?
   a. Under a tree
   b. In the swimming pool
   c. Inside big bird cage
   d. In the flower garden

4. From the text, we know that the writer ....
   a. Had gone and visited many places during his holiday
   b. Lived in the same village with his pen pal, Anto
   c. Liked butterflies and swimming very much
   d. Spent his holiday at friend's house

5. What food that they had for breakfast?
   a. Traditional food
c. Javanese food
   b. Western food
d. Junk food

Last week, Mr Damiri’s wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, “Help! Help!” he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.
Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor’s house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf’s mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, “When you are a man, you will be just like your father,” she said.

6. Who took Mrs. Damiri to the clinic?
   a. Her son    c. Her neighbor
   b. Her husband    d. Her children

7. The main idea of the second paragraph is …
   a. Yusuf asked his neighbor to help
   b. Mrs. Damiri got accident
   c. Mr. Damiri was proud of his son
   d. Mr. Damiri and his other children had gone

8. How did the neighbour help Mrs. Damiri?
   a. He called Mrs. Damiri’s husband and ran to the kitchen
   b. He called the fireman and put out the fire
   c. He put out the fire and took Mrs. Damiri to the clinic
   d. He called the fireman and advised Mrs. Damiri to stay calm
9. What did Yusuf do after he heard his mother calling “Help! Help”?
   a. He ran to the neighbor’s house  c. He ran to the yard
   b. He ran to the kitchen          d. He ran to the street

10. How Mr. Damiri expression after heard his wife’s story about their son?
    a. He was angry                  c. He was happy
    b. He was proud                 d. He was sad
On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"
I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

1. What is the kind of the text above?
   a. Descriptive
   b. Recount
   c. Narrative
   d. Persuasive
   
2. Based on the text, where was the writer?
   a. At the center of the town
   b. At home
   c. At the beach
   d. At the market
   
3. When did the event happen?
   a. in the middle of the year
   b. the end of the year
   c. Christmas celebration
   d. at the weekend as usual
   
4. Which of the following is not true according to the text?
   a. The writer was waiting to celebrate the New Year.
   b. The writer brought a watch.
   c. The writer was very happy.
   d. The writer celebrated the New Year with his family.
   
5. What does the first sentence tell you?
   a. The problem that the writer met
   b. The opening of the story
   c. The funny thing in the story
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6. A Trip to the Zoo
   Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.
   After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.
   Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.
   During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.
   
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   a. Orientation-Event-Reorientation
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   b. They had to visit many places in the zoo
   c. They had to feed a lot of animals in the zoo
   d. They had no time to take a rest in the zoo
   
11. ... our family felt tired after visiting the zoo, we were still happy.
   a. Since
   b. Although
   c. Although
   d. Nevertheless
On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"
I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

1. What is the kind of the text above?
   a. Descriptive  
   b. Narrative  
   c. Persuasive  
   d. Expository

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

3. When did the event happen?
   a. In the middle of the year  
   b. In the beginning of the year  
   c. Christmas celebration  
   d. At the weekend as usual

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

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

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

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

6. What is the generic structure of the text?
   a. Orientation-Event-Reorientation  
   b. Event-Orientation-Reorientation  
   c. Orientation-Events-Reorientation  
   d. Reorientation-Orientation-Event

7. What did they do after having bought some food to give to the animals?
   a. They went to the nocturnal house  
   b. They went for a ride on the elephant  
   c. They had a lunch  
   d. They fed some birds in the park

8. What happened to the writer's dad when he rode an elephant?
   a. He felt a thrill  
   b. He felt funny  
   c. He failed  
   d. He fell off

9. Why did the writer and his family feel very tired after having a trip to the zoo?
   a. They took a long time to reach the zoo again  
   b. They had to visit many places in the zoo  
   c. They had to feed a lot of animals in the zoo  
   d. They had no time to take a rest in the zoo

10. ... our family felt tired after visiting the zoo, we were still happy.
    a. Since  
    b. Although  
    c. Because  
    d. Nevertheless
On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

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

A Trip to the Zoo

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.
On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes’ time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, “It’s two minutes past twelve! The clock has stopped!”

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

1. What is the kind of the text above?
   a. Descriptive
   b. Recount
   c. Narrative
   d. Persuasive

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

3. When did the event happen?
   a. In the middle of the year
   b. The end of the year
   c. Christmas celebration
   d. At the weekend as usual

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

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

A Trip to the Zoo

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

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

6. What is the generic structure of the text?
   a. Orientation-Event-Reorientation
   b. Event-Orientation-Reorientation
   c. Orientation-Events-Reorientation
   d. Reorientation-Orientation-Event

7. What did they do after bought some food to give to the animals?
   a. They went to the nocturnal house
   b. They went for the ride on the elephant
   c. They had a lunch
   d. They fed some birds in the park

8. What happened to the writer’s dad when he rode an elephant?
   a. He felt a thrill
   b. He felt fun
   c. He failed
   d. He fell off

9. Why did the writer and his family feel very tired after having a trip to the zoo?
   a. They took a long time to reach the zoo area
   b. They had to visit many places in the zoo
   c. They had to feed a lot of animals in the zoo
   d. They had no time to take a rest in the zoo

10. our family felt tired after visiting the zoo, we were still happy.
    a. Since
    b. Although
    c. Because
    d. Nevertheless
On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

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

1. What is the kind of the text above?
   a. Descriptive  
   b. Recount  
   c. Narrative  
   d. Persuasive

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

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

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

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

A Trip to the Zoo

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

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go of the rope, but he was ok.

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

6. What is the generic structure of the text?
   a. Orientation-Event-Reorientation  
   b. Event-Orientation-Reorientation  
   c. Orientation-Events-Reorientation  
   d. Events-Reorientation-Orientation-Event

7. What did they do after having some food to give to the animals?
   a. They went to the nocturnal house  
   b. They went for a ride on the elephant  
   c. They had a lunch  
   d. They fed some birds in the park

8. What happened to the writer's dad when he rode an elephant?
   a. He felt a thrill  
   b. He fell  
   c. He fell off  
   d. He was ok

9. Why did the writer and his family feel very tired after having a trip to the zoo?
   a. They took a long time to reach the zoo area  
   b. They had to visit many places in the zoo  
   c. They had to feed a lot of animals in the zoo  
   d. They had no time to take a rest in the zoo

10. Our family felt tired after visiting the zoo, we were still happy.
    a. Since  
    b. Although  
    c. Because  
    d. Nevertheless
On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"
I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

1. What is the kind of the text above?
   a. Descriptive
   b. Recount
   c. Narrative
   d. Persuasive
2. Based on the text, where was the writer?
   a. At the center of the town
   b. At home
   c. At the beach
   d. At the market
3. When did the event happen?
   a. in the middle of the year
   b. the end of the year
   c. Christmas celebration
   d. the weekend as usual
4. Which of the following is not true according to the text?
   a. The writer was waiting to celebrate the New Year.
   b. The writer bought a watch.
   c. The writer was very happy.
   d. The writer celebrated the New Year with his family.
5. What does the first sentence tell you?
   a. The problem that the writer met
   b. The funny thing in the story
   c. The opening of the story
   d. The past event

A Trip to the Zoo
Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so many fun activities at many places at the zoo.

6. What is the generic structure of the text?
   a. Orientation-Event-Reorientation
   b. Event-Orientation-Reorientation
   c. Orientation-Events-Reorientation
   d. Reorientation-Orientation-Event
7. What did they do after bought some food to give to the animals?
   a. They went to the nocturnal house
   b. They went for a ride on the elephant
   c. They had a lunch
   d. They fed some birds in the park
8. What happened to the writer's dad when he rode an elephant?
   a. He felt a thrill
   b. He fell fun
   c. He failed
   d. He fell off
9. Why did the writer and his family feel very tired after having a trip to the zoo?
   a. They took a long time to reach the zoo area
   b. They had to visit many places in the zoo
   c. They had to feed a lot of animals in the zoo
   d. They had no time to take a rest in the zoo
10. . . . our family felt tired after visiting the zoo, we were still happy.
   a. Since
   b. Because
   c. Although
   d. Nevertheless
Last weekend, I visited my pen pal's house. His name is Anjo. There were many activities I did there. In the morning, Anjo and I had breakfast. We had traditional food. I liked it very much.

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

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

1. The text above tells us about...
   a. A holiday at a friend's place
   b. A picture of a bird
   c. A big bird cage
   d. A big garden

2. What is the last paragraph about?
   a. Anjo had butterflies as his pet
   b. The writer's friend is a good swimmer
   c. There are a lot of flowers in Anjo's house
   d. The writer had a good time with his friend

3. Where did the writer spend his afternoon?
   a. Under a tree
   b. In the swimming pool
   c. Inside big bird cage
   d. In the flower garden

4. From the text, we know that the writer ...
   a. Had gone and visited many places during his holiday
   b. Lived in the same village with his pen pal, Anjo
   c. Liked butterflies and swimming very much
   d. Spent his holiday at friend's house

5. What foods that they had for breakfast?
   a. Traditional food
   b. Javanese food
   c. Western food
   d. Junk food

Last week, Mr. Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

6. Who took Mrs. Damiri to the clinic?
   a. Her son
   b. Her husband
   c. Her neighbor
   d. Her children

7. The main idea of the second paragraph is ....
   a. Yusuf asked his neighbor to help
   b. Mrs. Damiri got an accident
   c. Mr. Damiri was proud of his son
   d. Mr. Damiri and his other children had gone

8. How did the neighbor help Mrs. Damiri?
   a. He called Mrs. Damiri's husband and ran to the kitchen
   b. He called the fireman and put out the fire
   c. He put out the fire and took Mrs. Damiri to the clinic
   d. He called the fireman and advised Mrs. Damiri to stay calm

9. What did Yusuf do after he heard his mother calling "Help! Help!"?
   a. He ran to the neighbor's house
   b. He ran to the yard
   c. He ran to the kitchen
   d. He ran to the street

10. How do you express your anger when you hear your friend's story about their son?
    a. He was angry
    b. He was happy
    c. He was sad
    d. He was sad

    Last week, Mr. Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.
Last weekend, I visited my pen pal's house. His Name is Anjo. There were many activities I did there. In the morning, Anjo and I had breakfast. We had traditional food. I liked it very much.

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

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

1. The text above tells us about...
   a. A holiday at a friend's place
   b. A picture of bird
   c. A big bird cage
   d. A big garden

2. What is the last paragraph about?
   a. Anjo had butterflies as his pet
   b. The writer's friend is a good swimmer
   c. There are a lot of flowers in Anjo's house
   d. The writer had a good time with his friend

3. Where did the writer spend his afternoon?
   a. Under a tree
   b. In the swimming pool
   c. Inside big bird cage
   d. In the flower garden

4. From the text, we know that the writer....
   a. Had gone and visited many places during his holiday
   b. Lived in the same village with his pen pal, Anjo
   c. Liked butterflies and swimming very much
   d. Spent his holiday at friend's house

5. What food that they had for breakfast?
   a. Traditional food
   b. Western food
   c. Javanesque food
   d. Junk food

Last week, Mr Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, When you are a man, you will be just like your father, "she said.

6. Who took Mrs. Damiri to the clinic?
   a. Her son
   b. Her husband
   c. Her children
   d. Mr. Damiri and his other children had gone

7. The main idea of the second paragraph is....
   a. Yusuf asked his neighbor to help
   b. Mrs. Damiri got accident
   c. Mr. Damiri was proud of his son
   d. Mr. Damiri and his other children had gone

8. How did the neighbor help Mrs. Damiri?
   a. He called Mrs. Damiri's husband and ran to the kitchen
   b. He called the fireman and put out the fire
   c. He put out the fire and took Mrs. Damiri to the clinic
   d. He called the fireman and advised Mrs. Damiri to stay calm

9. What did Yusuf do after he heard his mother calling "Help! Help!"
   a. He ran to the neighbor's house
   b. He ran to the street
   c. He ran to the yard
   d. He ran to the kitchen

10. How Mr. Damiri expression after heard his wife's story about their son?
    a. He was angry
    b. He was happy
    c. He was proud
    d. He was sad
Last weekend, I visited my pen pal's house. His name is Arto. There were many activities I did there. In the morning, Arto and I had breakfast. We had traditional food. I liked it very much. After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

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

1. The text above tells us about...
   a. A holiday at a friend's place
   b. A picture of bird
   c. A big bird cage
   d. A big garden

2. What is the last paragraph about?
   a. Arto had butterflies as his pet
   b. The writer's friend is a good swimmer
   c. There are a lot of flowers in Arto's house
   d. The writer had a good time with his friend

3. Where did the writer spend his afternoon?
   a. Under a tree
   b. In the swimming pool
   c. Inside big bird cage
   d. In the flower garden

4. From the text, we know that the writer:
   a. Had gone and visited many places during his holiday
   b. Lived in the same village with his pen pal, Arto
   c. Liked butterflies and swimming very much
   d. Spent his holiday at friend's house

5. What food that they had for breakfast?
   a. Traditional food
   b. Western food
   c. Japanese food
   d. Junk food

6. Last week, Mr Damiri’s wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, “Help! Help!” He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.

   Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor’s house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf’s mother to the clinic.

   When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son.

   “When you are a man, you will be just like your father,” she said.

7. Who took Mrs. Damiri to the clinic?
   a. Her son
   b. Her husband
   c. Her neighbor
   d. Her children

8. The main idea of the second paragraph is....
   a. Yusuf asked his neighbor to help
   b. Mrs. Damiri got accident
   c. Mr. Damiri was proud of his son
   d. Mr. Damiri and his other children had gone

9. What did Yusuf do after he heard his mother calling “Help! Help!”?
   a. He called Mrs. Damiri’s husband and ran to the kitchen
   b. He called the fireman and put out the fire
   c. He ran to the fire and took Mrs. Damiri to the clinic
   d. He called the fireman and advised Mrs. Damiri to stay calm

10. How Mr. Damiri’s expression after heard his wife’s story about their son?
    a. He was angry
    b. He was happy
    c. He was proud
    d. He was sad
Last weekend, I visited my pen pal's house. His name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

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

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

1. The text above tells us about...
   a. A holiday at a friend's place  
   b. A picture of bird  
   c. A big bird cage  
   d. A big garden

2. What is the last paragraph about?
   a. Anto had butterflies as his pet  
   b. The writer's friend is a good swimmer  
   c. There are a lot of flowers in Anto's house  
   d. The writer had a good time with his friend

3. Where did the writer spend his afternoon?
   a. Under a tree  
   b. In the swimming pool  
   c. Inside big bird cage  
   d. In the flower garden

4. From the text, we know that the writer....
   a. Had gone and visited many places during his holiday  
   b. Lived in the same village with his pen pal, Anto  
   c. Liked butterflies and swimming very much  
   d. Spent his holiday at friend's house

5. What food that they had for breakfast?
   a. Traditional  
   b. Western food  
   c. Japanese food  
   d. Junk food

Last week, Mr. Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

6. Who took Mrs. Damiri to the clinic?
   a. Her son  
   b. Her husband  
   c. Mr. Damiri was proud of his son  
   d. Mr. Damiri and his other children had gone

7. The main idea of the second paragraph is ....
   a. Yusuf asked his neighbor to help  
   b. Mrs. Damiri got accident  
   c. Mr. Damiri was proud of his son  
   d. Mr. Damiri and his other children had gone

8. How did the neighbor help Mrs. Damiri?
   a. He called Mrs. Damiri's husband and ran to the kitchen  
   b. He called the fireman and put out the fire  
   c. He ran to the neighbor's house  
   d. He ran to the street

9. What did Yusuf do after he heard his mother calling "Help! Help!"
   a. He ran to the neighbor's house  
   b. He ran to the fireman  
   c. He ran to the yard  
   d. He ran to the street

10. How Mr. Damiri expression after heard his wife's story about their son?
    a. He was angry  
    b. He was happy  
    c. He was sad  
    d. He was mad
Last weekend, I visited my pen pal’s house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

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

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

1. The text above tells us about:
   a. A holiday at a friend’s place
   b. A picture of bird
   c. A big bird cage
   d. A big garden

2. What is the last paragraph about?
   a. Anto had butterflies as his pet
   b. The writer’s friend is a good swimmer
   c. There are a lot of flowers in Anto’s house
   d. The writer had a good time with his friend

3. Where did the writer spend his afternoon?
   a. Under a tree
   b. In the swimming pool
   c. Inside big bird cage
   d. In the flower garden

4. From the text, we know that the writer:
   a. Had gone and visited many places during his holiday
   b. Lived in the same village with his pen pal, Anto
   c. Liked butterflies and swimming very much
   d. Spent his holiday at friend’s house

5. What food that they had for breakfast?
   a. Traditional food
   b. Western food
   c. Javanese food
   d. Funk food

6. Last week, Mr Damiri’s wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, “Help! Help!” he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor’s house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf’s mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, “When you are a man, you will be just like your father,” she said.

7. Who took Mrs. Damiri to the clinic?
   a. Her son
   b. Her husband
   c. Her neighbor
   d. Her children

8. What is the main idea of the second paragraph is:
   a. Yusuf asked his neighbor to help
   b. Mrs. Damiri got accident
   c. Mr. Damiri was proud of his son
   d. Mr. Damiri and his other children had gone

9. How did the neighbor help Mrs. Damiri?
   a. He called Mrs. Damiri’s husband and ran to the kitchen
   b. He called the fireman and put out the fire
   c. He put out the fire and took Mrs. Damiri to the clinic
   d. He called the fireman and advised Mrs. Damiri to stay calm

10. What did Yusuf do after he heard his mother calling “Help! Help!”?
    a. He ran to the neighbor’s house
    b. He ran to the yard
    c. He ran to the kitchen
    d. He ran to the street
Last weekend, I visited my pen pal’s house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

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

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

1. The text above tells us about....
   a. A holiday at a friend’s place
   b. A picture of bird
   c. A big bird cage
   d. A big garden

2. What is the last paragraph about?
   a. Anto had butterflies as his pet
   b. The writer’s friend is a good swimmer
   c. There are a lot of flowers in Anto’s house
   d. The writer had a good time with his friend

3. Where did the writer spend his afternoon?
   a. Under a tree
   b. In the swimming pool
   c. Inside big bird cage
   d. In the flower garden

4. From the text, we know that the writer....
   a. Had gone and visited many places during his holiday
   b. Lived in the same village with his pen pal, Anto
   c. Liked butterflies and swimming very much
   d. Spent his holiday at friend’s house

5. What food that they had for breakfast?
   a. Traditional food
   b. Western food
   c. Javanese food
   d. Junk food

6. Who took Mrs. Damiri to the clinic?
   a. Her son
   b. Her husband
   c. Her neighbor
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7. The main idea of the second paragraph is ....
   a. Yusuf asked his neighbor to help
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9. What did Yusuf do after he heard his mother calling “Help! Help!”?
   a. He ran to the neighbor’s house
   b. He ran to the yard
   c. He ran to the kitchen
   d. He ran to the street

10. How Mr. Damiri expression after heard his wife’s story about their son?
    a. He was angry
    b. He was sad
    c. He was happy
The Students Do the Post Test of Cycle I
The Students Do the Post Test of Cycle I II

The Students Do the Pre Test of Cycle I

The Students Get the Discussion
Sambungan dari Lampiran VII.1.

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'‘Dinukil dari Henry E. Garrett, *Op. Cit.*, hlm. 427, dengan catatan bahwa yang dinukil di sini hanya Harga Kritik “t” pada taraf signifikansi 5% dan 1%.